

LinC 101M: First Year Seminar ***The Biology of Love & Sex***

“Love is everything it's cracked up to be...It really is worth fighting for, being brave for, risking everything for.”

Erica Jong

“I can remember when the air was clean and sex was dirty.”

George Burns

Instructor:

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Office Hours:

MWF 9:00-10:00 AM and by appointment

Student Advisor:

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Classroom &

212 Reeves Library

Class Meeting Times:

MWF 10:20 AM-11:30 AM

Required Books:

Judson, Olivia. 2002. *Dr. Tatiana's Sex Advice to All Creation*.
Henry Holt and Company, NY (ISBN978-0-8050-6332-5).

Pechenik, Jan A. 2013. *A Short Guide to Writing About Biology*
(8th edition). Pearson, Boston (ISBN-978-0-205-07507-2).

Additional Readings:

You will have other readings from various sources throughout the semester. These reading assignments will be described in weekly course outlines.

First-Year Seminar Course Description and Objectives:

First-Year Seminar (FYS) introduces writing as a process that is central to college learning and to life. First-Year Seminar 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 section of First-Year Seminar 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.

➤ **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 free writing—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. ***As part of this course every student must visit the Writing Center at least once during the semester.***

Learning Services Office:

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. 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 disabilities and/or ADD/ADHD) or Dr. Ronald Kline in the Counseling Center (for all other 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.

Course Description and Objectives for LinC 101M (*The Biology of Love & Sex*):

What is sex, and why did it evolve? Why do we have sexual reproduction, whereas some animals do not? Why do some animals have sex at a distance, never coming close enough to detect each other, while others (including humans) have intimate contact and internal fertilization? What strategies do males and females employ in order to attract mates

and successfully reproduce...and why do they employ these strategies? ...and finally, what's love got to do with it?

In this seminar we will take an evolutionary approach to the study of behavior among animals, including humans, to isolate underlying motivation and better understand our own sexuality and behavior in a biological context. Topics will include asexual and sexual reproduction, sex determination, genetic and environmental determinants of sexual behavior, male and female tactics, mating systems (monogamy, polyandry, polygyny), conflict of interests between the genders, courtship displays, mate choice, assuring paternity, and parental care.

By the end of this course students will:

1. Become acquainted with classical and contemporary readings on the evolution and biology of love and sex.
2. Develop carefully considered personal reactions to some of these readings through journaling and more formal writing. Some questions to consider as you formulate your reactions include the following.
 - How has the reading influenced/shaped my perspective on the issue and what is the result?
 - To what degree does my personal experience/bias/previous reading/major affect my reading of a particular piece?
 - What is the relevance of this reading to society – at the time of publication? Now?
 - Some of the ideas are more important to me, and some are less, because...
 - If I had written this article, I would have...
 - How is this important to my understanding of myself?
3. Evaluate the historical context of how we view love and sex.
4. Evaluate the role of culture in how we view love and sex.
 - What is the role of culture in shaping how we view the roles of males and females with regard to love and sex?
 - How do attitudes about love and sex vary with culture, gender, generation, geography, ethnicity, etc.?
5. Research a specific topic related to love and sex using primary and secondary literature sources; concisely express a research topic in abstract form; and construct successful outlines and drafts of written work from peer and professor feedback. As part of this project, students will complete a research paper with appropriate citations and present the research before peers and the instructor as well as addressing questions regarding the project.
6. Objectively critique peer-writing samples and ask questions during discussions and after student presentations.

Assignments: (*Unforeseen events and opportunities may cause this to change slightly, especially since this is a new course being offered for the first time!*)

- **200 points:** *Keeping a journal for the semester.* This will include entries on your personal reactions to the various readings and course discussions and activities. These will be important for class. You may also want to include your thoughts about college life as a first-semester student. I will collect and evaluate these journals several times during the semester so keep them up to date!
- **100 points:** *Class participation* in discussions, engagement, & attendance. Excessive absences will negatively impact your grade. Simply showing up at the scheduled class time does not represent engagement. For example:
 - Are you making routine and significant contributions to discussions about the required readings and assignments and fully participating in-group activities?
 - Are you contributing useful feedback to your classmates when we have peer-review sessions?
- **300 points:** *Various written assignments* such as reaction papers to readings, films, and guest speakers; case studies or op-eds; peer reviews; etc. One of the assignments will take the form of a poster presentation.
- **300 points:** *Research paper/project* (with drafts and abstract)---to be completed/ in November; details will be provided in class).
- **100 points:** *Oral presentation* (to be completed/ presented in November/December; details will be provided in class).

Total: 1000 points

Grading: The grading system is as follows:

A = 93.0 - 100.0	C = 73.0 - 76.9
A- = 90.0 - 92.9	C- = 70.0 - 72.9
B+ = 87.0 - 89.9	D+ = 67.0 - 69.9
B = 83.0 - 86.9	D = 63.0 - 66.9
B- = 80.0 - 82.9	D- = 60.0 - 62.9
C+ = 77.0 - 79.9	F = 59.9 and below

Please note: It is within the instructor's purview to apply qualitative judgment in determining grades for assignments or the entire course.

Instructor Expectations:

- a) Attendance: Regular class attendance is expected. Make-up work will not be permitted unless you have an acceptable reason (family emergency, illness, etc.) – with

documentation. If an emergency should arise, please try to notify me ahead of time if possible. Notification from the Moravian College Health Center, Learning Services or the Moravian College Dean of Students' Office will be necessary if you miss more than two seminar classes. I will recognize legitimate excused absences such as when students are representing the college in an official capacity (e.g. conference attendance, intercollegiate athletic competitions, but not practice, off-campus music performances, etc.). Such activities are scheduled ahead of time; thus, I expect you to make arrangements with me ahead of time as well. **Please note: Students who arrive late to class disrupt the flow of the session and distract their peers. Please be prompt!**

- b) Cheating or plagiarism will not be tolerated. Plagiarism may result in failure of the course. Students will be held to the highest standards as specified by the Moravian College Honor Code. Violations of this code will be handled in the most severe manner allowed by college policy. Please read the **Academic Honesty Policy** that is included in the student handbook *and* the Guidelines for Honesty on pg. 5-6 of this syllabus. If you have any questions about plagiarism or other forms of academic dishonesty, please ask. Several assignments in this class will involve the use of Internet resources, and it is my experience that students often do not realize that copyright violations and plagiarism policies still apply when using materials from these resources.
- c) Appropriate Literature Sources: All students will be required to understand the differences between primary and secondary literature sources. The college subscribes to many databases relevant to disciplines that you should be familiar with as they will be invaluable sources of information for your research project. Public domain Internet sources can be helpful but you must critically evaluate the information obtained from such sources – especially if they are not primary sources. **You should not typically use “Wikipedia” as a reference for assignments and material from this source is NOT acceptable for the formal research paper.**

Throughout the semester I would like for you to pay attention to media and popular press coverage of topics related to this course and use these for entries in your journal and to contribute to class discussions. Your informed contributions to these discussions will be viewed favorably when assigning final grades!

- d) Reading Assignments: should be completed prior to each class session in which the reading(s) will be discussed.
- e) Extra Help: If any difficulties arise during this course in any area, including selecting a research topic to designing your presentation, please see Amanda or me. *We will be happy to help!* The reference librarians in Reeves Library are also willing to assist you with reference materials. You may also contact the Moravian College Writing Center for further assistance in writing and revising your abstracts and research papers.

First Year Seminar – Fall 2012
Friday Sessions

Session 1 August 31

Title: “Who am I? How can I lead? What is my responsibility to the world?”

Presenters: Tom Dubreuil, Dean of Students and George Boksan, Chief of Police
No pre-assignment

Session 2 September 7

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)

No pre-assignment

Session 3 September 14

Title: College 101: Advice from the Academic Support Center

Presenters: Laurie Roth, Director of Academic & Disability Support and 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.

Session 4 September 28

Title: Building Community

Presenters: Hopeton Clennon, Katie Dantsin, Holly Nonnemacher, Nicole Nugent, Liz Yates

No pre-assignment

Session 5 October 12

Title: Cultural Competency and Living in a Globally Connected World

Presenters: Kerry Sethi, Director of International Studies & Sharon Brown, Director of Institutional Diversity

No pre-assignment

Session 6 October 26

Title: Experience Your Future: How Hands-On Learning Will Impact Your College Experience

Presenter: Amy Saul, Director of Career Development

No pre-assignment