

LINC 100 2 O: Introduction to College Life

Comenius Hall - Room 5, Friday 8:50 - 10:00 am

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Welcome! As your instructor and advisor for ICL we look forward to working with you this year. Professor Moyer will be your academic advisor until you declare a major, and Ashley will be your first year student advisor. The Introduction to College Life class will meet once a week on Fridays 8:50 - 10:00am in Comenius Hall room 5. As this course centers on the collective experience of college life attendance is mandatory. We expect you to work with and share your experience during your first semester with peers. Please know that we are here to help you with your questions as you begin your studies at Moravian College. We will respond to emails as soon as possible and are available to meet with you outside of class. Professor Moyer is available to you for scheduled appointments at any time during the week (and some weekends) by contacting the Physical Education, Athletics and Recreation office in Johnston Hall. Please note, however, that he may not be able to meet with you immediately and it may occasionally take up to 24 hours on weekdays or he may not be able to respond to requests over the weekends. We are excited about having you begin your college life with us and hope you will come to us with any issues and/or concerns you might have in 2008-09.

Required Texts:

Moravian College Catalog, 2008-2010
Moravian College Student Handbook, 2008-2009.
Fadiman, Anne. *The Spirit Catches You and You Fall Down*.
Zing Leadership Development Series, *Lessons from the Road*.

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 specific goals and student learning outcomes for this course are listed below.

Goals for Introduction to College Life:

1) Prepare for College Life at Moravian College

- a. The students will become familiar with college policies related to their roles as students and members of the Moravian College community.
- b. The students will understand the expectations and responsibilities of being college students, and members of the Moravian College community.

2) Introduction to Liberal Education

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

3) Individual Planning for Education at Moravian College and Beyond

- a. The students will articulate their specific goals, objectives, and plans for their personal education

b. The students will execute strategies and tools to help them renew and revise these plans in the future.

4) *Academic Survival Skills*

- a. The students will 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.
- b. The students will pursue their educational goals with greater confidence and efficacy.

5) *Personal Coping Skills*

- a. The students will 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.
- b. The students will engage in a variety of coping skills that work best for them in challenging situations.
- c. The students will pursue their personal goals and handle the challenges of adjustment to college with confidence and efficacy.

Course Policies and Grading:

Grading policies and workload expectations are similar across ICL sections. Although we recognize that you are taking this course on top of four other full-unit classes, it is important that you take your ICL coursework seriously. By college policy, students may not withdraw from ICL unless they are withdrawing from all classes in the term; thus, students who choose not to withdraw from Moravian College entirely can earn an F in this course. Introduction to College Life should easily be “passable,” but it is not possible to pass the class simply by showing up. You must attend all classes and other required events and be an ACTIVE participant to earn a satisfactory grade. The following seven components that will comprise the grade for the class include:

Personal Reflection Papers

Attendance and participation in all scheduled classes

Attendance and write-ups of community events

Letter from your future self / Personal Education Plan

Interview of faculty member with oral report

Scheduling, preparing for, and attending individual meeting with advisor

Participation in the library orientation session

GRADING: Grading will be done on a point system. Each student is responsible for tracking his/her grade points for the class. There will be no extra credit or extensions for deadlines.

Points will be awarded based on performance in the seven component areas:

Personal Reflection Papers	30%
Attendance and active participation in class	21%
Attendance and write-ups of community events	20%
Letter from your future self / Personal Education Plan	10%
Interview with a professor & presentation to class (speaking in class)	10%
Scheduling, preparing for, and attending individual meeting with advisor	5%
Participation in the library orientation session	4%

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

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. Each of these assignments can earn up to 50 points. Late personal reflection papers can only earn 30 points. Topics are on the class schedule with due dates given accordingly.

Attendance and Active Participation

Plain and simple, attendance is mandatory. You can't get participation points or pass classes at Moravian College without being there; being there is not enough. College professors will not be satisfied with students having lazily taking notes without being fully engaged in the class. You are expected to participate fully, to actually respond in class, to ask questions, to participate in groups, to volunteer opinions, and to be thoughtful about your responses: "I agree with him" or "what he said" is not considered a thoughtful response. Attending all classes earns you 210 points, the equivalent of a 100 on a test that counts for more than 20% of your final grade.

Community events/Service-learning Project and Reflection Papers

Part of being in college is being a part of the campus community. Learning takes place both in and outside of the classroom. Therefore, as part of the requirements of this course, you are required attend at least 5 community events and write reflection papers on the event. The reflection papers on community events (or service-learning project) must include a reference to one or more of the institution's "Shared Values," reflecting on how the community event reflects, promotes, and/or enhances that value for both the institution and the student. Community events may not include more than one theatre, choir or athletic event. Students are encouraged to look for a wide range of community events or substitute another non-credit-bearing co-curricular experience for a community event. Some examples include: participation in a production of the MCTC; writing and publishing at least one article for *The Comenian*; participation in C³; active participation in the Environmental Coalition; election to USG. You may ask Professor Moyer to consider other substitutions for attending a community event. A written reaction paper is required for each individual community event that you attend. Each paper (250 words minimum) is due within one week of the date of the event. While these papers (write-ups) are not graded per se it is expected that you will make them high quality submissions, typical of what one could expect from a successful college student.

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 it is weighted more heavily (100 points) than the other four (25 points each). Attending four community events and handing in a write-up on each on time earns you up to 200 points.

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. At the end of the course you will be required to turn in a letter from your future self. A letter from the person you expect to become years from now commenting on the choices you made in college to prepare what you are doing at that time. Additionally you will be asked to look at your interests for your college career and develop a focused plan for completing your college goals to allow you to become your future self. As long as it is handed in on time you will earn 100 points for completing this component of the course. A PEP that is turned in late can only earn 50 points.

Interview with a professor / 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 to develop interview questions, schedule a time to meet with and interview a faculty member. You will have to take notes on your session, and finally develop present a report to the class on the information you gathered and your insights from the selected faculty member. The interview and your presentation could earn you up to 100 points.

Scheduling, Preparing for, and Attending Individual Meeting

Just prior to registration for next semester you will be required to schedule an advising meeting with Professor Moyer to review your course selections and discuss the requirements of your educational plan. As long as you are prepared, schedule and attend your advising meeting on time you will earn 50 points for these items.

Participation in the library orientation

Participation in the library orientation session during the first week of classes will earn you 40 points toward your final point total.

Disability Accommodations

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Academic Honesty

You are required to read the entire Academic Honesty Policy, found in the Student Handbook. In short, you need to know that 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 an assignment 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 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.

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.

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Class Schedule

Class Date	Assignment
Sunday, August 24, 2008	Common Summer Reading Discussion & Community Event with Author Anne Fediman 🕒 Writing Assignment - Community Event Reflection Paper is due on August 29th
Tuesday, August 26, 2008	Exploring Reeves Library – Meet the librarians and learn about the resources available to you. 🕒 Please report directly to Reeves Library by 7:00 pm, and remember to sign in!
Friday, August 29, 2008	Welcome to Class - Introductions Awareness and Prevention 🕒 Writing Assignment Due: Turn in Anne Fediman Community Event paper
Friday, September 5, 2008	Values and Goals – Realize your Potential 🕒 Writing Assignment Due: Turn in Reflection Paper #1 Subject: Your First Week of College Life
Friday, September 12, 2008	Time Management
Friday, September 19, 2008	Moravian Tradition - Walking Tour of Bethlehem 🕒 Writing Assignment Due: Turn in Reflection Paper #2 Subject: First Impressions.....
Friday, September 26, 2008	Leadership – Style and Presentation Mid Terms are coming....Are you ready?
SEPTEMBER 27 – FAMILY DAY	
Friday, October 3, 2008	Review of College Policies - 🕒 Writing Assignment Due: Turn in Reflection paper #3 – Describe yourself 4 years from now.
October 4-7 – NO CLASSES (Fall recess)	

Friday, October 10, 2008	College Student Handbook Game Show – How Well Do You Know Moravian
Friday, October 17, 2008	Academic Integrity – Plagiarism and cheating 🕒 Writing Assignment Due: Turn in Reflection Paper #4 – What defines a generation – how will make a difference with my peers.
<i>October 18 – HOMECOMING</i>	
Friday, October 24, 2008	Personal Growth & Development 🕒 Schedule Advising Meeting
Friday, October 31, 2008	Registration Meetings 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
Friday, November 7, 2008	Community and Diversity
<i>November 9, 2008 – LAST DAY FOR “W”</i>	
Friday, November 14, 2008	Alumni Panel - Career Choices 🕒 Writing Assignment Due: Turn in Reflection Paper #5 – “Whose Job do I want anyway”
Friday, November 21, 2008	Speaking Assignments 🕒 Assignment Due: Personal Education Plan (PEP)
Friday, November 28, 2008	THANKSGIVING BREAK - NO CLASS!
Friday, December 5, 2008	Speaking Assignments 🕒 Writing Assignment Due: Turn in Reflection Paper #6 – Write a letter to yourself from your future self about how your college experience affected your life.
December 10, 2008	CLASSES END
December 12, 15 -19	FINAL EXAMS

Please note the schedule it is subject to change over the course of the semester.

Suggested additional readings:

The Hmong: Non-Fiction

Breakstone, Carole Diane. "I Come Back, Will Remember: Tales of a Hmong Community Leader in Morganton, North Carolina." Master's thesis, University of North Carolina at Chapel Hill, 1990.

Chan, Sucheng, ed. Hmong Means Free: Life in Laos and America. Philadelphia: Temple University Press, 1994.
Introduction Chapter

Cooper, Robert, ed. Hmong: Vanishing Cultures of the World ~ A Guide to Traditional Lifestyles. Singapore: Times Academic Press, 1997.

Cooper, Robert G. Resource Scarcity and the Hmong Response: Patterns of Settlement and Economy in Transition. Singapore: Singapore University Press, National University of Singapore, 1984.

Goldfarb, Mace. Fighters, Refugees, Immigrants: A Story of the Hmong. Minneapolis: Carolrhoda Books, 1982.

Hamilton-Merritt, Jane. Tragic Mountains: The Hmong, the Americans, and the Secret Wars for Laos, 1942-1992. Bloomington, IN: Indiana University Press, 1999.

Hendricks, Glenn L., Bruce T. Downing, and Amos S. Deinard, eds. The Hmong in Transition. Staten Island, NY: Center for Migration Studies of New York, 1986.

Hmong Art: Tradition and Change. Sheboygan, WI: John Michael Kohler Arts Center, 1986.

The Hmong in Fresno: A Study of Welfare Participation and Self-sufficiency. Los Angeles: Pacific Asia Press, 2001.

Hmong Studies Journal. Saint Paul, MI.

Ikeda, Joanne P. Hmong American Food Practices, Customs, and Holidays. Chicago: American Dietetic Assoc., 1999.

Lo, Fungchatau T. The Promised Land: The Socioeconomic Reality of the Hmong People in Urban America (1976-2000). Bristol, IN: Wyndham Hall Press, 2001.

Miyares, Ines M. The Hmong Refugee Experience in the United States: Crossing the River. New York: Garland Pub., 1998.

Moore, David L. Dark Sky, Dark Land: Stories of the Hmong Boy Scouts of Troop 100. Eden Prairie, MN: Tessera Pub., 1989.

Moua, Pos. Where the Torches Are Burning. CA: Swan Scythe Press., 2002.

O'Connor, Bonnie Blair. Healing Traditions: Alternative Medicine and the Health Professions. Philadelphia: University of Pennsylvania Press, 1995.

Park, Yoosun. The Hmong Community in the United States. Seattle, WA: Cross Cultural Health Care Program, 2000.

Pfaff, Tim. Hmong in America, Journey from a Secret War. Eau Claire, WI: Chippewa Valley Museum Press, 1995.

Schein, Louisa. *Minority Rules: The Miao and the Feminine in China's Cultural Politics*. Durham, NC: Duke University Press, 2000.

Takaki, Ronald. *From Exiles to Immigrants: The Refugees from Southeast Asia*. New York: Chelsea House, 1995.

Tapp, Nicholas. *The Hmong of Thailand: Opium People of the Golden Triangle*. London: Anti-Slavery Society, 1986.

Thao, Paoze. *Mong Education at the Crossroads*. Lanham, MD: University Press of America, 1999.

Trueba, Enrique T., Lila Jacobs, and Elizabeth Kirton. *Cultural Conflict and Adaptation: The Case of Hmong Children in American Society*. New York: Falmer Press, 1990.

Trueba, Enrique T., Yali Zou. *Power in Education: The Case of Miao University Students and its Significance for American Culture*. London: Falmer Press, 1994.

Xiong, Ghia, and Lillian Faderman. *I Begin My Life All Over: The Hmong and the American Immigrant Experience*. Boston: Beacon Press, 1999.

Hmongnet's "[Hmong Publications](#)" webpage.

[Vietnam War Bibliography: The Montagnards](#). Edwin E. Moïse, Clemson University.

The Hmong: Fiction

Panasuwan, Piriya. *Chao Fa*. Nantucket, MA: Benya Publishing House, 2000.

The Hmong: Children's and Young Adult's Books

Cha, Dia, Chiie Thao Cha, Nhia Thao Cha, and Chue Cha. *Dia's Story Cloth*. New York: Lee & Low Books, 1998.

Coburn, Jewell Reinhart, Anne Sibley O'Brien, and Tzexa C. Lee. *Jouanah: A Hmong Cinderella*. Fremont, CA: Shen's Books, 1996.

Murphy, Nora, and Peter Ford. *A Hmong Family*. Minneapolis, MN: Lerner Publishing Group, 1997.

Shea, Pegi Deitz, Anita Riggio, and You Yang. *The Whispering Cloth: A Refugee's Story*. Honesdale, PA: Boyds Mills Press, 1996.

Xiong, Bliia, Nancy Hom, and Cathy Spagnoli. *Nine-In-One, Grr! Grr!: A Folktale from the Hmong People of Laos*. San Francisco: Children's Book Press, 1989.

Social Medicine

The Social Medicine Reader. Henderson, Gail E., Nancy M. P. King, Ronald P. Strauss, Sue E. Estroff, and Larry R. Churchill, eds. Durham, NC: Duke University Press, 1997.