Course Information
Prerequisites and/or Co-requisites: First-time, first-year student status
Class Meeting Time: 7:00pm-8:50pm, Monday and Wednesday, Anisfield 524

Instructor Information
Instructor’s Name, Title: Kelly E. Buchta, Adjunct Professor
Office Location & Phone No.: A217
Office Hours: Monday and Wednesday 5:00-6:00pm, by appointment
Cell phone: 201-669-2369
E-mail: kbuchta@ramapo.edu
Mailbox Location: A217
Peer Facilitator: Amber Miller (amille12@ramapo.edu) Melissa Stein (mstein2@ramapo.edu)

Common 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 seminar examines the questions raised by the relationships between the individual and the community. Throughout the course the exploration of what it means to be an individual and what defines a community will be illustrated in the context of modern society. Students will participate in a semester-long study and discuss ideas concerning the responsibilities and the dilemmas that living together continually produces. Readings, writing assignments, and hands-on activities will be used to broaden critical thinking and communication skills. Various issues that arise in relation to examining our social nature and developing a personal approach to issues in our everyday lives that requires us to balance the claims of membership in a community with individual rights will be presented during seminars. The summer reading will provide initial background as we begin to form ideas and opinions of what it means to be an individual and in defining community. We will utilize Redeployment as an initial basis for class discussions and for the purposes of gaining experience in college-level writing.

Course Goals
One of the main objectives of students taking this First-Year Seminar class is to enhance critical thinking skills that are pertinent to a successful college career. Students will be able to:

- Become familiar with the Ramapo Curriculum & become active in the Ramapo Community
- Learn the distinction between fact and opinion through library research skills and resources
- Accept challenge of college level writing, reading, and oral communication skills including collaborative learning skills
- Explore issues in modern society which challenge us to integrate our rights as an individuals with community responsibilities
- Understand the evolution of concepts such as free choice, beliefs, values, morals, independence, and autonomy in the context of their relationships to community standards.
Measurable Student Learning Outcomes

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Research Paper</th>
<th>Class discussions and essays</th>
<th>Final Project</th>
<th>Course Enrichment Component</th>
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<td>demonstrate the ability to think critically and creatively.</td>
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<td>demonstrate proficiency in written communication.</td>
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<td>demonstrate proficiency in oral communication.</td>
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<td>demonstrate information literacy and technological competency.</td>
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<td>demonstrate understanding of social issues found in modern communities.</td>
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<td>X</td>
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<tr>
<td>demonstrate understanding of individual rights of modern citizens.</td>
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Peer Facilitators
As an added resource for first-year students, each section of First-Year Seminar (FYS) will have a peer facilitator. These upper-level students will attend FYS classes and assist the instructor with the academic topics covered in this seminar. They will serve as discussion leaders on issues that pertain to your personal and social development and they will 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 (201) 684-7441 or via email at: success@ramapo.edu

Texts, Readings, Materials
Books:


Newspapers:
*New York Times*: daily edition to be read prior to class. Assignment instructions located at end of syllabus.
Course Requirements

Classroom Participation
Since this is a seminar class, active involvement in class discussion is essential. Students will be required to prepare and lead a seminar style discussion/presentation based on weekly readings and exercises. In addition, each student will give presentations on readings from the New York Times relevant to course topics. Presentations will be assigned during class time. Students will be required to attend a library skills workshop at the George T. Potter Library.

Writing Assignments
There will be four formal papers written during the semester. Paper #1 is a Literary Analysis based on The Things They Carried and the movie Restrepo, Paper #2 is a Research Paper on a current issue facing both individual and community rights, Paper #3 is a Literary Analysis on Honky and Paper # 4 is a Reaction Paper based on your reflection of your growth and integration into the Ramapo Community during your first semester. Formal Journal entries for experiential component requirements, summer reading, and additional class topics will follow MLA Format and be two (2) pages in length.

Any late papers and/or journal reactions will not be accepted.

Examinations, Laboratory/Studio, Library Research
There will be one mandatory library research session as well as midterm (Research Paper) and Final Exam (Reaction Paper)

Course Enrichment Component – Each course will include a minimum of five (5) hours of unmonitored appropriate experience outside of the classroom. Your Community Involvement Project (CIP) fulfills this requirement.

Community Involvement Project Students will choose a community involvement project as a means of exploring the important contributions an individual makes. Far broader that the notion of traditional volunteerism, a student will, after considering the many ways a person can effect change in his/her community, commit to a group, task, cause, committee or other form of service. This involvement can take many forms. You might start or join a campus club, assist a service organization, help with a political campaign, participate in an international organization, organize a grassroots effort or participate in a vast array of projects involving active citizenship in a community. Your project must be either on campus or in a nearby/local/hometown area. You must contribute time, ideas, and energy to the chosen cause over the course of the semester, making journal entries and reflecting upon the experience in an oral presentation following Thanksgiving break. Journal Logs and Presentation will serve as project assessment.

General Education Program Course
This course fulfills the First-Year Seminar category of the general education curriculum at Ramapo College. Common to all First-Year Seminar (FYS) courses, 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 interdisciplinary studies FYS category as it uses literature, historical, sociology, psychology, statistical and biological concepts throughout the course to examine the overarching theme of individualism and community membership.

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: L-211, x7557, crw@ramapo.edu.

Attendance Policy
Regular and punctual attendance is expected. More than one (1) absence will result in a final average deduction of one full grade. Missing more than half (½) of class time will count as half (½) of an absence. Additional absences will significantly reduce the final grade. College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.
Grading Policy

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<td>C+</td>
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<td>C-</td>
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<td>D+</td>
<td>62-60</td>
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Grade Distribution:
- Community Involvement Project: 20%
- Paper #1: 10%
- Paper #2: 15%
- Paper #3: 10%
- Paper #4 (Final): 10%
- Journals (summer reading): 10%
- Presentations: 10%
- Participation: 15%

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

Procedure

Responsibilities
The Office of the Provost has responsibility for the oversight and enforcement of the Academic Integrity Policy and for making the policy an institutional priority. The Office of the Provost 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. They are also urged to report alleged violations of the policy to the Vice Provost.

Students have the responsibility to understand the Academic Integrity Policy and to comply with the policy in their academic work.

Criteria
There are four (4) 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:
1. Copying or Borrowing

- 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 authorization from the instructor;
- 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 or endnote 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 George T. Potter Library Website: [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 course. 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, transcript, or other academic record, or entering any computer system or College office or building for that purpose;
- stealing, buying, selling, giving way, or otherwise obtaining all or part of any unadministered test or paper or entering any computer system or 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 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 any academic work prepared in whole or in part by others, including the use of another’s identity;
Reporting Violations
To ensure due process, any member of the Ramapo community who is aware of violations of the College’s academic integrity policy is expected to report the incident to the Office of the Provost. Faculty members who choose to resolve the matter themselves are urged also to report the incident to the Office of the Provost, since the incident may be a repeat offense, or there may be a subsequent grade appeal. More details on Ramapo College’s academic integrity policy can be found here:
http://www.ramapo.edu/catalog_13_14/academic-policies.html

Important Dates
First Day of Classes: September 2nd
Last day for Schedule Adjustments (on the Web): September 9th
Last day to withdraw from courses with “W” grade: November 13th
Thanksgiving Recess: Nov 25th – 29th
Reading Day (no classes): December 15th
Final Exam Week: December 16th – 22nd
Common Finals: December 19th
Last day to request “I” grades: December 22nd
Final Exam Snow Make-Up Day: December 23rd

Weekly Class Schedule
September Opening Convocation, Bradley Center

Week 1 Course Introduction, 9/2/15
✓ Summer Reading topic- in class writing and take home comment question
✓ MLA Format Overview
✓ Journal/Reflection in class writing, definitions of community, individual rights, belonging to a community
✓ Information on New York Times weekly presentations as well as general presentation requirements on selected readings

Week 2 Thinking Critically about Individualism Today, 9/7/15 and 9/9/15
✓ NYT presentations
✓ Summer reading wrap up and commentary
✓ Convocation debrief, questions and discussion, in-class writing assignment
✓ Levine: “The Making of a Generation”, in class Journal Reflection
✓ Frontline: Generation Like
✓ Bellah: Chapters 2 & 6

Week 3 Individual & Community Formation, 9/14/15 and 9/16/15
✓ NYT presentations
✓ The Things They Carried (Part I)

Week 4 Individual & Community Formation, 9/21/15 and 9/23/15
✓ NYT presentations
✓ ‘One Platoon, one valley, one year” Film: Restrepo

Week 5 Individual & Community Formation, 9/28/15 and 9/30/15
✓ NYT presentations
✓ O’Brien: The Things They Carried (Part II)

Week 6 George T. Potter Library Presentation, 10/5/15 and 10/7/15
First-Year Academic Advising Session
✓ Paper #1 due

Week 7 What Do We Owe Each Other? Social Impact of the Individual 10/12/15 and 10/14/15
✓ NYT presentations
The basis of this seminar is to explore issues in modern society which challenge us to integrate our rights as individuals with community responsibilities. As citizens of both the Ramapo community and the world at large, a major goal is to understand the evolution of concepts such as free choice, beliefs, values, morals, independence, and autonomy in the context of their relationships to community standards.

The essential question of individual actions and reactions in the context of the community will be a fundamental component of class discussion as reflected by course readings. In addition to course readings, each student will present a three (3) to five (5) minute presentation that details an article read in a current issue of the New York Times. In addition to the presentation, students will complete a one (1) page journal reflection based on their article findings that is typed in MLA format. A rotating schedule of students will provide for an illuminating examination of currents events that impact individuals and their communities.

New York Times Class Presentation Information

Week 8 What Do We Owe Each Other? Social Impact & the Environment, 10/19/15 and 10/21/15
- NYT presentations
- Gasland
- Annotated Bibliography due

Week 9 What Do We Owe Each Other? Social Impact of Violence, 10/26/15 and 10/28/15
- NYT presentations
- Conley: Honky (Part I)
- Selected poems on violence: Shange, Brutus, Roethke

Week 10 What Do We Owe Each Other? Social Impact of Violence, 11/2/15 and 11/4/15
- NYT presentations
- Conley: Honky (Part II)
- Paper #2 due

Week 11 What Do We Owe Each Other? Social Impact of Race, 11/9/15 and 11/11/15
- "You think you know who you are. You have no idea. Live your life at the point of impact. Moving at the speed of life, we are bound to collide with each other."
- Film: Crash, Journal/Reflection in class writing

Week 12 The Modern Community and Individual Response, 11/16/15 and 11/18/15
- NYT presentations
- Bellah: pages 286-296
- Kitty Genovese & Diffusion on Responsibility
- Paper #3 due

Week 13 Round Table Discussion Panel TBD 11/23/15
Thanksgiving Recess (Wednesday, 11/26 – Saturday, 11/29)

Week 14 Class Presentations: Community Involvement Projects, 11/30/15 and 12/2/15
- CIP Journals Due, Group 1
  - Kitty Genovese Journal Reflection due

Week 15 Class Presentations: Community Involvement Projects, 12/7/15 and 12/9/15
- CIP Journals Due, Group 2

Week 16 Final Exam Week Paper #4, Final due, 7:30pm-9:30pm*, 12/14/15 and 12/16/15
- Make-Up Community Involvement Projects, CIP Journals Due, Group 3, Make-Ups*
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<tr>
<th>Class Date</th>
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