

**LLC (ICL 100.2C / WR100C): Self Discovery / Transitions From Youth
A Living & Learning First Year Seminar Experience
Fall, 2010**

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Office Hours: M / W 9:45am – 10 :45am T / TH 10 :15am – 11 :15am		Class Location : HILL Room 410

COURSE DESCRIPTION:

Many of the psychological themes, principles, and theories related to growing up in American are unique to adolescents in the beginning of the twenty-first century; while other issues pertaining to transitions from youth span across generations. With an intense focus on critical thinking, self-reflection, and writing, this course will explore both new and classic issues involved in the movement from adolescence to adulthood. Novels, short stories, films and research will be the stimuli for writing personal reactions, descriptive and persuasive essays, synthesizing multiple perspectives around issues, comparisons between viewpoints and theoretical frameworks, and analyses of contemporary issues confronting adolescence.

STUDENT LEARNING OUTCOMES:

See yellow supplement for standard WR100 student learning outcomes, and commit to achieving these.

BUT ALSO TO GAIN:

1. Understanding and insight into youth development, personal identity and adjustment.
2. Understanding and insight into the general threats and opportunities posed to the youth of contemporary America.
3. Personal insight into our own individual dynamics and potential regarding our growth & transition.
4. Appreciation of both science and literature as sources of such insight as mentioned above.
5. A sense of power in being an active, committed part of a learning community.
6. *A life long love of, and commitment to questioning, thinking, learning and writing.*

Given that this course ALSO serves as your ICL experience, we will also venture to achieve:

(1) Preparation for College Life at Moravian

- 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

- 1) identify and understand the general goals and purposes of the liberal arts and sciences tradition for individuals and within society.
- 2) articulate the potential value of liberal learning for our own personal and professional success.

(3) Academic Survival Skills

- 1) 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) educational and career/professional goals with greater confidence and efficacy.

(5) Personal Coping Skills

- 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) pursue their goals and handle the challenges of adjustment college with greater confidence and efficacy.

Required Readings/Texts:

Chen, D. (1999). *Colors of the mountain*. New York: Anchor Books.

Gallo, D. (Ed.) (1997). *No easy answers: Short stories about teenagers making tough choices*. New York: Delacorte Press. (Referred to in syllabus as NEA)

Gold, R. S. (Ed.) (1967). *Points of departure: 19 stories of youth and discovery*. New York, NY: Dell Publishing. (Referred to in syllabus as PoD – currently out of print; situation to be discussed in class)

Hacker, D. & Sommers, N. (2010). *The Bedford handbook*. 8th ed. Boston, MA: Bedford Books. (Referred to in syllabus as BH)

King, S. (2000). *On writing*. New York, NY: Pocket Books. (Referred to in syllabus as KING)

Moravian College Students' Collection of Award-Winning Essays (Lebensfeld Essays) – to be distributed
Moravian College Course Catalog (2008 – 2010)
Moravian College Student Handbook (on-line)

There will also be handouts and articles distributed in class and/or placed on Reserve in Reeves Library.

ELECTRONIC RESOURCES:

Bedford Online Citation Styles

<http://www.bedfordstmartins.com/online/citex.html>

Bedford Researcher On-Line Resources

<http://bcs.bedfordstmartins.com/bedfordresearcher3e/>

Elbow, Peter. *Writing with Power: Techniques for Mastering the Writing Process*

<http://site.ebrary.com/lib/moravianlibrary/Doc?id=10085437>

Purdue University On-Line Writing Lab

<http://owl.english.purdue.edu/>

Purdue University On-Line Writing Lab: Grammar, Punctuation, and Spelling

<http://owl.english.purdue.edu/handouts/grammar/>

Reeves Library Home Page

<http://home.moravian.edu/public/reeves/>

Additional Materials / Requirements

- 1) Separate Notebook for THIS course - writing activities, reflections, etc. It must be able to be handed in periodically.
- 2) A binder for your final writing portfolio
- 3) You MUST register for the course on Blackboard

Course Assignments:

WRITING EXERCISES / DRILLS (12%): In your notebook, you will maintain entries for the following:

PreWriting Journal Entries: Some of these will be done in-class; others will be assigned for outside of class. They are different forms of handwritten responses to various prompts, and will often be encouraged to be done in a stream of conscience or free-writing manner. You will do a great deal of this “free-flowing” writing as a way to react to or reflect about the short stories / essays assigned for reading. This is good preparation for discussion.

Reflective Writing: Often you will be asked to reflect on your work (i.e., post-writing) to appreciate and get a sense of the decisions you made, the areas your writing is particularly strong, and to have a sense of where you struggle as a writer.

Writing Drills: These are your responses to the BH exercises that will be assigned. ***You do NOT need to do exercises in BH UNLESS I assign them during class or by instruction.*** Many of you may wish to do exercises in other areas beyond those assigned if you feel it would improve an area of your writing

BE SURE TO DATE AND LABEL EACH ENTRY CLEARLY, DESCRIPTIVELY AND CONSISTENTLY!!! See Policy #2 below – Organization & Format of Writing Assignments.

PAPER ASSIGNMENTS – The final grade of each paper will be aggregated with slightly different weights to account for **60%** of your grade.

There will be a number of individual writing assignments. Specific guidelines for each will be handed out separately in class and discussed. See Policy #2 below (ORGANIZED WRITING ASSIGNMENTS) about what each paper should have. The number of reviews and research papers are set; however, the number of essays we will complete will remain variable depending upon the needs and progress we make collectively and individually. The length guidelines below will give you the acceptable range to work with. Guidelines for each assignment may be more specific regarding length. Some assignments will be handed in once as a final drafts; while others will involve single or multiple formal revisions. Your own style of writing should involve proactive, autonomous iteration and revision in a stylistic manner that works well for you.

Two Descriptive Essays

- * My Inner Stress (at least 1 page)
- * A Cherished Treasure / Peak Experience (at least 2 pages)

One Film Review (at least two pages)

Film of your choosing (list of examples will be provided)

One letter to a source of conflict (two pages)

One Research Paper (6-8 pages)

Topics to be discussed

One Persuasive Essay (at least 3 pages)

One Analytical Essay (at least 3 pages)

Compare & contrast two stories or two characters from our readings (novel & short stories)

CONFERENCES, CLASS PARTICIPATION, PRESENTATIONS (16%) – You will need to be prepared for each class and for any one-on one conference we schedule together. Periodically, you will be asked to make a presentation, sometimes formal, sometimes semi-formal. Also, PLEASE commit to the active learning policy below as it factors into this grade portion. In addition, this grade will be impacted by excessive absences.

FINAL PORTFOLIO (12%) – The final task of the semester will be to choose samples of various writing pieces from your wealth of writing. You will complete a cover letter that will address a number of questions about the writings you chose. The letter will justify the choices and discuss how the choices and the portfolio holistically reflect your improvement and development as a writer. Additional guidelines for structuring the portfolio and cover letter will be discussed and shared in class. Your failure to properly submit a portfolio may impact upon the final grades of your individual writing papers as well.

Course Policies:

1) **ACTIVE LEARNING** - Active learning involves questioning the text and lecture material, contributing to discussion, sharing ideas and alternative perspectives, and being GENEROUS with your constructive criticism of peer's work (better you suggest it, than me!). As a prerequisite to the active learning that will take place in the classroom, please arrive to class prepared by having read the assigned chapter(s), and completing the assignments. Class participation is expected and highly encouraged. This is the best strategy for achieving many of the objectives laid out for the course. Those who commit themselves to such active learning are scholars.

Because good writing doesn't occur in a vacuum, it is essential that, as a class, we engage in the kind of discussion that will help us to actively process what we have read--to draw out and informally express our ideas and beliefs, and then to more formally express these ideas and beliefs in our writing. Toward these ends, your reading assignments must prompt you to read the text thoughtfully and thoroughly.

2) **ORGANIZATION AND FORMAT OF WRITING ASSIGNMENTS** –. Each assignment MUST have four things clearly indicated at the top of the first page: 1) a descriptive title, 2) your name, 3) the due date for that assignment (and, if late, the date submitted in parentheses); 4) a brief description of the written product in terms of the writing process (e.g., journal entry, freewriting, second draft, final version, etc.). *If this information is not at the top of the writing assignment – it will not be accepted.*

ALL drafts and final products/versions of papers and short writing assignments MUST be typed, double spaced with one-inch margins around.

THE WRITING FORMAT AND OTHER GUIDELINE REQUIREMENTS FOR EACH PAPER WILL BE DISCUSSED IN CLASS.

3) **LATE ASSIGNMENTS** - Assignments may be handed in up to two days late (points deducted from the grade each day late). When handing in an assignment late please indicate the amount of days late on the front cover along with your signature – **without this late assignments will be considered incomplete (I)**. Assignments may not be handed in after the third day late. Please, do not ask me to deviate from this policy. If you must miss class, drop off the assignment earlier, send it with a classmate, e-mail or fax it to me (861-1577). In other words, there should be no valid excuse for a late assignment. I encourage you not to procrastinate, and be sure to use your file on the student X: drive and back up your work!

4) **ACADEMIC INTEGRITY** - Academic integrity is a core value of the college and is expected. Cheating and plagiarism will not be tolerated. It is **my contractual agreement** with the college that I am to report all **suspected** cases of plagiarism and cheating. Plagiarism is the intentional misrepresentation of someone else's work as your own. This includes transcribing sentences or paragraphs belonging to another author directly from another written source and suggesting they are your own words, quoting directly from a published work without giving the author credit (i.e. proper citation), using or "borrowing" another student's work, buying a paper from a professional service, etc. The policy of the department is that the student must keep all note cards and rough drafts until given a grade for that course!!! Again, be sure to back up computer disks. Evidence of plagiarism and cheating will be dealt with in accordance with the college policy on academic honesty. Copies are available from the departmental secretary and can be found in your student handbook.

5) **ATTENDANCE** - Class attendance is expected. Excessive absences will impact directly on both your class participation and final grade. In the event that you miss a class, you are responsible for getting the information from a fellow student and reviewing them before you see me about questions concerning that material. Excessive absences (more than three) will result in deduction of two points per missed class from your final grade. You do NOT need to contact me, nor e-mail me in the event that you must miss a class. I assume you are a mature adult and can handle the responsibility of missing a class as outlined above.

6) **ACCOMMODATIONS** - Should you require special accommodations for a disability, please arrange an appointment with the instructor at the beginning of the semester. Documentation of a disability will be required for special accommodations to be arranged in conjunction with the Learning Services Office. 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 (ext. 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 (ext. 1510). Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.

NOTE: The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

7) **TECHNOLOGY** – Unless specifically and directly instructed to by the professor, students may NOT engage with any form of technology during class, lectures, and discussions. Such behavior will lead to deductions in your class participation and overall grade status.

8) EXCUSES & COMMUNICATION

I operate on the assumption that you are mature adults, and therefore, the decision to attend class or not is up to you, keeping in mind the penalties outlined for missing the learning experience. You need not e-mail me if you must miss class. Be sure to work with a classmate to get any materials you miss and feel free to make an appointment or come by during office hours to go over material after you get the notes from a classmate. I understand and respect life stressors you may be faced with; but keep in mind that grades reflect essential standards and cannot be adjusted based on extenuating circumstances. Valid obstacles/setbacks may understandably inhibit your performance, but they are not able to influence the course and college standards. I cannot pardon work nor substitute/supplement extra credit other than that which has been built into the course and offered to all. In the spirit of fairness to ALL students I must be consistent with the policies laid out in this syllabus and ask you to be familiar with and respectful of them. If you are thinking of asking for an exception to my policies; first ask yourself – “Am I willing to ask my classmates to support my exception to the rules of the course?”

9) FLEXIBILITY & FEEDBACK

This course, particularly assignments and syllabi content, are subject to change at the discretion of the instructor. In order to be responsive to students’ needs as writers and college students, topics and assignments may be modified throughout the semester. I will also be soliciting feedback from you in a variety of ways and opportunities so as to keep my finger on your collective and individual pulses as you develop as both writers and college students. You will note that there are days set aside on the course schedule for topics entitled: “Community Living Issues”. These are open-ended discussion days during which I will moderate / facilitate discussion on any topics that emerge or are of deep interest to the class or a substantive group of the students based on student feedback and input.

Relevant Quotes:

Education is what remains after you’ve forgotten everything you ever learned in school.

---*Albert Einstein*

A prudent question is one half of wisdom.

-- *Francis Bacon*

There has been more information produced in the last 30 years than during the previous 5,000 . . . A weekday edition of The New York Times contains more information than the average person was likely to come across in a lifetime during 17th-century England.

---*Richard Saul Wurman, Information Anxiety*

Time it was, and what a time it was, it was! A time of innocence. A time of confidences.

Long ago it must be – I have a photograph. Preserve your memories. They’re all that’s left of you.

--- *Simon & Garfunkle, Bookends*

Writing is like slow-motion thinking, with the possibility of re-plays . . . the writer finds that he/she is not only composing words, he/she is composing his/her experience.

--*John F. Butler, On Teaching Composition*

When I sat down to write a letter I didn't have time to write a short one, so I wrote a long one instead.
 --Mark Twain

Despite all my rage, I am still just a rat in a cage.
 --Smashing Pumpkins. Bullet with Butterfly Wings

Are you on fire from the years? What would you give for your kid fears
 --The Indigo Girls, Kid Fears

I became what I am today at the age of twelve, on a frigid overcast day in the winter of 1975.
 --the voice of Amir, by Khaled Hosseini from The Kite Runner

My anger was reaching its peak. You could insult my looks, my character, and my honor, but no one was allowed to tear apart my dream. I pulled back my right arm, ready to shove my fist down his throat.
 -- Da Chen, Colors of the Mountain

You must not come lightly to the blank page.
 -- Stephen King, from On Writing

You can make more friends in two months by becoming interested in other people than you can in two years by trying to get other people interested in you.
 -- Dale Carnegie

It was like that time I threw you into the sulfur spring to teach you to swim . . . You might have been convinced you were going to drown, but I knew you'd do just fine.
 -- voice of Rex Walls, by Jeannette Walls in The Glass Castle

Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed.
 -- Booker T. Washington

It sounds like a dubious aspiration, but one of the more pressing priorities for America this decade is to preserve our cherished freedom to fail. It has long been one of the pillars of this country's exceptionalism. America allows its citizens room to fail – and if they don't succeed, to try, try again. While the European Union publishes documents on 'overcoming the stigma of business failure', executives in Silicon Valley make their bygone start-ups the centerpieces of their resumes. But after the financial crisis of 2008, many Americans are no longer feeling so exceptional, and freedom to fail probably ranks right around freedom to remove your own appendix. That's a pity, because failure is one of the most economically important tools we have. The goal shouldn't be to eliminate failure; it should be to build a system resilient enough to withstand it.
 -- Megan Mcardle, Editor of the Atlantic

Class	Date	Topic and Assignments
1	Monday, August 30 th	Introduction to the course Student “Intro presentations”: Past, Present, Future
2	Wednesday, September 1 st	Student “Intro presentations”: Past, Present, Future [cont’d] Discuss <i>Syllabus [to be carefully read!]</i> & Writing Assignments Process for Choosing Topics: Film Review, Research, Persuasive Essay <i>BH: (1a,b,c) pp. 2-21; and (46a) pp. 438 – 442</i>
3	Friday, September 3 rd	On Writing & On Living <i>KING pp. 7 - 11; 103 – 107</i> <i>NEA: Carter’s Trashback (p. 273 -)</i> <i>Draft Due: Descriptive Paper - My Inner Stress</i>
MONDAY, SEPTEMBER 6 TH – LABOR DAY – NO CLASS		
4	Wednesday, September 8 th	Mind-Body-Environment: Reciprocal Influences A primer on the psychology of growth & adjustment; health & well-being <i>NEA: Myers’ “Stranger” (p. 209 -)</i> <i>BH: (4) pp. 86 – 103</i>
5	Friday, September 10 th	Walking Tour: North Campus Surrounding Areas Meet promptly at <u>PPHAC Room 103</u> (water bottle perhaps) <i>PoD: Hecht’s Snowfall in Childhood; Enright’s The Eclipse</i>
6	Monday, September 13 th	Personal Identity – Values & Peak Experiences Student as Writer; Writer as Student <i>KING: C.V. pp 17 – 101</i> <i>NEA: Miklotwitz’s “Confession” (p. 99 -)</i> <i>Lifeline and Johari Window Exercise</i>

7	Wednesday, September 15 th	Coping & Resiliency <i>BH: Look over sections (17) & (18)</i> <i>NEA: Hughes' "Simon Says" (p. 117 -);</i> <i>William-Garcia's "Wishing It Away" (p. 261 -)</i>
8	Friday, September 17 th	Walking Tour: Historic Bethlehem & Festival Area Meet in the Root Cellar (water bottle perhaps)
9	Monday, September 20 th	Social Support / Peer Culture <i>NEA: Okimoto's "Eva and the Mayor" (p. 167 -)</i> <i>Gantos' X-15s (p. 227 -)</i> <i>Drafts Due: Descriptive Paper: A Cherished Treasure / Peak Experience</i> <i>Letter to a Source of Conflict</i> Please bring TWO copies of EACH draft – one with no name
10	Wednesday, September 22 nd	Personal Responsibility & Civic-mindedness Motivation and Working to your Potential <i>NEA: Bethancourt's "Moon Over Missouri" (p. 43 -)</i> <i>Wolff's "The Un-numbing of Cory Willhouse" (p. 143 -)</i>
	Thursday, Sept. 23rd 10:30-12noon	Moravian College Fall Convocation – <i>please plan to attend!</i>
11	Friday, September 24 th	Walking Tour: Bethlehem South Side / Sand Island Meet in the Root Cellar (water bottle perhaps) Celticfest begins this evening!
12	Monday, September 27 th	Moral Development <i>NEA: Weaver's "The Photograph" (p. 1 -)</i> <i>Kerr's "I've Got Gloria" (p. 67 -)</i> Topics for Research Papers & Persuasive Essays <i>Due to be submitted and presented</i>

13	Wednesday, September 29 th	The Writing Toolbox <i>KING: pp. 111 - 137</i> <i>BH: (3) pp. 62 – 84</i> <i>DUE: Final Drafts of the two descriptive essays & letter</i>
14	Friday, October 1 st	Expanding Your Intellectual AND Social Horizons: Study Abroad Opportunities Guest Speaker: Mr. Kerry Sethi, Director of International Studies
15	Monday, October 4 th	Research: Finding and Integrating Knowledge / Expertise <i>BH: (46 & 47) pp. 442 - 478</i>
16	Wednesday, October 6 th	LIBRARY WORKSHOP: Bibliographic Research Report to Reeves Library Alcove
17	Friday, October 8 th	Community Living Issues
MONDAY, OCTOBER 11 TH – FALL RECESS – NO CLASS		
18	Wednesday, October 13 th	LIBRARY WORKSHOP: Academic Honesty Report to Reeves Library Alcove <i>BH: (48) pp. 478 – 488; MC Student HB: Policy on Acad. Honesty</i>
19	Friday, October 15 th	Community Living Issues
20	Monday, October 18 th	Relationships: Trust, Intimacy, Sex and Commitment <i>NEA: Koertge's "Duet" (p. 79 -)</i> <i>PoD: Saroyan's "Seventeen"</i>
21	Wednesday, October 20 th	Moravian College – Course Catalog & Student Handbook Formal and Informal Norms that make up our culture

22	Friday, October 22 nd	Upper Class Students – A Panel Chat
23	Monday, October 25 th	Writing Workshop <i>BH: Carefully review the following sections: (8) (13) (19, 20, 21)</i> <i>Draft Due: Research Paper (bring one copy)</i>
24	Wednesday, October 27 th	On Writing Revisited <i>KING: pp. 141 - 270</i>
25	Friday, October 29 th	Conversation with a Writer: Mr. Steven Esack, Reporter for the Morning Call <i>Second Draft Due: Research Paper (bring one copy)</i>
26	Monday, November 1 st	Preparing for Advising Sessions -- Spring Semester Courses (Advising will take place 11/ 3-5)
27	Wednesday, November 3 rd	Liberal Arts / Liberal Education & A Perspective on Comenius Guest Speaker: Dr. James Skalnik, Asst. Dean for Academic Advising <i>Readings: TBA</i>
28	Friday, November 5 th	Education – Forming Personal Philosophies <i>PoD: Stuart's "Split Cherry Tree"</i>
29	Monday, November 8 th	Career Development: Aspirations & Minefields <i>NEA: Plummer's Bliss at the Burger Bar" (p. 27 -)</i> <i>PoD: Updike's A&P</i> <i>Due Draft of Persuasive Essay (one copy)</i>
30	Wednesday, November 10 th	Popular Culture & Film Literacy <i>Handouts</i> <i>NEA: Namioka's "Little Li and the Old Soldier" (p. 193 -)</i>

31	Friday, November 12 th	Discussion of Final Portfolio: Reflection & Selection
32	Monday, November 15 th	<i>Individual Student Conferences on Writing</i> will take place all this week. <i>You are to work on your Film Review & Analysis Paper, as well as selected BH exercises.</i>
33	Wednesday, November 17 th	
34	Friday, November 19 th	
35	Monday, November 22 nd	Family – An Evolving Social Structure <i>NEA: Klass’ “Cradle Hold” (p. 239 -)</i> <i>PoD: McCullers’ Sucker</i> <i>Due Draft of Film Review & Analysis Paper (2 copies of each)</i>
WEDNESDAY, NOVEMBER 24 TH – SUNDAY, NOVEMBER 28 TH – THANKSGIVING BREAK		
36	Monday, November 29 th	Peer Editing Workshop with drafts submitted on 11/22
37	Wednesday, December 1 st	Discussion of Film & Short Story Papers <i>Due Final Draft of Film Review & Analysis Paper</i>
38	Friday, December 3 rd	Community Living Issues
39	Monday, December 6 th	Portfolio Development
40	Wednesday, December 8 th	A look back, A look forward <i>DUE: Final Portfolio</i> Check out KING’s pp. 285 – 288 to help form your between-semester reading list.
FINAL Exam Slot – Monday, December 13 TH ; 1:30PM		Study break, informal discussion of film segments and planning for spring events

