COURSE REQUIREMENTS:

Writing Assignments (total 62%): Students will be assigned a variety of writing assignments during the semester. Homework assignments will be shorter and often linked to site visits while Writing Projects will be more substantial and will often involve research and/or peer review. A more detailed discussion of the individual assignments will be posted on Blackboard and covered in class. Students are required to turn in a plagiarism contract with the first writing assignment (Homework #1); this plagiarism contract will be valid for all writing assignments and activities related to the course.

1. Homework (12%):
   1. LMU Memorial (3%)
   2. Critical review of a museum experience; Getty Villa (3%)
   3. Postcard description: Picturing the City (3%)
   4. Understanding sacred space (3%)

2. Writing Projects (50%):
   1. an analysis of a primary source (J. Paul Getty autobiography) (8%)
   2. an argumentative/persuasive essay (artistic repatriation) (13%)
   3. a discussion of historical precedents (the architecture of reassurance – Disneyland) (14%)
   4. an analysis of original, copy and recontextualization (Forest Lawn) (15%)

Oral Competency (total 15%): In addition to active daily participation, students will also be required to participate in two oral assignments:

1. Students will present postcards from the Hannon Library Department of Archives and Special Collections and their current location (10% of overall grade; this will include the in-class presentation and the Special Collections Worksheet)
2. Students will present a contemporary procession/display in Los Angeles (5% of overall grade)

Information Literacy (total 10%): Information Literacy entails the ability to locate, evaluate, and use information effectively and ethically, developing the critical thinking skills that form the basis of lifelong learning. We will be spending some time in the course on information literacy as it relates to the study of the Culture, Art, and Society of Los Angeles.

Information Literacy Learning Outcomes for FYS

- Be able to evaluate sources for quality (i.e., by learning to differentiate between scholarly and popular sources)
- Acquire research skills including the use of the library catalog and electronic databases to retrieve books or articles, whether in print or online

Information Literacy Tutorial

During the course of the term students are required to work through the "Lion's Guide to Research & the Library tutorial," which is made up of four online modules accessible through MyLMU Connect. Following each module you will take an online quiz on the material covered.
The four modules can each be accessed two times each; the four quizzes may be taken only one time each. It is recommended that students use Firefox as the preferred browser. Because quizzes can only be taken one time, it is best, if possible, to be hard wired to the internet rather than wirelessly connected. If you have any problem accessing the modules or quizzes, please try using a computer in the Computer Commons at the Hannon Library. The modules and completion dates are:

- Starting Your Assignment (module & quiz) - complete by 9/3/13
- Types of Information (module & quiz) - complete by 9/10/13
- Finding and Evaluating Information (module & quiz) - complete by 9/17/13
- Using Information Ethically (module & quiz) - complete by 10/1/13

The modules and quizzes may be found through MyLMU. Just follow these steps:

- Login to MyLMU Connect at http://mylmuconnect.lmu.edu
- Click on “FYS: Culture, Art and Society: The Shaping of Los Angeles” to enter the course site.
- Click on the “Information Literacy” link in the course menu on the left-hand side of the page.
- Click the link for the Information Literacy tutorial Module you have been assigned. The tutorial will open in a new window. Do the same thing for the Quiz.

Extra help: The Library has created a FFYS 1000 LibGuide located at http://libguides.lmu.edu/ffys1000

Final Portfolio (total 5%):
Students should be careful to preserve all writing assignments for the course because these will need to be compiled to form the Final Portfolio. These assignments should be arranged chronologically in a binder. The Final Portfolio will consist of the following:
- initial writing self-assessment from the first day of class
- all homework assignments
- all writing projects. Each writing project should consist of:
  - all peer-reviewed and writing instructor-reviewed drafts
  - the final draft
  - the writing process reflection
- a final self-assessment, to be described on Blackboard. The final self assessment will require students to reflect upon their experience in the FYS as well as upon their reading, written, spoken, analytical, and critical thinking skills.

Participation (total 8%):
The participation grade will be determined by the following:
- Students are expected to participate actively in class and be engaged in the subject matter and readings. Each week, students are assigned readings that will be discussed in class and covered by the lecture. Students should come to class prepared to talk about the main points of the readings.
- Writing is an integral part of the course and students must actively participate in all writing activities, instruction and review. The participation grade will also reflect the students’ feedback and involvement in their group peer review for the paper assignment.
- Attendance will additionally affect the participation grade. Students are allowed one unexcused absence; each absence after that will effectively lower the participation grade by one letter grade. Excessive tardiness (ten minutes after class begins) will also lower the participation grade; three tardy arrivals equal one absence. Students who miss eight or more classes will receive a final course grade of C or lower.
First Year Seminar
Culture, Art and Society: The Shaping of Los Angeles

Writing Assignment 1: Evaluating a Primary Source

When you read a text, you should be aware of the type of source that you are examining. This assignment will ask you to read and evaluate portions of J. Paul Getty, *The Joys of Collecting*, foreword by Kenneth Lapatin (Los Angeles: J. Paul Getty Museum, 2011; first published New York: Hawthorn Books, Inc., 1965). This text details with J. Paul Getty's "hobby" of collecting, a hobby that led to his amassing one of the most renowned collections of art and antiquities that today constitutes the holdings of the Getty Villa and the Getty Center in Los Angeles.

**Assignment parameters:**
In your essay, you should evaluate the contents of the Getty autobiography. Your text should be at least 3 full pages and not more than 4½ pages in length; it should be typed double-spaced using standard 1¼” margins and Times 12-point font. Citations should appear in the form of footnotes using Chicago Manual of Style format. Here are some things to keep in mind before you turn in your assignment. Your essay should:

- have a thesis statement that is clearly formulated and relevant for the content of your text
- provide evidence to support the claim of your thesis statement
- use proper citations
- be free of grammatical errors – be sure to proofread carefully before you turn in the assignment

A text by Patrick Rael of Bowdoin College may be helpful in your analysis. Use Rael’s acronym of PAPER in your consideration of the Getty source. I have reproduced below much of the content of the website for your reference (taken from *Reading, Writing, and Researching for History: A Guide for College Students*).¹

**How to Read a Primary Source**

Good reading is about asking questions of your sources. Keep the following in mind when reading primary sources. Even if you believe you can’t arrive at the answers, imagining possible answers will aid your comprehension. Reading primary sources requires that you use your historical imagination. This process is all about your willingness and ability to ask questions of the material, imagine possible answers, and explain your reasoning.

I. Evaluating primary source texts: I've developed an acronym that may help guide your evaluation of primary source texts: PAPER.
   - Purpose of the author in preparing the document
   - Argument and strategy she or he uses to achieve those goals
   - Presuppositions and values (in the text, and our own)
   - Epistemology (evaluating truth content)
   - Relate to other texts (compare and contrast)

**Purpose**
- Who is the author and what is her or his place in society (explain why you are justified in thinking so)? What could or might it be, based on the text, and why?
- Why did the author prepare the document? What was the occasion for its creation?

What is a stake for the author in this text? Why do you think she or he wrote it? What evidence in the text tells you this?

Does the author have a thesis? What -- in one sentence -- is that thesis?

Argument
- What is the text trying to do? How does the text make its case? What is its strategy for accomplishing its goal? How does it carry out this strategy?
- What is the intended audience of the text? How might this influence its rhetorical strategy? Cite specific examples.
- What arguments or concerns does the author respond to that are not clearly stated? Provide at least one example of a point at which the author seems to be refuting a position never clearly stated. Explain what you think this position may be in detail, and why you think it.
- Do you think the author is credible and reliable? Use at least one specific example to explain why. Make sure to explain the principle of rhetoric or logic that makes this passage credible.

Presuppositions
- How do the ideas and values in the source differ from the ideas and values of our age? Offer two specific examples.
- What presumptions and preconceptions do we as readers bring to bear on this text? For instance, what portions of the text might we find objectionable, but which contemporaries might have found acceptable. State the values we hold on that subject, and the values expressed in the text. Cite at least one specific example.
- How might the difference between our values and the values of the author influence the way we understand the text? Explain how such a difference in values might lead us to misinterpret the text, or understand it in a way contemporaries would not have. Offer at least one specific example.

Epistemology
- How might this text support one of the arguments found in secondary sources we've read? Choose a paragraph anywhere in a secondary source we've read, state where this text might be an appropriate footnote (cite page and paragraph), and explain why.
- What kinds of information does this text reveal that it does not seemed concerned with revealing? (In other words, what does it tell us without knowing it's telling us?)
- Offer one claim from the text which is the author's interpretation. Now offer one example of a historical "fact" (something that is absolutely indisputable) that we can learn from this text (this need not be the author's words).

Relate: Now choose another of the readings, and compare the two, answering these questions:
- What patterns or ideas are repeated throughout the readings?
- What major differences appear in them?
- Which do you find more reliable and credible?
First Year Seminar
Culture, Art and Society: The Shaping of Los Angeles

Writing Assignment 3: The Architecture of Reassurance – Historical Precedents

When Walt Disney opened Disneyland in 1955, he created an environment that not only presented an escape from the real world through its reassuring architecture and fantasy references, but also reflected the post-war suburban context that was developing in Southern California. Upon entering Disneyland, visitors walk along Main Street, USA, where scale, proportion, and the building facades evoke an idealized hometown. At the center of Disneyland is Sleeping Beauty’s Castle; the castle acts as a hub, through which axes run to other worlds: Tomorrowland, Fantasyland, Toontown, Frontierland, Adventureland, Critter Country, and New Orleans Square. In the creation of these different historic environments, futuristic structures and imaginary territories, Disneyland often uses stylized or stereotyped elements to create a particular effect. In some instances architectural references are made that subtly link the building/area to a particular time or place. Not dissimilar to movie sets, these references help to transport the visitor far from the surrounding neighborhood of Anaheim.

For this assignment, you will select a specific example of Disneyland to explore; this can be Main Street, a “land” (i.e. Frontierland) or a single structure (i.e. Sleeping Beauty’s Castle). Through an examination of the architecture of that location, describe how the site/structure relates to potential historic and architectural precedents. While you will be free to select any site at Disneyland, be aware that some locations will work better with this assignment than others. You will need to ground your example with a discussion of a specific historical precedent. For example, Sleeping Beauty’s Castle is loosely modeled on Ludwig II’s structures in Southern Germany (i.e. Neuschwanstein Castle and the proposed castle at Falkenstein), which are, themselves, nineteenth-century revivals of medieval castle architecture. If you choose to focus on Main Street, you could think about how it has been developed to evoke downtown commercial districts while at the same time being modeled after Walt Disney’s own hometown, specifically Kansas Avenue in Marceline, Missouri. You will likely need to do some research on the historical precedent for your essay and include those sources in your footnotes and bibliography. Be sure to keep in mind that you should be careful that your sources are scholarly in nature (especially if you are doing initial exploration online).

Some things to think about for your essay:

• When considering the model used, how is it changed at Disneyland? What might some reasons be for those changes?
• What mood is developed by the building/location that is your focus? How does architecture shape or control that mood?
• How does the architecture of your location engage with the viewer and how does that affect one’s understanding of the location? For example, is the architecture a back-drop or is the visitor able to walk through the space?
• Has the recontextualization at Disneyland affected our understanding of the original site/model?
Your essay should have a clearly stated thesis statement that makes a claim for the particular historic and architectural precedents for the location under consideration in your text. The prompts listed above should be addressed by the content of your essay, but should not necessarily structure your text. In other words, you should approach your material in an integrative way, rather than having individual paragraphs that “answer” the presented prompts.

Your text should be at least 3 full pages and not more than 4½ pages in length; it should be typed double-spaced using standard 1¼” margins and Times 12-point font. Your sources should be included in the form of footnotes and a bibliography page using the Chicago Manual of Style format.

Note: While it would be terrific for all students to visit the “happiest place on earth,” it is not essential to go to Disneyland to do this assignment. Simple Google image searches will allow you access to maps of Disneyland, as well as photographs of various locations within the park. Make sure, though, that your searches are on Disneyland in California (as opposed to Disneyworld in Florida or other parks outside the United States).

Deadlines:

Peer review:
On Thursday, October 24 you will turn in printed copies of your essay draft to your peer group, which will be posted on Blackboard for your reference. This draft should be as complete as possible; you will need to have a text length that fits with the parameters of the assignment as well as footnote citations and a bibliography on a separate sheet in proper Chicago Manual of Style format.

As before, prior to class on Tuesday, October 29, you will need to read carefully all of the materials that you receive from your peer group members. Be sure to put your name not only on your own draft but also on the peer drafts that you review. On your peers’ essays, correct any grammatical errors that you might find and comment on the papers’ content. Please keep in mind that your active participation in peer reviews will contribute to your overall participation grade in the course. During the first portion of class on October 29, students will meet with their peer groups.

Final paper:
Your final paper will be due on Thursday, October 31. With this paper, you should also include all peer drafts as well as any comments made by the writing instructor.

You may find some of the following texts helpful for this assignment:


_____. Main Street Revisited: Time, Space, and Image Building in Small-Town America Iowa City: University of Iowa Press, 1996 (on reserve in the library)

FYS: Culture/Art/Society: Shaping of Los Angeles
Writing Lab II
September 24, 2013

Analyzing a Persuasive Essay: Identifying the Parts of an Academic Argument

Please identify the main claim each author makes:

Ortiz:

Bell:

Cuno:

Typically, over the course of the essay, where does the author make his claim? Is it implied or explicitly stated?

What reasons does the author supply for his claim to be true? Please list at least three per author.

Ortiz:

Bell:

Cuno:

Your text, *EasyWriter*, identifies three ways in which writers may appeal to readers: ethical, emotional and logical. Choosing a different appeal for each author, analyze how the author makes use of this appeal in order to persuade his reader of his claim. Offer quoted evidence.

Ortiz:

Bell:
Cuno:

In your view, which author appeared the most credible in his argument? Why?

Of the three essays, which style did you admire the most? Why?

Which author supplied the strongest, most logical arguments, in your opinion? Offer one example. Why?

Which author successfully persuaded you of his claim? Why or why not? Please cite at least one piece of specific evidence.

What was your take on Ortiz's argument? In your opinion, do you believe this essay to be well-organized? Why or why not?