

First-Year Seminar
Fright Night: Perspectives on Halloween and the Supernatural

Dickinson College, Fall 2017
Monday/Friday 11:30 – 12:45, Denny Hall 303

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Office Hours: Mondays 1:30 – 3:30; Thursdays 3:00 – 4:00, and by appointment

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Course Description and Learning Goals

The First-Year Seminar (FYS) introduces you to Dickinson College as a “community of inquiry” by developing habits of mind essential to learning. Across the entire college, the goals of the FYS program are to help students better:

- Critically analyze information and ideas
- Examine issues from multiple perspectives
- Discuss, debate, and defend ideas, including one’s own views, with clarity and reason
- Develop discernment, facility, and ethical responsibility in using information
- Create clear academic writing

For our FYS, we will examine the role of Halloween within society and culture along with the related topic of the supernatural. The class will begin by examining how the supernatural has been incorporated into everyday life (e.g., how common are supernatural beliefs) and how the supernatural relates to Halloween. We will also discuss the role of folklore with respect to both Halloween and the supernatural. The middle portion of the course focuses on Halloween as a holiday in the U.S., covering its origins, adaptations, traditions and meanings. The latter portion of the course focuses on related holidays celebrated internationally (e.g., Dia de los Muertos, Guy Fawkes Day) and other supernatural folklore. We will end the semester with a telling of the supernatural story stemming from your original interviews and a discussion of how this story relates to the broader themes of the supernatural throughout the course.

Course Materials

Three books are required for this course (contd. on following page). Additional readings are available on Moodle or online as specified in the syllabus.

1. Rogers, Nicholas. 2003. *Halloween: From Pagan Ritual to Party Night*. Oxford University Press.
2. Rosenwasser, David, and Jill Stephen. 2015. *Writing Analytically*, Edition 7. Cengage Press.

- Santino, Jack (ed.) *Halloween and Other Festivals of the Dead*. University of Tennessee Press.

What is Required of Me? (What *all* professors expect from Dickinson students)

You should complete all readings and writing assignments in advance of the class in which they will be discussed.

In order for you to be successful in this class and in many others at Dickinson, you will want to do the following: (taken from the book Peer Instruction for Astronomy, by Paul J. Green, page 29)

- READ. Come to class prepared to discuss the material.
- RISK. Be open with your opinions and your questions. Listen to and encourage everyone’s ideas so they can take risks too.
- RELAX. Don’t take criticism of your own ideas personally. Change your mind when the evidence shows that you should.
- RESPECT. Act toward your peers as you would have them act towards you. Be civil. Be charitable.
- REASON. Play the skeptic, but be critical of reasoning, ideas, and data -- not of people.
- RESTATE. Try to paraphrase another’s explanation in a way that makes sense. Focus on coming to the best possible answer.

Grading Overview

Your grade will be based on three papers, attendance and participation, a reading journal, and several information literacy assignments. Information about each of the three paper assignments will be provided at least two weeks prior to each due date and discussed in class. Each graded component and relative weights are listed below. You will receive a separate document with details about each assignment.

Assignment	Weight	Due Date
Attendance and Participation	15%	Throughout semester
Reading Journal	10%	Throughout semester
Information Literacy Assignments	6%	See course schedule
Peer Review Participation	6%	See course schedule
Paper 1: Compare and Contrast <i>Legend of Sleepy Hollow</i>	17%	October 9, 2017
Paper 2: Application: Dickinson Halloween	17%	November 6, 2017
Paper 3: Interview and Application: Supernatural Legend	17%	December 1, 2017
Paper 3 Components (Questionnaire, Paper Presentation, Interview Transcription)	12% (4% each)	See course schedule

Final letter grades will be earned in the following way:

A = 94 -100	B- = 80-82	D = 60-69
A- = 90-93	C+ = 77-79	F = 0-59
B+ = 87-89	C = 73-76	
B = 83-86	C- = 70-72	

Attendance and Participation

The success of this course depends upon your regular contributions to class discussions. Since this a seminar-style class, we will spend the vast majority of class in conversation with one another about course readings and the writing process. Course attendance is not optional. That said, I know things sometimes come up and, as such, you may have two absences throughout the course without penalty. Note that illness and missing class for campus events will count towards these two absences. Missing class beyond that will result in a reduction of your attendance and participation grade. If the observance of religious holidays conflicts with our class time or if you will be missing class due to sports, please notify me of these absences early in the semester.

Just showing up for class is not enough to guarantee a high participation grade. Note that attendance alone with little or no contribution or engagement will only earn you approximately a C in participation. However, I recognize that some students are hesitant to speak in from of class. If this is the case, again please come talk with me during office hours early in the semester.

In addition, if extenuating circumstances arise that interfere with your ability to attend and/or participate in this class or others, please come see me as soon as possible. Dickinson has many resources available to you that might help you navigate a difficult time or difficult situation. As both your adviser and your professor, I am in a great position to help point you toward those resources. Don't hesitate to ask!

Reference Librarians

The library employs several reference librarians, who are trained professionals able to help library users find information. Whether it is for this course or any other over the next four years, you need never become frustrated by your research. Instead, you can ask a reference librarian to help you find sources related to your topic. They can help you find information (books, articles and more), choose the most relevant databases, improve your research strategy, critically evaluate information, and cite sources properly. Anna Kozłowska is the liaison librarian for our course, and there are reference librarians who can work with every major in the college. If you start at the Writing Center, their offices are on the parallel wall. The reference librarian on duty has a little red flag hanging from the top of the door.

Papers and the Writing Process

Each paper will go through the invention, drafting, feedback, and revising process. The process of revision and ultimate success of the paper will depend upon a thoughtful first draft as well as a polished final draft. All papers must be typed and meet standard formatting practices: double-

spaced; Times New Roman, 12 point font; 1 inch margins; pages numbered; stapled; title and author's name on the first page only. Throughout the paper, citations should be consistent.

The Writing Center at Dickinson

Writers of all levels and abilities need feedback in order to develop their ideas and grow as writers. Dickinson's trained writing tutors can help you generate ideas, begin drafting, revise a rough draft, figure out your professor's preferred documentation style, understand and respond to professor feedback, edit your writing – among other things. You can schedule an appointment online at this link: http://www.dickinson.edu/info/20158/writing_program/677/appointments

For more information about hours and policies, visit the web:

<http://www.dickinson.edu/academics/resources/writing-program/content/Writing-Center/>

Evaluation Policies for Writing Assignments

In each paper assignment, we will talk about specific goals and things to focus on in that particular assignment. In general, however, I will evaluate your writing by considering how well you have achieved the following goals (developed by the Writing Program at Dickinson):

1. The author crafts an introduction that identifies a question, frames the question, and states a thesis.
2. The author organizes the writing, demonstrates a progression of ideas, and maintains a consistent focus or thread.
3. The author contextualizes the question and supports it with evidence.
4. The author sustains analytical inquiry throughout the assignment.
5. The author effectively incorporates relevant outside information.
6. The author engages the intended audience with a consistent, distinctive voice appropriate to the task.
7. The author adheres to appropriate standards for language use.
8. The author conforms to appropriate formats for citation of source material.

Academic Integrity

From Dickinson College's Community Standards... "Respect for ideas — our own and others' — is a hallmark of academic integrity. We show respect by acknowledging when we have used another's words or ideas in our work. We expect others to acknowledge when they use our ideas or words in their work. Students are expected to do their own work on quizzes, papers, examinations, class assignments, etc. Normally, a paper may be submitted in fulfillment of an assignment in only one course. Exceptions require permission from the instructors. Collaboration must be noted in writing and requires the consent of all instructors."

(http://www.dickinson.edu/info/20273/dean_of_students/867/community_standards/2)

With respect to this course, I expect you to do your own work. We will discuss papers in class, and you may certainly talk with classmates about your paper ideas outside of class; however you must write all papers on your own. Additionally, you will be expected to cite any and all sources you use in researching and writing your papers. We will talk about citation, but if you ever have any questions about what constitutes cheating or plagiarism, please ask.

Accommodating Students with Disabilities

Dickinson values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in all learning experiences. If you have (or think you may have) a learning difference or a disability – including a mental health, medical, or physical impairment– that would impact your educational experience in this class, please contact the Office of Disability Services (ODS) to schedule a meeting with Director Marni Jones. She will confidentially discuss your needs, review your documentation, and determine your eligibility for reasonable accommodations. To learn more about available supports, go to www.dickinson.edu/ODS email DisabilityServices@dickinson.edu, call (717) 245-1734, or go to ODS in 106 Dana Hall.

If you've already been granted accommodations at Dickinson, please let me know as soon as possible so that we can meet to review your Accommodation Letter and complete your "Blue Form" Implementation Plan. If you will need test proctoring from ODS, remember that you will need to provide them with at least one week's notice.

Technology in the Classroom

A recent study conducted by psychologists Pam Mueller and Daniel Oppenheimer shows that students who take notes on a computer do less well answering conceptual questions than do students who take notes by hand (<http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop>). Furthermore, since thoughtful listening and responding will be instrumental to the success of our course, students should not rely on laptops or tablets for note-taking purposes. Many professors at Dickinson have similar policies so use the FYS as an opportunity to practice your note-taking skills.

With respect to audio recording, Pennsylvania is a "two-party consent" state, meaning that it is a crime to "intercept or record a telephone call or conversation **unless all parties to the conversation consent**" (<http://www.dmlp.org/legal-guide/pennsylvania/pennsylvania-recording-law>). Practically, what this means is that you should not be using any device to record class lectures or discussions. If a student with an accommodation from ODS is permitted to record class, all members of the class will be informed; students with ODS accommodations agree to strict guidelines with respect to how they use the recording.