

LINC 100 2S: Introduction to College Life

Fall 2010

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- Thursdays 8:00 am – 8:45 am
- Thursdays 10:30 am – 11:30 am (this may vary due to admission travel from mid-Sept to Dec 1)
- By appointment

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. Specific topics include: becoming familiar with college policies related to your role as a student and member of the Moravian College community; assisting your transition to becoming a successful college student; exploring the purpose of a liberal arts education at Moravian College and its relation to life after college; developing specific goals, objectives, and plans for your education; and assisting your engagement in college life.

Required Readings:

1. Chen, Da. (2001). *Colors of the Mountain*. New York: Anchor Books.
2. *Moravian College Student Handbook*.
3. *Moravian College Catalog*.
4. Shepard, Adam. (2010). *Scratch Beginnings: Me, \$25, and the search for the American dream*. New York, NY: HarperCollins.

Additional readings may be handed out in class.

Grading:

<i>Completion of 6 Personal Reflection Papers</i>	<i>30%</i>
<i>Attendance and active participation in class</i>	<i>21%</i>
<i>Attendance and write-ups of community events</i>	<i>20%</i>
<i>Personal Education Plan</i>	<i>12%</i>
<i>Speaking Assignment</i>	<i>12%</i>
<i>Individual advising sessions</i>	<i>5%</i>

Personal Reflection Papers:

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 others I will design. Each of these assignments is worth 50 points. I may either turn back a submission as unacceptable or award fewer points than the maximum if you do not use proper grammar, spelling, and punctuation or the submission does not clearly demonstrate acceptable college level work. Additionally, I may also 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, I 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. I will make specific assignments and let you know of their dates in class.

Attendance and active participation in class

This is a heavily weighted component of the course. This reflects my hope that much of your learning experience comes about by active participation in the classes. Some classes will involve group activities, while others will have guest speakers and or panels sharing information and important insights about the 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 14 formal class meeting times, one during fall orientation to discuss our common summer reading and 13 seventy-minute classes, meeting once a week through out the semester.

You will earn 15 points for each class up to a maximum of 210 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. I may choose to award partial credit rather than all 15 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 210 points, the equivalent of a 100 on a test that counted 21% of your final grade.

Community Events

College offers students many opportunities for additional learning that occur 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 exposing yourself to new learning experiences this course requires you to attend 5 community events over the course of the semester. The first will occur during the lecture by Da Chen, the author of *Colors of the Mountain*.

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, this paper submission is worth 60 points. Other community event write-ups turned in during the remainder of the semester will be worth 35 points. This assignment is your first chance to communicate using the written word to me. Make your submission something that you are proud of. It is also the first opportunity for me to get a feel for your writing ability and for your ability as a college student. This will help me to provide you guidance throughout the semester and as your academic advisor throughout the year.

The write-up for Da Chen, *Colors of the Mountain*, community event (250 words minimum) is due on Thursday, September 2, 2010 during our class meeting time. The write-up should be a high quality submission, typical of what one could expect from a successful college student. Your submission may be turned back to you for additional work if you do not use proper grammar, spelling, and punctuation or the paper does not clearly demonstrate acceptable college level work.

Two of these community events will be designated as class community events that we will go to together. If you have a legitimate conflict with a class community event I will suggest an acceptable alternative community event for you to attend. In order to receive credit this alternative must be arranged with me before the date of the class community event. I 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 2 other approved events to serve as individual community events. 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. While these write-ups should be typical of what one could expect from a successful college student I may 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 20 points. Attending five community events and handing in a write-up on each on time earns you up to 200 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 qualifies. In addition, I may announce other events that take place throughout the fall semester that qualify.

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. I will provide you with the details of this plan that you will be completing for this course. **It is due December 2nd**. As long as it is handed in on time and I deem it of acceptable quality you will earn 120 points for completing this component of the course. A PEP that is turned in late can only earn 95 points.

Speaking Assignment

As part of our Learning in Common 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 prepare a 3-5 minute speech about a charitable organization that you would like to raise awareness for. Create an effective introduction and conclusion with sound transitions to connect the major points of the presentation. The total point value that can be earned for this component of the course is 120 points.

Scheduling, preparing for, and attending individual meeting

In October, I will ask you to arrange for an individual meeting with me preceding registration for the spring semester. As part of this process it is critical that you both understand the LinC Curriculum and thoughtfully prepare for this meeting with me. 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 during our meeting. You will also write down an explanation for why you chose each of these courses as possibilities. 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. This is equivalent to earning a 100 on a test that counted 5% 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 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

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 a 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 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.

Blackboard:

I have set up a Blackboard site for this course. Please enroll yourself as soon as possible (you can access it through AMOS "Quick Links"). There you can find contact information, the syllabus, announcements and assignments.

Note:

Please note that it is within my purview to apply qualitative judgment in determining grades for any assignments and for the course final grade.

Please note while I will try to hold to the flow of the syllabus it is subject to change over the course of the semester.

Please turn cell phones off or on vibrate during class time. Please avoid texting during class time.

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 their own 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.

Class Schedule

Class Date	Assignment
Sunday, August 29, 2010	Common Summer Reading Discussion & Community Event with Author Da Chen <ul style="list-style-type: none"> ○ Writing Assignment – Community Event <p>Reflection Paper is due on September 2nd</p>
Thursday, September 2, 2010	Welcome to Class <ul style="list-style-type: none"> ○ Writing Assignment Due: Chen Community Event ○ Introductions ○ Review Syllabus, assignments and class schedule ○ Writing Assignment for 9/9: Reflection Paper #1 Subject: Your First Week of College Life
Tuesday, September 7, 2010	LAST DAY FOR DROP/ADDS
Thursday, September 9, 2010	Computer Information Technology Presentation by Mr. Stephen McKinney, Director of CIT – We will meet in PPHAC 112 <ul style="list-style-type: none"> ○ Writing Assignment Due Today: Turn in Reflection Paper #1 ○ Reading Assignment for 9/16: Disclaimer & Author's Notes – page 29, Scratch Beginnings ○ Writing Assignment for 9/16: Reflection Paper #2 Subject: Shepard states in his introduction "I am really, really frustrated with the poor attitudes that seem to have swept over my peer group. Frustrated with hearing "I don't have" rather than "Let's see what I can do with what I have." Do you agree or disagree with this statement? What other characteristics frustrate you? What characteristics make you proud to call them your peers?
Thursday, September 16, 2010	Career Services Presentation by Ms. Amy Saul, Director of Career Services <ul style="list-style-type: none"> ○ Discuss readings from Scratch Beginnings ○ Writing Assignment Due Today: Turn in Reflection Paper #2 ○ Writing Assignment for 9/23: Reflection Paper #3 Subject: Discuss your transition from high school to college in terms of making friends OR discuss what types of activities or clubs you are interested in joining.
Thursday, September 23, 2010	<ul style="list-style-type: none"> ○ NO CLASS ○ Fall Convocation, 10:30 am – noon – attendance is mandatory ○ Writing Assignment Due Today: Turn in Reflection Paper #3 ○ Reading Assignment for 9/30: Pages 31-84, Scratch Beginnings ○ Writing Assignment for 9/30: Community Event Assignment: Fall Convocation

Thursday, September 30, 2010	<p>Study Abroad Presentation by Mr. Kerry Sethi, Director of International Studies We will meet in PPHAC 117</p> <ul style="list-style-type: none"> ○ Discuss readings from Scratch Beginnings ○ Writing Assignment Due: Fall Convocation – Community Event Paper ○ Reading Assignment for 10/7: Pages 85-119, Scratch Beginnings ○ Writing Assignment for 10/7: Reflection Paper #4 Subject: In chapter 4 of Scratch Beginnings, Shepard writes about his experience working for a day at a retail store. He shares with us his frustrations with the management he encountered. Do you agree/disagree with how the manager acted in this situation? Do you agree/disagree with Shepards reactions? Think about your graduation from MC in 4 yrs – you will be a new professional in the work force – how do you expect your manager or boss to treat you? If you are placed in a management role what will your management style be like, how will you treat those “below” you on the corporate hierarchy and how do you expect to be treated? Feel free to relate to past work experiences as well.
Thursday, October 7, 2010	<p>Time Management Presentation by Mrs. Laurie Roth, Director of Learning Services</p> <ul style="list-style-type: none"> ○ Discuss readings from Scratch Beginnings ○ Writing Assignment Due: Turn in Reflection Paper #4
October 11-12	NO CLASSES (Fall recess)
Thursday, October 14, 2010	<p>Student Panel Led by Luke</p> <ul style="list-style-type: none"> ○ Reading Assignment for 10/21: Pages 121-167, Scratch Beginnings ○ Writing Assignment for 10/21: Reflection Paper #5 Subject: Page 101 - 103 of Scratch Beginnings, Leo shares his opinion about society. He states that “There are three kinds of people...” and “we live in a society that allows everyone the freedom to do what he or she wants with his or her life.” Based on your past experiences through your involvement with school, work, teams, clubs, etc. – do you think Leo is on to something here? Why or why not?
Thursday, October 21, 2010	<p>Student Handbook Review</p> <ul style="list-style-type: none"> ○ Discuss Reading from Scratch Beginnings ○ Writing Assignment Due: Turn in Reflection Paper #5
Thursday, October 28, 2010	<p>Registration Meetings</p> <ul style="list-style-type: none"> ○ There will be no class scheduled for today; instead, I will meet with each of you individually over the course of this week to discuss your schedule for the Spring semester ○ Reading Assignment for 11/04: Pages 169-194, Scratch Beginnings

Thursday, November 4, 2010	<p>Presentation by Ms. Sharon Brown, Director of Institutional Diversity</p> <ul style="list-style-type: none"> ○ Reading Assignment for 11/11: Pages 195-221, Scratch Beginnings ○ Writing Assignment for 11/11: Reflection Paper #6 Subject: Choose one of the following topics: <ul style="list-style-type: none"> ○ Page 214 of Scratch Beginnings – Shepard states “A five-year plan is invaluable.” and “We live in an “It ain’t my fault” society.” ○ Page 215 of Scratch Beginnings – Shepard states “In the end, though, where do we turn for help? Whose responsibility is it to offer assistance to those in need? We’ll everybody’s.”
Thursday, November 11, 2010	<p>Individual Speaking Assignments Due</p> <ul style="list-style-type: none"> ○ Discuss Reading from Scratch Beginnings ○ Writing Assignment Due: Turn in Reflection Paper #6
Wednesday, November 18, 2009	<p>Individual Speaking Assignments Due</p> <ul style="list-style-type: none"> ○ Discuss Reading from Scratch Beginnings
Thursday , November 25, 2010	THANKSGIVING BREAK – NO CLASS
Thursday, December 2, 2010	Personal Education Plan due; Evaluations; Treats