

# Introduction to College Life

Fall, 2007

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## **COURSE DESCRIPTION:**

The primary goal of this course is 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 ADVISOR:**

Welcome to Moravian College. As your student advisor my goal is to help guide your experience at Moravian and help you to become acquainted with all that Moravian has to offer. I will attend every ICL (LinC) class throughout the semester and really look forward to getting to know all of you on a personal level. The first year of college can be very challenging. As your student advisor, I am here to help guide you through all the struggles and successes of being a first year student with hopes that it will be a positive experience for all of you. I am available at any time and I *strongly* encourage you to contact me with any questions or concerns. I can be reached via Email: [Stjmg07@moravian.edu](mailto:Stjmg07@moravian.edu); AIM: Xouchh; or Cell Phone: 610-844-6064.

## **COURSE POLICIES and GRADING PROCEDURES:**

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.

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

### **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 others I will design. Each of these assignments is worth 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 the submission does not clearly demonstrate acceptable college level work. Additionally, I may also 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.

I will provide you specific instructions in each class in regard to each reflection paper assignment.

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

This is a heavily weighted component of the course. This reflects my 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 the lecture by Jeanette Walls, author of *The Glass Castle*.

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, this paper submission is worth 60 points. Other community event write-ups turned in during the remainder of the semester will be worth 35 points. This assignment is your first chance to communicate using the written word with me. Make your submission something that you are proud of. It is also the first opportunity for me to get a feel for your writing ability and for your ability as a college student. This will help me to provide you guidance throughout the semester and as your academic advisor throughout the year.

The write-up for the Jeanette Walls, The Glass Castle, community event (250 words minimum) is due on Thursday, April 30, 2007 during our class meeting time. The write-up should be a high quality submission, typical of what one could expect from a successful college student. Your submission may be turned back to you for additional work if you do not use proper grammar, spelling, and punctuation or the paper does not clearly demonstrate acceptable college level work.

Two or more of these community events will be designated as class community events that we will go to together. I 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 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 should be typical of what one could expect from a successful college student. I may 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 automatically qualifies. In addition, I may 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. **It is due November 15th.** 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. To complete the speaking requirement for this course, students will do the following:

Students will make a 3-5 minute oral presentation to the class on the theme, "Any Old Bag Will Do." Each student will be asked to fill a bag with three items. The bag and each item should symbolize something about the student's life: the first item should describe something about the student's past. The second item should relate to something about the student's present, and the third item should explain something about the student's future goals. The bag should also symbolize the speaker in some way. You should look for innovative items that will give the class insight into your interests, values, hobbies, job goals or concerns. Create an effective introduction and conclusion with sound transitions to connect the major points of the presentation.

The total point value that can be earned for this component of the course is 100 points.

### **Scheduling, preparing for, and attending individual meeting**

In October, I will ask you to arrange for an individual meeting with me preceding registration for the spring semester. As part of this process it is critical that you both understand the LinC curriculum and thoughtfully prepare for this meeting with me. 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 during our meeting. 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.

### **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 2:00 pm – 4:00 pm

I am available by appointment anytime. Call 610-861-1368 and ask Ms. Eileen Grasso to make an appointment for you to see me.

### **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 Texts**

Walls, Jeannette.. (2005). *The Glass Castle*. New York: Scribner

Lawry, John D. (1999). *College 101 – A First Year Reader*. New York: McGraw-Hill College

Moravian College Student Handbook

Moravian College Catalog

Additional Readings handed out in class

### **Note:**

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

Please 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.

### Class Schedule

Class Date	Assignment
Sunday, August 26, 2007	Common Summer Reading Discussion & Community Event with Author Jeanette Walls <ul style="list-style-type: none"> <li>▪ Writing Assignment - Community Event Reflection Paper is due on August 30th</li> </ul>
Monday, August 27, 2007	Exploring Reeves Library – Meet the librarians and learn about the resources available to you. <ul style="list-style-type: none"> <li>▪ Please report directly to Reeves Library at 7:00 pm, and remember to sign in!</li> </ul>
Thursday, August 30, 2007	Welcome to Class <ul style="list-style-type: none"> <li>▪ <b>Writing Assignment Due:</b> Turn in Jeanette Walls Community Event paper</li> <li>▪ Introductions</li> <li>▪ Review Syllabus, assignments and class schedule</li> </ul>
<b><i>September 4, 2007 – LAST DAY FOR DROP/ADDS</i></b>	
Thursday, September 6, 2007	Review of College Policies <ul style="list-style-type: none"> <li>▪ Reading Assignment:               <ul style="list-style-type: none"> <li>○ Moravian Student Handbook and p. 7-62 of the Moravian College Catalogue</li> <li>○ College 101 text -Readings 1, 3, 6</li> </ul> </li> <li>▪ <b>Writing Assignment Due:</b> Turn in Reflection Paper #1 Subject: Your First Week of College Life</li> </ul>
Thursday, September 13, 2007	Time Management Presentation by Ms. Angela Lutzi, Office of Learning Services <ul style="list-style-type: none"> <li>▪ Reading Assignment:               <ul style="list-style-type: none"> <li>○ College 101 text: readings 12, 13,</li> </ul> </li> </ul>
Thursday, September 20, 2007	<ul style="list-style-type: none"> <li>▪ Reading Assignment:               <ul style="list-style-type: none"> <li>○ College 101 text: reading#19</li> </ul> </li> <li>▪ <b>Writing Assignment Due:</b> Turn in Reflection Paper #2 Subject: First Impressions.....</li> </ul>
Thursday, September 27, 2007	Mid Terms are coming....Are you ready?
Thursday, October 4, 2007	Diversity Presentation by Ms. Sharon Brown, Director of Institutional Diversity and Multicultural Affairs <ul style="list-style-type: none"> <li>▪ <b>Writing Assignment Due:</b> Turn in Reflection paper #3 - How are things going for you?</li> </ul>
<b><i>October 8-9 – NO CLASSES (Fall recess)</i></b>	

Thursday, October 11, 2007	Personal Growth & Development <ul style="list-style-type: none"> <li>▪ Reading Assignment:             <ul style="list-style-type: none"> <li>○ College 101 text: reading# 25 and 26</li> </ul> </li> </ul>
Thursday, October 18, 2007	<ul style="list-style-type: none"> <li>▪ <b>Writing Assignment Due:</b> Turn in Reflection Paper #4 – Describe yourself 4 years from now.</li> </ul>
<b>Tuesday, October 23, 2007 Community Event – Cohen Lecture, 7:00 pm, Johnston Hall</b>	
Thursday, October 25, 2007	Registration Meetings <ul style="list-style-type: none"> <li>▪ There will be no class scheduled today; instead, I will meet with each of you individually over the course of this week to discuss your schedule for the Spring semester</li> </ul>
Thursday, November 1, 2007	Dean Jim Skalnik – Liberal Education <ul style="list-style-type: none"> <li>▪ Reading Assignment             <ul style="list-style-type: none"> <li>○ College 101 text: reading #9</li> </ul> </li> <li>▪ <b>Writing Assignment Due:</b> Cohen Lecture Community Event Paper Due</li> </ul>
Thursday, November 8, 2007	Academic Integrity – Ms. Beth Fuchs, Reeves Library <ul style="list-style-type: none"> <li>▪ Reading Assignment             <ul style="list-style-type: none"> <li>○ College 101 text: reading #17</li> </ul> </li> </ul>
<b>November 9, 2007 – LAST DAY FOR “W”</b>	
Thursday, November 15, 2007	Jennifer Creamer – Study Abroad <ul style="list-style-type: none"> <li>▪ <b>Assignment Due:</b> Personal Education Plan (PEP)</li> </ul>
Thursday, November 22, 2007	THANKSGIVING - BREAK NO CLASS!
Thursday, November 29, 2007	<ul style="list-style-type: none"> <li>▪ <b>Writing Assignment Due:</b> <ul style="list-style-type: none"> <li>○ Turn in Reflection Paper #5 - Subject: Foreign Travel</li> </ul> </li> <li>▪ Reading Assignment             <ul style="list-style-type: none"> <li>○ College 101 text: reading #47</li> </ul> </li> <li>▪ Speaking Assignments Due</li> </ul>
Thursday, December 6,	Speaking Assignments Due

2007	<ul style="list-style-type: none"> <li>▪ Reading Assignment <ul style="list-style-type: none"> <li>○ College 101 text: reading #47</li> </ul> </li> <li>▪ <b>Writing Assignment Due:</b> Turn in Reflection Paper #6 – Looking Back...One semester down, seven to go!</li> </ul>
December 10, 2007	CLASSES END
December 12-14, 17-19	FINAL EXAMS