Course Description

Designed for first-time, full-time, first-year students, First-Year Seminar (FYS) provides a comprehensive introduction to college-level learning. Seminar courses are developed around an academic theme or topic that is based on one of Ramapo College’s academic pillars. First-Year students will have the opportunity to select a seminar that best suits their interests while learning about Ramapo’s academic foundation. The First-Year Seminar course helps students in their transition from high school to college life both in and out of the classroom. The common learning outcomes of FYS are: critical and creative thinking, college-level writing, oral communication, information literacy, and technological competency. FYS classes are small to emphasize open discussion and experiential learning within the context of the theme of the seminar course. Peer facilitators play an essential role in each FYS class ensuring that first-year students have guidance from a more experienced student. FYS is also the home of the Ramapo Summer Reading Program; all first-year students read the same book and discuss and write about it in their seminars. FYS encourages new students to participate in a community of learners, to strengthen their critical thinking skills, and to communicate effectively both orally and in writing.

Course Description of This Section

This course is designed to introduce students to the college experience, and more specifically to Ramapo College life. It will follow two paths. The first, more traditional, track will expose students to the values and goals, the resources and demands of a college education, and provide them with a variety of tools to make the most of their college experience here at Ramapo.

The second component of the course will lead students from an examination of their identities to an understanding of how these identities (role, culture, nation, gender, class), exist and intersect in a matrix of cultural economic and political relationships. Students will analyze the philosophical premise of these identities and explore their similarities and differences through the contemporary works of women writers, films, and lectures.
The course will be organized around themes found in works by women writers from various countries and cultures. Students will become aware of global feminist issues as they emerge in the literary production of contemporary women writers of different nationalities. A comparative analysis will show how nationality, as well as gender, race and class cut across women’s definitions of themselves, their person and public lives, and affect their literary production.

The course will also acquaint students with some of the important literary movements of the twentieth century as if they are exemplified in the works listed below.

**Course Goals/Assessment**

- To develop critical thinking, close reading skills and research skills
- To stimulate student reflection in literature by exploring recent literary texts.
- To evaluate readings both orally and in writing each class session
- To craft original, creative literary positions on the exams and formal writings
- Understand the interconnectedness between the economic, political, social and cultural aspects of various countries
- To learn (through class discussion, lectures, research and assignments), to respond to others’ ideas, and develop and persuasively present your own opinion.

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Research Paper</th>
<th>Class discussions and essays</th>
<th>Final Project</th>
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<tbody>
<tr>
<td>demonstrate the ability to think critically and creatively.</td>
<td>x</td>
<td>x</td>
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<tr>
<td>demonstrate proficiency in written communication.</td>
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<tr>
<td>demonstrate proficiency in oral communication.</td>
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<tr>
<td>demonstrate information literacy and technological competency.</td>
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**Peer Facilitators**

As an added resource for first-year students, each section of FYS will have a Peer Facilitator. These upper level students will attend FYS classes and assist the instructor with the academic topics covered in the seminar. They will also serve as discussion leaders on issues presented at the Personal Development Workshops. Peers will also facilitate weekly discussions on the class readings. Your Peer Facilitator will be your mentor and will be available to you to provide guidance on navigating the different personal and social hurdles that you may encounter in your first year at Ramapo.
First-Year Academic Advising

Each First-Year Seminar course is assigned a professional Academic Advisor from the Center for Student Success who serves as your Academic Advisor during your first year. This advisor will attend your First-Year Seminar class for a group advisement session to review general academic advising policies and procedures. They will also be available to answer any general questions regarding college policies/practices. Students are encouraged to schedule individual appointments with their Student Success Advisor for assistance with course selection and the development of a personal academic plan. If you have any questions regarding Academic Advisement please call the Center for Student Success at (201) 684-7441 or via email at: success@ramapo.edu.

Texts, Readings, Materials

Texts


Articles

Journal articles will be distributed during the semester. Copies will be put on reserve and can be obtained at the circulations desk in the Ramapo College Library.

Films

1. Divorce Iran style (Iran)
2. **Kedmo** (Israel)

Discussion Questions will be distributed the first day of class for all texts and films.

**COURSE REQUIREMENTS**

- **Attendance and Participation**

  Attendance is extremely important as lectures/discussions may go beyond the assigned readings. It is the responsibility of the student who misses a class to find out from classmates the material covered in class. Students are strongly encouraged to participate in class discussion, which is necessary for intellectual curiosity in the classroom and to convey critical analysis of the material.

- **Reports**

  Each student will make four oral reports (a minimum of ten minutes) to the class from a chosen topic by the professor. The presentations will be done according to the class schedule.

- **Papers**

  Students will complete several short research papers on the topic of the oral reports. These papers are to be research papers. They must have documentation, i.e. the material must be footnoted according to the MLA style and the style must be consistent. Papers must also have an introduction that outlines the major points to be covered in the paper and a book review of one source included in the text of the paper. Students are encouraged to use outside sources.

- **Exams**

  In order to receive a passing grade you must take a cumulative final exam.

- **Journal**

  Each of you must also keep a journal in which you reflect on your college experience – the trials and tribulations, the triumphs and failures, of your first semester at Ramapo. At some time during the course, each of you will have the opportunity to orally present your insights regarding this experience. I suggest the reading of foreign newspapers during the course of the semester.
GENERAL EDUCATION PROGRAM COURSE

This course fulfills the First-Year Seminar category of the general education curriculum. Like all First-Year Seminars (FYS), in this course you will develop critical thinking skills that are basic to college level study, regardless of your area of interest. You will be reading, writing, and participating in thoughtful group discussions with the aim of developing the skills of a scholar. You will learn to support your arguments using a foundation of knowledge and facts rather than simply using personal opinions and experiences. This course is categorized as an international and intercultural understanding course because it addresses mostly cross component issues.

WRITING INTENSIVE WI COURSE

Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work. For help outside the classroom, please see me during my office hours and/or work with a writing tutor in the Center for Reading and Writing (CRW), Room: E-211, x7557, crw@ramapo.edu.

WEEKLY CLASS SCHEDULE

September 1       Opening Convocation, Phil Klay, author of Redeployment

Week 1           Course Introduction.
                 Distribution of discussion questions on Redeployment.
                 Presentations: International Studies opportunities – Internships, Study Abroad
                 Library Research Workshop

Week 2           Class discussion on Redeployment.
                 Oral and written presentations due on Redeployment.
                 Discussion on Been there should’ve done that

Week 3           Discussion on A Woman by Sibilla Aleramo
                 Oral presentations and research paper due October 15.
                 (30 minutes extra for Peer Facilitators to review adjustment issues with first-year students, particularly as they relate to alcohol education and bystander intervention).

Week 4           Discussion on A Woman and Italian Feminism.
Week 5  Lecture by Middle Eastern Scholar on “Women and Islam”
Academic Advisement session. A staff member from the Center for Student Success will visit our class to give a presentation on courses for the Spring semester.
Administration of CLA test.

Week 6  Discussion on *God Dies by the Nile*
Screening of “Divorce Iranian Style”
Research Paper due Nov. 12

Week 7  Discussion on “Divorce Iranian Style”
Presentation of team oral discussion/questions.
Provide 60 minutes for Peer Facilitator to review academic performance tasks: time management, note-taking skills and test-taking strategies.

Week 8  Lecture by Professor Miriam Peled, “Women in the Middle East: Histories, Feminism and Fictions”
Social event with Middle Eastern dances, music and food
Short reaction paper due November 19

Week 9  Trip and lecture at the Metropolitan Museum of Art.
Film screening: Kedmo.

Week 10 Oral Presentations on: *This book is not required*
First 6 chapters

Week 11 Oral Presentations on: *This book is not required*
Chapters 6 to 12

Week 12 Thanksgiving recess (Wednesday, Nov. 25 to Saturday, November 29)

Week 13 Discussion of *So Long a Letter*.
Paper due December 3

Week 14 Lecture by the Chinese Scholars on “Modernizing Women: Gender and Social Change in China”

Week 15 Oral presentations on: *This book is not required*
Last 6 chapters

Week 16 Final Exam
Important Dates

First Day of Classes: September 3
Last day for Schedule Adjustments (on the Web): September 9
Last day to withdraw from courses with “W” grade: November 13
Thanksgiving Recess: Nov 25 - 29
Reading Day (no classes): December 15
Final Exam Week: December 16 – 22
Common Finals: December 19
Last day to request “I” grades: December 22
Final Exam Snow Make-Up Day: December 23

GRADING POLICY

Components of the Grade
Final Exam  25%
Research Papers  35%
Oral Reports  30%
Class participation and attendance  10%

Semester Grading Scale
90-100  A
80-89  A-
77-79  B+
70-76  B
60-69  B-
57-59  C+
50-56  C
40-49  C-
37-39  D+
20-36  D

COURSE POLICIES

Attendance: More than 2 unexcused absences will result in a lower grade. Absences during scheduled oral responsibilities MUST be excused or you will receive a failing grade for the presentation as well as an absence. Absences on due dates for papers or presentations MUST be excused or your grade will be substantially lowered. (Note: If there are valid circumstances, we can work things out, if you let me know and keep me informed, by e-mail.)
Oral responsibilities: These are tied to the attendance policy; obviously, you cannot have class time to make these up. If you must miss class when your group is to present/lead discussion, post your notes on Moodle and/or email everyone in the group in advance. If no notes and notice are given, your grade for #1 and 2 here will reflect this.

Late papers: I allow one late paper (up to one week) without penalty. These should be sent via e-mail. Other late papers result in dropped grades or failing grades (if more than two weeks late without valid excuses).

MLA INTERNAL CITATIONS AND WORKS CITED REQUIRED FOR ALL PAPERS. WITHOUT THESE, THE ASSIGNMENT WILL NOT BE GRADED

Students must notify faculty within the first 3 weeks of the semester if they anticipate missing any classes due to religious observance.

ELECTRONIC FORMS OF COMMUNICATION
In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.”

STUDENTS WITH DISABILITIES
All efforts will be made to facilitate your presence and your successful completion of the course.

If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me. Students must be registered with the Office of Specialized Services (OSS) to receive accommodations. For additional information, contact the Office of Specialized Services (OSS) at x7514 or email at oss@ramapo.edu.

POLICY ON ACADEMIC INTEGRITY
Students are expected to read and understand Ramapo College’s academic integrity policy, which can be found in the Ramapo College Catalog. Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who violate this policy will be required to meet with the faculty member and/or will be referred to the Office of the Provost. An abbreviated version of this policy is described below.

Policy
All members of the Ramapo community are expected to be honest and forthright in their academic endeavors. Since violations of academic integrity
community confidence and undermine the pursuit of truth and knowledge at the College, academic dishonesty must be avoided.

**Procedure**
The Office of the Provost/Vice President for Academic Affairs has the responsibility for the oversight and enforcement of the academic integrity policy and for making the policy an institutional priority. The Office of the Provost/Vice President for Academic Affairs is also responsible for publishing the policy and for educating both faculty and students about the policy.

Faculty members play a crucial role in the academic integrity policy. They are responsible for educating their students about the importance of academic integrity and for communicating to students their expectations with respect to academic integrity in course work.

Students have the responsibility to understand the College academic integrity policy and to comply with the policy in all their academic work.

**Criteria**
There are four broad forms of academic dishonesty:

1. **Cheating**
   Cheating is an act of deception by which a student misrepresents his or her mastery of material on a test or other academic exercise. Examples of cheating include, but are not limited to:
   
   - copying from another student's work;
   - allowing another student to copy his/her work;
   - using unauthorized materials such as a textbook, notebook or electronic devices during an examination;
   - using specifically prepared materials such as notes written on clothing or other unauthorized notes, formula lists, etc., during an examination;
   - collaborating with another person during an examination by giving or receiving information without authority;
   - taking a test for another person or asking or allowing another to take the student’s own test.

2. **Plagiarism**
   Plagiarism occurs when a person represents someone else's words, ideas, phrases, sentences, or data as one's own work. When a student submits work that includes such material, the source of that information must be acknowledged through complete, accurate, and specific footnote references; additionally, verbatim statements must be acknowledged through quotation marks. To avoid a charge of plagiarism, a student should be sure to include an acknowledgment of indebtedness:
   
   - whenever he or she quotes another person's words directly;
• whenever he or she uses another person's ideas, opinions, or theories, even if they have been completely paraphrased in one's own words;
• whenever he or she allows another individual to contribute to the work in some significant fashion (for instance, through editing, or sharing of ideas);
• whenever he or she uses facts, statistics, or other illustrative material taken from a source, unless the information is common knowledge.

Examples of standard citation formats can be found on the Library Website: Citation Manuals and Style Guides

3. Academic Misconduct
Academic Misconduct includes the alteration of grades, involvement in the acquisition or distribution of unadministered tests, and the unauthorized submission of student work in more than one class. Examples of academic misconduct include, but are not limited to:

• changing, altering, falsifying, or being the accessory to the changing, altering, or falsifying of a grade report or form or other academic record, or entering any computer system, College office or building for that purpose;
• stealing, buying, selling, giving way, or otherwise obtaining all or part of any unadministered test or entering any computer system, College office or building, for the purpose of obtaining an unadministered test;
• submitting written work (in whole or in significant part) to fulfill the requirements of more than one course without the explicit permission of both instructors;
• disregarding policies governing the use of human subjects or animals in research;
• sabotaging another student’s work through actions designed to prevent the student from successfully completing an assignment;
• knowingly facilitating a violation of the Academic Integrity Policy by another person.

4. Fabrication
Fabrication refers to the deliberate use of invented information or the falsification of research or other findings with the intent to deceive. Examples of fabrication include, but are not limited to:

• citing of information not taken from the source indicated;
• citing of sources in a “works cited” that were not used in that project;
• altering, stealing and/or falsifying research data used in research reports, theses, or dissertations;
• submitting as one's own of any academic work prepared in whole or in part by others, including the use of another’s identity;
• falsifying information or signatures on registration, withdrawal, or other academic forms and records.

Reporting Violations

In order to ensure due process, any member of the community who is aware of a violation of the Academic Integrity Policy is expected to report the incident to the Vice provost. A faculty member may choose to resolve the incident him/herself or send the case to the vice provost for review (see below). In either case, the faculty member reports the incident to the Vice Provost on the reporting form, which serves not only to report the incident but also to record the finding and the sanction in situations in which the faculty member chooses to resolve the case. A faculty member is encouraged to report an alleged violation of academic integrity within 30 days of the discovery of the alleged violation but must do so no later than the last day to submit grades for the term in which the alleged violation occurred. A faculty member may report an incident after that date, but only if he/she has new evidence.

More on academic integrity can be found here:
http://www.ramapo.edu/catalog_2015-2016/academic-policies/

Thinking… (has been corrupted) by the marketing orientation … (to grasp) things quickly so as to be able to manipulate them successfully…For (such) manipulative purposes…{one need only know} the surface…of things, the superficial. {T}Ruth,…uncovered {only} by penetrating to the essence of phenomena, becomes an obsolete concept…Knowledge itself becomes a commodity…{thus} man is alienated from his own power; thinking and knowing are experienced as a tool to produce results. Knowledge of man himself, psychology, which…was held {traditionally} to be the condition for virtue, for right living, for happiness, has degenerated into an instrument to be used for better manipulation of others and oneself, in market research, in political propaganda, in advertising, and so on…

{T} his type of thinking has {had} a profound effect on our education system. From grade school to graduate school, the aim of learning is to gather as much information as possible… for purposes of the market. Students are supposed to learn so many things that they have hardly time and energy left to think…{Neither} interest in the subjects taught {nor} in knowledge and insight as such, but {rather} the main incentive for {pursuing an} education. We find today tremendous enthusiasm for knowledge and education, but at the same time a skeptical or {even} contemptuous attitude toward the allegedly impractical and
useless thinking…concerned “only” with truth…which has no exchange value {of its own} on the market.

--Erich Fromm, Man for Himself, pp. 75-76