

## Freshmen Seminar (Writing 100 + Introduction to College Life)

### *A Pilot Course*

#### Common Good: Leadership and Service

Fall 2010

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#### People you need to know:

**Instructor:** Dr. Michelle Schmidt  
Department of Psychology, Director of Academic Leadership Programs  
[mschmidt@moravian.edu](mailto:mschmidt@moravian.edu); 610-861-1606; PPHAC 230

**Student Advisor:** Corey Koenig, Senior, Business Management Major  
[stcck01@moravian.edu](mailto:stcck01@moravian.edu); 610-295-3742, USG Office (HUB)

**Writing Fellow:** Caitlin Adolph, Senior, English Major  
[caitlin.adolph@gmail.com](mailto:caitlin.adolph@gmail.com) or [stcka01@moravian.edu](mailto:stcka01@moravian.edu); 443-604-8762

#### Course particulars you need to know:

**Meeting Time:** Tuesday 2b, 3b (8:55-11:30); Thursday (8:55- 10:05)

**Location:** HILL 410

**Office Hours:** TR 2:20-3:00 (PPHAC 230); W 10:00-11:00 (PPHAC 230);  
R 10:05-11:00 (for Freshmen only, after class)

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I define a leader as an individual who is able, without the use of force, to change the thoughts, feelings, beliefs, and behaviors of other persons. When I wrote a book about 20th century leaders in the middle 1990s, the only living person I profiled was Margaret Thatcher. While I disliked many of her policies, Thatcher clearly changed how many people--both within and outside of Britain--viewed the country, and her influence continues to this day. Of other individuals who are alive, I would single out Nelson Mandela, who was able to bring together warring factions and to re-establish South Africa within the family of nations.

That said, if I were to define a Nobel Prize for Leadership, I would focus on individuals who have brought about changes for the wider good of humanity. In our current era, such changes are less likely to be brought about by political leaders than by social entrepreneurs: Individuals who can marshal human and material resources to tackle large and seemingly intractable problems.

In our era, the father of social entrepreneurship is Bill Drayton, who began Ashoka 30 years ago. Drayton merits the new Nobel leadership award. Within the United States, I would honor Wendy Kopp who, as a college graduate, launched Teach for America. And because social entrepreneurs must rely on the generosity of philanthropists, I would single out Bill Gates, George Soros, and Ted Turner--leaders who enable other leaders.

--Howard Gardner, October, 13, 2009, The Washington Post

**Overall course goals:** There are several important goals of this seminar. First, this seminar is unique in that it brings together competitively selected Emerging Leaders—both the students and the instructor will learn from one another and from selected texts about *Leadership and Service for the Common Good*. Second, the course, the student advisor, and the instructor will facilitate your orientation to college life at Moravian. Third, there will be an emphasis on writing and speaking (with the help of a Writing Fellow from the Writing Center), particularly related to our themes of leadership, service, and common good. Fourth, we will “put our money where our mouths are” and actually serve the local community.

**Components of the course:** The course will be made up of approximately 1/3 *Introduction to College Life* matters and 2/3 *Writing 100* matters. Although separate grades will be assigned to each of these components, the lines will likely blur at times. This is inevitable and should be embraced rather than rejected. In some sense, the course is an experiment and we will learn as we go!

**Required resources and readings:**

American Psychological Association. *Publication manual*. (several copies available in the library reference section or order at [www.apa.org](http://www.apa.org))

Chen, D. (2001). *Colors of the mountain*.

Hacker, D. (2001). *The Bedford handbook* (8<sup>th</sup> ed.).

Loeb, P. R. (Ed.). *The Impossible Will Take a Little While*.

Graham, C. *Happiness around the world: The paradox of happy peasants and miserable millionaires*.

*Moravian College Catalog*

*Moravian College Student Handbook*

**Grading:**

Grades for all assignments and for the course will be assigned using the criteria published in the Student Catalog (see Academic Regulations):

- A range: These grades indicate achievement of the highest caliber. They involve expectations of independent work, original thinking, and the ability to acquire and effectively use knowledge.
- B range: These grades indicate higher than average achievement. Evidence of independent work and original thinking is expected.
- C range: These grades are given when the students has devoted a reasonable amount of time, effort, and attention to the work of the course, and are satisfied the following criteria: familiarity with the content of the course, familiarity with the methods of study of the course, and active participation in the work of the class.
- D range: These grades indicate unsatisfactory work, below the standard expected of the College. They indicate work, which in one or more important aspects, falls below the average expected of students for graduation.
- F: This indicates failure.

The instructor reserves the right to apply qualitative judgment in determining grades for assignments and for the course.

## I. WR100 Requirements

The objectives of the traditional WR100 course are as follows:

- To gain an understanding of and appreciation for the writing process
- To realize strengths and weaknesses as writers, and to improve areas of weakness
- To effectively communicate thoughts in written and verbal forms
- To realize and appreciate different forms of writing
- To master basic library and online research skills
- To learn appropriate citation and reference procedures outlined by the American Psychological Association
- To recognize and avoid plagiarism
- To learn and appreciate the process of prewriting, drafting, and revising
- To experience the power of collaboration—through work in small groups with peers, with a Writing Center tutor, with the instructor—in making a piece of writing become what the writer and the situation want it to be
- To see how reading and talking about writing contribute to the development of writing abilities

### ASSIGNMENTS AND GRADING:

There will be several short papers, one larger research paper, and other small writing and grammar assignments throughout the semester. Each of the major papers is listed below and each assignment will be described at length in class and on a separate handout. Please be advised that all papers should be written knowing that they may be read by both peers and the instructor.

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|--|------------|
| • Persuasive writing: Top three staff positions        | 20 points  |
| • Interview with President's Staff member              | 30 points  |
| • Position paper on President's Staff Meeting Question | 30 points  |
| • President Staff's Meeting                            | 20 points  |
| • APA Research Paper                                   | 100 points |
| • Presentation of Research Topic                       | 20 points  |
| • Portfolio (with journal sections)                    | 50 points  |

The research paper will be built with the help of your peers and the instructor. You will use the following procedures:

- In-class prewriting of topics of interest
- Proposed research topic with annotated reference page
- Draft editing with peers in class
- Draft review with writing tutor, writing fellow, student advisor, or instructor
- Final draft to instructor (w/ earlier marked drafts)
- Optional additional revisions for final portfolio

### Presentation

All students will be required to give a presentation on their APA paper topics during the last two weeks of the semester. Students will be assigned presentation dates by the instructor based on their topics. Presentations should last approximately ten minutes each (and should not exceed fifteen minutes) and should provide the class with an overview of the research findings on his or her topic. Students are encouraged to use overheads, handouts, and other visual aids to effectively communicate their topics. This assignment cannot be made up. If a documented emergency situation arises and the student does not complete the presentation, either an alternate date for the presentation will be arranged or, if this is not possible, the student must arrange with the Media Center to do a videotaped presentation.

### Portfolios

Over the course of the semester, you will create a Portfolio of your work for this class (using a 2" hard cover three-ring binder). The Portfolio will include samples of your writing (from prewriting to publication quality) that demonstrate your development as a writer. The Portfolio will be turned in at the end of the semester and will be used to determine the final course grade. In addition to final "publication quality" papers, all drafts of papers (i.e., drafts with original feedback/comments & all rewrites) must be saved and included in the final Portfolio. Students are encouraged to provide additional rewrites of their final graded papers in their final Portfolios. These optional additional rewrites will be considered in assigning final grades. Journals (see below) also will be included in the final Portfolio. The portfolio will conclude with a final paper, in which you reflect on the semester, the course, your writing and speaking, and your overall development

### Journals

As part of the portfolio, students should have three labeled sections with lined paper. These sections will serve as your writing "journal" throughout the semester. The three labeled sections are: (1) in-class writing assignments, (2) grammar assignments (see below), and (3) spontaneous writing. The journal will contain snapshots of your development through the semester. **Journals will be turned in at midterm and as part of the final Portfolio.**

### Grammar Assignments

You will be asked to read portions of the Bedford Handbook and will do corresponding grammar assignments with the Writing Fellow. The assignments are short and sweet, and get across important grammar points to help your writing. Assignments (or completed handouts) should reside in the grammar section of your journal. Again, grammar assignments will be handled by the Writing Fellow.

### Writing Center

In order to pass the class, each student is required to visit The Writing Center (TWC) at least once this semester. Students are encouraged to visit TWC more than once. Each student must have a one-hour session with a tutor in TWC and the instructor must receive a written report from the tutor. Additional visits to TWC after the first required visit will be taken into consideration when determining final grades.

### Participation and Effort

This course will be run as a seminar/workshop. Each student will be a participant and I will be the facilitator. A portion of the students' grade will be devoted to participation and effort in the course. To this end, it is expected that students will attend class and engage in regular discussions, effectively engage in peer editing exercises, complete assignments to the best of their abilities, and become contributing members of our learning community.

## **II. ICL Requirements**

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 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, & 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.

## ASSIGNMENTS AND GRADING:

Grading policies and workload expectations are largely standardized across ICL sections in order to ensure fairness. Our class, however, is an exception. The Emerging Leaders group will take part in a “leadership” component of the course, in combination with WR100, to fulfill the requirements of the EL scholarship. 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 to pass the class simply by showing up. You must attend all classes and other required events, and you must be an ACTIVE participant.

Components for the ICL grade:

Attendance and active participation in class	50 points
Attendance at community events <ul style="list-style-type: none"><li>• Discussion with Da Chen</li><li>• Service activity</li><li>• Leadership Center event (Reel Leadership, unless schedule does not allow)</li></ul>	20 points each
Reflection papers <ul style="list-style-type: none"><li>• Reaction to <i>Colors of the Mountain</i> (500 words)</li><li>• What do I want to accomplish at Moravian? (250 words)</li><li>• Community event thought papers (x 2; 250 words)</li><li>• <i>The Impossible Will Take a Little While</i> (x 2; 250 words)</li></ul>	C of the M: 50 points Others: 20 points each
Meeting for advising for Spring 2011 semester	20 points
Happiness paper: Book summary, reaction, and self-analysis	50 points
Happiness discussion	20 points

### Attendance and Participation

Plain and simple, attendance is mandatory. You cannot pass classes at Moravian College without being there. But being there is not enough. College professors will not be satisfied with students being lazy and appearing to be unengaged 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” and “what he said” are not considered thoughtful responses. **Texting or using cell phones or PDAs in any way during class will result in grade deductions.** If you are not in class or are not engaged, you will not earn points. The student advisor, along with the instructor, will determine final attendance/participation grades.

### 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 do several things. As a class, we will participate in the Discussion with Da Chen. We also will complete a community service project at some point during the semester. And, finally, you will need to participate in an event sponsored by the Leadership Center (watch for announcements and invitations to events). Write-ups (250 words each; 1 page) will be due for each event.

### Reflection Papers

Each of you will have 7 opportunities over the course of the semester to generate personal reflection papers. These papers will be related to the reading assignments, community events, and your own life experience.

### Meeting for Advising

Each student will meet with the student advisor and the instructor to finalize a schedule for Spring 2011. All meetings will take place on November 2<sup>nd</sup> and 4<sup>th</sup>. Students will have assigned time blocks and meetings will take place in PPHAC. You must bring your registration materials and a tentative mapped out schedule. Do not come with nothing or with no ideas of what classes you might take!

### Happiness around the World

This semester, we will read Graham's *Happiness around the world*. We will spend a week on the book in class and students will write a paper in which they summarize the book, reflect on its contents, and provide a personal analysis of their own happiness based on the book and class discussion.

### III. Class Policies

Attendance: Moravian College Academic Standards Policy states, “[s]tudents are expected to attend classes regularly.” Class attendance is mandatory. Excessive absences (two or more) will be dealt with on an individual basis and may result in a one-grade deduction per absence on the final course grade (e.g., B to B-, B- to C+). If an editing day is missed, the student is responsible for finding two students in the class who will edit his or her paper outside of class. The instructor must be notified, by e-mail, of the names of the two students who agreed to edit outside of class within 48 hours of the missed class. If this procedure is not followed, the student’s paper will be downgraded ten points on the final draft turned in to the instructor.

If special circumstances arise that cause a student to miss an excessive number of classes, he or she should contact the Learning Services Office (see below).

Writing Assignments: Your instructor has the right to 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 does not clearly convey that you have tried to do a good job on the write-up. If this occurs multiple times, your instructor may award only partial credit for resubmissions or not offer this option to you.

Late Assignments: Late papers will receive deductions and will not be accepted once they are 24 hours late (no exceptions). Failure to bring a draft in class on the appropriate day will result in a ten-point deduction on the final paper.

Academic Integrity & Honesty: The Policy on Academic Honesty states, “Moravian College expects its students to perform their academic work honestly and fairly.” Therefore, students are expected to be honest in all matters pertaining to this class, without exception. All work submitted for evaluation in this course must be original work. It may not be “borrowed” from another student or any other source without proper credit as outlined by the American Psychological Association and the Bedford Handbook. All papers submitted for this class must be original work completed by the student to meet the requirements of this class.

Students may not plagiarize. The Moravian College Student Handbook states, “[w]hen students use the specific thoughts, ideas, writings, or expressions of another person, they must accompany each instance of use with some form of attribution to the source. Failure to do so is plagiarism, a major form of dishonesty.” Specific procedures for attribution for this course are outlined in the APA Publication Manual and summarized in the Bedford Handbook (three copies of the APA Manual are available in the reference section of the library). If you are not sure what constitutes plagiarism, please set up an appointment with the instructor. Otherwise, adherence to the guidelines set forth by APA will be expected. In compliance with College policy, students must turn in copies of all sources used for papers and are expected to “keep all notes, drafts, and materials used in preparing assignments until a final course grade is given.” A student judged to have violated the policy on academic honesty will receive a grade of zero for the relevant assignment or a failing grade for the course, at the discretion of the instructor. Any such violation will be reported in writing to the Office of the Academic Dean.

Learning Services Office: The Learning Services Office “provides assistance to students who are experiencing academic difficulties” (Student Handbook, 2002-2003). If you feel you need special services through this office, you may call 610-861-1510 or visit their offices at 1307 Main Street.

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.



#### IV. SCHEDULE

**COLOR KEY:**

Running a College: President's Staff and College Decision Making

Orienting to College Life

Learning to write and writing to learn

Exploring topics in leadership, service, and the common good

Miscellaneous

Week	Dates	In class work	Out of class work due
1	August 31	Introduction/Orientation	
	September 2	Tour of campus	Reaction paper 1, <i>Colors of the Mountain</i>
2	September 7	Introduction to Writing: Grammar lessons and free writing (Schmidt & Caitlin)  + Misc.	Personal Development Plan: What do I want to accomplish at Moravian?
	September 9	Being a <u>Student Leader</u> @ Moravian (Corey) <i>Note: Organization Fair, 9/9, 4-6pm</i>	
3	September 14	Counseling Center —Dr. Michelle Santiago Asst. Dir. of Counseling Services  <u>College Leadership</u> and Decision Making <u>Who Runs the College?</u> (Schmidt & Corey);  (If time, begin discussion of President's Staff roles)	Reaction Paper 2, <i>The Impossible Will Take a Little While</i>
	September 16	Assignments and Roles for President's Staff assignments (Schmidt)	
4	September 21	Writing Day: Grammar, free writing, plagiarism  + Misc	PS Writing Assignment 1: Top three choices with reason/rationale
	September 23	Introduction to Leadership, Service, & Common Good (Schmidt) <u>Servant Leadership</u> <i>Note: <b>REQUIRED</b>, Fall Convocation 10:30am-12:00pm</i>	

5	September 28	Career Center—Amy Saul Director of the Career Center <i>Branding and College Success (Corey)</i>  <i>APA Style and Research Paper (Schmidt)</i>	
	September 30	Grammar, APA Style, and Research Paper (continued) (Caitlin & Schmidt)	<i>Reaction Paper 3: The Impossible Will Take a Little While</i>
6	October 5	<i>Writing Workshop Day</i>  <i>BEGIN: Leadership Topics, Service Planning</i>	
	October 7	<i>CONTINUE: Leadership Topics, Service Planning</i>	<i>PS Writing Assignment 2: Interview with assigned person/people (questions and responses must be included)</i>
7	October 12	No Class—Fall Break	
	October 14	<i>Introduction of President's Staff</i>	
8	October 19	<i>Discussion Part I: Happiness</i>	<i>Happiness Paper Due</i>
	October 21	<i>Discussion Part II: Happiness</i>	
9	October 26	Study Abroad—Kerry Sethi Director of International Studies  <i>Writing Workshop</i>	
	October 28	TBD (we will discuss options)	<i>PS Writing Assignment 3: Response to Issue</i>
10	November 2	ADVISING for Spring 2011 term (Note: 1/3 of the class will be advised today) PPHAC	<i>Proposed Research Topic with Annotated Bibliography</i>
	November 4	ADVISING for Spring 2011 term (Note: 2/3 of the class will be advised today) PPHAC	<i>Proposed Research Topic with Annotated Bibliography</i>
11	November 9	<i>Writing Workshop Day...bring research paper draft</i>	<i>Work on research paper!</i>
	November 11	<i>Leadership Topics</i>	<i>Work on research paper!</i>
12	November 16	<i>Meeting of President's Staff Meet in UBC Room (HUB)</i>	<i>Work on research paper!</i>
	November 18	<i>Writing Workshop Day...bring research paper draft</i>	<i>Work on research paper!</i>

13	November 23	Discussion of oral presentations: Design, content, evaluation “How to” (Corey & Caitlin)  Leadership Topic	Work on research paper!
	November 25	Happy Thanksgiving!	Work on research paper!
14	November 30	Additional Review for Oral Presentations + Grading Criteria (and any other unfinished business)	Research Papers Due!
	December 2	Oral Presentations (x5)	
15	December 1	Oral Presentations (x12)	
	December 3	Oral Presentations (x5)	
16	December 7	Wrap-Up, Celebrate!	

**President's Staff (and a few other really important people):**

President Christopher Thomforde (PS)

Julie Del Giorno (PS)  
President's Chief of Staff

Beverly Kochard (PS)  
Vice President of Student Affairs

Gordon Weil (PS)  
Vice President of Academic Affairs and Dean of Faculty

Dennis Domchek (PS)  
Vice President of Finance & Administration

Bernie Story (PS)  
Vice President of Enrollment & Dean of Admissions

Frank Crouch (PS)  
Vice President & Dean of Seminary

George Diamond  
Chair of Planning & Budget Committee

Carol Reese  
Director of Institutional Research

Dean Carol Traupman-Carr  
Associate Dean for Academic Affairs

Dean Jim Skalnik  
Assistant Dean for Academic Advising

Corey Koenig  
USG President

Issue: How do we increase the number of student applications to the College? If we could add a program that would increase student applications, what would it be?