

## **LINC 101J: First Year Seminar**

### ***From Genes to Pine Trees: What Really Keeps Us Healthy?***

<b><u>Instructor</u></b>	<b><u>Phone</u></b>	<b><u>E-mail</u></b>	<b><u>Office</u></b>
<b>Dr. Husic</b>	610-625-7100	<a href="mailto:medwh03@moravian.edu">medwh03@moravian.edu</a>	Collier Science – Room 311B

<b><u>Office Hours:</u></b>	Mondays	1:00 –2:00 PM
	Wednesdays	9:00 – 10:00 AM
	Thursdays	1:30 – 2:30 PM
	Fridays	9:00 – 10:00 AM

*I can also meet with you at other times, but please make an appointment ahead of time.*

#### **Student Advisor:**

**Shannon Strohl**

**E-mail:** stsns19@moravian.edu

#### **Class Meeting Times:**

MWF 10:20 AM-11:30 AM

#### **Scheduled Final Period:**

Tuesday, December 10<sup>th</sup>, 1:30 PM

#### **Class Location:**

Priscilla Payne Hurd (South) Campus, The H.I.L.L. Hurd Integrated Lvng & Lrng, 209

#### **Required book:**

Behrens, Laurence and Leonard J. Rosen. *A Sequence for Academic Writing* (5<sup>th</sup> ed.). Boston: Pearson, 2012.

#### **Additional Required Reading:**

You will have other required readings from various sources throughout the semester (as opposed to another required text). These reading assignments will be described in weekly or biweekly course outlines.

Each student will select a book related to health to read during the semester as part an assignment to be described.

#### **Course description:**

**General:** The First-Year Seminar (FYS) program at Moravian College builds and sustains a vibrant campus-based educational community committed to the success of first-year college students. FYS courses engage students in critical and creative reading and writing, thinking and speaking, through topics drawn from the instructors' disciplines. The seminars allow students to work closely with faculty on engaging topics while they practice the processes necessary for academic success. Seminars will refine the students' skills in critical and creative reading and thinking, discussion, and writing, while acquainting them with the values that sustain a community of learners.

See pages 7 - 12 for the portion of the syllabus common to all FYS students.

***Student Affairs course components:*** Previously, first year students at Moravian College were required to enroll in an “Introduction to College Life Course” as well as a section of Writing 100. Elements of both courses have been combined into this single First Year Seminar course. For the themes related to the programming developed by Student Affairs, please see page 12.

***Description for this specific section: From Genes to Pine Trees: What Really Keeps Us Healthy?***

With advancements in biomedical research and technologies have come a better understanding (and definitions) of wellness and disease, new therapies, and new information on disease prevention. We now know that *many* factors influence our health including genetics, diet and activity levels, other lifestyle choices, educational level, economic status and access to health care, stress levels, and our environment and workplace. Emerging data indicates that time in nature (or lack thereof) can also affect our physical and mental well-being, not just because of the aesthetic beauty and relaxation we can experience, but also by exposure to beneficial chemicals emitted from plants, including trees. Other studies suggest that exposure to environmental pollutants may not only be associated with toxic health effects, but may contribute to obesity as well. Sorting through the scientific details, conflicting research results reported in the media, and false claims can be challenging. In this FYS section, students will explore the factors that impact their personal health and examine ways to separate fact from fiction in medical reporting.

**Course objectives for this specific section:**

1. To consider the various factors that impact our personal and societal health and to consider which of these variables or risks we can control and which we may not be able to influence.
2. To become acquainted with contemporary writings and resources related to health as examples of information sources (sometimes conflicting) and writing styles. Also to consider what type of writing or communication forms are needed for the 21<sup>st</sup> century for the public to better understand health issues.
3. To be able to sort out biases that influence an author’s perspectives and writing, and to determine the credibility of sources.
4. To develop carefully considered personal reactions to some of these readings through journaling and more formal writing. Some questions to consider as you formulate your reactions include the following.<sup>1</sup>
  - How has the reading influenced/shaped my perspective on the issue and what is the result?
  - To what degree does my personal experience/bias/previous reading/major affect my reading of a particular piece?
  - What is the relevance of this reading to society – at the time of publication? Now?
  - Some of the ideas are more important to me, and some are less, because...
  - If I had written this article, I would have...
  - How is this important to my understanding of myself, my health and well-being, and to the health of the general public?
5. To thoroughly research a specific topic related to health using primary and secondary literature sources; concisely express a research topic in abstract form; and construct successful outlines and

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<sup>1</sup> The ideas for many of these questions came from the reading of Dr. Rick Elderkin’s syllabus for a course entitled “Classic Readings in Environmental Studies” at Pomona College.

drafts of written work from peer and professor feedback. As part of this project, students will complete a research paper with appropriate citations and present the research before peers and the instructor as well as addressing questions regarding the project.

6. To objectively critique peer writing samples and ask questions during discussions and after student presentations.
7. Some other course objectives for FYS/LINC 101:

By the end of the experience, students will be able to:

- Articulate an understanding of liberal education as it affects one's life now and prepares the individual for the future.
- Demonstrate behaviors of an independent, active learner in a college setting including effective study habits, time management, goal setting, and coping skills.
- Build relationships with peers, faculty, peer-mentors/student advisors, and other supportive members of the campus community.
- Read critically and comprehensively to integrate others' ideas with one's own.
- Demonstrate ability to consistently complete college-level assignments on time and according to directions.
- Navigate and become familiar with the campus and aware of college resources.
- Demonstrate a process approach to writing.
- Use writing to discover and learn as well as to communicate learning to others.
- Demonstrate competency in academic writing, including framing questions and synthesizing information in support of a thesis.
- Demonstrate ability to gather information through the use of appropriate technology and to evaluate the credibility of sources needed to write an academic paper and/or give an oral presentation to an audience.
- Understand individual biases and convictions and how we come to form opinions on issues.
- Demonstrate competency in oral communication appropriate to the subject matter and for college-level coursework.
- Examine critically the effectiveness of one's own spoken message.
- Listen carefully and respectfully to the ideas of others.
- Critically analyze both the words of others and their non-verbal communications.

**Assignments:** (*Unforeseen events and opportunities may cause this to change slightly, especially since this is a new course being offered for the first time!*)

- **200 points: *Keeping a journal for the semester.*** This will include your diet log and entries on your personal reactions to the various readings and course discussions and activities. You should pay attention to and include in your journal current events related to health issues – finding articles and news reports weekly to include in your journal and summarize and react to these. You may also want to include your thoughts about college life as a first-semester student.

I highly recommend that as a part of this journal you include a “Readings Journal” that should be formatted as follows:

- (1) Author (last name only is sufficient), Title (shortened if it is especially long), Source, Year, and Page numbers.
- (2) Include any notes taken during reading
- (3) Write a **summary** of each article in 200 words or fewer. Make this as objective and clear as you can. Be sure to identify the main point (thesis) of each reading.
- (4) **Reaction:** In at least 200 words, write a response to all the readings assigned for the day. That is, you need not write a response for each article, but can combine your reactions into a single response. Here you may state your opinions about any of the materials that you have read. If you would like to focus on just one issue in this section, you may do so.

Journal entries will often be important for class discussions, so please bring your journals to class.

These journals may be done in a notebook or digitally. If you chose the latter, print out your daily entries and bring to class OR bring your computer.

- **200 points: Overall *class participation, academic focus, and professionalism*** in discussions, engagement, & attendance. Excessive absences will negatively impact your grade. Please, please, please leave cell phones off during class. Simply showing up at the scheduled class time does not represent engagement. For example:
  - Are you making routine and significant contributions to discussions about the required readings and assignments and fully participating in group activities?
  - Are you finding examples of “Health Issues of the Week” and sharing these with the class?
  - Are you contributing useful feedback to your classmates when we have peer-review sessions?
  - Are you engaging in the Friday Student Affairs sessions?
- **200 points: *Book review and assignment on selected reading*** – student choice of book related to health or health care to read.
  - Each student will select a book by September 30<sup>th</sup>.
  - After reading the book, you will write a book review (details to be provided later). This will be due by December 2<sup>nd</sup>.
  - During the last week of classes, students will share with the class what they learned from this reading and their recommendation (thumbs up/down and why) as to whether others should read the book.
- **300 points: *Various assignments*** such as reaction papers to readings, films, and guest speakers; case studies or op-eds; peer reviews; etc. This will include a culminating assignment completed during the finals period.

- **400 points:** *Research paper/project* (with drafts and abstract) and *oral presentation* (to be completed/ presented in November; details will be provided in class). Please write a paper essay on your chosen topic following the guidelines and schedule below.

Schedule for paper:

- Research topic to be selected by **September 16<sup>th</sup>**.
- You will have an abstract and at least 2 primary sources prepared to submit by **September 30<sup>th</sup>**.
- *A one-page outline of your essay is due on October 16<sup>th</sup>*. This should include a clear statement of your thesis and an outline of the topic sentence for each subsequent paragraph. Ideally, at this point, you should already have 4 primary sources identified. Please be careful to base your outline around arguments, not around articles.
- *A complete first draft of your paper should be emailed to me by November 4<sup>th</sup> by 4:00 p.m.*
- *Presentations on your topic will be done in class the week of November 18<sup>th</sup>.*
- **The final paper is due at the start of class on December 2<sup>nd</sup>. This can be emailed to me.**

Expectations for paper:

- Your paper *must be at least 10 pages in length, double-spaced, plus an additional page of bibliography.*
- Please use footnotes or endnotes (we will review in class how to do these). You must use at least **6** academic journal articles from EbscoHost or other databases that the institution subscribes to in order to support your argument (check them out with me if you are not sure whether they are appropriate sources). Other sources may be used in addition to these.

Your paper will be graded on the following criteria:

- **Thesis:** is it clear from the onset? Does your paper address this question/position directly? Are the thesis and position(s) you take sustained throughout the paper and in the points you argue?
- **Organization:** does the paper proceed logically from one point to the next? Is it based around the argument rather than around a summary of each of the articles? Do topic sentences connect each paragraph back to the thesis?
- **Evidence:** is there sufficient data to support the argument(s)? Is the data explained clearly? Is the paper footnoted or end-noted appropriately? Is there a bibliography or works cited page?
- **Writing:** is the paper well-written? Is it free from errors of grammar, punctuation, and spelling? Does it flow well?
- Is the paper *free of plagiarism*?

- **100 points:** *Attendance at co-curricular events such as films and In Focus Events*

**Total: 1400 points**

**Grading:** The grading system is as follows: (+/- will be administered as professor deems appropriate)

A = 90 – 100 %

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

\*\* Please note: it is within the instructor's purview to apply qualitative judgment in determining grades for assignments or the entire course.

**Other Expectations:**

- a) **Attendance:** Regular class attendance is expected. Make-up work will not be permitted unless you have an acceptable reason (family emergency, illness, etc) – with documentation. If an emergency should arise, please try to notify me ahead of time if possible. Notification from the Moravian College Health Center, Learning Services or the Moravian College Dean of Students' Office will be necessary if you miss more than two seminar classes. I will recognize legitimate excused absences such as when students are representing the university in an official capacity (e.g. for presentation at scientific meetings, intercollegiate athletic competition, but not practice, off-campus music performances, etc.). Such activities are scheduled ahead of time; thus, I expect you to make arrangements with me ahead of time as well. **Please note: Students who arrive late to class disrupt the flow of the session and distract their peers. Please be prompt!**
- b) **Cheating or plagiarism** will not be tolerated. Plagiarism may result in failure of the course. Students will be held to the highest standards as specified by the Moravian College Honor Code. Violations of this code will be handled in the most severe manner allowed by college policy. Please read the **Academic Honesty Policy** that is included in the student handbook ***and*** the Guidelines for Honesty on page 10 - 12 of this syllabus. If you have any questions about plagiarism or other forms of academic dishonesty, please ask. Several assignments in this class will involve the use of internet resources, and it is my experience that students often do not realize that copyright violations and plagiarism policies still apply when using materials from these resources.
- c) **Appropriate Literature Sources:** All students will be required to understand the differences between primary and secondary literature sources. The college subscribes to many databases relevant to disciplines associated with environmental studies that you should be familiar with as they will be invaluable sources of information for your research project. Public-domain internet sources can be helpful but you must critically evaluate the information obtained from such sources – especially if they are not primary sources. **You should not typically use "Wikipedia" as a reference for assignments and material from this source is NOT acceptable for the formal research paper.**  
  
\*\*\*\* Throughout the semester, I would like for you to pay attention to media and popular press coverage of topics related to this course and use these for entries in your journal and to contribute to class discussions. Your informed contributions to these discussions will be viewed favorably when assigning final grades! \*\*\*\*
- d) **Reading Assignments:** should be completed prior to each class session in which the reading(s) will be discussed.

- e) Extra Help : If any difficulties arise during this course in any area, including selecting a research topic to designing your presentation, please see me. *I will be happy to help!* The reference librarians in Reeves Library are also willing to assist you with reference materials. You may also contact the Moravian College Writing Center for further assistance in writing and revising your abstracts and research papers

*Best wishes for a great semester!*

*- D. Husic*

## **First Year Seminar Common Syllabus for all sections**

### **Course Description and Objectives**

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.

**Please then add the course description for your FYS course if you will use this statement at the beginning of your syllabus.**

- **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 above text is a required addition to your FYS syllabus. All remaining text can be added at the instructor's discretion. While we are all required to include statements about Learning Services and Academic Honesty on our syllabi, we recognize that faculty may already have their own statements that they regularly include, so the text below on those topics is for your convenience only. The section entitled “Writing as Process” is a very brief, accessible description of the process that first year students might find very useful as they think about writing in general and college-level writing in particular. This can be distributed as a one-page overview separate from the syllabus.**



## **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 to. 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.

### **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, 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.

### **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:

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.

## **First Year Seminar Student Affairs Sessions**

### **Friday, August 30<sup>th</sup> – Campus Safety, Student Conduct, and the Deans**

Meet in Prosser for presentations. This will be followed by a short break-out session. That break-out session will be designed to “set the stage” for the rest of the Friday sessions.

### **Friday, September 13<sup>th</sup> – Counseling Center, Health Center, Religious Life**

Prosser introductions followed by a break-out session.

### **Friday, September 20<sup>th</sup> – Academic Support Center**

Prosser introductions followed by a break-out session.

### **Friday, September 27<sup>th</sup> – Student Involvement & Leadership**

Prosser introductions followed by a 5-6 person student-panel in Prosser.

### **Friday, October 4<sup>th</sup> – Career Center**

Prosser introductions followed by a 3-4 person panel in Prosser.

### **Friday, October 11<sup>th</sup> – International Education and Intercultural Advancement & Inclusion**

Prosser introductions followed by a break-out session.

## August 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## September 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>
<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>
<b>29</b>	<b>30</b>					

## October 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## November 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30



## December 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				