

Fall 2008  
Introduction to College Life  
LinC 100.2 U

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Classroom meetings: Comenius 201  
Office Hours:  
Monday – Friday 8am-4:30pm by appointment  
Tuesday evenings until 6:30 by appointment

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**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 roles as students and members of the Moravian College community.
- 2) understand the expectations and responsibilities of being college students, and members 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 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 Tuesdays from 6:45-7:55. As this course centers on the collective experience of college life, please note that attendance is mandatory. If you are unable to attend, you must contact me or Carolyn 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 not be able to respond to emails over the weekends.

**Message from your Student Advisor:**

Welcome to Moravian College! I'm Carolyn Raufer, and I have the esteemed privilege of being your Student Advisor. As such, I will be present at each ICL class meeting throughout this semester. My purpose is to help your transition from high school into college be as smooth, stress-free, and enjoyable as possible. I am here to help you get acquainted with Moravian College by providing information and assistance. In addition, I will promote involvement in campus life, and acquaint you with the various resources the college provides. Any and all of my contact information is readily available to you, so please feel free to use it for anything from a quick question to just wanting someone to talk to, even if it's four in the morning. I can't wait to get to know you all better!

**Required Texts:**

- Moravian College Catalog, 2008-2010
- Moravian College Student Handbook, 2008-2009.
- Fadiman, Anne. *The Spirit Catches You and You Fall Down*.
- Leading Speakers in Education, *Lessons from the Road*

**Course Policies and Grading Procedures:**

Grading policies and workload expectations are standardized across ICL sections in order to ensure fairness. Although we recognize that you are taking this course on top of four other full-unit classes, it is important that you take your coursework here 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

Each student is responsible for tracking his/her grade points for the class. There will be no extra credit or extensions for deadlines. *See the attached evaluation worksheet for details and to track your progress.*

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	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%

Students are required to read the values statement in the Catalog and student handbook. Part of one class period will be dedicated to this discussion.

**Personal Reflection Papers: 30% (300 points)**

Each of you will have six opportunities over the course of the semester to generate personal reflection papers (minimum of 300 words). Some of these will be related to the reading assignments and your instructor will design some. Each of these assignments can earn up to 50 points. Your instructor has the right to either turn back a

submission as unacceptable or award fewer points than the maximum if the author does not use proper grammar, spelling and punctuation or does not clearly demonstrate acceptable college level work. Your instructor also 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 or not offer this option to you. Late personal reflection papers can only earn 40 points. Your instructor will make the specific assignments and let you know of their due dates in class.

**Attendance and Participation: 21% (210 points)**

Plain and simple, attendance is mandatory. You can't pass classes at Moravian College without being there. But being there is not enough. College professors will not be satisfied with students having lazily and taking notes without appearing to be fully engaged in the class. You are expected to actually respond in class, to ask questions, to volunteer opinions, and to be thoughtful about your responses: "I agree with him" or "what he said" is not considered a thoughtful response. If you have to miss a class, you must contact me in advance. If an assignment is due, you must get it to me via email or drop off in my office the next day or as soon as you return to campus

**Community Events: 20% (200 points)**

College offers students many opportunities for additional learning that occurs outside of the classroom. To help you develop the habit of exposing yourself to new learning experiences, this requires you to attend five 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 freshmen class is attendance at the presentation by the author of our 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 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.

Three of the remaining community events will be designated as class community events that you all go to together. They take place either during class time or before class. If you have a legitimate conflict with a class community event, your instructor will suggest an acceptable alternative 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 one other approved event to serve as an individual community event. 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. Your instructor has the right to either turn back a submission as unacceptable or award fewer points than the maximum if the author does not use proper grammar, spelling and punctuation or does not clearly demonstrate acceptable college level work. Each community write-up can earn up to 35 points. If the write up of the event is handed in late the maximum point value that can be earned is 30 points. Attending community events and handing in a write-up or sufficiently participating in a class discussion earns you up to 200 points.

**Community Events we will be attending as a group:**

- 1742 Series: Organizing the Student, Tuesday, Sept. 2 at 5:42 in HUB followed by a class discussion during our class meeting at 6:45
- Business Leaders Spotlight Presentation, Tuesday, Sept. 16 6:30pm in HUB in place of our class meeting, write-up due Sept. 23

- Career Networking Reception, Tuesday, Nov. 11 at 5:30 in place of our class meeting, write-up due on Nov. 18

**Letter to your Future Self: 10% (100 points)**

We want your college experience to be positive. We also want you to be aware of all the educational, personal and social opportunities that Moravian College offers to 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. We will review the details of your letter that you will be completing for this course on October 14<sup>th</sup>. It is due on November 4<sup>th</sup>.

**Speaking Assignment: 10% (100 points)**

As part of the LinC 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 our section you will conduct an informational interview with someone (TBD) and present on that discussion. The total point value that can be earned is 100 points. During our class discussion on October 21st we will review the requirements of this assignment. Presentations will be made during class on December 2nd and December 9<sup>th</sup>.

**Scheduling, preparing for and attending individual meeting: 5% (50 points)**

Your instructor will ask you to arrange an individual meeting with her preceding registration for the spring semester. The dates of these individual meetings will vary depending on whether you are an ADD-Venture students, 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. This planning is so crucial to your college success that you earn 50 points for scheduling, preparing and attending these individual meetings.

**Library Orientation Session: 4% (40 points)**

The reference librarians have designed a valuable orientation session for you. The schedule of dates and times is in your fall orientation booklet. If you have a conflict and cannot make it to the session that is scheduled for our ICL class, please make sure that you attend one of the other seven sessions. Attendance will be taken and student will only earn the full 40 points if they are there for the entire session.

**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+
630-699	= D
600-629	= D-
Less than 600	= F

**DISABILITY ACCOMODATIONS**

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 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.

## Class Schedule

- August 24 Common Reading Discussion, entire class discussion  
Community Event: Presentation by Anne Fadiman, *The Spirit Catches You and You Fall Down*
- Assignment:** Bring your walking shoes to the next class, we will be Exploring Reeves Library at 8pm after class!
- August 25 1<sup>st</sup> Day of Class!
- August 26 1<sup>st</sup> ICL Class!
- Ice Breaker!
  - Review of Syllabus
  - Student Panel: Everything I Wish I Knew When I Came to Moravian!
  - Do you know where your classes are?
  - 8:00pm: Exploring Reeves Library
- Assignment:** Write-up paper on Fadiman discussion. Due Sept. 2
- September 1 Labor Day! No Classes!
- September 2 Community Event: 1742 Series: Primp your Crib at 5:42 in HUB, UBC  
Followed by class discussion of the event
- Due:** Write-up on Fadiman discussion.  
**Assignment:** From *Lessons from the Road*, read “Difference Makers” section, pages 21-39, write reflection paper due Sept. 2
- September 9 Course catalog and liberal arts discussion  
Alcohol & health issues discussion  
Discuss “Difference Makers”
- Due:** Reflection paper on “Difference Makers”
- September 16 No Class Meeting  
Attend as a community event: Business Leaders Spotlight presentation at 7:00 in HUB Theatre
- Assignment:** Write-up on event due Sept. 23
- September 23 How Well Do You Know Moravian Quiz Show!  
Combined with Dean Hilton’s class!
- Due:** Write-up on Business Leaders Spotlight presentation  
**Assignment:** Read “Effective Communication” pages 63-74 and write reflection paper due 9/30
- September 27 Family Day!
- September 30 It’s All About Carolyn!  
Discuss “Effective Communication”  
**Due:** Reflection paper on “Effective Communication”  
**Assignment:** Read “Life” pages 89-118 and write reflection paper due 10/14

- October 14 Introduction to Personal Education Plan: A Letter to Your Future Self  
Discuss “Life”  
Career Center presentation
- Due:** Reflection paper on “Life”  
**Assignment:** Read “Success” pages 159-188 and write reflection paper due Oct. 21  
Keep working on Personal Education Plan: A Letter to Your Future Self due on Nov. 4
- October 21 Introduction to presentation project: informational interviewing and presentations at end of semester  
Avoiding debt presentation by Steph McLaughlin of Financial Aid.  
Discuss “Success”
- Due:** Reflection paper on “Success”  
**Assignment:** Read “Thinking Differently” pages 189-216 and write reflection paper  
Keep working on Personal Education Plan: A Letter to Your Future Self due on Nov. 4  
Keep working on presentation project due Dec. 2 or Dec. 9
- October 28 Higher Learning
- Discuss “Thinking Differently”
- Due:** Reflection paper on “Thinking Differently”  
**Assignment:** Keep working on Personal Education Plan: A Letter to Your Future Self due on Nov. 4  
Keep working on presentation project due Dec. 2 or Dec. 9
- November 4 Higher Learning
- Due:** Personal Education Plan: A Letter to Your Future Self  
**Assignment:** Keep working on presentation project due Dec. 2 or Dec. 9
- November 11 No Class Meeting  
Attend Career Networking Reception at 5:30 in HUB
- Assignment:** Write-up paper that includes information about 2 alumni you spoke with in your intended area of study at the networking reception. Due November 18  
Keep working on presentation project due Dec. 2 or Dec. 9
- November 18 Speaker on academic integrity  
Speaker from Study Abroad Office
- Due:** Write-up on Career Networking Reception including information about 2 alumni you spoke with in your intended area of interest.  
**Assignment:** Read “Wisdom & Reflection” pages 217-250 and write reflection paper due Nov. 25.  
Keep working on presentation project due Nov. 25 or Dec. 2
- November 25 **Due:** Reflection paper on “Wisdom and Reflection”

December 2 Class Presentations!

December 9 Class Presentations!

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, Blia, 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.