

**LinC 101 I: Habits for Life:
Promoting healthy behaviors in young adults
First Year Seminar
Fall 2012**

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Mondays 9-10 am and 2-3 pm & Wednesdays: 9-10 am and 2-3 pm

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Class Location: Room 301

Priscilla Payne Hurd Academic

Campus (Main street)

Class Time: 1145- 1255

Course Description:

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.

Description of our subject area focus: What do we mean by culture? What do we mean by health? Have you ever wondered why some people exhibit healthy attitudes and behaviors while others may be influenced easily and engage in unhealthy habits and activities? Students will explore human behavior in general and describe how behavior effects health promotion, education, and prevention. Students will explain the relationship between behavior and health as evidenced by a literature review of current and ongoing health problems in young adults. Students will develop an understanding of the various theoretical approaches that are used in developing and implementing healthy behaviors.

Student Learning Outcomes

By the completion of this course, students will be able to:

1. Demonstrate a process approach to writing.
2. Articulate and understanding of liberal education as it affects one's life now and prepares the individual for the future.
3. Use writing as a way to discover new information and insights, in short, to learn.
4. Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
5. Demonstrate an ability to write effectively for a variety of audiences.

6. Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
7. Read critically and comprehensively to integrate others' ideas with their own.
8. Practice behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
9. Collaborate with faculty and student advisors to engage with the college community- students, faculty, and staff- to promote the students' success at Moravian College.

By the completion of this course, students will be able to:

1. Explore human behavior in general.
2. Describe how behavior effects health promotion, education, and prevention.
3. Explain the relationship between behavior and health as evidenced by a literature review of current and ongoing health problems in young adults.
4. Develop an understanding of the various theoretical approaches that are used in developing and implementing health promotion programs.
5. Participate in a public health program involving young adults and value its influence on society through incorporation of health promotion strategies to this population.
6. Develop an interventional strategy to address a chosen health behavior issue in young adults.

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 reading/texts:

Ede, L. (2011). *The academic writer-a brief guide*. NY: Bedford/St. Martin's.

(ISBN#978-0-312-60319-9)

Student link: [Lisa Ede, The Academic Writer](#)

Edberg, M. (2013). *Essentials of Health, Culture, and Diversity. Understanding people, reducing diversity*. Boston: Jones and Bartlett Learning, LLC (9780763780456)

Catalog for hard copy of text: <http://www.jblearning.com/catalog/9780763780456/>

Link to eBook: <http://www.coursesmart.com/9781449683245>

Recommended texts:

Steingraber, S. (2010). *Living Downstream: An Ecologist's Personal Investigation of Cancer and the Environment*

Hunting, K. & Gleason, B. (2012). *Essential case studies in public health: Putting public health into practice*. Boston: Jones and Bartlett Learning, LLC

Harris, R. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism. 3rd edition*. Glendale: Pyczak publishing. (on reserve in Reeves library)

Required additional materials/other requirements:

- A separate notebook for this course (loose three holed paper) – it will contain free writes, reflections, writing exercises, notes from group activities and other written investments in the daily life of this course - this will be submitted periodically for instructor/student advisor review.
- A three ring binder for the final writing portfolio
- Each student must enroll in the course on Blackboard
- Attend one of the documentary films Living Downstream on **Thursday, Oct 11th 7:00 pm UBC room in the HUB or Journey of the Universe Wed, November 7th 7:30 pm in Dana Lecture Hall in the Hall of Science. (Keep film bulletin for Portfolio and take notes on the event)**

Recommended resource:

American Psychological Association (2010) *Publication manual of the American Psychological Association. (6th ed.)*. Washington, DC: American Psychological Association. (ISBN# 978-1-4338-0561-5)

Resources for our writing community:

Bedford Online Citation Styles

<http://www.bedfordstmartins.com/online/citex.html>

Bedford Researcher On-Line Resources

<http://bcs.bedfordstmartins.com/bedfordresearcher3e/>

Cmaps software (free download from <http://cmap.ihmc.us/download>)

Common Dreams. Building progressive community link to the common reading

<http://www.commondreams.org/view/2012/08/17-3>

Common Dreams organization

<http://www.facebook.com/commondreams.org>

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

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

FreeMind software (free download from

http://freemind.sourceforge.net/wiki/index.php/Main_Page)

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/>

Reeves Library Home Page

<http://home.moravian.edu/public/reeves/>

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.

Resources for healthy behaviors:

Adolescent and Family Health journal: <http://www.afhjournal.org/>

American Public Health Association (APHA) website:

[APHA: American Public Health Association](http://www.apha.org/)

Centers for Disease Control (CDC) website: [Centers for Disease Control and Prevention](http://www.cdc.gov/)

Environmental Protection Agency (EPA) website: [US Environmental Protection Agency](http://www.epa.gov)

Healthy People 2020: <http://www.healthypeople.gov/>

Institute of Medicine (IOM): www.iom.edu

IOM: The Future of Public Health: <http://www.iom.edu/CMS/3793/4720/4304/4165.aspx>

Journal of Adolescent Health: <http://jahonline.org/>

Milestones in Health- Supplemental Materials for Public Health 101: Healthy People- Healthy Populations link: <http://www.asph.org/document.cfm?page=1012>

National Institutes of Health (NIH) website: [National Institutes of Health \(NIH\)](http://www.nih.gov)

US Department of Health and Human Services (USHHS) website:
[United States Department of Health and Human Services](http://www.hhs.gov)

World Health Organization (WHO) website: [WHO | World Health Organization](http://www.who.int)

WHO's Global Health Observatory (GHO) link: [WHO | World Health Organization](http://www.who.int)

Methods of Evaluation:

Journaling:

15% Investment in the daily life of the course, broken down as follows:
Participation – class attendance/participation and spot check of notebook with free writing, writing exercises, case studies, 3 reflections of student affairs seminars, notes from group workshops (Portfolio to be submitted of all writings)

Writing Assignments:

10% Assignment 1: Descriptive Essay: Individual goals and understanding healthy behaviors
15% Assignment 2: Argumentative paper: Plan B Emergency Contraception Case
15% Assignment 3: Annotative bibliography of selected health topic article
20% Assignment 4: Research Paper on topic related to Culture/Health
10% Assignment 5: Portfolio and Reflection essay: What have I learned? Reflection of descriptive essay goals (assignment 1)

Exams:

5% Completion of midterm exam (open book) 5%

Presentations:

10% Oral presentation of research topic/paper

100% Total

S/U Student Affairs assignments recorded in your journal and reviewed by student advisor – these 3 reflection assignments must be passed in order to pass the course

Grading Policy:

Assignments are expected on or before their due date. If class assignments are submitted late, five points per day will be deducted from the grade. The grading scale is as follows:

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

It is within the instructor's purview to apply qualitative judgment in determining the grades for an assignment or for a course.

Additional Course Policies

1. Attendance: Attendance at all classes is mandatory. If you must miss a class meeting for any reason, you are responsible for all material covered, for announcements made in your absence, and for acquiring any materials that may have been distributed in class. Refer to Methods of Evaluation section of the syllabus for attendance and grading. An absence due to illness may be excused and not impact the participation grade if and only if: Dr. Gotwals is notified at least ½ hour prior to the class, and the student submits a health care provider excuse at the beginning of the next class.

2. Accommodations for learning: Statement for Disability Support: Students who wish to request accommodations in this class for support of learning disabilities, ADHD, or other disabilities 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. 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.

3. Academic Integrity: 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. **In this course, APA 6th edition format is required for all written assignments, exams, or projects, unless otherwise specified.** 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.

4. Active learning: This learning community is a place where we will all work together at learning. The list of responsible learning behaviors could fill many pages of this syllabus, as could the list of behaviors which are disruptive or distracting. The following is a short list of behaviors that are discouraged as they may disrupt or distract from the learning community:

- Arriving late, leaving early, leaving and returning to class. If you arrive late or need to leave early, sit close to the entrance to minimize distractions. Use the restroom prior to this 70 minute class, unless there is an emergency.
- Cell phones, pagers, beepers, or any type of device that signals you have a call, message or incoming data. Turn off all such devices before class starts. Parents with children in school may choose to keep their phones on, using the vibration mode.
- Using a laptop to play games, check email, text, etc is an inappropriate use of this learning environment. Use laptops in class for note-taking and as a research tool.
- Side conversations are distracting in a learning community. It is important to stay focused on the class lecture/discussion. For this reason, only one person at a time in the class should be speaking. Group work should stay focused on the work at hand.
- Leaving refuse from food and drink in class for others to clean up. Food is permitted and may be consumed during class. Any beverages/snacks brought into the classroom will be the responsibility of the person consuming the food (owner). Owner is responsible to remove/clean up after him/herself before leaving the classroom.

Additional information

- **College policy will be followed relative to inclement weather.** Please check the AMOS website or call (610) 625 7995 for any announcements related to weather and class cancellation.
- **The student is required to complete a course evaluation.** This is an anonymous evaluation required by Moravian College and will take place during the last day of class.
- **Communication is imperative to success in this and future courses. Make a conscious choice to check your college email account and LinC 101 I Blackboard site daily. Be aware of upcoming deadlines! Do not wait until the night before an assignment is due to ask questions! Do not text questions to this professor! Phone and email provide the best method of communication. Generally you can expect that any communication via office phone, cell phone, email, etc. will be addressed by the end of the next business day upon receipt.**

* This syllabus is subject to change or revision