

Introduction to College Life

Fall, 2008
LinC 100.2J

Faculty Advisor:

Dr. George S. Diamond
Professor of English
Phone #: X1391
Home 610-865-3357
Location : Zinzendorf Hall Rm 307
Office Hours: T & Th 1-2:30 PM
E-Mail : megsd01@moravian.edu

Student Advisor:

Chris Walsh
Cell Phone: 570-212-1246
Location: Spangenberg House E.
E-Mail : stctw01@moravian.edu

Course description:

Introduction to College Life (ICL) is a half-unit (0.5) 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. The goals and student learning outcomes for this course are listed below.

Goal: 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.

Goal: 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.

Goal: 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.

Goal: 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, & goal setting.
- 2) pursue their educational goals with greater confidence and efficacy.

Goal: 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 to college with greater confidence and efficacy.

Welcome! As your academic advisor until you declare a major, I look forward to working with you. The class will meet once a week on Tuesday, 3b, 10:20-11:30 AM. Since this course centers on the collective experience of college life, please note that attendance is mandatory. If you are unable to attend a class meeting, please contact me by email or office phone before the scheduled class meeting. Please know that I am here to help you with your questions as you begin your studies at Moravian College. I always respond to emails as soon as I can. Please note, however, that it may occasionally take me up to 24 hours on weekdays, and I may or may be able to respond to emails over the weekends.

Blackboard:

I intend to set up a Blackboard site for this course. Please enroll yourself as soon as possible (blackboard.moravian.edu). There you can find contact information, the syllabus, and assignments.

Required Texts:

Moravian College Catalog, 2008-2010

Moravian College Student Handbook, 2008-2009.

Cohen, Harlan. *The Naked Roommate* (Naked, Chapter Number)

Fadiman, Anne. *The Spirit Catches You and You Fall Down*.

Course Policies and Grading:

Grading policies and workload expectations are standardized across ICL sections in order to ensure fairness. The course is graded and is weighted as a half unit course. The final grade is totally determined by your level of participation and effort. As long as you commit to becoming involved and meeting the expectations for the course you can guarantee yourself a superior grade. 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.

The workload for this course has been carefully designed to take into account that you are also enrolled in four other courses as well as possibly taking Fitness and Wellness this semester. The course grade is comprised of six different components, each of which is explained below.

Each student is responsible for tracking his/her grade points for the class. There will be no extra credit or extensions for deadlines

Seven components comprise the grade for the class:

Personal Reflection Papers	30%
Attendance and active participation in class	21%
Attendance and write-ups of community events	20%
Letter from your future self (PEP alternative)	10%
Personal statement presented to the class	10%
Scheduling, preparing for, and attending individual meeting with advisor	5%
Participation in the library orientation session	4%

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 class sessions. There are 14 classes for the semester. You will earn 20 points for each class up to a maximum of 187 points. Full participation and engagement is expected in order to earn the full 13 points per class. To earn an "A" for the class, full attendance at all classes is required, unless medical or personal emergency should intervene and you are excused.

Personal Reflection Papers

Each of you will have five opportunities over the course of the semester to generate personal reflection papers (brief -- no more than 2 pages). Topics or approaches are assigned (see below). Each of these assignments, if deemed acceptable and handed in on time, will earn 54 points for a total of 270. Late personal reflection papers can only earn 30 points. The topics and due-dates will be distributed. **All personal reflection papers may be submitted on line as long as they arrive before Midnight.**

Community events

College offers students many incredible opportunities for additional learning outside of the classroom. To help you develop the habit of exposing yourself to new experiences this course requires you to attend 4 community events over the course of the semester. We may attend these sessions as a group and will engage in discussion about our reactions to each event. Two community events will be specifically designated as group events; two will be determined by individual interest. **One may be a scheduled athletic event.** If you have a legitimate conflict with a class community event I will suggest an acceptable alternative community event for you to attend. Within one week following the event, submit a one page plus paper describing or analyzing the event. **The two**

required events are as follows: (1) Anne Fadiman speaking on *The Spirit Catches You And You Fall Down*, Sunday, August 24th, 1:30 PM, Foy Hall, Hurd Campus; (2) Former CIA Officer, Valerie Plane Wilson, 2008 Cohen Lecturer, on Wednesday, October 29th at 8PM Johnston Hall. The community event programs and discussions earn 45 points each for a total of 180.

Speaking assignment

As part of the Introduction to College Life course, each student in every section participates in some activity that requires speaking before the class. These individual, brief speaking activities will be scheduled for the first part of each class sessions. You will draw your time slot by lot! See below for instructions. This assignment earns 90 points.

Scheduling, preparing for, and attending advising and registration meetings

There are two times during the semester when you will attend an advising or registration session. The first is early in the semester and will be a chance for us to get to know each other on an individual basis. The second will be prior to registration for your formal registration meeting with me to settle on your course choices for the Spring. Each meeting earns 45 points. Of course, we are happy to meet with you anytime you like, but these two sessions are formal parts of the program.

Point Value Conversion Chart

900+	=	A	*
800-899	=	B	
700-799	=	C	
600-699	=	D	
below 600	=	F	

* note: regardless of points earned, full class attendance is required to earn an A.

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 –the materials in question will be sent to the Academic Affairs Office. You may meet with Dean Carol Traupman-Carr to discuss the charge and the procedures for appealing, but she alone does not make a decision on whether or not to uphold the charge or the penalty.

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 also note while I will try to hold to the flow of the syllabus it is subject to change over the course of the semester.

Dates, Assignments and Topics

- O. August 24th Class theme: "Introduction to College Life" **Group discussion of Hurd 232 10:30AM** **The Spirit Catches You And You Fall Down;** Naked, pp. 1-17
1. August 26th Class theme: **Introductions, Expectations, Syllabus, Important Information; Speaker's Lottery; Class Text; Reading,** Naked-1
2. September 2nd Class theme: **Liberal Education, John Amos Comenius and the Moravian Educational Tradition: The Big Man on the Front Lawn --** Dean James Skalnik; Naked-2
3. September 9th Class theme: **Diversity—We Come in All Colors, Shapes, & Sizes --** Sharon Brown, Director of Institutional Diversity and Multicultural Affairs; **The Naked Roomate, Discussion of Chapter 1; Speakers 1 & 2;** Naked-3
4. September 16th Class theme: **Adjusting to College; The Naked Roomate, Discussion of Chapter 2 & 3; Speakers 5 & 6;** Naked-5
5. September 23rd Class theme :**College Finances—No Laughing Matter –**, Assistant Director of Financial Aid; **Speakers 3 & 4;** Naked -4
- Due today: Reflection paper # 1 (topics on last page)

6. September 30th Class theme: **Studying Abroad – Far Away Places with Strange Sounding Names;** Director of International Studies; **academic honesty, college Catalog, handbook** (read the values statement in the Catalog and student handbook) **Speakers 7 & 8;**
Naked-7
7. October 14th Class theme: **Ethics and Honesty – Beware the Monster Plagiarism; Discussion of Naked, Chapter 4;**
Speakers 9 & 10; Naked-8
Due today: Reflection paper # 2
8. October 21st Class theme: **What Will I Be When I Grow Up?;** Director of Career Development; **Speaker 11 & 12**

Due Today: Reflection Paper #3
9. October 28th Class theme: **Leadership and LeaderShape,** Director of College Leadership Programs; **Discussion of Naked, Chapter 5;**
Speaker 13 & 14, Naked-12
10. November 4th Class theme **Discussion of talk by Former CIA Officer, Valerie Plane Wilson; Discussion of Naked, Chapter 7;**
Speaker 14 &15; Naked-14
11. November 11th Class theme: **Formal Advising:** We will meet to discuss and plan course schedules for next semester. Come with a plan, your handbook, your schedule, your course catalog and a pencil!;
12. November 18th Class Theme: **Voices of Experience and Wisdom, The Alumni Panel**

Due Today: Reflection Paper #4
13. November 25th Class theme: **Discussion of Naked, Chapters 12 & 14**
14. December 2nd Class theme: **Looking back, Looking ahead, Where do I go from here?;** **Speaker 18 &19**

Due today: Reflection Paper # 5
15. December 9th Class Theme **Party, party!!**

Reflection paper topics:

Reflection # 1 (due September 23rd)

After one month of college, send a “So Far, So Good”—or a “camp” letter home to parents, grandparents, siblings, or friends about your first three weeks in college.

Reflection # 2 (due October 4th)

How do you hope your life will change as a result of being in college? What are the risks associated with this change? What risks are you willing to undertake to reap the most from the Moravian experience? What risks seem too challenging right now?

Reflection # 3 (due October 25th)

What are you passionate about? Why? Can this have anything to do with what you will study at Moravian?

Reflection # 4 (due November 8th)

Choose one community event you have seen over the course of the semester but which you never experienced before coming to college. Why is it important that that particular event has been part of your Liberal Arts experience here at Moravian? How does it fit in? Does it? Why do you think community events are part of the requirements for this course? And in your opinion is that a good idea?

Reflection # 5 (due December 6th)

If you had your semester to do over again, would you change anything, and why? Assess risks you've taken, successes you've had, failures you've learned from, and goals you'll make for the spring semester, particularly in light of our reading and discussing of, *The Naked Roommate*.

Speaking Assignment

Who are you? What makes you unique? What would you like to share with the class about who and what you are? In a cogent, well thought out and well organized speech of about five minutes, tell the class something about yourself. It may be an amusing anecdote, a description of your best friend—your pet gerbil, what you did or didn't do on your summer vacation, or anything else that gets to the essence of who and what you are. As a model for what you will be doing, first I and then Ashley will give presentations. Be sure to prepare notes or text to read from, and don't try to memorize this presentation. Be sure to practice your speech in advance so that you don't make many mistakes and, also, fall within the constraints of the time allotted. Enunciate your presentation slowly and clearly, allowing your words to fall “trippingly off the tongue.” You may use props for “show and tell” (such as your pet gerbil) as long as the prop doesn't detract from the essence of your presentation. Following your presentation, please give me your notes.

