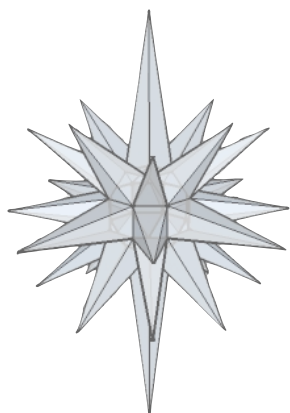


LinC 101H: First Year Seminar – Fall 2013



Instructor: Kevin Hartshorn
Department of Mathematics and Computer Science
hartshorn@math.moravian.edu

Google account: Klhartsho@gmail.com

Student Advisor: Kayla Krouse (stkmk08@moravian.edu)

Course Meeting: MWF 11:45am – 12:55pm
Location PPHAC 233

Office Hours: Mon, Tue 1-3pm, or by *appointment* (<http://www.doodle.com/klhartshorn>)
PPHAC 215

Welcome from your professor

A warm welcome to this class and to your first year at Moravian College. As you can see in this syllabus, I've tried to organize a semester that will challenge you. Regardless of your planned major, writing will play a key role both here at college and in your future career. As you work through your calculus, economics, literature, sociology courses, you will be introduced to new ways of thinking about reading, writing, and learning. In your time here at Moravian, you will take these different perspectives to form your own understanding of what it means to be a scholar. I hope that our time together in the first year seminar serves as a good first step in that process.

Please don't hesitate to come to me or Kayla with questions or concerns you might have. We are here to support you.

Welcome from your student advisor

Welcome to your first year seminar class and welcome to Moravian! As your student advisor, I will be available to you any time you need help with your papers, your classes, or whenever you need some guidance. Your first year seminar class is critical to your success here at Moravian. You will not only learn about all the different options and activities you can pursue over the next four years, but you will also learn how to write analytically, read critically, and participate in the classroom at a college level. Good luck in all your classes this semester, and remember that I am always here for you if you need any help or have any questions!

Overview and course goals

First-Year Seminar introduces writing as a process that is central to college learning and to life. First-Year Seminar 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 section of First-Year Seminar 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.

Seminar topic: Ethnomathematics

Most people view mathematics as a subject with just one right answer. We will question this conventional knowledge. From games played in sub-Saharan Africa to the calendar systems used by billions of people around the world, mathematics is an outgrowth of people – normal people with real lives – asking and answering questions about their own experience and trying to understand their world. Your writing in this class will allow you to explore mathematical activities in a variety of cultures and to reflect on the role mathematical thinking plays in your own life.

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.

With regard to an understanding of ethnomathematics, by the end of this course students will:

- Develop an increasing awareness of the complexity of the nature of mathematics and its connections to various aspects of society,
- Apply their mathematical knowledge to provide insight into a new cultural activity.
- Identify mathematical thinking in cultural activities, analyzing the intentionality of the mathematics within the activity in the context of ethnomathematical research.

Required materials and texts

- *A Sequence for Academic Writing* (5th edition), by Laurence Behrens and Leonard J. Rosen
ISBN: 978-0-205-17288-7 (available at the campus bookstore)
- Loose-leaf lined paper (to be used for in-class activities)
- Writing implement (pen or pencil is fine)

Electronic materials

We will be using the Google Drive feature of your student account to share writing and information. During the first week of class, you will need to connect to a shared Google Drive folder which will hold all class handouts (including a copy of this syllabus).

In addition, you will be asked to share a folder with me. This folder will be used for journal entries and other class submissions.

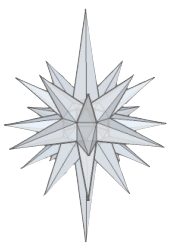
You will also be expected to keep track of your student e-mail account. E-mails for this class will be sent to your st***00@moravian.edu account. Be sure that you have set up your e-mail browser to regularly check this account.

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

Grading and assessment

Throughout the semester, we will work hard to develop your writing skills. More to the point, we will develop your ability to use writing as a process for thinking and communicating. In assessing your progress in the course, we will employ journaling, in-class writing/activities, and several large-scale papers.

15%	Journals (average score for all journal entries)
15%	In-class work and participation
10%	Writing assignment 1 (summary essay)
10%	Writing assignment 2 (critical comparison)
10%	Writing assignment 3 (mathematical analysis)
40%	Research project

NOTE: Each writing assignment will have several components you will need to complete to get full credit. See the section below on "Writing Assignments" for detailed information.

Journaling

Journals will be my main way to encourage you to think deliberately about the material in the class. All journal writings will be "ungraded," meaning that they will be assessed based on thoughtful completion, not on a quality-based rubric.

You will keep a journal throughout the semester dedicated to this course. You will be asked to write an entry to the journal at least three times per week – some will be writings on specific prompts while others will merely invite you to write your thoughts for the day. Each entry should be roughly one page (at least 250 words) of thoughtful writing. Information on how journals will be collected and assessed will be provided in a separate document.

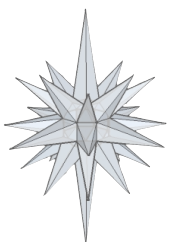
In-class work and participation

This seminar, like most courses at Moravian College, depends on interactions among the students for learning to take place. Much of what we will do and learn will be based on ideas that you share among yourselves in the classroom. Thus you are expected not just to attend class, but to actively participate in the discussion during each meeting.

What does it mean to "participate" in class?

Contribution to the learning environment stems from a lot of small actions. Taken together, these can make the difference between an exciting, dynamic class or a long, dull drudge.

- **Be prepared for the class:** Make sure you've done the readings (taking notes as needed). Bring paper and writing implements (loose-leaf paper is best to allow for easy passing of papers). If a writing assignment was given, be sure that you have it ready at the beginning of class.
- **Ask questions:** If something is unclear, don't hesitate to ask a question. The point is to learn, and that can't happen if you let things go unquestioned.



- **Offer answers:** We are trying to construct knowledge. Even if you are unsure of your answer, offer it to the class for analysis. I have often found the most tentative answer often has very important truths, while the most confident answer ends up not being as correct as the speaker hoped.
- **Respect your classmates and professor:** Many of us are very hesitant to speak up in large groups. This becomes much harder if a question or response is derided or ignored. When someone else is speaking, give that person the attention they deserve.
- **Take part in activities:** We will often break into small groups to discuss aspects of this course. At other times, you will be asked to do some in-class writing in response to a prompt I give. Be sure to play an active role in the class.

Each day, you will be assessed on a 4-point scale for participation, as shown below.

- 0 Absent (see below)
- 1 Late, unprepared, and distracting from the learning process (this may include sleeping through a significant portion of the class).
- 2 Less than enthusiastic participation, but not significantly distracting to others. This may indicate that the student was late, but otherwise participated normally.
- 3 Effectively participated and met the basic expectations outlined above.
- 4 Particularly helpful or insightful — contributed to the classroom environment more than is expected. This might be a student that uncovered a particularly interesting line of conversation by asking an insightful question, or a student that brings a particularly unique insight to a challenge.

Your final participation grade will be computed by averaging your daily scores.

Attendance

Some absences are unavoidable. Athletic games may conflict with the class. You may get sick and need to miss class. There may be a family emergency that requires you to leave campus for a short period of time. Thus, everyone is permitted up to three (3) absences without penalty. This means that for your first three absences, you will not receive a 0 score for participation. Your score for those days will be left blank and I will compute your participation by averaging the remaining scores.

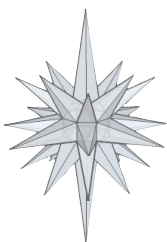
Your fourth and each subsequent absence from the class will have several effects:

- A mark of "0" for that day's participation score.
- An immediate 5% penalty in your final course grade (e.g.: if your final course grade was going to be 86%, then the penalty would leave you with a final average of 81%).
- An e-mail to Dean Traupman-Carr.

If you find that you will need to miss a substantial number of classes (e.g.: you are hospitalized for an extended period), please contact me as soon as possible so that special arrangements can be made. Please note

- The *reason* for your absence has no effect on the 3-absence rule. You are welcome to bring a doctor's note if you wish, but that will have no bearing on the 3-absence limit.
- Whether the absence is your first or your fifth, you are responsible for any and all work from that day of class. If work is due the day you will miss class, have a friend / roommate / classmate bring the work to me before the end of the day. If work is assigned on the day you miss class, it is *your* responsibility to get the information needed to complete the work on time.

If something comes up where you need to miss a class — whether it is a game, homesickness, or too much partying the night before — please talk with either me or Kayla.



Writing Assignments

There will be three basic writing assignments during the semester: a summary essay, a critical comparison, and a mathematical analysis. These assignments will all follow similar formats. Consult the course calendar at the end of the syllabus for relevant due dates. Your grade for each assignment will be based on successful completion of four elements.

3%	First draft
2%	Review comments
3%	Evidence of revision
2%	<u>Final draft and reflection</u>
10%	Total weight for writing assignment

Research project

This will be your chance to have a significant research experience and share your result with your peers. By the end of the course, the goal is to develop an essay that demonstrates your growth during your first semester at Moravian. To help guide you through the process, this project will have several components. In determining your final grade, the components will be weighted as follows:

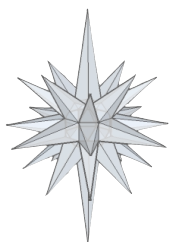
	Topic brainstorming (this will be a journal entry)
4%	Initial topic selection
4%	Project prospectus (includes an individual meeting to discuss prospectus)
	Progress report 1 (this will be a journal entry)
4%	Annotated bibliography — first draft
5%	First draft of short summary of your research project
	Comments on short summaries (part of class participation grade)
5%	First draft of research project
4%	Reviewer comments on first draft
	Progress report 2 (this will be a journal entry)
4%	Second draft
	Comments on second draft (part of class participation grade)
	Individual meetings on project (part of class participation grade)
5%	Class presentation on project
5%	<u>Final draft and portfolio of progress</u>
40%	Total contribution of final project

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 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. 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 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.

Course policies and information

A friendly learning environment

It is important to remember that we are working together to learn and grow – each of us needs to be respectful of the learning environment we are trying to create in the classroom. Please strive to promote a safe and welcoming environment in the classroom. This means:

- Turn cell phones off or to “silent” mode. Do not take phone calls during the class (please let me know if there is some special circumstance).
- Be respectful when your classmate or professor is speaking to the class. No side conversations (this includes texting) when we are having full class discussions or presentations.
- Be supportive of your classmates' comments. Keep feedback constructive.
- While I do not object to food and drink in the classroom, you are responsible for keeping the room clean. Further, if you bring in foods that are distracting (e.g.: loudly crunching chips, fragrant hamburgers), I will ask you to take the food out of the classroom. Remember that we are in the room to learn and that some people may be waiting until after class to eat.

A culture of revision

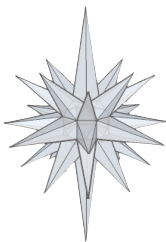
By far the most important lesson you can learn in this course is: “Writing is revision.”

To help encourage revision, I require that any writing you submit to me have been previously read by at least two other people. These people could be classmates, roommates, family members, other professors, writing center tutors, or anyone else you can get to offer helpful suggestions.

When you submit work to me, you will need to include both the clean draft for me to read as well as the rough drafts with comments from your reviewers. I will include details on the review process as we approach the writing assignments.

Submission of work

Because we will often be taking time in class to either discuss the submitted work, it is important that you bring it with you to class. Please adhere to the following for any writing that I collect:



- All submitted work (journal entries are *not* included) must have been read by at least two other people before I will collect it.
- All work will be collected *at the beginning* of class on the date due.
- Work that is up to 24 hours late will be accepted, but with a 30% penalty to the score. After 24 hours, I will not accept late work.
- If you are absent from class, you can have a friend / classmate bring any homework to my office by the end of the day (my day ends at 4:00pm) without penalty.
- If you submit your work electronically, there are two requirements: I must be able to open the attachment and I must receive the e-mail by 10:00am on the date due (this gives me time to read and / or print out the submission before class). Electronically submitted homework not meeting these requirements will be considered late.

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.

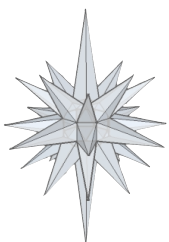
When you use the specific thoughts, ideas, writing, or expressions of another person, you must accompany each instance of use with some form of attribution to the source.

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 First-Year Seminar 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). 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>

At Moravian, if a First-Year Seminar 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 see 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 Committee, 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 course instructor (hartshorn@math.moravian.edu).
- Next, in the case of First-Year Seminar, to the Chair of the First Year Seminar Committee — Dr. John Black (jrb1@moravian.edu) or Dr. Virginia O’Connell (voconne1@moravian.edu).
- Next, to the Academic Standards Committee, chaired by Carol Traupman-Carr, the Associate Dean for Academic Affairs.

Where to go for support

Office hours

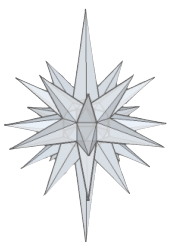
My regular office hours are Mondays and Tuesdays 1:00-3:00pm. I am also available by appointment; just go to <http://www.doodle.com/klhartshorn> to see when I am available and propose a meeting time..

Office hours are not just for when you are in “trouble.” Office hours are a vital component of the learning experience at college. For example,

- If you found something that was said in class confusing, you might want to come to office hours.
- If you were particularly interested in a class topic and want to know more, you might want to come to office hours.
- If you think something about the class is not working well, you might want to come to office hours.
- If you have ideas on how to improve the progress of our class, you might want to come to office hours.
- If you have questions about living at Moravian, dealing with any of your classes, or juggling your freshman semester, you might want to come to office hours.
- If you need to find someone to talk to, but are not sure who to approach, you might want to come to office hours (if nothing else, I can help point you to someone who is likely to help).

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

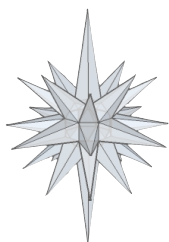
Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the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

Students are also encouraged to inform course faculty of situations that may affect academic performance. Resources may be available to aid students who are experiencing academic difficulty.

Student Activity Sessions

There will be six special sessions organized by the Student Affairs office to acclimate you to the culture of Moravian College. In addition, there is a campus colloquium that we will attend as a class. Note that attendance at these sessions is mandatory — missing a session counts toward your total number of absences from the class.

- | | |
|------------------------|--|
| Friday, August 30 | Campus Safety, Student Conduct, and the Deans
Meet in Prosser Auditorium at regular class time
To be followed by a short break-out session. |
| Thursday, September 12 | Fall convocation in Johnston Hall
We will meet shortly before 10am to find seating for the convocation |
| Friday, September 13 | Counseling Center, Health Center, Religious Life
Meet in Prosser Auditorium at regular class time
To be followed by a short break-out session. |
| Friday, September 20 | Academic Support Center
Meet in Prosser Auditorium at regular class time
To be followed by a short break-out session. |
| Friday, September 27 | Student Involvement and Leadership
Meet in Prosser Auditorium at regular class time
Panel discussion led by several students. |
| Friday, October 4 | Career Center
Meet in Prosser Auditorium at regular class time
Panel discussion led by several students. |
| Friday, October 11 | International Education and Intercultural Advancement and Inclusion
Meet in Prosser Auditorium at regular class time
To be followed by a short break-out session. |

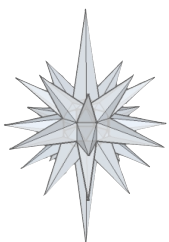


Calendar for the semester

For the readings below, note that **ETHNO** refers to the book *Ethnomathematics: Challenging Eurocentrism in Mathematics Education*, and **SAW** refers to *A Sequence for Academic Writing*.

Many articles are available through JSTOR (<http://www.jstor.org>), and are marked as such below.

Date	Class Activity	Readings	Writing assignments
Mon, Aug 26	First day, introduction to first year experience Crossing the river with wolves		Journal: River crossing
Wed, Aug 28	Variations on the crossing problem	Ascher, "A River-Crossing Problem in Cross-Cultural Perspective" (JSTOR) Coombs, "Latest Multicultural Fad..." (handout)	Journal: Expectations
Fri, Aug 30	Student Affairs Friday Campus Safety, Student Conduct, and the Deans		
Mon, Sep 2	Labor Day — no classes		
Wed, Sep 4	Writing a summary Mu Torere	SAW, chapter 1	Journal: Response to reading
Fri, Sep 6	More games, discussion of articles	D'Ambrosio or Acher, "Ethnomathematics" (ETHNO ch 1, 2)	Journal: A challenging article
Mon, Sep 9	Math, games, and divination	Ascher, "Mu Torere: An Analysis of a Mathematical Game" (JSTOR)	Journal: Early reactions to class Paper 1: Completed first draft
Wed, Sep 11	Workshop: Paper 1	Greene, "Good-bye Pythagoras" (handout)	Journal: Reflections on draft
Thurs, Sep 12	Fall Convocation: Meet at 10:00am		
Fri, Sep 13	Student Affairs Friday Counseling Center, Health Center, Religious Life		
Mon, Sep 16	Bamana sand divination	SAW, chapter 2 Eglash, "Bamana Sand Divination: Recursion in Ethnomathematics" (JSTOR)	Journal: Math and religion
Wed, Sep 18	Math and culture: "eurocentrism"	Joseph, "Foundations of Eurocentrism . . ." (ETHNO ch 3)	Journal: Eurocentrism
Fri, Sep 20	Student Affairs Friday Academic Support Center		Paper 1: Final draft
Mon, Sep 23	Library Session	SAW, chapter 7, video on using library resources (link to be provided)	Journal: Topic thoughts for research project
Wed, Sep 25	Other divination schemes, Introduce second paper topic	Eglash, "When Math Worlds Collide: Intention and Invention in Ethnomathematics" (JSTOR)	Journal: Defining ethnomath Research project: Initial topic selection
Fri, Sep 27	Student Affairs Friday Student Involvement & Leadership		
Mon, Sep 30	Math and folk culture	Harris, "An example of traditional . . ." (ETHNO ch 10)	Journal: Math and your life
Wed, Oct 2	On writing a critical essay	SAW, chapter 3	Journal: Evolution as a writer
Fri, Oct 4	Student Affairs Friday Career Center		
Mon, Oct 7	No class: individual meetings (prospectus)		Research project: Prospectus Paper 2: First draft
Wed, Oct 9	Workshop: critical reading	SAW, chapter 6	Journal: The writing process
Fri, Oct 11	Student Affairs Friday International Education and Intercultural Advancement & Inclusion		



Date	Class Activity	Readings	Writing assignments
Mon, Oct 14		Fall Break	
Wed, Oct 16	Drawings in the sand	Gerdes, "Drawings from Angola" (handout)	Journal: Experiments in drawings
Fri, Oct 18	Experiments with drawings and patterns, third paper assigned	SAW, chapter 4	Journal: Progress report
Mon, Oct 21	Math and culture: social interests	Martin, "Mathematics and Social Interests" (ETHNO ch 7)	Journal: The role of academia
Wed, Oct 23	Workshop: Paper 3		Paper 3: First draft
Fri, Oct 25	On writing an analysis, academic writing	SAW, chapter 5	Journal: Response to reading Research project: Annotated bibliography
Mon, Oct 28	Other drawing traditions	Ascher, "Ethnomathematics: A Multicultural View . . ." (handout)	Journal: Progress report on research project
Wed, Oct 30	Math and culture: power	Ferreira, "When 1+1=2: Making Mathematics in Central Brazil"	Journal: Math and power
Fri, Nov 1	Math and culture: education	Fauvel, Gerdes, "African slave and calculating prodigy" (handout) Fasheh, "Mathematics, Culture, and Authority" (ETHNO ch 13)	Journal: Reactions to reading
Mon, Nov 4	Workshop: research blurb		Journal: Math, power, education Research project: Blurb (first draft)
Wed, Nov 6	Math and culture: open discussion	READING	Research project: first draft due
Fri, Nov 8	Workshop: research paper		Journal: Reflection on writing
Mon, Nov 11	Academic expectations	SAW, chapter 8	Journal: Responses to reading Paper 3: Second draft
Wed, Nov 13	Workshop: Paper 3		Journal: Life at Moravian
Fri, Nov 15	Calendar systems	Ascher, "Ethnomathematics: A Multicultural View . . ." (handout)	Journal: Calendars
Mon, Nov 18	More on calendar systems		Journal: Comparison of calendars Paper 3: Final draft
Wed, Nov 20	Math and culture: closing discussion	Anderson, "Worldmath curriculum . . .", Zaslavsky, "World cultures . . ." (ETHNO ch 14, 15)	Research project: Blurb (final draft) Research project: second draft due
Fri, Nov 22	Workshop: research paper (second draft)		Journal: Reflections on research
Mon, Nov 25		Thanksgiving Break	
Wed, Nov 27			
Fri, Nov 29			
Mon, Dec 2	No class: individual meetings		
Wed, Dec 4	Final Presentations		
Fri, Dec 6	Final Presentations		
Wed, Dec 11	Final Exam – 8:30am-11:30am Final draft of research paper due Final presentations.		Research paper: Final draft and portfolio

