

Course Syllabus

Time/Day:	M,W,F from 11:45 – 12:55
Location:	Comenius Hall room 218
Instructor:	Gordon Weil
Email:	gweil@moravian.edu
Phone:	610-861-1349 or 1348
Office:	Monocacy Hall room 202
Office Hours:	Mondays 10:30 – 11:30 Thursdays 1:00 – 2:00 And By Appointment

Course Description and Objectives:

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. We will write a lot!

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.
- Use writing as a way to discover new information and insights, in short, to learn. Demonstrate a process approach to writing.
- Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
- Demonstrate an ability to 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.
- Demonstrate behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- 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
 - 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

In addition to a focus on writing the First Year Seminar is intended to provide you with an introduction to Moravian College and all the resources available to help you succeed here. An important part of that is access you will have to guest speakers, performers, and artists. Taking advantage of the opportunities to attend these events is one of the ways your educational experience extends well beyond the classroom. To reinforce that all students will be expected to attend **at least three** co-curricular events and write a brief reaction paper following the event. You will see this noted in the document entitled “Grading and Due Dates” as the 5% of your final grade determined by extra-curricular activities.

We will also use your macbooks and ipads throughout the semester. At the end of the semester you will be able to use this technology to enhance your learning in all subjects.

Subject Matter:

The subject that provides the framework within which we hone our writing skills is poverty in a global context. We will examine what poverty is, and what its dimensions

are in the world today. Then we will study the principle economic policy that is being implemented across the globe as a way of combating it – globalization. In the course we will also investigate the impact of globalization on poverty and on environmental sustainability, on health and well-being, and the impact war and peace have on poverty and inequality.

Course Components:

There are several components of this course:

- Seminar format: readings, discussions, short essays, in-class writing
- Country Studies: oral presentations, group research project
- Student Affairs Fridays & Advising: student life presentations and reflection papers
- Service: Organize and run events related to Hunger and Homelessness Awareness Week.

The requirements, deadlines, and explanation of all parts of the course can be found on the Blackboard site under Course Components. Please refer to these documents for assignments, deadlines, and grading procedures.

Required Text:

Reading Rhetorically 4th Ed., Bean, John C., Virginia A. Chappell, Alice M. Gillam, Longman. Can be purchased in the Bookstore.

You should expect to make photocopies of many articles and book chapters that are required reading for the course.

Attendance Policy:

All students come to all classes on time.

Should you not be able to attend a class notify the instructor **prior** to the class meeting. Should you be unable to notify the instructor prior to the class you better have a good reason.

Unexcused absences earn a zero for class participation for that day. Too many unexcused absences will result in failing the class.

Late Homework Policy:

All students turn in all homework on time.

Should you be unable to meet your deadline consult with the instructor **before** the deadline.

Unexcused late homework loses one grade (eg A to A-) for each day late. After five class days the assignment receives an F.

Academic Honesty Policy:

See the student handbook on line at: <http://www.moravian.edu/studentlife/handbook/academic/academic2.html>

Grade Determination:

See “Course Components: Grading” for the way course grades will be calculated.

Disabilities Statement:

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 in the ground floor of Monocacy Hall, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Writing Center:

The Writing Center is located in Zinzendorf Hall on the 2nd floor, and is not accessible to persons with mobility impairments. If you need the services of the Writing Center please call 610-861-1392.

All course material is subject to change at the discretion of the instructor.

Class Schedule – Fall 2014

Week of:	Monday	Wednesday	Friday
Aug 25	Intro & Yellow Birds	RR ch 1 + p. 129-142	Student Affairs
Sept 1	Meaning of Poverty (R)	RR ch 2 & pre-write	Student Affairs
Sept 8	War, Pease, Health, & Poverty (R)	Writing Center Visit	Student Affairs
Sept 15	Dimensions of Poverty – Global South (R)	RR ch 3, (bring Narayan essay) & oral presentations prep. Essay 1 due	Student Affairs
Sept 22	Dimensions of Poverty – U.S.A. (R)	Library Visit	Student Affairs
Sept 29	Globalization – economic dimensions (R)	Calendar/ Writing Conferences	Student Affairs
Oct 6	Globalization – beyond economics (R)	Oral Presentations I Groups A, B, C	Service: Hunger & Homelessness week
Oct 13	No Class	Oral Presentations I: Groups D, E, F	Advising & service
Oct 20	Globalization & Poverty reduction (R)	Reading difficult texts (Bring Ch 1 from Ha-Joon Chang) Essay 2 Due	No class (sorry)
Oct 27	Globalization & Poverty reduction – concerns (R)	No class (sorry)	Library Visit
Nov 3	Service work	Writing Exercise: poverty debate	RR Ch 4 + images
Nov 10	Poverty programs in USA (R)	Oral Presentations II Groups A, B, C	Liberal Arts
Nov 17	Globalization & Environment (R)	Oral Presentations II Groups D, E, F	TBA
Nov 24	Climate Change and Poverty (R)	No Class	No Class
Dec 2	What Works?	Philanthropy	Evaluation Country Study Due

R denotes Readings that can be found on the Reading list. They are on reserve in the Reeves Library, and on the Blackboard site under Readings.

RR denotes the writing text, Reading Rhetorically – always bring the text on **RR** days.

Grading Summary

2 short essays – individual grade	35%
Country Study – team grade	20%
Oral Presentations – team grade	10%
Participation in country study – team determined	5%
Class Participation – individual grade	15%
Service work – individual grade	10%
Co-Curricular attendance	5%

Due Dates:

Service

Service Project will take place over the week November 16 -22. Of course, preparation will begin much earlier.

Short essays

Essay I due Wednesday **September 17**

Essay 2 due Wednesday **October 22**

Country Study

Oral Report I (China, India, Mexico) on **Wednesday October 8** (A,B,C)

Oral Report I (South Africa, Russia, United States) on **Wednesday October 15**
(D,E,F)

Oral Report 2 (China, India, Mexico) on **Wednesday November 12** (A,B,C)

Oral Report 2 (South Africa, Russia, United States) on **Wednesday November 19**
(D,E,F)

Final Written Report due **Friday December 5**

Co-Curricular attendance – You are required to attend **3** co-curricular lectures, or performances and write a short reaction paper. The papers are due one class period after the event.

Service work: Hunger and Homelessness Awareness Week programming for College.

Course components:
Readings, Essays, Discussion

Book Purchases

There is only one book you need to purchase for this course; Reading Rhetorically, by John C. Bean, Virginia A. Chappell, Alice M. Gillam, 4th edition. You can find it in the Bookstore or purchase it on-line. There will be many reading assignments from books, journals, and on-line sources that you may well want to print out. You should consider those printing costs a part of the costs of books for this course.

Reserve Readings

All readings for this course can be found either on-line, or on reserve in the Reeves Library. You can access all the assigned readings through the Blackboard site for the course. You will find a category on the left side of the site called Readings, by clicking that you will have access to each day's readings. Many of these readings have been scanned into the site, and so they may not be as clear as if you look at the materials on reserve in the Library. You may want to print them out so you can mark them up as you read.

Readings, Discussions, and Short Essays

Reading: On most Mondays we will meet in a seminar format. That means everyone will come to class having read, thought about, and ready to discuss the assigned readings. I don't want to mislead you – reading this material is not like reading a novel. It's more difficult. It takes longer. Read Rhetorically! As we work through the writing book you will understand more fully what that means. To start off it means that you should interrogate the text, question it.

It's a good idea to take notes as you read. Notes can summarize important points, can raise questions of understanding that you need cleared up, and can record your reaction to what you read. The point is to read actively – become engaged. Don't be surprised if you don't understand everything you read – what's important is that you *ask questions* about what is unclear to you.

All students will keep a reading log (in addition to any notes you choose to take on your own). In the reading log you will answer specific questions about a portion of the reading for class. You will discuss your answers with colleagues at the beginning of class and report on those discussions to the class as a whole. The idea is to make our class time as interactive as possible.

Discussion: Seminars require your active participation. They are not a spectator sport. Participation means talking. So come prepared to talk. I suspect that some of you will feel awkward speaking in class, but in a seminar it is everyone's responsibility to

contribute. You will find it easier to speak-up if you read with the understanding that you will have to talk about what you are reading. You can participate by asking questions, or by making a comment or criticism of an idea in the material, or by being ready to state what you think is the most important idea(s) in the readings. Be ready to answer or ask questions. You will get a grade for class participation that will make up **15%** of your final course grade. I will keep track of who speaks every day, how much, and what is said. On the basis of those notes I will determine your class participation grade. If you are not engaged in class you receive an F for participation that day

Short Essays: Everyone will be required to write two short essays. These essays will be responses to the prompts I give you. You can find the prompts on the Course Components site under Essay Assignments. Although you are to write these essays yourself, you must have someone edit them for you. Then you are to re-write the essay and hand in both a rough draft and a final draft. If you have a classmate edit your essay she/he should fill out the “Editor’s Sheet” and you should hand that in with your drafts. If you have your essay edited by a tutor in the Writing Center have them sign the rough draft that they review, and turn that in with their comments. The essays will be about the material you read for class and the classroom discussions. Taking notes on the readings and our class discussions will help you write more specific and insightful essays. I will grade the essays and they will make up **35%** of your final course grade. The best of the two essays will count 20% and the other will count for 15% making a total of 35% of your final grade.

Writing as a Process

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 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 free writing – in other words, gathering together your information and thoughts.

Writing: or drafting or composing those first words on the 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 the 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 help you 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.

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.

Topics and Readings

- I. Poverty: Meanings, Measures, Dimensions
Meaning and Measures of Poverty (9/1)
Sachs, Jeffrey, "A Global Family Portrait," pp. 2-20, in The End of Poverty, The Penguin Press, New York, 2005.
Narayan, Deepa, "Definitions of Poverty," pp. 30-65, in Voices of the Poor: Can Anyone Hear Us?, Oxford University Press, New York, 2000. Also at <<http://siteresources.worldbank.org/INTPOVERTY/Resources/335642-1124115102975/1555199-1124115187705/ch2.pdf>>
Haughton, Jonathan & Shahidur R. Khandker, "Concepts of Wellbeing and Poverty", pp.2-7, in Handbook on Poverty and Inequality, World Bank, Washington, D.C., 2009.
<http://webpac.lvlspace.org/search~S33?/aHaughton%2C+Jonathan/ahaughton+jonathan/1,1,1,B/1856~b1580886&FF=ahaughton+jonathan&1,1,,1,0/indexsort=-/startreferer//search~S33/aHaughton%2C+Jonathan/ahaughton+jonathan/1,1,1,B/frameset&FF=ahaughton+jonathan&1,1,/endreferer/>
Barber, Catherine, "Notes on Poverty and Inequality," <http://www.oxfam.org/en/policy/fp2p/background-papers#notes> download the PDF
- Schiller, Bradley, pp 18-21, 24-28, 36-40, in The Economics of Poverty and Discrimination, 10th edition, Prentice Hall, Upper Saddle River, N.J., 2008.
- War, Peace, Health & Poverty (9/8)
World Bank, World Development Report 2011, Chapter 1 pp. 58 – 66.
Lael Braindard & Derek Chollett eds., Too Poor For Peace?, The Brookings Institution, 2007, Chapter 1. "The Tangled Web: The Poverty-Insecurity Nexus," pp 1 – 11.
The Economist, "The Economics of Violence," April 14, 2001;
<http://www.economist.com/node/18558041/print>
Klass, Perri, "Poverty as a Childhood Disease," New York Times, 5/13/13.
Velasquez-Manoff, Moises, "Status and Stress," New York Times, 7/27/13.
- Dimensions of Poverty
Poverty in the Global South (9/15)
Sachs, Jeffrey, "A Global Family Portrait," pp. 20-25, in The End of Poverty, The Penguin Press, New York, 2005.
Millennium Development Goals and the Road to 2015,
<http://issuu.com/world.bank.publications/docs/9780821385876?m>

ode=embed&layout=http%3A%2F%2Fskin.issuu.com%2Fv%2Flight%2Flayout.xml&showFlipBtn=true

Poverty in the United States (9/22)

Economic Policy Institute, State of Working America 2012,

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

explore links under charts, then trends on income and poverty.

Also explore links for inequality.

Ehrenreich, Barbara, "Scrubbing in Maine," pp. 52-119, in Nickel and Dimed: On (Not) Getting By in America, Henry Holt & Co., New York, 2001.

II. Globalization

Economic Dimensions (9/29)

The Economist, "Globalization and It's Critics", Sept. 27, 2001, pp 3-9,

"Good old invisible hand," and "Grinding the Poor," (up to "the trouble with ISI.") Also at <http://www.economist.com/node/795995>

and <http://www.economist.com/node/796037>

Chang, Ha-Joon, Bad Samaritans: the Myth of Free Trade and the Secret History of Capitalism, pp. 19-39, Bloomsbury Press, New York, 2008.

Beyond Economics (10/6)

Friedman, Thomas, "Demolition Man," pp. 219-246, in The Lexus and the Olive Tree, Farrar, Straus, & Giroux, New York, 1999.

Saker, Lance, et. al., World Health Organization, "Globalization and

infectious diseases: A review of the linkages," pp 1-10., at

<http://www.apps.who.int/tdr/publications/tdr-research-publications/globalization-infectious-diseases/pdf/seb_topic3.pdf>

You will have to enter the title of the article in search dialog box.

Wilkerson, Richard, & Pickett, Kate, The Sprit Level, Chapter 3.

Chua, Amy, "Introduction: Globalization and Ethnic Hatred", pp 1-17; and

"The Future of Free Market Democracy," pp. 259-288, in World on Fire.

III. Globalization and Poverty

Globalization and Poverty Reduction (10/20)

Bhagwati, Jagdish, "Poverty: Enhanced or Diminished?" pp. 51-67, in In Defense of Globalization, Oxford University Press, New York, 2004.

Dollar, David & Aart Kraay, "Trade Growth and Poverty," Finance and Development, September 2001, vol 30, no. 3, pp. 16-19; also at

<http://www.imf.org/external/pubs/ft/fandd/2001/09/dollar.htm>

Sachs, Jeffrey, "The End of Poverty, pp. 27-31, and 51-56, The Penguin Press, New York, 2005.

Globalization and Poverty Reduction: Concerns (10/27)

Collier, Paul, The Bottom Billion: Why the Poorest Countries are Failing and What can Be Done About It, pp. 79-99, Oxford University Press, New York, 2007.

Chang, Ha-Joon, Bad Samaritans: the Myth of Free Trade and the Secret History of Capitalism, pp. 65-84, Bloomsbury Press, New York, 2008.

Cornia, Giovanni Andrea, and Julius Court, "Inequality, Growth, and Poverty in the Era of Liberalization and Globalization," UNU-WIDER Policy Brief no. 4, 2001; also at http://www.wider.unu.edu/publications/policy-briefs/en_GB/pb4 then click on pdf on right side. (optional reading)

IV. U.S. Poverty Reduction Programs (11/10)

Schiller, Bradley, "Welfare Programs" and "Social Insurance Programs", pp. 227-275, in The Economics of Poverty and Discrimination, 10th edition, Prentice Hall, Upper Saddle River, N.J., 2008.

V. Environment, Globalization, and Poverty

Globalization and Science of Environmental Impacts (11/17)

Stiglitz, Joseph, Making Globalization Work, pp. 161-187, W.W. Norton & Co., New York, 2006.

Krugman, Paul, "Building a Green Economy," New York Times, April 7, 2010,

<http://www.nytimes.com/2010/04/11/magazine/11Economy-t.html>

Sachs, Jeffrey, Common Wealth: economics for a crowded planet, Ch. 4, "Global Solutions to Climate Change, Penguin Press, 2008, pp. 83-92.

World Bank, World Development Report 2010: Development and Climate Change, Boxes 1.2,;1.4; Figure 4.4 (p. 195).

<http://0->

[site.ebrary.com.webpac.lvlspace.org/lib/moravianlibrary/docDetail.action?docID=10354184](http://0-site.ebrary.com.webpac.lvlspace.org/lib/moravianlibrary/docDetail.action?docID=10354184)

Climate Change and Poverty (11/24)

World Bank, World Development Report 2010: Development and Climate Change, pp. 4-7, Box 1 (p.6).

<http://0->

[site.ebrary.com.webpac.lvlspace.org/lib/moravianlibrary/docDetail.action?docID=10354184](http://0-site.ebrary.com.webpac.lvlspace.org/lib/moravianlibrary/docDetail.action?docID=10354184)

Bernanke, Ben, "The Economics of Happiness," May 8,

2010, <http://www.federalreserve.gov/newsevents/speech/bernanke20100508a.htm>

Wilkinson, Richard, and Kate Pickett, The Spirit Level, ch.15, "Equality and Sustainability."

VI. What Works (12/1)

Some suggestions:

Sachs, Jeffrey, The End of Poverty, pp. 259-265, The Penguin Press, New

York, 2005.

Rosenberg, Tina, "When Microcredit Won't Do," New York Times, January 31, 2011 and on-line. <http://opinionator.blogs.nytimes.com/2011/01/31/when-microcredit-wont-do/?scp=1&sq=When%20Micro%20credit%20Won%27t%20Do&st=cse>

Rosenberg, Tina, "How to Grow a Social Business," New York Times, February 4, 2011, and on-line. <http://opinionator.blogs.nytimes.com/2011/02/04/how-to-grow-a-social-business/?scp=1&sq=How%20to%20Grow%20a%20Social%20Business&st=cse>

Course Components:
Service

Part of this course requires you to actively work on issues related to poverty. As one of the great philosophers of Western thought once said, “The point is not merely to understand the world, but to change it.” Your work will help to change it, and I believe, will also help you develop a deeper understanding of our community.

This year our class will take responsibility for all events at Moravian College related to National Hunger and Homelessness Awareness Week. This occurs during the week of November 16 – 22, 2014.

The class will determine exactly what events and activities it wants to hold for the College, but the following are some suggestions.

- Organize and run a “Hunger Banquet” for the College. This is an event that has traditionally been part of the week’s activities. You might see the Oxfam Toolkit posted on Bb for help in organizing and running the event.
- Develop a display(s) to be mounted in the HUB during the week. This should bring the issues of hunger and homelessness to the attention of the College.
- Organize presentation by organizations in the Lehigh Valley community that provide services to those who are hungry and homeless in the Valley.

To the extent possible we should look for ways to link the events and information with the In Focus topic of War, Peacebuilding, and a Just Society.

Everyone in the class is expected to play a role in organizing and preparing for the events. We will develop teams that will be responsible for each of the events we plan.

Everyone will receive a grade based on her/his contribution to making the week a success. This grade will make up **10%** of your final grade.

Course Components:
Advising and Student Affairs Fridays

Advising:

In addition to being one of your courses your FYS also provides the base for your advising this year. I will be your academic advisor until you formally declare a major – which must happen by the end of your sophomore year. I'm happy to talk to you about any concerns that you have. My office is room 202 in Monocacy Hall. You can come by during my office hours, or call Amy McHenry (x1348) to make an appointment. I'm also reachable through email (gweil@moravian.edu).

You can also get help from our student advisor Sarah Post. Sarah's email is (stsep03@moravian.edu). Sarah knows college life, and the academic requirements and can be very helpful to you. If you have questions or concerns don't hesitate to contact her. She can either answer them directly, or put you in touch with someone who can.

You will find both my contact and information and Sarah's on our Blackboard site.

The most important lesson for you to learn is that you are responsible for your own education. A central part of that is asking when you have questions or concerns. Part of the advantage of attending a small college like Moravian is the easy access you have to your advisors and teachers – take advantage of this benefit.

Student Affairs Fridays:

The First year Seminar provides the venue for you to learn about many of the important resources that are available to you at the College. College is more than classroom activity, and the professionals who work in the area of student life can make huge contributions to your success at Moravian. Furthermore, it is important that we clearly set our expectations for your conduct as a member of this community, and that you clearly understand those expectations. These sessions will help you understand your role in the College community. They are an integral part of the FYS and your attendance is required.

On many Fridays our class will meet in Prosser Auditorium in the HUB where you will hear from a different member of student life about a particular set of resources that you need to know about.

The schedule and topics for these sessions are:

Session 1 - Friday, August 29

Sex Signals

Prosser

Session 2 - Friday, September 5

Counseling, Health Center, Religious Life

Dr. Ron Kline, Director of the Counseling Center

Stella Gordon, R.N. (Health Center)

Jennika Borger, College Chaplain

Prosser

Session 3 - Friday, September 12

Academic Support Center

Ms. Laurie Roth, Director of Learning Services

Dr. Jim Skalnik, Assistant Dean for Academic Advising

Prosser.

Session 4 – Friday September 19

Office of Intercultural Advancement & Inclusion, & Office of International Studies

Chris Hunt, Associate Dean of Students, Director of Intercultural Advancement and Inclusion

Kerry Sethi, Director of International Studies

Prosser

Session 5 Friday, September 26

Career Center

Amy Saul, Director of Career Development

Prosser

Session 6 – Friday October 3

Leadership and Involvement

Leadership Development

Liz Yates, Assistant Dean for Residence Life, Greek Life and First-Year Programs

Prosser.