

FIRST YEAR SEMINAR COURSE PROPOSAL
UNIVERSITY OF MARY WASHINGTON

Use this form to submit **FSEM 100 topics** courses for review **or** any **other existing course** that you wish to have designated to meet the first year seminar requirement.

COURSE NUMBER:	FSEM 100		
COURSE TITLE:	WHO AM I THIS TIME? PRESENTING THE SELF		
SUBMITTED BY:	Janine S. Davis	DATE:	January 23, 2014
<i>This course proposal has the department's approval. (Put a check in the box to the right.)</i>			<input checked="" type="checkbox"/>

COURSE DESCRIPTION. In the space below, provide a one to two sentence description of this class. The description will be entered in Banner, and will also be used in other publications about the first year seminar program (such as the “Eagle Essentials” booklet).

Throughout time, people have crafted public selves that differ from their private and internal selves. This freshman seminar will draw on the fields of social psychology, English literature, art and art history, film studies, digital humanities, and education to investigate the ways that people construct varied selves in everyday life.

RATIONALE. Include short statement addressing how this course meets the FSEM’s basic components and new student learning outcomes (see FSEM call above), and why this course should be approved to meet the FSEM General Education requirement.

This course will use discussion, research, writing, and oral presentation—all key components of the FSEM as stated in the QEP—to enable students to consider, analyze, critique, and develop key ideas about how and why we present certain selves in various settings. The focus of the course on the presentation of self in everyday life is relevant to students’ experiences and interests, especially given the nature of communication in the era of Web 2.0. Course activities have been developed with the FSEM components and outcomes in mind: students will read primary sources from various fields; write and revise their writing in response papers and the research paper draft; think critically about the topic of presenting the self in a midterm project and in course discussions; and complete the process of researching, constructing, revising, and presenting a polished research paper.

SYLLABUS. *Attach a course syllabus.*

SUBMIT this form and attached syllabus **electronically as one document** to John P. Broome (jbroome@umw.edu). All submissions **must** be in electronic form.

Course Syllabus
Who Am I This Time? The Presentation of Self
FSEM 100
3 credits
Janine S. Davis

Course Description

In *Mother Night*, Kurt Vonnegut wrote, “We are what we pretend to be, so we must be careful what we pretend to be.” Throughout time, people have crafted public selves that differ—sometimes subtly, sometimes wildly—from their private and internal selves. New media and Web 2.0 technology has amplified the relevance of this issue for the average person. This interdisciplinary freshman seminar will draw on the fields of social psychology, English literature, art and art history, film studies, digital humanities, and education to investigate the ways that people construct varied selves in everyday life. Through discussion, research, writing, and oral presentation, students will consider, analyze, critique, and develop key ideas about how and why we present certain selves in various settings.

Objectives and Outcomes

1. Students will discuss and analyze concepts such as persona, identity, and presentation of self and the ways that these concepts inform and affect one another;
2. Students will conduct and analyze research in topics related to the modern presentation of self and present the results of that research in various formats (such as a research paper and creative project);
3. Students will reflect on their own and others’ presentation of self;

(The following outcomes are drawn from the QEP.)

4. Students will utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments;
5. Students will improve development and organization of written arguments;
6. Students will demonstrate the ability to edit and revise in the writing process;
7. Students will apply the basic theories and principles of oral communication;
8. Students will communicate effectively in a variety of settings, including public speaking and group discussion.

In order to achieve the above objectives, this course will utilize the following strategies, as outlined in the QEP:

- utilize active, discussion-based, participatory learning;
- be exploratory in nature, rather than just presenting conclusions;
- have students read primary sources, not simply textbooks;
- have students synthesize material from multiple sources to develop their own views on the topic; and
- be capped at 15 students.

Texts

boyd, d. Selected blog posts from *Apophenia* blog

Goffman, E. *The Presentation of Self in Everyday Life*

Jung, C. "The Individual's Understanding of Himself"

Mead, G.H. Excerpts from *Mind, Self, and Society*

Navarro, J. Excerpts from *What Every BODY is Saying: An Ex-FBI Agent's Guide to Speed-Reading People*

Vonnegut, K. *Who Am I This Time?*

Wipijewski, J. "A Boy's Life"

Student-selected memoir (such as McCourt's *Angela's Ashes* or *The Glass Castle* by Jeannette Walls)

Assignments

(more detailed assignment sheets and rubrics for all assignments will be posted to Canvas)

200 points **Response Papers**

Students will write four brief (1-2 page) response papers that address the issues from course readings and class discussions. These papers are not meant to be a summary of points from the reading, but rather a synthesis of real-life examples as combined with and influenced by the students' interpretations of the authors' points. Students may resubmit papers after receiving their initial drafts with feedback; resubmission is strongly encouraged if students do not receive an A or B on the first draft submission. The rubric for these assignments is attached; other assignments will use a similar rubric format.

250 points **Midterm Project**

Students will construct and share a multimedia project (website, interactive journal, video, artistic representation) that explores and analyzes two different personae that they present in everyday life. We will share and discuss these projects in class.

150 points **Class Participation**

Students will contribute to activities in course meetings to include discussion, peer review, and in-class writing exercises. While points will be determined (and shared during the semester) based on students' thoughtful contribution to these activities, class meetings will also involve explicit instruction in how to do these activities well since this is an early college course.

100 points **Annotated Bibliography**

Students will conduct research on a topic of their choice from the course and from their selected memoir. The finished product will consist of at least five scholarly sources with summaries of the content and utility of those sources for the research paper.

300 points **Research Paper and Presentation**

Students will investigate a topic related to the ideas of the course and from their selected memoir to compose an APA-formatted research paper. The paper should synthesize and draw on the literature to advance a position; it should not be a summary. Students will complete an early draft and peer review of the paper in advance of the final draft, and will be asked to resubmit the paper if it does not meet minimum performance standards as outlined in the rubric that will be shared on Canvas and in class.

Weekly Schedule

Week 1

Introduction to course, syllabus, and key course concepts; expectations and guidelines (including for response papers); conducting class discussions

Reading: *"Who Am I This Time?"*

Week 2

Presenting the self in writing; persona as literary concept; conducting research in the library

Submit memoir selection

Reading: *Mind, Self, and Society* excerpt #1

Week 3

Persona and identity; Symbolic Interaction; conducting research online

Response Paper #1 due

Reading: *Mind, Self, and Society* excerpt #2; begin your memoir

Week 4

Sources for self-construction; traditions and values; view and discuss Dove "Real Beauty" ad

<http://www.youtube.com/watch?v=XpaOjMXyJGk>

Reading: *The Presentation of Self in Everyday Life*, first half; continue your memoir

Week 5

Presenting the self in art

Virtual field trips of artists' (Van Gogh, Kahlo, etc) self portraits (Google Art, Smithsonian, etc.)

Response Paper #2 due

Reading: Continue your memoir

Week 6

Presenting the self in photography and film; the effects of others' views of us (bring camera for taking images in class); digital storytelling

Excerpts from Bergman's *Persona*

Reading: *The Presentation of Self in Everyday Life*, second half

Week 7

Presenting the self in the digital realm (Facebook, Twitter, blogging, etc.)

Memoir jigsaw (share details about the memoir you read; apply and analyze how persona is applicable to the memoirs)

Reading: Complete your memoir; selected danah boyd blog posts

Week 8

Share and discuss midterm projects

Midterm projects due

Week 9

Body language and non-verbals; Amy Cuddy TED talk (*Your Body Language Shapes Who You Are*)

Annotated Bibliography workshop; research paper topic due in class

Response Paper #3

Reading: Excerpt from *What Every Body is Saying*; locate three scholarly articles or texts for your annotated bibliography

Week 10

The world of work—presenting a professional self

Reading: Continue locating/annotating sources for annotated bibliography; excerpt from *What Every Body is Saying*

Week 11

The effects of presenting a false or incomplete self

Annotated Bibliography due

Week 12

The roles we play; socially constructed roles in everyday life (such as the teacher)

Response Paper #4 due

Reading: “The Individual’s Understanding of Himself”

Week 13

Constructing life narratives; obituaries; revising your paper

Research Paper draft due

Reading: “A Boy’s Life”; continue work on research paper

Week 14

Changing the self; ideal settings for change; stages of development; how to peer review

Peer review; presentation workshop

Reading: Continue work on research paper

Week 15

Wrap up; present research papers

Research presentations and Research papers due

Rubric: FSEM Response Papers

	Exemplary	Proficient	Developing
Meets Requirements 5	Is one to two pages, meets all formatting requirements*; addresses relevant topic 5	Is slightly shorter or longer than one-two pages; missing at least one requirement 3	Is much shorter or longer than one page or depth of work is very limited; missing more than two requirements 0
Exhibits Depth of Reflection 20	Shows deep reflection on relevant topics and issues; uses specific and relevant examples or clear links to topic 20-16	Shows some reflection on topics and issues; has examples or links to topic, but they may be lacking specificity 15-12	Shows little reflection on topics and issues; no relevant examples or links to topic 11-0
Exhibits Knowledge of Readings 15	Uses brief examples from the readings and outside/current events (less than 5% of total); seamlessly incorporates details from the readings into response 15-12	Uses too many citations or examples; details from the readings may be lacking or integrated in a choppy manner 11-9	Use few or no details from readings; does not show evidence of completing readings 8-0
Grammar/Organization 10	No grammatical or spelling errors; Organization is evident and logical 10-9	Few grammatical or spelling errors; organization may be choppy or vague 8-7	Some grammatical or spelling errors; organization is unclear 6-0

Total= /50

Format requirements:

*one typed, double-spaced page; one-inch margins; uses APA format for formatting and citations; includes title and name in header of document