

Moravian College

Introduction to College Life

Fall, 2007

Period: R5b – Thursdays, 10:20 – 11:30 AM Room HOSCI 123

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STUDENT ADVISOR:
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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.

STUDENT ADVISOR COMMENT:

I am a junior at Moravian College this year. I have lived in Bethlehem all of my life, and when deciding to go to college, Moravian most appealed to me because both my Grandfather and Dad graduated from Moravian, it was small (I love the close family atmosphere of the college!), it was close to home, and Moravian has an excellent teaching reputation. I love being a student at Moravian! Currently, I am a Historical Studies major, and plan to seek certification in elementary and secondary education. I like to work-out in the gym and play intramural volleyball here at Moravian. I am also a student advisor, TLC mentor, 26-Points Student Ambassador, and a member of Phi Alpha Theta. I love working with people, I am so excited to be your student advisor for your freshman year! If you need anything please don't hesitate to contact me!

Matt Velekei '09
Student Advisor

Course Objects/Intended Student Learning 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.

COURSE POLICIES and GRADING PROCEDURES:

To ensure fairness across different sections of the Introduction to College Life course, grading principles are standardized for all sections. The workload expectations for students will also be comparable across sections. The course is graded and weighted as a half unit course. The final grade is totally determined by the student's willingness to become actively involved in this course that is aimed at enhancing the college experience. Please make sure that you understand the student expectations in the course in order to earn a solid grade in the course. As long as you commit to course involvement and meet the expectations for the course you can guarantee yourself a strong grade in at least this

one course in your first semester at college. Your instructor’s energy will be primarily on helping you get the most out of this course and in helping you to get off to a good start in college. This should also allow you to develop a positive working relationship with your new academic advisor. This also means that your ICL instructor will not be grading, per se, each assignment that you complete for the course. With respect to grades your instructor will be functioning much like a bookkeeper and keep track of the points you have earned over the course of the semester. It is suggested that you track your performance over the course of the semester as well so that you know exactly how you are performing in this course. Final grades will be calculated by summing up the earned 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. Each of which is explained below.

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|--|------|
| <i>Attendance and participation in scheduled classes</i> | 30% |
| <i>Completion of 6 outside of class short personal reflection papers</i> | 24% |
| <i>Attendance and reaction paper to community events</i> | 20% |
| <i>Development of a personal education plan or alternative</i> | 10% |
| <i>Participation in a speaking assignment</i> | 10% |
| <i>Scheduling, preparing for, and attending individual meeting</i> | 6% |
| | 100% |

Attendance and participation in scheduled classes

This is the most heavily weighted component of the course. This reflects the expectations 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 is no way to make it up. So each course has 14 formal class meeting times, one during fall orientation to discuss the common summer reading and 13 seventy-minute classes, meeting once a week through out the semester.

You will earn 21.4 points for each class up to a maximum of 300 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 21.4 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 solid grade. Attending all classes earns you 300 points, the equivalent of a 100 on a test that counted 30% of your final grade. It is the responsibility of each individual student to sign the class roll circulated at each session.

Personal Reflection Papers

Each of you will have six opportunities over the course of the semester to generate personal reflection papers (minimum of 250 words). Some of these will be related to the reading assignments and your instructor will design some. A guideline for the reflective paper will be provided in class. Each of these assignments, if deemed acceptable and handed in on time, will earn 40 points. Late personal reflection papers can only earn 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 writing assignment. 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 of their due dates in class. Handing in six acceptable personal reflection papers on time will earn you 240 points, the equivalent of a 100 on a test that counted 24% 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 the 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 as class community events that you all go to together. Your 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 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 reaction paper (250 words minimum) is due within one week of the date of the event. While these writing assignments 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. As long as a good faith effort is made full point value (35 points) will be earned. If the writing assignment for 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 reaction paper 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. The Course Schedule attached to this syllabus list a variety of programs that may be selected by the student to meet the community event requirement. Additional program offerings will be announced by the course instructor throughout the semester. A student may seek instructor pre-approval of other community program offering.

Letter to My Family (Alternative Assignment to the 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. Your instructor will provide you with the details of this plan/assignment that you will be completing for this course. As long as it is handed in on time and your instructor deems it of acceptable quality you will earn 100 points for completing this component of the course. A PEP/alternative assignment 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. In this section you will be asked to participate in an exercise of personal self-disclosure – “*What’s in Your Bag*”? The total point value that can be earned for this component of the course is 100 points. Depending upon which format is chosen; your instructor will clearly delineate what is required of you to earn the maximum number of points. Your speaking presentation is already scheduled in the syllabus, be sure to note this date and be ready with your assignment. See guidelines below.

Guidelines for Self Discovery Oral Presentation Assignment *What's in Your Bag?*

Select a bag (reflective of your personality, e.g. shopping, grocery, cloth sack, gym, etc). Then place in the bag, exactly five (5) items (no more/no less) exemplary or revealing about yourself. Never reveal anything about yourself that is sensitive, private, or socially inappropriate. A list of suggested topics for inclusion will be distributed in class. You will have five (5) minutes to use the bag and items to introduce yourself and share something about yourself. The objective of this exercise is sharing self discovery.

Scheduling, preparing for, and attending individual meeting

Your instructor will ask you to arrange for an individual meeting with her/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 with your academic advisor. 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 with your advisor. You will also write down an explanation for why you chose each of these courses as possibilities. A form for this purpose will be provided. It is your responsibility to thoughtfully fill this out and bring the form 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.

Earned Point Value Conversion to Letter Grade 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 |

Fall '06 Sipple Office Hours

Contact Matt at cell #/610-751-2892

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|-----------|------------------------------|
| Mondays | 9:00 AM – 4:00 PM |
| Tuesday | Off campus/clinical teaching |
| Wednesday | 9:00 AM – 3:00 PM |
| Friday | No Office Hours |
| Saturday | Occasional 12:00 – 2:00 PM |
| Other | By individual appointment |

LEARNING DISABILITY ACCOMODATIONS

Students who wish to request accommodations in this class for support of learning disabilities and/or ADHD, should contact 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

The value of honesty, integrity, and accountability for one's own creative work is prized in the liberal arts learning environment of Moravian College. Students are expected to learn correct methods for credit citation of others work when speaking and writing.

Plagiarism

For clarity of communication, 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 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 College Student Handbook. In the event of a suspected infraction – in fairness to your peers and the standards of the college – it is the instructor's responsibility 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.

WRITTEN ASSIGNMENTS & SUBMISSION

Written papers are required in a word processed black ink, readable type font (12 pt size). Multiple pages must be stapled with the student's name/date on each page. Students may submit written assignments in hard copy or by electronic means (Email attachment). By hard copy: Using this method the submission is expected at the beginning of the class session on the due date. If the assignment is due on a date that the course does not meet, it must be delivered under Sipple's office door in a sealed envelope. By electronic method: Using this method the submission is expected by 12:50 PM on the due date.

REQUIRED READINGS

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

Moravian College Student Handbook 2007 - 2008

Moravian College Catalog 2006-2008

(New catalogs 2006-2008 will be distributed when available from the printer)

Gottlieb, Daniel. (2006). *Letters to Sam*. New York: Sterling Publishing Co.

Additional Readings handed out in class

Course Notes:

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

While I will try to hold to the course syllabus schedule it is subject to change over the course of the semester. Early announcements of such change will be made as timely as possible. Please be attentive to your email and telephone messages from me over the semester.

It is unusual for classes at the College to be cancelled. Should this occur there will be widespread campus announcements will be made. Weather related alterations in class schedules are posted on the college website and announced by email. Since there are two individuals leading this course, class cancellation due to instructor illness should not occur. However, if this is the case you will be sent an email as far in advance as possible or a note will be posted on the classroom door at the scheduled class time.

End of syllabus