

First Year Seminar/Writing 100A (Spring 2013)
LINC 101A: Random Acts of Compassion: Sustainability of the Self

Instructor: Dr. Lisa Fischler

Email: fischler@moravian.edu

Class Days & Time: Mon., Wed., Fri. 8:55-10:05 am (2b)

Office hours: M,W 11:45 am-12:45 pm; Fri. 10:15-11:15 am; and other times by appointment

Office: Reeves Library 102

Office phone: (610) 861-1418

FYS Topic: The topic for this section of the First Year Seminar (FYS) is how to sustain oneself better through compassion. Achieving a sustainable society is one of the most important and profound issues of our time. Sustainability is the ability to endure through hardship. For humans to create sustainable lives and to make real differences in an uncertain and confusing world, they need to empower themselves to thrive. The 'self' can flourish--in short, be successful, important and worthy--by learning to give and receive compassion. Short stories, personal accounts, essays, and videos will serve as the basis for exploring the different ways in which both well-known and ordinary people have flourished from acts of compassion. By focusing critical thinking, self-reflection, and writing techniques on the subject of compassion, we will examine the roles it plays in our lives and the lives of others around us.

FYS Course Description and Objectives: The FYS introduces writing as a process that is central to college learning and to life. Each FYS section 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 will learn to write and improve your writing skills by both reading and writing, so your full preparation and participation are essential to success for both you and the overall class.

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 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

Class Policies and Information

Attendance and Participation: both are mandatory as this course is dependent on student interaction for learning to happen. In short, moving forward in this FYS section comes from taking advantage of opportunities to share and develop ideas you contribute in class. Both missing class and not actively participating diminishes you and your classmates’ ability to improve and progress in both critical thinking and writing.

Attendance: you are expected to attend all classes and scheduled out-of-class events, but are allowed three (3) absences without penalty. Please be aware that absences are

not divided into excused and unexcused. Regardless of the reason, an absence from class will be counted as an absence. Extended or excessive absences (three or more) are required to be reported to the Dean's Office and each absence after the third will lower your participation grade by 3 points per time. Arriving late or leaving early will lower your participation grade by three (3) points per time. After the second instance of late arrival or leaving early, the disruptive classroom policy may be applied. You are responsible for all work on any day that you are absent (part of or all of a class) from class. If an assignment is due on a day you are absent, have a classmate or friend turn in the assignment *on time* for you. If an assignment is given on a day you miss class, you need to get that work from a classmate whose email you will have noted on the first day of class in order to turn it in on time. If you have further questions on work missed, please come and see me during office hours or make an appointment to see me. These issues are not appropriate for discussion by email.

Participation: is also required. You are expected to read, re-read, and be prepared to discuss assigned material before it is due in class. You can anticipate spending 2-3 hours outside of class preparing for every hour spent in class. Class material can only really become meaningful if you engage in discussion, activities, and assignments. You can expect to ask questions, offer supported opinions, and make critical comments on readings and ideas shared during each class period. I will not hesitate to call on you if you are not contributing. During class time devoted to group work, discussion, draft workshops, or review, you are expected to focus on the given topic and assigned activity for the entire allotted time. Participation in scheduled out-of-class events such as the September 13th convocation and the summer common reading author's presentation on August 26th is also required.

Assignments: since this class is writing intensive, you will draft and revise two 3-5 page papers and one 10-12 page paper, as well as other shorter written assignments and in-class activities (these are in addition to any assignments given for the Student Affairs sessions). There are no exams for this class. The specific guidelines for each written assignment will be discussed well in advance of the assignment's due date. You can take advantage of consulting with me, with your student advisor, or with the tutors at the Writing Center for assistance on any or all of these assignments. Draft workshops and individual conferences are scheduled to strengthen your writing. **Written assignments that have not been reviewed and revised in the draft workshops will have 15 points deducted from their final score.** Papers are due on the date and time noted on the syllabus for each assignment. **Late assignments will be penalized one full grade for each day (24 hour period) that they are late.** So, an assignment that would have received an "A" if it had been turned in on time (for example, by 4 pm on Tuesday) will receive a "B" if it is handed in within 24 hours after it was originally due (by 4 pm on Wednesday). Late papers will be accepted up to 4 full days (or four 24 hour periods) late at which time late papers and other written assignments will no longer be accepted and students will receive a 0 grade on the assignment. No exceptions will be made for technical difficulties. I will only accept written work turned in by email if you have arranged with me beforehand to do so for that specific assignment. In the case of an assignment turned in via email, be aware that I must be able to open the attachment and email without a problem in order for the assignment to be accepted for credit.

Accommodations: requests for accommodation on these policies will only be made in extenuating, documentable, and compelling circumstances; will be evaluated on a case-by-case basis; require immediate notification be given to the instructor; and can be referred to Learning Services. In case of any crisis or emergency, or an extended absence from class, you must inform your professor through Learning Services or the Academic Dean's Office.

Cell phones: cell phones need to be turned to OFF and put away in a purse or bookbag during class. Use of cell phones in any way during class will result in dismissal from class and will lower your participation grade by a full grade for each time over the course of the semester. If you have a crisis or an emergency for which you will need your cell phone on silent mode during class, please notify me BEFORE class begins. I will allow you to leave the room to take the call upon prior notification.

Food, drinks, breaks: drinks are allowed in class, other food is not. Unless there is an underlying and documented medical issue, students are asked not to leave class for "bathroom" breaks. If you do have such a medical condition that requires you to leave class for such breaks, I will need to get an official notice from Learning Services. If no documentation exists, then leaving class for such breaks will be counted as an absence and will lower your attendance grade (see above).

Email and other expectations: disruptive behavior during class will result in your dismissal from the class the first time, after that, disciplinary action will be taken. For email, students can expect email to be answered within 24 hours on weekdays and 48 hours on weekends, provided that email is correctly addressed (to Dr. Fischler or Professor Fischler), signed by the student, and civil in content. For assignments handback, I will insist on a 24 hour waiting period after each assignment is passed back before I will discuss it with you. After that, I am happy to engage in a reasonable, rational discussion about your assignment or exam with you. These guidelines are intended for the benefit of the students as far as clarification of the instructor's expectations for the course; however, in exceptional circumstances the instructor reserves the right to exercise discretion in the application of these guidelines to individual cases or to refer a particular case to the Academic Dean if necessary.

Blackboard: You are already registered for this class' Blackboard shell. If needed, the password for accessing this class' shell is the following: **compassion**. Many of the assigned readings for this class are made available via Blackboard. I will use Blackboard as a way for you to access these assigned readings, to communicate to you guidelines for written assignments, and to notify you of any changes in the class schedule or of in-class assignments. You are required to regularly check your Moravian email account for information on this course. Excuses about not checking your email or not seeing notifications on Blackboard will not be accepted as valid.

Office hours: my regular office hours are Mondays and Wednesdays 11:45 am-12:45 pm, and Fridays 10:15-11:15 am. You can also contact me to arrange other times by appointment by sending me an email to fischler@moravian.edu. Office hours are set aside to discuss not just assignments and class, but also to clarify challenges you

might be facing at Moravian, advising issues and problems with your other classes, or assistance in locating the right person to see about an issue. Please take advantage of these hours to make your first semester at college a bit easier.

The Writing Center: located on the second floor of Zinzendorf Hall, The Writing Center 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.**

Learning Services Office: If you have a learning disability and believe you may require accommodation to succeed in this course, you 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.

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. Familiarize yourself with the college's Academic Honesty Policy, found in the Student Handbook, at <http://www.moravian.edu/studentLife/handbook/academic/academic2.html>. Any and all written work must be done in your own words (with the exception of direct quotations which are clearly indicated as such), and written work must include proper citations indicating the sources for any ideas, concepts, facts, or other information derived from others, whether or not you have restated it in your own words. Any cases of suspected cheating or plagiarism will be referred to the Academic Affairs Office. Academic dishonesty may result in a failing grade in the course. 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>.

Grade Components*

Evaluation:

Attendance and Participation	150 points
Paper I: Summary Essay	150 points
Paper II: Evaluating Websites Essay	150 points
Research Proposal for Paper III (Research Essay)	100 points
Paper III: Research Essay	200 points
Short Writing Assignments	100 points
In-Class Activities	50 points

Feedback on Peer Drafts

100 points

Total

1000 points

***You must complete all these requirements in order to be eligible to pass this course.**

Guidelines (Rubric) for Written Assignments

(Written by Ben Slote and modified slightly by Ann Bomberger)

1) Written work in the A range is based on an original, logical and coherently organized set of ideas; it makes a clear and persuasive argument (even if the reader disagrees with its argument); it brings in specific, relevant examples to back up its assertions; its points, at each turn, are clearly articulated: the words carry precise meaning, they don't obscure it; its sentences use only the words their ideas require, not any more; its paragraphs have distinct though related roles in the essay's cohesion as a whole, each holding one thoroughly asserted idea (not two competing ideas, not one idea half-asserted); if appropriate it accurately and thoughtfully uses other sources; and its sentences are without the grammatical, spelling, or typographical mistakes that exacting proof-reading would catch. (All of this takes a lot of work. If it is all very nearly accomplished, the essay usually earns an A-.)

2) Written work in the B range: a very good paper, the writing of which is clearly, thoughtfully, and effectively executed. What sometimes prevents an "A" is a lack of originality, thorough thinking or careful proofreading. If two of these virtues are absent and the other areas of the paper are strong, the essay will usually earn a B-.

3) Written work in the C range: some conspicuous flaw usually earns an essay a C; its argument is really underdeveloped, it contains only minimal textual support, it has problems with organization and/or sentence clarity, it is in dire need of proofreading.

4) Written D work either contains more than one of the large problems cited in the "C" description or finds another way to convince its reader that the author has not spent nearly enough time on the thinking or writing in the essay.

5) Written work that earns an F misses on all criteria (originality, articulateness, persuasiveness, organization, the absence of mechanical mistakes).

Final Grade Scale (in percentage, not points)

93-100	A
90-92.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
73-76.9	C
70-72.9	C-
67-69.9	D+
63-66.9	D
60-62.9	D-
less than 60	F

Note: It is within the instructor’s purview to apply qualitative judgment in determining grades for any assignment and for the course final grade.

Required Texts:

-Bean, John, et al. *Reading Rhetorically*. 3rd Edition. NY: Pearson Education, Inc. 2011.
 -Other chapters, articles, and essays for required readings in the class will be posted in Blackboard, handed out in class, or made available through Reeves Library reserve.
 A number of the assigned readings are listed in the schedule below using title or author abbreviations as follows:

- Reading Rhetorically* (Bean, pp. x-xx)-**purchase book at Bookstore**
 - Sweet Fruit From a Bitter Tree (SFBT)*, pp. x-xx)-**on Blackboard (also Library reserve)**
 - The Power of Compassion (PC)*, pp. x-xx)-**on Blackboard (also Library reserve)**
- Check the class schedule below for more information**

Schedule and Assignments (Schedule may be changed at the discretion of the instructor; advance notice will be given)

***Readings with an asterisk can be accessed on Blackboard (LINC 101J), and are also on reserve at Reeves Library (Circulation Desk)**

**Be sure to bring assigned readings to class each day. We will use them for in-class assignments, some of which may be graded. Two points will be deducted from your participation grade per instance of not bringing the assigned readings to class.

Class Session Date	Topic	Assigned Readings and Assignment(s) Due
1 M 1/14/13	Introduction	None
1 W 1/16/13	What Is Compassion?	Bean, pp. 8-10 & 15 (Questions Rhetorical Readers Ask) *Karen Armstrong, <i>Twelve Steps to a Compassionate Life</i> , pp. 3-24
1 F 1/18/13	Strength and Compassion Introduce Paper I	Bean, pp. 15-21 *“From Victim to Liberator” in <i>PC</i> , pp. 27-30 *”Ferry of Compassion” in <i>PC</i> , pp. 77-75
2 M 1/21/13	Martin Luther King Day	No classes
January 22, 2013	Last Day to add/drop	

2 W 1/23/13	Compassion in Buddhism	Bean, pp. 24-28 *Dalai Lama, <i>The Compassionate Life</i> , pp. 1-35
2 F 1/25/13	Compassionate Communication: Critical Reading (in class reading assignment)	"Two Tribes" in <i>SFBT</i> , pp. 159-162
3 M 1/28/13	Compassion and Psychology	Bean, pp. 31-33 *Lorne Ladner, <i>The Lost Art of Compassion</i> , pp. 12-45 *"Instincts Can Steer You Wrong" (<i>Readers' Digest</i>), pp. 102-107 & 180-181
3 W 1/30/13	Paper II Workshop (A)	None
3 F 2/1/13	St. Francis of Assisi: Christian Compassion	Bean, pp. 61-64 *Ilia Delio, <i>Compassion: Living in the Spirit of St. Francis</i> , pp. 1-6 & 47-63
4 M 2/4/13	Cultivating Compassion	Bean, pp. 57-60 *"A Guide to Cultivating Compassion in Your Life With 7 Practices" <i>The Global South</i> , pp. 1-4 *"Gratitude" in <i>SFBT</i> , pp. 116-119; *"Making Decisions for Other People" in <i>SFBT</i> , pp. 155-158
4 W 2/6/13	Paper I Workshop (B)	None
4 F 2/8/13	Forgiveness as Compassion?	Bean, pp. 71-77 *Robert Wuthnow, "How Religious Groups Promote Forgiving: A National Study" <i>Journal for the Scientific Study of Religion</i> , pp. 125-139 *"Beyond Protest" in <i>PC</i> , pp. 122-124
5 M 2/11/13	Aung San Suu Kyi's Freedom From Fear as Compassion?	Bean, pp. 78-82 *Aung San Suu Kyi, <i>Freedom From Fear</i> , pp. 180-191

5 W 2/13/13	Compassion and Resources (in class reading assignment)	"I Can't Believe I Heard You Right" in <i>SFBT</i> , pp. 175-177 Paper I due by 4 pm in Reeves Library 102
5 F 2/15/13	A Jewish Mother's Compassion: Love and Compassion	*Fran Zimmerman, "Compassion," <i>Union for Reform Judaism</i> , pp. 1-3 * "No Greater Love" in <i>PC</i> , pp. 51-53 * "The Wall" in <i>SFBT</i> , pp. 163-167
6 M 2/18/13	Virtue Ethics and Animals: Compassion in Judaism	Bean, pp. 90-92 *Geoffrey Claussen, "Jewish Virtue Ethics and Compassion for Animals" <i>Crosscurrents</i> , pp. 208-216 * "Doggedly Determined" in <i>SFBT</i> , pp. 121-122 * "Canine Compassion" in <i>PC</i> , pp. 60-66
6 W 2/20/13	Teachers, Writers, Musicians and Compassion Introduce Paper II	Bean, pp. 105-118 * "Clay Giraffe" in <i>SBT</i> , pp. 132-137 * "Sacred Criticism" in <i>PC</i> , pp. 118-122 * "The Music of Letting Go" in <i>PC</i> , pp. 143-147
6 F 2/22/13	Selfish Reasons for Being Compassionate	Bean, pp. 93-95 *Orlando Patterson, "Beyond Compassion: Selfish Reasons for Being Unselfish" <i>Daedalus</i> , pp. 26-38 * "Third Grade Bully" in <i>SFBT</i> , pp. 93-97
7 M 2/25/13	Paper II Workshop (A)	None
7 W 2/27/13	Library Research Session	None
7 F 3/1/13	American Politics and Economics: Compassionate or Not?	Bean, pp. 131-136 *Lauren Berlant, <i>Compassion: The Culture and Politics of an Emotion</i> , pp. 15-27 & 59-86

March 2-10, 2013	Spring Break	No classes
8 M 3/11/13	Islam and Compassion in America	Bean, pp. 136-144 *Ali S. Asani, “‘So That You May Know One Another’: A Muslim American Reflects on Pluralism and Islam” <i>Annals of the American Academy of Political and Social Science</i> , pp. 40-51
8 W 3/13/13	Theology and History: Compassion in Islam	Bean, pp. 144-146 *Asghar Ali Engineer, “Compassion in Islam: Theology and History” <i>Institute of Islamic Studies</i> , pp. 1-5 *“Muslim Extremist Encampment” in <i>SFBT</i> , pp. 17-19
8 F 3/15/13	Paper II Workshop (B)	None
9 M 3/18/13	An Islamic and Christian Dialogue	*“The Imam and the Pastor” in <i>SFBT</i> , pp. 66-75
9 W 3/20/13	Gandhi’s Nonviolence as Compassion?	*Brian M. du Toit, “The Mahatma Gandhi and South Africa” <i>The Journal of Modern African Studies</i> , pp. 643-660
9 F 3/22/13	Poverty and Compassion (In class reading assignment, please bring readings to class)	*“Bank for the Poor” in <i>SFBT</i> , pp. 232-249 *“The Women and the Mullah” in <i>SFBT</i> , pp. 250-255 Paper II due by 4 pm in Reeves Library 102
10 M 3/25/13	Martin and Malcolm: Nonviolence vs. Violence? Introduce Paper III	*James H. Cone, “Martin and Malcolm on Nonviolence and Violence” <i>Phylon</i> , pp. 173-183 *“Sweet Fruit From a Bitter Tree” in <i>SFBT</i> , pp. 192-194
10 W 3/27/13	Compassion Amidst Violence	*“Only If My Mother Tells Me” in <i>SFBT</i> , pp. 104-110 *A Soft Answer” in <i>SFBT</i> , p. 148-152 *“A Letter From Norway” in <i>SFBT</i> , pp. 205-206

March 29-April 1, 2013	Easter Break	No classes
11 W 4/3/13	Sikh Americans and Post-9/11 Compassion	*Valarie Kaur, "Emerging from the Shadow of September 11" <i>Race/Ethnicity: Multidisciplinary Global Contexts</i> , pp. 469-473
11 F 4/5/13	Anthropology and Compassion	*Thomas J. Csordas, "The Navajo Healing Project" <i>Medical Anthropology Quarterly</i> , pp. 463-467 * "Navajo Handshake" in <i>SFBT</i> , pp. 29-36 Research proposal for Paper III due in Reeves 102 by 4 pm
12 M 4/8/13	Navajo Healing as Compassion? (I)	*Elizabeth L. Lewton and Victoria Bydone, "Identity and Healing in Three Navajo Religious Traditions: SNBH" <i>Navajo Society</i> , pp. 476-481
12 W 4/10/13	Paper III Workshop	None
12 F 4/12/13	Navajo Healing as Compassion? (II)	*Elizabeth L. Lewton and Victoria Bydone, "Identity and Healing in Three Navajo Religious Traditions: SNBH" <i>Navajo Society</i> , pp. 481-484 & 488-493
13 M 4/15/13	Silence, Speaking and Compassion	* "Billy and the Beagle" in <i>SFBT</i> , pp. 182-185 * "Lilly" in <i>SFBT</i> , pp. 200-204 * "Dying into Love" in <i>PC</i> , pp. 92-96
13 W 4/17/13	Compassionate Nurses	*Mary Heffernan, et al., "Self-compassion and emotional intelligence in nurses" <i>International Journal of Nursing Practice</i> , pp. 366-373 * "The Homicidal Patient in the Elevator" in <i>SFBT</i> , pp. 153-154 * "Medicine Buddha" in <i>PC</i> , pp. 148-151

13 F 4/19/13	Confucianism and Compassion	*Sungmoon Kim, "Filiality, Compassion, and Confucian Democracy" <i>Asian Philosophy</i> , pp. 279-298
14 M 4/22/13	When Christianity and Confucianism Meet (in class reading assignment, please bring reading to class)	*"The Living God Inside You" in <i>SFBT</i> , pp. 58-65 Paper III due by 4 pm in Reeves Library 102
14 W 4/24/13	Anger and Compassion	Bean 123-131 *"Curing Office Rage" in <i>PC</i> , pp. 78-80 *"Transforming Anger" in <i>PC</i> , pp. 85-87
14 F 4/26/13	Giving and Receiving Compassion	*"Tonglen" in <i>PC</i> , pp. 193-199
April 29-May 3, 2013	Final Exams	