

**Fall Semester: SEM 201 Second-Year Seminar 3 College Credits**

# **COURSE PROFESSOR:** MR. WORTHINGTON

**Communication:**Students are required to join the following  
Google Classroom Period 1: st5mtt4  
Google Classroom Period 6: iuom7u7

Remind Period 1: bardearlyc

Remind Period 6: bh2gcg

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# **COURSE DESCRIPTION:**

The Modern World

The Second Year Seminar explores the development of the central ideas that have come to define the modern world that we live in. Its focus is on how nineteenth- and twentieth-century thinkers in various disciplines confronted what was the accepted order of things, how they proceeded to challenge accepted ideas and categories, and how, finally, they constructed radically different conceptions of the world around them. Students are challenged to understand each text within its historical and intellectual context, and to make comparisons among texts as a means of elucidating those contexts.

**Course objectives:**

1. To help students develop a critical understanding of many of the values, assumptions, and ideologies of modern society.
2. To explore the historical development of ideas about the nature of society and the place of the individual within it by reading and analyzing key texts published in the 19th and 20th centuries.
3. To challenge students to understand individual texts in their historical and intellectual contexts, as well as to consider contemporary issues in light of these texts and ideas.
4. To use course readings as impetus for oral and written analyses which develop the students’ abilities to read carefully and critically, articulate an argument or claim, and to express themselves effectively.
5. To teach students how to read difficult texts, how to respond critically to those texts, and how to use textual evidence to support their responses.

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# UNITS AND TEXTS: Units may be rearranged or additional texts substituted according to the instructor’s discretion and with student input.

| UNIT | KEY TEXT(S) | Key Questions | Conversation Texts |
| --- | --- | --- | --- |
| Writing and Thinking Workshop | Reading Anthology | See unit handout | See unit handout |
|  | **FALL SEMESTER** |  |  |
| Society/Technology | * Mary Shelly *Frankenstein* | How might technology and globalization fundamentally change humankind? Are modern humans fundamentally good or bad? or are they fundamentally anything at all? | Alex Garland’s  *Ex Machina*  “The Sandman” by E.T.A. Hoffman  “The Uncanny” by Sigmund Freud |
| Student Choice | * Student Choice |  |  |
|  | **SPRING SEMESTER** |  |  |
| Inequality | * Karl Marx - “The Communist Manifesto”   AND   * Adam Smith - *The Wealth of Nations* | Can the world be made more equal? Should it be? | Boris Kustodiev’s *The Bolshevik*  Raoul Peck’s *The Young Marx* |
| Student Choice | * Student Choice |  |  |

STUDENT CHOICE: Students will choose as a class from the following core Seminar texts.

| Double Consciousness | * W.E.B. DuBois *The Souls of Black Folk* | What does it mean to see yourself through the eyes of others? | Jacob Lawrence *The Migration Series* |
| --- | --- | --- | --- |
| Eros/Gender/Sexuality | * Allison Bechdel *Fun Home*   OR   * Ocean Vuong *On Earth We’re Briefly Gorgeous* | What happens when sexuality is repressed? Can love endure life’s challenges and complications? | Barry Jenkins *Moonlight* |
| Journeys of (Self) Discovery | * Toni Morrison *Song of Solomon* | How far should we go in the pursuit of knowledge? Are some journeys better not taken? | Beyoncé *Lemonade* |
| Knowledge and Being | * Franz Kafka “Investigations of a Dog” * Virginia Woolf *To the Lighthouse* | How should we live our lives given what we “know” about the world? What if we’re wrong? What if we can’t know? | Abstract Expressionism (Malevich, Rothko, Pollock, etc) |
| Changes | * Chinua Achebe *Things Fall Apart*   OR   * Isabel Allende *The House of the Spirits* | How does dramatic social change impact the lives and communities of ordinary people? | Ousmane Sembène *La noire de…*  Jared Bush *Encanto* |
| Art and the Artist | Walt Whitman *Leaves of Grass* | How can we create art from the world around us? How does making art change us? | Allen Ginsberg “Howl” |
| Religion and Spirituality | Zora Neal Hurston *Their Eyes Were Watching God* | How does belief in a higher power impact our lives and societies? | Benh Zeitlin *Beasts of the Southern Wild* |
| Truth and Thought | Jorge Luis Borges *Labyrinths*  Sigmund Freud *Introductory Lectures on Psychoanalysis* | What is the human mind? What can it do? What are its limits? | Darren Aronofsky *Black Swan* |

WRITING REQUIREMENTS: Seminar is a writing intensive course which will teach students how to write at the college level. A large part of this process is learning how to seek feedback, draft, revise, and critique your writing and others. In addition to homework and in class activities and short writings students will expect to turn in the following:

* Writing and Thinking Workshop
  + All HW and assignments
* UNITS I-IV:
  + 1 page response journal writings during the unit
  + Formal Essay First Draft, Peer Critique, and Revision
  + Formal Essay Submission
* **Students will write a minimum of 3 major essays this year. Each essay will be 4-5 minimum pages in length.**

COURSE SKILLS AND REQUIREMENTS: This course is centered around a set of core skills that students will develop over their time in the Sequence. In the First Year Seminar, these include:

* WRITING is fundamental to this course. Students will be expected to complete daily in-class writing activities, weekly writing challenges, and short papers (1-3 pages). Students will use this shorter written work as a basis for longer writing, including academic essays (3-5 pages). In working toward this goal, they will practice outlining, drafting, and revising their writing, with the goal of producing at least one major academic essay per semester.
* READING is expected for every class, and students will be provided with texts that they can annotate in order to study and discuss what they have read. Students will be provided with focus questions and annotation exercises to practice reading, and they will be given frequent reading quizzes to track their progress. Students should expect to read for 30-60 minutes per class.
* SEMINAR DISCUSSION is the heart of this course: students are expected to come to class prepared and energized to discuss their readings and to take part in class activities to explore the ideas within them.

**Grading Policy:**

Grades will be given based on completion and performance on all assignments, tests, and quizzes.

(A+ 97-100; A 90-96; B+ 87-89; B 80-86; C+ 77-79; C 70-76; D+ 67-69; D 65-66; F <65)

Authentic Assessments- 25%

Tests- 25%

Quizzes- 20%

Class Work- 20%

Homework- 10%

*This is not a passive lecture class*; instead, it is one in which learning is constructed by the conversation that students create and drive for themselves. In order to help them become confident, independent seminar participants, the instructor will provide students with seminar prompts and opportunities to serve as “discussion leaders” and to present their ideas, both formally and informally.

ACADEMIC INTEGRITY: Plagiarism, copying, or otherwise cheating on exams, quizzes, or written work is a grave offense. In most college courses, the attempt to take credit for work that is not one’s own would result in an automatic “Failing” grade in the course, and students could risk further university discipline,

including expulsion. Because this course is intended to prepare students for college success, any instances of academic dishonesty are taken very seriously, but we also strive to provide students with

a chance to restore their good standing in the course through renewed academic honesty.

If I detect plagiarism in your assignment (plagiarism means to steal others' work and pass it off

as your own—for example, by copying what a website says, particularly wikipedia) you will get

an automatic 0 for the assignment. You will have the chance to rewrite the assignment and

resubmit it.

HOW TO SUCCEED IN SEMINAR (AND BEYOND): One of the major goals of Seminar is to help students develop the academic, social, and personal skills that they will need to succeed not only in this class, but in college and life beyond the classroom. The goal is for students to develop in all three categories over the course of the year.

| **SECOND YEAR SEMINAR: EMERGING CORE SKILLS** |
| --- |
| ACADEMIC |
| Classwork- Taking notes as habit and without prompting, can lead a class discussion with planning and support  Textual- Close reading as habit and beginning of willingness to share findings with the class  Writing- Can formulate first drafts of theses independently, can cite textual evidence correctly and incorporate it into arguments, beginning to experiment with different styles or genres of writing, beginning to allow an imagined audience to shape writing structure and vocabulary, 4 pages as a minimum first paper.  One hour of homework per class hour.  Minimum minutes of homework per class hour |
| SOCIAL |
| Actively helping others with conflict resolution, beginning to take responsibility for the community of learners in the room, learning to be fully present in class |
| PERSONAL |
| More meaningful and purposeful connection between the self and the text, the self and peers, the self and professor, beginning to set own pace for sustainable work, beginning to lean into difficult tasks and take more risks |
| **SECOND YEAR SEMINAR: DEVELOPING CORE SKILLS** |
| ACADEMIC |
| Classwork- Can sustain a critical and inquisitive seminar conversation with scaffolded professor input. Students in groups can lead a seminar class. And with scaffolding choose materials and arguments to read for final projects.  Textual-Can ask complex and critical interpretive questions with minimal support, can take responsibility for their own learning  Writing- Imagined audience has a greater impact on writing including vocabulary, syntax, and evidence selection,  Can expect to do an hour and fifteen minutes of homework per class hour. |
| SOCIAL |
| Becoming more fully present in class, viewing fellow students and the professor as a community of learners. |
| PERSONAL |
| Openness to personal connections to peers, professors, and texts is becoming obvious. Allowing self to take more risks and sharing more. |
| **SECOND YEAR SEMINAR: EXEMPLARY CORE SKILLS** |
| ACADEMIC |
| Classwork- Can sustain classroom discussion of a text with minimal or no instructor intervention or support, can lead an entire class period in a structured discussion of a text  Textual- Can ask complex and critical interpretive questions independently, can take responsibility for their own learning.  Writing- Can successfully write a 5 page paper that includes all of the components of a scholarly essay, writing style and vocabulary are deliberately targeted to an imagined audience that is not the professor  Can expect to do one and a half hours of homework per class hour. |
| SOCIAL |
| Be a fully participatory member of the community, and be able to academically and socially participate at a high level, Be able to push back on fellow students and teachers critically but respectfully. |
| PERSONAL |
| Able to be vulnerable enough to experiment and share  Meaningful and purposeful connection between the self and the text, the self and peers, the self and professor, setting own pace for sustainable work, actively experimenting with different styles or genres of writing, consistently leaning into difficult tasks and taking more risks, can independently participate daily in class discussion  Can design and carry out an individual creative project with minimal support |

**Required Supplies:**

* School-Issued Chromebook
* School-Issued Full-Length Book(s)
* Binder or Folder with the following divisions:
  + Course Syllabus
  + Journal
  + Glossary of Literary/Rhetorical Terms and Vocabulary
  + Notes
  + Handouts
  + Assignments
* Blue or black Ink pen, highlighters (optional), and college-ruled, loose-leaf writing paper.
* It is mandatory that each student have their core text(s)and notes in class every day.

Note: Teachers and administrators will have the right to look at the students’ notebooks at any time.

**\*Requirements for all homework and paper assignments\*:**

1. Your submission is spell-checked and edited. For homework a few errors are okay, but it must be understandable.
2. You must provide evidence for your claims, and engage with the text. Preferably this is quoting the text (so it looks like “Biles avoided any twisting combinations in her routine Tuesday, dismounting with a double pike.”) For homework assignments, referencing the text without quoting it is ok (a reference is a mention of a specific event or moment in the text, ex: When Odysseus taunts the cyclops from his boat…, without quotations).

**Late homework policy**: Completing homework and papers as close to on time for this class is extremely important, as this class is scaffolded (which means that each assignment builds on one another. If you miss one, it will be harder to complete the others). All work will be due at the end of the week, Sunday at 5pm (that is, if you have an assignment due on Wednesday, you have until Sunday night to complete it).

**I will not accept late work, unless you ask for an extension prior to the deadline.**

What does this mean? **If you need more time on an assignment (not counting Packbacks), you must ask me, via email or remind, by Sunday at 3. If you do not request an extension or contact me, I will not accept late work.**

**HIGH SCHOOL VS. COLLEGE GRADES [as with the rest of the syllabus, this section is tentative and subject to change]**

You will be receiving high school and college credit for this course. In most cases, you will receive the SAME grade for both high school and college credit, if you maintain a 70 average. However, in the case that you have completed work for this course but have not yet been assessed by your instructor to have reached a passing level of college work, you may receive TWO different grades – one for high school and one for college -- at the end of a marking period or semester in this course.

**Classroom Rules of Conduct:**

All Rules and Regulations set forth by the Orange Public School District will be upheld in the classroom. *No cell phones, iPods, or any other electronic device may be used during class unless otherwise directed. Electronic devices other than those used for instruction must remain out of sight in a bag or pocket.*

Any student caught using an electronic device will receive one warning to put it away for the remainder of the class. Failure to do so will follow the general sequence of consequences. Any derogatory or foul language addressed to the teacher, students or any other person or group is unacceptable and will result in loss of class participation points.

**General Sequence of Consequences:**

In general, this is the pattern of steps that will be taken for some behavior or activity that is distracting to the educational process.

● The first time an incident occurs, the student will be given a warning to correct the action.

● The second time an incident occurs, the student will be pulled aside to speak with the teacher and/or a call will be made to the parent or guardian.

● Further occurrences will result in a referral to the office and/or a parent teacher conference will be arranged

**Fall Semester: SEM 201**

**Bard Early College Second-Year Seminar**

**3 College Credits**

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# **COURSE PROFESSOR:** MR. WORTHINGTON

**Note to Parents/Guardians:**

I am looking forward to working with your child. I strongly encourage parent/teacher conferences. If needed, a conference may be set through the counselor’s office. The more you know about your child’s school performance, achievement, and behavior, the more we will be able to assist him/her to obtain his/her achievement and success. To begin, please have your child pull up the course syllabus on Google Classroom, review it with them, then sign the parent line below. Please feel free to call or email me if you have any questions about this class. I wish you and your child much happiness and success this school year!

COURSE OUTLINES/SYLLABUS AGREEMENT

I HAVE READ AND UNDERSTAND THE EXPECTATIONS OF THIS CLASS AS OUTLINED IN THIS SYLLABUS. I AGREE TO ABIDE BY THE RULES AND PROCEDURES ESTABLISHED BY THE INSTRUCTOR.

Student’s Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Phone Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PLEASE RETURN THIS PAGE SIGNED!