

LINC 100.2 S: Introduction to College Life

Fall 2009

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

Intended Student Outcomes

(1) 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.

(2) 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 personal and professional success.

(3) 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.

(4) 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, and goal setting.
- 2) pursue their educational goals with greater confidence and efficacy.

(5) 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.

REQUIRED READINGS

Cohen, H. (2007). *The naked roommate: And 107 other issues you might run into in college, 2nd Ed.* Naperville, IL: Sourcebooks, Inc. (or newest edition)
Moravian College Student Handbook and Moravian College Catalog, 2008-2010 (on Blackboard)
Weisman, A. (2007). *The World Without Us.* New York: Thomas Dunne Books.

FACULTY ADVISOR: Dr. Lori Hoffman, Nursing Faculty

Welcome! As you know, I am your Introduction to College Life (ICL) instructor and will be your academic advisor until you have formally declared your major – which you will do once you are a sophomore and have met departmental requirements for your major.

Other courses I teach are in the Department of Nursing, and I may continue to be your advisor after this year if you go into Nursing; however, if you don't...you will have an academic advisor from your major program once you've identified your major field of interest. I'm here to help you prepare for your major -- knowing what to take, where to get answers, and so on.

Jess and I are looking forward to being your advisors as you begin your academic and personal futures here at Moravian College. We know how important and exciting it is to embrace the college experience, realizing the various people and other opportunities you have in your Moravian world. We encourage you to get involved - take the initiative to meet people, want know them, and stay in touch with what's happening at Moravian.

We have developed a good plan for addressing some of the special interests and concerns of new college students. Our hope is that you will let us know how the plan is working and that you'll tell us what you'd like or need from us as we go along. As you can see from this course syllabus and the topical outline of class sessions, there are a variety of individual (and social) activities designed to help you learn what we believe are key skills for your lives and beginning careers. Best wishes for your academic success. ~Dr. Hoffman

STUDENT ADVISOR: Jessica Puckett, Sophomore Psychology Major

Welcome class of 2013 to what I hope will be both a fun and engaging journey. As your student advisor (and having recently been in the very shoes you all fill now) I am here to guide you through what is both an exciting and sometimes scary year of adjustment. I will always do my best to help you find the answers to your questions and be there for whatever you need to talk about! I think it's going to be a wonderful LinC class, and as long as you all put in the effort I know you can for the work we need to get done, we'll have a lot of fun too.

COURSE POLICIES and GRADING PROCEDURES:

Although we recognize that you are taking this course on top of three or 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 assignments and 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. Grades will be posted at the course website, <http://blackboard.moravian.edu>.

Seven components comprise the grade for the class:

Personal Reflection Papers	30%
Attendance and active participation in class	24%
Attendance and write-ups of community events	20%
Resumé and discussion	10%
Presentation to Class/Speaking Assignment	10%
Scheduling, preparing for, and attending individual meeting with advisor	4%
Library Orientation	2%

Personal Reflection Papers

This is the most heavily weighted component of the course. Each of you will have six opportunities over the course of the semester to generate personal reflection papers. Each of these assignments, if it is well written, follows guidelines and is handed in on time, **will earn 50 points**. Late personal reflection papers will not be accepted and will not receive any 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 more than one time your instructor will award only partial credit for resubmissions.** Your instructor will make the specific assignments and let you know of their due dates. Handing in six acceptable personal reflection papers on time will earn you 300 points, the equivalent of a 100 on a test that counted 30% of your final grade.

Attendance and participation in scheduled classes

Much of your learning experience comes about by active participation in the classes, so you must attend class. 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 16 points for each class up to a maximum of 240 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 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 240 points, the equivalent of a 100 on a test that counted 24% of your final grade.

Community events

Moravian College offers students many opportunities for additional learning 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 participating in various college opportunities, this course requires you to attend the author's lecture during orientation, 2 community events over the course of the semester, and participate in the Mental Health Fair on October 30th. Participating in these events earns you 200 points, the equivalent of a 100 on a test that counts 20% of your final grade.

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 (60 points), it is weighted more heavily than the 2 other (35 points each). Taking an active role in your group's Mental Health display for the Mental Health fair is the equivalent of the two community events and worth 70 points.

For the two additional events, one should be something in the fine arts (music, dance, art) and the other can be attendance at a Greyhound sporting event. In order to get credit for attending these events, you must check with Jessica or Dr. Hoffman before attending to be sure it meets the standards for this requirement, *and* you are to attend with someone from our ICL class. Any program that is sponsored or co-sponsored by the M.C. Arts and Lectures Committee will qualify as an appropriate community event. In addition, your instructor will announce other events that take place throughout the fall semester that qualify.

If you have a legitimate conflict with a class community event, your instructor will suggest an acceptable alternative community 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. Late personal write-ups will not be accepted and no more than 20 points can be received for attending the community event. The instructor will decide how you will communicate the learning you acquired through participating in the community events.

Resumé and Discussion

You will prepare a professional resumé and submit it to staff in the Moravian College Career Center. The paper that you write should discuss your goals for yourself, as well as your strengths and areas for growth that will improve the quality of your resumé through your remaining years in college. What courses do you want to take? How will you develop yourself in terms of activities and organizations that will enhance your skills? What summer jobs might be important for you? etc. As long as resumé and discussion are handed in on time and your instructor deems it of acceptable quality, you will earn 100 points for completing this component of the course. If this assignment is submitted late, the most it can earn is 50 points. .

Speaking assignment

As part of our Learning in Common Curriculum the college has encouraged a Speaking Across the Curriculum component that students should experience. In our ICL course you will have the opportunity to do this. The point value for this requirement that can be earned is 100 points. 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 preceding registration for the spring semester, in mid- to late October. 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 . 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. The reason for requiring you to choose six courses 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.

Although your advisor will assist you in setting up an appropriate schedule, it is your responsibility to sign up for the right courses at the right time. This planning is so crucial to your college success that you earn 50 points for scheduling, preparing, and attending these individual meetings. This is the equivalent to earning a 100 on a test that counted 5% of your final grade.

Participating in the Library Orientation Sessions

You are expected to attend the library orientation session during the first week of classes. This is a course requirement worth 20 points, the equivalent of earning a 100 on a test counted 2% 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 a learning 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

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 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 instructor will 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.

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. While the instructor will try to hold to the flow of the course outline, it may change over the course of the semester.

Class Outline

Class Dates	Topics	Class Assignments
Aug. 30 Room TBA	Discussion of common summer reading	Read: <i>The World Without Us</i> by Alan Weisman
Sept. 1 8:00	Library Orientation	Mandatory attendance
Sept. 4	Introductions: “Any Old Bag”	Each student will bring 3 meaningful items –that represent past, present and future - in a bag that has significance.
Sept. 11	Moravian Virtual Tour	Read: <i>The Naked Roommate (TNR07)</i> , Preface/Chapter 1, “Arriving on Campus”, pp. 16-48; Chapter 2, “Residence Halls”, pp. 49-66. <i>The Naked Roommate (TNR09)</i> , Preface/Chapter 1, “Arriving on Campus”, pp. 24-56; Chapter 2, “Residence Halls”, pp. 57-74.
SUNDAY, Sept. 13 Meet in The DogHouse (Basement of Zinzendorf)	Meeting for Mental Health Fair Time: To Be Announced	This is an opportunity to meet with Dr. Adamshick’s class and connect with others in your assigned group for the Mental Health event.
Sept. 18 Meet in Computer Classroom MEMORIAL 202	Topics in College Computing Steve McKinney	Read: <i>TNR07</i> , Chapter 4, “Finding Friends Friends”, pp. 103-120; Chapter 8, “Dating and Relationships,” pp. 213-250. <i>TNR09</i> , Chapter 4, “Finding Friends Friends”, pp. 111-128; Chapter 8, “Dating and Relationships,” pp. 221-259 <u>Be sure to have your Moravian Username & Password with you!!</u> Personal Reflection Paper #1: Check BB for Question

Class Dates	Topics	Class Assignments
Sept. 25	<p>Procrastination & Time Management</p> <p>The Learning Center: Laurie Roth, Director Officer of Learning Services</p>	<p>Read: <i>TNR07</i>, Chapter 3, “Roommates”, pp. 67-101; Chapter 7, “Life Inside the Classroom”, pp. 161-212.</p> <p><i>TNR09</i>, Chapter 3, “Roommates”, pp. 75-109; Chapter 7, “Life Inside the Classroom”, pp. 169-220.</p> <p>Moravian College’s <i>Student Handbook</i> (on Blackboard)</p>
Oct. 2	<p>History of Liberal Arts and Sciences in Education Dean Jim Skalnik</p>	<p>Explore: Moravian College Web Site (on Blackboard)</p> <p>Personal Reflection Paper #2: Check BB for Question</p>
Oct. 9	<p>Class Conversation Jessica Puckett On College Life and Student Policies (Handbook Jeopardy)</p>	<p>Read: <i>TNR07</i>, Chapters 5 & 6, “Getting Involved,” and “Greek Life,” pp.; Chapter 11, “Drugs on Campus,” pp. 323-345; Chapter 13, “Things Not Mentioned in the College Brochure,” pp. 382-416, pp. 121-160</p> <p><i>TNR09</i>, Chapters 5 & 6, “Getting Involved,” and “Greek Life,” pp. 129-168; Chapter 11, “Drugs on Campus,” pp. 333-356; Chapter 13, “Things Not Mentioned in the College Brochure,” pp. 392-426.</p>
Oct. 16 Combined Class	<p>Career Planning Amy Saul, Director Career Center</p>	<p>Read: <i>TNR07</i>, Chapter 10, “Drinking on Campus,” pp. 289-346; “Chapter 12, “Money, Laundry, and Cheap Eats,” pp. 347-379.</p> <p><i>TNR09</i>, Chapter 10, “Drinking on Campus,” pp. 299-332; “Chapter 12, “Money, Laundry, and Cheap Eats,” pp. 357-389.</p> <p>Personal Reflection Paper #3: Check BB for Question</p>

Class Dates	Topics	Class Assignments
Oct. 23 The DogHouse (Basement of Zinzendorf)	International Study Student Panel	Explore: Moravian College International Studies Web Site (on Blackboard)
Oct. 30	Mental Health Fair 11 a.m.-1 p.m Exhibits in the HUB	Read: <i>TNR07</i> , “Chapter 9, “Sex: Having it, Not Having It, Hearing Other People Having it,” pp. 253-288. <i>TNR09</i> , “Chapter 9, “Sex: Having it, Not Having It, Hearing Other People Having it,” pp. 261-297. Schedule pre-registration Meetings with Dr. Hoffman Personal Reflection Paper #4: Check BB for Question
Nov. 6	The Moravians: Tour of Bethlehem Dawn Ketterman-Benner	Explore: Website on Moravian History (on Blackboard) Resumé & Discussion: Due Friday, Nov. 6
Nov. 13	Speaking Assignment	Personal Reflection Paper #5: Check BB for Question
Nov. 20	Speaking Assignment	Course Evaluations in Class
Nov. 27	Off – Thanksgiving	
Dec. 4 Last Class	No Class	Personal Reflection Paper #6 End of Course

LinC 100.2 S: Hoffman and Puckett
Fall 2009

CAMPUS COMMUNITY SERVICE PROJECT:
MENTAL HEALTH PROMOTION FAIR

LinC Theme: Relationship-Based Living & Learning

In the Introduction to College Life Classes we are encouraged to select a theme around which to focus the semester readings and assignments. For our class, Jessica and I have decided on the theme “Relationship-Based Living & Learning.” One of the assignments for class (fulfills two community events) is to join a group of your peers and develop a topic for the **MENTAL HEALTH PROMOTION FAIR** which will be a combined event sponsored by our ICL class and Dr. Adamshick’s ICL class.

PURPOSE:

- Educate peers and others about a topic that represents an actual or potential risk area for youth or young adults.

PROCESS:

- 1.) Select/identify a topic by focusing on: **People in your age group are at risk for....**

Some suggested topics:

- Depression
- Alcohol abuse
- Drug/substance abuse
- Smoking/nicotine addiction
- Sexual assault
- Eating disorders
- Self-esteem issues
- Bullying/aggressive/abusive relationships
- Grief and loss issues
- Stress management concerns
- Anger management problems
- Body image concerns
- A TOPIC OF YOUR CHOICE!

2.) Determine content to present. This should include the following:

- Background/description/basic facts and statistics about the topic
- What resources are available to promote health and well-being/positive responses to areas of concern?
- Describe strategies to cope with concerns or issues in healthy ways
- You will need to find the information by using research strategies such as:
 - Library searches
 - On-line resources
 - Consult with campus organizations/departments such as SNA (student nurses association), APE (association of peer educators), Health Center, Department of Student Life, Campus Safety Department, etc.

Have your resources/information **approved by Dr. Hoffman no later than Oct. 16th**.

3.) Plan creative ways to present the content (you will have a table in the HUB for a two hour interval on OCTOBER 30 (1100-1:00 pm). Suggestions:

- Develop a poster with information
- Use a banner/balloons to draw attention
- Make pocket guides with key information/resources available on campus or in the community
- Develop handouts with pertinent information
- Give out freebies that relate to your topic (stress balls; relaxation aids; gum or mints to aid in smoking cessation)
- Raffle tickets for items such as relaxation CD's or music CD's, a massage, books, skin care products, fruit basket, concert or movie tickets, bookstore gift card, etc.

4.) Explore ways to get funding or donations of materials that you want to use.

Suggestions include:

- Campus organizations may be able to devote some money or freebies, such as condoms, stress balls, handouts.
- The health center has many handouts on sexually transmitted disease, eating disorders, smoking cessation.
- Nursing students in SNA can serve as consultants/educators on many of the topics and help you generate a handout or information card.
- Explore community merchants who might be willing to donate a yoga session, massage, CD, gift card, etc.