

Introduction to College Life, LinC 100.2 A
Moravian College
Fall, 2010

Instructor: **Brion Morro**
Associate Director of Undergraduate Admission

Email: bmorro@moravian.edu
Office: Colonial Hall 228
Phone: x1328

Student Advisor: **Anna Whetstone** **email:** stamw08@moravian.edu

Meeting Time: **Mondays, 2:35-3:45** **Classroom:** PPHAC 235

Office Hours: **Mondays: 1:00 – 3:00pm**

And by appointment and any time I am in the office and able to help!

COURSE DESCRIPTION:

Introduction to College Life (ICL) 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 outcomes for this course are listed below.

Goal 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.

Goal 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 their own personal and professional success.

Goal 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.

Goal 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.

Goal 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:

Chen, Da (2001). *The colors of the mountain*. New York: Anchor Books.

Moravian College Catalog, 2010 - 2012

Moravian College Student Handbook, 2010

Additional Readings may be distributed in class, or posted on the Blackboard site, or required to be researched by the students.

GRADING AND POLICIES:

GRADING:

Grading policies and workload expectations are standardized across ICL sections in order to ensure fairness. While we recognize that you are taking this course on top of four other full-unit academic courses, it is important that you take your coursework seriously. The course is graded and is weighted as a half-unit course. The final grade is primarily determined by your willingness to become actively involved in this course that is aimed at enhancing your college experience. By college policy, students may not withdraw from ICL unless they are withdrawing from all classes in the term; that means you could earn an F in a course which should easily be “passable”. It is not possible for you to pass this class simply by showing up. You must attend all classes and other required events, and you must 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.

Seven components comprise the grade for this class:

Personal Reflection Papers (x6)	30% (300 pts)
Attendance & active participation in class	15% (150 pts)
Attendance & discussion or write-ups of community events (5) or a service learning project	25% (250 pts)
Personal Education Plan or substitute assignment	10% (100pts)
Participation in Summer Reading Presentation & class discussion	10% (100 pts)
Scheduling, preparing for & attending individual meeting with advisor	5% (50 pts)
Participating in the library orientation	5% (50 pts)
TOTAL POINTS:	1000 pts

Personal Reflection Papers

Each of you will have **6** opportunities over the course of the semester to generate personal reflection papers (approx. 300 words each). Some of these will be related to the reading assignments and others will be designed around other topics. 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 25 points. Personal reflection assignments are listed below along with their due dates (which are also listed on the topical outline section of this syllabus).

Attendance and Participation in Scheduled Classes

In order to be an active learner, class participation and attendance is a requirement. The richness of discussion that occurs among classmates and faculty cannot be replicated. Students are expected to come to class prepared to thoughtfully participate in discussion based on course assignments or readings. 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. **Texting or using cell phones or PDAs in any way during class will result in 0 points for the day.** If you are not in class or are not engaged, you will not earn points.

Community Events

Part of being in college is being 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 to attend at least 4 community events, in addition to the session with the author of our summer reading. Students are encouraged to substitute another non-credit-bearing co-curricular experience for a community event, from among the following list: participation in a production of the MCTC; writing at least one article for *The Comenian*; participation in C³; participation in S.A.M., active participation in the Environmental Coalition; election to USG.

The *first required class community event* is attendance at the session with the author of our common summer reading. You are required to write a community event paper on this experience. A directive for writing up a community event paper is posted on the Blackboard site.

The *second required class community event* is the Fall Convocation which is scheduled for Thursday September 23rd from 1030 until 1200noon. You will be required to write a community event response in journal format on the Blackboard site.

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. Your professor 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. A written reaction paper (write-up) is always 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. 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 / enhances that value for both the institution and the student. 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 or participation or discussion can earn up to 50 points.

What qualifies as a community event that an individual can attend? Any program that is sponsored or co-sponsored by the M.C. Arts and Lectures Committee as well as the Cohen lecture automatically qualify. In addition, your instructor may announce other events that take place throughout the fall semester that qualify.

The 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. Your instructor will provide you with the details of this plan that you will be completing for this course. As long as it is handed in on time and your instructor deems it of acceptable quality, you will earn 100 points for completing this component of the course. A PEP that is turned in late can only earn 50 points.

Scheduling, preparing for, and attending individual meeting

Your instructor will ask you to arrange for an individual meeting with her/him preceding registration for the spring semester. 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 with your academic advisor. This means, for example, that you check the college catalog for specific requirements for any fields in which you are considering majoring. You also need to identify six courses as possibilities to discuss with your advisor. You will also write down an explanation for why you chose each of these courses as possibilities.

Your instructor will provide you with a form to help you to do this. It is your responsibility to thoughtfully fill this out and bring it to this meeting. The reason for requiring you to choose six courses even though most students will only enroll in four full unit courses (some may also be taking Fitness and Wellness) 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. This planning is so crucial to your college success that you earn 50 points for scheduling, preparing, and attending these individual meetings. If you are NOT fully prepared for this meeting, then you will earn either partial points or no points.

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

POLICIES:

Learning Disability Accommodations

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

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 any 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 – 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 does not make a decision on whether or not to uphold the charge of the penalty.

Late Assignments

Late assignments will automatically lose half of the possible points for the assignment. An assignment submitted 5 days or more after the due date will not be accepted. Failure to turn in a written assignment will result in a grade of zero points for the assignment.

All written assignments may be submitted electronically or in hard copy but must be submitted PRIOR to the start of the class when the assignment is due.

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 that although I will try to hold to the flow of the syllabus, it is subject to change over the course of the semester.

SCHEDULE

**COMMUNITY EVENT 1: SUNDAY, AUGUST 29, 2010 (10:30 meeting)
DISCUSSION WITH DA CHEN 1:30pm (Colors of the Mountains)**

Week 1:	August 30	Welcome Getting to Know Each Other Emphasis of course work Community Event Paper 1 Due: Reflections on Summer Writing
Week 2:	September 6	Labor Day: NO CLASSES
Week 3:	September 13	How to navigate AMOS, common drives (Steve McKinney, CIT) Room Memorial Hall 202 – BRING YOUR LOG IN LETTER and PASSWORD Personal Reflection #1:
Week 4:	September 20	Scavenger Hunt (Anna) How not to succeed in College
	September 23	FALL CONVOCATION: 1030-1200N: Required Class Community Event #2; Community Event Write up in an online journal on BB
Week 5:	September 27	MBTI (Amy Saul, Career Center) How do you process and learn? Any idea? Complete learning inventory on the following website PRIOR to class and bring your print out with you (your 4 letters) www.humanmetrics.com/cgi-win/jtypes2.asp
Week 6:	October 4	Visit from Learning Services / Counseling Center Personal Reflection #2
Week 7:	October 11	FALL RECESS; NO CLASSES
Week 8:	October 18	Leadership, Stewardship and your role at Moravian College
Week 9:	October 25	Who are WE? Discussion of Moravian College's Shared Values and Liberal Arts – Dr. Skalnik Personal Reflection #3

Week 10:	November 1	Registration 101: Bring your registration materials to class
		NOTE: Your registration dates are November 9, 10, 11
Week 11:	November 8	NO CLASS advisement meetings with Anna & Mr. Morro

Week 12:	November 15	Study Abroad – International Placement – Kerri Sethi Personal Reflection #4
Week 13:	November 22	Student Panel: student organizations Personal Reflection #5
Week 14:	November 29	Speaking Assignments
Week15:	December 6	Speaking Assignments: Song analysis Personal Reflection #6