

Introduction to College Life

Fall, 2006

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COURSE DESCRIPTION:

This is a half unit (.50) course requirement whose primary goals are to introduce first-year students to the intellectual life of Moravian College, to promote a smooth transition to college life, and to help students develop a coherent plan for their education. Specific topics include: becoming familiar with college policies related to your role as a student and member of the Moravian College community; assisting your transition to becoming a successful college student; exploring the purpose of a liberal arts education at Moravian College and its relation to life after college; developing specific goals, objectives, and plans for your education; and assisting your engagement in college life.

STUDENT ADVISOR'S COMMENTS:

My main goal for everyone is to understand that I am here for you if you ever need anything. If you ever have a problem with a class or just need to vent about something, I'm here to listen and hopefully help as best I can. And you know when you see me on campus just say hi. Moravian is not that big of a school so we'll always run into each other. Other than that I just want everyone to have a good time.

REQUIRED READINGS

Boylan, Jennifer Finney. (2003). *She's Not There*. New York: Broadway Books

Nathan, Rebekah. (2006). *My Freshman Year: What a Professor Learned by Becoming a Student*. Ithaca, NY: Cornell University Press.

College Student Handbook

College Catalog

Additional Readings handed out in class

Intended Student Outcomes

(1) Prepare for College Life at Moravian College

STUDENT OUTCOMES: Upon completion of the course, students will:

- 1) become familiar with college policies related to their role as students and members of the Moravian College community.
- 2) understand the expectations and responsibilities of being a college student, and a member of the Moravian College community.

(2) Introduction to Liberal Education

STUDENT OUTCOMES: Upon completion of the course, students will be able to:

- 1) identify and understand the general goals and purposes of the liberal arts and sciences tradition for individuals and within society.
- 2) articulate the value of liberal learning for their own personal and professional success.

(3) Individual Planning for Education at Moravian College and Beyond

STUDENT OUTCOMES: Upon completion of the course, students will be able to:

- 1) articulate their specific goals, objectives, and plans for their personal education
- 2) execute strategies and tools to help them renew and revise these plans in the future.

(4) Academic Survival Skills

STUDENT OUTCOMES: Upon completion of the course, students will be able to:

- 1) demonstrate intellectual skills, which should result in greater personal, professional, and academic success; including, but not confined to: effective study skills, time management, and goal setting.
- 2) pursue their educational goals with greater confidence and efficacy.

(5) Personal Coping Skills

STUDENT OUTCOMES: Upon completion of the course, students will be able to:

- 1) identify and understand aspects of themselves (learning styles, communication styles, coping styles, personal values, cultural values) that will affect personal well being and academic success.
- 2) engage in a variety of coping skills that work best for them in challenging situations.
- 3) pursue their personal goals and handle the challenges of adjustment college with greater confidence and efficacy.

COURSE POLICIES and GRADING PROCEDURES:

To ensure fairness across different sections the course grading principles are standardized for all sections. The workload expectations for students will also be comparable across sections. The course is graded and is weighted as a half unit course. The final grade is primarily determined by your willingness to become actively involved in this course that is aimed at enhancing your college experience. Please make sure that you understand what you have to do in order to earn a superior grade in the course. As long as you commit to becoming involved and meet the expectations for the course, you can guarantee yourself a superior grade in at least this one course in your first semester at college. This also means that your instructor's energy will be primarily going to trying to help you get the most out of this course and in helping you to get off to a good start in college. This should also allow you to develop a good open working relationship with your new academic advisor. This also means that your ICL instructor will not be grading the majority of the assignments that you complete for the course. With respect to grades, your instructor will be functioning much like a bookkeeper and keep track of the points you have earned over the course of the semester. The one case where your instructor will grade your effort will be in assessing the quality of your personal reflection papers. We want you to be reinforced for putting forth high quality writing efforts, just as you will be doing in your other courses. It is suggested that you track your performance over the course of the semester as well so that you know exactly how you are doing in this course. Final grades will be calculated by summing up the points at the end of the semester and comparing them to the various point values for each grade.

The workload for this course has been carefully designed to take into account that you are probably also enrolled in four other courses, as well as possibly taking Fitness and Wellness this semester. It is composed of seven different components. Each of which is explained below.

<i>Completion of 6 outside of class short personal reflection papers</i>	<i>30% (300 points)</i>
<i>Attendance and participation in scheduled classes</i>	<i>21% (210 points)</i>
<i>Attendance and write-ups of community events</i>	<i>20% (200 points)</i>
<i>Development of a personal education plan or substitute assignment</i>	<i>10% (100 points)</i>
<i>Participation in a speaking assignment</i>	<i>10% (100 points)</i>
<i>Scheduling, preparing for, and attending individual meeting</i>	<i>5% (50 points)</i>
<i>Participation in the library orientation session</i>	<i>4% (40 points)</i>

Personal Reflection Papers

30% (300 points)

Each of you will have six opportunities over the course of the semester to generate personal reflection papers (minimum of 300 words). Some of these will be related to the reading assignments and your instructor will design some. Each of these assignments can earn up to 50 points. **Your instructor has the right to either turn back a submission as unacceptable or award fewer points than the maximum if the author does not use proper grammar, spelling, and punctuation or does not clearly demonstrate acceptable college level work. Your instructor also has the right to turn back a submission as unacceptable and require you to resubmit a revision if your work**

event for you to attend. In order to receive credit, this alternative must be arranged with your instructor before the date of the class community event. Instructors will assign one of three methods of assessing your participation in a class community event. You may be asked to do a write-up as explained below, participate in a class discussion, or participate in a class discussion right before or after the event.

In addition you will be asked to choose 0, 1, or 2 other approved events to serve as individual community events, depending on how many class community events are designated. A written reaction paper (write-up) is required for each individual community event that you attend.

Each write-up (250 word minimum) is due within one week of the date of the event. While these write-ups are not graded per se, it is hoped that you will make them high quality submissions, typical of what one could expect from a successful college student. **Your instructor has the right to either turn back a submission as unacceptable or award fewer points than the maximum if the author does not use proper grammar, spelling, and punctuation or does not clearly demonstrate acceptable college level work.** Each community write-up can earn up to 35 points. If the write-up of the event is handed in late the maximum point value that can be earned is 20 points. Attending five community events and handing in a write-up on each on time earns you up to 200 points.

What qualifies as a community event that an individual can attend? Any program that is sponsored or co-sponsored by the M.C. Arts and Lectures Committee as well as the Cohen lecture automatically qualify. In addition, your instructor may announce other events that take place throughout the fall semester that qualify.

Personal education plan (PEP)

10% (100 points)

We want your college experience to be positive. We also want you to be aware of all the different educational, personal, and social opportunities that Moravian College offers its students. One way to ensure that this happens is to ask each of you to take personal responsibility for your educational plan and to have you spend some time during your first semester in college thinking about your future. That is what this assignment is intended to do. Your instructor will provide you with the details of this plan that you will be completing for this course. It is due November 14th. As long as it is handed in on time and your instructor deems it of acceptable quality, you will earn 100 points for completing this component of the course. A PEP that is turned in late can only earn 50 points.

Speaking assignment

10% (100 points)

As part of our Learning in Common Curriculum, the college has mandated a Speaking Across the Curriculum component that every student should experience. In our ICL course, you will have the opportunity to do this. In our section, you will prepare a speech about something that had a major impact on you during your first semester here at college. The total point value that can be earned for this component of the course is 100 points. Prior to the presentation, your instructor will clearly delineate what is required of you to earn the maximum number of points.

Scheduling, preparing for, and attending individual meeting 5% (50 points)

Your instructor will ask you to arrange for an individual meeting with her/him preceding registration for the spring semester. The dates of these individual meetings may vary depending on whether you are an Add-Venture student, a Comenius scholar, or in the general program. As part of this process, it is critical that you both understand the LinC curriculum and thoughtfully prepare for this meeting with your academic advisor. This means, for example, that you check the college catalog for specific requirements for any fields that you are considering majoring in. You also need to identify six courses as possibilities to discuss with your advisor. You will also write down an explanation for why you chose each of these courses as possibilities. Your instructor will provide you with a form to help you to do this. It is your responsibility to thoughtfully fill this out and bring it to this meeting. The reason for requiring you to choose six courses even though most students will only enroll in four full unit courses (some may also be taking Fitness and Wellness) is to ensure that you still select an optimal schedule for yourself even if one or two of the courses that you have selected are closed when it comes time for you to actually register. This planning is so crucial to your college success that you earn 50 points for scheduling, preparing, and attending these individual meetings. This is the equivalent to earning a 100 on a test that counted 5% of your final grade.

Library Orientation Session 4% (40 points)

The reference librarians have designed a valuable orientation session for you. The schedule of dates and times is in your fall orientation booklet. If you have a conflict and can not make it to the session that is scheduled for our ICL class, please make sure that you attend one of the other seven sessions. Attendance will be taken and students will only earn the full 40 points if they are there for the full session. There are also prizes being awarded using a raffle system for all who attend, so don't miss out on this opportunity to learn about one of the most valuable resources on campus!

Point Value Conversion Chart

930+	=	A
900 – 929	=	A-
870 – 899	=	B+
830 – 869	=	B
800 – 829	=	B-
770 – 799	=	C+
730 – 769	=	C
700 – 729	=	C-
670 – 699	=	D+
630 – 669	=	D
600 – 629	=	D-
less than 600	=	F

Office Hours

My office is in the library on the main floor, directly behind the Reference Desk. You are welcome to stop by any time I am working at the Reference Desk (see schedule below). My hours outside of the Reference Desk are a bit irregular, and I teach classes and attend meetings at random times, so if you can't come see me at the Reference Desk, it's in your best interest to email or call me to arrange a meeting time that is mutually agreeable.

Tuesday: 6-10pm

Wednesday: 8:30am-12:30pm

Thursday: 8:30am-12:30pm

Friday: 12:30pm-4:00pm

LEARNING DISABILITY ACCOMODATIONS

Students who wish to request accommodations in this class for support of learning disabilities and/or ADHD, should contact Mrs. Laurie Roth, Director of Learning Services, 1307 Main Street (extension 1510).

Students who wish to request accommodations for support of other disabilities, should contact Dr. Ron Kline, Director of the Counseling Center, 1307 Main Street (extension 1510).

Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.

ACADEMIC HONESTY

Cheating and plagiarism will not be tolerated. Plagiarism is the misrepresentation of someone else's work as your own. This includes such instances as quoting directly from a published work without giving the author credit (i.e. proper citation), inserting the author's words as your own, using or "borrowing" another student's work, buying a paper from a professional service, etc. *It is your responsibility to be familiar with what constitutes plagiarism* and, in the event of uncertainty, to ask in a constructive manner about a writing in question before it is due in a final version. You are also required to keep all note cards and rough drafts on papers and assignments until given a final grade for that course. Evidence of plagiarism and cheating will be dealt with in accordance with the college policy on academic honesty found in the Student Handbook. In the event of a suspected infraction – in fairness to your peers and the standards of the college – it is my job to send the materials in question to the Dean's Office at which time you are given the chance to provide your perspective on the matter.

LATE ASSIGNMENTS

The consequences of assignments being handed in late are spelled out in the grading procedures section of the syllabus.

Note:

Please note that it is within the instructor's purview to apply qualitative judgment in determining grades for any assignments and for the course final grade.

**Disclaimer: Please note that while I will try to hold to the flow of the syllabus, it is subject to change over the course of the semester.

Class Schedule

August 27 Assignments:	Common Summer Reading Discussion <ul style="list-style-type: none"> ▪ Community Event Paper on Jennifer Finney Boylan due August 29.
August 28, 8:00 p.m.	Exploring Reeves Library <ul style="list-style-type: none"> ▪ Please report directly to the library at 8:00, and remember to sign in!
August 29 Assignments:	Introduction to College Life: “Welcome to AnyU” <ul style="list-style-type: none"> ▪ Please turn in Community Event Paper.
September 4	NO CLASSES (Labor Day)
September 5 Assignments:	How Well Do You Know Your College? <ul style="list-style-type: none"> ▪ Please turn in Reflection Paper 1. ▪ Please read the syllabus. ▪ Please read the Moravian Student Handbook and pp. 3-55 in the Moravian College Catalog. ▪ Please read the preface and Chapter 1 of <i>My Freshman Year</i>.
September 5	LAST DAY FOR DROP/ADDS
September 11	Community Event: “The J-Spot: A Sex Educator Tells All” by Jay Friedman, Prosser, 7:00 p.m.
September 12 Assignments:	Time Management: Presentation by Ms. Angela Lutzi of the Office of Learning Services (combined class with LINC 100E – meet in PPHAC 335) <ul style="list-style-type: none"> ▪ Please read Chapter 2 of <i>My Freshman Year</i>.
September 16	FAMILY DAY
September 19 Assignments:	It's all Drew! <ul style="list-style-type: none"> ▪ Please turn in Reflection Paper 2. ▪ Please turn in Community Event Paper. ▪ Please read Chapter 3 (pp. 41-58) of <i>My Freshman Year</i>.
September 19	CAMPUS ORGANIZATION FAIR, 11:00 a.m. – 2:00 p.m.
September 26 Assignments:	“The Art of College Management:” Upper Class Panel & Student Organizations <ul style="list-style-type: none"> ▪ Please read Chapter 6 of <i>My Freshman Year</i>.
October 3 Assignments:	Diversity: Presentation by Ms. Sharon Brown of the Office of Institutional Diversity and Multicultural Affairs (combined class with LINC 100E – meet in PPHAC 335) <ul style="list-style-type: none"> ▪ Please turn in Reflection Paper 3. ▪ Please read Chapter 3 (pp. 58-66) of <i>My Freshman Year</i>.
October 9-10	NO CLASSES (Fall Recess)
October 12	REGISTRATION PACKETS IN STUDENT MAILBOXES
October 14	HOMECOMING
October 17	Academic Integrity: Presentation by Ms. Wendy Juniper, Reeves Library (combined class with LINC 100E – meet in PPHAC 335)

Assignments:	<ul style="list-style-type: none"> ▪ Please bring Student Handbook to class.
October 24	<p>Registration Meetings</p> <p>There will be no scheduled class today; instead, I will meet with each of you individually over the course of this week and next to talk about your schedule for next semester.</p>
Assignments:	<ul style="list-style-type: none"> ▪ Please bring completed Preparation for Registration Worksheet with you at your meeting time.
October 31	Halloween Party in AfterWords Café. Smart Social Choices. (combined class with LINC 100E - meet in AfterWords Café)
Assignments:	<ul style="list-style-type: none"> ▪ Please read Chapter 5 of <i>My Freshman Year</i>.
November 7	Liberal Arts Education: Presentation by Dr. Jim Skalnik of the Academic Affairs Office (combined class with LINC 100E – meet in PPHAC 335)
Assignments:	<ul style="list-style-type: none"> ▪ Please turn in Reflection Paper 4.
November 9-10	REGISTRATION
November 10	LAST DAY FOR "W"
November 14	“As Others See Us:” Presentation on Study Abroad by Dr. Jennifer Creamer of the International Studies Office (combined class with LINC 100E – meet in PPHAC 335); Presentation by Drew Benson and Scott Ehrenburg
Assignments:	<ul style="list-style-type: none"> ▪ Please turn in Personal Education Plan. ▪ Please read Chapter 4 of <i>My Freshman Year</i>.
November 21	Personal Growth and Development: Video, "Seniors"
Assignments:	<ul style="list-style-type: none"> ▪ Please turn in Diversity Assignment (Reflection Paper 5).
November 22-24	THANKSGIVING BREAK
November 28	Alumni Panel (combined class with LINC 100E – meet in PPHAC 335)
Assignments:	<ul style="list-style-type: none"> ▪ Please turn in Reflection Paper 6. ▪ Please come prepared with a question or two for our alumni guests. ▪ Please read Chapter 7 of <i>My Freshman Year</i>.
December 5	“Lessons From My Year as a Freshman:” Wrap-up and Reflection
Assignments:	<ul style="list-style-type: none"> ▪ Speaking assignment due.
December 11	CLASSES END
December 13-16, 18-19	FINAL EXAMS

May 15, 2010 (Saturday, 10:00 a.m.) COMMENCEMENT