

LINC 101D First Year Seminar – Modern Art & Theater in the Digital Age

Moravian College

Fall 2014

MWF 11:45am-12:55pm

Room 7 Art Building

Instructor: Kristin Baxter, Ed.D., Assistant Professor of Art
Office location: Art Building, South Campus, Office 2 (Level “L”)
Office hours: Mon & Wed 9am-11am call or email first to confirm
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LINC 101D Course Description: Modern Art & Theater in the Digital Age

Make sure your iPad is charged and you’ve got plenty of energy! We will board buses for day trips to art museums and Broadway shows in New York City as students use technology such as museum apps and social media to interpret Modern Art! Have you ever wondered, "why go to a museum or see a Broadway show when we can just browse museum websites, scroll through Instagram, and watch you-tube videos?" Students will gain an introduction to Modern Art History and discover the impact of experiencing visual and performing art first-hand, while pushing the boundaries of our understanding by using digital tools. Students should be available on selected weekends to attend trips. Some of the art exhibitions and Broadway Shows relate to the Moravian College InFocus Theme: ***“War, Peace Building, and the Just Society.”***

Fall 2014 Museum Trips & Broadways Shows

The times for each day is approximately 8am-11pm

Date	Museum	Performance
Sat Sept 6th	Museum of Modern Art	<i>Cabaret</i>
Sat Sept 13	9/11 Museum San Genero Festival, Little Italy Lower East Side Tenement Museum	evening performance TBA
Wed Oct 15	Students’ Choice - you will be given a list of options, but your museum choice is up to you	Students’ Choice
(make-up day, if you cannot attend one of the other days) Sunday, Oct 26	“Medieval Day” Students can visit the Metropolitan Museum of Art - sign up with Jan Ciganick in advance	none
Friday, Nov 7th	Metropolitan Museum of Art	matinee performance TBA
Sat Nov 22	Brooklyn Museum Brooklyn Art Library	<i>Birds with Sky Mirrors</i> Brooklyn Academy of Music

FYS Description & 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.

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 Goals

Students will be able to

1. Analyze art and its intention and critically evaluate works of art using vocabulary germane to the discipline.
Art Department Goal: Visual Literacy & Art Department Initiative 3.
2. Use appropriate technology to demonstrate competency in academic writing including generating revisions, evaluating the credibility of sources, framing questions, and synthesizing information.
3. Articulate an understanding of how visits to museums and live theater it affects one's life now and prepares the individual for the future.
4. Practice behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
5. 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

Required Texts & Materials

Bring your iPad or laptop to class each day.

[Behrens, L. & Rosen, L.J. \(2012\). *A Sequence for Academic Writing*. 5th ed. New York: Pearson.](#)
ISBN 9780205172887

[Hodge, S. \(2012\). *Why Your Five-Year-Old Could Not Have Done That: Modern Art Explained*. New York: Presetel](#)
ISBN-10: 3791347357 ISBN-13: 978-3791347356

[Smith, K. \(2008\). *How to be an explorer of the world: A portable art/life museum*. New York: Perigee.](#)
ISBN-10: 0399534601 ISBN-13: 978-0399534607

[Purdue OWL Online Writing Lab](#)

This will help you with citing sources using APA format.

See separate Assignment Sheets for details of each of the following:

Due Dates Check the syllabus and fill in these dates	Course Goals	Assignments to meet Course Goals See separate assignment sheet for project guidelines and grading rubrics	Percentage of Final Grade	Approximate number of hours per week spent on this project, outside of class
	3	Attendance at museum visits and Broadway shows	Part of requirements for assignments	(1) 12-hour day per month,
	5	Summer assignment: <i>Yellow Birds</i>	2%	(completed in summer)
	5	Summer letter about college expectations	2%	(completed in summer)
	1,3	Mid-Term presentation of iBook	20%	2-3 hours
Dec 3	1,3	Final Presentation of completed iBook	25%	
	2,4	Draft of research paper	15%	2-3 hours
Dec 3	2,4	Final copy of research paper	20%	
	2	Participate in Library Orientation <i>You will lose credit for today, if you are on your phones or other gadget or if you're wearing earbuds</i>	4%	(in class)
	2,4,5	Attendance at 6 College events: <ol style="list-style-type: none"> 1. Attend Sunday author lecture/discussion during Orientation weekend: Aug 24 2. Attend Convocation Sept 11. <i>You will lose credit for today, if you are on your phones or other gadget or if you're wearing earbuds</i> 3. Meet with a Writing Center tutor before Fall Break 4. Meet with Student Advisor to go over Spring registration procedures before your meeting with Dr. Baxter 5. Attend one reception or gallery talk or other event in Payne Gallery 6. Attend one other extracurricular activity, outside of our planned class activities (such as Fall Fest on Sept 27th) 	12%	Approx. 10 hours in total over the semester

Expected Number Of Hours To Spend On Coursework, Outside Of Class Time

Students are expected to spend 8-10 hours, outside of class time, on assignments, readings, trips, and/or fieldwork. The student work in this course is in full compliance with the federal definition of a four-credit hour or two-credit hour course.

- For a 4-credit/1-unit courses, students must spend a minimum of 174 hours on coursework including class time
- For a half-unit/2 credit course, students must spend a minimum of 87 hours on coursework including class time

Attendance at Student Affairs Presentations, Prosser Auditorium, HUB

On selected Fridays, we will meet in Prosser Auditorium and we will sit together as a class with our Student Advisor. Some of these presentations are followed by break-out meetings, when we talk informally as a class.

Attendance is required; bring your ID and you will be swiped into Prosser. If you do not attend, you'll need to attend a make-up session. Your final grade for FYS may be held if you have excessive absences from the Student Affairs Presentations. You cannot pass FYS if you do not attend these sessions.

Using your gadgets...

When we are invited to hear a presentation, that means we should act like guests. :-)

So, put all phones and gadgets away (unless the presenters ask you to use them) when we are guests at any presentation.

And don't wear earbuds... even if you're not listening to anything--- it just doesn't look good... and you're gooder than that...

This also includes presentations made by your peers in class, library presentations, or any other special event that we attend -- and especially at the Broadway shows.

[You are awesome --- be attentive to others so they see your awesome-ness.](#)

[So, forget your phone -- sometimes...](#)

Attendance & Grading

For classes that meet three times a week, after the third unexcused absence, final grade will be dropped by one full letter. After the fifth unexcused absence, student will receive a failing final grade.

An excused absence is one confirmed by a note from the Dean's Office, Academic Support Services, the Learning Center, or verified with a doctor's note (within 24 hours of illness). Death in family should be confirmed with Academic Support Services. Documentation is required for sports. Students are permitted to miss class, with advanced notice, for games or matches, but not for practice. Students should provide the instructor with a schedule, if you know you will be missing a class due to a game or match. Practice is not an excused absence. Students must make arrangements to cover any missed class material and turn in assignments on the appropriate date.

Job interviews or doctor's/dentist's appointments are not to be scheduled during class.

Missing Portions of Class: The following count as unexcused absences

- More than 15 minutes late for class
- Failure to bring supplies to class
- Failure to return from break
- Leaving class half an hour or more early
- Being tardy more than 3 times. Tardiness: being 5 to 15 minutes late for class

If you are late or absent, it is your responsibility (not the professor's) to find out what you missed and to catch up in a timely manner.

If a project is due on a day that you have an EXCUSED absence, that project is due on the day you return to class; if it is not turned in at that time, it receives a grade of "0."

If a project is due on a day that you have an UNEXCUSED absence and that project is not submitted to the professor on that due date, the project receives a grade of "0." You can upload assignments to your student folder in DRIVE for our class or you could have another student deliver it to me. Absences do not give you extensions for deadlines. If you have an UNEXCUSED absent on the day a project is due, you are still required to submit that assignment - either through email, Google Drive, or having another student deliver a hard copy to me by the due date.. Late assignments receive a grade of "0."

Do not wait until the last minute to complete your work

Technological problems are NOT AN EXCUSE for turning in work late or not turning it in at all. PLAN AHEAD. If you know you have to upload something or use technology for an assignment, DO NOT WAIT UNTIL THE LAST MINUTE to test it out and make sure all the technology works.

All deadlines are listed on the syllabus and reviewed during our first meetings. Do not wait until the last minute to complete your assignments.

Attendance at Museum Trips

If students cannot attend required, scheduled class trips to museums, then they will need to make their own arrangements to go to the museums on their own. All dates of museum trips are listed on the syllabus. If you cannot go on those date, there are a few alternative trips that you could join, but you need to talk to Jan Ciganick in the Art Department Office in advance to make your reservations.

If you still cannot attend those alternative trips, you will need to go to another museum that has exhibitions of Modern Art on view and complete the required assignments. In addition, you will need to provide “proof” that you visited the museum, such as a receipt or ticket stub with a date and museum name on it. All trips need to be completed, submit your receipt or ticket stub to me, and complete all museum assignments, no later than the day you present your final projects in class. Talk to me about local museums to visit if you cannot go to NYC. If you go on the alternative trips planned by Jan Ciganick, no other “proof” is necessary. You must make reservations in advance with Jan Ciganick to attend the alternative trips that she plans.

Attendance at Broadway Shows

If a student cannot attend one of the Broadway shows, you will need to go to another live theater performance on your own. Talk to me about local theaters and shows. You need to see the show, complete the assignment, and to submit your receipt/ticket stub to me, by the day you present your final projects in class, December 3rd.

Grading

- In fairness to all students, it is not possible to receive an extension for deadlines, even if you ask in advance. Due dates are firm.
- There is no “extra credit” offered in this class.
- All grades count. I do not “drop” lowest grade.
- It is within the instructor’s purview to apply qualitative judgment in determining grades for an assignment or for a course.

Assignment Sheets

Each assignment has a detailed, corresponding “Assignment Sheet” that describes the requirements and grading rubric for each project. It is the student’s responsibility to read and follow the assignment sheets and understand the grading rubrics. Each assignment is worth up to 20 points. You are graded on four areas for each assignment, each worth up to five points.

See each specific assignment sheets for detailed rubric.

20 points (100%)

19 (95%)

18 (90%)

17 B (85%)

15-16 (80%)

12-14 C (75%)

9-11 D (65%)

4-8 (59%)

3 and below (0%)

Grades on Blackboard

All grades are posted on Blackboard. The professor will return assignments and grades to you throughout the semester, but it is the student's responsibility to check grades regularly so you know how you are doing in class.

The "Final Grade" column on Blackboard does NOT factor any drop in grades because of attendance. See above for how your absences will lower your final grade. The "Final Grade" on Blackboard is determined by the grades for your projects only.

Standard numeric grading scale for Final Grades

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

Course outline and Schedule

Bring your ipad and laptop to class each day
(not needed on Fridays when we go to Student Affairs presentations)

WEEK 1

Mon Aug 25 & Wed Aug 27

Review Syllabus & Policies

Review assignment sheets & grading on Blackboard

Tour of art building, art offices, Clewell Dining Hall, etc.

Fri Aug 29

Student Affairs Presentation: Sex Signals Performance

WEEK 2

Mon Sept 1

Student “shared” folders on Google Drive

Intro to Google Docs

View tutorials for iBooks Author

<https://www.youtube.com/watch?v=b-WsMzOwmhl>

Wed Sept 3

Prepare for NYC trip this Saturday.

Download the [Museum of Modern Art's app](#); In class, we will explore this app and learn how we might use it on our trip to MoMA on Saturday.

Fri Sept 5

Student Affairs Presentation: Health Center, Religious Life, Counseling Center

Sat Sept 6

Trip to New York City

Museum of Modern Art

Matinee performance of Cabaret

WEEK 3

Mon Sept 8

Readings Due: Chapter 1, in *Why Your Five-Year-Old Could Not Have Done That*

In class: We will work together to post your responses to this chapter in your iBooks textbook.

Intro to using Notability

Wed Sept 10:

Readings Due: *How to be an explorer of the world*, pages 1-27 BRING YOUR BOOK TO CLASS. Students will generate ideas/thoughts about how this book will inform your research paper. We'll bring your ideas to the library orientation on Sept 17th.

Prepare for NYC trip this Saturday.

9:45am Thursday Sept 11th: Fall Convocation. Meet in front of Reeves Library, we will walk to Johnston Hall together. *You will lose credit for today, if you are on your phones or other gadget or if you're wearing earbuds.*

Fri Sept 12

Student Affairs presentation: Academic Support Center

Sat Sept 13

Trip to NYC

Lower East Side Tenement Museum

Lunch at the San Genero Festival, Little Italy

9/11 Memorial & Museum

Evening Broadway show

WEEK 4

Mon Sept 15:

Meet in the Writing Center, North Campus, second floor Zinzendorf, north campus

Bring your book, *How to be an explorer of the world*

Wed Sept 17

Due today:

- Meet at Reeves Library, in computer lab to the right, as soon as you walk into Reeves
- Bring your laptops to the Library
- You will lose credit for today, if you are on your phones or other gadget or if you're wearing earbuds.
- Read ***Sequence for Academic Writing***, pages 223-225 & 252-277. Bring any questions.

Fri Sept 19

Student Affairs Presentation: International Education & Center for Intercultural Advancement & Inclusion

WEEK 5

Mon Sept 22

1. Avoiding Plagiarism. *Sequence for Academic Writing*, pp. 46-47; pp.216-237 & pp. 277-281

Discussion leaders: _____

2 Miller, M. (2011) . [“Let’s Talk About Plagiarism”](#) *Inside Higher Ed*, July 12, 2011.

Discussion leaders: _____

3. Dante, E. (2010) [“The Shadow Scholar”](#) *Chronicle of Higher Education*. Nov 12, 2010.

Discussion leaders: _____

Wed Sept 24

Readings Due: Chapters 2 & 3, in *Why Your Five-Year-Old Could Not Have Done That*

Due: Informal presentations of how you posted your responses to Chapters 2 & 3 in your iBook.

Due: Outline of your research paper

Fri Sept 26

Student Affairs Presentation: Career Center, Internships

Saturday, Sept 27: College-wide “Fall Fest”

WEEK 6

Mon Sept 29

Peer Review Workshop of Research Paper

Readings Due: Working Bibliography, APA Style: In-Text Citations. *Sequence for Academic Writing*, pp. 272-273; 293-302. **BRING “Sequence for Academic Writing” TO CLASS.**

[Click here to download a pdf of the Purdue Owl Online Writing Lab: Citation Style Chart](#)

Wed Oct 1

Review how to upload documents to DRIVE

How are you posting your responses to the museum visits and Broadway shows to your iBook?

How are you using Notability during museum visits?

Friday Oct 3 Student Affairs Presentation: Student Involvement and Leadership, Clubs, Student Government

WEEK 7

Mon Oct 6

Mid-Term Group Presentations of your iBooks (Sign up in advance)

Tues, Oct 7, 11:45-12:45pm, Synder Room HUB: Dr. Baxter's presentation on art education. Bring your lunch

Wed Oct 8

Mid-Term Group Presentations of your iBooks (Sign up in advance)

DUE: Draft of Research Paper, uploaded to your folder, as a Google Doc, shared with me

Prepare for NYC trip on Wed Oct 15th

Fri Oct 10: NO CLASS

You are required to meet with a Writing Center Tutor before Fall Break.

WEEK 8

Mon Oct 13 No Class FALL BREAK

Wed Oct 15

Student Choice Day

Trip to NYC

Fri Oct 17 Orientation for Spring Registration

1. Let's find a syllabus for a class you might want to take in the Spring. The syllabus will give you a better sense of what the course is about, how much work will be involved, and the kinds of readings that will be assigned.

2. We will go over how to locate the class schedule on AMOS for Spring Registration.

3. Student Advisor will have a sign up sheet to schedule a one-on-one appointment with her before October 27th. You are required to meet our Student Advisor BEFORE you meet Dr. Baxter for Registration Advisement on October 27th.

WEEK 9

Mon Oct 20: Orientation for Spring Registration

DUE: Bring a schedule for Spring Semester including 4 classes that meet LINC requirements or requirements for your major, plus 1 alternative class. You will bring this list to your scheduled meeting with our Student Advisor.

Wed Oct 22

Readings Due: Chapter 4, in *Why Your Five-Year-Old Could Not Have Done That*

Due: Informal presentations of how you posted your responses to Chapter 4 in your iBook

Fri Oct 24th

Workshop Day: Bring in your questions and any concerns about your research paper, "explorations," and iBooks. We will have a peer-review workshop day to answer any questions.

WEEK 10

(Tentative) Week of October 27th: Sign up for 15-minute Advising Appointments with Dr. Baxter. You are required to have a meeting with our Student Advisor BEFORE you meet Dr. Baxter for registration advisement.

Wed Oct 29 & Fri 31: Sabrina will plan social activities & informal group discussions of your work so far this semester. Attendance is required. You can also plan to work together on your iBooks.

WEEK 11

Mon Nov 3: No class today -- class rescheduled for **Tuesday, Nov 4th at 4:30pm in the HUB**. Join us for a reception for the current *Invision Photo Show*, featuring work by alum Lindsay (Sampson) Woodruff, curated by Kris Kotsch. Refreshments served.

Wed Nov 5

Prepare for NYC trip. Review assignment.

Download the app from the Metropolitan Museum of Art, "82nd & 5th." In class, we will explore this app and learn how we might use them on our trip to the Met on Nov 7.

Fri Nov 7 NEW YORK CITY TRIP

[Metropolitan Museum of Art](#)

Matinee

Week 12

Mon Nov 10

Recap NYC trip; Bring laptops and we will post your written work and photos to your iBook. In-class time for peer-review of your written responses to the museum visits.

Wed Nov 12

Readings Due: Chapter 5, in *Why Your Five-Year-Old Could Not Have Done That*

Due: Informal presentations of how you posted your responses to Chapter 5 in your iBook.

Fri Nov 14

Workshop Day: Bring in your questions and any concerns about your research paper, "explorations," and iBooks. We will have a peer-review workshop day to answer any questions. Sign up for final presentations.

WEEK 13**Mon Nov 17 & Wed Nov 19**

Workshop Days: Bring in your questions and any concerns about your research paper, “explorations,” and iBooks. We will have a peer-review workshop day to answer any questions. Sign up for final presentations.

Friday Nov 21 Prepare for trip to Brooklyn

Saturday, Nov 22

Brooklyn Museum

Brooklyn Art Library

7:30pm *Birds with Sky - Mirrors* Brooklyn Academy of Music

WEEK 14

Nov 24, Nov 27 & Fri Nov 28: No Class Thanksgiving Break

Week 15**Monday Dec 1**

DUE ON GOOGLE DRIVE: “Proof” of attending 2 College activities/events

Final Presentations of iBooks

Wed Dec 3

Final Presentations of iBooks (sign up in advance)

Fri Dec 5

Celebration in Payne Art Gallery!

Syllabus is subject to change

If you are late or absent, it is **your responsibility** to find out what you missed (not the professor's to tell you what you missed) and to catch up in a timely manner. **Do not email the professor** to find out what you missed in class instead contact a fellow student in the class.

Learning Services Office

Students who wish to request accommodations in this class for a disability must contact Ms. Elaine Mara, assistant director of academic support services for academic and disability support, at the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

Academic Honesty

Institutional expectations and the consequences of failure to meet those expectations are outlined in this link: [Moravian College Student Handbook 2011-2012](#).

Plagiarism

If an instructor suspects plagiarism or any other form of academic dishonesty, 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 review 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 Department Chair and Academic Dean 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. Next, in the case of a First Year Seminar, to the Chair, First Year Seminar. Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

Attention Education Majors: All violations of academic honesty reported to the Dean are shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.