

First Year Seminar: “What Is Education for?”

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Student Advisor: Marissa Blose

MWF: 10:20 – 11:30, Comen. 111

Office Hours: Friday, 12 – 2:30; you also are welcome to make appointments with me for other times, and to stop by my office and see if I’m available

Course Description: Why did you come to college? What is the purpose of your education at Moravian College? This First Year Seminar will provide an opportunity for students to read, think and write about their own experiences, aspirations and developing philosophy of education. To assist us in our reflection and deliberation, we also will hear from faculty and other leaders both within and outside Moravian College with respect to the meaning and reason for higher education. Most important, you will write in diverse formats and in response to various prompts, readings, presentations, and self-generated questions and ideas. The course will culminate with students creating their own "Manifesto on Education"; a “manifesto” is a document that makes a values statement, outlines the key issues and puts forth a specific plan of action. Thus, by the end of our semester together you will have gained more clarity about the reasons behind and the specific plan of action you wish to put into motion for your college career, as well as your sense of the meaning and purpose of higher education more generally. This course especially is highly recommended for students who are considering a teaching career, and will be a great experience for any student who is working on figuring out just what s(he) is doing at Moravian College.

Course Description and Objectives

The First Year Seminar (FYS) introduces writing as a process that is central to college learning and to life. Each FYS, no matter what the topic, focuses on college-level reading and writing so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each FYS section entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings. You learn to write by writing and reading, so your teacher will be mostly a facilitator in class, not a lecturer or test-giver.

By the end of this course, students will:

- A. Articulate an understanding of liberal education as it affects one’s life now and prepares the individual for the future.
- B. Use writing as a way to discover new information and insights, in short, to learn.
- C. Demonstrate a process approach to writing.
- D. Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
- E. Demonstrate an ability to write effectively for a variety of audiences.
- F. Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
- G. Read critically and comprehensively to integrate others’ ideas with their own.
- H. Demonstrate behaviors for successful learning including effective study habits, time management, goal setting and coping skills.

- I. Collaborate with faculty and student advisors to engage with the college community.

Students will complete several pieces of writing, formal and informal, graded or ungraded, this semester. Expect to receive suggestions from your instructor or classmates as you develop writing assignments through multiple drafts. Individual conferences, written comments, small group workshops, the College Writing Center—all should be used to help you as you plan, draft, revise, and edit a piece of writing. At least one writing assignment will involve substantial use of Reeves Library. You will improve your information literacy as you learn to develop and investigate a research topic. By the time you complete your FYS, you should be proficient in the following “**basic competencies**” of information literacy:

- Define a research need
 - Formulate a research topic
 - Determine an information need
- Plan and execute a search for information
 - Identify key terms and concepts
 - Identify the most appropriate sources of information
 - Use Boolean operators and truncation where appropriate
 - Impose limiters (e.g., scholarly vs. popular, date, language)
 - Modify the search based on search results
- Know how and where to find the sources discovered in the search process
 - Determine which sources the library owns or provides access to and retrieve them
 - Request material not owned by the library on Interlibrary Loan
 - Locate material faculty may have put on reserve in the library
- Understand the obligation to credit sources and be able to do so in an appropriate citation style

Writing as a Process

Writing is more than simply a report of what you know and see; it is also an important way of exploring a subject. Developing a finished piece of writing through time and involving the recursive process discussed below can deepen your understanding of the world and yourself in a way that reading and thinking by themselves cannot. By practicing writing in this way, we hope that you can eventually become your own teacher/editor and be able to use writing as a way of learning. Here is a brief overview of the usual process, based on what we know about how successful writers actually work.

Prewriting (or planning) is the work you do before composing and includes those important early decisions about purpose, audience, and style to. Prewriting also means reading, taking notes, talking to others, outlining, or freewriting—in other words, gathering together your information and thoughts.

Writing (or drafting or composing) those first words on a blank page is sometimes the most difficult step, often preceded by procrastination and anxiety that the writing will not work and that you might fail. Beginning writers should remember that it is neither natural nor possible for the words to come out just right the first time. Trying to make each sentence perfect before going to the next is one of the worst things to do. Writing takes time and often trial and error to become exact. Therefore, writing the first draft should be the fastest part of the process. You should write freely and without concern for style or mechanics in order to probe your ideas and let the act of writing help you discover what needs to be said. This first draft should be an open conversation between you and the writing. But for this

conversation to move forward, you the writer must continue to put words on paper and respond to those words by writing more. Most any words will do to start the ball rolling, to set up this dialogue between you and the page. You are simply using writing to make yourself think in a sustained way about your topic. You are not even sure yet what you wish to say. What comes out may surprise you. But at least give yourself a chance to let your thoughts flow in writing without trying to make each sentence correct before going to the next.

Revising is the crucial stage. Indeed, it has often been said that good writing is rewriting. It is through multiple drafts that a piece of writing is developed to fulfill the writer's purpose for a reader. You may add paragraphs and sentences while deleting old ones, or restyle flabby sentences and sharpen word choice now that the ideas are clearer. You may even trash much of what you have written in a first draft as your purpose and your sense of yourself in relation to your audience becomes sharper. Always ahead in revision are several opportunities to improve what you are working on.

Final editing and proofreading occur as you approach completion of a writing project. For the first time, the writer inspects and verifies the grammar and spelling and punctuation. Good writing is much more than good grammar, but for most academic essays, the two go together. So writers at this point become concerned that no spelling or grammatical blunder will interfere with a reader's ability to understand and enjoy what was written.

You will not always have as much time as you would like for every essay. All of us, students and teachers alike, must learn to live within the limitations of this special version of life called college. But you can still practice this process of writing, learning to anticipate each stage and the writing problems that are a part of it. Someday your success will almost certainly depend, at least in part, on your ability to write meaningfully and to write with style. This semester is the time to start to get ready for that moment.

The Writing Center

The Writing Center, on the second floor of Zinzendorf Hall, is there to support the efforts of all writers at Moravian College. The tutors there are students who are good, experienced writers and who are professionally trained to help you improve your writing. They will go over an essay draft with you and guide your understanding of how you might improve that draft. You could also drop by to pick up some of the free handouts on virtually every part of writing: getting started, writing a thesis, developing paragraphs, eliminating wordiness, using commas, and the like. The Writing Center is generally open Monday-Thursday afternoons and Sunday evenings during the semester. 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.

You will be required to go to the [Writing Center](#) at least twice during the semester. Please make sure your Writing Center Advisor with whom you work sends an email to both Dr. Denton-Borhaug and our student advisor, Marissa Blose, following your visit, so that we can keep a record of your participation in this requirement. If you want to take the initiative and set up an appointment with a tutor when you feel that you need a little help or a fresh perspective on what you've got, that's wonderful. Knowing when you're in control and when you need advice, in any arena, is key to becoming your own person. The Writing Center is a valuable resource, and one which you should take as much advantage of as you need. It's not just for "D" students who want Cs on their papers: it's also for "A" students who want to become better, more fluent writers and everyone in between. You're going to be writing a lot, not only in college but in the world beyond. Learn to become proficient at it.

Learning Services Office

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street, at 610-861-1510. Accommodations cannot be provided until authorization is received from the Office of Learning Services.

Students are also encouraged, yet not required, to inform course faculty of those situations that can affect academic performance. Resources may be available to aid students who are experiencing academic difficulty.

It is important to contact the office as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion. Any student who wishes to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course first **MUST** meet with either Mrs. Laurie Roth in the Office of Learning Services (for learning disabilities and/or ADD/ADHD) or Dr. Ronald Kline in the Counseling Center (for all other disabilities).

Policy on Academic Honesty

Moravian College expects its students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. This policy of academic integrity is the foundation on which learning at Moravian is built.

The College's expectations and the consequences of failure to meet these expectations are outlined below. If at any point in your academic work at Moravian you are uncertain about your responsibility as a scholar or about the propriety of a particular action, consult your instructor.

Guidelines for Honesty

All work that you submit or present as part of course assignments or requirements must be your original work unless otherwise expressly permitted by the instructor. This includes any work presented, be it in written, oral, or electronic form or in any other technical or artistic medium. When you use the specific thoughts, ideas, writings, or expressions of another person, you must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of your department or instructor. It is the instructor's responsibility to make clear to all students in his or her class the preferred or required citation style for student work. Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism. When you use the specific thoughts, ideas, writing, or expressions of another person, you must accompany each instance of use with some form of attribution to the source.

You may not collaborate during an in-class examination, test, or quiz. You may not work with others on out-of-class assignments, exams, or projects unless expressly allowed or instructed to do so by the course instructor. If you have any reservations about your role in working on any out-of-class assignments, you must consult with your course instructor. In each FYS class and in the Writing Center, we try to establish a community of writers who can review and provide helpful criticism of each other's work. Although no students in your class or in the Writing Center should ever be allowed to write your paper for you, they are encouraged to read your work and to offer suggestions for improving it. Such collaboration is a natural part of a community of writers.

You may not use writing or research that is obtained from a “paper service” or that is purchased from any person or entity, unless you fully disclose such activity to the instructor and are given express permission.

You may not use writing or research obtained from any other student previously or currently enrolled at Moravian or elsewhere or from the files of any student organization, such as fraternity or sorority files, unless you are expressly permitted to do so by the instructor.

You must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. In the case of work in electronic form, you may be asked to maintain all intermediate drafts and notes electronically or in hard copy until final grades are given. All these materials must be available for inspection by the instructor at any time.

Plagiarism

A major form of academic dishonesty is plagiarism, which we define as the use, whether deliberate or not, of any outside source without proper acknowledgment; an “outside source” is defined as any work (published or unpublished), composed, written, or created by any person other than the student who submitted the work (adapted from Napolitano vs. Princeton). Instructors often encourage—and in the case of research essays, require—students to include the ideas of others in their writing. In such cases, students must take care to cite the sources of these ideas correctly (in other words, to give credit where credit is due).

At Moravian, if an instructor suspects plagiarism, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to review any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Chair, First Year Seminar, using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, assign either a grade of zero to the academic work in question or a failing grade in the course in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs.

A student may appeal either a charge of academic dishonesty or a penalty as follows:

First, to the First Year Seminar course instructor.

Next, in the case of a First Year Seminar, to the Chair, First Year Seminar

Next, to the Academic Standards Committee, chaired by

Student Affairs Workshops

Six workshops, to take place on Fridays during classtime, have been planned for all first-year students by Student Affairs. These workshops are designed to give you a chance to get to know important resources available on campus in connection with your college career, and a heads up regarding important issues, questions and choices that you will encounter during your life at Moravian. Our Student Advisor, Marissa Blose, will accompany you to all these workshops and will be the lead contact/teacher/supervisor between your participation in these opportunities and the other work we do in class. The workshops are listed in the class schedule below.

The Student Affairs’ assignments will be submitted to the corresponding section instructor(s) identified in connection with each workshop. Your work will be evaluated by them on the basis of "sufficient engagement." Students who are not sufficiently participating in the Friday sessions will be flagged by the Student Affairs staff and they will notify the students’ FYS instructor. Students need to be made

aware at the onset of the semester that “sufficient engagement” in the Student Affairs program is a vital and necessary component of the First Year Seminar course experience and required for course credit. Student Affairs will provide make-up sessions and/or other kinds of opportunities for students to review relevant materials if they miss any of the Friday sessions. FYS instructors will not assign a grade for these reflection pieces, but all students are expected to be ready to discuss the content and message of the Friday sessions in our regular class sessions.

Course Resources:

John C. Bean, Virginia A. Chappell, Alice M. Gillam, *Writing Rhetorically, Third Edition*

Paul Cuadros, *A Home on the Field: How One Championship Soccer Team Inspires Hope for the Revival of Small Town America*

Other chapters, articles, essays and so forth will be posted in Blackboard, handed out in class, and/or made available through Reeve’s library reserve. Check for your syllabus for more information.

Writing Assignments

You will be engaging in some sort of writing just about every day we spend together in class. In addition, you will be graded on the following final assignments:

- 1) Personal/Comparative Essay: Go back to the book that you were required to carefully read this summer. First, choose one of the main protagonists, and compile as much detail from the book as you can about that individual’s life and educational experience. How do the circumstances of his life influence and impact his understanding of and practical experience of education? Second, compare/contrast the life this character’s life with your own life as you consider what has impacted and shaped your educational experiences and philosophy from your birth to the present time. Among the various individuals, you may choose Cuadros (the narrator/coach), Fish, Enrique or Indio. What stands out for you as you make this comparison/contrast between your own educational philosophy, experiences, history and goals, with that of the Cuadros book? Use the Cuadros book and your own reflection about your own history/experience as springboards for further discovery and reflection about the meaning and purpose of higher education: what is education for? We will work on some pre-writing in class to help you develop your paper, and you will submit one rough draft before the final draft. Your paper should be 5 double-spaced pages. 20% of grade
- 2) Research paper: 5 double-spaced pages, 3 academic resources minimally – one question related to the central question of our course: what is education for? I will provide a detailed step-by-step process for this second paper. 20% of grade
- 3) 3 reflection papers: 2.5 pages each, based on readings, presentations. These reflection papers will provide you with an opportunity to practice reading and writing skills you are learning about in *Reading Rhetorically* and juxtapose them with material related to our course question. Guidelines are outlined in the syllabus course schedule. Each paper: 10 % of grade.
- 4) Education Manifesto: What is education for? In no more than 7 double-spaced pages, write your own manifesto in answer to this question, drawing on no fewer than 4-5 resources you have studied over the course of our semester together as you develop your own creative philosophical answer to the question of our course, and demonstrate how your thinking in response to this question has developed and deepened. You will submit a draft of this paper in

advance of your final draft, and also will present your manifesto orally to the class. Additional guidelines to be given. 20 % of grade.

- 5) Your class participation also will count for 10% of your total grade. Students who wish to receive an "A" in their participation will:
- Be present and fully engaged at every class, bringing with them whatever course materials we are using. If you are ill you should contact both the Prof and Marissa Blöse *before* class and let us know. The only other acceptable reasons for missing class are a family emergency or religious observance;
 - Carefully read all our assigned texts in advance of class, using active reading strategies that involve you writing in the margins and/or otherwise demonstrating your engagement as a reader, and come ready to discuss, think together and ask sharp questions;
 - Hand in every assignment on time;
 - Demonstrate leadership, cooperation, generosity, intelligence and kindness in all group work;
 - Visit the Writing Center *at least* 2 times during the semester in advance of handing in a final draft.

Schedule of Classes:

August 28: Paul Cuadros Lecture and first class discussion [postponed due to hurricane]

Week One: Paul Cuadros, *A Home on the Field*

Aug. 29 Intro to course; editorials by Noam Chomsky, Neal Gabler

Aug. 31 Please read: Selection chosen by President Thomforde for his presentation Also read: *Reading Rhetorically*, pp 1-21

Sept. 2 Please read: Selection from Jonathan Kozol, *Ordinary Resurrections*, posted in Blackboard course resources

DUE TODAY: *First writing assignment: Double-Entry Notebook assignment (based on instructions provided in Reading Rhetorically, p. 17), based on your reading of the Cuadros book. Choose one main protagonist (Cuadros, Fish, Indio or Enrique) and complete only the RIGHT HAND side of the page with your reading notes on the book in reference to this character. Make it as detailed as you can. Either send this to me by email, or bring the hard copy to my office TODAY. If I have left the office, please slide your assignment under the door.*

Denton-Borhaug glitch! Class missed: Students will submit their assignment for today either by email or bring the hard copy to prof's office sometime TODAY.

Week Two first guest presenter, President Thomforde

Sept. 5 NO CLASS: Labor Day

[Tues., Sept. 6: last day for course changes]

Sept. 7 President Thomforde, first guest presenter; please review the selections from the Cuadros book that Pres. Thomforde detailed for you in his email (sent to you by the prof).

Due in class: Your second double-entry notebook assignment: This time you will do BOTH SIDES of a double entry, regarding your own history/experience of education, along the same lines as that which you completed for the Cuadros character. Your notes on your own history should be on the right hand side, and your reflections, questions, observations etc. on the left hand side. Again, please make this as detailed as possible (you may need more than one page). Bring your hard copy to class. Please use the same guidelines for this assignment as you used in your first entry from *Reading Rhetorically*, p. 17.

[I will return your first double-entry assignment to you today so that you can complete it for our work next week]

Sept. 9 First Student Affairs Workshop

- Friday, September 9 Who am I? How can I lead? What is my responsibility to the world?

Dr. Nicole L. Loyd, Dean of Students

Preparation for Friday session: There are no pre-readings for this session.

Assignment: Attend “Sex Signals” on September 14th.

Week Three: Jonathon Kozol

Sept. 12 CATCH UP! In class we will deal with the material you have studied thus far from *Reading Rhetorically*, *Ordinary Resurrections*, and your pre-writing double-entry notebook assignments. Our goal will be to prepare you to write your first draft of your comparison educational experience paper.

Sept. 14 **Due: First draft of comparison educational experience paper**

[Opening Convocation: Thurs., Sept. 15: Jonathan Kozol]

Sept. 16 Read: Robert J. Nash, “The Passion to Teach and Learn,” *Spirituality, Ethics, Religion and Teaching* (in Blackboard Course Documents)

In Class: Writing Workshop – revising your draft

Week Four: Second guest presenter from Moravian College, Dr. Robert Mayer, Professor of Education

Sept. 19 **Due: First reflection paper**

Use the “Questions rhetorical Readers Ask” (p 15) as the skeleton of your reflection paper. Focus on the material you studied from Dr. Kozol.

Sept. 21 Dr. Robert Mayer, Professor of Education, second guest speaker

Please read: selection from “Walden” (posted in Blackboard Class Resources)

Sept. 23 **Due in Professor’s Office box by 4 pm: Final draft of Comparison/Educational Experience Paper**

Second Student Affairs Workshop

- Friday, September 23 The Happiest, Dopiast, Grumpiest, Sneeziest, time of YOUR life...

Dr. Ron Kline, Director of the Counseling Center

Dr. Michelle Santiago, Assistant Director of the Counseling Center

TBA, Student Health Center Coordinator

Preparation for Friday session: Access AMOS: https://amos.moravian.edu/ICS/New_Students/ and follow the link to the Counseling Center website; click on the FYS tab on the left. Read the two posted articles prior to Sept. 23rd.

Assignment due Friday, September 30: (1 inch margins, 12-point font, double spaced).

Using the Counseling Center's website, pre-reading, and presentation, prepare a 500 word essay based on the following: Think of a real or imagined situation when a friend or a family member was going through a tough time with some difficulty. How could the situation have been handled? What could you have done to help? What feelings went through your mind? What was the lesson you learned that made you the person you are today?

Week Five: Readings from *Adolescent Education* (note: these readings are all posted in Blackboard Course Content)

Sept. 26 Read: *Reading Rhetorically*, pp 23-38

Also read: *Adolescent Education*, Chapter One: “Adolescent Culture and the Culture of Refusal”

Sept. 28 Read: *Adolescent Education*, Chapter Five: “Dangerous Intersections”

Also read: *Adolescent Education*, Chapter 18, “Why an Undemocratic Capitalism”

Sept. 30 Read: *Adolescent Education*, Chapter 20: “The Ideal High school”

Also read: *Adolescent Education*: Chapter 25: “Teaching Students to Think Critically”

(In class this week: we will use Chapter 3, “Listening to a Text” to help us think through and discuss our reading of the material from *Adolescent Education*)

Week Six: Spirituality and Education

Oct. 3 **Due: Second Reflection paper on Adolescent Education selections**

Guidelines: Choose one of the chapters from Adolescent Education that we have read. Create an idea map of the chapter (*Reading Rhetorically*, p. 57). Then, create a summary (150 – 200 words), evaluate your own summary (p 63 (100 -200 words)), and write a rhetorical Précis (p. 65) (4 sentences for the précis).

Oct. 5 Read: selections from David Orr, *Earth in Mind*; selections from Steven Glazer, ed., *The Heart of Learning: Spirituality in Education* (posted in Blackboard)

Oct. 7 Third Student Affairs Workshop

- Friday, October 7 You’re Not in Kansas Anymore”

Ms. Laurie Roth, Director of Learning Services

Mr. Joe Kempfer, Assistant Director of Learning Services

Preparation for Friday Session: Access AMOS: https://amos.moravian.edu/ICS/New_Students/ and follow the link to the Learning Services’ website. Read the instructions for the Learning

Styles Inventory (LSI) and take the assessment quiz. Bring a printed copy of your results to the Oct. 7th session. Also read the handout "Important Differences Between High School and College." While on the site, familiarize yourself with the calendars, planners, handouts, and other resources available through Learning Services to assist students.

Assignment due Friday, October 14th: Write a 500 word response using what you learned about the college classroom, faculty expectations, and your learning style preferences, to describe your step-by-step personal study plan to ensure your academic success. You may use the calendars, planners, and other resources on Learning Services site in constructing your plan.

[Fall Recess: Oct. 8 noon – Oct. 12, 7:30 am]

Week Seven:

Oct. 10 Read: *Reading Rhetorically, Chapter Four, "Questioning a Text" pp 71- 101*

Oct. 12 Read: "Lessons from Paolo Freiri," Henry Giroux (posted in Blackboard); "Degrees for What Jobs? Wrong Question, Wrong Answers" (handout); "Crisis of Confidence Threatens Colleges" (handout)

Oct. 14 Library workshop: Beginning our research projects

Week Eight our third guest presenter, Dr. Cecilia Fox

Oct. 17 **Due: *Third Reflection Paper: Take one of the texts we have read since your last reflection paper. Use "Guidelines for Writing a Rhetorical Analysis" and cover each of the four activities in your paper.***

Oct. 19 Dr. Cecilia Fox, third guest presenter

Read: Text suggested by Dr. Fox

Oct. 21 Fourth Student Affairs Workshop

- Friday, October 21 Brief Encounters with Cultural Differences

Mr. Kerry Sethi- Director of International Studies

Ms. Sharon Brown- Director Institutional Diversity

Preparation for Friday Session: Access AMOS: https://amos.moravian.edu/ICS/New_Students/

follow the link to the International Studies Website review resources for preparing to study abroad. Read the two short dialogues, "Lucky for Hassan" and "Near the Family," and the blog "How Study Abroad Changed My Life". During the session, students will break into small groups and actively participate in a cross-cultural exercise so preparation is important.

Assignment due Friday, October 28th: Write a one page essay on why you plan or do not plan to incorporate the study abroad experience into your academic experience.

Week Nine: Continued: Research Project. . . and our fourth guest presenter, Dr. Arash Naraghi

Oct. 24 Read: *Reading Rhetorically*, pp 103 –119

In class: finding your research question: creation of "question analysis" (p. 109, *Reading Rhetorically*)

Oct. 26 In class: time at the library to do research

Oct. 28 Dr. Arash Naraghi, fourth guest presenter

Read: selection chosen by Dr. Naraghi

Week Ten:

Oct. 31 **Due: *Submission of your Research Log, including your 1) question analysis, at least three sources you have found, evaluating your sources, describing your research journey***

Nov. 2 Read: *Reading Rhetorically*, pp 121 – 139: bring your research log and research resources with you to class. In Class: Getting started on strategies for writing a first draft.

Nov. 4 Fifth Student Affairs Workshop

- Friday, November 4 Exploring Your Future

Ms. Amy Saul, Director of the Career Center and students

Preparation for Friday session: Access AMOS: https://amos.moravian.edu/ICS/New_Students/ and download the Career Center assignment. Bring the completed assignment to the session on November 4th. Contact the Career Center at 610-861-1509 or via email at thecareercenter@moravian.edu with questions.

Assignment due Friday, November 11th: Using the information from the session write a 500 word essay about how hands on learning and job shadowing serve as a way to enhance your academic experience while answering critical questions about your career interests. Include how you plan to take advantage of these particular opportunities during your time at Moravian College.

[Nov. 4: last day for Withdrawal with “W”]

Week Eleven:

Nov. 7 **Due: First Draft of your research paper**

Nov. 9 Read: *Reading Rhetorically*, pp 139 – 152

In Class: Proper use of research resources and citation

Nov. 11 In Class: Writing workshop on first drafts

Week Twelve:

Nov. 14 **Due: Final draft of research paper**

Nov. 16 In Class: Taking stock of everything we been thinking about and learning with respect to our course question: What is Education for? Introduction to writing a manifesto

Nov. 18 Sixth Student Affairs Workshop

- Friday, November 18 Building Community

Rev. Hopeton Clennon, College Chaplain

Ms. Katie Dantsin, Director of Leadership Development

Ms. Holly Nonnemacher, Director of Student Activities

Ms. Nicole Nugent, Coordinator of Community Service

Ms. Liz Yates, Director of Residence Life & Greek Life

Preparation for Friday session: Access Amos: https://amos.moravian.edu/ICS/New_Students/ and download the Building Community assignment, bring the completed assignment to the session on November 18th.

Assignment due Tues., Nov. 22: Consider the following: What does it mean to be engaged in a community? Details regarding submission and format will be provided during the session.

[Professor away at conference: Nov. 18 – 22]

Week Thirteen:

Nov. 21 In class: Student Advisor to lead class workshop: Strategies for developing your manifesto

In class: Giroux film on education – a visual example of a manifesto

[Nov. 22, 10 pm – Nov. 28, 7:30 am: Thanksgiving Recess]

Nov. 23 No class

Nov. 25 No class

Week Fourteen:

Nov. 28 **Hardcopy Due: In Class: Your one sentence response to the question: "What is education for?"**

Plus an outline of your strategy in writing the manifesto:

--what are the key ideas, questions, problems and issues you will address in your manifesto?

--what 4 course resources will you most specifically draw on, how will you draw on them, and why?

Nov. 30 In class: Writing Workshop: **bring your first draft** of your manifesto with you; you will work with another student on peer evaluation and response

Dec. 2 **Due in Class: Second Draft of your Manifesto (to be handed in to prof)**

Oral presentations of Manifestos begin in class: each student will have about 10 minutes to present his/her manifesto, with Q and A following

Week Fifteen:

Dec. 5 Oral presentations of Manifestos in class

Dec. 7: Last day of class, course evals, wrap up

Due: Final draft of Education Manifesto

Reading Days: Dec. 8, 10, 11

Final Exams: Dec. 9, 12 -- 16