

LinC 100.2 S
Introduction to College Life (ICL)
Fall 2006

INSTRUCTOR: Dr. Lori Toedter
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(preferred means of contact)
Office Hours: M 10:30-11:30am & 2-3pm

W 2-4pm

Th 3-4pm or by appointment [See Blackboard for weekly updates]

STUDENT ADVISOR: Meredith Wertheim
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COURSE DESCRIPTION:

This half unit (.50) required course has as its primary goals to: introduce first-year students to the intellectual life of Moravian College; promote a smooth transition to college life; and 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 you in 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.

FROM MEREDITH WERTHEIM, STUDENT ADVISOR:

Welcome! I hope you find your transition from high school to college to be smooth and exciting. As your student advisor, I intend to serve as a mentor both in and out of the classroom. In addition to helping you schedule classes, I will be leading class discussions along side of Dr. Toedter, answering various questions about Moravian, providing you with the skills to succeed in a college environment and most importantly, serving as an upperclassman friend. I look forward to getting to know you throughout the semester!

COURSE POLICIES and GRADING PROCEDURES:

To ensure fairness across different sections of ICL, the grading procedure has been standardized for all sections. The final grade is primarily determined by your willingness to become actively involved in this course, which is intended to enhance 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. Your instructor's energy will be primarily

focused on helping you to get the most out of this course, thereby helping you to get off to a good start in college. This means that your ICL instructor will not be “grading”, in the traditional sense, the majority of the assignments that you complete for the course. Instead, your instructor will be functioning as a record keeper, documenting and recording the points you have earned over the course of the semester. The one case where your instructor will, in a sense, grade your efforts will be in assessing the quality of your personal reflection papers (described below). The points you have earned by completing each of the requirements described below will be posted on Blackboard to make it easier for you to track your performance over the course of the semester.

The course is weighted as a half unit course. The workload for this course has been designed to be comparable across sections, and to take into account that you are probably also enrolled in four other courses as well as possibly taking Fitness and Wellness this semester. Requirements for the course fall into seven different categories:

<i>Completion of 6 outside of class short personal reflection essays</i>	30%
<i>Attendance and participation in scheduled classes</i>	21%
<i>Attendance at, and write-ups of, community events</i>	20%
<i>Write up of Self-Directed Search assignment</i>	10%
<i>Participation in group presentation assignment</i>	10%
<i>Preparing for registration meeting</i>	5%
<i>Participation in library orientation session</i>	4%

Personal Reflection Essays

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 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 or not offer this option to you.** Late personal reflection papers can only earn 25 points. Specific assignments and due dates appear on the attached course schedule.

Attendance and Participation in Scheduled Classes

This is a heavily weighted component of the course. This reflects the hope that much of your learning experience will come 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 with you 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. Each section of ICL 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. [**Please Note** that for our section of ICL the registration night, November 7th, is not counted in that total. Preparation for and attendance at this class meeting constitutes a separate portion (5%) of your grade.]

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 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 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 of these community events will be designated by your instructor as class community events that you all go to together. 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. 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 qualify automatically. In addition, your instructor may announce other events that take place throughout the fall semester that qualify.

Self-Directed Search (SDS) Assignment

The SDS is a widely used method in career counseling to help students broaden and refine their notions of what might constitute the best career paths to explore. In addition to suggesting additional options to those you may already have considered, the SDS can be used to help you explore additional leisure interests, since few people find that their career addresses all their needs, interests and values. In the process of completing and discussing the SDS results, you will also be asked to consider what activities you might wish to begin pursuing immediately in your college career, to make yourself as attractive as possible to a graduate school or an employer four years from now.

The SDS assignment, prepared according to instructions I will distribute prior to the class meeting on October 31st, is due on or before November 21st. As long as this assignment is handed in on time, and is completed according to the instructions, you will earn 100 points for completing this component of the course. Late assignments can only earn 50 points.

Speaking Assignment

As part of our Learning in Common (LinC) curriculum the college supports a Speaking Across the Curriculum component that every student should experience. In our ICL course you will have the opportunity to do this. We will design and organize this part of the course on the evening of September 19th. You will work in randomly assigned groups of three. Your assignment will be to research and present a 10 minute verbal and visual elaboration on some aspect of our *Nickel & Dimed* reading. Examples will be discussed in detail during our planning meeting on September 19th. The total point value that can be earned for this component of the course is 100 points.

Preparing for and Attending the Registration Night Meeting

As part of the registration process it is critical that you both understand the LinC curriculum and thoughtfully prepare for our November 7th meeting. This means, for example, that you check the college catalog for specific requirements for any fields in which you are considering majoring. You also need to identify six courses to discuss with me, and write down an explanation for why you chose each of these courses as possibilities. The reason for requiring you to choose six courses, even though most students will only enroll in four full unit courses, is to ensure that you are still able to create 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. Planning for registration is so crucial to your college success that you will earn 50 points for preparing for and attending this registration meeting. This is the equivalent to earning a 100 on a test that counts 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!

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, and buying a paper from a professional service. Our *Academic Integrity* class on Sept. 26th will help you to further understand this important issue.

However, it is every student's responsibility to be familiar with what constitutes plagiarism and, in the event of uncertainty, to ask for clarification. By College policy, you are also required to keep all notes and rough drafts on papers and assignments until given a final grade for the course. Evidence of plagiarism and cheating will be dealt with in accordance with the college policy on academic honesty found in your Student Handbook. In the event of a suspected infraction – in fairness to your peers and the standards of the college – it is your instructor's 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 for turning assignments in late are spelled out in the grading procedures section of the syllabus.

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 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.

REQUIRED READINGS

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

Moravian College Student Handbook

Moravian College Catalog

*Ehrenreich, B. (2001) *Nickel and Dimed*. New York: Henry Holt & Co.

* This book will be referred to as "N & D" in the course schedule due to space limitations.

Notes:

It is within the instructor's purview to apply qualitative judgment in determining grades for any assignment and for the final course grade.

While we will try to hold to the syllabus it may need to be modified somewhat due to unanticipated circumstances. Major assignment due dates will not be changed except under extreme conditions (e.g. multiple cancelled classes due to snow).

Be sure to check Blackboard *at least* twice weekly for announcements – particularly if you have had to miss a class. Handouts distributed in class will also be posted as documents on Blackboard for your convenience. We will help you to negotiate Blackboard during our class on September 5th.

Reminder: Community Event (CE) write-ups are due the week after you attend.

Course Schedule & Due Dates

	Date	Topic	Assignment(s) DUE
Week 1	8/29	Course overview Community events discussion	•None
Week 2	9/5	Computing at Moravian (Workshop) Location: PPHAC 112	<ul style="list-style-type: none"> •Come to class knowing your user name & password •(CE: Jennifer Boylan lecture) DUE
Week 3	9/12	Game Show Week	<ul style="list-style-type: none"> •Review both College & Student handbooks: Don't let your team down! •Read N&D, Intro. & Ch 1 (pp. 1-49)
Week 4	9/19	Organize Speaking Activity/ Library Research Workshop Location: Reeves Library	•Read N&D, Ch 2 (pp.51-86)
Week 5	9/26	Academic Integrity	• Read N & D, Ch 2 (pp. 86-119)
Week 6	10/3	Study Abroad Presentation Cohen Lecture: Class Community Event	•Essay 1 DUE (Respond to one of the following questions in N&D: # 4, 7, 8 or 10)
<i>Fall Break: No class this Week.</i>			
Week 7	10/17	Stress Management	<ul style="list-style-type: none"> • Questions for next week's panel •Essay 2 DUE: What does it mean to study the "liberal arts"?

	Date	Topic	Assignment(s) DUE
Week 8	10/24	Alumni Panel: On Careers	<ul style="list-style-type: none"> ●Read N&D Ch.3 (pp.121-150) ●Essay 3 DUE (Respond to one of the following questions in N&D: #5,11,14 or 15)
Week 9	10/31	Self Directed Search (SDS)	<ul style="list-style-type: none"> ●Completed SDS packet ●Read N & D Ch 3 (pp.151-191)
Week 10	11/7	Registration Meeting	<ul style="list-style-type: none"> ●List of 6 courses with rationales ●Essay 4 DUE (Respond to one of the following questions from N&D: # 3,9,12 or 13)
Week 11	11/14	Team Building	<ul style="list-style-type: none"> ●Scored Myers-Briggs DUE ●Essay 5 DUE (Respond to one of the following questions from N&D: # 2,6,16,or 17)
Week 12	11/21	Discussion: <i>Nickel & Dimed</i>	<ul style="list-style-type: none"> ●Read N & D course journal ●SDS Assignment DUE
Week 13	11/28	Group Presentations	<ul style="list-style-type: none"> ● Finalize group presentation ● Bibliography DUE
Week 14	12/5	End of term buffet dinner at Dr. Toedter's house [transportation provided]	<ul style="list-style-type: none"> ●Essay 6 DUE: Reaction to Team Building exercise

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.