

**FYS Section L: Music And Social Change**  
**MWF 10:20 – 11:30**  
**HILL 206**

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Office Hours: M, T, & W 1:00 – 2:00, T 10:00 – 11:00, or by appointment

From the songs of the labor movement and the civil rights movement to those of current musicians in the Middle East, from classical musicians struggling under Soviet rule to contemporary artists raising awareness for a cause, music has been a powerful voice for social justice. This first year seminar will explore the role music has played as an expression of social injustice and an influence for change throughout history and across cultures. Questions to be explored include:

- How has music functioned as an expression of a people experiencing social injustice?
- How has music instigated change in our world?
- What is the power of music in our lives and in the life of our society?

**Required Books**

Weissman, Dick. (2010). *Talkin' 'Bout a Revolution: Music and Social Change in America*. New York, NY: Backbeat Books.

Ede, Lisa. (2011). *The Academic Writer: A Brief Guide, 2<sup>nd</sup> Edition*. Boston, MA: Bedford/St. Martin's.

**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:

- 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. *You are required to make at least one appointment with the tutors at The Writing Center.* 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 (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 the Associate Dean for Academic Affairs.

### **Assignment Submission (when requested)**

When you turn in an assignment you should also include all notes, drafts, and peer responses with the assignment (it's best to put all this in a folder), and include a brief (half-page) analysis of the writing process you undertook:

- Describe how you wrote the assignment – how long you worked, how difficult or easy it was, etc.
- Characterize the strengths and weaknesses of the current draft
- Indicate any issues or questions you would like me to address as I read your assignment

### **Revision Submission Policy**

You may revise any assignment for this course. To submit a revision, however, you must

- Provide evidence that you have met with a writing center tutor to work on your assignment after I have returned it to you – the evidence should include basic information about your session – such as date, time, length of meeting – and summarize your work together.
- Write a two to three paragraph statement describing the major revisions you made and commenting on the reasons you made these changes. Also include a brief reflection about what you learned as a result of this revision process.
- Include all previous versions of your assignment, clearly indicating the order in which they were written

### **Student Affairs Sessions and Assignments**

The Student Affairs' assignments will be evaluated on the basis of "sufficient engagement." Students should be aware that "sufficient engagement" in the Student Affairs program is a vital and necessary component of the 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 you miss any of the Friday sessions. FYS instructors will not assign a grade for these reflection pieces, although they will engage FYS students in discussions about the content and message of the Friday sessions.

**Attendance Policy and Participation:** Since a substantial component of this class is active engagement in discussion, attendance is critically important. Absences will significantly impact the ability of the student to successfully complete the course with a superior grade. Behaviors that indicate active participation include, but

are not limited to, insightful answers that relate to the reading materials, thought-provoking questions, and meaningful participation in class activities and discussions. Respectful and professional behavior is expected at all times.

Unexcused absences will result in a reduction of your final grade by one grade per absence (A to A-). More than two unexcused absences will result in a failing grade for the course. Excused absences include illness or personal emergency. Absence due to illness will be excused only with a written form from a healing practitioner. Absence due to a personal emergency will be excused only with written documentation from the Learning and Counseling Center or other appropriate professional. More than three absences will result in a reduction of your final grade by one grade per absence (A to A-). If you are absent for any reason, it is your responsibility to obtain all material distributed in class, to hand in any assignment due that day by class time, and to contact me prior to class with the reason for your absence.

Students are expected to come to every class on time, remain for the entire class, and be well prepared to discuss the outlined topics. All reading assignments must be completed prior to the designated class. I welcome questions and look forward to discussions regarding areas of concern and/or interest. Please do not hesitate to contact me if you have any questions.

**Blackboard:** We will be using Blackboard on a regular basis to submit assignments and communicate information. Please be sure you have signed up for this class on Blackboard by the end of the first week of class.

**Electronic protocol:** Laptops will remain closed for most classes unless instructed to open them for a particular purpose. Laptops will be used only with the instructor's permission. Cell phones must be silenced during class. For emergency situations, students may ask the instructor for permission to put the cell phone on vibrate.

**Texting in class is unacceptable.** Inappropriate use of cell phones and/or laptops during this course will result in a reduction of the final grade by one grade per incident (A to A-) and may result in a failing grade.

**Grades:** It is within the instructor's purview to apply qualitative judgment in determining grades for any assignment or for the course. The following grade conversions will be used in determining your recorded letter grade for the course. Specific guidelines for grading will be addressed with each assignment.

94 - 100 = A	74 - 76 = C	Writing Assignment #1	10%
90 - 93 = A-	70 - 73 = C-	Writing Assignment #2	10%
87 - 89 = B+	67 - 69 = D+	Writing Assignment #3	10%
84 - 86 = B	64 - 66 = D	Research Paper	40%
80 - 83 = B-	60 - 63 = D-	Reflective Writing	20%
77 - 79 = C+	0 - 59 = F	Participation	10%

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**Late Assignments:** Late assignments must be accompanied by written documentation of the reason for the lateness. The grade for the assignment will be dropped a fraction of a grade for each day late (ex. A- becomes B+).

**Students with Disabilities:** 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

(extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

**Syllabus:** This syllabus may be adjusted over the course of the semester to reflect the needs of the students in the class.

*Best of luck as you begin your collegiate career! If you have any questions or concerns as the semester unfolds, please do not hesitate to discuss them with me. In particular, if you have suggestions for improving the course, I welcome your input.*