

First Year Seminar: “What Is Education for?”

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Student Advisor: Samantha Salvati

MWF: 10:20 – 11:30

Office Hours: M/W 12 – 1 pm; F 3-4 pm. You also are welcome to make appointments with me for other times, and to stop by my office and see if I’m available.

Course Description: Why did you come to college? What is the purpose and meaning of your education at Moravian College? This First Year Seminar will provide an opportunity for students to read, think and write about their own experiences, aspirations and developing philosophy of education. To assist us in our reflection and deliberation, we also will hear from faculty and other leaders both within and outside Moravian College with respect to the meaning and reason for higher education. Most important, you will write in diverse formats and in response to various prompts, readings, presentations, and self-generated questions and ideas. The course will culminate with students creating their own "Manifesto on Education"; a “manifesto” is a document that makes a values statement, outlines the key issues and puts forth a specific plan of action. Thus, by the end of our semester together you will have gained more clarity about the reasons behind and the specific plan of action you wish to put into motion for your college career, as well as your sense of the meaning and purpose of higher education more generally. This course especially is highly recommended for students who are considering a teaching career, and will be a great experience for any student who is working on figuring out just what s(he) is doing at Moravian College.

FYS 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.

➤ **With regard to broad academic and writing skills, by the end of this course, students will:**

- Demonstrate a process approach to writing
- Use writing as a way to discover new information and insights—in short, to learn.
- Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
- 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.

➤ **With regard to transition to college expectations, by the end of this course students will:**

- Articulate an understanding of liberal education as it affects one’s life now and prepares the individual for the future.

- Practice behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- Collaborate with faculty and student advisors and engage with the College community -- students, faculty and staff-- to promote the students' success at Moravian College.

Course Requirements

Each student enrolled in First-Year Seminar will complete several pieces of writing, formal and informal, graded and/or ungraded. Students should expect to receive suggestions from their instructor or classmates as they 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 should involve substantial use of Reeves Library. Students will develop information literacy as they learn to identify and investigate a research topic. By the time students complete First-Year Seminar, therefore, they 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's 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. The process we follow at Moravian allows time for your unique mind and your store of language to work together.

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 aren't 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've 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 becomes a police officer, inspecting and verifying 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 won't 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 preparing 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. If you need the services of the Writing Center, please call 610-861-1392.

Learning Services Office

If you have a learning disability and believe you may require accommodation to succeed in this course, you should contact the Learning Services Office at 1307 Main Street. Its phone number is 861-1510. Do this 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 and/or ADD/ADHD) or Dr. Ronald Kline in the Counseling Center (for all other disabilities). You also may 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. 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 First-Year Seminar 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). The Bedford Handbook Online and OWL provide guidance in using several systems for documenting sources. You can access these pages on the Writing Center website at <http://home.moravian.edu/public/eng/writingCenter/links.htm>

At Moravian, if a First-Year Seminar 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 see 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 Committee, 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:

1. First, to the course instructor.
2. Next, in the case of First-Year Seminar, to the Chair, First Year Seminar Committee.
3. Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

Student Affairs Workshops

Six workshops, to take place on Fridays during classtime, have been planned for all first-year students by Student Affairs. These workshops are designed to give you a chance to get to know important resources available on campus in connection with your college career, and a heads up regarding important issues, questions and choices that you will encounter during your life at Moravian. Our Student Advisor, Samantha Salvati, will accompany you to all these workshops and will be the lead contact/teacher/supervisor between your participation in these opportunities and the other work we do in class. The workshops are listed in the class schedule below; the final page of the syllabus is an outline and description of each workshop and assignment.

The Student Affairs’ assignments will be submitted to the corresponding section instructor(s) identified in connection with each workshop. Your work will be evaluated by them on the basis of "sufficient engagement." Students who are not sufficiently participating in the Friday sessions will be flagged by

the Student Affairs staff and they will notify the students' FYS instructor. Students need to be made aware at the onset of the semester that "sufficient engagement" in the Student Affairs program is a vital and necessary component of the First Year Seminar 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 they miss any of the Friday sessions. FYS instructors will not assign a grade for these reflection pieces, but all students are expected to be ready to discuss the content and message of the Friday sessions in our regular class sessions.

Course Resources:

John C. Bean, Virginia A. Chappell, Alice M. Gillam, *Writing Rhetorically, Third Edition*

Henry A. Giroux, *On Critical Pedagogy*

Jonathan Kozol, *Amazing Resurrections: Children in the Years of Hope*

Other chapters, articles, essays and so forth will be posted in Blackboard, handed out in class, and/or made available through Reeve's library reserve. Check for your syllabus and Blackboard for more information.

Writing Assignments

You will be engaging in some sort of writing just about every day we spend together in class. In addition, you will be graded on the following final assignments (you will frequently also turn in drafts but these will not be graded; however, failure to turn in a required draft on time will result in a deduction of your final grade for an assignment):

- 1) **Personal/Comparative Essay:** This essay will involve your close read and reflection on the book by Jonathan Kozol, and the theoretical work of Henry Giroux.
 - Why did Jonathan Kozol write this book? Why did he spend so much time in this particular community? What are his overriding concerns regarding education in the U.S.? How would he answer the question, "what is education for?"
 - Choose two other main characters whose lives are depicted in this book. What characterizes their lives, dreams, hopes, and struggles? What does all this have to do with the realities of public education?
 - How does Kozol's book en flesh the argument about "critical pedagogy" offered by Giroux? Choose two main ideas of Giroux and explore them, using evidence from Kozol's book.
 - Compare these lives with your own. How have your educational experiences and life been similar and/or different? Use Kozol and your own reflection about your history/experience as springboards for further discover and reflection about the meaning and purpose of education – what is education for?
 - We will work on some pre-writing in class to help you develop your paper, and you will submit one rough draft before the final draft. Your paper should be 5 double-spaced pages. You may use internal citation with respect to your use of Giroux and Kozol in your paper. 20% of grade.
- 2) **Research paper:** 5 double-spaced pages, 3 academic resources minimally – one question related to the central question of our course: what is education for? I will provide a detailed step-by-step process for this second paper; this is outlined in your schedule of classes. 20% of grade
- 3) **3 reflection papers:** 2.5 pages each, based on readings, presentations. These reflection papers will provide you with an opportunity to practice reading and writing skills you are learning about

in *Reading Rhetorically* and juxtapose them with material related to our course question. Guidelines are outlined in the syllabus course schedule. Each paper: 10 % of grade. *Note: in two instances these short papers have been divided into two shorter assignments, each counting for 5% of the overall grade).*

- 4) Education Manifesto: What is education for? In 7 double-spaced pages, write your own manifesto in answer to this question, drawing on no fewer than 4-5 resources you have studied over the course of our semester together as you develop your own creative philosophical answer to the question of our course, and demonstrate how your thinking in response to this question has developed and deepened over the course of our semester. You will submit a draft of this paper in advance of your final draft, and also will present your manifesto orally to the class. Additional guidelines to be given. 20 % of grade.
- 5) Your class participation also will count for 10% of your total grade. Students who wish to receive an “A” in their participation will:
 - Be present and fully engaged at every class, bringing with them whatever course materials we are using. If you are ill you should contact both the Prof and Samantha Salvati *before* class and let us know. The only other acceptable reasons for missing class are a family emergency or religious observance;
 - Carefully read all our assigned texts in advance of class, using active reading strategies that involve you writing in the margins and/or otherwise demonstrating your engagement as a reader, and come ready to discuss, think together and ask sharp questions;
 - Hand in every assignment on time;
 - Demonstrate leadership, cooperation, generosity, intelligence and kindness in all group work;
 - Visit the Writing Center *at least* 2 times during the semester in advance of handing in a final draft.
 - Students should plan on spending a minimum of 2.5 hours for every hour spent in classtime; when you are working on a paper for our class, plan on additional time you will need to schedule for your work.

Schedule of Classes:

August 26: *Living Downstream* Lecture and first class discussion

Week One: Getting Started

Aug. 27 Intro to course and one another

Aug. 29 Please read: Kozol, pp 1-35; *Reading Rhetorically*, pp 1-21

Aug. 31: Student Affairs (SA) Session #1: “Who am I How can I lead? What is my responsibility to the world?” (no SA pre-assignment)

DUE TODAY: *First writing assignment: Reading log, 2.5 double-spaced pages, based on the*

questions on p. 15 in *Reading Rhetorically* and the first 31 pages of Kozol. Begin by jotting notes to each of the 8 questions, then work your notes into a reflection on the beginning of this course text. You will deliver your hard-copy to Sam Salvati at the beginning of your SA session. (5% of grade)

Week Two: First guest presenter, Eddie Flaherty, class of '12 and Assistant Director of Admissions

Sept. 3 NO CLASS: Labor Day

Reading Assignment: Giroux, pp 3-14

[Tues., Sept. 4: last day for course changes]

Sept. 5 First in-class presenter, Eddie Flaherty, class of '12 and Assistant Director of Admissions

Sept. 7: SA Session 2: "Do you have to be sick or crazy. . . ?" (no pre-assignment)

Second Writing Assignment Due: *Double-entry notebook assignment, based on Reading Rhetorically, p 17:* Complete BOTH SIDES of a double entry notebook, based on your reading of Giroux this week. (this will be one page, folded in half) (5% of grade)

- On the left hand side of the page, outline Giroux's argument. What is the problem with education, and what does he recommend? What does he believe is the purpose of education? What is "critical pedagogy"?
- On the right hand side of the page, record your reflections about his argument. What is difficult to understand? What questions does this raise for you? How does this challenge your own assumptions about the purpose of education?
- Deliver your hard copy to Sam Salvati at the beginning of SA Session 2.

Week Three: Jonathon Kozol

Sept. 10 Read: Kozol, pp 37-81

In class: Work through chapter 2, Analyzing your Reading and Writing Context, in Reading Rhetorically (using Kozol as our example)

Sept. 12 Read: Giroux, pp 89-107

In class: developing a strategy for your first 5-page paper: comparison and reflection on Kozol and Giroux

[Opening Convocation: Thurs., Sept. 13, Winona LaDuke]

Sept. 14 SA Session 3: "Advice from the Academic Support Center" (see notes on pre-assignment)

Week Four: Second guest presenter from Moravian College, Dr. Gary Olson, Professor of Political Science

Sept. 17 Due: **First draft of first 5-page paper (see rubric in syllabus “writing assignments”)**

Sept. 19 Second in-class presenter, Professor Gary Olson, Political Science
(prof to hand back your first drafts of paper #1)

Read: Selection chosen by Dr. Olson

Sept. 21 **Due: Final draft of first 5-page paper (20% of grade)**

In class: Work through Chapter 3, “Listening to a text”, Reading Rhetorically, in concert with Giroux, pp 108-129

Week Five

Sept. 24 Read: Kozol, pp 83-108

In class: You will use classtime to write Reflection Paper #2: Focus on either Eddie Flaherty or Dr. Olson’s presentation – bring your notes with you to class that you took from each presentation! (10% of grade)

Sept. 26 Read: selections from David Orr, *Earth in Mind*; selections from Steven Glazer, ed., *The Heart of Learning: Spirituality in Education* (posted in Blackboard)

In class: creating a summary; the difference between a summary and a rhetorical Précis

Sept. 28 SA Session #4: “Building Community” (no pre-assignment)

Week Six: Spirituality and Education

Oct. 1 **Hardcopy Due in class:**

Guidelines: Choose on one of the chapters either from Orr or Glazer that we read last week. Create an idea map of the chapter (Reading Rhetorically, p. 57). Then, create a summary (150 – 200 words), evaluate your own summary (p 63 (100 -200 words), and write a rhetorical Précis (p. 65) (4 sentences for the précis). (5% of grade)

Oct. 3 Getting Started on Our Research Papers : Subquestions related to our course question: What Is Education for?

Read: *Reading Rhetorically*, pp 103 -119

In class: Finding the right research question

Oct. 5 TBA

[Fall Recess: Oct. 6 noon – Oct. 10, 7:30 am]

Week Seven:

Oct. 8 Fall Recess: No class

Read: *Reading Rhetorically, Chapter Four, “Questioning a Text” pp 71- 101*

Oct. 10 Library Research Workshop

Oct. 12: SA Presentation # 5: “Living in a Globally Connected World” (no pre-assignment)

Week Eight: Third Guest Presenter in Class

Oct. 15 **Due: Third Reflection Paper: Your own Question Analysis (Reading Rhetorically, p 109) addressing each of the eight activities in your reflection paper as they relate to your research question. (5% of grade)**

Oct. 17 Time at the library for library research (we will begin at the computer lab for a brief assessment of our library workshop last week)

Oct. 19 Candy Heimback, Esq., Moravian Alumna

Week Nine: More comparison/contrast of Kozol and Giroux

Oct. 22 Read: Kozol, pp 109--143

Oct. 24 Read: Giroux, pp 152-166

Oct. 26 SA #6: "Experience Your Future" (no pre-assignment)

Week Ten:

Oct. 29 In class: Questions about your research log (due next class); also discussion and materials related to course registration for spring

Oct. 31 **Due: Submission of your Research Log, including your 1) question analysis, at least three sources you have found, evaluating your sources, describing your research journey**

Read: *Reading Rhetorically*, pp 121 – 139: bring your research log and research resources with you to class. In Class: Getting started on strategies for writing a first draft.

Nov. 2 In class: working on your first draft – bring all your resources with you; we will use class time for writing

[Nov. 2: last day for Withdrawal with "W"]

Week Eleven: Fourth Presenter, Dr. Angela Fraleigh, Art Department

Nov. 5 **Due: First Draft of your research paper**

Class this day to be led by our student advisor, Sam Salvati and roving tutor(s) from the Writing Center: Evaluating your draft

Nov. 7 Presentation: Dr. Angela Fraleigh

Read: Selection Chosen by Dr. Fraleigh

Also Read: *Reading Rhetorically*, pp 139 – 152

Nov. 9 In Class: Writing workshop on second drafts, and proper use of research resources and citation

Week Twelve:

Nov. 12 **Due: Final draft of research paper (20% of grade)**

Nov. 14 In Class: Taking stock of everything we been thinking about and learning with respect to our course question: What is Education for? Introduction to writing a manifesto

Nov. 16 Prof away at conference (no class)

[Professor away at conference: Nov. 16 – 19]

Week Thirteen:

Nov. 19 In class: Student Advisor to lead class workshop: Strategies for developing your manifesto

In class: Giroux film on education – a visual example of a manifesto

[Nov. 22, 10 pm – Nov. 28, 7:30 am: Thanksgiving Recess]

Nov. 21 No class

Nov. 23 No class

Week Fourteen:

Nov. 26 **Hardcopy Due: In Class: Your one sentence response to the question: "What is education for?" Plus an outline of your strategy in writing the manifesto:**

--what are the key ideas, questions, problems and issues you will address in your manifesto?

--what 4 course resources will you most specifically draw on, how will you draw on them, and why?

Nov. 28 In class: Writing Workshop: **bring your first draft** of your manifesto with you; you will work with another student on peer evaluation and response

Nov. 30 **Due in Class: Second Draft of your Manifesto (to be handed in to prof)**

Oral presentations of Manifestos begin in class: each student will have about 10 minutes to present his/her manifesto, with Q and A following

Week Fifteen:

Dec. 3 Oral presentations of Manifestos in class

Dec. 5 Oral presentations of Manifestos in class

Dec. 7: Last class; wrap up of any oral presentations, course evals

Due: Final draft of Education Manifesto (20% of grade, with approximately 5% of this grade pertaining to your oral presentation)

Reading Days: Dec. 8-9

Final Exams: Dec. 10-15