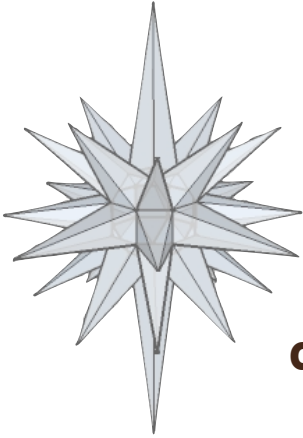


LinC 101K: First Year Seminar – Fall 2011



Instructor: Kevin Hartshorn
Department of Mathematics and Computer Science
hartshorn@math.moravian.edu

Student Advisor: Anna Whetstone (stamw08@moravian.edu)

Course Meeting: MWF 11:45am – 12:55pm
PPHAC 113

Office Hours: Tuesdays 8:00-10:00am and 1:00-3:00pm, *or by appointment*
PPHAC 215

Course Description

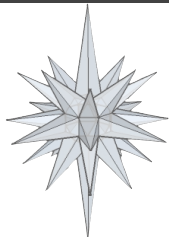
The First Year Seminar (FYS) introduces writing as a process that is central to college learning and to life. Each FYS, no matter what the topic, focuses on college-level reading and writing so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline 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:

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

- 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

Seminar topic: Introduction to game theory

Game theory asks the question: what is the best strategy for success? Of course, we need to define what we mean by “success,” as well as understanding what is meant by a “game.” Game theory has become a rich field in mathematics, and has also impacted the way we understand how decisions are made and conflicts are resolved.

In this course, we will explore some of the basic challenges in game theory. We will focus on the practical aspects of each game, worrying less about the technical (i.e.: mathematical) intricacies of the problems and more on what the games tell us about the world we live in. Most class discussions will begin with a new game, followed by a discussion of the relevance of that game to understanding our world.

Required materials and texts

- *A Sequence for Academic Writing* (5th edition), by Laurence Behrens and Leonard J. Rosen
ISBN: 978-0-205-17288-7 (available at the campus bookstore)
- *Rock, Paper, Scissors: Game Theory in Everyday Life*, by Len Fisher
ISBN: 978-0-465-00938-1 (available at the campus bookstore)
- A journal, spiral notebook, or composition book specifically for this class.
- Loose-leaf lined paper (to be used for in-class activities)
- Writing implement (pen or pencil is fine)

Using journals

Journals will be my main way to encourage you to think deliberately about the material in the class. All journal writings will be “ungraded,” meaning that they will be assessed based on thoughtful completion, not on a quality-based rubric.

Be sure to bring your journals to class every day. There will be opportunities in class to take time and write in your journals, and I will collect your notebooks from time to time to check your progress in writing.

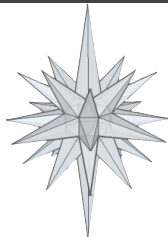
You will also need loose-leaf paper for in-class activities. Often these activities will require exchanging papers, and I would like to keep your journal writings as a personal reflection.

Grading criteria

In computing a grade for this course, the grade will be broken down according to the three broad goals of the course:

- | | |
|-----|--|
| 25% | Introduction to the college experience |
| 25% | Concepts and exercises in game theory |
| 50% | Introduction to academic writing |

Below, we will see the activities and assessments that will fall under each main idea.



Introduction to the college experience

The transition from high school to college can be overwhelming. One goal of this course is to develop tools and resources to make your time at Moravian College a positive experience. Grading for this portion of the course will be based on engagement – your grade will be a reflection of how fully and genuinely you take part in the experiences provided.

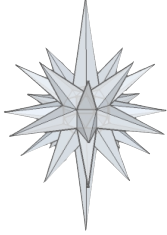
- 10% *Student Affairs Sessions*
There are six special sessions you will attend as part of the course. Each session takes place during the regular class time. See “Student Activity Sessions” below for more information (page 8).
- 3% *Joining the community*
A day will be set aside in the first couple weeks of the semester to learn about the clubs and organizations available on campus. For this portion of the grade, you will sign up for at least two clubs/organizations/teams and attend at least two meetings of each. Details on this will be provided in a separate handout.
- 3% *Living as a college student*
There will be several classes and writings in which you will have a chance to discuss opportunities and challenges living as a college student (either as a commuter or in the dorms). Details on these sessions will be provided as the semester progresses.
- 3% *Recording your study habits*
Each week you will submit a practice record of your studying for the week. Along with this record, you will be encouraged to reflect on effective study habits and ways of improving your academic success. Details on this will be provided with the first practice record sheet.
- 3% *Planning for the future*
You will write two short papers to contemplate your plans for the future. At the beginning of the semester, you will write your own (future) obituary. At the end of the semester, you will write an introduction to a future award that you shall receive. Details will be provided as each paper is due.
- 3% *A video survey*
The class will divide into small groups. Each group will choose a single question to pose to students around campus and record the answers to that question. The compilation of responses will be screened in class.
- 25% **Total contribution for introduction to college life**

Concepts and exercises in game theory

Throughout the semester, we will have in-class activities in game theory – some based on our readings, some based on supplementary material. In addition, there will be two assessment activities: one at the midterm and one at the end of the semester.

Your grade for this “content portion” of the course will be determined as follows:

- 5% *Participation and engagement in activities*
Grading will be based on active engagement in the activities.
- 5% *Midterm assessment*
This will be a short in-class test to check your understanding of the material in the course.
- 10% *Final assessment*
This will be a short in-class test to check your understanding of the material in the course.
- 25% **Total contribution for concepts in game theory**



Introduction to academic writing

Throughout the semester, we will work hard to develop your writing skills. More to the point, we will develop your ability to use writing as a process for thinking and communicating. In assessing your progress in the course, we will employ journaling, in-class writing/ activities, and several large-scale papers.

Journaling: You will keep a journal throughout the semester dedicated to this course. You will be asked to write an entry to the journal at least three times per week – some will be writings on specific prompts while others will merely invite you to write your thoughts for the day. I will collect journals once per week, and grade based on genuine completion of the entries. Each entry should be roughly one page of thoughtful writing.

Short writing assignments: There will be regular activities to explore the topics from *A Sequence for Academic Writing*. Many will be graded based on completion of the assignment. Others will be graded on specific rubrics that will be clarified when the assignment is given. For examples of typical assignments, see the “Exercises” found in *A Sequence for Academic Writing*.

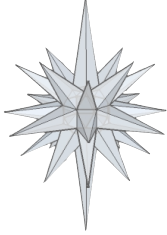
Long-term writing assignments: There will be five larger papers that you will be asked to write. For each of these papers, we will emphasize the role of writing as a process. Your grade for these papers will *not* be based on the quality of the final writing. Rather it will be based on the genuine work put into the process of writing, including pre-writing, drafting, revising, workshopping, and editing. For each assignment, a schedule will be provided to help formalize the writing process.

Your grade for the writing portion of the course will be determined as follows:

10%	<i>Daily journaling</i> Journals will be checked roughly every other week.
10%	<i>Short writing activities</i> The rubric for each assignment will be made clear when assigned.
5%	<i>Paper 1: Summarizing</i> This will be a short paper, summarizing one of the first chapters in the <i>Rock, Paper, Scissors</i> text.
5%	<i>Paper 2: Critique</i> You will have a handful of essays to choose from. You will select one and write a short critique on the article.
5%	<i>Paper 3: Explanatory</i> This paper will ask you to choose a topic from game theory and write an explanatory essay discussing the topic and its relevance to “real world” problems.
5%	<i>Paper 4: Argument</i> This paper will build on the explanatory paper in developing an argument supporting a particular position.
10%	<i>Paper 5: Analysis</i> This research paper will be discussed more fully as we approach the mid-term.
50%	Total contribution for writing

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. 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.

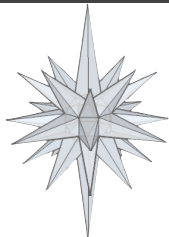
Course policies and information

Attendance

This seminar, like most courses at Moravian College, depends on interactions among the students for learning to take place. Much of what we will do and learn will be based on ideas that you share among yourselves in the classroom. Thus missing class detracts not only from your education, but the education of the entire class.

Some absences are unavoidable. Athletic games may conflict with the class. You may get sick and need to miss class. There may be a family emergency that requires you to leave campus for a short period of time. Thus, everyone is permitted up two three (3) absences without penalty.

Your fourth absence from the class will have two effects: an immediate 5% deduction in your final course grade and an e-mail to Dean Traupman-Carr. Each subsequent absence will result in an additional 10% deduction in your final grade. If you find that you will need to miss a substantial number of classes, please contact me as soon as possible so that special arrangements can be made. Note that I have two key concerns regarding attendance:



1. The *reason* for your absence has no effect on the 3-absence rule. You are welcome to bring a doctor's note if you wish, but that will have no bearing on the 3-absence limit.
2. Whether the absence is your first or your fifth, you are responsible for any and all work from that day of class. If work is due the day you will miss class, have a friend/roommate/classmate bring the work to me before the end of the day. If work is assigned on the day you miss class, it is *your* responsibility to get the information needed to complete the work on time.

Note that I have no policy for "tardiness" except this: much of your course grade is based on in-class writing and discussion. Arriving late to class will detract from your ability to fully participate, and thus your grade will suffer from repeated lateness.

A friendly learning environment

It is important to remember that we are working together to learn and grow – each of us needs to be respectful of the learning environment we are trying to create in the classroom. Please strive to promote a safe and welcoming environment in the classroom. This means:

- Turn cell phones off or to "silent" mode. Do not take phone calls during the class (please let me know if there is some special circumstance).
- No texting in class.
- Be respectful when your classmate or professor is speaking to the class. No side conversations when we are having full class discussions or presentations.
- Be supportive of your classmates' comments. Keep feedback constructive and do not gossip about classroom discussion outside the class.
- While I do not object to food and drink in the classroom, you are responsible for keeping the room clean. Further, if you bring in foods that are distracting (e.g.: loudly crunching chips, fragrant hamburgers), I will ask you to take the food out of the classroom. Remember that we are in the room to learn and that some people may be waiting until after class to eat.

Submission of work

All work will be collected *at the beginning* of class on the date due. Because we will often be taking time in class to either discuss or work with the submitted work, it is important that you bring it with you to class.

I will accept work that is up to 24 hours late, but with a 50% penalty to the score. After 24 hours, I will not accept late work.

If you are absent from class, you can have a friend/classmate bring any homework to my office by the end of the day (my day ends at 4:00pm).

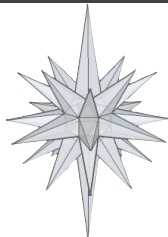
If you submit your work electronically, there are two requirements: I must be able to open the attachment and I must receive the e-mail by 9:00am on the date due (this gives me time to read and/or print out the submission before class). Electronically submitted homework not meeting these requirements will be considered late.

Office hours

My regular office hours are Tuesdays 8:00-10:00am and 1:00-3:00pm. I am also available by appointment; just send me e-mail (hartshorn@math.moravian.edu), and I will be happy to find a time that is convenient for both of us.

Office hours are not just for when you are in "trouble." Office hours are a vital component of the learning experience at college. For example,

- If you found something that was said in class confusing, you might want to come to office hours.
- If you were particularly interested in a class topic and want to know more, you might want to come to office hours.



- If you think something about the class is not working well, you might want to come to office hours.
- If you have ideas on how to improve the progress of our class, you might want to come to office hours.
- If you have questions about living at Moravian, dealing with any of your classes, or juggling your freshman semester, you might want to come to office hours.
- If you need to find someone to talk to, but are not sure who to approach, you might want to come to office hours (if nothing else, I can help point you to someone who is likely to help).

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.

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).

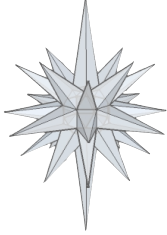
Policy on Academic Honesty

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 (in-



cluding 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 v. 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 the Associate Dean for Academic Affairs.



Student Activity Sessions

There will be six special sessions organized by the Student Affairs office to acclimate you to the culture of Moravian College. For each session, there will be a corresponding assignment that will be submitted to your regular FYS instructor. These assignments will not be graded, but simply assessed based on thoughtful completion of the assignment.

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, who will penalize the participation score for the Student Activity Sessions accordingly.

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.

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?

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.

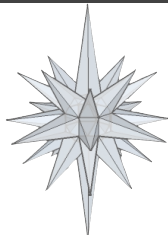
Assignment due Friday, October 14th: Write a 500 word response using what you learned about the college classroom, faculty expectations, and your learning style preferences, to describe your step-by-step personal study plan to ensure your academic success. You may use the calendars, planners, and other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

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.

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.

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

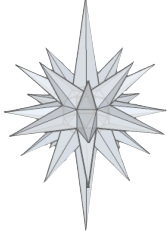
Preparation for Friday session: Access Amos: https://amos.moravian.edu/ICS/New_Students/ and download the Building Community assignment, bring the completed assignment to the session on November 18th.

Assignment due Friday, November 25th: Consider the following: What does it mean to be engaged in a community? Details regarding submission and format will be provided during the session.

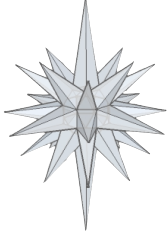
Calendar for the semester

For the readings below, note that **RPS** refers to the *Rock, Paper, Scissors: Game Theory in Everyday Life*, and **SAW** refers to *A Sequence for Academic Writing*.

Monday	Tuesday	Wednesday	Thursday	Friday
August 29 Introduction to class, ice breakers	30	31 Intro/Ch 1: RPS Examination/editing syllabus	September 1	2 Ch 2: RPS Game theory discussion/activity Write your own obituary
5 Labor Day holiday	6	7 Ch 1: SAW In-class writing activity	8	9 Student Affairs Session Who am I? How can I lead? What is my responsibility to the world?
12 Game theory discussion/activity	13	14 Ch 6: SAW Workshopping first paper	15 Opening Convocation	16 Ch 3: Rock, Paper Scissors Game theory discussion/activity



Monday	Tuesday	Wednesday	Thursday	Friday
19 First paper (summary) completed, assessment 1	20	21 Ch 2: SAW In-class writing activity	22	23 Student Affairs Session The Happiest, Dopeiest, Grumpiest, Sneeziest, time of YOUR life...
26 Game theory discussion/activity	27	28 Ch 4: RPS Preparation for midterm assessment	29	30 Workshopping second paper
October 3 Second paper (critique) completed, midterm assessment	4	5 Ch 3: SAW Midterm evaluations/reflections	6	7 Student Affairs Session You're Not in Kansas Anymore
10 Fall Break	11	12 Game theory discussion/activity	13	14 Workshopping third paper
17 Ch 5: RPS Third paper (explanatory) completed	18	19 Workshopping - student choice of paper	20	21 Student Affairs Session Brief Encounters with Cultural Differences
24 Ch 4: SAW Paper revision due, in-class writing activity	25	26 Game theory discussion/activity	27	28 Ch 6: RPS In-class writing activity
31 Workshopping fourth paper	November 1	2 Ch 5: SAW Fourth paper (argument) due, second workshopping	3	4 Student Affairs Session Exploring Your Future
7 Fourth paper (argument) revision	8	9 Ch 7: SAW Discussion of fifth paper	10	11 Topic for fifth paper chosen, planning progress for paper
14 Video presentations	15	16 Ch 7: RPS Bibliography for fifth paper due	17	18 Student Affairs Session Building Community
21 Discussion of progress on fifth paper	22	23 Thanksgiving Break	24 Thanksgiving Break	25 Thanksgiving Break
28 Workshopping fifth paper	29	30 ... in recognition of all you will achieve	December 1	2 Ch 8/Conclusion: RPS In-class writing activity



Monday	Tuesday	Wednesday	Thursday	Friday
5 Fifth paper (analysis) completed	6	7 Last day discussion and reflection	8	9
12 Finals Week	13 Finals Week	14 Finals Week	15 Finals Week	16 Finals Week