

2013 FYS Section I: Music and Social Justice
MWF 11:45 – 12:55
Hill 209

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Office Hours: Tuesday 10:00 AM – 11:30 AM and 12:30 PM – 3:00 PM, or by appointment

Required Books

Weissman, Dick. (2010). *Talkin' 'Bout a Revolution: Music and Social Change in America*. New York, NY: Backbeat Books.

Ede, Lisa. (2011). *The Academic Writer: A Brief Guide, 2nd Edition*. Boston, MA: Bedford/St. Martin's.

Course Description and Objectives

This section will use the topic of Music and Social Justice as the springboard for our work in learning the writing process. From the songs of the labor movement and the civil rights movement to those of current musicians in the Middle East, from classical musicians struggling under Soviet rule to contemporary artists raising awareness for a cause, music has been a powerful voice for social justice. This first year seminar will explore the role music has played as an expression of social injustice and an influence for change throughout history and across cultures.

First-Year Seminar (FYS) 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.

- **With regard to the topic of this class, by the end of this course, students will understand:**
 - How music has functioned as an expression of a people experiencing social injustice.
 - How music has instigated change in our world.
 - The power of music in our lives and in the life of our society.
- **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

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. *You are required to make at least one appointment with the tutors at The Writing Center.* 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/Accommodations

If you have a learning disability and believe you may require accommodation to succeed in this course, you should contact the Learning Services Office at 1307 Main Street. Its phone number is 610-861-1510. Do this 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 Elaine Mara, assistant director of learning services for academic and disability support. Accommodations cannot be provided until authorization is received from the office of Learning Services.

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. For this class, we will be using APA (American Psychological Association) format. Be aware that other classes may use other citation formats. Student ignorance of bibliographic convention and citation procedures

is not a valid excuse for having committed plagiarism. If you are unsure if something should be cited, please ask. It is better to be overly observant of this and be told to eliminate an unneeded citation than to be guilty of plagiarism because you thought you did not need to include a citation. This is a critical piece in the academic environment.

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:

1. First, to the course instructor.
2. Next, in the case of First-Year Seminar, to the Chair, First Year Seminar Committee.
3. Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

Assignment Submission

When you turn in an assignment you may also be requested to include all notes, drafts, and peer responses with the assignment (it's best to put all this in a folder), and include a brief (half-page) analysis of the writing process you undertook:

- Describe how you wrote the assignment – how long you worked, how difficult or easy it was, etc.
- Characterize the strengths and weaknesses of the current draft
- Indicate any issues or questions you would like me to address as I read your assignment

Revision Submission Policy

You may revise any assignment for this course. To submit a revision, however, you must:

- Provide evidence that you have met with a writing center tutor to work on your assignment after I have returned it to you – the evidence should include basic information about your session – such as date, time, length of meeting – and summarize your work together.

- Write a two to three paragraph statement describing the major revisions you made and commenting on the reasons you made these changes. Also include a brief reflection about what you learned as a result of this revision process.
- Include all previous versions of your assignment, clearly indicating the order in which they were written

Student Affairs Sessions

The Student Affairs' classes will be evaluated on the basis of "sufficient engagement." Students should be aware that "sufficient engagement" in the Student Affairs program is a vital and necessary component of the course experience and required for course credit. Student Affairs will provide make-up sessions and/or other kinds of opportunities for students to review relevant materials if you miss any of the Friday sessions. FYS instructors will not assign a grade for these reflection pieces, although they will engage FYS students in discussions about the content and message of the Friday sessions.

Attendance Policy and Participation

- ***Be here!*** Since a substantial component of this class is active engagement in discussion, attendance is critically important. Absences will significantly impact your ability to successfully complete the course with a superior grade. If you know you will need to miss class, please talk to me beforehand. If you are sick, please notify me by email as soon as possible. You will need to obtain verification from Health Services or a healing practitioner that you were seen by their staff *on the day of your illness*. Absence due to a personal emergency will be excused only with written documentation from the Learning and Counseling Center or other appropriate professional. More than three absences may result in a reduction of your final grade by one grade per absence beginning with the 4th absence (e.g. A to A-). More than 5 absences may result in your failing the class. If you are absent for any reason, it is your responsibility to obtain all material distributed in class, hand in any assignment due that day by class time, determine what was covered in class and any revisions to the syllabus, and contact me prior to the next class with the reason for your absence. On the lines below, write the email addresses and phone numbers of two people in the class who you might contact to obtain this information:
 - _____
 - _____
- ***Be on time!*** Class begins promptly at 11:45. If you have a class on North Campus just prior to this class, plan on leaving immediately to catch the bus. Do not stop to grab food, beverage, or to chat. If you miss the bus, you will be late and it will be counted as lateness. Every three times you are late (or leave early) without prior notification with a reasonable excuse will count as an unexcused absence.
- ***Prepare!*** The better prepared you are for class, the better you can contribute to discussions, the more you will understand about others' comments, and the more you will get out of the class. A general rule of thumb for college courses is 2-3 hours of work outside of class for every hour of class. Plan to budget your time accordingly.
- ***Participate!*** Classes become more meaningful the more you engage yourself in them. Behaviors that indicate active participation include, but are not limited to, insightful answers that relate to the reading materials, thought-provoking questions, and meaningful participation in class activities and discussions. Respectful and professional behavior is expected at all times. If you are the type of learner who needs to listen and process substantially before your respond, that's ok, but do expect that you will be called on to share your thoughts on a regular basis.

General Notes on Classroom Protocol

- ***Personal Integrity.*** I truly appreciate students who are up front and honest about themselves, their struggles, their achievements, and their growth as a college student. As students of the liberal arts, I am looking for ethical behavior, a curious mind, an interest in the world in which you live, and a desire to understand and engage with it.
- ***Protocol:*** Please use restrooms prior to or after class. Beverages are ok to bring to class, but please refrain from bringing food. The focus of the classroom should be a respectful place to engage in the exchange of ideas.
- ***Electronics:*** While electronics are ubiquitous in our society today, and we seem to be constantly connected electronically, it is inappropriate to be so distracted in class. Research has shown that the constant distraction of pings from emails, texts, etc. directly correlate to decreased productivity. Therefore, all cell phones should be silenced and placed in your bag during class, so as not to distract you from focusing on the class. Why in your bag? Because a vibrating phone in your pocket is just as distracting to your attention as hearing a message alert.

Additionally, we will only be using laptops on an as needed basis. When we do use laptops, please have your email closed. **If** you are expecting an important text or phone call which would require your immediate attention (an emergency of some sort), please notify me before we begin class.

Blackboard

We will be using Blackboard on a regular basis to submit assignments and communicate information. I have already registered you on Blackboard. Please be sure you have accessed the Blackboard site for this class by the end of the first week.

Grades

It is within the instructor's purview to apply qualitative and quantitative assessments in determining grades for any assignment or for the course. The following grade conversions will be used in determining your recorded letter grade for the course. Specific guidelines for grading will be addressed with each assignment.

94 - 100 = A	74 - 76 = C
90 - 93 = A-	70 - 73 = C-
87 - 89 = B+	67 - 69 = D+
84 - 86 = B	64 - 66 = D
80 - 83 = B-	60 - 63 = D-
77 - 79 = C+	0 - 59 = F

Weight of Assignments

Writing Assignment #1	15%
Writing Assignment #2	15%
Writing Assignment #3	15%
Reflective Writing	10%
Participation	10%
Research Paper	
Thesis	5 %
Reflection/Classwork	5%
Paper	20%
PPT	5%

Late Assignments

Late assignments must be accompanied by written documentation of the reason for the lateness. The grade for the assignment will be dropped a fraction of a grade for letter grades (or 3 points for numerical grades) for each day late (ex. A- becomes B+; 93 becomes 90).

Syllabus

This syllabus may be adjusted over the course of the semester to reflect the needs of the students in the class.

Best of luck as you begin your collegiate career! If you have any questions or concerns as the semester unfolds, please do not hesitate to discuss them with me. While my posted office hours are limited, if you are not available at those times, please do not hesitate to contact me to make an appointment. I look forward to getting to know you over the course of this semester!