

# How do you know?

*ART OF PERSUASION*

## How do you know?

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## Administrivia

Professor: Maegan Bos  
Office: Valentine 209-1  
Office Number: -5952  
Office Hours: TBA

Mentor: Kyle McDonnell  
Office Hours: TBA

Class Times: Monday	10:50-11:50	Val 207
Tuesday	10:10-12:39	ODY
Wednesday	10:50-11:50	Val 207

## Reading list

<b><u>Book List and Other Readings</u></b>
<i>A Rulebook for Arguments</i> by Anthony Weston
Handouts on Fallacies & Bias
<i>How to Lie with Statistics</i> by Darrell Huff
Handouts for Debates
Lots of books and journal articles on your research topic!
*These readings will be handed out in class.
<b><u>Films</u></b> (List is not comprehensive)
<i>Usual Suspects</i>
<i>12 Angry Men</i>
<i>Action in the North Atlantic</i>
<i>Independence Day</i>
<i>Movies for the In their shoes assignment</i>

## Course Requirements: Grade Breakdown

<i>Task</i>	<i>Percentage</i>
Participation	5 %
Argument Journal	10 %
Research Portfolio	15 %
Debates	10 %
Quizzes	10 %
Source evaluations	10 %
Annotated Bibliography	10 %
Literature Review	10 %
Research Presentation: Yours	15 %
Putting yourself in their shoes	5 %

## Course Requirements: Details

**Participation**-Your will be graded on the quality and quantity of your participation. Obviously, it's hard to participate if you aren't IN class. Absences will affect your grade. (see below)

**Argument Journal**-Every week, we will go over our argument journals. You will be graded on the quality and quantity of your entries. An entry will consist of a 1) summary of an argument you've come across and 2) a critique of the argument.

**Research Portfolio**-Every other week, I will collect your research portfolio and look over your progress. At the end of the semester, you will be given an essay assignment based on your research. All your research along with your essay will be due at the end of the semester.

**Debates**-The entire class will be given readings on a particular topic (ie *stare decisis*), along with a statement on the topic (ie "A firm belief in *stare decisis* is the most important criterion in confirming a supreme court justice"). Two students will be assigned to the topic: one pro and one con. They will have prepare a quick quiz on the topic for the class, give opening statements defending their assigned position, then run a class discussion on the topic.

**Quizzes**-There will be quick quizzes on the debate materials as well as the other assigned material.

**Research Presentation**-You and your team will research a particular topic all semester and generate a statement on that topic. Each side of the statement will be explored in a well rounded presentation.

**Other Big Assignments**- Source Evaluations, Annotated Bibliography, Literature Review, Each person will turn in these writing assignments based on the work the entire team did.

**Putting yourself in their shoes** - This assignment will go out after spring break. You will be put into a reality that currently does not exist and asked to debate a question from that reality. This assignment will go out after spring break, and you will get many more details at that point. Don't want to spoil the surprise too much now.

## Pet Peeves, Rants & Policies (my bitchy side)

- You are responsible for anything said and done in class, whether or not you are present.
- You are responsible for any email I send you, whether or not you read it (or receive it).
- Late work will be corrected, but given a 0.0. Failing to turn in an assignment at all will result in failure in the course.
- Read the Syllabus!! If we are going to discuss a film/reading selection during class, you are expected to have seen the movie/read the selection BEFORE class... DUH. Punishments for failure to comply will lean toward the medieval.
- I welcome any and all discussions. If you want to discuss your grade on a particular assignment, you must allow a 24 hour gestation period before talking to me.
- You are allowed 2 absences before it affects your grade. (And missing an entire Tuesday class counts as two absences.) If you miss more than TWO classes, your participation grade will decrease by 0.5 for any additional absences, regardless of the reasons, unless supported by the Dean of Student Life. NOTE: As a mathematician, I have no problem with giving negative grades, so even though participation is only worth 5% of your grade, by going negative, it will effectively be worth more. In other words, If your lack of attendance is especially egregious, I reserve the right to decimate your grade.
- Being late is sometimes unavoidable. Being late chronically is a heinous crime, and will be dealt with severely. Leaving class early is unacceptable unless you clear it with me before class. I will notice who is late, leaves early, or is absent and will remember come grade time. If you are not in class, make sure you get all the notes and announcements. If your lack of attendance is especially egregious, I reserve the right to decimate your grade.

## Schedule

	Monday	Tuesday	Wednesday	Major things due
1/19/2009	Intro to Course Finding a Topic/Group	<i>Usual Suspects</i>	Starting your Research: How to get started	Paragraph on Research Topic
1/26/2009	HDYK: General Discussion	Library: Finding Sources	AJ & Debate example	
2/2/2009	Evaluating Sources	Library: Finding more sources	AJ & Debate	Source Evaluation
2/9/2009	HDYK: Math	Progress reports: Meet w/Maegan	AJ & Debate	Source Evaluation
2/16/2009	Annotated Bibliography: How to do one	<i>12 Angry Men</i>	AJ & Debate	Source Evaluation
2/23/2009	HDYK: Legal	Library: Source Exchange Team work	AJ & Debate	
3/2/2009	Literature review: How to do one	Library: Literature Reviews	AJ & Debate	Annotated Bibliography
3/9/2009	HDYK: Cultural	Research Topic Discussion	AJ & Debate	List of claims and evidence
3/16/2009	<b>SPRING BREAK</b>			
3/23/2009	How to Lie w/Statistics	Library: Finding bad statistics	Putting yourself in their shoes Assignment	Literature Review
3/30/2009	Writing a thesis Statement	Library: Finding the thesis statement	Revisiting Argument Journals	
4/6/2009	<i>Rulebook for Arguments</i>	Library: Advertising	Semiotics and Advertising	
4/13/2009	Rousing up a Crowd	<i>Action in the North Atlantic</i>	Presenting "their shoes"	In their Shoes
4/20/2009	Propaganda: Yesterday	Rehearsal	Propaganda: Today	
4/27/2009	Course Evaluations	Rehearsal	HDYK: Revisited	
	Exam:	Presentations		Portfolio and Presentations

HDYK=How do you know, AJ=Argument Journal

# The Academic Honor Code

In case you missed this in your handbook, I'll reprint it here. I take cheating very seriously. If I think you are cheating, I will do everything in my power to get the worst punishment possible for you!!

maegan

## FROM THE STUDENT HANDBOOK:

**THIS SECTION PERTAINING TO THE ACADEMIC HONOR COUNCIL is *not confidential*.** Your signed acknowledgment of the code will be placed in your permanent student file. The Academic Honor Code cited below was designed by students and approved by the elected student government, the Thelomathesian Society, on February 26, 1992.

All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.

Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged.

**Academic Dishonesty, according to the *Student Handbook*:** includes any dishonest conduct in connection with any academic (including research) course, program, or work.

1. It is assumed that all work submitted for credit is done by the student unless the instructor gives specific permission for collaboration.
2. Cheating on examinations and tests consists of knowingly giving or using, or attempting to use unauthorized assistance during examinations or tests.
3. Dishonesty in work outside of examinations and tests consists of handing in for credit as original work that which is **not** - original, where originality is required.
4. Falsifying research methods, data, and/or results constitutes academic dishonesty.

### The following constitute examples of academic dishonesty:

- a) *Plagiarism*: Presenting as one's own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation — without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference (cf. Joseph F. Trimmer, *A Guide to MLA Documentation*).
- b) Handing in false data, reports or results in connection with any research project or experiment.
- c) Handing in a book report on a book one has not read.
- d) Falsification of attendance records of a laboratory or other class meeting.
- e) Supplying information to another student knowing that such information will be used in a dishonest way.
- f) Submission of work (papers, journal abstracts, etc.) which has received credit in a previous course to satisfy the requirement(s) of a second course without the knowledge and permission of the instructor of the second course.
- g) The above list is not exhaustive. In the event there is a question as to whether alleged conduct falls within the scope of the Academic Honor Code, the vice president and dean of academic affairs' determination shall be final.

Claims of ignorance and academic or personal pressure are unacceptable as excuses for academic dishonesty. Students must learn what constitutes one's own work and how the work of others must be acknowledged." (*St. Lawrence University 2008–2009 Student Handbook*, pp. 148–153.)

All intentional and unintentional acts of academic dishonesty may result in disciplinary action. Recommendations of disciplinary action may include a failing grade on the work in question, a failing grade in the course, disciplinary probation, suspension from the University, or expulsion from the University.

More information on academic integrity, including the Academic Honor Council's Constitution, can be found at: [http://www.stlawu.edu/acadaffairs/academic\\_honor\\_policy.pdf](http://www.stlawu.edu/acadaffairs/academic_honor_policy.pdf). For information about academic integrity or the Academic Honor Council issues, contact the Dean's Office at x5993.

## First-Year Program Philosophy and Goals 2008-09

A residentially-based, interdisciplinary first-year program is an ideal environment for beginning the four-year process of developing the complex intellectual and social skills that are at the heart of a liberal education and the habits of considered values and engaged citizenship that such an education should produce. The First-Year Program (FYP) and First-Year Seminar (FYS) are the core of our institutional commitment to improving your ability to engage in critical inquiry and research, to design and deliver written, spoken and/or visual texts that demonstrate rhetorical sensitivity, and to be sophisticated readers, listeners, and viewers of the texts of others. We believe that these same competencies can help develop your ability to communicate across differences (e.g., race, gender, sexual orientation, class, ethnicity, political views) as you find ways to live and learn together in the residence halls and as engaged and ethically reflective citizens both during and after your college years. These goals should be understood as the first step in our work with you over a four-year process of helping you to meet the University's Aims and Objectives.

We hope to help you see that writing, speaking, research, and interacting with others are rhetorical endeavors. Effective communicators are, by definition, rhetorically sensitive. Rhetorical sensitivity means understanding that all communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, or visual. To become an effective communicator, you need to recognize that the creation of a meaningful and powerful message involves both a creator and an audience, and that therefore the voice you adopt in your communication, and the audience you imagine yourself communicating to, matter a great deal in creating your message. The choices you make in writing and speaking are central in determining how people read and hear your voice. Becoming conscious and reflective about those choices, and their ethical dimensions, is a central goal of the FYP and FYS.

Working with you so that you become more rhetorically sensitive means that you should be increasingly able to assess the requirements of a particular task and make intentional decisions about which mode or modes of communication and inquiry would be most effective in addressing it. To do so, you must develop specific writing, speaking, research, and technological competencies. To accomplish these goals, the FYP and FYS will present you with assignments that ask you to engage in a process that involves **recognizing** the rhetorical situation, **planning** communication strategies to address the task at hand, **composing and presenting** the message, and then engaging in **critical assessment** of your own work and that of others. The results of that assessment process will allow you to rethink, restructure, and revise your work. We further recognize that this process is not linear and that the effective creation of texts requires that you move back and forth among these four elements of the message creation process. This is why we require that your writing and speaking assignments be "projects" that include preparatory exercises and multiple drafts or rehearsals, all of which ask you to continue to reflect critically on the choices you have made in constructing your message.

This process of increased rhetorical awareness and skill development is at the heart of the philosophical and pedagogical perspectives that inform the work of the FYP and FYS. Because this process both transcends and integrates a variety of specific skills, the program has a philosophical commitment to designing assignments that ask you to integrate various modes of communication in furtherance of the higher-level rhetorical goals in which they are situated.

To ensure that the program is meeting its stated goals, all FYP and FYS syllabi are read by other faculty in the program to determine if they include a variety of assignments that forward the writing, speaking, research, and literacy goals of the program. All FYP and FYS courses have to be approved by faculty in the program before they are offered.

# First-Year Seminars

## Research Project Learning Goals 2008-09

With respect to research skills specifically, our learning goals for the spring are that students should:

Be introduced to ways of conducting productive and imaginative inquiry and research in order to become a part of the various conversations surrounding issues.

Learn to differentiate among the various ways that information is produced and presented, between popular and scholarly journals and books, between mainstream and alternative publications, between primary and secondary sources.

Learn how to evaluate and synthesize information, whether gathered from traditional sources, e.g., books and journals, or from websites or electronic media.

Begin to develop the skills of critical analysis in the interpretation and use of information gathered from any source.

Be introduced to the ethical obligations that scholars have to both responsibly represent their sources and inform their readers of the sources of their information, as well as learning, and being held responsible for the proper use of, the conventions of scholarly citation and attribution.

Present the results of your research in written, spoken, visual and/or other forms that demonstrate the ability to communicate effectively using the conventions of the mode of communication adopted.

**HERE'S TO A SUPER SEMESTER!!!**