

## **Introduction to College Life: Emerging Leaders Fall, 2007**

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Student Advisor: Amanda Strausser

### **Course Description:**

This is a half unit (0.50) course requirement whose primary goals are 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 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.

In addition, the meaning of leadership within the context of liberal education will be explored through dialogue, reflection, and experiential journeys. Critical thinking and problem-solving strategies will be promoted throughout the course.

### **Intended Student Learning Outcomes:**

#### **1. Prepare for College Life at Moravian College**

Student Outcomes: Upon completion of the course, students will:

- a. Become familiar with college policies related to their role as students and members of the Moravian College community
- b. 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:

- a. Identify and understand the general goals and purposes of the liberal arts and sciences tradition for individuals within society.
- b. 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:

- a. Articulate their specific goals, objectives, and plans for their personal education.
- b. 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:

- a. 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.
- b. 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:

- a. 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.
- b. Engage in a variety of coping skills that work best for them in challenging situations.
- c. Pursue their personal goals and handle the challenges of adjustment to college with greater confidence and efficacy.

## **6. Leadership Skills**

Student Outcomes: Upon completion of the course students will be able to;

- a. Demonstrate leadership skills within the context of a liberal arts education.
- b. Organize and implement a community service project meeting the needs of a specified population.

### **Course Policies:**

#### **Attendance and Participation**

In order for the student to meet the stated outcomes of this course, class attendance and participation is required. This statement is based on our philosophy that in order to make a successful transition to college life, active participation and engagement within the class are critical. Some classes will involve group activities, guest speakers, panel presentations, and reflective writing/dialogues. If the student misses a class, points will be deducted from the overall grade. There are no excused/unexcused absences. An absence from a class is counted as an absence because a learning opportunity has been lost. Students should come to class prepared and ready to discuss the assigned reading.

#### **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**

Plagiarism and cheating will not be tolerated. Plagiarism is the use of someone's work and the misrepresentation of the work as your own. Examples of plagiarism is failure to properly cite an author's work; using the author's words/thoughts as one's own; purchasing a paper from a professional service; using illustrations without citation etc. If uncertain about what constitutes plagiarism, it is the student's responsibility to seek clarification from the professor, librarian, or writing center.

Because of the no tolerance policy, ignorance of the policy is not acceptable. If there are grounds for suspicion of plagiarism, the assignment will be forwarded to the Dean of Academic Affairs. Please review Moravian College's policy on academic honesty found in the Student Handbook. Infractions will be subject to the consequences outlined in the Student Handbook.

### **Course Grade Analysis**

In order to facilitate fairness among all sections of Introduction to College Life (ICL), course grading principles have been standardized for all sections. The course is weighted as a 0.5 unit course. The course is designed to promote active participation and engagement. If the student is committed; attends all classes; and satisfactorily completes all assignments; the grade will reflect the effort!

Both the student advisor and instructor will review the submitted assignments and track your "earned" points over the semester.

Components of Course Grade/Course Requirements:

- Attendance and participation in scheduled classes
- Completion of personal reflection papers
- Attendance and written summary of community events
- Speaking Assignment
- Scheduling, preparing, and attending advising meeting
- Service Project

### **Descriptions of Course Requirements**

#### **Attendance/Participation Grade:**

The student will earn 20 points for each class up to a maximum of 300 points. Attendance is operationally defined as completing the assignments/reading prior to the class and contributing to the class discussion. Students who arrive late or leave early will have points deducted from the possible 20 points for that day. There is no "make up" work for a missed class day.

#### **Personal Expressive/Reflective Papers**

Reflective learning enables the student to think about an experience and possibly find meaning generated from the experience. The reflection papers will be assigned over the course of the semester and "prompts" and/or questions will be developed by the instructor and student advisor. Each satisfactory paper will earn 50 points. The instructor/student advisor has the right to award partial credit for work that does not meet the standards of the assignment. The instructor reserves the right to return an unsatisfactory paper and require revision and resubmission.

Failure to submit the paper on the assigned date will result in a grade no greater than 20 for the assignment.

Satisfactory completion of 5 reflection papers will earn a maximum of 250 points.

#### **Attendance and Written Reaction Paper for Community Events**

In an attempt to encourage students to learn more about the College community as well as the local community, students are required to attend **5** community events throughout the semester. The first event required of this class is attendance at the presentation by the author of the common summer reading, The Glass Castle. Since this is a significant community event, the event is worth 60 points. On Thursday September 6<sup>th</sup>, Dr. Ayers will deliver a public lecture at 7:00pm in Prosser Auditorium. The lecture is titled: "Free

Minds, Free People: Teaching and Learning in a New Age.” Students will meet at 5:45 pm in Rau Hassler for “Pizza/Introduction to Walking/Talking” prior to this required presentation. The third scheduled community event is scheduled for Tuesday October 16, 2007. Dr. Sara Fry, an ethics scholar, will present “Moral Leadership: Global Health” at 5:30 pm in Prosser Hall with a reception follow in the UBC located in the HUB. Students will attend “Follow Your Passion,” by Chad Crittenden (*Survivor*) on Wednesday, September 26<sup>th</sup> at 7:30 pm. Finally on October 29<sup>th</sup> students will attend “Wake Up Inspired: New Road Rules” presented by Marian Baker at 8 pm in Prosser Auditorium. All community events are worth 35 points each. Students will be required to write a reaction paper in response to the community event. The paper should be approximately 250 words and are due within 1 week of the event. It is important to convey thoughts in a clear manner especially your insights. Please send the paper as an attachment to the student advisor, Amanda Strausser. The instructor/student advisor has the right to award partial credit for work that does not meet the standards of the assignment. They reserve the right to return an unsatisfactory paper and require revision and resubmission.

Failure to submit the paper on the assigned date will result in a grade no greater than 20 for the assignment. There is no paper requirement for The Glass Castle. Attendance at 5 community events and the submission of 4 satisfactory reaction papers will earn a maximum of 200 points.

### **Speaking Assignment**

The Learning in Common Curriculum has mandated a Speaking across the Curriculum component for every student. The instructor will attempt to create an environment that is conducive to open discussion and promotes dialogue among all. The instructor/student advisor will select a format to help the student meet this requirement. As part of the Introduction to College Life course, each student in every section participates in at least one activity that requires speaking before the class. The formal speaking assignment will be an individual, brief (approximately 3 minutes) presentation modeled after the "This I Believe" essay program sponsored by National Public Radio (NPR). Information about "This I Believe" can be found at [www.npr.org](http://www.npr.org). Informally, in each class session we will spend the first few minutes doing a get-acquainted activity called "Any Old Bag Will Do" The total point value that can be earned for this requirement is 100 points.

### **Scheduling, Preparing, and Attending Advisement Meeting**

The student is responsible for scheduling an individual advising meeting prior to registration for the Spring Semester. The dates for registration vary for Add Venture students, Comenius scholars, and all other students. Students must assume accountability for the following steps:

- Review the LinC curriculum and prepare for the meeting
- Review the College Catalog for specific course requirements related to your anticipated major.
- Select 5-6 courses that you would like to register for (Most students will only enroll in four full unit courses; however, the courses you select may “close” and it is ideal to have a “back-up” plan ready.
- Design a schedule in which there are no conflicts in class times. Athletes should not schedule sixth period classes.
- Complete the pre-registration form **prior** to your meeting with your advisor.

Sixty points will be awarded to students who schedule, prepare for, and attend this meeting.

**Class Service Project:**

Students will identify a population within the local community in order to design and implement a community service initiative. Students will work in randomly selected groups of 6 under the advisement of Dr. Scholtz and Amanda Strausser. Additional information will be provided regarding this requirement. The total point value for this requirement is 100 points.

**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-
< 600	=	F

**Required Readings:**

Matusak, Lorraine. (1997). *Finding Your Inner Voice: Learning to Lead Anywhere You Want to Make a Difference*. San Francisco: Jossey Bass Publishers.

Additional readings will be distributed in class.

**Dates, Assignments and Topics**

Date	Topic
Week # 1 August 29	Course Introduction/Reflective Journaling "Any Old Bag Will Do" Dr. Scholtz and Amanda Strausser"

<p>Week #2 September 5</p> <p>September 6 Meet in Rau Hassler Lounge</p>	<p>"What is this thing we call leadership?" Leadership component will be addressed. Presented By Dr. Michelle Schmidt" Leadership Center Read Chapters 1-3 <u>Finding Your Voice</u></p> <p>5:45 pm: Meet for Pizza Party/ Introduction to Walking/Talking Theme. Attend Dr. Ayers presentation: "Free Minds, Free People" People:Teaching and Learning in a New Age." (Community event #2)</p>
<p>Week # 3 September 12</p>	<p>College Life Issues and Transitions: Student to Student Dialogue Amanda Strausser. Discuss Chapters 1-3 Reading</p>
<p>Week # 4 September 19</p>	<p>The Liberal Arts and Liberal Education - what it means, and why it matters. Read <a href="http://history.wisc.edu/cronon/Writings/Cronon_Only_Connect.pdf">http://history.wisc.edu/cronon/Writings/Cronon_Only_Connect.pdf</a>. Presenter: Dean Jim Skalnik</p>
<p>Week # 5 September 26</p> <p>September 29 Noon- 3pm</p>	<p>Read Chapter 7: "Practicing Effective Communication" in <u>Finding Your Voice</u> Dealing with Difficult People: Dr. Pamela Adamschick (in class) Chad Crittenden presentation "Follow Your Passion" @ 7:30 pm. (Community event #3)</p> <p>Walking and Talking Tour I Led by Drs Denton-Borhaug and Ryan. Journal entries due pre and post walk to Dr. Scholtz</p>
<p>Week # 6 October 3</p>	<p>Read Chapter 4 &amp; 5 "Use Your Internal Compass" in <u>Finding Your Voice</u></p>
<p>Week # 7 October 10</p>	<p>Alumni Panel (This will be held on October 17 at 7:00 pm in Prosser Auditorium in lieu of this class time)</p>
<p>Week # 8 October 16 @ 5:30 pm Prosser Auditorium *** Tuesday</p>	<p>"Moral Leadership in Global Health," Presented by Ethics Scholar Dr. Sara Fry (Community Event #4)</p>

Week #9 October 24	Study Abroad: Dr. Jennifer Creamer
October 27 1-5 pm (Dinner Included)	Walking and Talking Tour #2 Led By Drs. Hartshorn and Lempa Journal entries due pre and post walk to Dr. Scholtz
Week # 10 October 29	“Wake Up Inspired:New Road Rules.” Presented by Marian Baker at 8:00 pm in Prosser Auditorium (Community Event #5)
October 31	Spring Registration Advisement by Appointment
Week # 11  November 7	Student Presentations: “This I Believe” (Graded Speaking Assignment)
Week #12 November 14	Group Discussion facilitated by Emerging Leaders Faculty Reflective Journal on the discussion due Week #13
Week #13 November 21	<b>No Class. Happy Thanksgiving</b>
Week #14 November 28	TBA
Week #15 December 5	Learning Community Wrap Up