

**LinC 101N—First-Year Seminar: Lehigh Valley Arts****Fall 2013**Instructor

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Office Hours:

MWF 10:30-11:30 a.m.  
 TR 2:30-3:30 p.m.  
 & by appointment

Course Assistant

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Course meetings

MWF 11:45 a.m.-12:55 p.m.

PPHAC 117 and Prosser Auditorium

Attendance also at required and individually chosen Lehigh Valley performances and exhibits noted in schedule below and TBA.

Admission charges and transportation arrangements may apply.

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.

Specifically in section N, Lehigh Valley Arts, students will discover, explore, critique, enjoy, and share artistic offerings of the Lehigh Valley—at Moravian College, in Bethlehem, and beyond. This seminar will be on the move every week, visiting galleries, attending performances, and searching for art wherever it may be seen, heard, or otherwise encountered. Writing previews, reviews, interviews, and in-depth studies for a variety of audiences, students will participate in setting the agenda for the course, suggesting and choosing experiences from the Valley's rich arts scene.

- 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.

### Writing and Research in First-Year Seminar

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.

### Writing as a Process

Writing is more than simply a report of what you know and see; it's also an important way of exploring a subject. Developing a finished piece of writing through time and involving the recursive process discussed below can deepen your understanding of the world and yourself in a way that reading and thinking by themselves cannot. By practicing writing in this way, we hope that you can eventually become your own teacher/editor and be able to use writing as a way of learning. Here is a brief overview of the usual process, based on what we know about how successful writers actually work.

- Prewriting (or planning) is the work you do before composing and includes those important early decisions about purpose, audience, and style. Prewriting also means reading, taking notes, talking to others, outlining, or freewriting—in other words, gathering together your information and thoughts.
- Writing (or drafting or composing) those first words on a blank page is sometimes the most difficult step, often preceded by procrastination and anxiety that the writing will not work and that you might fail. Beginning writers should remember that it is neither natural nor possible for the words to come out just right the first time. Trying to make each sentence perfect before going to the next is one of the worst things to do. Writing takes time and often trial and error to become exact. The process we follow at Moravian allows time for your unique mind and your store of language to work together.

Therefore, writing the first draft should be the fastest part of the process. You should write freely and without concern for style or mechanics in order to probe your ideas and let the act of writing help you discover what needs to be said. This first draft should be an open conversation between you and the writing. But for this conversation to move

forward, you the writer must continue to put words on paper and respond to those words by writing more. Most any words will do to start the ball rolling, to set up this dialogue between you and the page. You are simply using writing to make yourself think in a sustained way about your topic. You aren't even sure yet what you wish to say. What comes out may surprise you. But at least give yourself a chance to let your thoughts flow in writing without trying to make each sentence correct before going to the next.

- Revising is the crucial stage. Indeed, it has often been said that good writing is rewriting. It is through multiple drafts that a piece of writing is developed to fulfill the writer's purpose for a reader. You may add paragraphs and sentences while deleting old ones, or restyle flabby sentences and sharpen word choice now that the ideas are clearer. You may even trash much of what you've written in a first draft as your purpose and your sense of yourself in relation to your audience becomes sharper. Always ahead in revision are several opportunities to improve what you are working on.
- Final editing and proofreading occur as you approach completion of a writing project. For the first time the writer becomes a police officer, inspecting and verifying the grammar and spelling and punctuation. Good writing is much more than good grammar, but for most academic essays, the two go together. So writers at this point become concerned that no spelling or grammatical blunder will interfere with a reader's ability to understand and enjoy what was written.

You won't always have as much time as you would like for every essay. All of us, students and teachers alike, must learn to live within the limitations of this special version of life called college. But you can still practice this process of writing, learning to anticipate each stage and the writing problems that are a part of it. Someday your success will almost certainly depend, at least in part, on your ability to write meaningfully and to write with style. This semester is the time to start preparing for that moment.

### Research as a Process

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

## Resources

### *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; find it online at <http://home.moravian.edu/public/eng/writingCenter/links.htm>.

### *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.

### *Reeves Library*

The librarians in Reeves are keen to help and very resourceful. Make it a habit of consulting them whenever research questions arise. The library webpage is an excellent resource, offering live online help and research guides. Find it at <http://home.moravian.edu/public/reeves>.

### *Another Electronic Resource*

Purdue University's on-line writing lab (OWL) is a reliable, free service available to all students and writers. Find it at <http://owl.english.purdue.edu/> and, specifically for help with grammar, punctuation, and spelling, at <http://owl.english.purdue.edu/handouts/grammar>.

## 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 Dean of Curriculum and Academic Programs.

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 Dean of Curriculum and Academic Programs.

## **Required Texts for LinC 101N**

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

Wilkinson, Richard, and Kate Pickett. *The Spirit Level: Why Greater Equality Makes Societies Stronger*. NY: Bloomsbury, 2010.

## **Suggested Websites for LinC 101N**

<http://www.discoverlehighvalley.com/events/>

<http://www.lvartscouncil.org/>

<http://www.moravian.edu/default.aspx?pageid=3345>

<http://www.publicbroadcasting.net/wdiy/events.eventsmain>

## **Assignments and Grading for LinC 101N**

1. Attendance and Participation—total number of points earned through a-e below = 20% of final grade
  - a. Students are expected to attend class meetings MWF 11:45 a.m.-12:55 p.m. A point is earned for each class meeting promptly attended (maximum 40). No point is earned for arrivals after 11:45. A point is earned for each of three required consultations scheduled and promptly attended during the weeks of 9/16, 10/28, and 11/11.
  - b. Students are required to attend 10 complete concert or theatre performances or visual arts exhibits and/or lectures during the semester and will earn a point for each up to 10 points, although students may attend an unlimited number of events. Three events will be required by the instructor, and seven (or more) will be individually chosen by each student.
  - c. Students are required to research and post previews on Blackboard, timely notices (100-200 words) about upcoming Lehigh Valley arts events, to inform others who may be interested and facilitate collaborative outings. A point is earned for each preview up to 15 points, although students may post notices on an unlimited number of events.
  - d. Students are required to post on Blackboard an informal report about each event attended or exhibit visited (200-300 words). Taking notes during the event or visit, if feasible, may provide a helpful base for the report. A point is earned for

each entry up to 10 points, although students may report on an unlimited number of events.

- e. Students will be awarded up to 25 points, at the discretion of the instructor, for active participation in class meetings, discussions, and workshops. Outstanding participation will earn 25 points; good engagement, 20 points; satisfactory involvement, 15 points; erratic demonstration of interest, 10 points; and 5 points for a rare but relevant comment or effort.
2. Reviews (250-500 words each)—3 @ 10 or 15% = 35% of final grade  
Students will write reviews of three events or exhibits of their choosing from the ten or more events or exhibits attended, drawing on any previously posted preview notices and informal reports of the experiences, as well as notes recorded at the events/exhibits and reflections recorded later.
    - A draft of the first review will be critiqued by peers in a class workshop on 9/11, and a final draft submitted electronically to the instructor no later than 4 p.m. on 9/13. The first review = 10% of the final grade.
    - A draft of the second review will be critiqued by peers in a class workshop on 10/2, and a final draft submitted electronically to the instructor no later than 4 p.m. on 10/4. The second review = 10% of the final grade.
    - A draft of the third review will be critiqued in consultation (by appointment) with the course instructor during the week of October 28 (or earlier), and a final draft submitted electronically to the instructor no later than 4 p.m. on 11/1. The third review = 15% of the final grade.
  3. Interviews (250-500 words each)—2 @ 10 or 15% = 25% of final grade  
Students will write reports on two interviews of performers or artists whose work they have attended or observed, persons involved in the production or management of performances or exhibits they have attended or visited, or fellow audience members or exhibit attendees.
    - A draft of the first interview will be critiqued in consultation (by appointment) with the course assistant, a Writing Center tutor, or the course instructor during the week of 9/16 (or earlier), and a final draft submitted electronically to the instructor no later than 4 p.m. on 9/20. The first interview = 10% of the final grade.
    - A draft of the second interview will be critiqued by peers in a class workshop on 10/16, and a final draft submitted electronically to the instructor no later than 4 p.m. on 10/18. The second interview = 15% of the final grade.
  4. Research-based feature article or essay (1,000-1,500 words)—20% of final grade  
During the final four weeks of the semester, students will conceive, research, develop, write, revise, and edit a probing and thoughtful piece about some aspect of the performing and visual arts in the Lehigh Valley, in which they take a position (make a point, come to a conclusion) and support it with evidence obtained from personal experience, personal interview(s), and credible and properly cited documentary sources, using MLA format.



- An optional pre-draft consultation (by appointment) with the course instructor about the focus and tentative direction of the project may be scheduled during the week of 11/4 (or earlier).
  - A preliminary plan for the piece will be discussed (by appointment) with the course assistant, a Writing Center tutor, or the course instructor during the week of 11/11 (or earlier).
  - A working draft will be critiqued by peers in a class workshop on 11/20.
  - An optional consultation (by appointment) with the course instructor to address questions of citation in MLA format, editing polish, etc., may be scheduled between 11/22 and 12/4.
  - A final draft will be submitted electronically to the instructor no later than 4 p.m. on 12/6.
5. Lehigh Valley Arts: The Semester in Review. In the final week of class meetings, students will have the opportunity to practice their public speaking skills. At a given class meeting, 5-6 students will each have up to 10 minutes to share a personal view of the artistic highs and lows of the semester and to predict what aspects of the arts scene at Moravian and in the rest of the Lehigh Valley may be pursued personally during the next three and a half years. Audio and visual aids in support of presentations are welcome. Students designated to present on December 2, 4, or 6 will be determined by random draw. While these presentations will be ungraded, they will be considered in determining the number of points awarded for active participation in the course (see 1.e. above). If time allows, class discussion of these presentations may lead to a consensus in compiling a list of the ten best arts experiences in Fall 2013.

**The instructor will apply both quantitative and qualitative judgments in determining grades for individual assignments and for the course. This syllabus, including the course meeting calendar and schedule of assignments that follow, is subject to change.**

## Course Meeting Calendar and Schedule of Assignments for LinC 101N

Aug. 23-25 Orientation program events, including discussion of and presentation on *The Spirit Level*, the summer reading assignment (see orientation schedule)

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26 Introduction to the course. **Posting previews and event/exhibit reports on Blackboard begins now and continues throughout the semester.**

28 Beginning to explore local arts; beginning to write about them in posted reports; summaries (read Behrens and Rosen [B&R], pages 2-7 and 22, before class)

30 Student Affairs introduction in Prosser Auditorium on Campus Safety, Student Conduct, and the Deans, followed by break-out session.

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Sept. 04 Accounting for taste; writing and posting previews; more on summaries and their difference from paraphrase (read B&R, pages 23-33 and 33-36, before class)

06 What's happening and how to find it; taking notes; quotations and avoiding plagiarism (read B&R, pages 37-45 and 46-7, before class)

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09 Are we having fun yet; writing reviews of local arts; writing critiques (read B&R, pages 67-69, before class)

11 Workshop on draft of first review

12 Fall Convocation, featuring Dr. Paul Root Wolpe, 10 a.m. in Johnston Hall

13 Student Affairs introduction in Prosser Auditorium on the Counseling and Health Centers and Religious Life, followed by break-out session. **Final draft of first review due electronically by 4 p.m.**

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16 Consultations (with the course assistant, a Writing Center tutor, or the course instructor) on draft of first interview TBA; conducting and writing interviews (read B&R, page 270, before class); reading critically for purpose (read B&R, pages 51-54 and 57-62, before class)

18 More on conducting and writing interviews; agreeing with a writer or not (read B&R, pages 63-67, before class)

	20	Student Affairs introduction in Prosser Auditorium on the Academic Support Center, followed by break-out session. <b>Final draft of first interview due electronically by 4 p.m.</b>
	23	What is the Lehigh Valley and how do I get [around] there; putting together an explanation; synthesis (read B&R, pages 81-84 and 87-89, before class)
	25	More about the Lehigh Valley; writing an explanation; explanation (read B&R, pages 89, 104-105, 110-111, and 120-121, before class)
	27	Student Affairs introduction in Prosser Auditorium on Student Involvement and Leadership, followed by student panel.
	30	<b>Class meets on South Campus today for required visual arts exhibit and gallery talk 11:45 a.m. at Payne Gallery</b>
Oct.	02	Workshop on draft of second review
	04	Student Affairs introduction in Prosser Auditorium, followed by student panel. <b>Final draft of second review due electronically by 4 p.m.</b>
	07	Is art necessary; making a point in speaking and writing; argument (read B&R, pages 122-130, before class)
	09	More about the arts; understanding the current discussion; argument (read B&R, pages 145-150, before class)
	11	Student Affairs introduction in Prosser Auditorium on International Education and Intercultural Advancement and Inclusion, followed by break-out session
	13	<b>Required theatre performance 3 p.m. at the Pennsylvania Playhouse: <i>The 25<sup>th</sup> Annual Putnam County Spelling Bee</i></b>
	16	Workshop on draft of second interview
	18	More about the arts; understanding the current discussion; argument (read B&R, pages 164-170 and 176-177, before class. <b>Final draft of second interview due electronically by 4 p.m.</b>
	21	Auditing our own artistic tastes; what is analysis (read B&R, pages 178-180, before class)

23	Auditing artistic tastes at Moravian College; analytical tools (read B&R, pages 182-185, before class)
25	Auditing artistic tastes in the Lehigh Valley; writing analysis and analyzing visual media (read B&R, pages 185-191 and 206, before class)
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28	No class. Consultations with the course instructor on draft of third review TBA.
30	No class. Consultations with the course instructor on draft of third review TBA.
Nov. 01	No class. Consultations with the course instructor on draft of third review TBA. <b>Final draft of third review due electronically by 4 p.m.</b>
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04	Optional individual pre-draft consultations on focus of feature piece may be scheduled with the course instructor this week; understanding the assignment, generating ideas, and gathering data in the writing process (read B&R, pages 216-220, before class)
06	Invention in the writing process (read B&R, pages 220-225, before class); brief video about locating and evaluating research sources
08	Class meets in Reeves Library today for research tutorial, assistance, and opportunity. Locating sources (read B&R, pages 252-270, before class). <b>Required concert 7:30 p.m. at Foy Hall: Modigliani String Quartet, presented by the Chamber Music Society of Bethlehem</b>
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11	Consultations (with the course assistant, a Writing Center tutor, or the course instructor) on plan for feature piece TBA; drafting (read B&R, pages 225-245, before class)
13	Revision (read B&R, pages 245-247, before class)
15	Class meets in Reeves Library today for assessment of previous library session. Also, focus on editing (read B&R, pages 247-250, before class)
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18	Mining sources and plagiarism re-visited (read B&R, pages 270-280, before class)
20	Workshop on working draft of feature piece
22	Optional consultations on fine-tuning of feature piece may be scheduled through 12/4. Citing sources (read B&R, pages 281-302, before class)

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Dec.	02	Lehigh Valley Arts: The Semester in Review
	04	Lehigh Valley Arts: The Semester in Review
	06	Lehigh Valley Arts: The Semester in Review. <b>Final draft of feature piece due electronically by 4 p.m.</b>

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