

**LinC 100.2 I : Introduction to College Life
Fall 2006**

Faculty Advisor:

John Reynolds
Office: Comenius 113
Dept. of Political Science
Office Phone: (610) 861-1408
Home Phone: 610-691-8175
Email: mejvr01@moravian.edu

Student Advisor:

Andrew Piccone
263 West Greenwich Street
Box #964
Junior,
E-mail: stajp01@moravian.edu

Class meetings: W 8:50 to 10:00

Office Hours: M, F 9:00 – 10:30; T, TH 1:00 – 2:00 and by appointment

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

Boylan, Jennifer Finney. *She's Not There: A Life in Two Genders*. NY: Broadway, 2004.

LeBlanc, Adrian Nicole. *Random Family: Love, Drugs, Trouble, and Coming of Age in the Bronx*. NY: Scribner, 2004.

Moravian College Student Handbook.

Moravian College Catalog.

Course requirements

Attendance and participation in scheduled classes	21%
Completion of six short personal reflection papers	30%
Attendance and written descriptions of community events	20%
Participation in a speaking assignment	10%
Completion of two additional writing assignments	10%

Scheduling, preparing for, and attending a course registration meeting	5%
Participation in library orientation session	4%

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 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 your course responsibilities. A serious commitment to meeting these responsibilities should yield a successful outcome for this course and allow you to earn a grade commensurate with that success. Such a commitment will also help you get the most out of this course, develop a good open working relationship with your new academic advisor and make a good start in college. Your ICL instructor will not grade every assignment that you complete for the course. Each of the six reflection papers will be assigned a grade, however, and the quality of the writing in these papers will be a significant element in assigning that grade. Otherwise, the instructor will function much like a bookkeeper and keep track of the points you have earned over the course of the semester. You are advised to also keep track of your performance over the course of the semester 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 six different components described below.

Late assignments:

All late work is penalized. Late assignments automatically lose half their value (i.e., a thought paper that would have been worth 50 pts can earn a maximum of 25). Naturally, assignments that are not submitted receive no credit (0 pts).

Point Conversion and Final Course Grades:

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
less than 600

=D-
=F

Note: It is within the instructor’s purview to apply qualitative judgment in determining grades for any assignments and for the course final grade. The instructor reserves the right to alter the syllabus if she determines that any change is necessary.

Academic honesty

Cheating and plagiarism will not be tolerated. Plagiarism is the misrepresentation of someone else’s work as your own. Plagiarism 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, and buying a paper from a professional service. It is your responsibility to be familiar with what constitutes plagiarism and, in the event of uncertainty, to ask, in a constructive manner, about an assignment in question before it is due in a final version. You are also required to keep all notes, note cards, and rough drafts for papers and assignments until a final course grade is given for that course. Evidence of plagiarism or 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. Academic dishonesty can result in a failing grade in the class.

Learning Disability Accommodations

Students who wish to request accommodations for this class for support of learning disabilities and/or ADHD should contact Mrs. Laurie Roth, Director of Learning Services (extension 1510). Students who wish to request accommodations for support of other disabilities should contact Dr. Ron Kline, Director of the Counseling Center (extension 1510). Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.

Attendance and participation in scheduled classes

This is the most heavily weighted component of the course. Much of your learning experience should come from active participation in class. Some classes will involve group activities. Others will feature guest speakers and or panels sharing information and important insights about college. If you choose to miss a particular class, you will have missed that learning experience and there really is no way to make it up. Requests for excused absences will be reviewed by the instructor and determination of possible make up work will be at the instructor’s discretion.

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 throughout 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. Your instructor 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 can not be earned. Attending all classes earns you 210 points, the equivalent of a 100 on a test that counted 21% of your final grade.

Cell Phones

Cell phones should be turned off and stored away during class. Students whose cell phones are visible will be asked to put them away. Students who answer them or use them in any way **during class time** will be asked to leave.

Reflection Papers and Additional Writing Assignments

Each of you will have opportunities over the course of the semester to generate six personal reflection papers and two additional writing assignments. Some of these will be related to the reading assignments or presentations; others will be designed by your instructor. Each of these assignments, if deemed acceptable and handed in on time, will earn 50 points. Late personal reflection papers can only earn 25 points. **Your instructor has the right to turn back a submission as unacceptable and require you to resubmit a revision if your work does not clearly convey that you have tried to do a good job on the write-up. If this occurs multiple times, your instructor may decide to award only partial credit for resubmissions.** Your instructor will make the specific assignments and let you know their due dates in class.

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. In this section, you will participate in a group presentation to meet this requirement. The total point value that can be earned for this component of the course is 100 points. The instructor will delineate what is required of you to earn the maximum number of points.

Community events

College offers students many opportunities for additional learning that occur outside of the classroom. To help you develop a habit of taking advantage of these learning experiences, his 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, Jennifer Finney Boylan. In recognition of the significance of this particular community event (60 points) it is weighted more heavily than the other four (35 points each). This represents your first College opportunity to demonstrate your ability to communicate with a college professor using the written word. Take the assignment seriously and represent yourself well. Make your submission something that you are proud of. It is also the first opportunity for your instructor, who is also your academic advisor, to get a feel for your writing ability and for your ability as a college student.

Two or more community events will be designated as class community events that all first year students will go. The instructor may decide to designate an event as a required class community event that does not appear on this list. 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 community event 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: a write-up as explained below, participation in a class discussion, or participation in a class discussion right before the event.

In addition, you will be asked to choose 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 (approximately 250 words) is due within one week of the date of the event. While these write-ups are 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. As long as a good faith effort is made, full point value (35 points) will be earned. If the write-up of the event is handed in late the maximum point value that can be earned is 20 points. Your instructor has 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 your instructor may decide to award only partial credit for resubmissions. Attending five community events and handing in a write-up on each on time earns you 200 points, the equivalent of a 100 on a test that counted 20% of your final grade.

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 qualifies. In addition, your instructor may announce other events that take place throughout the fall semester that qualify.

Scheduling, preparing for, and attending individual meeting

The instructor will ask you to arrange for an individual meeting with 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. For example, check the college catalog for specific requirements for any fields in which that you are considering majoring. You also need to identify six courses as possibilities to discuss with your

advisor and prepare an explanation for why you chose each of these courses as a possibility. Your instructor will provide you with a form to help you to do this. Fill this out and bring it to this meeting. The reason for identifying six courses even though most students will only enroll in only four full unit courses (some may also be taking Fitness and Wellness) is to ensure an optimal schedule for yourself even if one or two of the courses that you have selected are closed when you 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

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 (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!

Class Meetings and Assignments

Date

August 27 **Group Meeting: 10:30 am**, Discussion of ***She's Not There***
Assignment: Prepare for **Community Event** with Jennifer Finney Boylan, author of ***She's Not There***

Community Event: 1:00 p.m.; presentation by Jennifer Finney Boylan, **attendance required**

August 29 **Library Orientation Session: 7:00 p.m.**, Reeves Library

August 30 **What is a Liberal Arts Education?**

Dr. Gary Olson, Department of Political Science

- Sept. 5** **Last day to drop and add courses for Fall semester**
- Sept. 6** **Getting Involved-Campus Organizations & Time Management**
- Thought paper:** Activism and Education (in class)
- Panel discussion led by Matt Mutarelli and Andrew Picone,
 Student Advisors
- Sept. 13** **Getting to Know Moravian: Scavenger Hunt**
- Thought paper:** Getting involved (in class)
- Week of September 13: Date and time TBA:**
- Community Event:** Service learning
 David Bennett, Chaplain
 Attendance required
- Sept. 20** **Academic Integrity and Evaluating Sources**
- Wendy Juniper and Beth Fuchs, Reeves Library
- Thought paper:** Go ahead, everyone else does (in class)
- Guidelines for reading **Random Family** and web evaluation
- Sept. 27** **The Individual and the Community: Children, Families and Poverty I**
- Random Family**, pp. 1-59, 76-111, 123-129
- Evaluating web sites; making a search
- Oct. 3** **Community Event: Cohen Lecture – James Burke; 7:00 p.m.**
 Attendance required
- October 4** **The Individual and the Community: Children, Families and Poverty II**
- Random Family**, pp. 215-276, 311-325, 405-406;
- Examining and issue on the web
 Distribute guidelines for speaking assignment

- October 11** **Facing Challenges & Accepting Opportunities at College**
- Open discussion of issues about life at college with Matt Mutarelli, Andrew Picone, and guests
- Thought paper:** Facing challenges and accepting opportunities
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- October 18** **Communities, Children, Families and Activism**
- Thought paper:** Local community
- Community event:**
- Patricia Dervish, Esq.,
Child Advocacy Center and Lehigh County District Attorney's
Office
- Dr. Joyce Dougherty, Program for Women and Families
- Attendance required**
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- October 25** **Risk and responsibility: Sexual Responsibility/STD Awareness**
- Thought paper:** Risk and Responsibility
- Tim Poirier, Assistant Dean of Student Life
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- November 1** **Life After Moravian**
- Alumni Panel
- Writing Assignment I:** Student interviews
-
- November 5** **Pre-Registration**
- Meet with Andrew Piccone in dorms
-
- November 6,7,8** **Individual advising meetings with Dr. Reynolds**
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- November 9 -10** **Registration**

- November 15** **Diversity, Prejudice, and Inequality**
- Discussion of the Movie **Crash**
- Writing Assignment II:** Memoirs and Reflection guidelines distributed
- Guidelines for speaking assignment (reminder)
-
- November 22- 24** **Thanksgiving break**
-
- November 29** **Speaking up about Diversity and Other Issues**
- Group speaking presentations
-
- December 6** **Final class: Evaluation and Celebration**
- Writing Assignment II due
-
- December 13-19** **Final Exams**

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.