

Introduction to College Life

Fall, 2006

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STUDENT ADVISORS:

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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 ADVISORS:

Welcome to Moravian College, I am Catelyn Savoth your student advisor, and will attend LinC class with you. In class I will help you feel comfortable in your new community. My goals are to build trust between everyone in the class. Moravian has a lot of opportunities. I will help you become aware of these opportunities and encourage you to take advantage of them. Your academic career begins this semester and I am here to guide you. Whatever you need help with, do not hesitate to ask, I will do my best to help solve whatever problems you may encounter. I look forward to getting to know each of you and sharing a fun semester. If you have any questions or concerns you may contact me by; email: stcas13@moravian.edu, AIM: BLONDGURL777, or phone: (908) 675-0468.

Student Advisor: Sarah Naumes

I feel incredibly honored to have the ability to get to know all of you on a personal level as well as be involved in overseeing your freshman year. As one of your Student Advisors I feel a strong sense of affinity toward everyone in this LinC class. Having come here, I believe each of us has become a part of the “Moravian family”, and just like you would go to your family for help of any sort, I hope you will come to me if you ever need anything. Your opinions, feelings, fears, and needs all matter a great deal to me, which is why my door is always open (even at 3 a.m.).

College can be the best years of your life or conversely, college can be the worst years of your life. I want your experience at Moravian to be the former of the two. Let’s make this year and course one that you will always look back on with a smile.

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>	30%
<i>Attendance and participation in scheduled classes</i>	21%
<i>Attendance and write-ups of community events</i>	20%
<i>Development of a personal education plan or substitute assignment</i>	10%
<i>Participation in a speaking assignment</i>	10%
<i>Scheduling, preparing for, and attending individual meeting</i>	5%
<i>Participation in the library orientation session</i>	4%

Personal Reflection Papers

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. I may either turn back a submission as unacceptable or award fewer points than the maximum if you do not use proper grammar, spelling, and punctuation or do not clearly demonstrate acceptable college level work. I also have the right to turn back a submission as unacceptable and require you to resubmit a revision if your work doesn't clearly convey that you have tried to do a good job on the write-up. If this occurs multiple times I may decide to award only partial credit for resubmissions or not offer this option to you. Late personal reflection papers can only earn 25 points. I will make the specific assignments and let you know of their due dates in class.

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 there really is no way to make it 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, meeting once a week through out the semester.

You will earn 15 points for each class up to a maximum of 210 points. The operational definition of attending is coming to class prepared, 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. I may choose to award 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, the equivalent of a 100 on a test that counted 21% of your final grade.

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). Here is your first chance to communicate using the written word with a college professor. Make your submission something that you are proud of. It is also the first opportunity for each of us to get a feel for your writing ability and for your ability as a college student.

Two or more of these community events will be designated as class community events that we all go to together. If you have a legitimate conflict with a class community event I will suggest an acceptable alternative community event for you to attend. In order to receive credit this alternative must be arranged with me before the date of the class community event. I 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 2 other approved events to serve as individual community events. 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. I have the right to either turn back a submission as

unacceptable or award fewer points than the maximum if you do 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, I will announce other events that take place throughout the fall semester that qualify.

Personal education plan (PEP)

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. I will provide you with the details of this plan that you will be completing for this course. As long as it is handed in on time and I deem 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

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. I have the option of choosing one of five formats (a group presentation, nominating the most memorable person of the class of 2010, an exercise that involves personal self-disclosure, an exercise that involves interviewing a faculty member, or developing a speech about something that had a major impact on you during your first semester here at college.) for helping you to meet this requirement. The total point value that can be earned for this component of the course is 100 points.

Scheduling, preparing for, and attending individual meeting

I will ask you to arrange for an individual meeting with me 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. I 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.

Library Orientation Session

The reference librarians have designed a valuable orientation session for you. Our class is scheduled for Tuesday night, August 29th at 6:00 p.m.. If you have a conflict and cannot make it to the session that is scheduled for our ICL class please make sure that you attend one of the other five 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

Office Hours

Monday	10:30 - 11:30 & 1:00 - 2:00
Tuesday	2:30 - 3:30
Wednesday	10:30 - 11:30
Thursday	10:45 - 11:45
Friday	by appointment

If you need to see me at some other time, both office and home phone numbers are listed on the first page. My email address is also listed there. Please contact me and we will arrange for a mutually convenient time to get together.

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.

REQUIRED READINGS

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

College Student Handbook

College Catalog

Albom, Mitch. (2003). *The Five People You Meet in Heaven*. New York: Hyperion Books

Additional Readings handed out in class

Note:

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

Please also note while I will try to hold to the flow of the syllabus it is subject to change over the course of the semester.

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 Flow and Reading Assignments

- 8/27 First Meeting – Discussion of *She's Not There*
- 8/27 (1:30 p.m.) lecture by author in Foy – South Campus – Dr. Jennifer Boylan
- 8/29 Welcome to Moravian!
Getting to know one another
Setting expectations for the course & beyond
- 8/29 Exploring Reeves Library (required event) 6:00 p.m. Report directly to Reeves Library and good luck in the competition.
- 9/5 Assignment for class – Please be sure to bring syllabai from all of your classes and your semester planner (calendar) to class today!

Exploring the differences between high school and college

Your first personal reflection assignment will be handed out in class and you will begin working on the assignment in class. All personal reflection papers are due one week after they are assigned. You may either submit them directly too me at our regularly scheduled class or send them to me electronically via email by noon Tuesday on their scheduled due date.

- 9/5 Final day for course changes
- 9/12 Reading Assignment – *The Five People You Meet in Heaven*, pages 1 through 55

The remainder of our course flow will be listed on our Blackboard site. This will allow us to meet all of the desired course outcomes while maintaining flexibility in order to best meet your needs as first-year students.

Directions for getting on Blackboard:

Our class has a Web-based component on our Blackboard site. To enroll in Blackboard and your course site, please do the following:

Go to <http://blackboard.moravian.edu> and click on the 'login' button. You can also access this site from the **BlackBoard link on the Intranet page** in our computer labs.

Type in your **username**, which is your network login name (**example: stxxx01**) and then your **initial password**. Your initial password is the **same as your network account password**.

Immediately **change your password** by clicking on the **'Personal Information'** link at the bottom of the menu located in the upper left of your screen. Then click on **'Change Password'** link and type your new password twice. Click the **Submit** button at the bottom right of the screen and then the **OK** button at the bottom right of the next screen. **Use your new password to log in to the BlackBoard site from now on.**

Click on the **My Institution** tab at the top of your screen.

To enroll in your course site, you will need a course ID

Course ID: Linc100_2F

Enrollment Code: none

- * Click on the **'Courses'** tab at the top of the screen.
- * Click on **Browse Course Catalogue** on the right side of the screen.
- * Under **'Search for a Course'** type in the course ID and
- * Click **'Go'**

The course name will show with an **'enroll'** button at the bottom right.

- * Click on the **'enroll'** button and type in the **enrollment code** for this class.
- * Click on the **'submit'** button at the bottom right of the screen and
- * then the **'OK'** button at the bottom right of the next screen.