



The myths of the 1950s set the stage for the rebellions of the 1960s and are still clung to today. This course will compare the myths versus the reality of the 1950s United States, specifically: social constructions of gender roles; the function of science; the composition of families; the role of the economy; race and ethnic

relations; and the power of technology and media. The myths of the 1950s still have a hold on our visions fifty years later, even though that era remains "the way we never were."

Campbell College, FRPG 187 C, Fall 2009

Table of Contents

| | |
|--|----|
| How We Work..... | 2 |
| Readings..... | 4 |
| Course Requirements..... | 4 |
| History Quiz..... | 5 |
| Fun Movie Night/..... | 5 |
| Other Events..... | 5 |
| Major Assignments..... | 6 |
| Schedule..... | 7 |
| Policies & Pet Peeves..... | 8 |
| First Year Program Philosophy and Goals 2009-10..... | 10 |
| The Word Studio..... | 11 |
| Academic Honor Information..... | 11 |

How We Work

The FYP has a number of goals, all of them developed to assist you in your college-level work. There are specific focuses on reading and on written and oral communication skills. You will learn how to write a college-level research essay, how to use and evaluate sources, and how to revise materials after comments by peers and the faculty. Specifically, you will be:

- Taking a critical perspective on truth-claims of all sorts
- Confronting issues of privilege (including and especially your own)
- Placing texts in their historical, cultural, and political contexts
- Understanding science and assessing the ways scientific knowledge is used in society
- Participating in respectful debate about pressing social and scientific and environmental issues
- Recognizing and reflecting on your role as member of multiple geographical, political, cultural, intellectual and identity communities
- Recognizing the deeply social nature of knowledge production, including the processes that produce scientific knowledge;

Reading, Writing and Speaking: The major universal goals of the FYP are to enhance and improve skills in reading, writing and speaking. Therefore, many of the assignments and projects that you will be undertaking this semester involve at least one of these skills, and most involve all three. In addition, you will be learning to perform academic research, and to report on this, which also involves reading, writing and speaking. Although you will be practicing these "skills" in and out of the classroom, we have scheduled special laboratory times on Wednesday afternoons to focus specifically on them.

In addition, you will be graded and tested on your ability to learn and use these new skills, as well as your improvement over the semester. You will have regular reading quizzes on materials assigned. You will be randomly asked several times during the semester to lead a group discussion. You will be expected to revise oral materials as well as written ones, showing your development as a reader, writer, speaker, and as an analyst.

We will meet in "plenary" on Tuesday and Thursday mornings: all students and the two faculty. The semester, as you will see from the syllabus, is divided into several major topic themes. For each week, there are a series of readings, and in many weeks, material to be viewed on the SLU network. ALL materials for the week are to be done by Tuesday, which is when the reading quizzes will take place. During the TT sessions there will be some lectures, group discussion, projects, video viewing and reviewing, and discussion of general skills.

On the Wednesday afternoon, in most cases we will meet in two separate "seminars". Although there will be occasional exceptions, in most cases you will be working on skill development and practice during the seminar times, as well as doing peer editing and critiquing.

On many Sunday nights, there will be a "fun" movie played in the dorm.

We reserve the right to change the syllabus as needed.

Administrivia

Plenary: T/Th 10:10-11:40 a.m. in Valentine 208

Seminar: W 1:40-3:10 pm

| Instructor | Seminar room | |
|------------|--------------|-------|
| Bos | Val | 205-6 |
| LeClerc | Val | 106 |

Faculty and College Staff:

| Faculty | Office | Office hours | Phone | email |
|-----------------|------------|--------------------|-------|----------|
| Maegan Bos | Val 210-1 | MTH 1-2 or by appt | -5952 | mbos |
| Patrice LeClerc | Piskor 206 | T 1-2, W 11-12 | -5230 | pleclerc |

Community Assistants:

| Name | Phone | Room | email |
|----------------------|-------|------|----------|
| Jacqueline Dougherty | -6122 | 345 | jrdoug07 |
| Patrick Dodds | -6075 | 244 | pudodd07 |

Residential Coordinator: Kevin Lobdell

Writing Mentor: Natalie Kurtz, njkurt06

Office hours: Sunday, 5-7pm , Mondays: 8-10 pm

Natalie is trained to assist to assist you in writing, oral communication, and research. We are thrilled to have Natalie for our mentor this year: she took this FYP, so will have special insights that you should take advantage of. Natalie can help you brainstorm about ideas for an assignment, rehearse a presentation, narrow your thesis for a paper, strengthen your argument and organization in an essay, or work on stylistic and grammatical problems. Her job is *to help you learn how to do these things yourself*. She is a tutor, not your personal editor. You are free to consult with Natalie during her office hours and at her convenience. You must schedule tutorials with Natalie in advance: she should not be expected to accommodate last-minute requests before an assignment is due. She will NOT be able to see 33 people the night before an assignment is due, so plan accordingly. Your advisor may decide that you would need assistance from Natalie, and she will ask you to schedule a conference with her. It is your responsibility to make the appointment with Natalie and to appear at the time you have reserved. Missing a scheduled appointment with Natalie is the equivalent of missing a class. You will have to have your work reviewed by Natalie at least twice during the semester; we will discuss with you how this will happen.

Readings

Metaliou, Grace. 1956. Peyton Place.
Hacker, Diana. A Pocket Style Manual. Boston: Bedford.
Halberstam, David. 1993. The Fifties. New York: Fawcett.

Other Assigned Readings will be on: ANGEL website
www.angel.stlawu.edu

Course Requirements

| | |
|--------------------------------------|----|
| Attendance & Participation | 15 |
| Reading Quizzes | 10 |
| Various writing/speaking assignments | 15 |
| Op-Ed (written) | 15 |
| Newspaper Article (written) | 15 |
| Newscast (oral) | 15 |
| Poster (written & oral) | 10 |
| Portfolio | 5 |



Who will grade my work?

Your seminar leader will grade all your written and oral work, often in consultation with the other college staff. Your faculty will meet regularly together to ensure consistency of grading. The expectations for all assignments will be clear when the assignment is given. If there are any questions, consult with us.

Attendance & Participation

How will we grade you on this?

- 4.0 Excellent attendance. Substantial contributions to discussion. Contributions based on preparation and thought.
- 3.0 Good attendance. Comments and questions are frequent. Significant contributions when called upon.
- 2.0 Good attendance. Volunteered comments/questions infrequent. Class preparation not always obvious.
- 1.0 Class attendance spotty. Volunteered contributions infrequent.
- 0.0 Class attendance poor. Volunteered contributions virtually non-existent.

Reading Quizzes

All content assignments are due by Tuesday. You will typically have a short quiz on the material to check for comprehension and whether you actually did it! This will include questions on the "fun" movies.

Various Writing/speaking assignments

You will have various small writing and speaking assignments throughout the semester.

Portfolio

At the end of the semester, you will compile gather all the work you have done and present it to us along with a reflective essay on your work.

History Quiz

There is a history quiz on ANGEL. You may take it as many times as you would like. At the end of the semester, we will multiply your final grade by the highest percentage grade you have made on the history quiz. Good luck!

Fun Movie Night!

Most weeks, the CAs will show a fun movie with a loose connection to what we are doing in class. You are expected to go watch all of them. You will have fun, dammit! (As noted above, there will be questions on the reading quizzes on these movies.)

Other Events

On September 23rd, you will not have seminar. Instead, we will be having a Fifties dinner that night! Also, on December 5th, you will be hosting a Sock Hop for the campus community. Get your dancin' shoes out!



Major Assignments

These are typically assigned on Wednesdays with drafts due on Wednesdays and a final version due on Wednesdays.

- Op-ed (individual)
 - *Assigned:* 9/9
 - *Draft Due:* 9/16
 - *Final Due:* 9/23
 - *Brief Description:* Each student will research a event/topic and write an op-ed on the event/topic
- Newspaper (group)
 - *Assigned:* 9/30
 - *Draft Due:* 10/7
 - *Final Due:* 10/14
 - *Brief Description:* Create a newspaper on the major events of the 1950s.
- Newscast (group)
 - *Assigned:* 10/21
 - *Rehearsal:* 11/4 & 11/10
 - *Performance:* 11/12
 - *Brief Description:* Using the newspaper, create and perform a newscast.
- Poster (individual)
 - *Assigned:* 11/11
 - *Rough Draft:* 11/18
 - *Due:* 12/2
 - *Brief Description:* Each student will create a poster presentation on the event/topic based on their original op-ed.

Group Assignments: Two of your four major assignments are group assignments. Each member of the group is expected to contribute equally and as adults. At the end of the project, each group member will grade each of the members of their group. If you didn't participate much in your group project, it will affect your grade.

No work = 0.0!!



Schedule

Assignments: will consist of scholarly materials, books, popular magazines, websites, other Internet information, videos on the network and in class, and materials on ANGEL. Assignments for plenary are to be done by Tuesday; assignments for seminar are to be done by Wednesday.

| WEEK | TOPIC | SEMINAR | READING | FILM | Fun |
|-------------|--|--|--|---|--|
| 0 8/24 | Peyton Place | ADMIN& Intro | TIMELINES | NONE | |
| 1 8/31 | Politics | Time Management | Fifties: 5,14,16-18,25,45 | FIFTIES: VOL 1 <i>Making Sense of the 60s</i> | <i>Good night and Good luck</i> |
| 2 9/7 | Nuclear Age & Science | Library: OpEd OUT | Fifties: 2,6,24,41 ANGEL Readings | <i>On the Beach & Invasion of the Body Snatchers</i> | |
| 3 9/14 | Daily Life/Domestic Science | How to do a Peer Review Peer-Review of OpEd | Fifties: 9,10,12,32 ANGEL Readings | FIFTIES: VOL 3 | <i>Pleasantville</i> |
| 4 9/21 | Consumerism | NO SEMINAR-Dinner OpEd IN | Fifties: 10, 11, 33,42 ANGEL Readings | FIFTIES: VOL 2 TV commercials | |
| 5 9/28 | Music | Clothes in the 50s Newspaper OUT | Fifties: 31 | FIFTIES: VOL 5 <i>Grease</i> | <i>West Side Story</i> |
| 6 10/5 | Life of a Teenager/Beatniks | Library: 50s Essay OUT Newspaper DRAFT IN | ANGEL Readings | <i>The Source& Rebel w/out a Cause</i> | <i>Back to the Future</i> |
| 7 10/12 | Science Fiction & Horror | 50s Essay IN Newspaper IN Interview OUT | ANGEL Readings | <i>Gojira</i> THEM! | <i>The Blob</i> |
| 8 10/19 | Inequality, access, and Social Movements | Interview IN Newscast OUT | Fifties: 28-30, 36,46 ANGEL Readings | FIFTIES: VOL 6 <i>To Kill a Mockingbird</i> | <i>Mississippi Burning</i> FUN?! |
| 9 10/26 | Art & Literature Censorship | How to do Oral Presentations | Fifties: 19, 35 ANGEL Readings | <i>Scandalize my name</i> | |
| 10 11/2 | Sports & Leisure | Rehearse Newscast | Fifties: 44 ANGEL Readings | <i>Jackie Robinson Story</i> | <i>Damn Yankees</i> |
| 11 11/9 | Rehearse Newscast NEWSCASTS | How to do a Poster Poster OUT | NONE | NONE | |
| 12 11/16 | Sex & Dancing | Poster DRAFT | Fifties: 8, 20, 21, 40 | <i>Streetcar Named Desire & Cat on a Hot Tin Roof</i> | |
| 14 11/30 | Sock Hop PREP | Poster FINAL | NONE | NONE | <i>Some Like it Hot</i> |
| 15 12/7 | People in the 50s/Conclusions | Course Evaluations | ANGEL readings | <i>Marty</i> | |

Policies & Pet Peeves



Attendance & Tardiness:

You are expected to attend class, and to come to class with the readings done and prepared to discuss them. If you do miss class, we will adjust final grades on this basis: if you miss more than TWO classes, expect your final grade to go down: your participation grade will decrease by .5 for any additional absences, regardless of the reasons, unless supported by the Dean of Student Life. Since one of your faculty is a mathematician, she has no problem with a negative participation grade. Furthermore, whereas being late is sometimes unavoidable, being late chronically is a heinous crime and will be dealt with severely. Leaving class early is unacceptable unless you clear it with us before class. Three tardies will be counted as 1 absence. If you enter the room after we've taken roll and class has started, then you are tardy. (It is your responsibility to contact your seminar instructor immediately after class to change an absence to a tardy.) Gross tardiness is an absence. If your lack of attendance is especially egregious, we reserve the right to further decimate your grade.

Personal Responsibility

You are in college now. You are responsible for your own learning. You are responsible for anything said or done in class, whether or not you are present. You are responsible for any email we send to you, whether or not you read it. (We will send email to your SLU account.) You are expected to check ANGEL at least once a day.

Late work/makeups

Papers must be turned in both via an ANGEL drop box and as a hard copy in the beginning of class. We do not accept late work or give makeup quizzes. If you have a family or health issue which prevents your fulfilling assignments, you must contact the Dean of Student Life, who will inform us of the situation. If you do manage to convince us that you have a valid excuse, we will deduct 0.5 for each 24 hours late. If you don't convince us, you will fail the assignment. In either case, you will have to provide us, on the original due date, work done so far. We are very sympathetic about major issues, but have little patience for minor glitches in computers, printers, or life events.

Academic honesty.

You must submit original work which is not submitted for another class. You must not quote or paraphrase from published works without citation. Any idea which is not general knowledge **MUST** be cited. When in doubt, **ASK!** You should also be aware that papers from Internet sources will likely be noticed by your professor, and severe penalties will result. Please review the Student Handbook for full details.

Subject matter.

Sometimes, we will deal with controversial subjects, and some have strong opinions on them. Students are expected to deal with these issues in a thoughtful way, and to listen to and respect other's points of view. Furthermore, when you raise a point, we expect you to support it with evidence, not merely opinion.

Miscellaneous Hints

We are always available during our office hours (if not, we will tell you ahead of time or post a note.) We are reachable by phone or email. Do not call us at home. If you make an appointment with either of us, we expect you to attend. If you miss it, it counts as an absence. If you phone either of us, please leave your name and phone # ("call Sara" is NOT enough info). If you have a special needs situation, let us know in the first week of class.

You must turn off your cell phone during class. If it goes off, it will be confiscated for the remainder of the semester.

Okay, now let's have fun!!



First Year Program Philosophy and Goals 2009-10

A residentially-based, interdisciplinary first-year program is an ideal environment for beginning the four-year process of developing the complex intellectual and social skills that are at the heart of a liberal education and the habits of considered values and engaged citizenship that such an education should produce. The First-Year Program (FYP) and First-Year Seminar (FYS) are the core of our institutional commitment to improving your ability to engage in critical inquiry and research, to design and deliver written, spoken and/or visual texts that demonstrate rhetorical sensitivity, and to be sophisticated readers, listeners, and viewers of the texts of others. We believe that these same competencies can help develop your ability to communicate across differences (e.g., race, gender, sexual orientation, class, ethnicity, political views) as you find ways to live and learn together in the residence halls and as engaged and ethically reflective citizens both during and after your college years. These goals should be understood as the first step in our work with you over a four-year process of helping you to meet the University's Aims and Objectives.

We hope to help you see that writing, speaking, research, and interacting with others are rhetorical endeavors. Effective communicators are, by definition, rhetorically sensitive. Rhetorical sensitivity means understanding that all communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, or visual. To become an effective communicator, you need to recognize that the creation of a meaningful and powerful message involves both a creator and an audience, and that therefore the voice you adopt in your communication, and the audience you imagine yourself communicating to, matter a great deal in creating your message. The choices you make in writing and speaking are central in determining how people read and hear your voice. Becoming conscious and reflective about those choices, and their ethical dimensions, is a central goal of the FYP and FYS.

Working with you so that you become more rhetorically sensitive means that you should be increasingly able to assess the requirements of a particular task and make intentional decisions about which mode or modes of communication and inquiry would be most effective in addressing it. To do so, you must develop specific writing, speaking, research, and technological competencies. To accomplish these goals, the FYP and FYS will present you with assignments that ask you to engage in a process that involves **recognizing** the rhetorical situation, **planning** communication strategies to address the task at hand, **composing and presenting** the message, and then engaging in **critical assessment** of your own work and that of others. The results of that assessment process will allow you to rethink, restructure, and revise your work. We further recognize that this process is not linear and that the effective creation of texts requires that you move back and forth among these four elements of the message creation process. This is why we require that your writing and speaking assignments be "projects" that include preparatory exercises and multiple drafts or rehearsals, all of which ask you to continue to reflect critically on the choices you have made in constructing your message.

This process of increased rhetorical awareness and skill development is at the heart of the philosophical and pedagogical perspectives that inform the work of the FYP and FYS. Because this process both transcends and integrates a variety of specific skills, the program has a philosophical commitment to designing assignments that ask you to integrate various modes of communication in furtherance of the higher-level rhetorical goals in which they are situated.

To ensure that the program is meeting its stated goals, all FYP and FYS syllabi are read by other faculty in the program to determine if they include a variety of assignments that forward the writing, speaking, research, and literacy goals of the program. All FYP and FYS courses have to be approved by faculty in the program before they are offered.

The Word Studio

The Munn Center for Rhetoric and Communication maintains The WORD Studio in ODY Library—a place to get feedback from peers on assignments in Writing, Oral communication, Research, and Design of visual projects. You can come for a consultation to plan a paper or presentation (you don't need anything but a blank piece of paper!); to find ways to improve the ideas, organization, and style of a draft; to videotape and review a presentation rehearsal; to practice a PowerPoint presentation, and more. Peer tutors are not proofreaders or editors who silently "fix" your work for you; instead, they are trained to have a conversation with you about ways you can fix problem areas yourself and become better overall communicators. You may use The WORD Studio for consultations on assignments for any of your courses, although for FYP assignments you should first seek out our course mentor during his or her office hours.

The WORD Studio is open Monday through Thursday, 8:30 a.m. to 11:00 p.m.; Friday, 8:30 a.m. to 4:00 p.m.; and Sunday, 1:00 p.m. to 11:00 p.m. You may also IM the Studio during regular hours with quick questions about grammar, citation, and style: *SLUword*.

Academic Honor Information

From the Academic Honor Cards

THIS SECTION PERTAINING TO THE ACADEMIC HONOR COUNCIL is *not confidential*. Your signed acknowledgment of the code will be placed in your permanent student file. The Academic Honor Code cited below was designed by students and approved by the elected student government, the Thelomathesian Society, on February 26, 1992.

All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.

Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged.

Academic Dishonesty, according to the *Student Handbook*: includes any dishonest conduct in connection with any academic (including research) course, program, or work.

1. It is assumed that all work submitted for credit is done by the student unless the instructor gives specific permission for collaboration.
2. Cheating on examinations and tests consists of knowingly giving or using, or attempting to use unauthorized assistance during examinations or tests.
3. Dishonesty in work outside of examinations and tests consists of handing in for credit as original work that which is **not** original, where originality is required.
4. Falsifying research methods, data, and/or results constitutes academic dishonesty.

The following constitute examples of academic dishonesty:

- a) *Plagiarism*: Presenting as one's own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation — without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference (cf. Joseph F. Trimmer, *A Guide to MLA Documentation*).
- b) Handing in false data, reports or results in connection with any research project or experiment.
- c) Handing in a book report on a book one has not read.
- d) Falsification of attendance records of a laboratory or other class meeting.
- e) Supplying information to another student knowing that such information will be used in a dishonest way.
- f) Submission of work (papers, journal abstracts, etc.) which has received credit in a previous course to satisfy the requirement(s) of a second course without the knowledge and permission of the instructor of the second course.
- g) The above list is not exhaustive. In the event there is a question as to whether alleged conduct falls within the scope of the Academic Honor Code, the vice president and dean of academic affairs' determination shall be final.

Claims of ignorance and academic or personal pressure are unacceptable as excuses for academic dishonesty. Students must learn what constitutes one's own work and how the work of others must be acknowledged." (*St. Lawrence University 2008-2009 Student Handbook*, pp. 148-153.)

All intentional and unintentional acts of academic dishonesty may result in disciplinary action. Recommendations of disciplinary action may include a failing grade on the work in question, a failing grade in the course, disciplinary probation, suspension from the University, or expulsion from the University.

More information on academic integrity, including the Academic Honor Council's Constitution, can be found at: http://www.stlawu.edu/acadaffairs/academic_honor_policy.pdf. For information about academic integrity or the Academic Honor Council issues, contact the Dean's Office at x5993.