

First Year Seminar
Learning in Common (LINC) 101D: The Hero's Journey
Reeves 212 TThF 10:20-11:30 Fall 2013
(Guidelines subject to change)

Blackboard enrollment code for course: FYS101DFA13

Instructor/Faculty Advisor: John Black
Office and office phone: Zinzendorf 303 (610-861-1390)
Email: jblack@moravian.edu
Office Hours: T 2:30-3:30, F 11:45-12:45, and by appointment

Student Advisor: Marissa Blose
Student Advisor email: stmn22@moravian.edu
Student Advisor phone: 484-788-5338

FYS Topic: The topic of our section of the First Year Seminar (FYS) is the nature of the hero. The hero – his/her character, challenges, achievements, and even his/her shortcomings – has mesmerized humans across cultures from the prehistoric past to our post-modern era. Why are we attracted to heroes? What characterizes a hero? What do these figures tell us about the cultures that esteem them? What do they tell us about ourselves? How does one live and act heroically? Through our readings, discussions, and writings, we will explore these concepts and questions, first by grounding our exploration in Joseph Campbell's work on the hero and then by examining heroic journeys in literature, film, and other media.

FYS Course Description and Objectives: Welcome to Moravian and to the FYS! The FYS introduces writing as a process that is central to college learning and to life. Each FYS, regardless of the individual course 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. *Your preparation and participation are, therefore, essential to the success of the class and to your success in it.*

With regard to broad academic and writing skills, by the end of this course, students will:

- Demonstrate a process approach to writing
- Use writing as a way to discover new information and insights—in short, to learn.
- Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
- Write effectively for a variety of audiences.
- Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
- Read critically and comprehensively to integrate others' ideas with their own.

With regard to transition to college expectations, by the end of this course students will:

- Articulate an understanding of liberal education as it affects one's life now and prepares the individual for the future.
- Practice behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- Collaborate with faculty and student advisors and engage with the College community --students, faculty and staff-- to promote the students' success at Moravian College.

Course Requirements

Each student enrolled in First-Year Seminar will complete several pieces of writing, formal and informal, graded and/or ungraded. Students should expect to receive suggestions from their instructor or classmates as they develop writing assignments through multiple drafts. Individual conferences, written comments, small group workshops, the College Writing Center—all may be used to help you as you plan, draft, revise, and edit a piece of writing.

At least one writing assignment should involve substantial use of Reeves Library. Students will develop information literacy as they learn to identify and investigate a research topic. By the time students complete First-Year Seminar, therefore, they should be proficient in the following “**basic competencies**” of information literacy:

- Define a research need
 - Formulate a research topic
 - Determine an information need
- Plan and execute a search for information

- Identify key terms and concepts
- Identify the most appropriate sources of information
- Use Boolean operators and truncation where appropriate
- Impose limiters (e.g., scholarly vs. popular, date, language)
- Modify the search based on search results
- Know how and where to find the sources discovered in the search process
 - Determine which sources the library owns or provides access to and retrieve them
 - Request material not owned by the library on Interlibrary Loan
 - Locate material faculty may have put on reserve in the library
- Understand the obligation to credit sources and be able to do so in an appropriate citation style

Message from your Student Advisor:

Hi everyone! Welcome to Moravian College and FYS. As your student advisor, I am here to answer your questions both academic-related, and not so academic-related. I have been a student advisor for the last two years, so I have a lot of experience in this role. I will be very busy this semester (just as you all will be!), but I will always make time for any questions or problems that you run into (or if you just need someone to talk to). You can contact me through email or my cell phone, but the fastest way to get a response from me is through text. I hope you all enjoy your time here at Moravian.

Message from your Faculty Instructor/Advisor: Welcome! As your instructor and academic advisor, I look forward to working with you in the semesters ahead. Please know that I am keen to help you with your questions as you begin your studies at Moravian. The best ways to contact me are in person (before/after class, by appointment, or during office hours) or by email. While I always respond to emails as soon as I can, please note that it may occasionally take me up to 24 hours to respond on weekdays and that I may sometimes not be able to respond to emails over the weekend.

Attendance and Participation: Be here: I will take roll regularly. You are expected to attend each day. **Be prompt:** Class begins at 10:20 am sharp. **Be prepared:** Your first responsibility is to read carefully, re-read, and be prepared to discuss, both orally and in writing, all assignments. You should expect to devote several hours to preparing for each class. (A general rule of thumb for college courses is 2-3 hours outside of class for every hour in class.) **Participate:** Classes become more meaningful the more you engage yourself in them. You are expected to make comments or ask questions on the readings and topics each day. I will not hesitate to call on you if you are not contributing. Class time allotted for group work, group discussion, draft feedback, review, etc. is instructional time; you are expected to remain focused on the assigned activity for all of the allotted time.

If you know you will be absent from class, please talk to me beforehand. If you are sick, please notify me as soon as possible. *Your absence from more than three classes may affect your final grade. Every three times you come to class late or leave early without notifying me first will also count as an unexcused absence. Missing more than five classes may result in your failing the course. If you are absent, it is wholly your responsibility to determine what was covered in class and what revisions, if any, were made to the syllabus in your absence.*

Other notes:

-One of the qualities I expect and appreciate most in students is **personal integrity**. Students who exhibit this quality are ethical and honest, are engaged in class, turn in thoughtful assignments, are responsive to the world beyond themselves, meet deadlines, and keep me informed of any difficulties or successes they have while in my class.

-Please arrange to go to the restroom before or after class.

-Please refrain from bringing food or drink into the classroom.

-Please silence and put away all cell phones before coming into the classroom.

Office Hours: Students are always welcome in my office. My office hours are times that I have set aside specifically to talk with you – not only about class and assignments, but also about life at Moravian, about something fun and exciting you've done, or whatever's on your mind. Make use of them. I realize that it may be difficult for you to meet during my posted office hours, so I'm also readily available by appointment: jblack@moravian.edu

Other Resources:

- With work on written assignments, I strongly encourage you to take advantage of the help available through appointment at the Writing Center (2nd fl, Zinzendorf). For more information, visit its website at: <http://home.moravian.edu/public/eng/writingCenter/appointments.htm> The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you have mobility impairments and need the services of the Writing Center, please call 861-1392.
- Similarly, the librarians in Reeves are very resourceful. Make it a habit of consulting with them when research questions arise. The library webpage (<http://home.moravian.edu/public/reeves>) is an excellent resource, offering live online help and research guides.

- The Academic Support Office (<http://home.moravian.edu/public/stusvc/learning/>) and The Counseling Center (<http://home.moravian.edu/public/stusvc/counseling/>) (1307 Main St., 861-1510) provide many services to help you meet the demands of college life and achieve academic success.
- 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.

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. Read and familiarize yourself with the College's Academic Honesty Policy, found in the *Student Handbook*:

<http://www.moravian.edu/studentLife/handbook/academic/academic2.html> I take the provisions of the Academic Honesty Policy very seriously and am obliged to report any suspected violations. Plagiarism, representing someone else's work as your own, is a serious breach of personal integrity and a violation of academic honesty, the consequences of which may be failure, suspension, or dismissal from the College. If you plagiarize, you will receive a 'zero' on the plagiarized assignment, which will very likely result in your failure for the course. Ignorance of what constitutes plagiarism is not an excuse. We'll discuss use of sources during our FYS assignments, but **if at any time you have any questions about documenting sources properly (MLA style, for this course) or as to whether or not the aid you are receiving is authorized, don't hesitate to ask me.** The Reeves Library online research tutorial also addresses the issue: <http://home.moravian.edu/public/reevestutorial/pages/index.htm>

Assignments: The FYS is a writing-intensive class. You will draft and revise two 3-5 page papers and one 10-page paper, as well as completing several other shorter assignments. There is no mid-term or final exam. Specific requirements for the assignments will be discussed in advance of each assignment. I encourage and expect you to consult with me throughout the course of your assignments. Draft workshops and individual conferences will help you strengthen your writing process. **I do not accept papers that have not been reviewed in the draft workshop process.** Papers are due in class on the due dates noted on the syllabus. **In addition to the final version of a paper, all preliminary drafts, notes, etc. are to be handed in; otherwise, the assignment is incomplete and will not be accepted. I do not accept or read late papers, except under very unusual circumstances.**

Evaluation: Your engagement and work for both the classroom and Student Affairs components of the FYS are essential to your successful completion of the FYS. In order to earn credit for the FYS, you need to show sufficient engagement both in participation and in reflection regarding the Student Affairs sessions, assignments, and activities. If you receive credit for the Student Affairs component, then your evaluation for the FYS will be determined as follows. (The instructor will apply both quantitative and qualitative assessments in determining grades for assignments and for the course. Final grades are calculated on 10-pt. scale: 90=A-, 80=B-, etc.)

Paper 1: Character Analysis (with graded draft).....	15%
Paper 2: Summary & Annotated Bibliography (with graded draft)...	15%
Proposal for Paper 3: Research Paper.....	5%
Paper 3: Research Paper (with graded draft).....	20%
Oral Presentation on Research Paper.....	5%
Reading Responses.....	15%
Feedback on peer drafts.....	10%
Informal Writing.....	5%
Class Participation.....	10%

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

Extra Credit: Learning takes place both in and outside the classroom. To encourage you to learn more about the richness of the College and local community, students may earn extra credit through confirmed participation (usually in the form of a brief write-up) in various activities related to language, literature, and writing. Up to a total of three points of extra credit can be added at the end of the semester to a student's lowest assignment grade. One hundred points is the maximum total for the course. Some examples of eligible activities are: a College theater production, a poetry/fiction reading, submission of creative work to *The Manuscript*, and a session with a Writing Center tutor. In December, Moravian will host the Undergraduate Conference in Medieval and Early Modern Studies; a student who submits a paper for the conference, assists with the conference, or attends the conference will earn one point. Other, similar activities may also be eligible; please confer with me.

FYS: LinC 101D – The Hero's Journey Fall 2013

Required Texts and Other Resources

Required texts:

Campbell, Joseph. *The Hero With a Thousand Faces*. 3rd ed. Novato, CA: New World Library, 2008.
Ede, Lisa. *The Academic Writer: A Brief Guide*. 2nd ed. Boston: Bedford/St. Martin's, 2011.
Wilkinson, Richard and Kate Pickett. *The Spirit Level: Why Greater Equality Makes Societies Stronger*. London: Bloomsbury, 2009.

Additional supplemental readings and films via Blackboard, photocopy, or reserve.

Other useful resources:

Segal, Robert. *Joseph Campbell: An Introduction (Revised Edition)*. New York: Penguin, 1990.
Bedford Handbook Online. 8th ed. http://bcs.bedfordstmartins.com/bedhandbook8e/#t_518572
Purdue University's Online Writing Lab (OWL): <http://owl.english.purdue.edu/>
The University of Wisconsin Writing Center Writer's Handbook: <http://www.wisc.edu/writing/Handbook/>
Critical Reading: A Guide (by J. Lye at Brock Univ.): <http://www.brocku.ca/english/jlye/criticalreading.html>

Syllabus (subject to change)

Aug.	23-25	F-Sun	Orientation program events, including activities related to <i>The Spirit Level</i> (Sun. Aug. 25) (Refer to orientation packet and schedule)
	27	T	Introduction; overview of course; syllabus; policies and goals of course.
	29	Th	<i>AW (Academic Writer)</i> 1-9, "Rethinking Writing"; Segal 26-37, background for Campbell's work (handout); reflective writing (in class)
	30	F	Student Affairs Session 1: Campus Safety, Student Conduct, and the Deans (unless otherwise noted, SA sessions meet initially in Prosser Aud. in HUB, followed by small-group sessions in Reeves 212 classroom)
Sept.	3	T	<i>AW</i> 9-19, "Rethinking Writing" (cont.); Segal 37-55, background for Campbell's work (handout); reflective writing (in class)
	5	Th	<i>AW</i> 249-59, "Strategies for Reading"; Segal 56-71, background for Campbell's work (handout); introduce Paper 1
	6	F	<i>AW</i> 260-72, "Strategies for Reading" (cont.); Segal 259-71, background for Campbell's work (handout); <i>Hero With a Thousand Faces</i> 333-37, "The Hero Today"; overview of MLA, use of sources
	10	T	<i>AW</i> 20-37, "Writing Process"; <i>Hero</i> 1-18, "Monomyth"; discuss Wolpe in preparation for Fall Convocation on Th; Paper 1 topic due
	12	Th	Fall Convocation – featured speaker Paul Root Wolpe; 10:00am, Johnston Hall <i>AW</i> 38-55, "Rhetorical Situations"; <i>Hero</i> 19-37, "Monomyth" (cont.); overview of online writing resources
	13	F	Student Affairs Session 2: Counseling Center, Health Center, and Religious Life
	17	T	<i>AW</i> 55-70, "Rhetorical Situations" (cont.); <i>Hero</i> 41-56, "Departure"
	19	Th	Paper 1 draft workshop (bring 2 copies of draft to class); review features of effective writing; individual conferences Fri. and Tues. (TBA)
	20	F	Student Affairs Session 3: Academic Support Center
	24	T	No class – in lieu of individual conferences; <i>AW</i> 75-85, "Analyzing Texts & Contexts"; <i>Hero</i> 57-80, "Departure" (cont.)

	26	Th	Paper 1 due (refer to assignment submission guidelines); introduce Paper 2 ; film discussion
	27	F	Student Affairs Session 4: Student Involvement and Leadership
Oct.	1	T	<i>AW</i> 86-100, "Analyzing Texts & Contexts" (cont.); <i>Hero</i> 81-90, "Initiation"
	3	Th	<i>AW</i> 100-14, "Analyzing Texts & Contexts" (cont.); <i>Hero</i> 91-105, "Initiation" (cont.)
	4	F	Student Affairs Session 5: Career Center; Paper 2 topic due by email
	8	T	<i>AW</i> 155-84, "Doing Research"; <i>Hero</i> 105-26, "Initiation" (cont.)
	10	Th	Library session for Paper 2 (meet in Reeves at computer stations to right on entering); <i>AW</i> 185-93, "Doing Research: Evaluating Sources"
	11	F	Student Affairs Session 6: International Education and Intercultural Advancement & Inclusion
	15	T	No class - Fall Break
	17	Th	<i>AW</i> 273-88, "Strategies for Invention"; <i>Hero</i> 127-47, "Initiation" (cont.)
	18	F	<i>AW</i> 289-301, "Strategies for Planning and Drafting"; <i>Hero</i> 148-66, "Initiation" (cont.)
	22	T	<i>Hero</i> 167-87, "Return"
	24	Th	Paper 2 draft workshop (bring 2 copies of draft to class); individual conferences Fri. and Tues. (TBA)
	25	F	No class – in lieu of individual conferences ; <i>AW</i> 115-26, "Making & Supporting Claims"; <i>Hero</i> 188-205, "Return" (cont.)
	29	T	Paper 2 draft workshop #2 (bring 2 copies of draft to class)
	31	Th	<i>AW</i> 126-37, "Making & Supporting Claims" (cont.); <i>Hero</i> 205-15, "Return" (cont.) and "Keys"
Nov.	1	F	Paper 2 due (refer to assignment submission guidelines); introduce Paper 3 ; film discussion
	5	T	Library session for Paper 3 (meet in Reeves at computer stations to right on entering); <i>AW</i> 193-203, "Doing Research: Writing"
	7	Th	<i>AW</i> 321-34, "Strategies for Revising"; <i>Hero</i> 271-92, "Transformation of the Hero"
	8	F	<i>AW</i> 335-46, "Strategies for Revising" (cont.) ; <i>Hero</i> 293-313, "Transformation of the Hero" (cont.)
	12	T	<i>AW</i> 137-54, "Composing an Academic Argument" (a student case study); <i>Pathways to Bliss</i> 10-18, 21-25, 47-49, on aspects of myth (handout)
	14	Th	Paper 3 draft workshop (bring 2 copies of draft to class); review MLA guidelines; individual conferences Fri. and Tues. (TBA)
	15	F	No class – in lieu of individual conferences ; <i>AW</i> 204-16 (sample MLA style paper)
	19	T	<i>AW</i> 217-21, "Writing in the Disciplines" and 302-04, "Strategies for Design"; <i>Pathways</i> 63-83, "Myth and the Self" (handout)
	21	Th	<i>Pathways</i> 111-21, 131-33, "The Self as Hero" (handout)
	22	F	Paper 3 draft workshop #2 (bring 2 copies of draft to class)

	26	T	No class – Thanksgiving Break
	28	Th	No class – Thanksgiving Break
	29	F	No class – Thanksgiving Break
Dec.	3	T	Paper 3 due (refer to assignment submission guidelines); film discussion
	5	Th	Oral presentations
	6	F	Oral presentations ; course review and evaluation