

First Year Seminar: English Language for Liberal Arts

Pursuit of Wisdom: Knowledge, Self, and Society ***Fall 2011***

FYS (114); ID: 2672; Credits – 6.0, Gen-Ed Required

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Course Description

To be wise is valued in many cultures. Many great books are in fact about what makes a person wise, a wise leader, or a just leader. But what does wisdom look like? How do we know we are wise ourselves, or if we are standing in the presence of a wise person? Is wisdom the same as knowledge? What is their relationship? Can we pursue wisdom? How does wisdom relate to freedom? In First Year Seminar, we will ask ourselves these questions and more, and we will examine closely the writings of a few authors who have been considered influential and perhaps even wise. We will also explore the pursuit of wisdom through different perspectives, assuming wisdom and knowledge have personal, academic, social, spiritual, and aesthetic dimensions. But equally important, through our discussions, we will familiarize ourselves with the mission, philosophy, and fundamental values of a liberal arts education, and ask ourselves, “What does it mean to participate in an intellectual community grounded in the liberal arts?”

Writing Objectives

In the writing component of FYS, we will sharpen our skills at composing and revising academic essays, beginning with reflective and exploratory work. We will consider close reading strategies, the process of developing an essay—from early invention practices through intensive revision strategies—and pay special attention to supporting our claims with textual evidence. Our focus will be the array of choices available to us as writers as we respond to complicated issues with clear, convincing arguments. We will seek to do so not by simplifying our thinking, but, rather, by using the format of the essay—particularly structure—to capture and convey our ideas in all their complexity. Engaging the writing process, expect careful attention given not only to your ideas and the ideas of the texts, but also to the surface control of the English language in the final stages of your essays. We strongly encourage you, and at times will require you, to take advantage of AUCA's Writing & Academic Resource Center (WARC) located in Room 226.

By the end of this course, you should be able to

- understand the intricate and fluid relationship between reading and writing
- identify and work with controlling ideas and thesis statements
- understand the relationship between focused paragraphs, organization, and various rhetorical strategies for academic prose
- use a variety of revision strategies to focus, expand, and hone your ideas
- accurately summarize, paraphrase, quote, analyze, and provide attribution for textual evidence
- be able to identify and work with the key components of a successful essay by providing a variety of feedback in peer group sessions
- understand the concept of audience and how audience influences writing projects
- articulate and write about your own writing process
- expand on and deepen your own speaking and writing fluency and show evidence of improvement in surface control of the English language

Approaches

First Year Seminar is an interdisciplinary and yearlong theme-based course. It will expose you to a rich variety of literature, philosophy, social science, arts, natural science, and biographical texts. We will explore the ideas generated in this class through films, guest speakers, papers and discussions. The course is interactive and student-centered which requires intensive reading and writing. Hence, you are expected and strongly encouraged to write frequently, read widely and thoughtfully, and discuss ideas actively in class, while you learn and experience what it might mean to pursue wisdom and knowledge at AUCA.

Core Texts

Plato, *The Republic*. Trans. by Desmond Lee. Penguin Group, 2007 ed.

Confucius, *Analects*,

Films: (Note: Attendance in the film viewing is required.)

Attendance and Participation:

Attendance at *every* session is required. ***This includes symposia and films!*** And since this course is primarily discussion-based, it is especially important that you come to class having read that day's assignment, be ready to listen actively, to "try on" new ideas and risk comments and questions in both writing and discussion. If you are absent, you are responsible for finding out about and making up work for the day you missed. *You are responsible for all reading.*

Grading:

Attendance and Participation—20% (This includes in-class writes and presentations)
Short Writing Assignments—20%
Essays & Revised Essays—60%

Classroom Decorum: You are welcome to bring drinks to class. ***Please use the restroom before class***—we cannot repeat discussions for those who take a break. Bottom-line: unless it's an emergency, do not disrupt the class by getting up and leaving in the middle of a discussion—it is rude and most of the time unnecessary.

Writing Intensive: Longer Essays. Writing Intensive means you can expect to write on each of the texts—both in class and out of class; the total number of ***revised pages*** for the term will be 15 pages. I will be working with you on longer essays, taking you through a drafting process. This means that paper deadlines—both for essays and final revisions—will remain steadfast. No exceptions.

Short Writing Assignments: These are short 1-2 page writes in which you will extend your exploratory or speculative thinking on something discussed or brought up in class or the material we've read, or short writes in which you analyze a certain passage, or summarize an argument. These will be graded primarily on your commitment to thinking deeply, asking questions, understanding what we've read, and developing your own vocabulary to understand the idea or issue discussed.

Presentations: In pairs or individually, you will give brief interpretive (10 minute) in-class presentations on something related to, one of the core texts. Following the presentation, you will be responsible for leading part of a class discussion of the text. Please note that your presentation is a significant part of your grade: when working in pairs, research and in-class presentation time must be shared equally.

Short/mini presentations: In addition to the longer presentations, there will be frequent short (5 minute) presentations that supply background or additional cultural information for our texts. These will be information based—not interpretive as the longer presentations.

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| <p style="text-align: center;"><u>Week III:</u></p> <p>Tues . Plato, <i>Part II</i> Mini Presentations <i>Assign Long Essay #1</i></p> <p>Friday. Plato, <i>Part II</i> <i>Reading for Week III: Part III</i></p> | <p style="text-align: center;"><u>Week III:</u></p> <p>Tues. DUE: Believe & Doubt Summary & Exegesis Review Essay Assignment</p> <p>Friday. DUE: Draft—2 pages (3 copies) What’s Your Main Point?</p> |
| <p style="text-align: center;"><u>Week IV:</u></p> <p>Tues. Plato, <i>Part III</i> Mini Presentations</p> <p>Friday. Plato, <i>Part III</i> <i>Reading for Week IV: IV & V</i></p> | <p style="text-align: center;"><u>Week IV:</u></p> <p>Tues. DUE: 4 page draft Reverse Outline & Paragraphs Radical Revision</p> <p>Friday. <i>Conferences This Week!</i></p> |
| <p style="text-align: center;"><u>Week V:</u></p> <p>Tues. Plato, <i>Part IV & V</i></p> <p>Friday. Plato, <i>Part IV & V</i> <i>Reading for Week VI: Part VI</i></p> | <p style="text-align: center;"><u>Week V:</u></p> <p>Tues. DUE: Revised Full Draft Grammar & Style Quoting & Citation</p> <p>Friday. DUE: Longer Essay #1</p> |
| <p style="text-align: center;"><u>Week VI:</u></p> <p>Tues. Plato, <i>Part VI</i> <i>Assign Presentations of Forms of Imperfect Societies</i></p> <p>Friday. Plato, <i>Part VI</i> <i>Reading for Week VII; Part VII</i> <i>Assign Longer Essay #2</i></p> | <p style="text-align: center;"><u>Week VI:</u></p> <p>Tues. Outlining Presentations</p> <p>Friday. Review Longer Assignment Paraphrase, Summary, Exegeses</p> |
| <p style="text-align: center;"><u>Week VII:</u></p> <p>Tues. Plato, <i>Part VII</i> Presentations</p> <p>Friday. Plato, <i>Part VII</i> Presentations <i>Reading for Wk. VIII: Part VIII & X</i></p> | <p style="text-align: center;"><u>Week VII:</u></p> <p>Tues. DUE: 2 page draft In-class write</p> <p>Friday. DUE: 4 page draft (3 copies)</p> |

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| <u>Week VIII:</u> | <u>Week VIII:</u> |
| Tues. Plato, Parts VIII & X Presentations | Tues. DUE: Revised Draft Paragraphs & Introductions |
| Friday. Plato, Parts VIII & X | Friday. Conclusions & Citations 2 Grammar Issues |

Fall Break October 17th – October 21st No Classes this Week!

Wisdom, Knowledge, and Society

Some Central Questions

Is wisdom a social or cultural value? Can wisdom be learned: is it a social intelligence?
Wisdom and Leadership: how do they relate to human rights, diversity, and social justice?
Is historical knowledge related to wisdom? Are knowledge & wisdom necessarily connected? Is wisdom necessary to find truth? What is the relationship between wisdom, knowledge, and civic responsibility?

Weeks 10-16: Confucius, Analects

Note: *Those analects listed under each day should be read for that class: you should read them **before** you come to class.*

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| <u>Week X:</u> | <u>Week X:</u> |
| Tuesday & Friday: | Tuesday. DUE: Final Revised Essay #2 In-class write: attributes & Definitions. |
| Education: Student/disciple references: 1.6, 1.15, 2.9, 2.12, 5.9, 6.3, 6.7, 6.11, 7.7, 9.2, 9.11, 9.17, 9.19, 9.24, 11.4, 11.8, 11.9, 11.12, 13.5, 14.30, 15.20, 15.31, 17.18, 19.6, 19.7, 20.3. Master or zi (or <i>sheng</i>) references: 1.4, 2.11, 2.15, 4.15, 7.1, 9.2, 18.6, & Book 10. | Friday: In-class write: images, metaphors, analogies. <i>Assign Short write</i> |

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| <p style="text-align: center;"><u>Week XI:</u></p> <p>Tuesday & Friday:</p> <p>Rites or <i>li</i> references: 1.12, 3.2, 3.4, 3.26, 4.13, 6.18, 6.27, 8.2, 8.8, 9.3, 11.12, 11.26, 12.1, 13.8, 15.37, 16.3, 17.11, 17.21, 20.3.</p> | <p style="text-align: center;"><u>Week XI:</u></p> <p>Tuesday. DUE: Draft of Short Write</p> <p>Friday: DUE: Revised Short Write</p> |
| <p style="text-align: center;"><u>Week XII:</u></p> <p>Tuesday & Friday:</p> <p>Goodness, <i>ren</i> & The Golden Rule. Goodness or <i>ren</i> references: 1.2, 1.4, 3.3, 4.2, 4.3, 4.4, 4.5, 4.6, 4.15, 6.22, 6.23, 6.30, 7.22, 7.30, 7.34, 8.7, 12.1, 12.2, 12.22, 14.4, 15.9, 15.24, 15.36, 19.6. (One could also include Book 10 under goodness)</p> | <p style="text-align: center;"><u>Week XII:</u></p> <p>Tuesday. DUE: Short Write Defining Attributes</p> <p>Friday: In-class write</p> |
| <p style="text-align: center;"><u>Week XIII:</u></p> <p>Tuesday & Friday:</p> <p>Filial Piety or <i>hsiao</i> & The Five Bonds, or, Relational Values</p> <p>Filial Piety or <i>hsiao</i> references: 1,2, 1.6, 2.7, 2.8, 2.21, 3.3, 3.12, 4.18, 4.20, 4.10, 8.2, 11.22, 12.11, 13..20, 17.21</p> <p><i>Assign Longer Essay #3</i></p> | <p style="text-align: center;"><u>Week XIII:</u></p> <p>Tuesday: Review Essay Assignment In-class Write</p> <p>Friday: In-class Write: Relational Values</p> |
| <p style="text-align: center;"><u>Week XIV:</u></p> <p>Tuesday & Friday:</p> <p>Gentleman or <i>junzi</i> references: 1.1, 1.2, 1.8, 2.12, 4.5, 4.9, 4.10, 4.14, 5.4, 6.13, 6.18, 6.27, 7.4, 7.33, 7.37, 8.2, 9.14, 9.29, 11.26, 12.5, 12.8, 12.19, 12.24, 13.3, 14.5, 14.12, 14.27, 15.2, 15.8, 15.21, 15.37, 16.7, 16.8, 17.21, 17.23, 18.7, 19.7, 19.21, 20.3.</p> | <p style="text-align: center;"><u>Week XIV:</u></p> <p>Tuesday. DUE: 2-3 page draft What's my point? Workshop.</p> <p>Friday: DUE: Revised Draft Reverse Outline Radical Revision Strategies</p> |

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| <p style="text-align: center;"><u>Week XV:</u></p> <p>Tuesday & Friday: Governing through Virtue or de references: 2.1, 2.3, 2.4, 2.21, 4.13, 6.5, 7.23, 12.7, 12.9, 11.26, 12.11, 12.17, 12.18, 12.19, 12.22, 13.3, 13.4, 13.6, 13.12, 13,.20, 14.1, 15..5, 15.11, 18.7</p> | <p style="text-align: center;"><u>Week XV:</u></p> <p>Tuesday. <i>Conferences –no class</i></p> <p>Friday: <i>Conferences—no class</i></p> |
| <p style="text-align: center;"><u>Week XVI:</u></p> <p>Tuesday & Friday:</p> <p>Confucius, The West, & Contemporary China</p> | <p style="text-align: center;"><u>Week XVI:</u></p> <p>Tuesday. DUE: Full Revised Draft Grammar, Style & Citation</p> <p>Friday: DUE: Final Essay</p> |

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| <p style="text-align: center;">First-Year Seminar Symposium & Film Series Fall 2011 CH – 1 at 5:00 P.M.</p> <p>These lectures and discussions on the educational philosophy and core values of a liberal arts education supplement and enrich the First Year Seminar. (Attendance in the symposium series is required)</p> | | |
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