

LinC 101, Section G
First-Year Seminar
“The Power of Stories”
M/W/F 10:20-11:30
Fall 2015

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Office Hours: Mon. 1-2; Tues. 2-3; Wed. 9-10;
Fri. 12-1; and by appointment.

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Class Google Folders Links

Resources Folder:

<https://drive.google.com/a/moravian.edu/folderview?id=0B35hpTFr0RA0fnIncDRLTXB6RnE3VHRzSG9uNnJWb1QtbFJtS21IMWtMaE9sZ3dSX3VWR1U&usp=sharing>

Reading Links:

<https://docs.google.com/a/moravian.edu/document/d/1KF9qecvV2iOwpGA5qM-ar8JBHWYUw9SCdjF6LVpcpMk/edit?usp=sharing>

Course Description and Objectives

Description for All LinC 101 Sections: 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.

Description for Section G (The Power of Stories) specifically: Our lives are rooted in stories. We understand ourselves, and our place in the world, through the stories we are told from the time we are young children: fairy tales, stories from classical mythology, stories from the bible and other religious texts, and more. We learn about the world around us through news “stories.” We understand the field of medicine--our bodies and our health--in the language of stories. In this class we will explore the use of stories in many contexts--written and visual texts, radio dramas and podcasts, storytelling events such as story “slams,” texts from the field of narrative medicine, and more. We will read, discuss, and write a range of texts--academic and creative, informative and persuasive, personal and research-based--that include narratives, or story-telling, at their core.

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 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

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 to seek advice 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 610-625-7820.

Learning Services Office

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

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 in more detail in a separate handout to be distributed in class. 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.

The Moravian College Academic Honesty Policy can be found in full here:

<http://www.moravian.edu/studentlife/handbook/academic/academic2.html>

Participation in Student Affairs Programming and Academic Extracurricular Events

Six Friday class sessions (on Sept. 4, 11, 18, and 25 and Oct. 2 and 9) will be devoted to important Student Affairs programming; these sessions will be held in Prosser Auditorium (in the HUB) and will be attended by all students in FYS sections scheduled during period 3b (10:20-11:30 AM). Student Affairs staff members will take attendance at these sessions and will let FYS faculty members know about any absences.

Your engagement and work for both the classroom component and the Student Affairs component of FYS are essential to your successful completion of FYS. In order to earn

credit for FYS, you need to show sufficient engagement both in participation and in reflection regarding the Student Affairs sessions, assignments, and activities. If you receive credit for the Student Affairs component, then your evaluation for FYS will be determined according to the course grading policy.

Also note that 5% of your total grade for FYS will be dependent on your attendance at three academic extracurricular events. For LinC 101.G in Fall 2015, two of these three events will be required for all members of our class: (1) Fall Convocation Speaker Karen Armstrong (Thursday, Sept. 24, 9:45 AM, Johnston Hall; attendance required of all FYS students) and (2) Hispanic Heritage Month Keynote Speaker Sonia Nazario (Monday, Sept. 28, 7 PM, Prosser Auditorium). The third event may be one of your own choosing but must be academic in focus and approved by me; I will forward email announcements and other information on relevant campus speakers and events throughout the semester. You will be required to submit a brief written summary (150-200 words) of your chosen third event by noon on the day following the event; this summary, like your reading response posts (see #3 on page 5) should be posted on your LinC 101G Google blog (more information will be provided in class).

Required Texts

- (1) Anna Deavere Smith, *Twilight Los Angeles, 1992* (Anchor Books, 1994)
- (2) Lisa Ede, *The Academic Writer: A Brief Guide*, 3rd ed. (Bedford/St. Martin's, 2014)

- (3) One of the following (of your own choosing) for final review assignment:

Max Brooks, *The Harlem Hellfighters* (Broadway Books, 2014)—available from Amazon for \$11.95 or iBooks for \$9.99.

Sonia Nazario, *Enrique's Journey* (Random House Trade Paperback, 2007)—available from Amazon for \$12 or iBooks for \$8.99.

Jacqueline Woodson, *Brown Girl Dreaming* (Nancy Paulsen Books, 2014)—available from Amazon for \$9.79 or iBooks for \$8.99.

Note that copies of all three of the book options for the final review assignment are on reserve in Reeves Library for you to view and consider before ordering; your chosen book must be read in full by Monday, Nov. 23.

- (4) Assorted essays and other readings, available in our class Google folder and/or provided in class. Begin with Maria Popova's "Happy Birthday, Brain Pickings: 7 Things I Learned in 7 Years of Reading, Writing, and Living" at her *Brain Pickings* blog: <http://www.brainpickings.org/index.php/2013/10/23/7-lessons-from-7-years/>, to be read for class on Wed., Sept. 2—along with chapters 2 and 9 of *The Academic Writer*.

Expectations

- (1) Attend class and arrive on time.

Attendance Policy: 0-2 absences—no penalty. If you are absent more than two times, each absence (excused or unexcused) will lower your final grade by half a letter grade (i.e., a B will become a B-).

Lateness Policy: If you are late for class more than two times, I will begin counting latenesses as absences.

I will take attendance at the beginning of each class. Also note information above regarding attendance at Student Affairs sessions on the first six Fridays of the semester.

(2) Display a positive attitude and participate fully in class activities, discussions, and workshop sessions. I will award a participation mark to each student at the end of each class meeting (plus for excellent engagement and participation, check for adequate engagement and participation, minus for poor engagement and participation); these marks will be tallied as a significant portion of your course Participation grade at the end of the semester.

(3) Come to class having done the assigned reading; submit assigned reading response posts on time. These are to be posted on your LinC 101G Google blog (more information on this to be provided in class on Wed., Sept. 2).

Evaluation

Reading assignments in Lisa Ede's *The Academic Writer* will be monitored through in-class activities and quizzes; these will be included as part of your Participation grade. Other reading assignments will be monitored through posting of reading responses; these must be posted no later than 9:00 AM on the day of the class meeting for which the reading is assigned (on your LinC 101G Google blog, as noted in #3 above).

Reading response posts will be ungraded but will be assigned a plus, check, or minus (as explained above) and tallied for a final grade. Late posts will receive no credit.

There will be four graded assignments: visual analysis, encounter project, research-based essay, review of chosen book. Guidelines and rubrics will be provided for each. A complete draft of each of these assignments will be due one week prior to the due date for the final draft (which must be accompanied by all notes and prior drafts). The research-based essay will have several components (thesis statement/abstract, annotated bibliography, outline, first draft, final draft) due at various points during Weeks 8-13 of the semester. Unexplained lateness with any assignment draft, or with any component of the research-based essay, will lower your final grade for the assignment by half a letter grade.

Reading Response Posts	18% of final grade (3% each)
Visual Analysis	15% of final grade
Encounter Project	15% of final grade
Research-based Essay	25% of final grade
Review of chosen book	12% of final grade
Participation	10% of final grade
Attendance at 3 academic events	5% of final grade

Proposed Schedule*

*Note that dates and assignments are subject to change; pay close attention to discussion of the class schedule, both during all class meetings and in any email messages from me.

Week 1

- Sun. 8/30 Discussion of *Twilight Los Angeles, 1992*; evening event: Anna Deavere Smith in Johnston Hall.
- Mon. 8/31 Syllabus review and course introduction; discussion of time management plus use of Macbooks and iPads, Google Drive, and Blackboard.
- Wed. 9/2 Reading: *The Academic Writer*, chapters 2 (pp. 18-33) and 9 (pp. 261-282); Maria Popova (from her Brain Pickings blog), “7 Things I Learned in 7 Years of Reading, Writing, and Living” (<http://www.brainpickings.org/2013/10/23/7-lessons-from-7-years/>)
- Discussion of reading and note-taking, requirements for reading response posts.
- Fri. 9/4 Student Affairs event in Prosser Auditorium: “Sex Signals”

Week 2

- Mon. 9/7 Readings on stories/narrative (see class Google folder for files and links). Reading response post #1 due by 9:00 AM.
- Wed. 9/9 *The Academic Writer*, chapter 1 (pp. 1-17); handouts on The Writing Process and Academic Honesty (also available in Google Resources folder). In-class visual analysis exercise; selection of 3-4 visual images from social media accounts for visual analysis essay.
- Fri. 9/11 Student Affairs event in Prosser Auditorium: Counseling, Health, & Religious Life

Week 3

Mon. 9/14 Writing Center introduction; quiz on using The Bedford Handbook Online and the Purdue Online Writing Lab [OWL], available on the Writing Center web site at <http://home.moravian.edu/public/eng/writingCenter/resources.html>.
Image selected for visual analysis essay.

Wed. 9/16 *The Academic Writer*, chapter 4 (pp. 52-89); answer “Questions for Analyzing Your Rhetorical Situation” (pp. 54-55) for Visual Analysis Essay assignment.

Fri. 9/18 Student Affairs event in Prosser Auditorium: Academic Support

Week 4

Mon. 9/21 First draft of visual analysis essay due; in-class workshop.

Wed. 9/23 Readings on listening, etc., plus interview with Convocation speaker Karen Armstrong (see class Google folder for files and links).
Reading response post #2 due by 9:00 AM.

***Thurs. 9/24 Required attendance at Fall Convocation (Johnston Hall, 9:30 AM)**

Fri. 9/25 Student Affairs event in Prosser Auditorium: Career Development

Week 5

Mon. 9/28* Final draft of visual analysis essay due (turned in with all notes and earlier drafts). Convocation re-cap. Preparation for 9/30 interviews/conversations with William Penn Elementary School students.

***Required attendance at talk by Hispanic Heritage Month Keynote Speaker Sonia Nazario (Prosser Auditorium, 7 PM)**

Wed. 9/30 Interviews/ conversations with William Penn Elementary School students).

Fri. 10/2 Student Affairs event in Prosser Auditorium: Student Involvement & Leadership

Week 6

Mon. 10/5 First readings on U.S. immigration and racial violence (see class Google

folder for files and links). Reading response post #3 due by 9:00 AM.
Encounter Project brainstorming and planning.

Wed. 10/7 Answer "Questions for Analyzing Your Rhetorical Situation" (pp. 54-55 in chapter 4 of *The Academic Writer*) for Encounter Project assignment; Encounter Project script due; in-class workshop.

Fri. 10/9 Student Affairs event in Prosser Auditorium: Intercultural Advancement & Global Inclusion

Week 7

Mon. 10/12: Fall Recess

Wed. 10/14 *The Academic Writer*, chapter 7 (pages 170-232), plus handout on research-based essay.
Final discussion and editing of Encounter Project assignments.

Fri. 10/16 Final Encounter Project assignments due.
Discussion of advising and registration for Spring '16 courses.

Week 8

Note: Spring '16 advising appointments with Dr. Hinnefeld will be scheduled during weeks 8 and 9.

Mon. 10/19 Class meets in Reeves Library for Research Session #1; prior to this session, please acquaint yourself with the reading for 10/21, 10/23, and 10/28, as well as "Additional Resources for Research-Based Essays" in class Resources folder.

Wed. 10/21 Reading: Sarah Stillman, "Where Are the Children?" (*New Yorker*, April 27, 2015): <http://www.newyorker.com/magazine/2015/04/27/where-are-the-children>. Reading response post #4 due by 9:00 AM.

Fri. 10/23 Reading: Excerpts from Jon Gjerde, ed. *Major Problems in American Immigration and Ethnic History* (pdf file in class Google Resources folder); quiz on terminology.

Week 9

Mon. 10/26 In-class work on advising and registration for Spring '16 courses.

Wed. 10/28 Reading: Ta-Nehisi Coates, "The Case for Reparations" (*Atlantic Monthly*,

June 2014): <http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>. Reading response post #5 due by 9:00 AM.

Fri. 10/30 Class meets in Reeves Library for Research Session #2; assembling of sources for annotated bibliographies.

Week 10

Mon. 11/2 Session on Academic Honesty (reread handout from Week 2). Answer “Questions for Analyzing Your Rhetorical Situation” (pp. 54-55 in chapter 4 of *The Academic Writer*) for research-based essay. In-class work on annotated bibliographies and thesis statements/abstracts; conferences with Dr. Hinnefeld and student advisor Liz Lewis.

Wed. 11/4 In-class work on annotated bibliographies and thesis statements/abstracts; conferences with Dr. Hinnefeld and student advisor Liz Lewis.

Fri. 11/6 Final annotated bibliography and thesis statement/abstract due.

Week 11

Mon. 11/9 First draft of outline due; in-class workshop.

Wed. 11/11 Final outline due; guest speaker(s) and/or film, plus discussion of chosen books and final review assignment.

Fri. 11/13 No class. **Work on first draft of research-based essay!**

Week 12

Mon. 11/16 First draft of research-based essay due; in-class workshop. Scheduling of conferences with Dr. Hinnefeld.

Tues.-Fri, 11/17-11/20: Conferences with Dr. Hinnefeld; must bring complete research-based essay draft--**including first draft of Works Cited page**--to this conference.

Week 13

Mon. 11/23 Final research-based essay (including all drafts and notes, plus annotated bibliography, thesis statement/abstract, and outline) due. Review of chosen book assignment handout and discussion.

Thanksgiving Break

Week 14

Mon. 11/30 Reading response post #6 (on book chosen for final assignment) due by 9:00 AM; discussion of books and plans for final assignment.

Wed. 12/2 Guest speaker(s) and/or film; readings on, and discussion of, the *limitations* of stories (see class Google folder for files and links).

Fri. 12/4 First drafts of review assignments due; in-class workshop.

Week 15

Mon. 12/7 Final review presentations.

Wed. 12/9 Final review presentations.

Fri. 12/11 Course evaluations and wrap-up.