

SYLLABUS

FIRST YEAR SEMINAR – WHO ARE YOU?

FALL 2013

MORAVIAN COLLEGE

PROFESSOR

DR. D. WETCHER-HENDRICKS

office: PPHAC 314

office hours: Tuesday 11:30 a.m.-1:30 p.m.

Friday 9:15 a.m.-10:15 a.m.

phone: 610-861-1415

e-mail: medwh02@moravian.edu

STUDENT ADVISOR

ERICA STIEFEL

e-mail: stels07@moravian.edu

phone: 570-228-8650 *PLEASE USE JUDICIOUSLY!

REQUIRED READINGS

AVAILABLE FROM THE MORAVIAN COLLEGE BOOKSTORE

Behrens, L. and Rosen, L.J. (2012). *A Sequence for Academic Writing*. New York: Pearson.



AVAILABLE ONLINE

Purdue University Writing Lab (2010). The Purdue OWL. <http://www.owl.english.purdue.edu/>

Blackboard (2013). www.blackboard.moravian.edu

Other assorted websites and handouts (distributed by professor)

Reminiscent of the 1978 song by The Who, the title of this course describes the investigations that students pursue throughout the semester. Course assignments and discussions encourage reflection upon both personal and public factors involved in shaping one's sense of self. Students consider and write about their own identities as well as social debates and theories regarding the basis of personality. Through these explorations, students begin to develop awareness of their characters and their potentials.

COURSE DESCRIPTION

GENERAL FYS OUTCOMES



The First Year Seminar (FYS) introduces writing as a process that is central to college learning and to life. Each FYS, no matter what the topic, focuses on college-level reading and writing so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each FYS section entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings. You learn to write by writing and reading, so your teacher will be mostly a facilitator in class, not a lecturer or test-giver.

By the end of this course, students will:

- A. Articulate and understanding of liberal education as it affects one's life now and prepares the individual for the future.
- B. Use writing as a way to discover new information and insights, in short, to learn.
- C. Demonstrate a process approach to writing.
- D. Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
- E. Demonstrate an ability to write effectively for a variety of audiences.
- F. Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
- G. Read critically and comprehensively to integrate others' ideas with their own.
- H. Demonstrate behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- I. Collaborate with faculty and student advisors to engage with the college community.

Students will complete several pieces of writing, formal and informal, graded or ungraded, this semester. Expect to receive suggestions from your instructor or classmates as you 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 will involve substantial use of Reeves Library. You will improve your information literacy as you learn to develop and investigate a research topic. By the time you complete your FYS, you 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



COURSE OUTCOMES

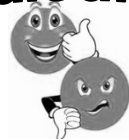
- Impose limiters (e.g., scholarly vs. popular, date, language)
- Modify the search based on search results
- Know how and where to find the sources discovered in the search process
- Determine which sources the library owns or provides access to and retrieve them
- Request material not owned by the 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

THIS PARTICULAR COURSE'S OUTCOMES

In addition to the writing conventions and structures on which the FYS outcomes focus, this course has intended outcomes related to self and social discovery. As students adapt to college life, they will

- A. Become familiar with the level of work expected by college professors.
- B. Develop strategies for managing academic responsibilities and extracurricular activities.
- C. Learn about opportunities for both academic (e.g. Self-designed majors, study abroad) and non-academic (leadership roles, student service organizations) growth available at Moravian College.
- D. Gain awareness of theoretical perspectives about the development of personalities and behaviors.
- E. Consider their own identities as they apply to their behaviors and interactions with others.

Evaluation



Course grades reflect eight factors.

- A. introductory essay –The very first assignment of the semester requires students to describe themselves in a one to two page essay. Specific information about this essay was distributed shortly before the semester.
- B. small paper - Early in the semester, students will practice their research and citation skills with a short (three to four-page) explanatory paper. Additional information about this paper will be provided when relevant.
- C. large papers – An argument paper and an application paper, each approximately eight to ten pages, will be organized and written in stages as students move through the writing process. Additional information about these papers will be provided at relevant times during the semester.
- D. Power-Point presentation –Late in the semester, students will work with in small groups to create and give power-point presentations Additional information about this assignment will be provided when relevant.
- E. journal entries – Students should keep an electronic journal throughout the semester. Weekly entries in the journal, of approximately one page each, should be submitted through Blackboard each Tuesday by noon. Additional information about the

journal entries and instructions for submitting them appear in the document entitled, "Journal Guidelines."

- F. class participation/activities – Each student receives a class participation/activities grade. Contributions to class discussions and in-class exercises (including peer reviews and ungraded writing assignments) increase this grade. Obvious inactivity (including sleeping), disruptions (such as consistently arriving late to class), or obvious lack of effort lowers the grade.
- G. attendance – According to standards for FYS, students must attend every scheduled class of their sections. Any student who misses a class must obtain a formal excuse from the Dean, Health Center, Counseling Center, or another official authority to avoid a penalty to his or her attendance grade.
- H. portfolio – Students demonstrate the progress they have made throughout the semester by submitting a portfolio at their scheduled final examination time. The portfolio consists of the introductory essay, the small paper written early in the semester, and the two large papers, all revised according to comments provided by the professor and student advisor.

The following structure is used to compute course grades.



introductory essay	5%
small paper	10%
large papers	40% (20% each)
power-point presentation	10%
journal entries	10%
class participation/activities	10%
attendance	5%
portfolio	10%

Course grades follow the letter-grade system. The Moravian College Student Handbook describes the level of work characteristic of each grade. The following numerical ranges used to assign letter grades in this course.

	B+ 88%-89.9%	C+ 78%-79.9%	D+ 68%-69.9%	F 0%=59.9%
A 92%-100%	B 82%-87.9%	C 72%-77.9%	D 62%-67.9%	
A- 90%-91.9%	B- 80%-81.9%	C- 70%-71.9%	D- 60%-61.9%	

policies

All standards listed in the college catalog that deal with attendance, withdrawal, cheating, plagiarism, and any other pertinent policies apply to this class.

Should student miss a class, it is his or her responsibility to obtain information and distributed materials from that class. Please make every possible effort to submit papers on the scheduled dates (see Course Schedule). Late papers will be accepted with a ten-point penalty per day (including weekends and holidays). An absence on the day of one's scheduled Power point presentation without approval of the Dean of Students results in a grade of 0% on that assignment.


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. Also, the Writing Center is located in a building that



is not accessible to persons with mobility impairments. Those who need the services of the Writing Center should call 610-861-1392.

COURSE SCHEDULE

This calendar provides an anticipated schedule of topics and assignments. Please be aware that it may change based upon the progression of the term.

Readings not identified as “chapters” can be accessed through Blackboard (BB).

assignment for this week	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Buy the book. Read “Differences” article (BB). Read “Tips” article (BB). Write theme song essay.	8/26	8/27 getting settled	8/28	8/29 theme song essay due college expectations	8/30 Student Affairs
Skim Chapter 6 (pgs. 216-225). Read Chapter 3 (pgs. 89-121).	9/2  LABOR DAY	9/3 writing basics	9/4	9/5 explanatory paper information	9/6 scavenger hunt
Read Chapter 7 (pgs. 256-270 and 272-281, Skim Chapter 7 (pgs. 293-302). Skim OWL citation material (BB).	9/9	9/10 library visit	9/11	9/12 Convocation	9/13 Student Affairs
Skim Chapter 6 (pgs. 225-245). Read Chapter 1 (pgs. 2-21). Create heritage outline. Write heritage paper draft.	9/16	9/17 writing workshop/outline	9/18	9/19 writing center visit/peer reviews	9/20 Student Affairs
Read Chapter 6 (pgs. 245-250). Revise heritage paper.	9/23	9/24 plagiarism and citations	9/25	9/26 Kickball?	9/27 heritage paper due Student Affairs
Read Nature-Nurture pages (BB) Read Chapter 4 (pgs. 122-129).	9/30	10/1 nature-nurture	10/2	10/3 argument paper structure	10/4 Student Affairs
Create argument outline.	10/7 10/9 FALL BREAK		10 /9	10/10 research workshop/ outline	10/11 Student Affairs

assignment for this week	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Prepare for meetings. Write argument paper draft.	10/21	10/22 writing workshop/writing meetings	10/23	10/24 writing workshop/writing meetings	10/25 peer reviews
Read advising information (BB) Read Theory pages (BB). Revise argument paper.	10/28	10/29 advising information/ advising meetings	10/30	10/31 argument paper due advising meetings	11/1 theories of personality
Read Chapter 5 (pgs. 178-200). Create application outline.	11/4	11/5 application paper structure	11/6	11/7 Cooperative class with other FYs section?	11/8 research workshop/outline
Prepare for meetings. Write application paper draft.	11/11	11/12 writing workshop/writing meetings	11/13	11/14 writing workshop/writing meetings	11/15 peer reviews
Read OWL Power point material (BB). Revise application paper.	11/18	11/19 meet w/major groups	11/20	11/14 Power point structure	11/22 application paper due Power point workshop
Communicate with group members about presentation. ENJOY YOUR BREAK!!!	11/25	11/26	11/27	11/28 	11/29
Finalize Power point presentation.	12/2	12/3 power point presentations	12/4	12/5 power point presentations	12/6  PARTY!!!!!!
Make revisions for portfolio.	12/9	12/10	12/11	12/12	12/13