

**LINC 100 V. First Year Seminar: Memory Matters**  
**Moravian College**  
**Fall 2011**

Instructor: Dr. Erica Miller Yozell Comenius Hall 402 610-625-7782 <a href="mailto:emy@moravian.edu">emy@moravian.edu</a> I will usually respond to your emails within 24 hs on weekdays and within 48 hs on weekends. Office Hours: MW 1:30-2:30 p.m., F 1-2 p.m., and by appointment.	Class details: MWF 11:45-12:55 Location: Comenius 101 Student Advisor: Brianna Kavanagh <a href="mailto:stmbk01@moravian.edu">stmbk01@moravian.edu</a>
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**Memory Matters:** Narratives of memory help us make sense of both the past and the present, and help us articulate a sense of identity and of community. Contemporary memory takes on many forms, from the visual to the written, the archived to the enacted; through literature and film we will explore different concepts and representations of both individual and collective memory. In short, we will explore what memory means as well as how and why it matters.

**Course Goals:**

- Use writing as a way to discover new information and insights--writing 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.
- Articulate an understanding of liberal education as it affects one's life now and prepares the individual for the future.
- Collaborate with faculty and student advisors to engage with the college community.

**Required Materials:**

Bean, John C., Virginia A. Chappell, and Alice M. Gillam. *Reading Rhetorically*. 3<sup>rd</sup> Edition. Boston: Longman. 2011.

Cuadros, Paul. *A Home on the Field: How One Championship Soccer Team Inspires Hope for the Revival of Small Town America*. NY: HarperCollins, 2006.

Foer, Joshua. *Moonwalking with Einstein: The Art and Science of Remembering Everything*. NY: Penguin P, 2011.  
Additional materials will be posted on Blackboard.

**Blackboard:**

I have put together a Blackboard site (<http://blackboard.moravian.edu/>) for this course. You need to enroll yourself — so please do this soon! There are enrollment instructions linked to the Blackboard home page (<http://home.moravian.edu/public/cit/help/blackboard/bbstudent.asp>). On Blackboard you will find a copy of the syllabus, basic course information and my contact information. As the semester progresses, I will post assignments, some readings, any changes to the syllabus, and additional information. If you miss class for any

reason, you should check Blackboard so that you know what material to prepare and what homework to complete for the next class.

### EXPECTATIONS AND EVALUATION:

**Participation:** As a workshop-based class, the success of this course depends on the collective efforts of all of us. Students are expected to arrive prepared to participate in all class activities by having studied the topics to be covered and having completed all assigned homework.

\*\*\***Active participation** involves collaborating in paired and group activities, volunteering thoughtful answers on a regular basis, working on in-class writing, being prepared for short oral presentations, asking relevant questions, and speaking thoughtfully and respectfully in class discussions. Simply being present, looking attentive and taking notes is not considered active participation.

\*\*\*Please turn off any personal communication devices (cell phones, etc.) so that we may focus on our class community.

\*\*\* **Absences:** 0-3 will not be penalized – it's like having three "sick days" or "personal days" at work to use at your discretion. Every absence over three, regardless of the reasons, will lower the final grade by one point. Exceptions will be made in extraordinary circumstances and may require additional documentation. Please note that the Student Affairs portion of the class is mandatory; you may not pass the class without attending and participating.

**Readings:** We will read a wide variety of short texts, one book, and the writing textbook. Students will respond to and comment on the readings both in discussions and in writing. You may need to read the material more than once in order to understand it well enough to write about it and work with it.

**Writing:** We will work on developing a practice of writing as a process of developing ideas as well as a means of communicating clearly and effectively with different audiences. Students will engage in exploratory writing assignments, complete and revise a variety of short formal writing assignments, and write and revise one medium-length essay. We will dedicate class time to writing, learning how to revise writing and offering constructive feedback to others. The essay written as part of the summer reading program will count as one of the informal/exploratory writing assignments. To conserve paper, please feel free to print double-sided unless I specify otherwise.

Details for each paper will be distributed in class and/or posted on Blackboard. Papers must be typed and double-spaced. You must include ALL previous drafts, including comments by ANY reader (peers, tutors, professors, anyone). It's okay to ask for help revising, but no one should write or rewrite the paper for you. Helpful readers may point out errors or awkward passages, but may not rewrite entire sections. I will not accept emailed papers unless we have made previous arrangements. Late papers will lose 10 points per day, starting at the time of class. Exceptions will be made only in extraordinary circumstances.

Evaluation of the informal/exploratory writing will be both behavioral and qualitative. Writing is a skill that can be learned and does take practice, so the grades reflect the importance of that. The basic grade will be behavioral: completion of all the required exercises will earn you a B, guaranteed; 80-98% will earn a C; 60%-79% will earn a D; less than 60% will result in an F. If you meet the criteria for a B and consistently demonstrate superior quality in your work, you will earn an A.

Evaluation of formal writing will be based on assignment-specific criteria given at the time of the assignment as well as demonstrable progress through the revision process. Students will learn the standards of MLA-style format and citation.

**Student Affairs:** Every other Friday, students will attend a large class led by representatives from Student Affairs. These sessions are a vital part of students' introduction to college life and to assisting students in making a successful transition to college. Assignments will be listed on Blackboard and will be evaluated by the corresponding instructor for that session. The FYS instructor will be notified if students are not sufficiently engaged in the Friday SA sessions, as this is a required component for passing the course.

### Evaluation:

*Please note that it is within the instructor's purview to use qualitative judgment in determining the grades for an assignment in the course.*

	<b>Final grade:</b>	10%	Short essay #1 (revised)
20%	Medium-length paper	10%	Short essay #2 (revised)
25%	Exploratory/informal writing	15%	Short essay #3 or #4, revised
15%	Active participation	5%	Short essay #3 or #4, unrevised

### Letter grades:

93-100	A	86-83	B	76-73	C	66-63	D
92-90	A-	82-80	B-	72-70	C-	62-60	D-
89-87	B+	79-77	C+	69-67	D+	59-0	F

### Academic Honesty:

It is your responsibility to make sure you are familiar with the Policy on Academic Honesty at Moravian College. Plagiarism--presenting someone else's words or ideas as your own--and cheating are serious offenses and will not be tolerated.

For detailed information, see the website:

<http://www.moravian.edu/studentlife/handbook/academic2.htm>

### Resources:

- **Office Hours:** I encourage you to stop by during office hours or make an appointment with me. I am happy to work with you on any difficulties you are encountering or questions you may have. You are also welcome to stop by and chat. Since my office (402 Comenius) is not accessible to persons with mobility impairments, please let me know if we need to meet in a different location.
- **Student Advisor:** The student advisor is Brianna Kavanagh and, as you probably already know, she's a great resource to help guide you through this transition to college life.
- **Writing Center:** The writing center tutors help students work on thesis development, argumentation, organization, coherency, clarity, transitions, and other elements of good writing. All students will visit the Writing Center at least once during the semester, and I encourage you to make use of this excellent resource. Many of the best student writers in the college regularly use 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.

- **Reeves Library:** In addition to the physical resources available—books, magazines, journals, newspapers, and electronic resources—the library has the invaluable resource of reference librarians. Our librarians are always interested in helping you with any questions you may have on research and resources. We will attend a special library session with bibliographic instruction for this class.
- **Office of Learning Services:** The folks at Learning Services help students with strategies to succeed in the academic environment, and they can help you establish habits that will be useful after college, too.
- **Disability Accommodations:** 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).
- **Counseling Center:** The counselors help students deal with the stressors of college life. If you are feeling overwhelmed, upset, or just not yourself, give them a call or stop by!

### Course Calendar

Please note that the calendar is subject to changes. All changes will be announced in class and posted on Blackboard. This calendar is designed to provide an overview of the semester; **detailed descriptions of homework and assignments are on Blackboard.**

S 8/28	Orientation Day: discuss <i>A Home on the Field</i>	
M 8/29	Introduction to the course	
W 8/31	Watch: <i>Eternal Sunshine of the Spotless Mind</i> Write: reflection (see Bb for details for today and every day)	
F 9/1	Getting settled – Student Advisor Brianna Kavanagh	
M 9/5	LABOR DAY	
W 9/7	Read RR ( <i>Reading Rhetorically</i> ), chapter 1. Read reviews (distributed in class) and complete the audience analysis. Informal writing	
F 9/9	<b><u>Who am I? How can I lead? What is my responsibility to the world?</u></b> Dr. Nicole L. Loyd, Dean of Students	
M 9/12	Write: short formal essay #1	
W 9/14	Read Maile Meloy’s “The Children” Write: new ending	
F 9/16	Organize your semester: Bring all syllabi and basic materials for all courses, as well as a calendar or day planner. Due: <u>one</u> revised piece from short formal essay#1	
M 9/19	Read Jorge Luis Borges’ short stories: “Funes, his memory” and “Shakespeare’s Memory” Write: marginal notes	
W 9/21	Write: short formal essay#2	
F 9/23	*Turn in to Dr. Yozell the revised short formal essay #2 <b><u>The Happiest, Dopiest, Grumpiest, Sneeziest, time of YOUR life...</u></b> Dr. Ron Kline, Director of the Counseling Center, Dr. Michelle Santiago, Assistant Director of the Counseling Center, and the Student Health Center Coordinator	
M 9/26	Read RR p. 23-28 and 56-57.. Read Foer, chapter 1, p. 1-19.	

	Write: assignment activity and concept map.	
W 9/28	Read: <i>RR</i> p. 29-34 (top half).	
F 9/30	Individual Meetings with Dr. Yozell – come to appointment time on sign-up sheet	Comenius 402
M 10/3	Read <i>RR</i> p. 34 (lower half)- 37 (top half). Read Foer, chapters 2-3 Write: informal response to qtns; free-writing	
W 10/5	Read <i>RR</i> p. 41-44; write questions p. 44. Read Foer, chapters 4-6. Write: questions	
F 10/7	<b><u>You're Not in Kansas Anymore</u></b> Ms. Laurie Roth, Director of Learning Services Mr. Joe Kempfer, Assistant Director of Learning Services	
M 10/10	FALL BREAK	
W 10/12	Read <i>RR</i> p. 44-50 Read Foer, chapters 7-8 Write: thesis activity	
F 10/14	Study skills and habits – Dr. Yozell and Brianna Kavanagh	
M 10/17	Read Foer, chapter 9 Write: reflection	
W10/19	Read Foer, chapter 10-11, plus epilogue Read <i>RR</i> , p. 92-93. Write: author interview	
F 10/21	<b><u>Brief Encounters with Cultural Differences</u></b> Mr. Kerry Sethi- Director of International Studies, Ms. Sharon Brown- Director Institutional Diversity	
M 10/24	Write: short formal essay #3	
W10/26	Watch <i>Memento</i> Write: free-writing	
F 10/28	Balancing Acts: midterm check-in -- Dr. Yozell and Brianna Kavanagh	
M 10/31	Read Maurice Halbwachs, selections of texts Write: paraphrasing and reflections	
W 11/2	Write: short formal essay #4	
F 11/4	<b><u>Exploring Your Future</u></b> Ms. Amy Saul, Director of the Career Center and students	
M 11/7	Watch <i>Cautiva</i> Write: guided reflection/reaction	
W 11/9	Write: first draft of medium-length essay	
F 11/11	Read Marita Sturken's introduction Read <i>RR</i> p. 57-59. Write: says/does	
M 11/14	Read <i>RR</i> p. 61-64. Re-read Sturken. Write: summary	
W 11/16	Library session	meet in Reeves Library
F 11/18	<b><u>Building Community</u></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 & Greek Life	
M 11/21	Write: revised essay Read RR p. 131-146. Write questions.	
W 11/23	THANKSGIVING	
F 11/25	THANKSGIVING	
M 11/28	Write: revised essay with sources	
W 11/30	Individual meetings / end-of-semester planning	
F 12/2	Individual meetings / end-of-semester planning	
M 12/5	Bring in either short essay #3 or #4 for revision workshop	
W 12/7	Due: medium-length essay Last day. Evaluations, celebration.	
finals day	Portfolio due: all exploratory/informal writing, all short formal essays, including revisions.	Turn in to Comenius 402