



Marshall University Syllabus First Year Seminar

Course

FYS 100: First Year Seminar in Critical Thinking

Course Description

First Year Seminar in Critical Thinking. 3 credit hrs. Students will develop intentional critical thinking skills integral to lifelong learning through inquiry, discussion, interaction, discovery, problem-solving, writing, research, reflection and examination of complex multicultural/global ideas and themes.

Course Theme

This course will investigate the spaces, items, and contexts that compose archives, or collections of unique physical and digital materials that can be found nowhere else. Physical and digital archives will be explored through the lens of history, memory, technology, privilege, and as sites of artistic inspiration.

Credits

3

Instructor

Elizabeth James

Required Texts and Materials

No outside materials need to be purchased for this course. All readings and materials will be provided.

Course Student Learning Outcomes

The overall goal of this class is to start practicing using the tools and skills that any college graduate will need in work and in life. By the time you graduate from Marshall University, you will be a much better problem solver than you are now. You will have expertise in using nine major tools (alone or together) to understand an issue, accomplish a complex task, or fix a problem. The nine tools (aka the Marshall University Learning Outcomes) are:

- Communication fluency
- Creative thinking
- Ethical and civic thinking

- **Information literacy** ←
- **Inquiry based thinking** ←
- **Integrative thinking** ←
- **Intercultural thinking** ←
- **Metacognitive thinking** ←
- Quantitative thinking

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
<u>Information Literacy (IL):</u> You will <ul style="list-style-type: none"> • revise your search strategies and employ appropriate research tools, • integrate relevant information from reliable sources, • question and evaluate the complexity of the information environment, and • use information in an ethical manner. 	<ul style="list-style-type: none"> • In-class exercises • In-class discussion 	<ul style="list-style-type: none"> • Physical Primary Source Analysis • Digital Primary Source Analysis • Final Exam
<u>Inquiry Based Thinking (IBT):</u> You will <ul style="list-style-type: none"> • formulate focused questions and hypotheses, • evaluate existing knowledge, • collect and analyze data, and • draw justifiable conclusions. 	<ul style="list-style-type: none"> • In-class exercises • In-class discussion 	<ul style="list-style-type: none"> • Exhibit Label • Physical Primary Source Analysis • Digital Primary Source Analysis
<u>Integrative Thinking (IT):</u> You will <ul style="list-style-type: none"> • make connections among varied disciplines, domains of thinking, experiences, and situations. • Transfer skills and learning among varied disciplines, domains of thinking, experiences, and situations. 	<ul style="list-style-type: none"> • In-class exercises • In-class discussion 	<ul style="list-style-type: none"> • Final Project • Commonplace Book Entries • Final Exam • Exhibit Label
<u>Intercultural Thinking (ICT):</u> You will <ul style="list-style-type: none"> • evaluate generalizations about cultural groups, • analyze how cultural beliefs might affect communication across cultures, • evaluate how specific approaches to global issues will affect multiple cultural communities, and • untangle competing economic, religious, social or geographical interests of cultural groups in conflict. 	<ul style="list-style-type: none"> • In-class exercises • In-class discussion 	<ul style="list-style-type: none"> • Final Project • Physical Primary Source Analysis and/or Digital Primary Source

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
<u>Metacognitive Thinking (MT):</u> You will <ul style="list-style-type: none"> • evaluate the effectiveness of your project plan or strategy, and • determine the degree of improvement in your knowledge and skills. 	<ul style="list-style-type: none"> • In-class exercises • In-class discussion 	<ul style="list-style-type: none"> • Final Project Presentation

Course Requirements/Due Dates

- FYS Final Exam – administered through Blackboard. Date and availability will be shared by the mid-point of the semester.

Assignments and Exams	Due Date
Commonplace Book Entry #1	February 1 st in class
Physical Primary Source Analysis	February 12 th , 5pm
Exhibit Label	February 19 th , 5pm
Final Project Proposal	February 26 th , 5pm
Digital Primary Source Analysis	March 12 th , 5pm
Commonplace Book Entry #2	March 19 th , 5pm
Final Project	April 2 nd , 5pm
Final Project Presentation	April 16 th , 5pm
FYS Final Exam	Day assigned according to FYS Coordinator

Grading Policy

Your grade will be calculated according to the following weights:

- Physical Primary Source Analysis – 10%
- 2 Commonplace Book Entries (10% each) – 20%
- Exhibit Label – 10%
- Digital Primary Source Analysis – 10%
- Final Project Proposal – 5%
- Final Project – 20%
- Final Project Presentation – 15%
- Final Exam – 10%

Percentage ranges for final grades are as follows:

- A - 90-100%
- B - 80-89%
- C - 70-79%
- D - 60-69%
- F - 0-59%

It's an unpredictable time and we need to be kind and understanding of each other-
-late work will be accepted on a case-by-case basis. Please email me if you have
any questions or encounter any issues throughout the course.

Course Schedule

Week	Activities and Assignments	Percentage	Due Date
Week 1 (January 18-24)	Class Content: <ul style="list-style-type: none"> • Complete start of course survey • Introductions to each other • Introduction to FYS and the course theme • Personal object analysis To Do or Turn In: <ul style="list-style-type: none"> • Attend class and complete readings To Read: <ul style="list-style-type: none"> • The Syllabus (you are here! W) 	N/A	N/A

Week	Activities and Assignments	Percentage	Due Date
Week 2 (January 25-31)	Class Content: <ul style="list-style-type: none"> • Introduction to physical objects as focuses of scholarly inquiry • Syllabus as primary source analysis • Pamphlet making exercise • Researching objects exercise To Do or Turn In: <ul style="list-style-type: none"> • Attend class and complete readings To Read: <ul style="list-style-type: none"> • Sherri Smith, "The Marshall Experience" (M) • "A Brief Guide to Keeping a Commonplace Book" (M) • Wikipedia, "Commonplace Book" (M) • "Art and Craft Explores How One Forger Duped More than 45 Museums" (W) • Library of Congress, "Teaching Inquiry with Primary Sources" (W) 	N/A	N/A

Week	Activities and Assignments	Percentage	Due Date
Week 3 (February 1-7)	Class Content: <ul style="list-style-type: none"> Library research session (VIRTUAL, Monday) Peer analysis of commonplace book Bloom's taxonomy exercise Overview of primary source assignment To Do or Turn In: <ul style="list-style-type: none"> Commonplace Book Entry #1 Attend class and complete readings To Read: <ul style="list-style-type: none"> Steak-umm thread on Twitter (M) IF I APPLY LibGuide (M) Adichie, Chimamanda, "The Danger of a Single Story" (W) Philips, K.; Thomas, S.; Roles, E. "Navigating the Information Ecosystem: Getting Personal with Source Evaluation, IF I APPLY" (W) 	10%	February 3rd in class

Week	Activities and Assignments	Percentage	Due Date
Week 4 (February 8-14)	<p>Class Content:</p> <ul style="list-style-type: none"> Finding aid analysis Introduction to the archive as an institution of study Introduction to exhibit labels and exhibit label assignment <p>To Do or Turn In:</p> <ul style="list-style-type: none"> Physical Primary Source Analysis Attend class and complete readings <p>To Read:</p> <ul style="list-style-type: none"> Berry, Dorothy and Coup, Betts, "Finding Your Way Through Finding Aids: Archives 101" (M) Project Info Lit, "Resources from COVID-19: The First 100 Days of News Coverage" (M) Smithsonian Exhibits, "Guidelines for Label-Writers" (W) "Excellence in Label Writing Competition Winners" (good examples of exhibit labels to use for reference on pages 4-19)(W) Gaylord Archival, "Six Tips for Writing Effective Exhibit Labels" (W) 	10%	February 12 th , 5pm

Week	Activities and Assignments	Percentage	Due Date
Week 5 (February 15-21)	Class Content: <ul style="list-style-type: none"> • Primary source assignment feedback • Citation workshop • Positionality and perspective exercises • Overview of final project and project proposal To Do or Turn In: <ul style="list-style-type: none"> • Exhibit Label • Attend class and complete readings To Read: <ul style="list-style-type: none"> • Rosling, Hans. "The Best Stats You've Ever Seen" (M) • Ray, Victor, "The Racial Politics of Citation" (M) • John Berger, "Ways of Seeing" episode 1 (W) 	10%	February 17 th , 10am
Week 6 (February 22-28)	Class Content: <ul style="list-style-type: none"> • Exhibit label feedback • Gallery exercise • Digital primary source analysis overview • Deep dive into archives exercise To Do or Turn In: <ul style="list-style-type: none"> • Final Project Proposal • Attend class and complete readings To Read: <ul style="list-style-type: none"> • "How the Cold War and George Orwell Helped to Make the Internet What It Is" All Tech Considered. NPR. (M) • Carr, Nicholas. "Is Google Making Us Stupid?" The Atlantic. (W) 	5%	February 26 th , 5pm

Week	Activities and Assignments	Percentage	Due Date
Week 7 (March 1-7)	Class Content: <ul style="list-style-type: none"> Digital items vs. physical items Digital authenticity Digital preservation Overview of digital primary source assignment To Do or Turn In: <ul style="list-style-type: none"> Attend class and complete readings To Read: <ul style="list-style-type: none"> "4. What Gets Counted Counts" from <i>Data Feminism</i> (M and W) "Defining "Born Digital" by Ricky Erway (W) 	10%	
Week 8 (March 8-14)	Class Content: <ul style="list-style-type: none"> Commonplace Book Entry #2 overview Digital items as evidence and data Storytelling with digital objects Work on Final Project To Do or Turn In: <ul style="list-style-type: none"> Digital Primary Source Analysis Attend class and complete readings To Read: <ul style="list-style-type: none"> "2. Collect, Analyze, Imagine, Teach" from <i>Data Feminism</i> (M and W) 	N/A	March 12 th , 5pm

Week	Activities and Assignments	Percentage	Due Date
Week 9 (March 15-21)	Class Content: <ul style="list-style-type: none"> Digital primary source and physical primary source reflection Personal digital archiving plan To Do or Turn In: <ul style="list-style-type: none"> Commonplace Book Entry #2 Attend class and complete readings To Read: <ul style="list-style-type: none"> "The Library of Congress and Personal Digital Archiving" by Mike Ashenfelder (M) "Your Personal Archiving Project: Where to Start?" by Mike Ashenfelder (W) 	10%	March 19 th , 5pm
Week 10 (March 22-28)	Class Content: <ul style="list-style-type: none"> Work on Final Project Commonplace book entry #2 feedback Guest lecture, Stefan Schöberlein To Do or Turn In: <ul style="list-style-type: none"> Attend class and complete readings To Read: <ul style="list-style-type: none"> Explore Walt Whitman archive (M, skim About the Archive, formulate one question for Prof. Schöberlein) 	N/A	N/A

Week	Activities and Assignments	Percentage	Due Date
Week 11 (March 29-April 4)	Class Content: <ul style="list-style-type: none"> • Metadata overview • Digital archives overview and analysis • Digital repository analysis • Digital archives and repository design workshop To Do or Turn In: <ul style="list-style-type: none"> • Final Project • Attend class and complete readings To Read: <ul style="list-style-type: none"> • Explore Marshall Digital Scholar (M) • "What is Metadata?" by Mike Chapple (M) • "How to Make Your First Wireframe" by Will Fanguy (W) 	20%	April 2 nd , 5pm
Week 12 (April 5-11)	Class Content: <ul style="list-style-type: none"> • Introduction of Final Project Presentation assignment • Final project peer review and reflection • Introduction to technologies beyond/building on the digital • Art in the archive workshop To Do or Turn In: <ul style="list-style-type: none"> • Attend class and complete readings To Read: <ul style="list-style-type: none"> • CREDO video on Peer Review (on Blackboard)(M) • "What is Peer Review?" by Elsevier (M) • Chicago Archives + Artists Project Artist Profiles (pick one profile to read, W) • SAS, "Data Visualization" (W) 	N/A	N/A

Week	Activities and Assignments	Percentage	Due Date
Week 13 (April 12-18)	Class Content: <ul style="list-style-type: none"> Archives and collections material as data Bias in data, description, and controlled vocabularies Mapping Inequality and Jim Peppler Collection case studies To Do or Turn In: <ul style="list-style-type: none"> Final Project Presentation Attend class and complete readings To Read: <ul style="list-style-type: none"> Lowe, Carli V. "Review of Mapping Inequality: Redlining in New Deal America" (M) Explore Mapping Inequality: Redlining in New Deal America (M) Krishnamurthy, Prabhakar, "Understanding Data Bias" (W) "Dewey Decimal System LibGuide" by Pratt Libraries (W) 	15%	April 16 th , 5pm
Week 14 (April 19-25)	Class Content: <ul style="list-style-type: none"> Final project presentation feedback Final exam overview and practice To Do or Turn In: <ul style="list-style-type: none"> Attend class and complete readings To Read: <ul style="list-style-type: none"> FYS Practice Exams (downloaded on Blackboard): Banned Books and Drone Delivery (M and W) 	10%	Day assigned according to FYS Coordinator