

First Year Seminar 133/01
MWF 1:55-2:50pm Napier 202

Fall 2000

Professor Mary M. Salibrici
Hours: Tuesday, Wednesday 10-11am
Wednesday, Thursday 3-4:30pm

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Reading and Writing Youth Culture

This is a reading and writing course designed to introduce you to the literacy practices of college-level intellectual work via an interdisciplinary investigation into youth culture. Images of youth currently dominate the media; from music and fashion to movies, youth seems to be one of our most popular cultural obsessions (along with talk shows and “reality” TV). But what is the real driving force behind this national obsession? Are young people taken seriously, or are media and markets crassly exploiting them? Are the issues of our youth unique to this time and place, or are we revisiting ancient conflicts? What is the connection between youth culture and the current trend of school violence? What do young people have to say about their place in American culture? How do they want to represent themselves? These questions and others will be our focus as we explore issues critical to American youth through a variety of analytical reading and writing projects.

First Things First

Weekly Requirements

There will be weekly reading, writing, and discussion assignments. These cannot be made up at later times. Only excused absences for serious emergencies count as exceptions. Our course will be structured around the following moves: on Monday we will share and respond to a piece of writing; on Wednesday we will discuss and write informally about a reading assignment; on Friday we will turn to specific issues of grammar and style. In general, this is the structure we will follow, but it will not be set in stone. That is, as we get to know each other and see the direction our interests take, modifications may be necessary. A minimum of five writing projects taking various forms, however, will be required to complete the course, as well as numerous informal writing assignments in keeping with a process approach to academic reading and writing. You can expect to engage in class discussions, drafting and revision of writing, peer exchanges of writing, and conferencing with me as you proceed to develop as college-level thinkers, speakers, and writers.

We are also fortunate to have Phil Poczik, a Writing Colleague, with us this semester. He will attend class, share in the reading assignments, and meet with each student to discuss every writing project. Meeting him to discuss your drafts will be a regular requirement for everyone. You will get plenty of feedback on your writing – verbally and in writing – from me, from your peers, and from Phil.

Texts

Please purchase the following texts at the college bookstore:

Ask Me If I Care, Nancy Rubin
The Disappearance of Childhood, Neil Postman
The Scapegoat Generation, Mike Males
Generation Ecch! Jason Cohen and Michael Krugman
A Pocket Manual of Style, Diana Hacker

I will also assign various articles TBA.

Other Tools

a class notebook for in-class writing and homework
a study folder for final course portfolio
a good dictionary, not heavily abridged

Assessment (specific criteria will be established for each project)

participation = you can't do well without participation. I do take attendance.	20%
class notebook submitted every other week	20%
mid-term self assessment/rhetorical analysis	10%
final showcase portfolio including, minimally, one polished version of each of the following genres:	50%
1. seed sentence essay (3 pgs)	
2. review and rhetorical analysis of youth-oriented product (4 pgs)	
3. critical essay synthesizing key ideas from at least two course readings (5 pgs)	
4. interview essay based on discussions with a young adult from outside our class on the issues raised here (4 pgs)	
5. argument developing a claim around the ideas of our course and supporting such a claim with at least two course readings (5 pgs)	

PLEASE LET ME KNOW AFTER CLASS
IF YOU HAVE SPECIAL LEARNING NEEDS THAT I NEED TO BE AWARE OF.

FYS 133 / Youth Culture Tentative Schedule for Rest of the Semester

m 9/25	conferences; Postman Ch. 3 & 4 with notebook entry; essay 2 assigned
w 9/27	Postman Ch. 5 & 6, plus Hine excerpt; notes for essay 2 in class
f 9/29	preparation for essay 2
m 10/2	finish Postman Ch. 7, 8, 9
w 10/4	first draft of essay 2 for peer workshops (critical synthesis)
f 10/6	begin reading Males; set up interview plans
w 10/11	revisions of essay 2 (notebooks turned in)
f 10/13	youth film
m 10/16	youth film; essay 3 assigned
w 10/18	Males; reciprocal teaching day
f 10/20	preparation for essay 3; mid-term self assessment due
m 10/23	first draft of essay 3 for peer workshops (critical review)
w 10/25	interview notes due
f 10/27	revisions of essay 3 (notebooks turned in); sign up for conferences
m 10/30	readings TBA (excerpts)

w 11/1	analyzing interview notes; film excerpt
f 11/3	preparation for essay 4; film excerpt
m 11/6	first draft of essay 4 for peer workshops (interview essay)
w 11/8	begin <u>Generation ECCH!</u>
f 11/10	revisions of essay 4
m 11/13	<u>Generation ECCH!</u>
w 11/15	preparing for essay 5
f 11/17	preparing for essay 5
m 11/20	Conferences
m 11/27	first draft of essay 5 for peer workshops (argument)
w 11/29	TBA
f 12/1	revisions of essay 5
m 12/4	portfolio preparation
w 12/6	TBA
f 12/8	final portfolio due