

## FYS-101-20 FIRST-YEAR SEMINAR

---

*Transitions & Connections: Considering Climate Justice*

### FALL 2023

Class Time: MWF 11:00-11:50 a.m.

Class Location:

Instructor/First-Year Faculty Mentor: Rod Keller Office:

Student Hours: ... by appointment through Microsoft Teams Email:  
rkeller@collegeofidaho.edu

### Course Description

This course introduces all students to effective academic writing through participation in the processes important for its creation: analytical reading, critical thinking, and extensive writing practice. The seminars offer students the opportunity to join a learning community by focusing on a specific topic that poses challenging intellectual questions. Seminar topics vary each year. (This year, our topic is Climate Justice.)

### What First-Year Seminar Is and Is Not

First-year Seminar (FYS) is a course intended to help you succeed in college (and beyond) as an astute communicator, attentive reader, forceful writer, and practiced analyst of ideas. This class is not an “English” class, and it’s not a literature class. It’s not a creative writing class, and it’s not a composition class. It is a class intended to help students transition to college-level learning, which occurs through intensive listening, discussing, reading, writing, and presenting. We will do all of these things.

FYS is a seminar, rather than a “lecture” class. According to the *Oxford English Dictionary*, a *seminar* is a group of students gathered together to work with a faculty member on “special study and original research.” In a seminar, a faculty member brings expertise and experience but learns *alongside* students. Everyone matters, everyone participates in the generation of knowledge, and everyone learns. Everyone generates “original” ideas.

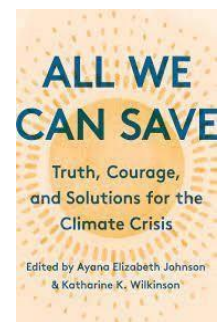
### Required Texts and Materials

Note: ALWAYS bring the book and journal to class.

**Text:** *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis*, eds. Ayana Elizabeth Johnson and Katharine K. Wilkinson, One Earth, 2021.

(This text is referred to as “AWCS” in schedule below.)

**Journal:** Your journal is personal to you and can include various media and any form of expression. You should be writing in it regularly, both in class and out of class.



## Class Journal and Curated Journal Selections Assignment

Throughout this course, you will be invited to write by hand in your Journal. Sometimes, you will receive a specific question or prompt in class (including three Common Journal prompts that will be completed by students in every section of FYS), and at other times, you'll be encouraged to use your journal to brainstorm, freewrite, or otherwise take notes on what you are thinking and learning. At all times, we encourage you to use the Journal as a place to make notes on what is happening in class, what you are learning, and what you are thinking toward your own assignments. Your Journal may end up containing many forms of expression: words, drawings, pasted-in items, even notes on a musical staff. Use it however you'd like to express your involvement and engagement in this course and its attendant activities (films, outside lectures, assignments). Toward the end of the course, you are asked to curate a selection of the Journal for submission to your instructor. We ask you to take photos or make scans of representative samples of your Journal, compile them into a pdf file, and submit them on the date the Curated Journal Selections are due. You will need to include 8-10 distinct journal entries in your submission, including the 3 Common Journal entries, and submit with them a Reflective Essay on the story that your Journal tells.

## Reflective Essays

Each of your assignments for this class includes a Reflective Essay that is submitted with the primary assignment. The approach you will take in these Reflective Essays will change with each assignment. That is, you will always be asked to write a Reflective Essay, but you will be asked to focus on something different through each of them. In your Reflective Essays, you are explaining your development of *the idea* that structures and informs an Assignment. For some of your Assignments, and for *all* of your Reflective Essays, you are asked to develop a thesis statement and to include it at the close of the first paragraph.

## Discussion Guidelines

See our up-to-date Discussion Guidelines document on Canvas: <https://cofi.instructure.com/courses/13043/pages/discussion-guidelines>. This set of guidelines is developed by us as a class, and we choose to adhere to and change these guidelines as appropriate for our circumstances and needs.

## Expectations

As a teacher, I expect the following of **students**:

- Attend class every class period.
- Prepare for every class and every assignment.
- Seek answers when you're unclear or confused.
- Submit your assignments on time.
- Submit your best work.

- Work effectively and well with others.
- Do well and do good.
- Succeed and complete class.

As a student, you can expect the following of me as an **instructor**:

- Make every class meeting and assignment meaningful and relevant.
- Scaffold assignments to build on and into each other.
- Balance academic rigor with career preparation.
- Provide appropriate and timely feedback on assignments.
- Maintain a professional and safe learning environment.
- Work effectively and well with students.
- Do well and do good.
- Assist students to succeed and complete class.

### Teacher Conferencing

Most student questions and concerns are handled in the classroom through class or individual discussion. Students may schedule an appointment with the teacher for more extended conferencing. Rarely will the teacher read an entire document during a conference but rather will assist the student in identifying the writing frustration and in developing options to solve the communication problems.

Students who wish to conference with the teacher about a graded paper must meet the following two conditions (there are no rewrite options to improve a graded assignment):

1. Wait 24 hours before making an appointment with the teacher.
2. Come to the appointment with a list of suggestions to improve the paper. The teacher will discuss those options with the student.

### Grading Policy

93%	A	87-89%	B+	77-79%	C+	67-69%	D+	59%	F
90-92%	A-	83-86%	B	73-76%	C	63-66%	D		
		80-82%	B-	70-72%	C-	60-62%	D-		

### Late Work

Due dates for every assignment are provided on the course syllabus and course schedule (and posted in Canvas). Unless otherwise stated, assignments are due on those days. However, I recognize that sometimes “life happens.” In these instances, you may use your allotted one flex day. This day allows you to submit an assignment up to one day

### Attendance Policy

You are expected to attend **all** class meetings. If you are unable to attend (normally because of illness, a specific disability-related need, or a college-sponsored event), you should inform the professor of your absence, in advance (or if this is not possible, then as soon as possible). Additional

work may be required to make up for work not completed in class. See the College’s policy: <https://iq2prod1.smartcatalogiq.com/en/Catalogs/College-of-Idaho/current/UndergraduateCatalog/Registration-Enrollment/Class-Attendance>.

### **Guiding Questions for Reading, Journaling, and Discussion** (for all “texts” in all formats):

In this class, we consider “texts” anything that is assigned—whether assigned to read or to view, to listen to or to examine. As you read words, examine charts and graphs, view lectures and films, and listen to podcasts, consider these questions. Often, we will use your answers as the basis of our discussion and/or as the basis of your Journal writing.

1. What **ideas, concepts, or themes** does this text invite you to think about? Name at least two things, and be prepared to explain how the text makes you think about them. (And yes, they can be personal.)
2. What **strategies** does the text use to invite you to think these (#1, above) things? Be ready to say *how* the text invites your thinking. Get specific, underlining or making notes about aspects or parts of the text that prompt your thinking in the directions you named above (for #1).
3. To whom does the text seem directed? How can you tell? How does the text indicate its **intended audience**?
4. What seems **assumed** in this text? That is, what are its assumptions, or what does the text take as a given that might not be a given to all readers/viewers?
5. What seems **highly valued** by the text? That is, what does the text hold high regard for—or find important—that might not be highly regarded or considered important by everyone?
6. In what specific ways does the text invite you to **wonder, stretch, discover, or grow**? Name and describe a few.

### **Student Learning Outcomes**

Upon successful completion of this course, a student will be able to:

1. Demonstrate engagement with ideas through close reading, listening, critical thinking, and group discussion in a manner that honors intellectual integrity.
2. Develop and effectively communicate ideas that emerge from encounters with diverse thinkers.
3. Demonstrate an understanding that ideas can be communicated in various forms and modalities (podcast, film, essay, canvas, blog, etc.) based on the intended audience and goals of the communicator.
4. Apply specific resources and strategies to ease the transition into college life and into the college community, including examining how their own identity and background might impact this transition.
5. Describe their roles and responsibilities when participating in a learning community.

## Evaluation

Your grade for this class will be made up of:

<b><u>Participation</u></b>	<b><u>50%</u></b>
Orientation/Welcome Week Engagement (10%)	
Pre-class work/in-class work/attendance-participation (90%)	
<b><u>Assignments</u></b>	<b><u>50%</u></b>
Assignment 1	15%
Assignment 2	15%
Assignment 3	30%
Assignment 4	20%
Assignment 5	20%

## Disability Accommodation Statement

The College of Idaho seeks to provide an educational environment that is accessible to the needs of students with disabilities. The College provides reasonable services to enrolled students who have a documented permanent or temporary physical, psychological, learning, intellectual, or sensory disability that qualifies the student for accommodations under the Americans with Disabilities Act or section 504 of the Rehabilitation Act of 1973. If you have, or think you may have, a disability that impacts your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through the Learning Support and Disability Services office located in Hendren Hall (208-459-5188). Reasonable academic accommodations may be provided to students who submit appropriate and current documentation of their disability. Accommodations can be arranged only through this process and are not retroactively applied.

## Academic Honesty

The College of Idaho maintains that academic honesty and integrity are essential values in the educational process. Operating under an Honor Code philosophy, the College expects conduct rooted in honesty, integrity, and understanding, allowing members of a diverse student body to live together and interact and learn from one another in ways that protect both personal freedom and community standards. Violations of academic honesty are addressed primarily by the instructor and may be referred to the Student Judicial Board.

<http://collegeofidaho.smartcatalogiq.com/current/Undergraduate-Catalog/Policies-andProcedures/Academic-Misconduct>

## FYS-101-20 FIRST-YEAR SEMINAR

*Transitions & Connections: Considering Climate Justice*

**Course Schedule [Asterisks (\*) indicate FYS core texts]**

Week(s)	Day	Activity	
Orientation/ Welcome Week	T Aug 22	8:45am: Film in Jewett Auditorium: <i>How to Let Go of the World: and Love All the Things Climate Can't Change</i>  Discussion of film	
Week(s)	Day	Read/Watch/Do Before Class	In Class/ <u>Deadlines</u>
<i>Unit 1: The Arrival: Knowing Who We Are</i>			
Week 1	W Aug 23		What the FY Seminar is and isn't Introductions  Option: In-class reading and discussion of two poems:  Oliver "Mornings at Blackwater" (AWCS, p. 348) Piercy "To Be of Use" (AWCS, p. 60)
	F Aug 25	*Hayhoe, "How to Talk About Climate Change" (AWCS, p. 105)  Options: <a href="#">Callahan and Mankin, "Baseball Players are Hitting More Home Runs. . ."</a>	Syllabus questions Class discussion of reading <i>Introduction to Assignment 1: Mind Project</i>

Week 2	M Aug 28	<p><u>*Mitchell, “Indigenous Prophecy and Mother Earth” (AWCS, p. 16)</u></p> <p>Options: Marvel, “A Handful of Dust” (AWCS, p. 30); The Conversation, <a href="#">“Cloud Seeding Can Increase . . .”</a></p>	<p>Class discussion of readings</p> <p>Journal activity</p>
	W Aug 30	<p><u>*Atkin, “Truth Be Told” (AWCS, p. 113)</u></p> <p>Options: Kolbert, <a href="#">“Darkening Sea”</a>;</p>	<p>Class discussion of readings: Class discussion of is/ought, facts/opinions, personal/political in the context of climate journalism</p>
	F Sep 1	Mind Project Presentations	<b><u>Assignment 1: Mind Project Presentations and Reflective Essay Due</u></b>
<i>Unit 2: The Context: Encountering Ideas</i>			
Week 3	M Sep 4	<b>NO CLASS – Labor Day</b>	
	W Sep 6	<p>*Oreskes, <a href="#">“The Scientific Consensus on Climate Change: How Do We Know We’re Not Wrong?”</a></p> <p>Option:</p> <p>Meinch, <a href="#">“How to Save Planet Earth”</a></p>	<p><i>Introduction to Assignment 2: Summary &amp; Invented Dialogue</i></p> <p>Class discussion of readings</p>
	F Sep 8	<p><u>*Manzi, “Game Plan”</u></p> <p><u>*Klein, “The Change Within”</u></p>	Class discussion of readings

Week 4	M Sep 11	<p><a href="#">*Text of Wangari Maathai's Nobel Peace Prize Acceptance Speech</a></p> <p>Options: Financial Times, <a href="#">The Climate Game (interactive)</a></p> <p>Podcast: <a href="#">A Matter of Degrees</a></p> <p><a href="#">IPCC 2022 Fact Sheet – North America</a></p> <p><a href="#">CO2 Emissions v. Vulnerability to Climate Change, by Nation</a> (data visualization)</p>	Class discussion of readings
	W Sep 13	Health & Wellness Center programming	One-on-one conferences this week
	W Sep 13	*Evening Event*: Film in Jewett Auditorium @ 6:30pm	

		<i>Taking Root: The Vision of Wangari Maathai</i>	
	F Sep 15	Health & Wellness Center programming	One-on-one conferences this week
Week 5	M Sep 18	*Film: <i>Taking Root</i> (need to watch on own if didn't attend screening)	Film discussion Small group workshop on Assignment 2
	W Sep 20	<p>*Zelikova, "Solutions Underfoot" (AWCS, p. 287)</p> <p>*Penniman, "Black Gold" (AWCS, p. 301)</p> <p>Options: Schwartz, "Water is a Verb" (AWCS, p. 312)</p>	Class discussion of readings



	F Sep 22	*Benyus “Reciprocity” (AWCS, p. 8) <a href="#">*Song, et.al.</a> Options: Olds “Ode to Dirt” (AWCS, p. 311)	Outside journaling activity <b><u>Revised Mind Project Reflective essay &amp; revision letter due</u></b>
Week 6	M Sep 25	Film in Jewett Auditorium during class <i>*Intelligent Trees</i>	
	W Sep 27	<i>Intelligent Trees</i> (film; need to watch on own if were unable to attend screening) Bring Assignment 2: Summaries to class!	<b><u>Assignment 2 due!</u></b> In-class activity developing invented dialogues based on summaries (Assignment 2)
	F Sep 29		Additional work on and presentation of invented dialogues <a href="#">Introduction to Assignment 3: Joining a Conversation</a>

*Unit 3: The Moves: Connecting Audience, Purpose, and Genre*

Week 7	M Oct 2	Options: Rodriguez, “Harnessing Cultural Power” (AWCS, p.121) Villaseñor “A Letter to Adults” (AWCS, p.323)	Class discussion of readings Outside journaling activity (weather permitting)
	W Oct 4	* <a href="#">“Addressing Environmental Racism”</a> (interview with Robert Bullard) Option: Stillman, “Like the Monarch” (AWCS, p. 349)	Class discussion of readings

	F Oct 6	*McTeer Toney, "Collards Are Just as Good as Kale" (AWCS, p.75) Options: Bavishi, "A Tale of Three Cities" (AWCS, p. 157)	Class discussion of readings
Week 8	M Oct 9	PEAK Center/Registration Planning Programming	Midsemester one-on-one conferences this week
	W Oct 11	PEAK Center/Registration Planning Programming	Midsemester one-on-one conferences this week
	F Oct 13	Bring draft Assignment 3 draft	Small group workshop on Assignment 3
FALL BREAK (October 16-20)			
Week 9	M Oct 23	* <a href="#">Greta Thunberg TED talk</a> *Knuth, "Becoming a Climate Citizen" (AWCS, p. 129)	Class discussion of readings
	W Oct 25	*Panel Discussion: Climate Change in Idaho	Arrive in Jewett for class
	F Oct 27	Bring draft Assignment 3	Small group workshop/peer review on Assignment 3
Week 10	M Oct 30	Options: Prakash, "We Are Sunrise" (AWCS, p. 187) Russell, "Dear Fossil Fuel Executives" (AWCS, p. 205)	Class discussion of readings

	W Nov 1	Options: Sanders, "Under the Weather" (AWCS, p. 231)	<b><u>Assignment 3 and reflective essay due</u></b> Class discussion of reading <a href="#">Introduction to Assignment 4: Climate Identity</a> In-class journaling activity on "climate identity"
	F Nov 3	*Johnston "Loving a Vanishing World" (AWCS, p. 256)	Class discussion of reading In-class activity pertaining to identity, engagement, connection
<i>Unit 4: The Medley: Bringing all of the pieces together</i>			
Week 11	M Nov 6	Option: Podcast: <a href="#">Pathfinding through the Improbable</a>	Class discussion of reading
	W Nov 8	*Podcast/Radio Program: <a href="#">Apocalypse Creep</a>	Class discussion of reading Discussion regarding revision
	F Nov 10	One-on-one conferences (including check-in regarding Winter/Spring registration)	(no regular class meeting)
Week 12	M Nov 13	One-on-one conferences (including check-in regarding Winter/Spring registration)	(no regular class meeting)
	W Nov 15	*Jaquette Ray " <a href="#">Introduction: Embracing Life in the Anthropocene</a> "	Class discussion of reading and discuss plans for Self-Care Week
	F Nov 17	* <a href="#">Ojala</a> , 2012 *Clayton, 2020 " <a href="#">Climate Anxiety: Psychological Responses to Climate Change</a> "	Class discussion of readings
Week 13	M Nov 20		Self-Care Week
	W Nov 22		<b><u>Assignment 3 Revision/Remix and revision letter due.</u></b> Self-Care Week
	F Nov 24	<b><i>NO CLASS – Thanksgiving Break</i></b>	

Week 14	M Nov 27		<b><u>Assignment 4 (Climate Identity) &amp; reflective essay due</u></b>  Introduction to Assignment 5: Curated Journal Selections  Climate identity presentations
	W Nov 29		Climate identity presentations
	F Dec 1		Climate identity presentations Journal activity
<i>Unit 5: The Reflection: Considering Results</i>			
Week 15	M Dec 4	<a href="#">*Katherine Hayhoe TED Talk</a>	Class discussion of material
	W Dec 6	*Meet in Simplot South for all FYS gathering	Common FYS gathering (all sections)
	F Dec 8	*Johnson & Wilkinson, "Onward" (AWCS, p. 371)	Class discussion of reading <b><u>Assignment 5 (Curated Journal Selections) due</u></b>
Finals Week	T Dec 12	8:30-11:00 a.m.	<b><u>Portfolium submissions due</u></b>