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Introduction to College Life (section O)

Main	Objectives	Policies	Syllabus	Assignments	Kanizeh Visram	Prof. Jones
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Well, here it is: the website for our section of LINC100.2. This first page is rather a bore, but this is where you'll see reminders, deadlines, announcements, etc.

Spend some time exploring what's here, and let [Prof. Jones](#) if anything doesn't work properly.

By the way, the texts for this section of LINC100.2 are:

My Freshman Year: What a Professor Learned by Becoming a Student by Rebekah Nathan

and

College Rules! How to Study, Survive, and Succeed in College (2nd edition) by Sherrie Nist-Olejnik & Jodi Holschuh.

OBJECTIVES

We faculty members aren't spending all this time with you just for kicks and giggles: we believe that this course will help you succeed at Moravian, and beyond. More specifically, these are the outcomes we hope for:

Preparation for College Life at Moravian

Upon completion of the course, students will:

- have become familiar with college policies related to their roles as students and members of the Moravian College community.
- understand the expectations and responsibilities of being a college student and a member of the Moravian College community.

Introduction to Liberal Education

Upon completion of the course, students will be able to:

- identify and understand the general goals and purposes of the liberal arts and sciences tradition for individuals and society.
- articulate the value of liberal learning for their own personal and professional success.

Individual Planning for Education at Moravian College and Beyond

Upon completion of the course, students will be able to:

- articulate their specific goals, objectives, and plans for their personal education
- execute strategies and develop tools to help them renew and revise these plans in the future.

Academic Survival Skills

Upon completion of the course, students will be able to:

- demonstrate intellectual skills which should result in greater personal, professional, and academic success, including (but not limited to):
 - - effective study skills
 - time management
 - goal setting
- pursue their educational goals with greater confidence and efficacy.

Personal Coping Skills

Upon completion of the course, students will be able to:

- identify and understand aspects of themselves that will affect their personal well-being and academic success:
 - - learning styles
 - communication styles
 - coping styles
 - personal values
 - cultural values
- employ a variety of coping skills that work best for them in challenging situations
- pursue their personal goals and handle the challenges of adjustment to college with greater confidence and efficacy.

POLICIES

Attendance

It is extremely important that you attend every class meeting of Intro to College Life. We want this to be a heavily discussion-based class, and your input is important to me, to your classmates, and especially to you.

Grading

Grading in this course will focus on a number of different things:

class participation	210 points
submitting six PRPs	50 points each = 300 points
attending five Community Events and submitting five ERPs	35 points each (60 for ERP#1) = 200 points
completing your PEP	100 points
preparing and giving a speech in class	100 points
scheduling, preparing for, and attending an individual advising meeting	50 points
attending a library orientation session during Fall Orientation	40 points
total	1000 points

Here is the grading scale for all sections of ICL:

numeric grade	letter grade
930 - 1000	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-

Just to review, this is what the Student Handbook has to say about grades:

A and A-

These grades are given for achievement of the highest caliber. They reflect independent work, original thinking, and the ability to acquire and effectively use knowledge.

B+, B, and B-

These grades are given for higher than average achievement. Evidence of independent work and original thinking is expected.

C+, C, and C-

These grades are given when the student has devoted a reasonable amount of time, effort, and attention to the work of the course and has satisfied the following criteria: familiarity with the content of the course, familiarity with the methods of study of the course, and active participation in the work of the class.

D+, D, and D-

These grades are given for unsatisfactory work, below the standard expected by the College. They indicate work which in one or more important aspects falls below the average expected of students for graduation. The work is, however, sufficient to be credited for graduation, if balanced by superior work in other courses.

Late Assignments

Handing in things late is a pain. Don't do it. Stay on top of your assignments, in all your classes, and it won't happen. In this class, missing a deadline means that you can earn at most half of the possible points for that assignment: 25 points for a PRP, 20 points for an ERP, 50 points for your PEP. Each assignment that is deemed **unacceptable** will be returned and may be re-submitted with the normal late penalty.

Reading

It is important that you do the reading assigned for any given session (see the [Syllabus](#)) in advance. Discussion of the material is a critical part of the course, and if you haven't read that day's material, you're depriving yourself and your classmates of your most informed and considered opinion.

Studying Together

I encourage you to study together for this course as much as you can. Discuss the readings, discuss Community Events, discuss the discussions: it's all fair game. There are no exams for this course, so don't feel that this is "cheating" somehow. That said, you should nonetheless **definitely** review the College's policy on Academic Honesty:

Academic Honesty

I adhere to the [Academic Honesty policy](#) of the College. There is nothing more important to me than personal integrity — not education, not happiness, not chocolate, nothing — and I conduct myself and all of my classes in that spirit. If you're not familiar with College policy, you should be.

Part of the College's policy states that "Students may not collaborate during an in-class examination, test, or quiz, nor work with others on out-of-class assignments, exams, or projects unless expressly allowed or instructed to do so by the course instructor." As I mentioned above, in my section of LINC 100.2 I encourage you to collaborate as much as you like. Collaboration is the lifeblood of scholarship, and as long as you give credit where credit is due, you can only benefit from it.

SYLLABUS

Session number	Date	Topic	Reading
1	Sun., Aug. 26	<i>The Glass Castle</i>	<i>The Glass Castle</i>
2	Fri., Aug. 31	Organizational Meeting	
3	Fri., Sept. 7 ¹	College Rules & Computers and the Network at Moravian	Moravian College Catalog & the Student Handbook bring your network login and CampusWeb letters, your ID card, and the ResNet CD
4	Fri., Sept. 14	Academic Integrity	<i>College Rules!</i> pp. 245–247 <i>My Freshman Year</i> pp. 123–129 Moravian's Student Handbook pp. 27–32
5	Fri., Sept. 21	Adjusting to College	<i>My Freshman Year</i> pp. 90–97, 107– 113, 116–123 <i>College Rules!</i> chapters 1, 2, 6, & 9
6	Fri., Sept. 28	The Meaning of a Liberal Education	this 6-page article
7	Fri., Oct. 5	Personal Development	<i>My Freshman Year</i> pp. 21–27, 32– 40, 129–131
8	Fri., Oct. 12	Community & Diversity	<i>My Freshman Year</i> pp. 41–66
9	Fri., Oct. 19	[no class meeting; individual advising meetings]	
10	Fri., Oct. 26	How to Study	<i>College Rules!</i> chapters 7, 10, 19, 21, 22, & 23

11	Fri., Nov. 2	Study Abroad	<i>My Freshman Year</i> pp. 67–89
12	Fri., Nov. 9	student presentations	<i>College Rules!</i> ch. 20 read this WELL IN ADVANCE!
13	Fri., Nov. 16	student presentations	
	Fri., Nov. 23	No Class (Thanksgiving Break)	
14	Tues., Nov. 27	Alumni Panel	<i>My Freshman Year</i> pp. 97–106, 153– 156 <i>College Rules!</i> ch. 5 "Major Decisions" (Burtchaell)
	Fri., Nov. 30	2nd community event: Historic Bethlehem tour	

¹Note that for this session we will meet in Memorial 202.

Life is fluid, so this syllabus is subject to change. I don't anticipate any significant deviations, but remember that it's written in electrons, not stone.

ASSIGNMENTS

This class is a bit self-contradictory. In some sense, it's pretty easy to get a good grade: 11 short papers, a few reading assignments, go to a handful of events, show up for class and talk.

On the other hand, many of you may find this a very ... *challenging* class. You're expected to think, and as Bertrand Russell once observed, "Some would sooner die than think. In fact, they often do."

One of the unspoken objectives of this course is to limber up your thinking muscles, muscles which are going to get a major workout over the next four years and, if we all do our jobs, the rest of your lives.

In this class, any assignment which must be turned in may be typed, word-processed, or handwritten (as long as it is legible).

Event Reflection Papers

There are a number of very short papers which will be required of you for this course. Five will be on the Community Events you attend. These "Event Reflection Papers" (or "ERPs") are to be at least 250 words long, and may be submitted via email or as hard copy. Kanizeh and I will evaluate each of them and return them (with comments) to you. We don't want simple descriptions of what you saw or heard; for most of these, we'll have been there ourselves! The "Reflection" part of the title is key here: we want to see evidence that you have thought about what you've experienced, that you've engaged with the event's subject in some way.

You're not required to approve of an event you write about, either. "I thought it was a stupid waste of time" is fine, as long as you show us that you're speaking out of more than a simple sense of boredom.

When you submit an ERP, be sure to tell us what the event was and when it took place; your paper must be submitted within one week of the event, so that your impressions are still fresh.

ERP#1 is one which you all share: tell us about your reactions to Jeannette Walls's presentation on Sunday, August 26th. This ERP will be due at noon on Sunday, September 2nd. Because it's a particularly important event, and because this is the first example of your written work which we'll see, ERP#1 is worth 60 points toward your final grade. The remaining 4 ERPs will be worth 35 points each.

We will attend two of our community events as a class; we'll discuss possibilities for these **shared community events** in class on August 31st.

The remaining two **individual community events** are yours to choose as you see fit, with the following provisions:

- both must come from the [list of approved community events](#). (Sorry, the occurrence of a few too many lame "events" has caused us to restrict eligible events somewhat. Still, there are a lot of possibilities, as you can see.)
- each must be from a different category; you can't go to two sporting events or two concerts and have both count.
- You cannot count an event at which you are a full-time participant. If you're playing in a recital or on the athletic field, you should be focused on your performance, not thinking about a Reflection Paper.

For every ERP —and for all written work you submit to other people, in college and in the wider world — you must use proper grammar, spelling, and punctuation, as well as a reasonable degree of intellectual effort and sophistication — you're a college student now, and you should be striving to produce college-level work.

Okay. In addition to the text, each ERP **must** contain

- your name
- ERP number ("ERP#3" for example, so we're all on the same page about how many you've submitted)
- which category it's in ("Glass Castle," shared, sports, music, etc.)
- event date
- ERP submission date
- word count

If a submitted ERP does not meet these requirements, it's [unacceptable](#). If this happens repeatedly, we may choose to award only partial credit for resubmitted ERPs, or refuse to accept resubmissions at all.

In order that you don't find yourself distracted by trying to attend events during finals week (when you'll have plenty of other things on your mind, believe us), and so that we don't get deluged with dozens of these at the same time, we're imposing **deadlines**. You must submit your first individual ERP by **October 7th** at the latest; that's the last day of classes before Fall Break. Any time before that is fine, but remember that it must be submitted within one week of the event, and it must be by 10/7.

The deadline for the remaining individual ERP is **November 20th**, the last day of classes before Thanksgiving Break.

If you want to count an event which will occur after either deadline, that is fine *provided you get my (Prof. Jones') approval prior to the deadline.*

Personal Reflection Papers

There are a number of very short papers which will be required of you for this course. Six will be on topics we discuss in class and touch on in our readings. These "Personal Reflection Papers" (or "PRPs") are to be at least 300 words long, may be submitted via email or as hard copy, and each will be worth 50 points toward your final grade. Kanizeh and I will evaluate each of them and return them (with comments) to you. These PRPs are to be opportunities for you to reflect and grapple with issues of importance. There are no "right" answers, but there are "right" ways of doing them: we are not interested in lists of facts or purely descriptive passages; rather we want to see that you are engaged with the material, that you are really thinking about the content and are offering considered opinions. A thoughtful response with which we disagree is far better than a facile agreement with our own (or anyone's) views. Don't worry about being correct, politically or otherwise; worry about whether what you're saying is what you truly believe and whether you're saying it well.

To be able to say something well, you must use proper grammar, spelling, and punctuation, as well as a reasonable degree of intellectual effort and sophistication — you're a college student now, and you should be striving to produce college-level work.

Okay. In addition to the text, each PRP **must** contain

- your name
- PRP number ("PRP#3" for example, so we're all on the same page about how many you've submitted)
- the topic
- submission date
- word count

If a submitted PRP does not meet these requirements, it's unacceptable. If this happens repeatedly, we may choose to award only partial credit for resubmitted PRPs, or refuse to accept resubmissions at all.

In order that you don't find yourself distracted by trying to write all 6 PRPs during finals week (when you'll have plenty of other things on your mind, believe us), and so that we don't get deluged with dozens of these at the same time, we're imposing **deadlines**. You must submit your first PRP by the beginning of class on **September 14th** at the latest. Any time before that is fine, but it must be by the beginning of class on 9/14. The deadlines for the remaining PRPs are **September 28th, October 12th, October 26th, November 9th, and November 30th**. (Note that we do not have a class meeting on the 30th, as we will have met Tuesday evening, Nov. 27th, for the alumni panel.)

Personal Education Plan

The following guidelines for your Personal Education Plan (PEP) are designed to help you develop direction for, and commitment to, your educational pursuits. Your PEP should be divided into four topic areas (Academic Life, Student Life, Career Exploration, and Other). Each is critical to your

overall educational experience. Within each area below you will be presented with questions that will encourage you to think deeply about your plans in these areas. Typically, questions will have you identify and justify **educational goals**, and then encourage you to think about **specific action plans** to meet these goals.

We encourage you to take this project as seriously as possible for your own benefit - to promote your full potential and optimize the fit between you and your experience at Moravian College. Your PEP is due by noon on Friday, Nov. 30th. Submitting an acceptable PEP will be worth 100 points toward your final grade.

1. Academic Life

- For each category within the **Learning in Common** (LinC) [curriculum](#) which you have not already fulfilled, identify your top two preferences in terms of courses you would like to take to fulfill that category, and provide a brief rationale for these choices. (Note that the upper-level categories are relatively unpopulated at this early point in the program; don't fret too much about them now.)
- What academic areas do you plan to consider and carefully explore in working toward your decision to declare an **academic major**? Why? What steps will you take toward improving this exploration and eventual choice of a major?
- In general, what outcomes would you like to achieve with the **elective courses** you may have available to you (be specific where possible).
- What types of **academic/intellectual skills** do you feel you'll need to work on?
- Are there any obstacles to your academic life goals that you anticipate? How can you prepare for or achieve success in overcoming them?
- *Be sure to consider the academic resources available to you.*

2. Student Life

- What **clubs** and **activities** do you hope to join or engage in? Why?
- What type of **social support** (e.g. friendships/contacts, etc.) do you hope to develop while at Moravian? Why?
- What type of **leadership role** or opportunities are you interested in pursuing? Why?
- What types of opportunities would you like to have or pursue in order to experience **people** different from you and **cultures** different from yours?
- What types of **community service experiences** would you like to pursue?
- Are there specific **off-campus experiences** that you hope to explore?
- Describe in detail how you will accomplish the student life goals outlined above.
- Are there any obstacles to the student life goals outlined above or others that you anticipate? How can you prepare for or achieve success in overcoming these obstacles?
- *Be sure to consider the student life resources available to you.*

3. Career Exploration

- How do you plan to think about and explore your **career vision** over the next year?

- Identify **at least 2** career areas that currently interest you. Why are you interested in these areas in particular?
- How do you plan to develop the necessary **knowledge, skills and abilities** to prepare yourself for career opportunities in these areas?
- How do you plan to explore **alternative career options** and prepare yourself for the necessary **flexibility** that you may need both in preparing for and surviving your career aspirations?
- *Be sure to consider the career resources available to you.*

4. Other

- What other personal goals not covered above would you like to pursue? Why?
- How do you plan to pursue these goals?

Oral Presentation

As part of our commitment to help prepare you for success in your chosen major and career, the faculty have decided that all students should gain some experience giving oral presentations early in their academic career. Each of you will give a 5-minute presentation during class in the two weeks before Thanksgiving break. This assignment will be worth up to 100 points toward your final grade in the class.

You may choose any topic you'd like, as long as it's got some intellectual heft. "What I Did On My Summer Vacation" is probably not going to cut it, but if you want to talk about someplace you traveled to or some interesting experiences you had (and how they were important to you), that sounds like it's a promising idea.

We'll talk more in class about what distinguishes a good talk from a not-so-good one, but keep your audience and your objective in mind when preparing your presentation.

Kanizeh Visram

I may be your student advisor but I can also be a great friend. Moving to college is a new transition in your life and I would love to assist you in whatever way possible. The first few days will be crazy but after a few weeks you will surely get the hang of "Moravian life."

I am usually at the College between 7 am and 6 pm except weekends (although I do spend some weekends here when I can't study at home) if you need a quick tour, a friend to confide in or even someone to complain to about your horrible roommate or your crazy schedule. The best way to reach me is by email since I am on it whenever I am not in class (which is not necessarily a good thing!). My email address is stknv03 [at] moravian [dot] edu.

If you find you will need to call me more often then let me know. I wouldn't mind giving you my cell and home numbers. I love this class already and look forward to learning more about you as the semester goes by

Prof. Jones

If you ever have questions that you can't answer yourself, realize that there are a lot of resources available to you: if your classmates or Kanizeh can't help you, feel free to ask me. This is part of my job, and one which I don't shirk. Depending on what the problem is, the most reliable method is probably email (I sometimes don't realize I have voicemail for a day or two). My email address is "cjones at moravian.edu" and my office (and lab) phone number is 610-861-1614.

If you need to speak with me sometime when I'm not on campus (a rare event!), call me at home any time between 9 am and 9 pm. Students often tell me they don't feel comfortable calling me at home because they think I mind. Consider the logic here: there's nothing that says I have to give you my home phone number, yet I have done so in class. So *why* would I give you that number if I didn't want you to use it? Note that "use" is not the same thing as "abuse": don't call me at 3 am the day before an assignment is due and expect much sympathy (or pleasant conversation)!

Here's a copy of [my current class schedule](#). My official office hours are from 10 to 11 am Mondays and 9 to 10 am Tuesdays and Wednesdays. If I'm not in my office (Room 310, Collier Hall of Science), try my lab (Room 233, Collier Hall of Science — between the elevator and the loading dock on the main floor). That said, feel free to get hold of me any time; if I can't spare the time to talk then, I'll tell you so, and we can set up an appointment at our mutual convenience.