

## **First Year Seminar 1/2931: Women & Money**

Fall 2018/12:30 to 1:45 TR

Medbury 115

Instructor: Nancy Reincke

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Office hours: 11:00 to noon TR; 9:00 to noon W; and by appt

PMAC: Julie Uram

Goals of First Year Seminars:

1. Help to establish a sense of community among members.
2. Encourage active participation by students in the class.
3. Help integrate first-year students into an academic culture.
4. Foster methods of analysis and creativity that enhance first-year student academic development, and help students make the transition from the concrete and dualistic approaches of younger learning levels to the analytical and critical thinking skills necessary for college.
5. Sharpen students' writing and verbal communication skills.
6. Focus on a topic, approach, or issue.
7. Focus on ways of knowing and learning, as well as on content.

Our topic is Women & Money. This focus will allow us to explore different functions and facets of writing; it will also allow us to read about and discuss a variety of human experiences.

### **Texts**

Cait Flanders, *The Year of Less* (2018)

Selected readings (handouts or posted on Blackboard)

Student writing

Student research

Always bring the text under discussion to class as we will have occasion to refer to it as we talk or write. Keep all of the writing you do in this class until the end of the semester as I may ask you to hand it in again for review as I determine midterm and final grades. Unless you explicitly request otherwise, all of your writing may be shared with classmates so write with the entire class as your audience.

### **Format**

This is a discussion and activity course. Requirements include small group work, reading assignments, frequent short writing assignments, several longer papers (four to five pages), and a final research project. I may also require you to attend campus events if they are relevant to our topic.

<p>I will make appropriate accommodations for students with disabilities. Please see me if you require special accommodations.</p>
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## **English Department Statement on Sensitive Classroom Materials**

Your instructor will make appropriate accommodations for documented disabilities. If you have been diagnosed with post-traumatic stress disorder and know that specific subjects elicit an uncontrollable emotional response, and you want advance warning about classroom material, please contact Michelle Laughlin, Student Disability Services coordinator, who will work with you to make your instructor aware of your request. Your instructor will then work with you to determine what the appropriate accommodation might be.

If you have not been diagnosed but find a certain topic so distressing that you are unable to perform academically, we encourage you to consult Ms. Laughlin; her office can refer you to the appropriate resource.

Advance warning is not always possible. Literature represents the full spectrum of human experience and no subject matter is off-limits in a literature, writing or film course. English faculty strive to create a classroom environment in which potentially volatile material can be viewed, read, discussed and written about in a thoughtful and mature manner and in which the perspectives of all participants are listened to and respected. Students may expect to experience a certain amount of productive discomfort when confronting uncomfortable topics. Classrooms are not necessarily "safe spaces," but they can be spaces in which we support each other in confronting life's most difficult issues.

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## **Course Policies**

### **Reading**

This course requires a substantial amount of reading. The single most important factor in passing this course is to complete the readings on schedule and come to class prepared to participate in discussion of those readings. "Prepared" implies that you have not only read the text but that you have thought about it and its significance to the project of this course. To encourage this preparation, I will sometimes give unannounced quizzes, sometimes assign short writing activities to accompany the reading assignment, and sometimes assign in-class activities that depend on knowledge of the reading assignment. I suggest that you get in the habit early of thinking critically about the readings before coming to class so that you are in a better position to contribute to discussion.

### **Discussion**

The format of this course is primarily discussion with some short lectures. Regular class attendance is required for passing this course; excessive absences will affect your grade since in-class assignments cannot be made up. As a safeguard for those students who do attend class regularly, I reserve the right to lower the final

grade of anyone who misses more than ten percent of our class meetings by one full grade, more than twenty percent by two full grades, etc. If you are absent, it is your responsibility to contact me or a classmate to find out what you missed and what you need to do to be prepared for the next class.

Your participation in class discussion or other in-class activities is the primary means through which you demonstrate the level of your intellectual engagement with the material as well as your engagement with your classmates. Academic study is a social activity. Therefore, in order to develop as students, you must develop strategies for engaging with others about the significance of texts, including offering your own informed arguments and eliciting and challenging the positions of others. I expect you to share with me the responsibility of making our class discussions interesting and productive. I will evaluate your overall performance based on how you contribute to the success of the group as well as how you perform individually.

I expect you to give your full attention to your classmates. Therefore, no personal electronic devices are allowed in class.

Please do not eat in class as this can pose another rude distraction.

### **Writing**

This course is writing intensive. You will write frequently, both in class and between classes. Always consider the entire class to be the audience for your writing. Expectations and standards of evaluation for each paper or project will be made explicit at the time I give each assignment. I will give you adequate time for completing papers between the assignment and the due date; papers must be submitted on time to receive full credit unless I grant an emergency exception. The ethics of academic study demand that you credit the work of others when using their ideas to advance your own; therefore, any instance of deliberate plagiarism will be grounds for failing the course and will be reported to the Dean's office. I will provide you with an indication of your overall grade for the course both at midterm and prior to the final exam.

The cardinal rule for this course is to treat all classmates with respect and courtesy. Anyone violating this rule is subject to immediate expulsion.