

UNC 101 Freshman Seminar
Foundations of Critical Thinking
Sections 1 (MWF 9:10) and 3 (MWF 11:10)
Autumn 2006

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Course Overview: This class is intended to build the first-year college students' critical-reading, analytical, and discussion skills. You have come from diverse backgrounds, and have varying preparations for the kind of thorough and precise scholarship that university study requires. This class should create a level playing field for all of you. Further, I hope to answer many of the "I don't want to look stupid" questions that arise the first few months of college. I hope that you're challenged to see things in new ways and to apply your new knowledge, but I also want you to feel safe and relaxed inside the doors of my classroom.

The class is meant to help you in the following ways: (1) Readings chosen to challenge and interest you, and if you're not already an interactive reader, you'll learn how to become involved with written texts in order to get the most from them; (2) Discussion meant to be enjoyable and non-threatening while still wringing the most meticulous detail from what you've read; (3) Journal writing meant to allow you to develop both your reflective, analytical skills as well as a "freedom page;" (4) Thorough library instruction meant to make you as literate in your information searches and as well-prepared for all your research needs as possible; (5) A final research paper meant to both engage your intellectual curiosity and guide you step-by-step through the process of seeking quality information and writing about your findings.

Text: Making Sense: Essays on Art, Science and Culture, 2nd edition, Coleman, Brittenham, Campbell & Girard, editors. Available at the University Bookstore. This text is required—you cannot pass the course without it.

Course Requirements:

- Attend. I take roll every day, and your attendance contributes to your grade. If you're ill, call me or have the Curry Health Center call me, or if you become ill and can't call me, then bring me a doctor's note after-the-fact.
- Be on time. We only have a 50-minute class period, and we have a lot to cover in the ten weeks the class is held. We have to use each day wisely. If you come in after I've closed the attendance book, your "absent" mark won't be changed to "late."
- Participate. I don't want you to monopolize all the class discussions, but I want you to talk.
- Work must be turned in on time. See me if you're having scheduling or time-management problems; I can give you some advice.
- Vocabulary notebook. I will not quiz you on its contents, but after having explained its use to you, I'll capriciously check on its existence and the degree to which you're utilizing it. So, buy it, use it, and keep it in your backpack.
- Journals. See **General Journal Instructions on E-Reserve**. Journals are due following the day they are assigned: if a journal is assigned Wednesday, it's due Friday. If it's assigned Friday, it's due the following Monday. Once in awhile, you'll do two a week, and I'll collect them both at the same time.
- Final research paper. This will be done in stages, with each stage earning a grade that will count toward the final grade.

Class Schedule

Occasionally, unavoidably, an adjustment may be made to this schedule. If you attend all classes, you'll be informed of any changes that occur.

<u>Date</u>	<u>In-Class Topic(s)</u>	<u>Homework</u>
8/28	Introduction to class	<u>Read</u> Chapter 1.
8/30	Chapter 1.	<u>Read</u> "Setting the Record Straight" p. 347.
9/1	"Setting."	<u>Journal</u> : (Don't forget freedom page. Then, analyze the difference between reading a straight narrative as in Chapter 1 and reading a comic-book-style narrative.) <u>Task</u> : Find an image on the Internet that captures your interest, copy it, and bring it to class Wednesday.
9/4 9/6	Labor Day Holiday. Enjoy! Images.	<u>Read</u> Chapter 2. <u>Thinking task</u> : who's your favorite writer? Or book (if you can't remember the author.) Why?
9/8	The Experience of Reading.	<u>Journal</u> : See Hemingway-Wolfe assignment sheet posted on E-Res. (and freedom page) <u>Read</u> : "This is Our World," p. 42.
9/11	Library info tour. Come to our classroom as usual.	<i>Be smart and use this "non-homework" time to think about topics you want to know more about.</i>
9/13	"This is Our World." Annotation, marginalia, and smart reading.	<u>Journal</u> : See The Writer's Role assignment sheet posted on E-Res. (Freedom page)
9/15	Analyzing the visual essay. (Mary will provide in-class handouts.)	<u>Journal</u> : Respond in your journal to the doorway brainstorming exercise from today's class. (don't need a second freedom page) <u>Read</u> : "Aerobic Sisyphus," p. 434.
<u>Date</u>	<u>In-Class Topic(s)</u>	<u>Homework</u>
9/18	"Aerobic Sisyphus" and the generation of library research topics.	<u>Read</u> "The Loss of the Creature," p. 402, in time for <u>Friday's</u> class.
9/20	MEET IN LIBRARY LOBBY!	<u>Task</u> to prepare for Friday's class: On E-Reserve, read the Instructions for Movie Review Exercise, and your chosen parts of the Movie Review document.

9/22	Is the Creature Lost? Asserting Sovereignty over Your Own Choices and Thoughts (Movie Review Ex.)	<u>Journal</u> : Write in response to Question 6, page 416. (& FP) Read "A Real Class Act," page 80. LOOK on E-Reserve for "My Family Story" to prepare for Monday.
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9/25	Telling our stories.	<u>Annotated bibliography</u> . On E-Reserve, go to the Purdue library website that I have for you on the Annotated Bibliography instruction sheet. It will give you some examples. Your bibliography is due this coming Friday!
9/27	Class Identity.	<u>Journal</u> : On page 239, respond to question 9. (& FP)
9/29	Annotated Bibliography due. Augmenting our understanding of identity and class.	<u>Read</u> : "Introduction to Free Culture," p. 315 <u>Get Started Writing Paper</u> : See E-Reserve for "Research Paper: Getting Started."
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10/2	Who owns what? The Internet and music.	<u>Writing Homework</u> : For Wed., write a poem, song lyrics, or short prose piece, no more than 1 page & bring it to class. Your classmates will see it, so maintain your own privacy.
10/4	Using and being used. Who owns intellectual property?	<u>Journal</u> : What is the relationship between creativity and ownership? Under what conditions would it be acceptable for others to use your creative work without your being paid or collecting royalties? (counts as official journal and freedom page both!)
10/6	Outline or first draft due. We'll use today to discuss and problem-solve the issues you've encountered thus far with the development of your paper.	<u>Read</u> : "The Wall, the Screen, and the Image," p. 324
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10/9	War memorials.	<u>Homework</u> : See E-Reserve for "Iraq War Memorial Design."
10/11	Discussion of memorial designs	<u>Work</u> on your research paper!
10/13	Continued discussion of designs	<u>Homework</u> : See E-Reserve for "Getting Ready for A Day of Dialogue." Work on your paper!
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10/16	Development of dialogue topics.	<u>Prepare</u> for Wednesday's dialogue.

10/18	Our In-Class Day of Dialogue.	<u>Homework</u> : You MUST attend a Day of Dialogue event besides our class. Be ready to informally “report” on Friday. Nothing written required. Work on your paper!
10/20	First or Second Draft Paper Due! Reports on outside D of D events.	<u>Journal</u> : What is effective about a campus Event such as D of D? What is ineffective? (counts as both official and freedom page) <u>Read</u> : “At the Buffalo Bill Museum, June 1988.”
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10/23	Winchester Museum (from Buffalo Bill reading)	<u>Homework</u> : Look up Wintercount assignment on E-Reserve. This week your time-management challenge is to finish your Second draft (if you’re an Outliner) or optional third draft, and the Wintercount assignment.
10/25	Class debates issues generated from Monday’s discussion.	Look up “Oral Aspects of Wintercount Project” on E-Reserve. This is important. No work involved, but I WILL be able to tell if you’ve read this!
10/27	Second draft, or optional third draft due. Beginning telling of Wintercounts.	If you have done two drafts and are opting not to do a third, get going on finalizing your paper.
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10/30	Continuing Wintercounts	Work on paper!
11/1	Continuing Wintercounts	Work on paper!
11/3	Last Day of Class. Celebrate! Papers due. Completion of Wintercounts	