



# LINC 101 - STRANGERS IN A STRANGE LAND FALL 2011

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## 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.

This course will provide a thorough introduction to college level writing through the medium of travel writing. Although foreigners' often wrote about the "New World" either to critique or to legitimize the values and practices of the "Old World," they have also been some of the most astute observers of America and what it has meant to be American. By reading and analyzing the writings of Christopher Columbus, J. Hector St. John de Crèvecoeur, and Alexis de Tocqueville, we will examine how and why vital ideas such as America as a land of plenty, the American Dream, and Democracy have been constructed and used in the past and present. These perceptions and misperceptions have persisted and have contributed to how Americans view themselves and are perceived by others.

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

### **Required Texts**

Laurence Behrens and Leonard J. Rosen, *A Sequence for Academic Writing* (Boston: Pearson, 2012).

Other texts will be distributed as handouts or by email.

### **Assignments**

Over the course of the semester you will be writing a lot. There will be three major essays and several smaller writing assignments. Writing ranges from informal and ungraded free writes in which the primary audience is yourself to a formal academic research paper.

### **Grade Distribution**

Journals/Responses 14 (7@2%)

Summary Essay 3%

Critique 5%

Synthesis 7%

Draft Historiographical Paper 3%

Historiographical Paper 10%

Peer Review 9% (3@3%)

Research Paper

    Bibliography 3%

    Historiography 5%

    Outline 3%

    3-page Chunk 5%

    Intro and Conclusion 5%

    Complete Draft 3%

    Final Paper 10%

Participation 15%

Free Writing through the semester 0%

### **Attendance**

It is your responsibility to attend every class prepared. While I do not check attendance every class, three unexcused absences will result in the lowering of final grade by a third of a letter grade ie. a B to a B-. Attendance and participation are **not** the same thing. While you must be in class to participate, I will calculate your participation grade based only on your active and thoughtful contributions to class.

### **Late Policy**

- All assignments are to be handed in at the **beginning** of the class in which they are due.
- Computer and printing problems, including having a zero printing balance, are not acceptable reasons for handing work in late. If for some reason you cannot print your paper, email it to me before class and then turn in a hard copy before the end of the day.
- Work outside of school, extracurricular activities, and having a number of assignments due in the same week or on the same day are not acceptable reasons for handing work in late.
- Late papers will immediately be assessed a full letter grade penalty (a B paper would become a C) on the first day a third of a letter grade each day thereafter.
- Emailed essays will not be accepted without prior permission from the instructor except under the circumstances described above.

### **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 (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.

### **Class Schedule**

Week 1	Aug. 29	<b>Introduction</b> <b>Activity:</b> Let’s write. Describe a situation in which you felt like an outsider. You might have been visiting a foreign country, another region of the US, or found yourself with a group of people such as a club or team of which you were not a member. Why did you feel like you did not belong? Did you focus on those aspects of the experience that were most familiar or those that were most foreign?
	Aug. 31	<b>Introduction to College and College Writing</b> <b>Reading:</b> Jack W. Meiland, “The Difference Between High School and College,” 1-9. “How College Humanities Courses Differ from High School Courses” 1-2. What do historians do? Primary and Secondary Sources
	Sept. 2	<b>Christopher Columbus</b> <b>Reading:</b> Selections from Christopher Columbus’s Log, 1-25. <b>Due:</b> Bring to class 1.5-2 page double-spaced journal entry

		<p>reflection on Columbus’s log. Do not summarize the log. Rather, use the journal to react to the text, identify themes that run through the reading, and make connections between the reading and what you already know. Try to come to a deeper understanding something you have read.</p> <p><b>Activity:</b> Discussion of the Log. Reading Primary Sources: Questions and Evidence</p>
Week 2	Sept. 5	<b>Labor Day – No Class</b>
	Sept. 7	<p><b>Reading and Note Taking</b> <b>Reading:</b> Behrens and Rosen, <i>Academic Writing</i>, 2-23. <b>Activity:</b> Reading Strategies Summarizing Kirkpatrick Sale, “1492-1493”, 4-12.</p>
	Sept. 9	<p><b>Student Affairs: Dean of Students</b> <i>Who am I? How can I lead? What is my responsibility to the world?</i> Dr. Nicole L. Loyd, Dean of Students There are no pre-readings for this session. <b>Assignment: Attend “Sex Signals” on 9/14/11</b></p>
Week 3	Sept. 12	<p><b>Critical Reading and Critique</b> <b>Due:</b> Following the guidelines in Behrens and Rosen (entire chapter but esp. pages 5-7) write and bring to class a 1 page summary of Sale’s article together with the one sentence summary, thesis, and draft. <b>Reading:</b> Behrens and Rosen, <i>Academic Writing</i>, 51-78. Robert Royal, “El Almirante,” 13-21 using the strategies outlined on page 5 of Behrens and Rosen. <b>Activity:</b> Critical reading of Royal.</p>
	Sept. 14	<p><b>Citations, Paraphrasing, and Avoiding Plagiarism</b> Behrens and Rosen, <i>Academic Writing</i>, 33-47, 277-281. <a href="http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html">http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html</a></p>
	Sept. 16	<p><b>Library Visit (meet in the foyer of Reeves)</b> <b>Due:</b> Following the guidelines in Behrens and Rosen (esp. 68-69) write and bring to class a 1.5-2 page critique of Royal’s article together with the one sentence summary, thesis, and draft.</p>
Week 4	Sept. 19	<p><b>The American Dream: J. Hector St. John de Crevecoeur</b> <b>Read:</b> <i>Letters from an American Farmer</i>, 39-43, 59-88. <b>Due:</b> In a 1.5 page double-spaced response, summarize what the American Dream means to Crevecoeur. <b>Activity:</b> Discussion of <i>Letters from an American Farmer</i> How does C’s conception of the American Dream compare with your own? Has the American Dream changed over time? If so, why?</p>
	Sept. 21	<p><b>Liberal Education</b> <b>Reading:</b> William Cronon “‘Only Connect...’ The Goals of a Liberal Education,” 1-6. Russell Frank, “Figure Out What You Love and the Rest Will Follow,” 1-2.</p>

		Steve Kolowich, "How to Train Your Draconian," 1-2. <b>Activity:</b> Talk by Dean Skalnik
	Sept. 23	<b>Student Affairs: Counseling &amp; Health Centers</b> <b><i>The Happiest, Dopiest, Grumpiest, Sneeziest, time of YOUR life...</i></b> Dr. Ron Kline, Director of the Counseling Center Dr. Michelle Santiago, Assistant Director of the Counseling Center TBA, Student Health Center Coordinator Access AMOS: <a href="https://amos.moravian.edu/ICS/New_Students/">https://amos.moravian.edu/ICS/New_Students/</a> and follow the link to the Counseling Center website; click on the FYS tab on the left. Read the 2 articles posted prior to Sept. 23 <sup>rd</sup> . <b>Assignment due Friday, 9/30/11: (1 inch margins, 12 font, double spaced).</b> <b>Using the Counseling Center's website, pre-reading, and presentation, prepare a 500 word essay based on the following: Think of a <i>real or imagined</i> 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?</b>
Week 5	Sept. 26	<b>Thesis and Synthesis</b> <b>Reading:</b> Behrens and Rosen, <i>Academic Writing</i> , 81-109, 226-231. <b>Activity:</b> Evaluating thesis statements.
	Sept. 28	<b>Reading:</b> David Potter, <i>People of Plenty: Economic Abundance and the American Character</i> , 78-80, 91-110. Frederick Jackson Turner, "The Significance of the Frontier in American History," 1-7. <b>Due:</b> In a 1.5-2 page journal entry, summarize Potter and Turner. <b>Activity:</b> In groups, identify a number of topics that emerge from Crevecoeur, Potter and Turner. Then identify topics that relate to one another. Explain how they connect. Create as many connections as possible.
	Sept. 30	<b>Reading:</b> Rael, "Feedback and Criticism" Behrens and Rosen, <i>Academic Writing</i> , 110-111, 245-250. <b>Due:</b> Bring a tentative thesis to class. <b>Activity:</b> In groups, read and critique each other's thesis. Begin outlining a synthesis paper.
Week 6	Oct. 3	<b>Reading:</b> Behrens and Rosen, <i>Academic Writing</i> , 23-33. <b>Activity:</b> Analyzing tables and charts
	Oct. 5	<b>Due:</b> Bring to class three copies of a three page synthesis. <b>Activity:</b> Workshop
	Oct. 7	<b>Student Affairs: Learning Services</b> <b><i>You're Not in Kansas Anymore</i></b> Ms. Laurie Roth, Director of Learning Services Mr. Joe Kempfer, Assistant Director of Learning Services Access AMOS: <a href="https://amos.moravian.edu/ICS/New_Students/">https://amos.moravian.edu/ICS/New_Students/</a> 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 <u>printed copy</u> of your results to the Oct. 7 <sup>th</sup> 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.

		<b>Assignment due Friday, 10/14/11:</b> 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.
Week 7	Oct. 10	<b>Fall Recess –No Class</b>
	Oct. 12	<b>Reading:</b> Behrens and Rosen, <i>Academic Writing</i> , 122-168. <b>Activity:</b> Designing a rubric
	Oct. 14	<b>Instructor Away – No Class</b>
Week 8	Oct. 17	<b>Reading:</b> John Murrin, “Beneficiaries of Catastrophe,” 260-282. <b>Due:</b> A 1.5 page journal entry summarizing Murrin’s argument.
	Oct. 19	<b>Reading:</b> Bernard Bailyn, <i>Voyagers West</i> , 166-189. <b>Due:</b> A 1 page journal entry summarizing Bailyn. <b>Activity:</b> Workshop
	Oct. 21	<b>Student Affairs: Diversity &amp; International Education</b> <b>Brief Encounters with Cultural Differences</b> Mr. Kerry Sethi- Director of International Studies Ms. Sharon Brown- Director Institutional Diversity Access AMOS: <a href="https://amos.moravian.edu/ICS/New_Students/">https://amos.moravian.edu/ICS/New_Students/</a> follow the link to the International Studies Website review resources for preparing to study abroad <b>Assignment due Friday, October 28:</b> read the two short dialogues “Lucky for Hassan” and “Near the Family” and the blog “How Study Abroad Changed My Life”. Write a one page essay on why you plan or do not plan to incorporate the study abroad experience into your academic experience. During class time you will be expected to actively participate in a cross-cultural exercise.
Week 9	Oct. 24	<b>Due:</b> Draft of historiographical paper (5 pages). Bring enough copies for your group and one for me. <b>Workshop</b>
	Oct. 26	<b>Meet to return and discuss peer reviews</b>
	Oct. 28	<b>Alexis de Tocqueville and <i>Democracy in America</i></b> <b>Reading:</b> Tocqueville, <i>Democracy</i> , 1-30. <b>Activity:</b> Discussion Essay Topics Free Write: Write about a time when you held a different opinion than your peers but felt social pressure to conform to the majority. Do you believe Tocqueville’s argument about the tyranny of the majority is essentially correct? Can you identify events in the past when the majority has been tyrannical?
Week 10	Oct. 31	<b>Library Visit – Meet in the Foyer of Reeves</b> <b>Reading:</b> Behrens and Rosen, <i>Academic Writing</i> , 256-276. <b>Due:</b> A revised draft of your historiographical paper together with your rough draft, peer reviews, and summaries.
	Nov. 2	<b>Reading:</b> Henry Steele Commager, “Democracy and the Tyranny of the Majority,” 18-32. <b>Due:</b> 1 page summary of Commager’s argument. <b>Activity:</b> Discussion

	Nov. 4	<p><b>Student Affairs: Career Development</b>  <b>Exploring Your Future</b>  Ms. Amy Saul, Director of the Career Center and students  Access AMOS: <a href="https://amos.moravian.edu/ICS/New_Students/">https://amos.moravian.edu/ICS/New_Students/</a> and download the Career Center assignment. Bring the completed assignment to the session on November 4<sup>th</sup>. Contact the Career Center at 610-861-1509 or via email at <a href="mailto:thecareercenter@moravian.edu">thecareercenter@moravian.edu</a> with questions.  <b>Assignment due Friday, 11/7/11:</b> 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.</p>
Week 11	Nov. 7	<p><b>Writing a Research Paper</b>  <b>Reading:</b> Behrens and Rosen, <i>Academic Writing</i>, 178-206.  <b>Due:</b> Bibliography of sources  <b>Activity:</b> Now that you have collected some sources free write about your topic.</p>
	Nov. 9	<p><b>Due:</b> 1-1.5 page argument synthesis utilizing Tocqueville, Commager, and tentative thesis.  <b>Activity:</b> Workshop synthesis and thesis statements.</p>
	Nov. 11	<p><b>Due:</b> Outline of paper</p>
Week 12	Nov. 14	<p><b>Mechanics of Writing</b></p>
	Nov. 16	<p><b>Due:</b> 3 page chunk of paper  Bring enough copies for everyone in your group and one for me.</p>
	Nov. 18	<p><b>Student Affairs: Leadership, Community Service &amp; Religious Life</b>  <b>Building Community</b>  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 &amp; Greek Life  Access Amos: <a href="https://amos.moravian.edu/ICS/New_Students/">https://amos.moravian.edu/ICS/New_Students/</a> and download the Building Community assignment, bring the completed assignment to the session on November 18<sup>th</sup>.  <b>Assignment due Friday, 11/25/11:</b> Consider the following: <i>What does it mean to be engaged in a community?</i> Details regarding submission and format will be provided during the session.</p>
Week 13	Nov. 21	<p><b>Workshop</b>  Return peer reviews and meet with group members.</p>
	Nov. 23	<p><b>Thanksgiving – No Class</b></p>
	Nov. 25	<p><b>Thanksgiving – No Class</b></p>
Week 14	Nov. 28	<p><b>Introductions and Conclusions</b>  <b>Reading:</b> Behrens and Rosen, <i>Academic Writing</i>, 231-245.  <b>Due:</b> Bring a draft of your intro and conclusion and revised thesis for peer review.</p>
	Nov. 30	<p><b>Draft Paper Due</b>  Meet to exchange drafts. Bring enough copies for everyone in your group and me.</p>
	Dec. 2	<p><b>Workshop</b></p>

		Return peer reviews and meet with group members.
Week 15	Dec. 5	<b>No Class - Individual Meetings with Me</b> <b>Due:</b> A journal entry that lays out a plan for revision and three questions about your paper.
	Dec. 7	<b>No Class - Individual Meetings with Me</b> <b>Due:</b> A journal entry that lays out a plan for revision and three questions about your paper.
	Dec. 13	<b>Final Paper Due</b>

The instructor reserves the right to alter the syllabus.

#### Suggested Essay Topics

John C. Calhoun, Concurrent Majority, and Nullification

Indian Removal

Jim Crow and Segregation

Same Sex Marriage (Prop 8 in California or Maine)

Park 51 - Muslim Community Center in Manhattan

Hazelton, Pennsylvania's Illegal Immigrant Relief Act

Limits against unpopular speech ie. The Dixie Chicks in 2003-2004