



LinC 101i: Asylums, Attics, and Closets: An Overview of Disability in America

Fall 2011

Class Meeting Times: Tuesdays, Thursdays, and Fridays from 10:20-11:30 a.m.

Classroom: Main Campus, Priscilla P. Hurd Academic Complex, Room 330; Prosser Auditorium, Hauptert Union Building (every other Friday)

Instructor: Christie L. Gilson, Ph.D.

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Office: Priscilla P. Hurd Academic Complex, Room 318

Hours: Tuesday 9:00-10:00 a.m. and 5:00-6:00 p.m.
Thursday 9:00-10:00 a.m.
Friday 9:00-10:00 a.m.

The above office hours will also be posted on my office door in PPHAC 318.

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 and 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 may 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:

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

Attendance and Class Participation Policy

Group discussion and other collaborative, in-class activities constitute a significant part of this course. Because such activities are done only in class, student attendance is required. Poor attendance will

negatively impact students' grades. A limited number of excused absences will be granted to students who notify the instructor before class that they will be absent and do one of the following:

- Bring the instructor a doctor's note verifying an illness for the day of the missed class.
- Ask the Health Center to email the instructor to verify that you went there to seek medical assistance.
- Notify the instructor of a serious illness or death in the immediate family. (The instructor will require an obituary or a note from a doctor.)
- Notify the instructor of a religious holiday that conflicts with the class date and time.
- Notify the instructor of a school-related activity that takes the student away from campus during the class meeting time. (This will require verification from the trip sponsor by email.)

Attendance means that the student is present in PPHAC 330 from 10:20-11:30 a.m. on Tuesdays, Thursdays, and every other Friday. The Fridays that students are not in class in PPHAC, they are to be in the Prosser Auditorium of the Hauptert Union Building for class. The use of cell phones and other electronic devices during class will result in an absence being recorded for that day. Laptops may be used only for class work. Students are expected to remain alert during class and are asked to refrain from engaging in off-topic discussion with their peers except during break times.

Required Textbooks

Ede, L. (2007). *The academic writer: A brief guide*. (2nd ed). New York, NY: Bedford/St. Martin's Publishers.

Smart, J. (Ed.). (2008). *Disability, society, and the individual*. (2nd ed). Austin, TX: Pro-Ed.

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/>

Assignments

All assignments for this course should reflect the following criteria.

1. The assignment must represent your original work. I encourage you to reread Moravian College's academic honesty policy in the Student Handbook located at <http://www.moravian.edu/studentLife/handbook/Handbook08.pdf>. The academic honesty policy will be followed in this course. Whenever you quote someone else or use an idea they came up with, you must cite their work properly to avoid plagiarism.
2. Note that writing produced for this course will be read by the instructor and the other students in the class.
3. All final versions of assignments will be turned in by uploading them to the server whose path is given below. Assignment templates have been provided for you; you are expected to use them. Compose your assignment in a word processor such as Microsoft Word or Word Perfect. Carefully edit all assignments for content, grammar, and proper spelling.
4. Because all final drafts of assignments will be uploaded to a server, rather than being turned in on hardcopy, the filename you use for your assignment is critically important. Use this convention in naming your files. Refer back to your syllabus to see how to name each assignment turned in. The proper naming convention will be written in parenthesis after the title of the assignment in the assignment description section of this syllabus. After the proper assignment name, use an underscore (_) then, write your last name. For the Service Learning Report, my file would be named SLR_Gilson.doc.
5. Double space your assignment and use 12-point. Rather than manually using italics, bold, or underlining to title the various sections of your paper, use the heading levels within Word.
6. Upload your assignment to the server before the class date and time when it is due. Never delete your assignments from your personal computer, memory devices, or file storage until your final grade for the course has been given in December. Here is the path to the server:
Students\\X:\courses\2011Fall\LINC101i\work\[your last name] You should see a folder name matching your last name.

Mac users

- Use the 'Go' menu and select 'Connect to Server'.
- In the 'Server Address' field, type 'smb://pawn/students' (no quotes) and click on the 'plus' sign button to add it to your 'Favorite Servers'.
- Click the 'Connect' button. You will be prompted for your network credentials.
- Connect as a 'Registered User', using your network account in the form of 'Moravian/stabc01' and password.
- Click the 'Connect' button.

- A new window will open, listing alphabetical letters and 'Courses' folder.
- Open the 'Courses' folder, '2011Fall' folder, and the folder named after your course.
- You should see a folder name matching your last name.

Windows PC users

- Open Windows Explorer and navigate to:
Students\X:\courses\2011Fall\LINC101i\work\[your last name]
- Important Note: If you are copying files from your personal folder on the 'Students' share to your course folder, remember to use COPY and not MOVE. COPY will keep the original file in your personal folder, and COPY the file to the course folder.
- COPY will keep the network security permissions of the destination folder (courses folder).
[To copy in Windows – highlight the file, right click on it and drag it to its destination folder]
- MOVE will move the file out of your personal folder and into the course folder. MOVE carries the original network security settings with it to the destination (courses folder) so your instructor will NOT be able to view the document.
- If you would like to upload your assignments from off campus, you may do so using a free FTP client such as WS-FTP or CuteFTP. You can find more information about FTP'ing in AMOS under Administrative Services, Center for Information Technology, network resources, FTP Instructions. If you plan on uploading from on campus, you will be able to view the student drive (x:) once you log into the network.

FTP settings are as follows

Host: ftp.moravian.edu

Username: Moravian/[YOUR STUDENT ACCOUNT]

Directory: /stfiles or /stfiles/courses

7. You will also print out hardcopies of your assignment drafts to bring to class that do not have your name on them. You will give your assignment to a peer specified by the instructor. You will be expected to edit your peer's work. You will carefully attend to the suggestions provided by your editor in revising your assignment.
8. Logical structure, well-organized prose, proper grammar usage, and correct spelling are expected in all assignments. Note that in accord with English writing conventions, a paragraph must consist of at least three sentences. Any student who is concerned about the content of her/his assignment may visit the instructor during office hours to receive preliminary feedback before the assignment due date. Alternatively, students are highly encouraged to visit the Writing Center for assistance with organizing assignment tasks.

Assignment Descriptions

Disability Connection (5 points; DC)

The purpose of this 1,000-word assignment is for you to orient the instructor to your level of familiarity with disability. A second purpose is for you to practice using and uploading the templates for class that your instructor will provide to you.

Address the following components in your paper.

1. When did you first encounter disability? Your story might be about yourself, a family member, a friend, or an acquaintance. Or, it may involve what you have learned about disability from peers, the media, or family members. How did you react to this encounter physically and emotionally?
2. Identify any experiences that have recently shaped your reaction to disability. These experiences can be interpersonal interactions, images or sound clips from the media, or your observations of the reactions of others to disability. Explain how these recent experiences have influenced your thinking about disability.
3. Describe what you hope this course will help you to do in terms of your academic career. In this description, address your goals for academic writing and your questions about disability

Service Learning Report (10 points; SLR)

The purposes of this 1,000-word assignment are for you to engage in hands-on learning and to write a narrative about your experience. During the class held on September 13th, the whole class will journey to South Campus to meet some clients of the Center for Vision Loss. There will likely be photographers there. So, make sure to dress appropriately.

You will be paired with a client with a visual impairment. You will provide sighted guide to the client as s/he walks around downtown. Sighted guide will be demonstrated in class before this project takes place. Any students who do not attend class on September 13th will have to arrange an individualized service learning activity through dialogue with the instructor.

As you provide assistance to the client assigned to you, take note of your own reactions, the client's reactions, and any realizations you come to as a result of this activity. You are to construct your assignment like an online newspaper article. Be sure to use descriptive adjectives and adverbs to set the mood you wish the piece to evoke. In your "article", cover all of the following points.

1. Explain the task you engaged in for your service learning experience. Include the location, environmental factors, assistance provided, and length of contact.
2. Use your personal voice as a writer to portray the person with whom you worked. In doing so, only use first (given) names. What age would you estimate the person to be? Of what ethnic background would you guess the person is? What are their disabilities? What roles in the community do they play?
3. Identify two realizations you came to as a result of participating in this service learning project. The realizations could be about your reaction to the person(s) disabilities. They could involve how the person(s) with whom you interacted reacted to you. Identify how this experience has influenced your future recreational or professional ambitions. If this experience did not influence your future, state so and why.

Advocacy Letter (10 points; AL)

You will write a 500-word persuasive business letter to a person, agency, company, or other entity of your choice. Feel free to use internet sources such as http://jobsearchtech.about.com/od/letters/l/bl_block_p.htm to ensure that you have included all components of a business letter. You will research an accessibility concern at an entity. In the letter you

will adopt an advocacy stance other than that of the entity related to a disability issue. Advocacy letter topic examples include:

- to a bank which does not provide an accessible entrance for people with mobility impairments
- to a grocery store whose management has refused to provide shopping assistance to a visually-impaired customer
- to a doctor’s office whose management has neglected to hire a sign language interpreter for a patient who is deaf
- to a neighborhood organization which is actively petitioning to not have a group home for people with mental illness in their area
- to a restaurant whose management or staff have refused to allow a service animal entry
- to a shop assistant who refuses to talk to a person with an apparent disability and talks to their friend instead
- to a bus company whose drivers fail to “kneel” their bus for a passenger who requests it
- to a movie director who chooses to portray disability in a stereotypical way
- to an employer who decides not to offer the best-qualified applicant a job because of a disability

You do not have to send your letter to the entity you have chosen. Though a 500-word letter seems like an easy assignment, you will have to choose your words carefully to articulate all of the following in the letter:

1. State your concern politely, clearly, and concisely.
2. Articulate why you have taken this position.
3. Link your position to disability law(s) or ethics.
4. State what you would like to change in terms of the entity’s stance on disability.
5. Include your contact information and a polite thank you statement.

Movie Critique (10 points; MC)

The purpose of this 1,500-word assignment is for you to practice your thesis-writing skills by critiquing a movie of your choice in terms of content related to disability. You will watch an entire movie specifically for this assignment. Recalling a movie watched prior to this class is not appropriate. Similarly, watching only a movie trailer or reading about a movie online is not sufficient. You will find a list of possible movies to watch on the server under “student resources”. If you would like to propose a movie not on the list, you may ask the instructor via email.

In preparing your movie critique, attend to all of the components identified below:

1. Cite the movie title, director name, date of release, and any famous actors’ names.
2. Describe the movie’s setting, characters, and plot. In doing so, assume that the reader has not seen the movie.
3. Analyze the movie in terms of its content related to disability. You will make an assertion as to the movie’s portrayal of disability. You will support your assertion with at least three reasons. A few sample questions that you may use in making your assertion follow.

- Does the movie realistically portray disability?
 - If not, how do you think the movie is skewed in its portrayal?
 - Do you think the actors who played characters with disabilities did so appropriately?
 - How is disability referred to in terms of language, setting, and cinematography?
4. Acknowledge at least two likely counter assertions that the reader might make. Carefully explain why you do not agree with those counter assertions.
 5. Conclude your paper with a coherent and balanced summary that restates your thesis.

Research Paper Proposal (10 points; RPP)

Completion of this assignment will help you to narrow down a topic, formulate a thesis statement, and begin gathering sources for your research paper. In an outline of at least 500 words, carefully address all of the following:

1. Craft a thesis statement.
2. Provide at least three arguments to support your thesis statement.
3. Identify at least three counter arguments that others in the academic literature have made regarding your thesis statement.
4. List five academic sources which you intend to research as you develop your paper.
5. Analyze your proposal to discern where there are gaps. If you are struggling to find sources, make that known too.

Presentation to Colleagues (5 points; PC)

As you continue to research your paper topic, you will benefit from a discussion of your topic with your peers. In this assignment you will be given the task of revising your proposal according to your instructor's feedback and presenting your ideas for class discussion. You may prepare a PowerPoint presentation or use your current paper draft to articulate your ideas about your paper. Your presentation will last five minutes. When presenting, you will cover the following topics:

1. Explain why you chose the topic you did for your research paper.
2. Articulate your thesis statement.
3. Support your thesis statement with your reasons.
4. Acknowledge the three counter arguments you provided in your proposal and any others you would like to bring up.
5. Explain any dilemmas you are encountering as you revise your paper.
6. Engage your peers in a discussion of your paper topic. What feedback do they have for you?

Research Paper Draft (15 points; RPD)

This 3,000-word draft of your paper will be read by your instructor and your peers. Whereas your proposal was written in outline form, your research paper draft will be written in paragraph form. It will contain at least five properly-cited academic sources. You may also cite non-academic sources such as websites. You should view this paper as a final draft in terms of the amount of work you put into it. The more work you put in now, the better feedback you will obtain from your peers and your instructor, thereby improving your overall grade. Attend to the following checklist as you prepare this draft:

- Are all of your paragraphs at least three sentences in length?
- Is there an introduction that “hooks” the reader and a summary that reminds the reader of your most important points?
- Is your paper well-structured?
- Are all of your references properly cited?
- Is your thesis statement clearly articulated?
- Are your supporting reasons for your thesis statement bolstered by academic sources?
- Are the counter arguments you present given ample consideration with proper source citation?
- When you reread your paper, is it clear when you are offering your opinion versus when you are expressing someone else’s opinion?
- Does your paper have a logical flow that guides the reader through your reasoning?
- Is your paper free of grammar mistakes?
- Did you spell-check your paper?
- Did you correct any typos that spell-check did not catch?

Final Research Paper (15 points; FRP)

Through hard work, revision according to feedback, and numerous drafts of your research paper, you have now come to its culmination. Congratulations! This is your opportunity to shine. Use your skills developed from the Ede text and your passion from the Smart text to polish your research paper. The final draft of your research paper must be at least 5,000 words in length. The instructor should be able to observe significant changes in your final paper as compared to your paper draft. Your paper must include the following elements:

1. title page
2. introduction
3. paper body
4. summary
5. references list
6. self-evaluation

In evaluating the final paper, your instructor will take note of many factors, some of which will be identified in class. A preliminary list follows. Did the student’s paper:

- demonstrate incorporation of the feedback of the peer editor and the instructor?
- contain all six elements asked for above?
- contain transition statements between sections of the paper?
- clearly articulate the thesis of the paper?
- support the thesis with at least three arguments from the literature?
- acknowledge at least three alternate arguments from the academic literature?
- provide enough depth in the paper to demonstrate a thorough understanding of the topic?

- contain a balance of points of view from the academic literature?
- make a persuasive but properly-formal argument to support the thesis?
- match the names and publication dates of all references cited within the paper to the references list at the end?

The Self-Evaluation will be provided to you at a later time. Students will shape the content of the self-evaluation. Those who demonstrate depth and self-insight of their writing in their critiques will earn full credit for that portion of the assignment.

Peer Editing Assessments (10 points; PES)

Accomplished writers revise their work many times before it is deemed “publishable”. Eliciting reactions from peers is one way to obtain feedback on paragraphs that may be all-too-familiar to you.

Furthermore, when others look at our work, they interpret its meaning differently than we do. Their interpretations give us a wider understanding of how our audience might perceive our work.

There will be numerous opportunities in this class to edit your peers’ work. Since peer editing will be done in class, those not attending class will not receive credit for these sessions. When the instructor evaluates the quality of your peer editing, the following criteria will be considered. Did the peer editor:

1. provide just as much positive as negative feedback?
2. make reference to specific words, phrases, and passages in the feedback provided?
3. provide feedback on how the piece made him or her feel in order to give a sense of audience response to the writer?
4. provide feedback about the structure of the paper?
5. evaluate the content of the paper?
6. provide feedback about grammar and spelling?
7. make note of any formatting issues?

Professionalism/Participation

This course will be run as a seminar/workshop. Each student will be a participant, and the instructor 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. In LinC101i, your professionalism will be assessed using the following criteria.

1. Class Participation

A portion of the students’ grade will be used to assess the quality of class participation. Students who consistently, thoughtfully, and respectfully contribute to class discussions, demonstrate knowledge of reading assignments, actively write and edit in-class assignments, and turn in in-class writing assignments on time will receive full credit for in-class participation.

2. Respect for Others

Respectful interactions with others are essential. Being kind to other students who share their opinions during class, even if you do not agree with them, is expected. When discussing grades for individual assignments with the instructor, remaining calm is appreciated. When emailing the instructor, do not just email attachments without explanations. Instead, explain what the purpose of the email is.

3. Class Attendance

You are expected to be in this class on time and to remain until class is over.

4. The language we use when referring to students and others with disabilities matters, since it impacts the way we think about and interact with people with disabilities. Class time will be devoted to explaining appropriate language to employ when referring to people with disabilities. The instructor will model this language; students are expected to use appropriate language in their in-class conversations and written assignments.
5. Students who turn in work after the due date/time of any assignment are expected to explain the reason for the late assignment in an email to the instructor as soon as they know their assignment is to be late. Students are to notify the instructor of when they will turn in their assignment. The instructor will reduce the grade of the work turned in late; in deciding the amount of reduction, length of lateness, student communication with the instructor, and any other relevant factors will be considered. The instructor reserves the right to change the date by which late work must be turned in for students to receive partial credit.

Ten percent of the overall grade in this course comprises a professionalism assessment. When work is turned in late, the professionalism grade will be reduced by an amount to be determined by the instructor.

Assignment Points Distribution

Assignment	# of Points
Disability Connection	5
Service Learning Report	10
Advocacy Letter	10
Movie Critique	10
Research Paper Proposal	10
Presentation to Colleagues	5
Paper Draft	15
Final Research Paper	15
Peer Editing Assessments	10
Professionalism	10

Grading Scale

The total number of points a student can earn in the class is 100. The instructor reserves the right to use qualitative judgment when making determinations of grades for assignments and the final course grade.

94-100	A	Superior
90-93	A-	
87-89	B+	
84-86	B	More than
80-83	B-	
77-79	C+	
74-76	C	Basic knowledge
70-73	C-	
67-69	D+	
64-66	D	
60-63	D-	
0-59	F	

Accommodations

Day 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 (610-861-1510; jkempfer@moravian.edu). Comenius Center students who wish to disclose a disability and request accommodations for this course must contact Dr. Donna Smith, Dean of the Comenius Center, (610-861-1400; medgs01@moravian.edu). Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided unless the instructor has received appropriate authorization. *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.*

Note:

This syllabus and the following Class Schedule are subject to change.

CLASS DATE	TOPIC	READINGS DUE	ASSIGNME
August			
8/30/11	Introductions and Syllabus Overview	Syllabus	
September			
9/1/11	Self-Assessment of Writing; What Would You Like to Learn About Disability?	S Introduction	
9/2/11	Developing a Writing Community; Pre-Writing and Topic Generation		
9/6/11	Defining Normalcy and Disability	S Chap. 1	
9/8/11	Playing the Game: Academic Writing; Sighted Guide Demonstration	E Chap. 1	Disability C
9/9/11	Who am I? How can I lead? What is my responsibility to the world?	Dr. Nicole L. Loyd, Dean of Students	No prior as
9/13/11	Meet at South Campus to escort elderly people with low vision as they shop and walk.	Wear appropriate clothes for media presence.	
9/14/2011		Attend "Sex Signals"	
9/15/11	Fall Convocation in lieu of class	10:00 a.m.	
9/16/11	Debriefing After Service Learning		Service Lea (draft); Pee
9/20/11	Models of Disability and the ADA	S Chap. 2	Service Lea
9/22/11	Composition Styles; Collaborating and Refining Writing	E Chap. 2	
9/23/11	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; and Stella Gordon, Student Health Center Coordinator	Preparation session: Ac https://amdu/ICS/News and follow Counseling website; cli tab on the two posted to Sept. 23
9/27/11	Societal Prejudice and Discrimination	S Chap. 3	
9/29/11	Rhetoric and Aristotelian Appeals	E Chap. 3	Advocacy L Peer Editin
9/30/11	Researching Advocacy Issues; Individual Conferences with Dr. Gilson		Assignment September margins, 12 double spa Using the C Center's w

			reading, and presentation. 500 word e the followi real or ima situation w or a family going thro time with s difficulty. H situation ha handled? V you have d What feelin through yo
October			
10/4/11	Morality, Fears of, and Justice in Disability	S Chap. 4	Advocacy L
10/6/11	Analysis and Argumentation; Midterm Course Evaluations	E Chap. 4	
10/7/11	You're Not in Kansas Anymore	Ms. Laurie Roth, Director of Learning Services; Mr. Joe Kempfer, Assistant Director of Learning Services	Preparation Session: Ac https://amdu/ICS/News and follow Learning Se website. R instructions Learning St (LSI) and ta assessment printed cop results to th session. Al handout "I Differences High School College." V site, familia with the ca planners, h other resou through Le Services to students. Y the calend and other r Learning Se constructin

10/11/11	Fall Break	No class.	
10/13/11	Academic Argumentation	E Chap. 5	
10/14/11	Tone of Composition, Knowing Your Audience, and Brevity		Assignment October 14 500 word r what you le the college faculty exp your learni preference your step-b personal st ensure you success.
10/18/11	Perception Management	S Chap. 5	
10/20/11	Research Dos and Don'ts	E Chap. 6	Movie Criti Peer Editin
10/21/11	Brief Encounters with Cultural Differences	Mr. Kerry Sethi, Director of International Studies; Ms. Sharon Brown, Director of Institutional Diversity	Preparation Session: Ac https://am du/ICS/News follow the l Internation Website re resources f to study ab the two sho "Lucky for "Near the F the blog "H Abroad Cha Life". Durin session, stu break into and activel in a cross-c exercise so is importan
10/25/11	Experiencing Prejudice and Discrimination	S Chap. 6	Movie Criti
10/27/11	Discipline-Specific Writing	E Chap. 7 Introduction and Section Relevant to Your Discipline	
10/28/11	Library Visit		Assignment October 28 th page essay c

			plan or do not incorporate abroad experience in your academic
November			
11/1/11	Individual Responses to Disability	S Chap. 7	Research P
11/3/11	Reading to Write Effectively	E Chap. 8	
11/4/11	Exploring Your Future	Ms. Amy Saul, Director of the Career Center	Preparation session: Acc https://amdu/ICS/News and downlo Career Cen assignment completed to the sessi November the Career 610-861-15 email at thecareerc ian.edu wit
11/8/11	Disability Acquisition	S Chap. 8	
11/10/11	Idea Generation	E Chap. 9	
11/11/11	Proposal Presentations		Colleague Peer Editin Assignmen November the inform session wri essay abou on learning shadowing way to enh academic e while answe questions a career inte how you pl advantage particular c during you Moravian C
11/15/11	Stages, Phases, and Body Imagery	S Chap. 9	
11/17/11	Planning and Drafting	E Chap. 10	
11/18/11	Building Community and Greek Life	Rev. Hopeton Clennon, College Chaplain; Ms.	Preparation session: Acc https://am

		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	/ICS/New S download th Community bring the co assignment on November
11/22/11	Keeping Up Appearances	E Chap. 11	Assignment Tuesday, N 22nd: Cons following: V mean to be community regarding s and format provided d session.
11/24/11	No class; Thanksgiving Break		
11/25/11	No class; Thanksgiving Break.		
11/29/11	Bringing Disability Together into a Coherent Concept	S Conclusion and Epilogue	Research P Peer Editin
12/1/11	Visiting the Writing Center		
12/2/11	Putting Your Best Foot Forward; Library Visit Assessment	E Chap. 12	
12/6/11	Catch up; Course Evaluations		
12/13/11	Final Examination Slot	Upload your Research Paper to the server by 1:30 p.m. Eastern Standard Time	Final Resea