

First Year Seminar
Learning in Common (LINC) 101 O: The Body and Science
Comenius 305 MWF 11:45-12:55 Fall 2012
(Guidelines subject to change)

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This course is your First Year Seminar (FYS). It is an introduction to college-level thinking, writing, and work. It is an introduction to the liberal arts and liberal education. The topic of the course is the human body. We think we know our bodies. We know how they move, run, walk, jump, and get tired. We know how they consume food and drink, how they shiver and sweat, how they desire rest, and how they get sick. Yet, over the course of history, the body has changed. The knowledge of our bodies has changed. The spaces the bodies occupy have changed. In this course we explore how thinking and science have “made” our bodies, how religious beliefs, economic ideas, medicine, physiology, dietetics, and anatomy fundamentally changed our relationship to the human body. We also investigate the spaces, especially the urban environments, that shaped the bodies. We engage these themes through readings, discussions, analysis of images, and writing. After this class you will not look at your body the way you used to.

A Word from Student Advisor

I am a sophomore and extremely excited to be a part of your first year experience. My purpose is to help guide your first semester and be here to answer any questions along the way. I will be at most of your class sessions and will be available for tutoring outside of class. Please see my office hours above. The First Year Seminar is meant to introduce you to liberal education, help bring you to college level work, and assist in the adjustment from high school to college. It will be a great first semester!

Objectives. The course has following objectives.

1. We will learn to understand the main developments of the human body since Ancient Greece.
2. We will learn college-level thinking. What is a thesis? What is evidence? How to support a thesis with evidence? How to define a question? How to explore one’s interest and define it as a theme and topic?
3. We learn college-level, analytical reading. How to read fast and extensively? How to do close reading? How to identify the thesis or main argument of the text? How to take notes?
4. We learn college-level, research-based writing. How to collect data? How to collect research literature? How to organize a working bibliography? How to take notes? How to organize writing process? How to draft? How to revise drafts? How to manage time?
5. This course is your introduction to college. We learn the meaning of liberal arts and liberal education. We learn to challenge our ideas and ways of thinking and those of others in a the college community.

Evaluation

Final Paper	28%	Bibliography	5%
Quizzes (5)	15%	Peer Review	5%
Reflection Papers (12)	12 %	Presentation	5%
I Draft	5%	Class Participation	10%
II Draft	5%	Each absence after second	-6%
Intellectual Autobiography	10%		

Quizzes. There will be five (5) quizzes. You should take the quizzes as a tool to improve your reading skills. Each quiz has five terms or names that you have to identify historically by defining the term, providing the appropriate location (allover Europe is not a location), and time period. The terms are almost exclusively from the headings or subheadings of the textbook. By focusing on these central terms and names you learn to concentrate on what is essential in the text.

Reflection Papers. For designated class sessions you will write a reflection paper of 300 words by exploring the structure and content of the text. Bring your reflection papers to class and share it with your group. The reflection paper will be graded on pass/fail basis. Serious work and timely submission will earn you a pass.

Group Work. Much of the work in class happens in groups. In the second week of class you will be divided into groups of four or five. By drawing on your reflection papers and the text you will explore a set of questions that pertain to the text. The group work lasts 20 minutes. It is followed by a public discussion of 10 minutes. This work is not graded but it gives you an opportunity to share some of your findings with your peers and to learn to speak in a small group setting and publically. Each group selects two officers: a speaker and a secretary. The secretary takes notes of the discussion. The speaker is the one who speaks for his/her group when we collect the discussion. The officer positions rotate in the group.

Paper. This is the center piece of this class. Your goal is a 12 to 15 page research paper. Since we understand writing as a process, there are multiple steps that take you toward this goal. The first half of the class you will learn effectively to read, take notes, and collect ideas and materials. In the second half your focus will be on your research paper. The process starts with the selection of a theme and topic. Then follows the preparation of a working bibliography. The next step is the long process of reading materials and taking notes. Then comes the first draft, followed by a peer review. Before the final version you will write the second draft. Most of these steps are graded on pass/fail basis. To pass you have to demonstrate serious work and timely submission. The final version will be given a letter grade. For more detailed expectations for peer review, bibliography, and the research paper see the instructions at the end of the syllabus.

Presentation. During the last three sessions you will have the opportunity to give a 10-minute presentation of your research topic. After the presentation there is time for public discussion. For the evaluation and expectations of the presentation see more detailed instructions at the end of the syllabus. The presenter has to submit me a copy of his or her paper presentation two days before the presentation.

Intellectual Autobiography. Since the 18th century, all Moravians wrote an autobiography, a *Lebenslauf*. I ask you to join this Moravian tradition. Write an autobiography about your intellectual life until you entered Moravian College. Tell about the ideas and thoughts that influenced you and your formative intellectual experiences. Do not forget the wider world, your family, your community, your neighborhood, and the country you live in. I will not grade this work and I will not share your story with a third person without your permission. This an account for yourself about your intellectual self. But I do care that you write the required length of 10 pages.

Participation in Class. 10% of your grade is defined by how actively you participate in class. I expect you to have read the text(s) assigned for the class session **before** you come to class. I also expect you to have all the materials assigned for the class session with you. This is a seminar in which much of the work happens in class. You will read, analyze, dissect, interpret, and write on the materials in class. Your class participation grade does not include attendance which is evaluated separately. The main aspect of participation is asking questions. Find links to your other classes from any discipline and open a new perspective to the topic at hand. My classroom approach is Socratic.

Expected Workload Outside of Class. The tests and class work have been designed with the expectation that you prepare for each session at least two hours. Additional work is needed for your research paper so that the weekly work load for this course is not less than 6-7 hours *outside of class*.

Attendance Policy. You are allowed to be absent twice. After the second absence each individual absence will lower your overall grade by 1/4 of a letter grade (6%) unless you have a doctor's note or a written explanation from an athletics coach. Please come in class in a timely fashion. When class has started you cannot leave the classroom because it greatly disrupts the discussion. Make sure you have taken care of your personal needs (bathroom, food) before class has started. The only exception is coffee, the drink of intellectual stimulation and critique.

Late Policy. All assignments are to be handed in at the end of the class in which they are due. No electronic submissions are allowed without a special permission. Late papers will immediately receive a 5% late penalty and 5% will be deducted for each day thereafter.

Electronic Devices Policy. You cannot use in class any electronic devices including, laptops, netbooks, cell phones or electronic games. All writing in class happens manually unless you have a special reason and permission to use a laptop. We start the semester with a policy the you can keep your cell phones with you. If, however, I discover that cell phones are being used, we will start a new policy and collect all the cell phones in the beginning of class.

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

Texts

- ! Richard Sennett: *Flesh and Stone. The Body and the City in Western Civilization*. New York: Norton, 1994.
- ! Behrens, Laurens and Leonard J. Rosen. *A Sequence for Academic Writing*. S.I: s.a.

SCHEDULE

Date	Theme
Mon Aug 27	Introduction
Wed Aug 29	Sennett, Intro/ Discussion of topic/ How to Read?/ Due: Reflection Paper
Fri Aug 31	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
Mon Sept 3	Labor Day - no class
Wed Sept 5	Sennett, Ch 1/ Discussion of topic/ How to Read?/ Due: Reflection paper/
Fri Sept 7	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)
Mon Sept 10	Sennett, Ch 2/ Lecture/ How to take lecture notes?/ Due: Reflection paper
Wed Sept 12	Sennett, Ch Introduction and 3.2/ Quiz 1/ Lecture/ How to take lecture notes?/ Due: Reflection paper
Fri Sept 14	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.
Mon Sept 17	Sennett, Ch 4/ Discussion of topic/ Formulating questions/ Due: Reflection paper
Wed Sept 19	Sennett, Ch 5/ Quiz 2/ Discussion of topic/ Questions and Interests/ Due: Reflection paper
Fri Sept 21	Time Management/ Collecting the Forms/ Starting the Journal
Mon Sept 24	Sennett, Ch 7.1,2/ Discussion of topic/ Theme and Topic for Your Research Paper/ Due: Reflection paper
Wed Sept 26	Sennett, Ch 8./ Quiz 3/ Discussion of topic/ Thesis; dissecting an article/ Due: Reflection paper
Fri Sept 28	Building Community Presenters: Hopeton Clennon, Katie Dantsin, Holly Nonnemacher, Nicole Nugent, Liz

	Yates
Mon Oct 1	Sennett, Ch 9. 1/ Discussion of topic/ Evidence; dissecting an article/ Exploring Liberal Arts, Meeting with Professors/ Due: Reflection paper
Wed Oct 3	Sennett, Ch 9. 2,3/ Quiz 4/ Discussion of topic/ Bibliography for Your Research Paper/ Due: Reflection paper/ Due: Scheduling meetings with professors (see handout)
Fri Oct 5	No meeting
Mon Oct 8	Fall Recess
Wed Oct 10	Sennett, Ch 10. 1,3/ Quiz 5/ Discussion of topic/ Due: Reflection paper and Due: Bibliography for Your Research Paper
Fri Oct 12	Cultural Competency and Living in a Globally Connected World Presenters: Kerry Sethi, Director of International Studies & Sharon Brown, Director of Institutional Diversity
Mon Oct 15	Sennett, Conclusion/ Discussion of topic/ Plan for Research/ Due: Reflection paper
Wed Oct 17	Workshop on Doing Research/ Reading and Note Taking
Fri Oct 19	Moravian Archives/ Due: Intellectual Autobiography/We'll meet in 305 Comenius Hall and walk over to the Archives
Mon Oct 22	Workshop on Doing Research/ Reading and Advanced Note Taking
Wed Oct 24	Individual Meetings/ Due: Report on meeting with professor
Fri Oct 26	Experience Your Future: How Hands-On Learning Will Impact Your College Experience Presenter: Amy Saul, Director of Career Development
Mon Oct 29	Individual Meetings/ Due: Report on meeting with professor
Wed Oct 31	Workshop on Doing Research/ Drafting
Fri Nov 2	Lunch at Alando
Mon Nov 5	Workshop on Doing Research/ Drafting
Wed Nov 7	Workshop on Doing Research/ Drafting
Fri Nov 9	Due: First Draft
Mon Nov 12	Writing Workshop: Peer Review/ Due: Peer Review Report
Wed Nov 14	Writing Workshop/ Revising
Fri Nov 16	No meeting
Mon Nov 19	Writing Workshop/ Revising
Wed Nov 21	Thanksgiving Recess
Fri Nov 23	Thanksgiving Recess
Mon Nov 26	Due: Second Draft
Wed Nov 28	Jaclyn Martorana's Presentation

Fri Nov 30	Presentations
Mon Dec 3	Presentations
Wed Dec 5	Presentations
Fri Dec 7	Due: Final Paper

Evaluation of the Presentation

1. Mastery of Content	A	B	C	D
2. Clarity of Thesis	A	B	C	D
3. Performance	A	B	C	D
4. Total	A	B	C	D

1. A student masters the content if he or she
 - a. knows the pertinent facts,
 - b. has a command over the main interpretations of the theme, and
 - c. shows skills of using important details in elaborating arguments
2. A student makes a clear and strong thesis if
 - a. her or his argument is clearly recognizable
 - b. he or she can support it with the sources available
 - c. she or he is consequent in supporting the thesis
3. Performance is good if
 - a. the argument is made with clarity
 - b. it is lively, and
 - c. several students participate in ensuing discussion.

Peer Review

1. Write a review on the paper of your partner. The review should be in essay format.
2. The length of the comment is 350 words.
3. Pay attention to:
 - a. Clarity of the argument and/or question
 - i. Is the introduction good? Does it include all required components?
 - ii. Are the conclusions appropriate?
 - b. Use and analysis of sources
 - i. Is the analysis accurate?
 - ii. Is it compelling? Does it support the overall argument
 - iii. Is it sensitive to the text?
 - c. Style
 - i. Grammar
 - ii. Spelling
 - iii. Structure
 - iv. Use of language
4. Give short but specific advice how to improve

Draft

Your draft should follow the general guidelines for the research paper (see below). It should be as complete as possible.

Guidelines for Research Paper

I ask you to follow guidelines that are loosely historical. As an historian I feel most comfortable with this format and can provide you the best guidance.

Historians take data from sources. Sources are divided as following:

- I. Primary Sources
 - a. Texts from the past
 - b. Artifacts from the past
- II. Secondary Sources; scholarship about the past
 - a. Research monographs
 - i. books
 - ii. articles
 - b. Textbooks

Select at least 2 to 3 primary sources. A primary source has been written by somebody who actually lived and experienced the events of the time period. For instance, Napoleon's diary is a primary source because Napoleon wrote it as an actor of his time.

Select also 3 to 4 secondary sources of which at least two are books. They help you contextualize the ideas of the primary sources. Your textbook is a secondary source. It has been written by scholars who used primary sources to study the past. You will also need one or two additional books and some articles to give you in depth information about your topic. These books must be scholarly monographs which include a bibliography and footnotes (source references). You are **not allowed to use Internet secondary sources at all** unless they are in PDF-format.

The length of your paper is 12 to 15 pages. A good paper has a structure as follows:

a. Title

Formulate a clear and informative title for your paper.

b. Introduction

The introduction is an important part of your paper. It should include a clear statement of your thesis that you will explore and support in your paper. The thesis should be formulated in such a way that you can prove it with your sources. Second, introduce shortly the sources from which you will gain the evidence. If you contest a competing theory or interpretation – and I encourage you to do so – mention it shortly in the introduction. Finally, in few lines mention how you will proceed in your paper, how you will break down the thesis into smaller theses that you will discuss in your paragraphs.

c. Body

The body is the bulk of your paper. Discuss systematically, in compact paragraphs, each of the smaller theses and use carefully and critically the evidence from your sources.

d. Conclusion

The conclusion mentions your findings, i.e., what was your thesis and how the data from the primary source supported it. It is also important that you mention the limitations of your findings. You haven't explained everything but only a fragment of a large problem confined to its time, place, and your narrow source base. You might use the opportunity to make specific suggestions for further research.

e. Bibliography

Add a well-organized bibliography of those books that you actually used in your paper. Use the guidelines above.

f. Style

Use clear and grammatically correct academic language without hyperbole and emotional expressions. Academic language has been designed to convey observations and interpret these observations. Use the language of observation and be as innovative as possible in conveying the nuances and details of your primary source. For historical observations most important are time and place. Be specific with time and place. Use past tense.

When you quote from a primary source, use quotation marks (_..._) and indent the quotation if it is longer than five lines. With secondary sources you should avoid direct quotations and instead use your own words in incorporating text from them. Whether you use text or information from a primary or secondary source, you should always use footnotes to refer to your source. At the end of your paper, provide a bibliography of the books and articles that you have used. We use a modified Chicago style.

g. Footnotes (Source References)

To guarantee that authors' rights are honored and that other scholars can control the originality, reliability, and truthfulness of your evidence historians use footnotes to refer to their sources. The first reference to any source gives the full bibliographic information of the source.¹ Any subsequent reference to the same source uses a shortened form like this.² See the examples at the bottom of this page.³ A footnote can also include a short commentary on the text it refers to.⁴ It is placed right after the sentence, "on the right side of a period and parenthesis as in this sentence."⁵ Most often the footnote is at the end of a paragraph.

¹ Lynn Hunt and Thomas R. Martin. *The Challenge of the West: Peoples and Cultures from the Stone Age to 1640*. Lexington: D.C. Heath Company, 1995, 471.

² Hunt. *Challenge*, 474.

³ Machiavelli. *The Prince*, 120.

⁴ For a different interpretation, see Stearns and Stearns. "Emotionology," 810.

⁵ Karl Marx, *Manifesto of the Communist Party* (Moscow: Progress Publishers, 1969); Marx/Engels Internet Archive, 2000. <http://marxists.org/archive/marx/works/1848/communist-manifesto/index.htm> (accessed January 13, 2010).