

# Introduction to College Life

Fall, 2006

LinC 100.2E Room PPHAC-335

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## Office Hours

Monday: 12:30 to 3:30PM

Thursday: 1:00 to 4:00 PM

Friday: 9:00 to 11:00 AM

## 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.

## REQUIRED READINGS:

1. Boylan, Jennifer Finney. (2003). *She's Not There*. New York: Broadway Books
2. *Moravian College Student Handbook*
3. *Moravian College Catalog*
4. Nathan, Rebekah. (2006). *My Freshman Year: What a Professor Learned by Becoming a Student*. Cornell, NY: Cornell University Press.

Additional Readings may be handed out in class.

## COURSE POLICIES and GRADING PROCEDURES:

To ensure fairness across different ICL sections, grading principles are standardized. 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. You should be putting forth high quality writing efforts. 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 and comparing them to the various point values for each grade.

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| 1. Completion of 6 outside of class short personal reflection papers | 30% |
| 2. Attendance and participation in scheduled classes                 | 21% |
| 3. Attendance and write-ups of community events                      | 20% |
| 4. Development of a personal education plan or substitute assignment | 10% |
| 5. Participation in a speaking assignment                            | 10% |
| 6. Scheduling, preparing for, and attending individual meeting       | 5%  |
| 7. Participation in the library orientation session                  | 4%  |

## 1. Personal Reflection Papers

Each student will have six opportunities to generate personal reflection papers (1 or 2 pages – about 300 words). Some of these will be related to the reading assignments. Each assignment can earn up to 50 points. Unacceptable papers will be turned back as unacceptable or awarded fewer points than the maximum. Unacceptable papers include those that do not use proper grammar, spelling, and punctuation or clearly demonstrate acceptable college level work. Papers may also be turned back for revision if it does not clearly convey that you have tried to do a good job on the write-up. Partial credit will be given for resubmissions and this offer may not be offered again. Late personal reflection papers can only earn 25 points. Each assignment will be clearly described and the due dates are on this syllabus.

## 2. Attendance and participation in scheduled classes:

This is a heavily weighted component of the course. This reflects our hope that much of your learning experience comes about by active participation in the classes. Some classes will involve group activities, while others will have guest speakers and/or panels sharing information and important insights about college. Unfortunately if you miss a particular class you have missed that learning experience and it cannot be made up. So each class has 14 formal class meeting times, one during fall orientation to discuss our common summer reading and 13 seventy-minute classes throughout the semester. You will earn 15 points for each class up to a maximum of 210 points. The definition of attending is: coming to class prepared; arriving on time or early; participating; and staying to the end of class. In other words simply showing up is not enough effort to earn full credit. You may be awarded partial credit rather than all 15 points if you do not meet this expectation. Please note that if you miss a class the points for that class cannot be earned. The grading format has enough flexibility built into it that even if you have to miss a class you can still earn a superior grade. Attending all classes earns you 210 points.

## 3. Community events:

College offers students many opportunities for additional learning that occur outside of the classroom, however most students straight out of high school are not used to taking advantage of such opportunities. To help you develop the habit of exposing yourself to new learning experiences this course requires you to attend 5 community events over the course of the semester. The first will occur during freshmen orientation and the others will be spread out over the semester.

The first and only community event required of the whole freshman class is attendance at the presentation by the author of our common summer reading. In recognition of the significance of this particular community event (60 points) it is weighted more heavily than the other four (35 points each). A written reaction paper (write-up) is required for each community event that you attend. This write-up (1 or 2 pages) is due within one week of the date of the event.

Two of these community events will be designated as class community events that you all go to together. One of these events will be on a Saturday in late September. We will work with Historic Bethlehem on a project to be determined. If you have a legitimate conflict with a class community event your instructor will suggest an acceptable alternative community 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.

In addition you will be asked to choose 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 event that you attend. While these write-ups are not graded per se it is expected that you will make them high quality submissions. 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. Any program that is sponsored or co-sponsored by the MC Arts and Lectures Committee as well as the Cohen lecture automatically qualify as a community event. In addition, other approved events that take place throughout the fall semester will qualify.

#### **4. Personal education plan (PEP):**

We 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 December 5, 2006. As long as it is handed in on time and it is of an 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.

#### **5. Speaking assignment:**

As part of our Learning-in-Common Curriculum the college has mandated a speaking component in this course. Your speaking component will require you to interview a faculty member to discuss their area of research. You may select any of the faculty at Moravian College or Moravian Theological Seminary to interview. Once you have interviewed the faculty member you will be required to give a 10 minute presentation to the class that includes an outline to be handed in the week prior your presentation. The total point value that can be earned for this component of the course is 100 points. Your grade will be determined by my evaluations of your presentation, your outline and by the evaluations of your peers. Prior to this session Wes will give a quick course on good v. poor presentation.

#### **6. Scheduling, preparing for, and attending individual meeting:**

Each student will arrange for an individual meeting with your instructor 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. You will need to 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 for the spring semester 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 60 points for scheduling, preparing, and attending these individual meetings. This is the equivalent to earning a 100 on a test that counted 6% of your final grade.

#### **7. Library Orientation Session**

The reference librarians have designed a valuable orientation session for you. This session will attend Monday August 28<sup>th</sup> at 8:00 PM. If you have a conflict and can not make it to the session that is scheduled you must 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 (ipods, etc.) 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

## LEARNING DISABILITY ACCOMMODATIONS

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 about a writing in question. 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 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.

To help you better understand what Academic Honest really means I have scheduled our October 17<sup>th</sup> class to cover this topic. This session falls just as the first large writing assignments in your other classes are coming due. It will be led by Ms. Wendy Juniper of the Reeves Library Staff.

## 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 CALENDAR

Note: I will try to hold to the flow of the syllabus but it is subject to change as needed.

Class meets on Tuesdays, 8:50 -10:00AM in PPH 335

August 27 <sup>th</sup> (Sunday)	<b>Theme:</b> Group discussion of book <i>She's Not There</i> followed by author presentation. <b>Assignment due Aug 29<sup>th</sup>:</b> 1. Community event write-up.
Aug 28 (Monday)	<b>Theme:</b> Exploring Reeves Library Report to the library at 8:00 PM (Remember, I am a librarian!)
Aug 29	<b>Theme:</b> Introduction/Review of syllabus. Continued discussion of the author presentation. Questions??? Welcome to "Anywhere U" <b>Assignment due September 5:</b> 1. Bring to class 2 index cards -- one with a positive <b>and</b> one with a negative experience since arriving at Moravian College. 2. Read chapters 1 and 2 in <i>My Freshman Year</i> 3. Bring your Student Handbook to next class
Sept 4 <sup>th</sup> (Monday)	No Classes Labor Day
Sept 5	<b>Theme:</b> College policies – Mock Student Discipline Hearing. You need your Student Handbook. Guest speaker: Doc Windolph <b>Assignment due Sept 12<sup>th</sup>:</b> 1. Read the Chapters 6 of <i>My Freshman Year</i> . 2. Personal reflection Paper #1 on reading or your experience in the dorms.
Sept. 11 (Monday)	<b>Community Event</b> 7:00 Prosser Auditorium Sexual Assault Awareness Week --Opening presentation
<b>Sept 12</b>	<b>Theme:</b> Time Management Guest speaker Ms. Angela Lutzi. Combined class with LinC 100F <b>Assignment for September 19:</b> 1. Read Chapters 3-4 of <i>My Freshman Year</i> . 2. Personal reflection Paper #2 on reading or related experiences. 3. Bring to class 1 discussion point (on a note card) on the reading assignment.
Sept 19	<b>Community Event:</b> Campus Organization Day 11:00AM to 2:00 PM Check out student clubs and organizations! <b>Assignment due September 26:</b> 1. Community event write-up.
Sept 19	<b>Theme:</b> Getting involved: Guest panel of Student organizations followed

	<p>by discussion of <i>My Freshman Year</i>.</p> <p><b>Assignment for September 26:</b></p> <ol style="list-style-type: none"> <li>1. Complete Reeves Library Tutorial for Sept 26<sup>th</sup>.</li> <li>2. Complete online survey for Sept 26<sup>th</sup>.</li> <li>3. Reflection paper #3 – your experiences with the tutorial and survey with comments on web research.</li> </ol>
Sept 26	<p><b>Theme:</b> How to speak in public without losing your cookies. Guest speaker: Wes--Good presentation/Bad presentation--what's the difference??</p> <p><b>Assignment for October 3:</b> free week, continue reading the book.</p>
Sept 30 (Saturday)	<p><b>Group Project:</b> Community event: Work for Historic Bethlehem Partnership as class project.</p> <p>9:30 AM to 11:30 AM at the Burnside Plantation. Meet at the fireplace in the Hub at 9:00 AM.</p>
Oct 3	Cohen Lecture – could be used as a Community event
Oct 3	<p><b>Theme:</b> Diverse Perspectives: Guest speaker Ms. Sharon Brown. Combined class with LinC 100F</p> <p><b>Assignment due October 17th</b></p> <ol style="list-style-type: none"> <li>1. Read chapters 3 -5 in <i>My Freshman Year</i>.</li> <li>2. Personal reflection paper #4 on presentation and reading.</li> </ol>
Oct 7-10	Fall Break: No class on Oct 10 <sup>th</sup>
Oct 14	Homecoming
Oct 17	<p><b>Theme:</b> Academic Honesty -- Bring student handbook to class. Guest speaker Ms. Wendy Juniper, Library. Combined class with ID 100F.</p> <p><b>Assignment due October 24:</b></p> <ol style="list-style-type: none"> <li>1. Prepare for academic advising -- prepare list of at least 6 possible classes and research possible majors in your college catalog.</li> <li>2. Begin working on your speaking assignment. Select one professor and make an appointment to meet with him/her to discuss their research area. Submit name and appointment time.</li> </ol>
Oct 24	<b>Advising.</b> No formal class. Schedule individual advising meeting.
<b>Oct 31</b>	<p><b>Theme:</b> Socially Safe! Halloween Party in AfterWords Café</p> <p><b>Assignment due November 7:</b></p> <ol style="list-style-type: none"> <li>1. Prepare oral presentation</li> <li>2. Personal reflection paper #5 on the Halloween event.</li> <li>3. Reading for Dean Skalnik's presentation on November 7.</li> </ol>
<b>Nov 7</b>	<p><b>Theme:</b> Liberal Arts Education. Guest speaker: Dean Jim Skalnik. Joint class with ICL 100F as well as</p> <p><b>First Group</b> of Student Presentations (1-5).</p> <p>Assignment due November 14</p> <ol style="list-style-type: none"> <li>1. Research assignment: this is reflection paper #6</li> </ol>
<b>Nov 14</b>	<p><b>Theme:</b> See the World: Study abroad! Ms. Jennifer Creamer – Joint class with ICL 100F as well as</p> <p><b>Second Group</b> of Student Presentations (6-11).</p>
Nov 21	<p><b>Theme:</b> Complete Student Presentations (12-19)</p> <p>Discussion of your PEP, what it is how to “plan”</p> <p><b>Assignment due December 5</b></p>

	1. Prepare your PEP.
Nov 22-26	Thanksgiving Recess
<b>Nov 28</b>	<p><b>Theme:</b> Alumni Panel: led by Ms. Penni Zimmerman</p> <p><b>Assignment due December 5<sup>th</sup>:</b></p> <ol style="list-style-type: none"> <li>1. Complete online research survey (again.)</li> <li>2. Read chapter 7 of <i>My Freshman Year</i></li> <li>3. Bring to class a discussion point on an index card concerning the book.</li> </ol>
Dec 5	<b>Theme:</b> The rest of your career at Moravian College: Discussion of your personal education plan and Class wrap-up.