

LinC 101k: Asylums, Attics, and Closets: An Overview of Disability in America

Fall 2012

Class Meeting Times: Tuesdays, Thursdays, and Fridays from 10:20-11:30 a.m.

Classroom: Main Campus, Priscilla P. Hurd Academic Complex, Room 330; Prosser Auditorium, Hauptert Union Building

Instructor: **Christie L. Gilson, Ph.D.**

Phone: 610-625-7015

Email: cgilson@moravian.edu

Office: Priscilla P. Hurd Academic Complex, Room 318

Hours: Tuesdays 8:30 - 10:00 a.m. and 5:00 - 6:00 p.m.
Thursdays 8:30 - 10:00 a.m.

Student Advisor: Kaleigh Birdsong

Email: stkjb04@moravian.edu

The above office hours will also be posted on my office door in PPHAC 318.

Course Description and Objectives

The First Year Seminar (FYS) introduces writing as a process that is central to college learning and to life. Each FYS, no matter what the topic, focuses on college-level reading and writing, so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each FYS section entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings. You learn to write by writing and reading, so your teacher will be mostly a facilitator in class, not a lecturer or test-giver.

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:

- 1) Define a research need
 - a) Formulate a research topic
 - b) Determine an information need
- 2) Plan and execute a search for information
 - a) Identify key terms and concepts
 - b) Identify the most appropriate sources of information
 - c) Use Boolean operators and truncation where appropriate
 - d) Impose limiters (e.g., scholarly vs. popular, date, language)
 - e) Modify the search based on search results
- 3) Know how and where to find the sources discovered in the search process
 - a) Determine which sources the library owns or provides access to and retrieve them
 - b) Request material not owned by the library on Interlibrary Loan
 - c) Locate material faculty may have put on reserve in the library
- 4) Understand the obligation to credit sources and be able to do so in an appropriate citation style

Attendance and Class Participation Policy

Group discussion and other collaborative, in-class activities constitute a significant part of this course. Because such activities are done only in class, student attendance is required. Poor attendance will negatively impact students' grades. A limited number of excused absences will be granted to students who notify the instructor before class that they will be absent and do one of the following:

- Bring the instructor a doctor's note verifying an illness for the day of the missed class.
- Ask the Health Center to email the instructor to verify that you went there to seek medical assistance.
- Notify the instructor of a serious illness or death in the immediate family. (The instructor will require an obituary or a note from a doctor.)
- Notify the instructor of a religious holiday that conflicts with the class date and time.
- Notify the instructor of a school-related activity that takes the student away from campus during the class meeting time. (This will require verification from the trip sponsor by email.)

Attendance means that the student is present in PPHAC 330 from 10:20-11:30 a.m. on Tuesdays, Thursdays, and Fridays. The Fridays that students are not in class in PPHAC, they are to be in the Prosser Auditorium of the Hauptert Union Building for class. The use of cell phones and other electronic devices during class will result in an absence being recorded for that day. Laptops may be used only for class work. Students are expected to remain alert during class and are asked to refrain from engaging in off-topic discussion with their peers except during break times.

Required Textbooks

Ede, L. (2007). *The academic writer: A brief guide*. (2nd ed). New York, NY: Bedford/St. Martin's Publishers.

Other readings have been assigned on the Class Schedule.

ELECTRONIC RESOURCES

- Bedford Online Citation Styles

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

- Bedford Researcher On-Line Resources

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

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

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

- 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/>

Assignments

All assignments for this course should reflect the following criteria.

1. The assignment must represent your original work. I encourage you to reread Moravian College's academic honesty policy in the Student Handbook located at <http://www.moravian.edu/studentLife/handbook/Handbook08.pdf>. The academic honesty policy will be followed in this course. Whenever you quote someone else or use an idea they came up with, you must cite their work properly to avoid plagiarism.
2. Note that writing produced for this course will be read by the instructor and the other students in the class.
3. All final versions of assignments will be turned in by uploading them to the server whose path is given below. Assignment templates have been provided for you; you are expected to use them. Compose your assignment in a word processor such as Microsoft Word or Pages. Carefully edit all assignments for content, grammar, and proper spelling.
4. Because all final drafts of assignments will be uploaded to a server, rather than being turned in on hardcopy, the filename you use for your assignment is critically important. At the beginning of the course, you will download the templates for all assignments from the server. When a given assignment is due, you will write your assignment in the template you have previously downloaded and will upload it to the server.
5. Double space your assignment and use 12-point. Rather than manually using italics, bold, or underlining to title the various sections of your paper, use the heading levels within Word.
6. Upload your assignment to the server before the class date and time when it is due. Never delete your assignments from your personal computer, memory devices, or file storage until your final grade for the course has been given in December. Here is the path to the server: **Students\X:\courses\2012Fall\LINC101k\work\[your last name]** You should see a folder name matching your last name.

Mac users

- Use the 'Go' menu and select 'Connect to Server'.
- In the 'Server Address' field, type 'smb://pawm/students' (no quotes) and click on the 'plus' sign button to add it to your 'Favorite Servers'.
- Click the 'Connect' button. You will be prompted for your network credentials. You can leave "server" field blank
- Click the 'Connect' button.

- A new window will open, listing alphabetical letters and 'Courses' folder.
- Open the 'Courses' folder, '2012Spring' folder, and the folder named after your course.
- You should see a 'work' folder, and within it, a folder name matching your last name.

Windows PC users

- Open Windows Explorer and navigate to: X:\courses\2012Spring\educ160a\work\[your last name] or you can use the full path \\pawm\students\courses\2012Spring\educ160a\work\[your last name]
- Important Note: If you are copying files from your personal folder on the 'Students' share to your course folder, remember to use COPY and not MOVE. COPY will keep the original file in your personal folder, and COPY the file to the course folder.
- COPY will keep the network security permissions of the destination folder (courses folder). [To copy in Windows – highlight the file, right click on it and drag it to its destination folder]
- MOVE will move the file out of your personal folder and into the course folder. MOVE carries the original network security settings with it to the destination (courses folder) so your instructor will NOT be able to view the document.
- If you would like to upload your assignments from off campus, you may do so using a free FTP client such as WS-FTP or CuteFTP. You can find more information about FTP'ing in AMOS under Administrative Services, Center for Information Technology, network resources, FTP Instructions. If you plan on uploading from on campus, you will be able to view the student drive (x:) once you log into the network.

FTP settings are as follows

Host: <ftp.moravian.edu>

Username: Moravian/[YOUR STUDENT ACCOUNT]

Directory: /stfiles or /stfiles/courses

7. You will also print out hardcopies of your assignment drafts to bring to class that do not have your name on them. You will give your assignment to a peer specified by the instructor. You will be expected to edit your peer's work. You will carefully attend to the suggestions provided by your editor in revising your assignment.
8. Logical structure, well-organized prose, proper grammar usage, and correct spelling are expected in all assignments. Note that in accord with English writing conventions, a paragraph must consist of at least three sentences. Any student who is concerned about the content of her/his assignment may visit the instructor during office hours to receive preliminary feedback before the assignment due date. Alternatively, students are highly encouraged to visit the Writing Center for assistance with organizing assignment tasks.

Assignment Descriptions

Facilitated Reading Review (10 points; FRR)

The purpose of this assignment is for you to assist your classmates in reviewing the assigned readings for that day's class. You are to create and implement two activities that will review the most important points of the reading you have signed up to teach about during a 15-minute time slot. The two activities may utilize a combination of any of the following, or you may propose an activity to your instructor:

- whole-class discussion of points or questions about the reading
- small-group discussion or writing tasks related to the readings
- individual written responses to prompts provided by you
- scavenger hunts using clues from the readings
- creation of performance-based renderings of reading concepts such as plays, poems, songs, cartoons, drawings, paintings, etc.
- trivia games with questions drawn from the readings
- charades in which concepts from the readings are portrayed
- debates of the topics in the readings that are facilitated by you

For this assignment you will prepare:

1. two activities from the above list or from face-to-face communication with your instructor that engage the rest of the class in reviewing and understanding the readings assigned for that day's class
2. a hard-copy handout for all of your classmates which provides:
 - the date your assignment is due
 - your name
 - the names of the authors of the assigned reading
 - the title of the assigned reading
 - a clear agenda that you will follow during your 15 minutes of class discussion or debate
3. Send an electronic copy of your agenda with all of the above-listed items to your instructor at least 30 minutes before the class period during which you will present. Print off 18 copies of your handout to give to your classmates. You will be graded on your familiarity with the readings assigned to you, your willingness and creativity in helping your classmates review the readings, and the clarity and organization of your hard-copy agenda.

Facilitated Reading Review Assessment Checklist

Component	# of Points	Points Earned
Your familiarity with and ability to explain the issue you presented.	3	
2 distinct activities engaged in that help all classmates to carefully review the reading.	4	
Professional, confident, and enthusiastic presentation.	1	
Clear directions given for activities.	1	
Total Review takes between 12 to 15 minutes.	1	
total	10	

Disability Connection (5 points; DC)

The purpose of this 500-word assignment is for you to orient the instructor to your level of familiarity with disability. A second purpose is for you to practice using and uploading the templates for class that your instructor will provide to you.

Address the following components in your essay.

1. When did you first encounter disability? Your story might be about yourself, a family member, a friend, or an acquaintance. Or, it may involve what you have learned about disability from peers, the media, or family members. How did you react to this encounter physically, spiritually, and emotionally?
2. Identify any experiences that have recently shaped your reaction to disability. These experiences can be interpersonal interactions, images or sound clips from the media, or your observations of the reactions of others to disability. Explain how these recent experiences have influenced your thinking about disability.
3. Describe what you hope this course will help you to do in terms of your academic career. In this description, address your goals for academic writing and your questions about disability.
4. As with all work turned in for this, and every other college course, carefully proofread your essay. Refrain from procrastinating until the night before the assignment is due to begin writing it. The best writing occurs when the writer revises the work multiple times.

Disability Connection Assignment Assessment Checklist

Component	# of Points	Points Earned
Early disability experiences described clearly.	1	
Recent interactions with disability and their influence articulated thoroughly.	1	
Academic writing goals identified.	.5	
Questions about disability formulated.	.5	
Appropriate organization, spelling, grammar, and academic writing style.	1	
Template used correctly; assignment uploaded on time.	1	
total points	5	

Movie Critique (10 points; MC)

The purpose of this 1,000-word assignment is for you to practice your thesis-writing skills by critiquing a movie of your choice in terms of content related to disability. You will watch an entire movie specifically for this assignment. Recalling a movie watched prior to this class is not appropriate. Similarly, watching only a movie trailer or reading about a movie online is not sufficient. You will find a list of possible movies to watch on the server under “Student Resources”. If you would like to propose a movie not on the list, you may ask the instructor via email.

In preparing your Movie Critique, attend to all of the components identified below:

1. Cite the movie title, director name, date of release, and any well-known actors’ names.
2. Describe the movie’s setting, characters, and plot. In doing so, assume that the reader has not seen the movie.
3. Analyze the movie in terms of its content related to disability. You will make an assertion as to the movie’s portrayal of disability. You will support your assertion/thesis with at least three reasons. A few sample questions that you may use in making your assertion follow.
 - Does the movie realistically portray disability?
 - If not, how do you think the movie is skewed in its portrayal?
 - Do you think the actors who played characters with disabilities did so appropriately?

- How is disability referred to in terms of language, setting, and cinematography?
4. Acknowledge at least three likely counter assertions that the reader might make. Carefully explain why you do not agree with those counter assertions.
 5. Conclude your paper with a coherent and balanced summary that restates your thesis.

Movie Critique Assessment Checklist

Component	# of Points	Points Earned
Movie setting, characters, and plot described coherently.	1	
Thesis statement explicit.	2	
3 supporting reasons clearly articulated.	3	
3 counter arguments acknowledged.	2	
Concrete and concise summary provided.	1	
Proofreading done, grammar and spelling attended to, paper structured well.	1	
total	10	

Shadowing and Interviewing a Person with a Disability (15 points; SIPD)

In completing this assignment of 1,500 or more words, you will locate a person with a disability to shadow and interview. The person can have any disability that is covered under the Americans with Disabilities Act. The shadowing will take place for an hour. You will observe the person in her/his everyday activities—whether those involve work inside or outside of the home. As you observe, take note of:

- the environment in which you are shadowing the person
- how the person’s disability impacts their work and their daily life
- what ways the person has modified his/her life to accommodate the disability
- how others react to the person

For the second portion of this assignment, you will interview the person with the disability face-to-face for at least 30 minutes. In addition to the following questions, ask at least three others.

1. Tell me the name of your disability, and describe how it impacts you and your family.
2. Tell me about how you felt when you learned you had your disability.
3. Describe how your feelings about being disabled have changed since then.
4. Describe a time when you felt discriminated against or that you were treated differently because of your disability.

5. Describe the positive aspects of having your disability.
6. What do you want others to know about having a disability?
7. Name one thing you wish could change so that people with your disability could be understood better.
8. Insert your first personalized question.
9. Insert your second personalized question.
10. Insert your third personalized question.

In writing up this assignment, be sure to address each of the points below in a paragraph of its own. Remember that paragraphs in academic writing should be at least three sentences long.

1. Describe the person you shadowed and interviewed:
 - first name
 - relationship to you
 - setting in which shadowing and interview took place
 - person's disability
 - how you took notes
2. Explain what activities the person you shadowed engaged in thoroughly. (See above components to address.)
3. Using the questions provided above and those you created for your interview, relate the answers the person gave you. You need not write a separate paragraph for each question/answer. But, you should group your question/answer segments into paragraphs that have similar content.
4. Examine your own beliefs coming into the assignment and whether they changed as a result of the shadowing and interview. Carefully explain how they changed or why they stayed the same. What lessons, if any, did you learn from interacting with your interviewee? How do you anticipate these lessons influencing your adult life, if at all?

Shadowing and Interviewing a Person with a Disability Assessment Checklist

Component	# of Points	Points Earned
Environment, activities engaged in, and life modifications of person w/ disability described thoroughly.	3	
How disability impacts interviewee and how others react to interviewee is carefully examined.	2	
Paragraph covering person w/ a disability's situation, relationship to interviewer, and note taking strategies is present.	2	
10 interview questions and answers supplied; interviewee's responses demonstrate interviewer's ability to listen attentively.	5	
Reflection paragraph from interviewer explores what s/he learned during assignment.	3	
total	15	

Research Paper Outline (10 points; RPO)

Completion of this assignment will help you to narrow down a topic, formulate a thesis statement, and begin gathering sources for your research paper. In an outline of at least 500 words, carefully address all of the following:

1. Craft a thesis statement.
2. Provide at least three arguments to support your thesis statement from the academic literature.
3. Identify at least three counter arguments that others in the academic literature have made regarding your thesis statement.
4. List five academic sources which you intend to research as you develop your paper.
5. Analyze your outline to discern where there are gaps. If you are struggling to find sources, make that known too.

Research Paper Outline Assessment Checklist

Component	# of Points	Points Earned
Thesis statement explicit and in proper form.	2	
3 supporting arguments clearly articulated.	1.5	
3 counter arguments expressed.	1.5	
5 academic sources listed.	3	
Paragraph analyzing gaps present.	2	
total	10	10

Presentation to Colleagues (5 points; PC)

As you continue to research your paper topic, you will benefit from a discussion of your topic with your peers. In this assignment you will be given the task of revising your outline according to your instructor's feedback and presenting your ideas for class discussion. You may prepare a PowerPoint presentation or use your current paper draft to articulate your ideas about your paper. Your presentation will last five minutes. When presenting, you will cover the following topics:

1. Explain why you chose the topic you did for your research paper.
2. Articulate your thesis statement.
3. Support your thesis statement with your reasons.
4. Acknowledge the three counter arguments you provided in your outline and any others you would like to bring up.
5. Explain any dilemmas you are encountering as you revise your paper.
6. Engage your peers in a discussion of your paper topic. What feedback do they have for you?

Presentation to Colleagues Assessment Checklist

Component	# of Points	Points Earned
Why topic chosen and thesis statement explained clearly.	1	
3 arguments and three counter-arguments articulated simply.	2	
Dilemmas in writing and class discussion of paper ideas is thoughtful.	1	
Presenter maintains calm appearance, demonstrates a thorough grasp of paper's concepts, and has probes developed to spark class discussion.	1	
total	5	

Research Paper Draft (15 points; RPD)

This 2,000-word draft of your paper will be read by your instructor and your peers. Whereas your outline was written in phrase form, your research paper draft will be written in paragraph form. It will contain at least five properly-cited academic sources. You may also cite non-academic sources such as websites. You should view this paper as a final draft in terms of the amount of work you put into it. The more work you put in now, the better feedback you will obtain from your peers and your instructor, thereby improving your overall grade. Attend to the following checklist as you prepare this draft:

- Are all of your paragraphs at least three sentences in length?
- Is there an introduction that “hooks” the reader and a summary that reminds the reader of your most important points?
- Is your paper well-structured?
- Are all of your references properly cited?
- Is your thesis statement clearly articulated?
- Are your supporting reasons for your thesis statement bolstered by academic sources?
- Are the counter arguments you present given ample consideration with proper source citation?
- When you reread your paper, is it clear when you are offering your opinion versus when you are expressing someone else’s opinion?
- Does your paper have a logical flow that guides the reader through your reasoning?

- Is your paper free of grammar mistakes?
- Did you spell-check your paper?
- Did you correct any typos that spell-check did not catch?

Research Paper Draft Assessment Checklist

Component	# of Points	Points Earned
Thesis statement clearly articulated.	2	
3 supporting arguments presented clearly.	3	
3 counter arguments presented clearly.	3	
Distinction between author's opinions and facts is evident.	1	
Paper is at least 6 pages long.	1	
5 academic sources integrated in body and cited properly in bibliography.	2	
Introduction and summary are present.	1	
Logical flow and appropriate paper structure enhance reading.	1	
Grammar, spelling, and other proofreading tasks are carried out.	1	
total	15	

Final Research Paper (20 points; FRP)

Through hard work, revision according to feedback, and numerous drafts of your research paper, you have now come to its culmination. Congratulations! This is your opportunity to shine. Use your skills developed from the Ede text and your passion from the other readings, class discussions, and your own realizations to polish your research paper. The final draft of your research paper must be at least 3,000

words in length—not counting your title page nor your works cited. The instructor should be able to observe significant changes in your final paper as compared to your paper draft. Your paper must include the following elements:

1. title page
2. introduction
3. paper body
4. summary
5. references list/works cited
6. self-evaluation

In evaluating the final paper, your instructor will take note of many factors, some of which will be identified in class. A preliminary list follows. Did the student's paper:

- demonstrate incorporation of the feedback of the peer editor and the instructor?
- contain all six elements asked for above?
- contain transition statements between sections of the paper?
- clearly articulate the thesis of the paper?
- support the thesis with at least three arguments from the literature?
- acknowledge at least three alternate arguments from the academic literature?
- provide enough depth in the paper to demonstrate a thorough understanding of the topic?
- make a persuasive but properly-formal argument to support the thesis?
- match the names and publication dates of all references cited within the paper to the references list at the end?

Final Research Paper Assessment Checklist

Component	# of Points	Points Earned
Title page, abstract, paper body, and bibliography present.	1	
Thesis statement, 3 supporting reasons, and 3 counter-arguments clear and distinctly presented.	6	
Significant revisions according to peer and instructor feedback apparent.	4	
Paper structure, transitions between sections, spelling, grammar, and proofreading done; proper disability language used.	2	
Unique introduction and summary present.	1	
Balanced presentation of both sides of the thesis backed up by the academic literature.	1	
Paper concepts are clearly and succinctly explained in author's voice.	1	
Bibliography adheres to MLA, APA, or Chicago format expectations; all citations match in the paper body and the bibliography.	1	
Author's self-evaluation demonstrates self-insight about her/his writing.	3	
total	20	

Pop Quizzes (10 points; PQ)

Pop quizzes will be administered throughout the semester in this course in order to encourage students to read, recall, and make meaning of assigned readings. Class discussions may also be sources for quiz questions. Students who are not in class for whatever reason on a day during which a pop quiz is given will not be given the opportunity to take the quiz outside of class.

Peer Editing (not graded; description provided for your own information)

Accomplished writers revise their work many times before it is deemed “publishable”. Eliciting reactions from peers is one way to obtain feedback on paragraphs that may be all-too-familiar to you. Furthermore, when others look at our work, they interpret its meaning differently than we do. Their interpretations give us a wider understanding of how our audience might perceive our work.

There will be numerous opportunities in this class to edit your peers’ work. Since peer editing will be done in class, not attending class during these sessions will be detrimental to students in two ways. Students who choose not to attend peer editing sessions will receive less feedback on their own work. Their poor attendance will result in a deduction of professionalism points. When engaging in peer editing in this and other classes, consider:

1. Provide just as much positive as negative feedback.
2. Make reference to specific words, phrases, and passages in the feedback provided.
3. Provide feedback on how the piece made you feel in order to give a sense of audience response to the writer.
4. Provide feedback about the structure of the paper.
5. Evaluate the content of the paper.
6. Provide feedback about grammar and spelling.
7. Make note of any formatting issues.

Professionalism/Participation (up to 10 points deducted)

This course will be run as a seminar/workshop. Each student will be a participant, and the instructor and student advisor will be the facilitators. Students who fail to participate adequately and meaningfully in the course will have up to 10 points of the overall course grade deducted. To this end, it is expected that students will attend class and engage in regular discussions, effectively engage in peer editing exercises, complete assignments to the best of their abilities, and become contributing members of our learning community. In LinC 101k, your professionalism will be assessed using the following criteria.

Class Participation

Students who consistently, thoughtfully, and respectfully contribute to class discussions, demonstrate knowledge of reading assignments, actively write and edit in-class assignments, and turn in in-class writing assignments on time will receive full credit for in-class participation.

Guidelines for Evaluating Participation

(taken from Professor Virginia Sapiro and retrieved on July 10, 2012 from

http://mendota.english.wisc.edu/~WAC/page.jsp?id=166&c_type=category&c_id=50)

- Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.
- Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.
- Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.
- Non-Participant: This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.
- Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.

* Note: Professor Tyler obtained these guidelines from Professor Richard J. Murnane at the Harvard Graduate School of Education. Professor Murnane, in turn, learned of them from someone else. Although the original attribution for the guidelines has been lost, they continue to be so useful to so many.

[above text quoted from:

http://www.brown.edu/Departments/Italian_Studies/dweb/pedagogy/particip-assessm.shtml]

Respect for Others

Respectful interactions with others are essential. Being kind to other students who share their opinions during class, even if you do not agree with them, is expected. When discussing grades for individual assignments with the instructor, remaining calm is appreciated. When emailing the instructor, do not just email attachments without explanations. Instead, explain what the purpose of the email is.

Class Attendance

You are expected to be in this class on time and to remain until class is over. Use of cell phones and other mobile devices for non-class tasks will result in the student being counted absent for that day's class. Students who are not alert or who are not paying attention during class will also be counted as absent.

The language we use when referring to students and others with disabilities matters, since it impacts the way we think about and interact with people with disabilities. Class time will be devoted to explaining appropriate language to employ when referring to people with disabilities. The instructor will model this language; students are expected to use appropriate language in their in-class conversations and written assignments for this course.

Students who turn in work after the due date/time of any assignment are expected to explain the reason for the late assignment in an email to the instructor as soon as they know their assignment is to be late. Students are to notify the instructor of when they will turn in their assignment. The instructor will reduce the grade of the work turned in late; in deciding the amount of reduction, length of lateness, student communication with the instructor, and any other relevant factors will be considered. The instructor reserves the right to change the date by which late work must be turned in for students to receive partial credit. When work is turned in late, the professionalism grade will be reduced by an amount to be determined by the instructor.

Assignment Points Distribution

Assignment	# of Points
Disability Connection	5
Facilitated Reading Review	10
Movie Critique	10
Shadowing and Interviewing of a Person	15
Research Paper Outline	10
Presentation to Colleagues	5
Paper Draft	15
Final Research Paper	20
Pop Quizzes	10
Professionalism	up to -10

Grading Scale

The total number of points a student can earn in the class is 100. The instructor reserves the right to use qualitative judgment when making determinations of grades for assignments and the final course grade.

94-100	A	Superior
90-93	A-	
87-89	B+	
84-86	B	More than
80-83	B-	
77-79	C+	
74-76	C	Basic knowledge
70-73	C-	
67-69	D+	
64-66	D	
60-63	D-	
0-59	F	

Accommodations

Day 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.

Comenius Center students who wish to disclose a disability and request accommodations for this course must contact Dr. Donna Smith, Dean of the Comenius Center, (610-861-1400; medgs01@moravian.edu).

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.

Note:

This syllabus and the following Class Schedule are subject to change.