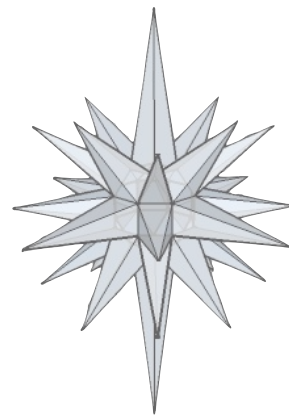


LinC 101I: First Year Seminar – Fall 2014



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

IM or Hangout: hartshornk@moravian.edu

Student Advisor: Paige Markus (stplm05@moravian.edu)

Course Meeting: MWF 11:45am – 12:55pm, PPHAC 117

Class Web Page: <https://sites.google.com/a/moravian.edu/fys-2014-voice-of-origami/>

Office Hours: TuW 8:30-9:30am, PPHAC 215,
WTh 8:30-9:30pm, by Google Chat/Hangouts,
or by *appointment* (see my Google calendar for availability)

Overview and course goals

First-Year Seminar introduces writing as a process that is central to college learning and to life. First-Year Seminar focuses on college-level reading and writing, so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each section of First-Year Seminar entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings.

Seminar topic: Voice of Origami

In this class we will look at the art and science of origami, or paper-folding. As we fold and analyze different models, we will learn to modify and design our own origami models. We will also explore the history and culture of paper folding, as well as examining modern methods and applications of origami. By considering the work of current masters of paper-folding, we will learn how mathematics and computer science has revolutionized the world of origami and allowed us to create truly amazing works of art. We will discover how a simple idea meant to entertain children evolved into a rich field of study that impacts all of our lives, from designing air bags in cars to medical devices to satellite deployment modules. This course assumes no special ability in mathematics or origami, just a willingness to try new things.

Required materials and texts

- *A Sequence for Academic Writing* (5th edition), by Laurence Behrens and Leonard J. Rosen
ISBN: 978-0-205-17288-7
- *Genuine Origami: 43 Mathematically-Based Models, From Simple to Complex*, by Jun Maekawa
ISBN 978-4-8896-251-2
- Software requirements for iPad: Notability, Google Drive/Docs/Sheets/Hangouts
- Origami paper: both 6" and 14" — see campus bookstore for details on the required paper
- Loose-leaf lined paper (to be used for in-class activities)
- Ruler or straightedge (at least 12 inches long)
- Writing implement (pen or pencil is fine)

Goals for the course

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 information literacy, the the end of this course students will:

- 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

With regard to transition to college expectations, by the end of this course students will:

- Articulate an understanding of liberal education as it affects one's life now and prepares the individual for the future.
- Practice behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- Collaborate with faculty and student advisors and engage with the College community — students, faculty and staff — to promote the students' success at Moravian College.

With regard to working with origami, by the end of this course students will:

- Develop precision and accuracy in interpreting written origami instructions and creating paper models.
- Analyze origami structures with a mind toward geometric structure, symmetry, and relations to other geometric figures.
- Develop an understanding of the connections of origami to a broad range of social, scientific, and academic topics.

Electronic materials

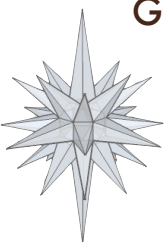
We will be using the Google Drive feature of your student account to share writing and information. During the first week of class, you will be asked to share a folder with me. This folder will be used for journal entries and other class submissions. We will also make use of a Google web page: your active engagement on the page is critical to success in this course.

You will also be expected to keep track of your student e-mail account. E-mails for this class will be sent to your st***00@moravian.edu account. Be sure that you are in the habit of regularly checking this account.

Grading and assessment

Journaling

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



In-class work and participation

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

What does it mean to “participate” in class?

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

- **Be prepared for the class:** Make sure you’ve done the readings (taking notes as needed). Bring paper and writing implements (loose-leaf paper is best to allow for easy passing of papers). If a writing assignment was given, be sure that you have it ready at the beginning of class.
- **Ask questions:** If something is unclear, don’t hesitate to ask a question. The point is to learn, and that can’t happen if you let things go unquestioned.
- **Offer answers:** We are trying to construct knowledge. Even if you are unsure of your answer, offer it to the class for analysis. I have often found the most tentative answer often has very important truths, while the most confident answer ends up not being as correct as the speaker hoped.
- **Respect your classmates and professor:** Many of us are very hesitant to speak up in large groups. This becomes much harder if a question or response is derided or ignored. When someone else is speaking, give that person the attention they deserve.
- **Take part in activities:** We will often break into small groups to discuss aspects of this course. At other times, you will be asked to do some in-class writing in response to a prompt I give. Be sure to play an active role in the class.

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

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

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

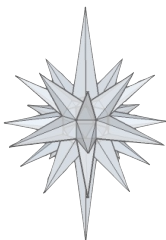
Culture Points

For this course, you will be required to attend two academic events not otherwise required as part of your coursework. This could include anything from invited lectures to panel discussions to theater performances to musical concerts. More information on the “culture points” grade will be provided in a separate handout.

Writing Assignments

There will be several writing assignments during the semester. Consult the course calendar at the end of the syllabus for relevant due dates. Your grade for each assignment will be based on successful completion of four elements.

25%	First draft
35%	Evidence of revision
40%	Final draft and reflection
100%	Total score for each writing assignment



Research project

There will be a significant research experience. By the end of the course, the goal is to develop an essay that demonstrates your growth during your first semester at Moravian. To help guide you through the process, this project will have several components. Details on the final research project will be provided in a separate handout.

Required events

There will be six special sessions organized by the Student Affairs office to acclimate you to the culture of Moravian College — each held on Friday during our regular class period. In addition, there is a campus colloquium that we will attend as a class. Finally, there is a public talk in October you are required to attend.

August 29	Sex Signals
September 5	Counseling Center, Health Center, and Religious Life
September 11	(Thursday, 10:00am) Fall convocation
September 12	Academic Support Center
September 19	International Education and Center for Intercultural Advancement & Inclusion
September 26	Career Center
October 3	Student Involvement and Leadership
October 28	(Thursday, 7:00pm) Public lecture: <i>Lessons from the Extinction of the Passenger Pigeon</i>

Grading rubric

In assessing your progress in the course, we will employ journaling, in-class writing/ activities, and several large-scale papers.

15%	Journals (average score for all journal entries)
15%	In-class work and participation
5%	Culture points
30%	Writing assignments (average over all writing assignments)
20%	Research project (distributed over several components of the writing process)
15%	Final presentation

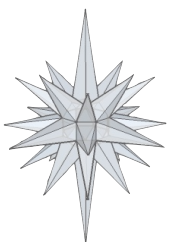
- All grades will be scored on a 4-point scale, comparable to the 4-point QPA scale used at Moravian College.
- **Required events:** There are several activities you must complete to get a grade in this course — these requirements will not affect your final grade, but you must complete them in order to get credit for LinC 101:
 - You must attend all six of the Friday Student Affairs Sessions. You must make up any session missed: coordinate with Student Affairs for more information.
 - If you miss either the fall convocation or the October 28 public discussion, there are two options:
 - If your absence is unexcused (overslept, forgot to go, scheduled a conflict without informing me before the date, etc.), your grade will be reduced by 5% for each event missed.
 - If your absence is excused (verifiable illness, pre-planned event that was coordinated with me prior to the date), then your grade for the course will be withheld until you make up the session through special arrangements with me.
 - You must visit the writing center at least once this semester to work on an ongoing writing assignment.

Course policies and information

A friendly learning environment

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

- Turn cell phones off or to “silent” mode. Do not take phone calls or texts during the class (please let me know if there is some special circumstance).



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

Attendance

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

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

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

Please note:

- The *reason* for your absence has no effect on the 3-absence rule. You are welcome to bring a doctor's note if you wish, but that will have no bearing on the 3-absence limit.
- Whether the absence is your first or your fifth, you are responsible for any and all work from that day of class. If work is due the day you will miss class, have a friend/roommate/classmate bring the work to me before the end of the day. If work is assigned on the day you miss class, it is *your* responsibility to get the information needed to complete the work on time.
- If you find that you will need to miss a substantial number of classes (e.g.: you are hospitalized for an extended period), please contact me as soon as possible so that special arrangements can be made.

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

Submission of work

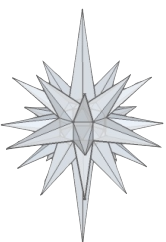
Because we will often be taking time in class to either discuss the submitted work, it is important that you complete all assignments on time. **It is better to submit an incomplete assignment than a late one!**

- Work that is up to 24 hours late will be accepted, but with a 50% penalty to the score. After 24 hours, I will not accept late work.
- Missing class is not an excuse for late work. Written work is all submitted electronically through Google Drive. For origami models, you can send a photo of your work along with the electronic written reflection.
- Unless noted otherwise, all electronically submitted work should be in either Google Doc or PDF format. Be sure to follow the file naming convention given on each assignment.
- **Note the time and due date of assignments!** Most written assignments are due 24 hours before class in order to give your peer reviewer time to read and comment on your work.

Where to go for support

Office hours – how to contact me

1. Come to my regular office hours.
2. Stop by my office at some other time. You are welcome to drop in at any time to see if I am available or make an appointment using Google Calendar.
3. Contact me by e-mail (hartshornk@moravian.edu). Keep in mind that I get 24 hours to respond to e-mail messages, though I typically respond more quickly.



4. Text/chat using my Google Hangouts address hartshornk@moravian.edu.
5. Post a question to the class Google Community. This also opens the possibility for another student to be able to answer your question.

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

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

The Writing Center

The Writing Center, on the second floor of Zinzendorf Hall, is there to support the efforts of all writers at Moravian College. The tutors there are students who are good, experienced writers and who are professionally trained to help you improve your writing. They will go over an essay draft with you and guide your understanding of how you might improve that draft. You could also drop by to pick up some of the free handouts on virtually every part of writing: getting started, writing a thesis, developing paragraphs, eliminating wordiness, using commas, and the like. The Writing Center is generally open Monday-Thursday afternoons and Sunday evenings during the semester. The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

Academic Disabilities and Support office

Students who wish to request special accommodations in this class — or *any* class at Moravian College — should contact Elaine Mara, assistant director of learning services for academic and disability support on the first floor of Monocacy Hall, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic and Disability Support Office.

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

Disclaimers

Your final grade is subject to my judgment as professor of the course.

This syllabus may change during the semester. The class will be notified of any changes, and the latest version of the syllabus will be available at <https://sites.google.com/a/moravian.edu/fys-2014-voice-of-origami/>

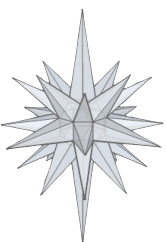
Policy on Academic Honesty

Moravian College expects its students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. This policy of academic integrity is the foundation on which learning at Moravian is built.

The College’s expectations and the consequences of failure to meet these expectations are outlined below. If at any point in your academic work at Moravian you are uncertain about your responsibility as a scholar or about the propriety of a particular action, consult your instructor.

Guidelines for Honesty

All work that you submit or present as part of course assignments or requirements must be your original work unless otherwise expressly permitted by the instructor. This includes any work presented, be it in written, oral, or electronic form or in any other technical or artistic medium. When you use the specific thoughts, ideas, writings, or expressions of another person, you must accompany each instance of use with some form of attribution to the



source. Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of your department or instructor. It is the instructor's responsibility to make clear to all students in his or her class the preferred or required citation style for student work. Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism.

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

You may not collaborate during an in-class examination, test, or quiz. You may not work with others on out-of-class assignments, exams, or projects unless expressly allowed or instructed to do so by the course instructor. If you have any reservations about your role in working on any out-of-class assignments, you must consult with your course instructor. In each First-Year Seminar class and in the Writing Center, we try to establish a community of writers who can review and provide helpful criticism of each other's work. Although no students in your class or in the Writing Center should ever be allowed to write your paper for you, they are encouraged to read your work and to offer suggestions for improving it. Such collaboration is a natural part of a community of writers.

You may not use writing or research that is obtained from a "paper service" or that is purchased from any person or entity, unless you fully disclose such activity to the instructor and are given express permission.

You may not use writing or research obtained from any other student previously or currently enrolled at Moravian or elsewhere or from the files of any student organization, such as fraternity or sorority files, unless you are expressly permitted to do so by the instructor.

You must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. In the case of work in electronic form, you may be asked to maintain all intermediate drafts and notes electronically or in hard copy until final grades are given. All these materials must be available for inspection by the instructor at any time.

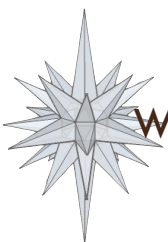
Plagiarism

A major form of academic dishonesty is plagiarism, which we define as the use, whether deliberate or not, of any outside source without proper acknowledgment; an "outside source" is defined as any work (published or unpublished), composed, written, or created by any person other than the student who submitted the work (adapted from Napolitano vs. Princeton). Instructors often encourage—and in the case of research essays, require—students to include the ideas of others in their writing. In such cases, students must take care to cite the sources of these ideas correctly (in other words, to give credit where credit is due). The Bedford Handbook Online and OWL provide guidance in using several systems for documenting sources. You can access these pages on the Writing Center website at <http://home.moravian.edu/public/eng/writingCenter/links.htm>

At Moravian, if a First-Year Seminar instructor suspects plagiarism, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to see any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Chair, First Year Seminar Committee, using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, assign either a grade of zero to the academic work in question or a failing grade in the course in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs.

A student may appeal either a charge of academic dishonesty or a penalty as follows:

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



Writing as a Process

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

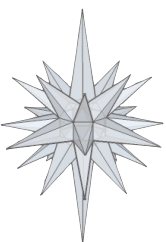
Prewriting (or planning) is the work you do before composing and includes those important early decisions about purpose, audience, and style. Prewriting also means reading, taking notes, talking to others, outlining, or freewriting—in other words, gathering together your information and thoughts.

Writing (or drafting or composing) those first words on a blank page is sometimes the most difficult step, often preceded by procrastination and anxiety that the writing will not work and that you might fail. Beginning writers should remember that it is neither natural nor possible for the words to come out just right the first time. Trying to make each sentence perfect before going to the next is one of the worst things to do. Writing takes time and often trial and error to become exact. Therefore, writing the first draft should be the fastest part of the process. You should write freely and without concern for style or mechanics in order to probe your ideas and let the act of writing help you discover what needs to be said. This first draft should be an open conversation between you and the writing. But for this conversation to move forward, you the writer must continue to put words on paper and respond to those words by writing more. Most any words will do to start the ball rolling, to set up this dialogue between you and the page. You are simply using writing to make yourself think in a sustained way about your topic. You are not even sure yet what you wish to say. What comes out may surprise you. But at least give yourself a chance to let your thoughts flow in writing without trying to make each sentence correct before going to the next.

Revising is the crucial stage. Indeed, it has often been said that good writing is rewriting. It is through **multiple drafts** that a piece of writing is developed to fulfill the writer's purpose for a reader. You may add paragraphs and sentences while deleting old ones, or restyle flabby sentences and sharpen word choice now that the ideas are clearer. You may even trash much of what you have written in a first draft as your purpose and your sense of yourself in relation to your audience becomes sharper. Always ahead in revision are several opportunities to improve what you are working on.

Final editing and proofreading occur as you approach completion of a writing project. For the first time, the writer inspects and verifies the grammar and spelling and punctuation. Good writing is much more than good grammar, but for most academic essays, the two go together. So writers at this point become concerned that no spelling or grammatical blunder will interfere with a reader's ability to understand and enjoy what was written.

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

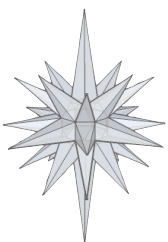


Calendar for the semester

For the readings below, note that “models” come from the book *Genuine Origami*, and **SAW** refers to *A Sequence for Academic Writing*.

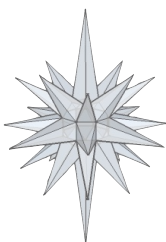
Date	Class plans
Mon, Aug 25	Introduction to course, basic origami models, set up Google and Mac stuff
Wed, Aug 27	<i>Prepare for class:</i> Reading (course syllabus), model (Chonch) <i>Class discussion:</i> Syllabus, work on origami instructions and strategies for
Fri, Aug 29	Student Affairs Session: Sex Signals
Mon, Sep 1	<i>Prepare for class:</i> Reading (SAW, chapter 1) <i>Class discussion:</i> What does it mean to write a summary? <i>Writing Assignment:</i> summary of origami article
Wed, Sep 3	<i>Prepare for class:</i> models (mouse and squirrel) <i>Class discussion:</i> Origami folding techniques
Fri, Sep 5	Student Affairs Session: Counseling Center
Mon, Sep 8	<i>Prepare for class:</i> Summary assignment (draft) <i>Writing Workshop:</i> revising summary assignment
Wed, Sep 10	<i>Prepare for class:</i> model (box)
Fri, Sep 12	Student Affairs Session: Academic Support
Mon, Sep 15	<i>Prepare for class:</i> Reading (SAW, chapter 2), model (Santa) <i>Class discussion:</i> Logical fallacies and writing critiques <i>Writing Assignment:</i> critique of on-line post
Wed, Sep 17	<i>Prepare for class:</i> model (giraffe), summary assignment (revision) <i>Writing workshop:</i> summary revision
Fri, Sep 19	Student Affairs Session: International Studies
Mon, Sep 22	<i>Prepare for class:</i> model (elephant), critique assignment (draft) <i>Writing Workshop:</i> revising critique paper
Wed, Sep 24	<i>Prepare for class:</i> models (orizu transformation) <i>Class discussion:</i> more on crease patterns
Fri, Sep 26	Student Affairs Session: Career Center
Mon, Sep 29	<i>Prepare for class:</i> model (snake and elephant) <i>Class discussion:</i> Origamics (introduction and exploration)
Wed, Oct 1	<i>Prepare for class:</i> model (samurai helmet), critique assignment (revision) <i>Class discussion:</i> Origamics (conjectures and proofs) <i>Writing Assignment:</i> Origamics explanation
Fri, Oct 3	Student Affairs Session: Leadership

Fall convocation
September 11



Date	Class plans
Mon, Oct 6	<i>Prepare for class:</i> Reading (SAW, chapter 3) <i>Class discussion:</i> writing proofs and explanations
Wed, Oct 8	NO CLASS: Individual meetings
Fri, Oct 10	<i>Prepare for class:</i> origamics (draft), model (dolphin) <i>Workshop:</i> editing origamics paper
Mon, Oct 13	Fall Break: No class
Wed, Oct 15	<i>Prepare for class:</i> sonobe modules <i>Class discussion:</i> More on modular polyhedra
Fri, Oct 17	<i>Prepare for class:</i> model (boar OR macaque) <i>Research project:</i> Thesis and bibliography
Mon, Oct 20	<i>Prepare for class:</i> Reading (SAW, chapter 7, pages 252-280) Library session: Meet 1st floor Reeves <i>Writing Assignment:</i> Summary paper on intellectual property
Wed, Oct 22	<i>Prepare for class:</i> Read SAW (chapter 6, pages 216-225), research project (initial topic choice) <i>Class discussion:</i> finding a topic for research
Fri, Oct 24	<i>Prepare for class:</i> model (intermediate model, your choice)
Mon, Oct 27	<i>Prepare for class:</i> summary paper (draft) <i>Writing Workshop:</i> revising summary paper <i>Writing assignment:</i> Critique paper
Wed, Oct 29	<i>Prepare for class:</i> research project (bibliography), reading (SAW, chapter 4) <i>Class discussion:</i> plagiarism, copyright, and intellectual property
Fri, Oct 31	<i>Prepare for class:</i> model (re-do model from October 24), critique paper (draft) <i>Writing Workshop:</i> editing critique paper
Mon, Nov 3	<i>Prepare for class:</i> summary paper (revision) <i>Class discussion:</i> changes to paper and looking to larger paper
Wed, Nov 5	<i>Prepare for class:</i> model (intermediate model, your choice)
Fri, Nov 7	<i>Prepare for class:</i> research paper (draft) <i>Workshop:</i> revision of research paper
Mon, Nov 10	<i>Prepare for class:</i> presentation (topic selection) <i>Class discussion:</i> topics for presentation <i>Presentation assignment:</i> One page summary
Wed, Nov 12	<i>Prepare for class:</i> revise any one previous writing assignment <i>Writing Workshop:</i> moving from "revision" to "editing"
Fri, Nov 14	NO CLASS: Individual meetings
Mon, Nov 17	<i>Prepare for class:</i> presentation summary (draft) <i>Writing Workshop:</i> revising presentation summary
Wed, Nov 19	<i>Prepare for class:</i> model (complex model, your choice)

Lessons from the Extinction of the Passenger Pigeon
 October 28



Date	Class plans
Fri, Nov 21	NO CLASS: Individual meetings
Mon, Nov 24	<i>Prepare for class:</i> research paper (revision), presentation summary (revision) <i>Writing Workshop:</i> Final editing of research paper
Wed, Nov 26	Thanksgiving Break: No class
Fri, Nov 28	Thanksgiving Break: No class
Mon, Dec 1	<i>Prepare for class:</i> research paper (final draft)
Wed, Dec 3	Presentations
Fri, Dec 5	Presentations
TBA	Presentations (during regular final exam period)

