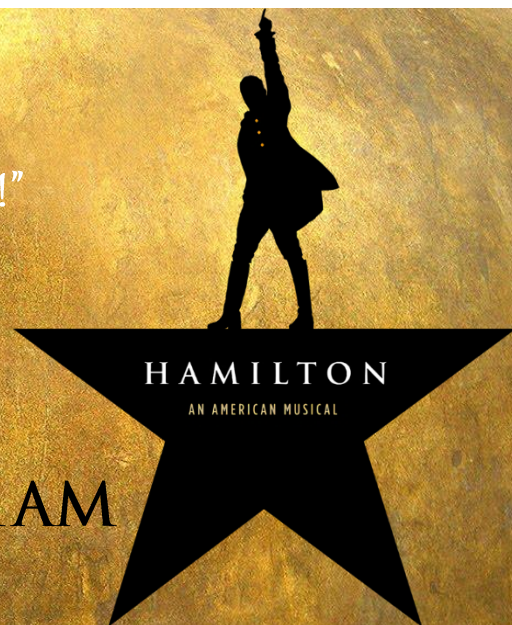


"HEY YO, I'M JUST LIKE MY COUNTRY,
I'M YOUNG, SCRAPPY, AND HUNGRY,
AND I'M NOT THROWING AWAY MY SHOT!"

FRT 101-07
FALL 2019
TUTH 9:45-11AM
FAC TGRR



COURSE OBJECTIVES

The objectives of Freshman Tutorial are varied. In many respects, this course is about you getting acclimated to college in general and Wabash College specifically. In particular, Wabash faculty have identified seven goals of Freshman Tutorial:

1. **Adjusting to college life.** From time to time we will talk about college, campus events, and field questions. Even though I am not your academic advisor, Jackson and I can still be resources for you.
2. Specific academic goals for the class include:
 - A. **Writing.** This class should improve your writing skills and prepare you for more advanced courses, including the processes of outlining, drafting, revising, and editing.
 - B. **Critical Thinking.** This course should develop your critical thinking skills, including reading comprehension, analysis, synthesis, and evaluation.
 - C. **Speaking and Discussion.** This course should develop your oral communication skills, including public speaking and discussion participation.

IN THIS SYLLABUS

AN INCLUSIVE CLASSROOM	2
REQUIRED MATERIALS	2
YOUR PROF. & PRECEPTOR	2
ASSIGNMENTS	3
GRADING SCALE	3
COURSE POLICIES	4-5
COURSE SCHEDULE	4-6

- D. **Intellectual Curiosity.** This course should prompt your intellectual curiosity across different disciplines. Frequently we will think about and discuss how *Hamilton* relates to the liberal arts experience.
- E. **Listening.** Just as this course develops critical thinking and speaking skills, you should also develop your critical listening skills, taking notes and valuing ideas and perspectives different than your own.
- F. **Joy of Learning.** This course should hopefully spark in you a joy of learning, a desire to engage in research before reaching a conclusion, and a passion for discovering new ideas.

CREATING AN INCLUSIVE CLASSROOM

I am committed to your success in the class and to fostering an inclusive space. Here are some guidelines to make this a reality:

1. You should let me know if I can do anything to help you thrive in this course. Come talk to me if you're having trouble with the readings, wrestling with how to take notes, or want to generally discuss how to maximize your learning. If there are circumstances that affect your performance in this class—be they personal, health, family, or other—please let me know as soon as possible so that we can collaboratively determine how to proceed.
2. Wabash College is dedicated to full access for all qualified students, as am I. Students with disabilities (apparent or invisible) are invited to confidentially discuss their situation with the disability coordinator, Heather Thrush, Associate Dean for Student Engagement and Success. If a student wishes to receive an academic accommodation, it is required that his documentation of the disability be on file with Dean Thrush, who can, in confidence, provide information and guidance. Early notification helps us all work together in the most effective ways. Dean Thrush can be reached at her office (Center Hall 112A), by phone (x6347), or by email (thrushh@wabash.edu).
3. Because this class will involve discussion of personal ideas and questions:
 - a. You should respect the privacy of your peers and make the classroom a welcome space for you & others to feel comfortable sharing without fear that things will be repeated beyond the classroom walls.
 - b. This doesn't mean that you can say whatever you want. You should avoid inappropriate, abusive, or discriminatory comments and be prepared to defend or explain your ideas.

REQUIRED MATERIALS

Miranda, Lin-Manuel, and Jeremy McCarter.
Hamilton: The Revolution. New York:
Grand Central Publishing, 2016.

Hamilton, Alexander. *The Essential
Hamilton: Letters & Other Writings*.
Edited by Joanne Freeman. New York:
Library of America, 2017.

Additional assigned readings are on our FRT
Canvas site. You should budget ≈\$30 to
print readings and assignments.

YOUR PROFESSOR: JEFFREY P. M. DRURY, PhD

Office: Fine Arts S204
Office Phone: (765) 361-6296
Home Phone: (765) 267-3604 (voice or text
between 9am and 9pm)
E-mail: druryj@wabash.edu
Office Hours: M, 2-4pm; Tu, 2:30-3:30pm; W, 9-
10am; by appt., or chance drop-in
between 9am & 4pm. On Fridays, I
may not be available after 12pm.

YOUR PRECEPTOR: JACKSON BALDWIN '22

E-mail: jmbaldwi22@wabash.edu
Phone: (812) 270-2516 (voice or text
between 8am and midnight)

Jackson will serve as my “right hand man” in FRT.
He can assist you with course content and be a
sounding board for paper ideas and questions about
the course and college more generally.

COURSE ASSIGNMENTS (500 POINTS)

<u>Assignment Category</u>	<u>Writing</u>	<u>Speaking</u>	<u>Listening</u>
Course Preparation: <i>See below</i>	Syllabus Quiz (10 pts.) Quick Shots (60 pts.)	Attendance, Participation, & Scholarly Conduct (100 pts.)	
Musical Interludes: <i>You will present in class on one song from the musical.</i>	Annotations (20 pts.)	Presentation (50 pts.)	Listening & Answering Questions
Papers: <i>You will write four papers throughout the semester to demonstrate understanding of and engagement with the course material.</i>	Free Thoughts on the Proceedings of <i>Hamilton: An American Musical</i> (30 pts.) Tell Their Story (60 pts.) The Tutorial Pamphlet, Part I (60 pts.) The Tutorial Pamphlet, Part II (100 pts.)		Take one paper to the Writing Center & revise it based on feedback (10 pts.)

Attendance, Participation, and Scholarly Conduct:

Attendance and scholarly conduct are crucial to the course objectives. My hope is that the class is an engaging environment where we all demonstrate intellectual curiosity and an earnest desire to learn from one another (isn't this partially why you chose Wabash over other schools?). To facilitate this environment, it is your responsibility to attend class and actively participate. Beyond just showing up, scholarly conduct involves taking your work seriously and seeking help *before* rather than *after* assignments are due. It also includes having completed the assigned material, being prepared by having the readings and notes about them with you, and ethically engaging in lively discussion.

While I recognize that not everyone is comfortable participating in class discussion, this course is a chance to work on these skills. You will earn *at best* a "C" for this aspect of your grade if you consistently attend class and pay attention but get involved only occasionally. You will fail this aspect of your grade if you consistently attend class but are doing other

things (e.g. texting, playing games on your laptop or tablet, sending Instagram updates, napping).

Arriving late or leaving early count as half an absence. Each absence beyond 2 will result in a 5 pt. reduction of your grade in addition to the points you lose for participation (a double whammy). More than nine absences—excused or not—*may result in failure of the course*. If you will miss class for College-sanctioned events, please let me know as soon as possible and arrange for what you will miss.

Quick Shots (Qs): To ensure you're keeping up with the course work, you will submit Quick Shot writing assignments (250-500 words and worth 5 pts. each). These are indicated in advance with prompts linked through the Canvas course schedule. ***Late submissions will receive a zero but I will drop your two lowest QS scores.***

Syllabus Quiz: A brief quiz on the syllabus and plagiarism will be due early in the semester.

COURSE GRADING SCALE					
Grade	Points	Percent	Grade	Points	Percent
A	465-500	93%-100%	C+	385-399	77%-79.9%
A-	450-464	90%-92.9%	C	365-384	73%-76.9%
B+	435-449	87%-89.9%	C-	350-364	70%-72.9%
B	415-434	83%-86.9%	D	300-349	60%-69.9%
B-	400-414	80%-82.9%	F	<300	<60%

COURSE SCHEDULE

READINGS, ASSIGNMENTS, & DUE DATES ARE SUBJECT TO CHANGE. YOU SHOULD COMPLETE ASSIGNMENTS FOR CLASS ON THE DATE THEY ARE LISTED.

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
W, 8/21	On the Summer Reading	<i>Hamilton: The Revolution</i> (H:TR)
Th, 8/22	On the Class and the Summer Reading	<i>Hamilton: The Revolution</i> (H:TR)
T, 8/27	On Foundations	<u>Miranda, 2009</u> ; <u>Paulson, 2015</u> ; <u>Kokalitcheva and Miranda, 2016</u> ; Hamilton, pp. 4-7
	ASSIGN: Musical Interludes; Free Thoughts...	Review <i>H:TR</i> , pp. 14-15 QS1
Th, 8/29	On Music	<u>Jones and Lacamoire, 2016</u> ; <u>Charlton and Kweli, 2015</u> ; <u>McWhorter, 2016</u> Review <i>H:TR</i> , pp. 196-98 DUE: Syllabus Quiz
T, 9/3	On Musical Theater	Viertel, 2016 QS2
Th, 9/5	Joint meeting with Prof. Himsel's FRT Section (Location TBA)	<u>Rosen, 2015</u> ; <u>Lyons, 2016</u>
Su, 9/8	<i>Hamilton: An American Musical</i> , Chicago, IL	
T, 9/10	On Chicago	QS3
	ASSIGN: Tell Their Story	
W, 9/11		DUE BY 9PM: Free Thoughts...
Th, 9/12	On History	<u>Freeman, 2015</u> ; <u>Isenberg, 2017</u>
	Musical Interlude 1	Review <i>H:TR</i> , pp. 32-33 QS4 (We may stage a class debate on this QS)
T, 9/17	The same subject, continued	<u>Delman and Miranda, 2015</u> ; <u>Carp, 2017</u> ; <u>Romano, 2016</u>
	Musical Interlude 2	QS5

COURSE POLICIES

Course Assignments:

- *Class meetings will largely build on, not duplicate, readings.*
- Late written assignments are penalized 5% per 24-hours they are late (max. 50%)
- Late policy does not apply to QSs, which receive zero if late

Written Assignment Guidelines:

- Typed, double-spaced, 11- or 12-pt font
- Must be submitted in .doc or .rtf format to Canvas, not via email
- Be sure to proofread written work before submitting

Writing Center Services:

- You will be required to take at least one paper to the writing center. I strongly recommend you do so before Fall Break.
- Make appointments here: <https://www.wabash.edu/ace/writing>

Emergency Procedures:

- **FIRE:** Proceed up one floor to nearest exit and cross Grant Street. Join me and your classmates there to make sure we all got out of the building.
- **TORNADO:** Remain in the FAC basement and shelter in the hallway.

Th, 9/19	On Early Versions	Listen to Hamilton: 2014 Workshop Soundboard (link to folder on Canvas); Lyrics
		QS6
T, 9/24	On Gender Roles Musical Interlude 3	Hamilton, pp. 45-48; 50-52 Review <i>H:TR</i> , pp. 68-69
		QS7
Th, 9/26	On Drafting Papers MEET IN LILLY LIBRARY	Lamont, 1995
T, 10/1	On Gender Roles, continued Musical Interlude 4	Wolf, 2016 ; Ross, 2017
Th, 10/3	On Peer Review Musical Interlude 5	DUE: Draft of Tell Their Story
T, 10/8	On Plotting & Acting	Miranda & Watson, 2016 QS8 (We may stage a class debate on this QS) DUE BY 9PM: Tell Their Story
Th, 10/10	FIRST INTERMISSION	
T, 10/15	On Duels & Honor Musical Interlude 6 ASSIGN: The Tutorial Pamphlet, Parts I & II	Hamilton, pp. 353-360, 363-367; Henriques, 2018 ; Garfien, 2019 QS9
Th, 10/17	On Politics Musical Interlude 7	Noonan, 2015 ; Viagas, 2016 ; Gopnik, 2016 ; Nichols, 2016 Review <i>H:TR</i> , pp. 256-257
T, 10/22	On Sex Scandals Musical Interlude 8	Hamilton, pp. 293-320 QS10 (We may stage a class debate on this QS)
Th, 10/24	On Economics	Wright, 2017 ; Stringham, 2017
T, 10/29	On Race Musical Interlude 9	Reed, 2015 ; Onion & Monteiro, 2016 Review <i>H:TR</i> , pp. 148-49

COURSE POLICIES

Assignment Feedback: I will provide detailed feedback in response to your writing meant to prompt continued reflection on and engagement with the material while also providing ideas for how to improve on future assignments. Please keep in mind that the quantity of feedback alone (i.e. getting a lot of comments) does not signify your work's quality.

Professor Communication: I will frequently e-mail to communicate with you. To make this effective:

- Check your Wabash e-mail once a day.
- Consider forwarding Canvas messages to your phone or social media accounts.
- During the work week, I will respond to your e-mails within 24 hours.

Academic Honesty: The Gentleman's Rule should guide your work in this course. This means:

- All work is original to you, not "borrowed" from someone or somewhere else, recycled, or completed with others (unless unmistakably permitted)
- All work drawing upon other sources must **explicitly** reference those sources using MLA or APA format for written citations

At my discretion, cases of misconduct may be reported to the Registrar and/or result in failing the assignment or course.

Th, 10/31	The same subject, continued	McWhorter, 2016 ; Marcus, 2016 QS11 (We may stage a class debate on this QS)
T, 11/5	On Argumentation Musical Interlude 10	Drury, 2019 QS12 (We may stage a class debate on this QS)
Th, 11/7	On Peer Review Musical Interlude 11	DUE: Draft of Tutorial Pamphlet, Part I
T, 11/12	On Career Services Musical Interlude 12	DUE BY 9PM: Tutorial Pamphlet, Part I
Th, 11/14	No Class - NCA Conference	DUE BY 11AM: Initial Report on the Tutorial Pamphlet, Part II
T, 11/19	On “the Unimaginable” & Grief Musical Interlude 13	Zoot, 2016 ; Paulson, 2016 ; Hamilton, pp. 324, 342 Review <i>H:TR</i> , pp. 250-252 QS13
Th, 11/21	Individual Conferences with Prof. Drury	DUE BY 9AM: Interim Progress Report on the Tutorial Pamphlet, Part II
11/26-28	SECOND INTERMISSION	
T, 12/3	On Fandom	Berman, 2016 ; Hillman- McCord, 2017
Th, 12/5	On Legacies Musical Interlude 14	Wilk, 2017; Hamilton, pp. 369-72 Review <i>H:TR</i> pp. 276-79 QS14
T, 12/10	Extra Credit Evening Peer Review, Details TBA	
F, 12/13		DUE BY NOON: Tutorial Pamphlet, Part II