

# Introduction to College Life

Fall, 2006

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## COURSE DESCRIPTION:

**Introduction to College Life** is a half unit course for all first year students. This course will introduce students to ideas about:

- College as a **new place** --a new community
- **New people**
- **New ideas** and new ways of learning
- **New opportunities**
- **New insights** about yourself

The primary goals of the course are to:

- facilitate a smooth transition to the college environment and expectations
- promote the development of intellectual and academic skills that will help you at Moravian College
- foster an understanding of a liberal arts education
- consider contemporary issues of relevance on college campuses and in doing so, to practice critical thinking and discussion about issues and ideas
- engage students in reflection about personal and educational goals and aspirations
- develop a productive advising relationship

The course will feature varied learning methods and opportunities including reading, writing, active learning projects, small group work, participation in campus programs, discussion and oral presentations.

## COURSE POLICIES and GRADING PROCEDURES:

The course is graded and is weighted as a half unit course. The final grade is totally determined by your level of participation and effort. As long as you commit to becoming involved and meeting the expectations for the course you can guarantee yourself a superior grade. 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.

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

<i>Attendance and participation in scheduled classes</i>	28%
<i>Completion of 5 short (1 to 2 page) personal reflection journals</i>	25%
<i>Attendance at and discussion of four community events</i>	28%
<i>Participation in a speaking assignment</i>	7%
<i>Scheduling, preparing for, and attending individual</i>	
<i>Advising and registration meetings</i>	12%

### **Attendance and participation in scheduled classes**

This is the most heavily weighted component of the course. This reflects our hope that much of your learning experience comes about by active participation in the class sessions. There are 14 classes for the semester. You will earn 20 points for each class up to a maximum of 280 points. Full participation and engagement is expected in order to earn the full 20 points per class. To earn an "A" for the class, full attendance at all classes is required, unless medical or personal emergency should intervene and you are excused.

### **Personal reflection Journals**

Each of you will have five opportunities over the course of the semester to generate personal reflection papers ( brief -- no more than 2 pages). Topics will be assigned. Each of these assignments, if deemed acceptable and handed in on time, will earn 50 points for a total of 250. Late personal reflection papers can only earn 20 points. The topics and due-dates will be distributed. **All personal reflection papers may be submitted on line as long as they arrive before Midnight.**

### **Community events**

College offers students many incredible opportunities for additional learning outside of the classroom. To help you develop the habit of exposing yourself to new experiences this course requires you to attend 4 community events over the course of the semester. We may attend these sessions as a group and will engage in discussion about our reactions to each event. Three community events will be specifically designated as group events; one will be determined by individual

interest.\* If you have a legitimate conflict with a class community event I will suggest an acceptable alternative community event for you to attend. The community event programs and discussions earn 70 points each for a total of 200. **\*One community event will be Science Historian James Burke, 2007 Cohen Lecturer, on Tuesday, October 3rd at 8PM Johnston Hall.**

### **Speaking assignment**

As part of the Introduction to College Life course, each student in every section participates in some activity that requires speaking before the class. These individual, brief speaking activities will be scheduled for the first part of each class sessions. You will draw your time slot! Instructions will be provided on the first day of class. This assignment earns 70 points. See below for instructions.

### **Scheduling, preparing for, and attending advising and registration meetings**

There are two times during the semester when you will attend an advising or registration session. The first is early in the semester and will be a chance for us to get to know each other on an individual basis. The second will be prior to registration for your formal registration meeting with me to settle on your course choices for the Spring. Each meeting earns 60 points. Of course, we are happy to meet with you anytime you like, but these two sessions are formal parts of the program.

### **Point Value Conversion Chart**

900+	=	A	*
800-899	=	B	
700-799	=	C	
600-699	=	D	
below 600	=	F	

\* note: regardless of points earned, full class attendance is required to earn an A.

### **ACADEMIC HONESTY**

Cheating and plagiarism will not be tolerated. You are responsible for being familiar with the college's statement on academic honesty found in both the student handbook and the college catalog.

### **REQUIRED READINGS**



7. October 11<sup>th</sup>      Class theme: **Ethics and Honesty – Beware the Monster Plagiarism**, class discussion; **Science Historian James Burke**, class discussion, **7H 204-234, Speakers 8 & 9**
8. October 18<sup>th</sup>      Class theme: **What Will I Be When I Grow Up?**; Nicole Pardini, Director of Career Development; **Reading 7H204-234; Speaker 10 & 11**
- Due Today: Reflection Paper #3
9. October 25<sup>th</sup>      Class theme: **The Quest for the Self and for Meaning, Habits, 3-5—Class Discussion; Reading 7H 235-271, Speaker 12 & 13**
10. November 1<sup>st</sup>      Class theme: **Leadership and LeaderShape**, Dr. Michelle Schmidt, Director of College Leadership Programs; **Reading 7H 271-308; Speaker 14 & 15**
11. November 8<sup>th</sup>      Class theme: **Formal Advising:** We will meet to discuss and plan course schedules for next semester. Come with a plan, your handbook, your schedule, your course catalog and a pencil!; **Reading 7H 308-352**
12. November 15<sup>th</sup>      Class Theme: **Voices of Experience and Wisdom, The Alumni Panel**
- Due Today: Reflection Paper #4
13. November 29<sup>th</sup>      Class theme: **The Quest for the Self and For Meaning, Habits 6 & 7; Speaker 16 & 17**
14. December 6<sup>th</sup>      Class theme: **Looking back, Looking ahead, Where do I go from here?; Speaker 18 & 19**
- Due today: Reflection Paper # 5

### **Reflection paper topics:**

Reflection # 1 (due September 20th)

“So Far, So Good”—or a “camp” letter home to parents, grandparents, siblings, or friends about your first three weeks in college.

Reflection # 2 (due October 4<sup>th</sup>)

How do you hope your life will change as a result of being in college? What are the risks associated with this change? What risks are you willing to undertake to reap the most from the Moravian experience? What risks seem too challenging right now?

Reflection # 3 (due October 25<sup>th</sup>)

What are you passionate about? Why? Can this have anything to do with what you will study at Moravian?

Reflection # 4 (due November 8<sup>th</sup>)

Choose one community event you have seen over the course of the semester but which you never attended before coming to college. Why is it important that that particular event has been part of your Liberal Arts experience here at Moravian? How does it fit in? Does it? Why do you think community events are part of the requirements for this course?

Reflection # 5 (due December 6<sup>th</sup>)

If you had your semester to do over again, would you change anything, and why? Assess risks you've taken, successes you've had, failures you've learned from, and goals you'll make for the spring semester, particularly in light of our reading and discussing of, *7 HABITS OF HIGHLY EFFECTIVE PEOPLE*,

Speaking Assignment

Who are you? What makes you unique? What would you like to share with the class about who and what you are? In a cogent, well thought out and well organized speech of about five minutes, tell the class something about yourself. It may be an amusing anecdote, a description of your best friend—your pet gerbil, what you did or didn't do on your summer vacation, or anything else that gets to the essence of who and what you are. As a model for what you will be doing, first I and then Ashley will give presentations. Be sure to prepare notes or text to read from, and don't try to memorize this presentation. Be sure to practice your speech in advance so that you don't make many mistakes and, also, fall within the constraints of the time allotted. Enunciate your presentation slowly and clearly, allowing your words to fall "trippingly off the tongue." You may use props for "show and tell" (such as your pet gerbil) as long as the prop doesn't detract from the essence of your presentation.







