



LINC 101 ~ NATIVES AND NEWCOMERS FALL 2013



Dr. James Paxton
Comenius 306
Office Hours: Mon. & Wed. 1:30-2:30, Fri. 10:30-
11:30, or by appointment.
jpaxton@moravian.edu
610-625-7897



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.

Section A:

Modern Americans have almost no contact with Native Americans. Wars, removals, and reservations have so marginalized and isolated Native peoples that they seldom intrude on the popular imagination except as distorted stereotypes. Consequently, Pocahontas, Sitting Bull, and the Thanksgiving at Plymouth have effectively replaced the reality of historic Native American cultures and experiences. Recently, scholars working in diverse fields have begun to challenge depictions of Natives as simply victims or resisters. Native peoples were and continue to be actors in their own history, and rather than a story of decline, their history is one of resilience and persistence. This seminar will take an interdisciplinary approach to reconsider the early contact period from a Native American perspective and as a consequence force us to rethink American history.

By the end of this course, you will:

- A. Articulate and understanding of liberal education as it affects one's life now and prepares the individual for the future.
- B. Use writing as a way to discover new information and insights, in short, to learn.
- C. Demonstrate a process approach to writing.
- D. Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
- E. Demonstrate an ability to write effectively for a variety of audiences.
- F. Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
- G. Read critically and comprehensively to integrate others' ideas with their own.
- H. Demonstrate behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- I. Collaborate with faculty and student advisors to engage with the college community.

Students will complete several pieces of writing, formal and informal, graded or ungraded, this semester. Expect to receive suggestions from your instructor and 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

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. Prewriting also means reading, taking notes, talking to others, outlining, or freewriting - 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.

Required Texts

Laurence Behrens and Leonard J. Rosen, *A Sequence for Academic Writing* (Boston: Pearson, 2012).

Other texts will be distributed as handouts or by email.

Assignments

Over the course of the semester you will be writing a lot. There will be three major essays and several smaller writing assignments. Writing ranges from informal and ungraded free writes in which the primary audience is yourself to a formal academic research paper.

Grade Distribution

Reading Journals 16% (9@2% - I drop the lowest score)

Most days that you have assigned reading you will also be expected to write a journal that summarizes and critiques the reading. Journals will be graded for thoughtfulness but not for writing.

Research Paper 35%

The course will culminate with a 10-12-page research paper on a topic of your choosing. The paper should make reference to materials studied in class and to several non-assigned books and articles appropriate to the topic. We will work together in class and individually to develop your research project. The components of the paper are as follows:

Topic and meeting with me (week of Sept. 16) 3%

Outline and bibliography (Oct. 2)	5%
Five page chunk (Oct. 11)	5%
Full draft (Oct. 25)	5%
Complete, revised draft (Nov. 8)	5%
Final paper (Dec. 6)	12%

Peer Review 9%

Throughout the semester you will review and critique your colleague's papers.

Analysis Paper 1 8%

This paper will require you to critically analyze a movie or a novel about Aboriginal peoples in light of our class discussion and readings.

Analysis Paper 2 10%

This paper will require you to critically analyze a one exhibit or feature of the American Indian Museum in New York City.

Participation 12%

Please note that this grade assesses your active participation in class and is not an attendance grade. Poor attendance, however, will result in a lower grade.

Presentation 10%

You will present your final paper in an oral presentation during the last two weeks of class.

Attendance

It is your responsibility to attend every class prepared. While I do not check attendance every class, three unexcused absences will result in the lowering of final grade by a third of a letter grade ie. a B to a B-. Attendance and participation are **not** the same thing. While you must be in class to participate, I will calculate your participation grade based only on your active and thoughtful contributions to class.

Late Policy

- All assignments are to be handed in at the **beginning** of the class in which they are due.
- Computer and printing problems, including having a zero printing balance, are not acceptable reasons for handing work in late. If for some reason you cannot print your paper, email it to me before class and then turn in a hard copy before the end of the day.
- Work outside of school, extracurricular activities, and having a number of assignments due in the same week or on the same day are not acceptable reasons for handing work in late.
- Late papers will immediately be assessed a full letter grade penalty (a B paper would become a C) on the first day a third of a letter grade each day thereafter.
- Emailed essays will not be accepted without prior permission from the instructor except under the circumstances described above.

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.

Learning Services Office

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street, at 610-861-1510. Accommodations cannot be provided until authorization is received from the Office of Learning Services.

Students are also encouraged, yet not required, to inform course faculty of those situations that can affect academic performance. Resources may be available to aid students who are experiencing academic difficulty.

It is important to contact the office 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

FYS 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).

At Moravian, if an 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 review 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, 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:

First, to the First Year Seminar course instructor.

Next, in the case of a First Year Seminar, to the Chair, First Year Seminar

Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

Class Schedule

Week 1	Aug. 26	Introduction
	Aug. 28	Natives and Newcomers: A Mohawk Case Study Harmen Meynderts van den Bogaert, <i>Journey into Mohawk and Oneida Country, 1634-1635</i> , 1-22. In a page identify and explain those aspects of the journal that you found

		confusing, interesting, or worthy of further exploration as a research paper.
	Aug. 30	Student Affairs Session Meet in Prosser Auditorium and followed by session with Student Advisor.
Week 2	Sept. 2	Labor Day – No Class
	Sept. 4	Managing Your Time/Preparing for Class Please bring to class all of your syllabi.
	Sept. 6	An Introduction to the Iroquois Behrens and Rosen, 1-22. Dean R. Snow, <i>The Iroquois</i> (Oxford: Blackwell, 1996), 77-93. Reading Journal 1: 1-1½ double-spaced pages using Behrens and Rosen's as a guide to summarizing.
Week 3	Sept. 9	Bethlehem Walkabout – Meet by Comenius Statue
	Sept. 11	An Introduction to the Iroquois Cont'd Behrens and Rosen, 36-47. Dean R. Snow, <i>The Iroquois</i> (Oxford: Blackwell, 1996), 94-130. Reading Journal 2: 1-1½ double-spaced pages using Behrens and Rosen's as a guide to summarizing.
	Sept. 13	Student Affairs Session Meet in Prosser Auditorium and followed by session with Student Advisor.
Week 4	Sept. 16	Trade and Warfare Behrens and Rosen, <i>Academic Writing</i> , 51-78. George Hunt, <i>The Wars of the Iroquois</i> , 3-12. Reading Journal 3: Please summarize the reading in about a page and then provide a critique in ½ -¾ of page following Behrens and Rosen's advice. Individual Meetings to Discuss Paper Topics This week I will meet with each of you to discuss topics for your final paper. We will schedule meeting times the previous week. At least 24-hours before the meeting email me 150 word outline of your thoughts about a paper topic.
	Sept. 18	Class with Student Advisor This class is an opportunity to discuss with the student advisor issues you may be having with your paper and the course. Activity: Library video
	Sept. 20	Student Affairs Session Meet in Prosser Auditorium and followed by session with Student Advisor. Note: You will soon want to watch a movie or read a non-academic book pertaining to Native-Newcomer contacts, which you will analyze in 4-page paper due Oct. 9. You might consider the following works: Black Robe – movie available at Reeves

		<p>Dead Man – a movie not available at Reeves</p> <p>New World – a movie not available at Reeves</p> <p>Brian Moore, <i>Black Robe</i>, a novel about a missionary who travels into the interior to work among the Algonquins, Hurons, and Iroquois.</p> <p>Douglas Glover, <i>Life and Times of Captain 'N'</i> a novel based on historical events about the Revolutionary War in the Mohawk Valley</p> <p>Douglas Glover, <i>Elle</i>, a novel based on historical events about a French woman who was abandoned in eastern Canada during one of the earliest voyages of exploration.</p>
Week 5	Sept. 23	<p>Library Visit</p> <p>Behrens and Rosen, 252-281.</p>
	Sept. 25	<p>Trade and Warfare: A Comparison</p> <p>Behrens and Rosen, 122-175.</p> <p>Daniel K. Richter, "War and Culture: The Iroquois Example," <i>William and Mary Quarterly</i> (1983):</p> <p>Reading Journal 4: Summarize Richter in about one page. Compare and contrast Richter, Hunt, and Snow in 2½-3 pages double-spaced using Behrens and Rosen as a guide.</p>
	Sept. 27	<p>Student Affairs Session</p> <p>Meet in Prosser Auditorium and followed by session with Student Advisor.</p>
Week 6	Sept. 30	<p>An Analytic Tool for Early Contact</p> <p>Behrens and Rosen, <i>Academic Writing</i>, 178-201.</p> <p>Bruce G. Trigger, "Early Native North American Responses to European Conflict: Romantic versus Rationalistic Interpretations," <i>Journal of American History</i> (1991): 1195-1215.</p> <p>Reading Journal 5: Summarize the reading in about a page and then provide a critique in ½ -¾ of page following Behrens and Rosen's advice.</p> <p>Activity: Library Follow-up. We will be in the library for the last 15 minutes of class.</p>
	Oct. 2	<p>Writing Workshop 1</p> <p>Behrens and Rosen, <i>Academic Writing</i>, 216-225.</p> <p>Bring to class a 1-2 page summary of your topic and the work you have done thus far. Include a bibliography of primary and secondary sources. Come to class prepared to discuss your topic with your work group. Provide an overview of your work, the sources you have found.</p>
	Oct. 4	<p>Student Affairs Session</p> <p>Meet in Prosser Auditorium and followed by session with Student Advisor.</p> <p>Analysis Paper 1 Due</p>
Week 7	Oct. 7	<p>Men and Women in a Matrilineal Society</p> <p>Elisabeth Tooker, <i>Women in Iroquois Society</i>, 109-121.</p> <p>Reading Journal 6: Summarize the reading in about a page and then provide a critique in ½ -¾ of page following Behrens and Rosen's advice.</p>
	Oct. 9	<p>Class with Student Advisor</p> <p>This class is an opportunity to discuss with the student advisor issues you</p>

		may be having with your paper and the course.
	Oct. 11	Student Affairs Session Meet in Prosser Auditorium and followed by session with Student Advisor. Due: Five page chunk of research paper
Week 8	Oct. 14	Fall Recess –No Class
	Oct. 16	Workshop 2: Initial Writing Bring two copies of the papers and comments, one for me and one for the author.
	Oct. 18	Epic of the Peacemaker Reading Journal 7: Summarize the reading in about a page. Then consider how the Epic of the Peacemaker provides insights in Iroquois history and culture. Behrens and Rosen, 226-231.
Week 9	Oct. 21	Thesis Statements Behrens and Rosen, 226-231. Evaluating thesis statements.
	Oct. 23	Missionaries Daniel K. Richter, "Iroquois Versus Iroquois: Jesuit Missions and Christianity in Village Politics, 1642-1686," <i>Ethnohistory</i> 32 (1985): 1-12. Reading Journal 8: Summarize the reading in about a page and then provide a critique in ½ -¾ of page following Behrens and Rosen's advice.
	Oct. 25	Behrens and Rosen, 231-245. Due: Full draft of Research Paper
Week 10	Oct. 28	Individual Meetings We will schedule these meetings the week before. At least 24 hours before the meeting please email me a list of at least three questions that will serve as the agenda. Also submit about ¾-1 reflecting your overall impressions about your paper thus far. What is going well? What frustrations do you feel? Where do you need more work? What can I do to help?
	Oct. 30	Workshop 3: Revising Behrens and Rosen, 245-247. Bring two copies of the papers and comments, one for me and one for the author.
	Nov. 1	Pierre Esprit Radisson In 1.5-2 pages consider how Radisson's narrative reflects the themes and issues we have been discussing this semester.
Week 11	Nov. 4	Population and Disease William A. Starna, "Mohawk Iroquois Populations: A Revision," <i>Ethnohistory</i> 27 (Autumn 1980): 371-379. Reading Journal 9: Summarize the reading in about a page and then provide a critique in ½ -¾ of page following Behrens and Rosen's advice.
	Nov. 6	Mechanics of Writing Due: Analysis of the American Indian Museum is due via email by 3pm
	Nov. 8	Due: Complete, revised draft of research paper via email by 3pm

Week 12	Nov. 11	Day off to compensate for NYC trip
	Nov. 13	Workshop 4: Editing Behrens and Rosen, 247-250. Bring two copies of the papers and comments, one for me and one for the author.
	Nov. 15	Effective Presentations
Week 13	Nov. 18	Individual Meetings We will schedule these meetings the week before. At least 24 hours before the meeting please email me a list of at least three questions that will serve as the agenda.
	Nov. 20	Paper Presentations
	Nov. 22	Paper Presentations
Week 14	Nov. 25-29	Thanksgiving – No Class
Week 15	Dec. 2	Paper Presentations
	Dec. 4	Paper Presentations
	Dec. 6	Conclusion and Review Final Paper Due

The instructor reserves the right to alter the syllabus.