

**FYS / LLC: Self Discovery / Transitions of Youth
A Living & Learning First Year Seminar Experience
Fall, 2012**

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Office Hours: M W 11:30 – 12noon (*South Campus Room 409*) **Class Location:** HILL Room 209
T & TH 2:30 – 4pm
(or right after class &/or by appointment)

SPECIFIC SEMINAR DESCRIPTION:

Many of the psychological themes, principles, and theories related to growing up in American are unique to adolescents in the beginning of the twenty-first century; while other issues pertaining to transitions from youth span across generations. With an intense focus on critical thinking, self-reflection, and writing, this course will explore both new and classic issues involved in the movement from adolescence to adulthood. Novels, short stories, films and research will be the stimuli for writing personal reactions, descriptive and persuasive essays, synthesizing multiple perspectives around issues, comparisons between viewpoints and theoretical frameworks, and analyses of contemporary issues confronting adolescence.

First Year Seminar – General Overview – authored by the FYS Committee

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. The Writing Center is located in a building that is not accessible to persons with mobility impairments. When you need the services of the Writing Center, please call 610-861-1392.

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.

Learning Services & Disabilities

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

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.

Required Readings/Texts:

Ede, L. (2011). *The Academic Writer: A Brief Guide* (2nd ed.). Boston, MA: Bedford / St. Martin's.
(Referred to in syllabus as TAW)

King, S. (2000). *On writing*. New York, NY: Pocket Books. (Referred to in syllabus as KING)

Moravian College Student Handbook (on-line)

Steingraber, S. (2010). *Living downstream: An ecologist's personal investigation of cancer and the environment*. (2nd ed.). Cambridge, MA: Da Capo Press.

Walls, J. (2005). *The glass castle*. New York, NY: Scribner Publishers.

Additional Materials / Requirements

- 1) Separate Journal Notebook for THIS course - writing activities, reflections, etc.
It must be able to be handed in periodically.
- 2) A binder for your final writing portfolio
- 3) You MUST register for the course on Blackboard
- 4) There will also be handouts and articles distributed in class.

ELECTRONIC RESOURCES:

Purdue University On-Line Writing Lab

<http://owl.english.purdue.edu/>

Purdue University On-Line Writing Lab: Grammar, Punctuation, and Spelling

<http://owl.english.purdue.edu/handouts/grammar/>

Elbow, Peter. *Writing with Power: Techniques for Mastering the Writing Process*

<http://site.ebrary.com/lib/moravianlibrary/Doc?id=10085437>

Reeves Library Home Page
<http://home.moravian.edu/public/reeves/>

Course Assignments:

JOURNAL & WRITING EXERCISES (12%): In your journal notebook (or as separate individual writing assignment / tasks), you will maintain entries for the following:

PreWriting Journal Entries: Some of these will be done in-class; others will be assigned for outside of class. They are different forms of handwritten responses to various prompts, and will often be encouraged to be done in a stream of conscience or free-writing manner. You will do a great deal of this “free-flowing” writing as a way to react to or reflect about the short stories / essays assigned for reading. This is good preparation for discussion.

Reflective Writing: Often you will be asked to reflect on your work (i.e., post-writing) to appreciate and get a sense of the decisions you made, the areas your writing is particularly strong, and to have a sense of where you struggle as a writer.

Writing Drills: These are your responses to the writing exercises that will be assigned. Many of you may wish to do exercises in other areas beyond those assigned if you feel it would improve an area of your writing

BE SURE TO DATE AND LABEL EACH ENTRY CLEARLY, DESCRIPTIVELY AND CONSISTENTLY!!! See Policy #3 below – **Organization & Format of Writing Assignments.**

This section also includes the satisfactory completion of your ICL assignments noted in the course schedule.

PAPER ASSIGNMENTS – The final grade of each paper will be aggregated with slightly different weights to account for **58%** of your grade.

Specific guidelines for each will be handed out separately in class and discussed. See Policies #2 & #3 below about some of the standard accountability (#2) and formatting (#3) for each paper. The length guidelines below will give you the acceptable range to work with. Guidelines for each assignment may be more specific regarding length. Some assignments will be handed in once as a final drafts; while others will involve single or multiple formal revisions. Your own style of writing should involve proactive, autonomous iteration and revision in a stylistic manner that works well for you.

Body of work for this seminar (Guidelines for each will be distributed):

Pre-Semester Written Work:

Reflections on Living Downstream, LLC essay, Self Reflections on coming to Moravian

Semester Body of Work:

Letter addressing a source of conflict

Two Descriptive Essays (A Cherished Treasure; Peak Experience - at least 2 pages each)

Book Review (3 – 4 pages) – based on Walls’ *The Glass Castle*

* ***Research-based / Persuasive Essay*** (at least 8 pages); Topics to be discussed

* ***Film Review*** (at least 2 pages)

Epiphany Paper – 700 word maximum essay (editorial genre)

(**) **DOCUMENTARY OPTION** – To recognize the visual medium touted in Ede’s TAW text, students will have the option to work individually, in a pair, or as a trio in creating a documentary. This would replace the film review paper and reduce the required length of the research paper by half (4 pages).

CONFERENCES and CLASS PARTICIPATION (20%) – You will need to be prepared for each class and for any one-on one conference we schedule together. Periodically, you will be asked to make a presentation, sometimes formal, sometimes semi-formal. Also, PLEASE commit to the active learning policy below as it factors into this grade portion. In addition, this grade will be impacted by excessive absences. This grade will be reduced by a letter grade for each of the following:

- * Failure to attend the Writing Center twice; at least once by Sunday Oct. 25th
- * Excessive absences – one letter grade for each absence beyond three. This includes all sessions whether we are in the classroom or somewhere else.

FINAL PORTFOLIO (10%) – The final task of the semester will be to choose samples of various writing pieces from your wealth of writing. You will complete a cover letter that will address a number of questions about the writings you chose. The letter will justify the choices and discuss how the choices and the portfolio holistically reflect your improvement and development as a writer. Additional guidelines for structuring the portfolio and cover letter will be discussed and shared in class. Your failure to properly submit a portfolio may impact upon the final grades of your individual writing papers as well.

Course Policies:

1) **ACTIVE LEARNING** - Active learning involves questioning the text and lecture material, contributing to discussion, sharing ideas and alternative perspectives, and being GENEROUS with your constructive criticism of peer's work (better you suggest it, than me!). As a prerequisite to the active learning that will take place in the classroom, please arrive to class prepared by having read the assigned chapter(s), and completing the assignments. Class participation is expected and highly encouraged. This is the best strategy for achieving many of the objectives laid out for the course. Those who commit themselves to such active learning are scholars.

Because good writing doesn't occur in a vacuum, it is essential that, as a class, we engage in the kind of discussion that will help us to actively process what we have read--to draw out and informally express our ideas and beliefs, and then to more formally express these ideas and beliefs in our writing. Toward these ends, your reading assignments must prompt you to read the text thoughtfully and thoroughly.

2) **LATE ASSIGNMENTS** - Assignments may be handed in up to two days late (points deducted from the grade each day late). When handing in an assignment late please indicate the amount of days late on the front cover along with your signature – **without this late assignments will be considered incomplete (I)**. Assignments may not be handed in after the third day late. Please, do not ask me to deviate from this policy. If you must miss class, drop off the assignment earlier, send it with a classmate, e-mail or fax it to me (625-7879). In other words, there should be no valid excuse for a late assignment. I encourage you not to procrastinate, and be sure to use your file on the student X: drive and back up your work!

3) **ORGANIZATION AND FORMAT OF WRITING ASSIGNMENTS** –. Each assignment **MUST** have five things clearly indicated at the top of the first page:, 1) your name, 2) the due date for that assignment (and, if late, the date submitted in parentheses); 3) a brief description of the written product in terms of the writing process (e.g., journal entry, freewriting, second draft, final version, etc.); 4) a descriptive (often creative, if possible) title, 5) page numbers in the upper right hand corner. ***Without this information, your paper will be reduced by two letter grades. EXAMPLE at top of page:***

Bob Brill
 Sept. 7, 2011
 First Descriptive Paragraph

The Old Planting Woman

THE WRITING FORMAT AND OTHER GUIDELINE REQUIREMENTS FOR EACH PAPER WILL BE DISTRIBUTED AND DISCUSSED IN CLASS.

4) **ACADEMIC INTEGRITY** - Academic integrity is a core value of the college and is expected. Cheating and plagiarism will not be tolerated. It is **my contractual agreement** with the college that I am to report all **suspected** cases of plagiarism and cheating. Plagiarism is the intentional misrepresentation of someone else's work as your own. This includes transcribing sentences or paragraphs belonging to another author directly from another written source and suggesting they are your own words, quoting directly from a published work without giving the author credit (i.e. proper citation), using or "borrowing" another student's work, buying a paper from a professional service, etc. The policy of the department is that the student must keep all note cards and rough drafts until given a grade for that course!!! Again, be sure to back up computer disks. Evidence of plagiarism and cheating will be dealt with in accordance with the college policy on academic honesty. Copies are available from the departmental secretary and can be found in your student handbook.

5) **ATTENDANCE** - Class attendance is expected. Excessive absences will impact directly on both your class participation (see under Conference & Participation Grade guidelines) and final grade. In the event that you miss a class, you are responsible for getting the information from a fellow student and reviewing them before you see me about questions concerning that material. Excessive absences (more than three) will result in deduction of two points per missed class from your **final** grade. You do NOT need to e-mail me in the event that you must miss a class.

6) **ACCOMMODATIONS** – See Learning & Disability Services Policy earlier in the syllabus

7) **TECHNOLOGY** – Unless specifically and directly instructed to by the professor, students may NOT engage with any form of technology during class, lectures, and discussions. Such behavior will lead to deductions in your class participation and overall grade status.

8) **EXCUSES & COMMUNICATION**

I operate on the assumption that you are mature adults, and therefore, the decision to attend class or not is up to you, keeping in mind the penalties outlined for missing the learning experience. You need not e-mail me if you must miss class. Be sure to work with a classmate to get any materials you miss and feel free to make an appointment or come by during office hours to go over material **after** you get the notes from a classmate. I understand and respect life stressors you may be faced with; but keep in mind that grades reflect essential standards and cannot be adjusted based on extenuating circumstances. Valid obstacles/setbacks may understandably inhibit your performance, but they are not able to influence the

course and college standards. I cannot pardon work nor substitute/supplement extra credit other than that which has been built into the course and offered to all. In the spirit of fairness to ALL students I must be consistent with the policies laid out in this syllabus and ask you to be familiar with and respectful of them. If you are thinking of asking for an exception to my policies; first ask yourself – “Am I willing to ask my classmates to support my exception to the rules of the course?”

9) FLEXIBILITY & FEEDBACK

This course, particularly assignments and syllabi content, are subject to change at the discretion of the instructor. In order to be responsive to students’ needs as writers and college students, topics and assignments may be modified throughout the semester.

Relevant Quotes:

1) Education is what remains after you’ve forgotten everything you ever learned in school.

---*Albert Einstein*

2) There has been more information produced in the last 30 years than during the previous 5,000 . . . A weekday edition of The New York Times contains more information than the average person was likely to come across in a lifetime during 17th-century England.

---*Richard Saul Wurman, Information Anxiety*

3) You can make more friends in two months by becoming interested in other people than you can in two years by trying to get other people interested in you.

-- *Dale Carnegie*

4) A prudent question is one half of wisdom.

-- *Francis Bacon*

5) When I sat down to write a letter I didn’t have time to write a short one, so I wrote a long one instead.

--*Mark Twain*

6) You must not come lightly to the blank page.

-- *Stephen King, from On Writing*

7) Time it was, and what a time it was, it was! A time of innocence. A time of confidences. Long ago it must be – I have a photograph. Preserve your memories. They’re all that’s left of you.

--- *Simon & Garfunkle, Bookends*

8) Writing is like slow-motion thinking, with the possibility of re-plays . . . the writer finds that he/she is not only composing words, he/she is composing his/her experience.

--*John F. Butler, On Teaching Composition*

9) Despite all my rage, I am still just a rat in a cage.

--*Smashing Pumpkins. Bullet with Butterfly Wings*

10) My anger was reaching its peak. You could insult my looks, my character, and my honor, but no one was allowed to tear apart my dream. I pulled back my right arm, ready to shove my fist down his throat.

-- *Da Chen, Colors of the Mountain*

11) Are you on fire from the years? What would you give for your kid fears?

--*The Indigo Girls, Kid Fears*

12) I became what I am today at the age of twelve, on a frigid overcast day in the winter of 1975.

--*the voice of Amir, by Khaled Hosseini from The Kite Runner*

13) It was like that time I threw you into the sulfur spring to teach you to swim . . . You might have been convinced you were going to drown, but I knew you'd do just fine.

-- *voice of Rex Walls, by Jeannette Walls in The Glass Castle*

14) It sounds like a dubious aspiration, but one of the more pressing priorities for America this decade is to preserve our cherished freedom to fail. It has long been one of the pillars of this country's exceptionalism. America allows its citizens room to fail – and if they don't succeed, to try, try again. While the European Union publishes documents on 'overcoming the stigma of business failure', executives in Silicon Valley make their bygone start-ups the centerpieces of their resumes. But after the financial crisis of 2008, many Americans are no longer feeling so exceptional, and freedom to fail probably ranks right around freedom to remove your own appendix. That's a pity, because failure is one of the most economically important tools we have. The goal shouldn't be to eliminate failure; it should be to build a system resilient enough to withstand it.

-- *Megan Mcardle, Editor of the Atlantic*

15) Probably the most violent and aggressive act that any person can do to other persons is to invade their minds with ideas and twists of meaning which disturb the comforting security of things known and faith kept. Yet this is what I, as a teacher, am required to do.

— R. W. Packer, "Breaking the Sound Barrier: A Dramatic Presentation" in *Teaching in the Universities: No One Way*, McGill-Queens University Press, 1974.

16) It is time to start pursuing alternative paths. From the right to know and the duty to inquire flows the obligation to act.

-- Sandra Steingraber, *Living Downstream*, p. 122

CLASS DATE	TOPIC	READINGS	ASSIGNMENTS
M 8/27 and W 8/29	Introductions / Organization Learning COMMUNITY Expectations Discussion, Critical Thinking, & Writing Rhetorical Sensitivity Peer Editing Peer Collaboration	Read Syllabus Carefully TAW – Chpt. 1 & 2 KING pp. 7 - 13	Journal #1 – p. 19 – Question #1 and p. 37 Question #1 Complete Survey distributed from TA Bring draft of LLC Essay
September			
F 8/31	Student Services ICL Session 1 (No pre-assignment) Title: “Who am I? How can I lead? What is my responsibility to the world?” Presenters: Tom Dubreuil, Dean of Students & George Boksan, Chief of Police		Journal #2 – You do NOT have to write about EVERY Question, but a general reaction to some or a synthesis: TAW p. 21 (#1 - 4, 7, 8, 10 & 11)
M 9/3	Labor Day - no classes		
W 9/5	Walking Tour #1 of Bethlehem – Wear comfortable shoes	TAW – Chpt. 9	Journal #3 – Conflict Prompts
TH Sept. 6 th	Organizational / Community Fair – PLAN TO ATTEND!!!		
F 9/7	Student Services ICL Session 2 (No pre-assignment) Title: Do you have to have “issues” to go to the Counseling Center? Do you have to be sick to go to the Health Center? Presenters: Dr. Ron Kline & Dr. Michelle Santiago (Counseling Center), Stella Gordon R.N. (Health Center)		DUE: Index Card of Clubs you checked out AND Descriptive paragraph (typed)
M 9/10 & W 9/12	Youth Advisory Board Meeting / Presentations Writing: Structure, Process and Attitude Logos, Pathos, Ethos	TAW – Chpt. 3 KING 111 - 137	Journal #4 – Youth Advocacy Initiatives
TH 9/13	Sustainability In Focus: Winona LaDuke	10:30am – 12 noon – listen/watch for location; probably Johnston Hall	Plan to sit together as a class.

F 9/14	Student Services ICL Session 3 Title: College 101: Advice from the Academic Support Center Presenters: Laurie Roth, Dir. of Academic & Disability Support & Dr. Jim Skalnik, Assistant Dean for Academic Advising Pre-assignment - Complete the Learning Styles Inventory (LSI) on the Academic Support Center website prior to the presentation and bring your results with you on the day of the session.			FULL DRAFT: Conflict Letter
M 9/17	Developing Research / Documentary Thesis topics	TAW: Chpt. 10		Second Descriptive Paragraph (typed)
W 9/19	Planning & Drafting; Peer Review Expectations Moravian thus far			FINAL DRAFT of Conflict Letter
<i>TH 9/20 7PM Environmental Film Series: Green Fire UBC Room of the HUB (FYI)</i>				
F 9/21	Bethlehem Walking Tour #2 – wear comfortable shoes!			
M 9/24	Personal Identity; Coping & Adjustment	Reading Handouts KING CV pp, 17 - 101		Journal #5 – Identity Exercises (Reactions, LifeLine, Social Support)
W 9/26	9/24 topics continued			
F 9/28	Student Services ICL Session 4 (No pre-assignment) Title: Building Community Presenters: Hopeton Clennon, Katie Dantsin, Holly Nonnemacher, Nicole Nugent, Liz Yates			
9/28 – 30	<i>CELTICFEST</i> – Downtown Bethlehem – Enjoy!			
October				
M 10/1	Additional discussion and topics for Youth Advocacy	Readings TBA		FULL DRAFT: Two Descriptive Essays
W 10/3	Analyzing Texts and Contexts Discussing Book Review Guidelines & Format Submit Topics for Research/Persuasive Essay Paper [and documentary topic if applicable] and Film to Review	TAW – Chpt. 4		

- F 10/5 Walking Tour #3: Bethlehem's South Side FINAL DRAFT: Two Descriptive Essays
- M 10/8 ***Fall Recess -- Enjoy! Be Good, Be Safe!***
- W 10/10 LIBRARY SESSION – Reeve's Library Computer Area TAW – Chpt. 6 Third Descriptive Paragraph (typed)
- TH 10/11 7PM *Environmental Film Series: Living Downstream UBC Room of the HUB* (FYI)
- F 10/12 Student Services ICL **Session 5** (No pre-assignment)
Title: Cultural Competency and Living in a Globally Connected World
Presenters: Kerry Sethi, Director of International Studies &
Sharon Brown, Director of Institutional Diversity
- M 10/15 Discussion on Walls' *The Glass Castle* FULL Draft of Book Review
- W 10/17 The Glass Castle *The Glass Castle* Discussion cont'd
- F 10/19 Preparation for first individual conference FINAL DRAFT of Book Review
Thesis Statement, Reference list,
and opening & closing paragraphs
- By midnight Sunday 10/21: E-mail to Brill as preparation for conference
YOU SHOULD HAVE BEEN TO THE WRITING CENTER AT LEAST ONCE BY THIS POINT IN THE SEMESTER!
- Week of 10/22 - 26 INDIVIDUAL STUDENT CONFERENCES
Journal Assignment #6: TAW p. 113 #2; In TAW Chpt. 5 – with your research thesis as the focus - engage with the
For Exploration Exercise p. 122, and the one on p. 130 to advance your thinking and planning for your research paper.
- F 10/26 Student Services ICL **Session 6** (No pre-assignment)
Title: Experience Your Future: How Hands-On Learning Will Impact Your College Experience
Presenter: Amy Saul, Director of Career Development
- M 10/29 INDIVIDUAL STUDENT CONFERENCES continued

November

W 10/31	Making Supporting Claims The Nature of Prejudice	TAW – Chpt. 5 Short Stories	Journal #6—see previous week assignments
F 11/2	Wed. Discussion continued / Counterarguments / Advising Advice / Politics?		
M 11/5	Student Advising Sessions – work on Research papers!		
T 11/6	continued		
W 11/7	Persuasion & Critical Thinking within Writing: Pathos, Logos & Ethos revisited	TAW - Chpt. 12	
<i>W 11/7 7:30PM Environmental Film Series: Journey of the Universe Dana Lecture Hall, Collier Hall of Science (FYI)</i>			
F 11/9	Writing Workshop – Research Papers		FULL DRAFT of Research Papers <i>Please bring 2 copies!</i>
<i>Be sure to take your research paper draft to the Writing Center this week</i>			
M 11/12	DISCUSSION: Religion & Spirituality		Journal Prompt
W 11/14	DISCUSSION: Technology		Journal Prompt
F 11/16	DISCUSSION: Relationships & Family	Short Story: <i>Sucker</i>	FINAL DRAFT: Research Paper
M 11/19	DISCUSSION: Education, Failure & Success Film Review & Epiphany Paper Guidelines & Discussion	Short Story: <i>Eclipse & Split Cherry Tree</i>	Journal Prompt: Revisiting Quotes
W 11/21	<i>Thanksgiving Recess -- Enjoy! Be Good, Be Safe!</i>		
F 11/23	<i>Thanksgiving Recess</i>		
M 11/26	DISCUSSION: The World of Work /On Living . . .	KING pp. 253-270; 285-288 Short Story: <i>A&P</i>	Journal Prompt
W 11/28	DISCUSSION: Fear, Vulnerability & Resiliency	Short Story: <i>A Summers Reading Seventeen</i>	Journal Prompt

December

- F 11/30 Writing Workshop with Epiphany (Editorial) Papers & Film Reviews
Discussion of Portfolio Requirement FULL DRAFTS of both papers
Documentaries Due, if applicable
- M 12/3 On Writing and Being a Writer KING pp. 141 – 249
- W 12/5 On Writing and Being a Student
Where will you go from here?
- F 12/7 Portfolio Submission / Discussion on Writing and Moving Forward
- W 12/12 1:30PM Final Session – Discussion Topics TBA