

Course Syllabus

Time/Day:	M,W,F from 11:45 – 12:55
Location:	Comenius Hall room 218
Instructor:	Gordon Weil
Email:	<a href="mailto:gweil@moravian.edu">gweil@moravian.edu</a>
Phone:	610-861-1349 or 1348
Office:	Monocacy Hall room 202
Office Hours:	Mondays 10:30 – 11:30 Thursdays 3:00 – 4:00 And By Appointment

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. We will write a lot!

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.
- Use writing as a way to discover new information and insights, in short, to learn. Demonstrate a process approach to writing.
- Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
- Demonstrate an ability to 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.
- Demonstrate behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- 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:

- 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

#### Subject Matter:

The subject that provides the framework within which we hone our writing skills is poverty in a global context. We will examine what poverty is, and what its dimensions are in the world today. Then we will study the principle economic policy that is being implemented across the globe as a way of combating it – globalization. In the course we will also investigate the impact of globalization on poverty and on environmental sustainability

#### Course Components:

There are several components of this course:

- Seminar format: readings, discussions, short essays, in-class writing
- Country Studies: oral presentations, group research project
- Student Affairs Fridays & Advising: student life presentations and reflection papers
- Service learning; active work in the Lehigh Valley and journals

The requirements, deadlines, and explanation of all parts of the course can be found on the Blackboard site under Course Components. Please refer to these documents for assignments, deadlines, and grading procedures.

Required Text:

Reading Rhetorically 3<sup>rd</sup> Ed., Bean, John C., Virginia A. Chappell, Alice M. Gillam, Longman. Can be purchased in the Bookstore.

You should expect to make photocopies of many articles and book chapters that are required reading for the course.

Attendance Policy:

All students come to all classes on time.

Should you not be able to attend a class notify the instructor **prior** to the class meeting. Should you be unable to notify the instructor prior to the class you better have a good reason.

Unexcused absences earn a zero for class participation for that day. Too many unexcused absences will result in failing the class.

Late Homework Policy:

All students turn in all homework on time.

Should you be unable to meet your deadline consult with the instructor **before** the deadline.

Unexcused late homework loses one grade (eg A to A-) for each day late. After five class days the assignment receives an F.

Academic Honesty Policy:

See the student handbook on line  
at: <http://www.moravian.edu/studentlife/handbook/academic/academic2.html>

Grade Determination:

See “Course Components: Grading” for the way course grades will be calculated.

Disabilities Statement:

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.

Writing Center:

The Writing Center is located in Zinzendorf Hall on the 2<sup>nd</sup> floor, and is not accessible to persons with mobility impairments. If you need the services of the Writing Center please call 610-861-1392.

All course material is subject to change at the discretion of the instructor.

## Class Schedule – Fall 2012

<b>Week of:</b>	<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b>
Aug 27	Intro & Steingraber book (Take2)	RR ch 1 + p. 131-143 (t2)	Student Affairs
Sept 3	No Class	RR ch 2 (t2)	Student Affairs
Sept 10	Meaning of Poverty (R) (t2)	Writing Center Visit	Student Affairs
Sept 17	No Class	RR ch 3, (bring Narayan essay) & oral presentations prep. <b>Essay 1 due</b> (t2)	Calendar
Sept 24	Dimensions of Poverty – Global South (R) (t2)	Library Visit	Student Affairs
Oct 1	Dimensions of Poverty – U.S.A. (R) (t2)	Oral Presentations I Groups A, B, C	Writing Conferences
Oct 8	No Class	Oral Presentations I: Groups D, E, F	Student Affairs
Oct 15	Globalization – economic dimensions (R) (t2)	Writing Conferences	Library Visit II
Oct 22	Globalization – beyond economics (R) (t2)	Reading difficult texts (Bring Ch 1 from Ha-Joon Chang)	Student Affairs
Oct 29	Globalization & Poverty reduction (R) (t2)	RR Ch 4 + images <b>Essay 2 due</b>	TBA
Nov 5	Globalization & Poverty reduction – concerns (R) (t2)	Globalization and Poverty – writing exercise	Poverty Debate
Nov 12	Poverty programs in USA (R) (t2)	Oral Presentations II Groups A, B, C	Service Reports
Nov 19	Globalization & Environment (R) (t2)	No Class	No Class
Nov 26	Climate Change and Poverty (R) (t2)	Oral Presentations II Groups D, E, F	Liberal Arts
Dec 3	What Works? (R)	Contribution disc	Evaluation <b>Country Study Due</b>

**R** denotes Readings that can be found on the Reading list. They are on reserve in the Reeves Library, and on the Blackboard site under Readings.

**RR** denotes the writing text, Reading Rhetorically – always bring the text on **RR** days.

(t2) means that you have “take 2” notes to had in regarding your study for that day.

## **Class Schedule – Fall 2012**

Grading Summary

2 short essays – individual grade	35%
Country Study – team grade	20%
Oral Presentations – team grade	10%
Participation in country study – team determined	10%
Class Participation – individual grade	15%
Service work – individual grade	10%

Due Dates:

*Service*

Dates and times you will do your visits to the YMCA, **Friday September 7**  
Journals due Friday after visits to the Y

*Short essays*

Essay I due Wednesday **September 19**  
Essay 2 due Wednesday **October 31**

*Country Study*

Oral Report I (China, India, Mexico) on **Wednesday October 3** (A,B,C)  
Oral Report I (South Africa, Russia, United States) on **Wednesday October 10**  
(D,E,F)  
Oral Report 2 (China, India, Mexico) on **Wednesday November 14** (A,B,C)  
Oral Report 2 (South Africa, Russia, United States) on **Wednesday November 28**  
(D,E,F)  
Final Written Report due **Friday December 7**

*Service work:* assignment date, and form to be determined

Course components:  
Readings, Essays, Discussion

Book Purchases

There is only one book you need to purchase for this course; Reading Rhetorically, by John C. Bean, Virginia A. Chappell, Alice M. Gillam, 3<sup>rd</sup> edition. You can find it in the Bookstore or purchase it on-line. There will be many reading assignments from books, journals, and on-line sources that you may well want to print out. You should consider those printing costs a part of the costs of books for this course.

Reserve Readings

All readings for this course can be found either on-line, or on reserve in the Reeves Library. You can access all the assigned readings through the Blackboard site for the course. You will find a category on the left side of the site called Readings, by clicking that you will have access to each day's readings. Many of these readings have been scanned into the site, and so they may not be as clear as if you look at the materials on reserve in the Library. You may want to print them out so you can mark them up as you read.

**Readings, Discussions, and Short Essays**

Reading: On most Mondays we will meet in a seminar format. That means everyone will come to class having read, thought about, and ready to discuss the assigned readings. I don't want to mislead you – reading this material is not like reading a novel. It's more difficult. It takes longer. Read Rhetorically! As we work through the writing book you will understand more fully what that means. To start off it means that you should interrogate the text, question it.

It's a good idea to take notes as you read. Notes can summarize important points, can raise questions of understanding that you need cleared up, and can record your reaction to what you read. The point is to read actively – become engaged. Don't be surprised if you don't understand everything you read – what's important is that you *ask questions* about what is unclear to you.

Discussion: Seminars require your active participation. They are not a spectator sport. Participation means talking. So come prepared to talk. I suspect that some of you will feel awkward speaking in class, but in a seminar it is everyone's responsibility to contribute. You will find it easier to speak-up if you read with the understanding that you will have to talk about what you are reading. You can participate by asking questions, or by making a comment or criticism of an idea in the material, or by being ready to state what you think is the most important idea(s) in the readings. Be ready to answer or ask questions. You will get a grade for class participation that will make up **15%** of your

final course grade. I will keep track of who speaks every day, how much, and what is said. On the basis of those notes I will determine your class participation grade. If you are not engaged in class you receive an F for participation that day

Short Essays: Everyone will be required to write two short essays. These essays will be responses to the prompts I give you. You can find the prompts on the Course Components site under Essay Assignments. Although you are to write these essays yourself, you must have someone edit them for you. Then you are to re-write the essay and hand in both a rough draft and a final draft. If you have a classmate edit your essay she/he should fill out the “Editor’s Sheet” and you should hand that in with your drafts. If you have your essay edited by a tutor in the Writing Center have them sign the rough draft that they review, and turn that in with their comments. The essays will be about the material you read for class and the classroom discussions. Taking notes on the readings and our class discussions will help you write more specific and insightful essays. I will grade the essays and they will make up **35%** of your final course grade. The best of the two essays will count 20% and the other will count for 15% making a total of 35% of your final grade.

## **Writing as a Process**

Writing is more than simply a report of what you know and see; it is 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 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. 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 the 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. Therefore, writing the first draft should be the fastest part of the process. You should write freely and without concern for the 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 help you think in a sustained way about your topic. You are not 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 have 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 inspects and verifies 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 will not 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 to get ready 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.

### Topics and Readings

- I. Poverty: Meanings, Measures, Dimensions  
Meaning and Measures of Poverty (9/10)  
Sachs, Jeffrey, "A Global Family Portrait," pp. 2-20, in The End of Poverty, The Penguin Press, New York, 2005.  
Narayan, Deepa, "Definitions of Poverty," pp. 30-65, in Voices of the Poor: Can Anyone Hear Us?, Oxford University Press, New York, 2000. Also at <<http://siteresources.worldbank.org/INTPOVERTY/Resources/335642-1124115102975/1555199-1124115187705/ch2.pdf>>  
Haughton, Jonathan & Shahidur R. Khandker, "Concepts of Wellbeing and Poverty", pp.2-7, in Handbook on Poverty and Inequality, World Bank, Washington, D.C., 2009.  
<http://webpac.lvlspace.org/search~S33?/aHaughton%2C+Jonathan/ahaughton+jonathan/1,1,1,B/l856~b1580886&FF=ahaughton+jonathan&1,1,,1,0/indexsort=-/startreferer//search~S33/aHaughton%2C+Jonathan/ahaughton+jonathan/1,1,1,B/frameset&FF=ahaughton+jonathan&1,1,/endreferer/>  
Barber, Catherine, "Notes on Poverty and Inequality," <http://www.oxfam.org/en/policy/fp2p/background-papers#notes> download the PDF
- Schiller, Bradley, pp 18-21, 24-28, 36-40, in The Economics of Poverty and Discrimination, 10<sup>th</sup> edition, Prentice Hall, Upper Saddle River, N.J., 2008.
- Dimensions of Poverty  
Poverty in the Global South (9/24)  
Sachs, Jeffrey, "A Global Family Portrait," pp. 20-25, in The End of Poverty, The Penguin Press, New York, 2005.  
Millennium Development Goals and the Road to 2015,  
<http://issuu.com/world.bank.publications/docs/9780821385876?mode=embed&layout=http%3A%2F%2Fskin.issuu.com%2Fv%2Fflight%2Flayout.xml&showFlipBtn=true>
- Poverty in the United States (10/1)  
Economic Policy Institute, State of Working America 2011,  
<<http://www.stateofworkingamerica.org/>> explore links for "poverty and "wealth" under "Subjects", and read the link on "Inequality" under "Featured Story."  
Ehrenreich, Barbara, "Scrubbing in Maine," pp. 52-119, in Nickel and Dimed: On (Not) Getting By in America, Henry Holt & Co., New York, 2001.

## II. Globalization

### *Economic Dimensions* (10/15)

The Economist, "Globalization and It's Critics", Sept. 27, 2001, pp 3-9, "Good old invisible hand," and "Grinding the Poor," (up to "the trouble with ISI.") Also at <http://www.economist.com/node/795995> and <http://www.economist.com/node/796037>  
Chang, Ha-Joon, Bad Samaritans: the Myth of Free Trade and the Secret History of Capitalism, pp. 19-39, Bloomsbury Press, New York, 2008.

### *Beyond Economics* (10/22)

Friedman, Thomas, "Demolition Man," pp. 219-246, in The Lexus and the Olive Tree, Farrar, Straus, & Giroux, New York, 1999.  
Saker, Lance, et. al., World Health Organization, "Globalization and infectious diseases: A review of the linkages," pp 1-10., at <[http://www.apps.who.int/tdr/publications/tdr-research-publications/globalization-infectious-diseases/pdf/seb\\_topic3.pdf](http://www.apps.who.int/tdr/publications/tdr-research-publications/globalization-infectious-diseases/pdf/seb_topic3.pdf)>  
Collins, Chuck, "How Inequality Wrecks Everything We Care About," file:///Users/megnw01/Desktop/How%20Inequality%20Wrecks%20Everything%20We%20Care%20About.html  
Chua, Amy, "Introduction: Globalization and Ethnic Hatred", pp 1-17; and "The Future of Free Market Democracy," pp. 259-288, in World on Fire.

## III. Globalization and Poverty

### *Globalization and Poverty Reduction* (10/29)

Bhagwati, Jagdish, "Poverty: Enhanced or Diminished?" pp. 51-67, in In Defense of Globalization, Oxford University Press, New York, 2004.  
Dollar, David & Aart Kraay, "Trade Growth and Poverty," Finance and Development, September 2001, vol 30, no. 3, pp. 16-19; also at <http://www.imf.org/external/pubs/ft/fandd/2001/09/dollar.htm>  
Sachs, Jeffrey, "The End of Poverty," pp. 27-31, and 51-56, The Penguin Press, New York, 2005.

### *Globalization and Poverty Reduction: Concerns* (11/5)

Collier, Paul, The Bottom Billion: Why the Poorest Countries are Failing and What can Be Done About It, pp. 79-99, Oxford University Press, New York, 2007.  
Chang, Ha-Joon, Bad Samaritans: the Myth of Free Trade and the Secret History of Capitalism, pp. 65-84, Bloomsbury Press, New York, 2008.  
Cornia, Giovanni Andrea, and Julius Court, "Inequality, Growth, and Poverty in the Era of Liberalization and Globalization," UNU-WIDER Policy Brief no. 4, 2001; also at [http://www.wider.unu.edu/publications/policy-briefs/en\\_GB/pb4](http://www.wider.unu.edu/publications/policy-briefs/en_GB/pb4) then click on pdf on right side. (optional reading)

- IV. U.S. Poverty Reduction Programs (11/12)  
 Schiller, Bradley, "Welfare Programs" and "Social Insurance Programs", pp. 227-275, in The Economics of Poverty and Discrimination, 10<sup>th</sup> edition, Prentice Hall, Upper Saddle River, N.J., 2008.
- V. Environment, Globalization, and Poverty  
*Globalization and Science of Environmental Impacts* (11/19)  
 Stiglitz, Joseph, Making Globalization Work, pp. 161-187, W.W. Norton & Co., New York, 2006.  
 Krugman, Paul, "Building a Green Economy," New York Times, April 7, 2010,  
<http://www.nytimes.com/2010/04/11/magazine/11Economy-t.html>  
 Sachs, Jeffrey, Common Wealth: economics for a crowded planet, Ch. 4, "Global Solutions to Climate Change, Penguin Press, 2008, pp. 83-92.  
 World Bank, World Development Report 2010: Development and Climate Change, Boxes 1.2,;1.4; Figure 4.4 (p. 195).  
<http://0-site.ebrary.com.webpac.lvlspace.org/lib/moravianlibrary/docDetail.action?docID=10354184>
- Climate Change and Poverty* (11/26)  
 World Bank, World Development Report 2010: Development and Climate Change, pp. 4-7, Box 1 (p.6).  
<http://0-site.ebrary.com.webpac.lvlspace.org/lib/moravianlibrary/docDetail.action?docID=10354184>
- Bernanke, Ben, "The Economics of Happiness," May 8, 2010,  
<http://www.federalreserve.gov/newsevents/speech/bernanke20100508a.htm>
- VI. What Works (12/3)  
 Sachs, Jeffrey, "The End of Poverty, pp. 259-265, The Penguin Press, New York, 2005.  
 Rosenberg, Tina, "When Microcredit Won't Do," New York Times, January 31, 2011 and on-line. <http://opinionator.blogs.nytimes.com/2011/01/31/when-microcredit-wont-do/?scp=1&sq=When%20Micro%20credit%20Won%27t%20Do&st=cse>  
 Rosenberg, Tina, "How to Grow a Social Business," New York Times, February 4, 2011, and on-line. <http://opinionator.blogs.nytimes.com/2011/02/04/how-to-grow-a-social-business/?scp=1&sq=How%20to%20Grow%20a%20Social%20Business&st=cse>



## Essay Assignments

### General Directions:

All essays should be well organized and clearly written with an introduction and conclusion. Grammar and spelling mistakes distract the reader from focusing on the content so work to avoid them.

You should have a thesis statement and support your arguments with evidence, ie. data, examples from the readings, your own examples, quotes or arguments found in the readings.

Essays are to be three to five pages in length using 12-point font.

You should hand in a rough draft along with your final draft. In addition your essay should be edited either by some one in the class (have her or him use the editor's sheet found on our Bb site, and turn in the editor's sheet with your drafts), or by some one in the Writing Center. Again turn in rough draft with edited comments along with the final draft.

Due dates are indicated below and are in bold on the class schedule.

### Essay One: The Meaning of Poverty

Defining what we mean by poverty is more complex than one might think. In your opinion what are the essential features of poverty? Explain why you think those are central.

This is not just an opinion piece. Although it is important for you to state your opinion, you also need to support it with a cogent argument. The argument should show that you have read and understood the materials we have read and discussed on this topic. An essay that shows no familiarity with the readings will not receive a passing grade.

As you plan your essay you should think that you are writing for first year students in next year's class. They have not read and thought as deeply about this issue as you have, but would benefit from a clear discussion of the contours of poverty.

Essay One is due at the start of class on **Wednesday September 19th**.

## Essay Two: Globalization

Do **ONE** of the two essays below.

### *essay 1*

According to The Economist globalization is good for growth. Ha-Joon Chang takes a less sanguine view of the benefits of globalization. Both of these sources focus on economic aspects of globalization, primarily the effects of free trade. In this essay you should support one or the other of these positions. A good essay will recognize the other position, and yet provide an argument as to why your view is more persuasive. Your essay should draw upon the arguments made in the readings.

You can imagine your audience to be other students who have read about globalization, but are unsure if they think it is moving the economies of the world in the right direction. You want to convince them of your position.

### *essay 2*

The impacts of globalization go beyond the purely economic arena. In this essay your job is to explain other ways that globalization can affect nations and societies, beyond its affect on the level of national income.

In writing this essay you should imagine your audience consists of college students who have read a little about globalization, but have not explored the subject in depth. Your essay should enable them to be more articulate in describing the many ways that globalization can impact societies.

Essay two is due at the start of class on **Wednesday October 31st**.

Course Components:  
Country Studies

You will be part of team that does in-depth research on a particular country. The team will investigate poverty in the country to which you have been assigned. You and your group will make two oral presentations on your country to the class, and hand-in a written report at the end of the semester. You can think of your team as a government ministry that has to make recommendations to your country's Prime Minister or President on how to reduce poverty in the country.

**Oral Reports**

An important skill that will serve you well in the "real world" is being an articulate and effective speaker. The oral reports that are part of this assignment will help you develop that skill. We will talk as a class about what makes for an effective presentation, and what makes for an effective Powerpoint presentation. As a start remember that the Powerpoint is to support your talk, not to distract attention away from you.

**Oral Report I:**

This presentation will describe and document poverty in your country. Your group will present and discuss the data that tell us about poverty there. How much poverty is there? Where is it concentrated? In which demographic groups is it most severe (viz. gender, age, location, ethnic group)? Has it been increasing, decreasing, or remaining constant over time? What aspects of poverty do you want to give more attention to?

You may want to go beyond numbers and use pictures, maps, or quotes to get your point across. You will create a Powerpoint presentation to back-up your talk. Post your Powerpoint on our Blackboard site and save it for use in your final written report (see below). We will visit the Library on Wednesday September 26th, and you will have the chance to get help locating materials you will need for this presentation.

You should plan to take about 20 minutes for this report, and as a team you will have to divide-up the material so that everyone makes a presentation.

The Oral report for China, India, and Mexico will be given on Wednesday October 3rd; reports for South Africa, Russia and the U.S.A. will be October 10<sup>th</sup>.

I will give you feedback on the report as a group and give it a shadow grade. The shadow grade is not the final grade for your oral reports; it is just an indication of how this report would have been graded. The final grade will be based on this and your second oral report.

**Oral Report II:**

This report will contain your recommendations to the Prime Minister of your country about how to significantly reduce poverty in your country. You should build on the material we read and discuss in class. You can draw upon what you have learned



from other sources as well. You are free to interview people who have expertise on the country and on poverty. You might start by briefly reviewing the conditions of poverty that you are trying to ameliorate.

Again you need to prepare a Powerpoint to back-up your talk. And again everyone on the team must have a speaking role. The reports should be about 20 minutes.

Reports on China, India, and Mexico are scheduled for Wednesday November 14<sup>th</sup>, and South Africa, Russia and the U.S.A. are on Wednesday November 28<sup>th</sup>.

### **Written Report**

Your team will hand-in a research paper on your country. The final paper will be a group project – that is each member of the team must contribute to writing it. It should be written as a formal research paper, and must include a bibliography. You should use APA (American Psychological Association) style for the bibliography and for citations in the body of the text, and footnotes if need be. You can find help with this on the Reeves Library web site or at <http://umuc.edu/library/guides/apa.shtml>

You should certainly refer to the writing text, Reading Rhetorically, especially chapter 6 for help in writing a research paper.

The paper will have four sections. Section one will be an introduction that discusses what is coming in the paper and why it's important. Section two draws upon the information you gathered for your first oral report, so it will discuss the extent and dimensions of poverty in your country. Section three will draw upon the material that made-up your second oral report, and so will contain your recommendations for reducing poverty in your country. Don't hesitate to include relevant data that you have collected and shared in your oral reports. Section four will be a conclusion that summarizes the important points you have made and raises any important questions that remain unanswered. There be a bibliography that follows.

### **Grading**

Your team will get one grade for the written report; everyone will get the same grade. It is a single report. This grade will be **20%** of your final course grade. Your team will also share a single grade on the two oral reports. That grade will be **10%** of your final grade and will be based on both reports. In addition I will ask everyone in the group to evaluate your own contribution and the contribution of the other two members of the group. On the basis of that feedback I will assign an individual "team participation grade" to each member of the team; that grade will make up **10%** of your final course grade.

Many students do not like group projects. I understand that. However, it is important for everyone to learn to work as part of a team. After you leave college and enter the workforce you will find that much of the work you do is done in the context of a team. Learning to work with others, to make your points while recognizing the thoughts of others is an important skill. I want to be able to write a recommendation for each of

you that says you have had experience working as part of a team, and that you have succeeded. This project provides that opportunity.

Course Components:  
Service

Part of this course requires you to actively work on issues related to poverty in the Lehigh Valley. As one of the great philosophers in Western thought once said, “The point is not merely to understand the world, but to change it.” Your work will help to change it, and I believe, will also help you develop a deeper understanding of our community.

Members of the class will volunteer at the Bethlehem YMCA. The Bethlehem “Y” is located at 430 East Broad Street (the corner of Broad and Elm), it is about a mile and a half from here (and less than a ten-minute drive). Everyone is expected to make a minimum of 5 visit for 90 minutes each to the “Y”. You will help with the kids that come to the “Y”. You can choose what age group to work with: infants (6 weeks – 1 year); ages 1 to 2, 2 to 3, 3 to 4, pre-K 4 to 5, or Kindergarten (5 to 6), or older school age kids. You can also select the days and hours that fit your schedule. If the mornings work best you will work with younger kids, after 3:00 you will work with older kids. By **Friday September 7th** please give me your preference for the ages of children you want to work with, and the days, and hours you want to attend. I will make a class schedule and give you a copy. If you desire you can go in pairs or individually.

In the afternoons after 3:00 pm middle level children come for extended day. If you come then you can be very helpful by assisting them with their homework. The “Y” appreciates it if you bring musical instruments or want to help teach art. There are many options for you and you can work out what you want to do when you speak to Jenna (see below for contact information).

You will turn in a journal that reflects on your experience after each visit. The journal entry need not be polished writing, but it should provide a reflection on your visit. It can be up to a page in length and must be more than 5 or 6 sentences. Journal entries will be graded on a check, check-minus, check-plus basis (of course not turning it in earns a zero). After you complete your last visit you will be expected to turn in a longer entry that reflects upon your entire experience. Journal entries are due before the end of class the Friday after your last visit. They can be sent to me electronically or given to me in hardcopy.

Everyone will receive a grade based on the service and their journal entries that will make up **10%** of your final grade.

Remember that when you work at the YMCA you **must** act in a professional manner. You are representing yourself, me, and Moravian College. Dress appropriately – jeans are just fine as you may find yourself on the floor playing with the kids. You should take your Morvian ID as you will have to leave ID at the reception desk when you check in.

If by some chance you are unable to make it at your scheduled time you must contact Ms. Jenna Camasta via email ([jennas@ymcabeth.net](mailto:jennas@ymcabeth.net)), or phone (610.867.7588 ext.128) in advance to let her know and to schedule a make-up time.

Some prompts that may help to guide your journal entries:

- What did you observe about the surroundings? Is the Y well kept? Is it clean? Is it the type of surroundings in which you would want your children to spend their days, or after-school time? What does this tell you about our community's support for those who need this service?
- What surprised you in this visit? What didn't surprise you? What made you feel uncomfortable?
- How did the kids react to you? How did you feel about that reaction? What did you notice about the behavior of the kids?
- Have you been helpful to the adult who is responsible for the children? How so? Have you been helpful to the kids themselves? If so how so?

Course Components:  
Advising and Student Affairs Fridays

Advising:

In addition to being one of your courses your FYS also provides the base for your advising this year. I will be your academic advisor until you formally declare a major – which must happen by the end of your sophomore year. I'm happy to talk to you about any concerns that you have. My office is room 202 in Monocacy Hall. You can come by during my office hours, or call Amy McHenry (x1348) to make an appointment. I'm also reachable through email (gweil@moravian.edu).

You can also get help from our student advisor Kelsy-Ann Adams. Kelsy-Ann's email is (stksa01@moravian.edu). Kelsy-Ann knows college life, and academic requirements and can be very helpful to you. If you have questions or concerns don't hesitate to contact her. She can either answer them directly, or put you in touch with someone who can.

You will find both my contact and information and Kelsy-Ann's on our Blackboard site.

The most important lesson for you to learn is that you are responsible for your own education. A central part of that is asking when you have questions or concerns. Part of the advantage of attending a small college like Moravian is the easy access you have to your advisors and teachers – take advantage of this benefit.

Student Affairs Fridays:

The First year Seminar provides the venue for you to learn about many of the important resources that are available to you at the College. College is more than classroom activity, and the professionals who work in the area of student life can make huge contributions to your success at Moravian. Furthermore, it is important that we clearly set our expectations for your conduct as a member of this community, and that you clearly understand those expectations. These sessions will help you understand your role in the College community. They are an integral part of the FYS and your attendance is required.

On many Fridays our class will meet in Prosser Auditorium in the HUB where you hear from a different member of student life about a particular set of resources that you need to know about.

The schedule and topics for these sessions are:

**Session I - Friday, August 31**

*Who am I? How can I lead? What is my responsibility to the world?*

Tom Dubreuil, Dean of Students

George Boksan, Chief of Police

No pre-assignment.

**Session 2 - Friday, September 7**

*Do You Have to be Crazy to go to the Counseling Center? Do You Have to be Sick to go to the Health Center?*

Dr. Ron Kline, Director of the Counseling Center

Dr. Michelle Santiago, Assistant Director of the Counseling Center

Stella Gordon, R.N. (Health Center)

No pre-assignment

**Session 3 - Friday, September 14**

*College 101: Advice from the Academic Support Center*

Ms. Laurie Roth, Director of Learning Services

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 – Friday September 28**

**Building Community**

Hopeton Clennon, College Chaplain

Katie Dantsin, Director of Leadership Development

Holly Nonnemacher, Director of Student Activities

Nicole Nugent, Coordinator of Community Service

Liz Yates, Director of Residence Life & Greek Life

No pre-assignment

**Session 5 Friday, October 12**

*Living in a Globally Connected World*

Kerry Sethi, Director of international Studies

No pre-assignment

**Session 6 – Friday October 26**

**Experience Your Future: How Hands-on Learning Will Impact your College Experience**

Amy Saul, Director of Career Development

No pre-assignment