

Introduction to College Life

LINC 100.2 N Fall, 2007

Fridays, 8:50-10 am

INSTRUCTOR: Dawn Ketterman-Benner

Office Phone #: 610-861-1530

Home Phone 610-865-4794

Office: Johnston Hall

Office Hours: Mon. & Wed. 10am-2pm

FAX #: 610-625-7954

E-Mail: medmk01@moravian.edu

STUDENT ADVISOR: Josh Beri

Cell Phone #: 610-533-6238

AIM Screen Name: AtomicTenor

E-mail: JBer86@yahoo.com

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:

Respect, respond and relate. These are the three main actions that I feel are vital to being your Student Advisor. Being that I have lived the freshman experience already, my goal is also to relate to the individuals of this class to my fullest ability so that this adjustment goes as smooth as possible for all of you. Whether it be how to get involved around campus, directions to a class, questions about assignments or resources or just someone to talk with, I am readily available. Please trust that whatever you may need to approach me about, I will respond in a serious way (appropriate to the situation, of course.. It's not all seriousness with me!) and I will respect your privacy. I am anxious to come to know all of you as individuals and to make this LinC course a positive experience in your first semester of college. Please do not hesitate to come forward with any questions or comments. I look forward to being a part of this new adjustment with all of you.

Josh Beri (with a little help from Amy Neff, MY student advisor)

COURSE POLICIES and GRADING PROCEDURES:

To ensure fairness across different sections the course grading principles are standardized for all sections. The workload expectations for students will also be comparable across sections. The course is graded and is weighted as a half unit course. The final grade is totally 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. 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. This should also allow you to develop a good open 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 doing in this course. Final grades will be calculated by summing up the 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.

<i>Attendance and participation in scheduled classes</i>	<i>30% (300 points)</i>
<i>Completion of 6 outside of class short personal reflection papers</i>	<i>24% (240 points)</i>
<i>Attendance and write-ups of community events</i>	<i>20% (200 points)</i>
<i>Development of a personal education plan or substitute assignment</i>	<i>7% (70 points)</i>
<i>Participation in a speaking assignment</i>	<i>10% (100 points)</i>
<i>Scheduling, preparing for, and attending individual meeting</i>	<i>5% (50 points)</i>
<i>Participation in the library orientation session</i>	<i>4% (40 points)</i>

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 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 15 formal class meeting times, one during fall orientation to discuss our common summer reading and 14 seventy-minute classes, meeting once a week throughout the semester.

You will earn 20 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 20 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 300 points, the equivalent of a 100 on a test that counted 30% of your final grade.

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. 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 write-up. 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** in addition to attending the author's presentation during orientation.

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. As long as a good faith effort is made full point value (35 points) will be earned. If the write-up of 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 write-up on each on time earns you 200 points, the equivalent of a 100 on a test that counted 20% of your final grade.

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. Instructors have the option of choosing one of three formats (a group presentation, participation in a debate, or an exercise that involves personal self-disclosure) for helping you to meet this requirement. 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.

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. Your instructor 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

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 READINGS

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

College Student Handbook

College Catalog

Nathan, Rebekah (2005). *My Freshman Year*. England: Penguin Books

Additional Readings handed out in class

Note:

Please note that it is within the instructor's 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.

