

First Year Seminar 2015
LINC 101H: Raise Your Voice!
MWF 11:45 – 12:55
HILL 209

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Required Books

Ede, Lisa. (2014). *The Academic Writer: A Brief Guide, 3rd Edition*. Boston, MA: Bedford/St. Martin's.

Course Description and Objectives

First-Year Seminar (FYS) 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.

This section In times of joy, exhalation, despair, and sorrow, people *sing*. One of the oldest forms of communication, songs have unified, defended, protected, and built community. What is it about bringing voices together that is so powerful? How is it that, through song, we can understand the experience of others? Through singing, readings, lectures, and even songwriting, we will explore the power of communal singing historically and culturally. While the course will be very experiential in nature, no prior musical experience is necessary - just a love of song!

➤ **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.

➤ **With regard to the topic of this class, by the end of this course, students will understand:**

- How music has functioned as an expression of a people to build community and unity between people.
- How music has instigated change in our world.
- The power of music in our lives and in the life of our society.

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

Assignment Submission & Reflection

When you turn in an assignment you are also required to include all notes, drafts, and peer responses with the assignment (it’s best to put all this in a folder on Google Drive that is shared with me), and include a brief (half-page) reflection of the writing process you undertook:

- Describe how you wrote the assignment – how long you worked, how difficult or easy it was, etc.
- Characterize the strengths and weaknesses of the current draft
- Indicate any issues or questions you would like me to address as I read your assignment

Your assignment is considered incomplete if you do not turn in your drafts with your final paper. To do this electronically, save each revision as a separate document.

- **ALWAYS include your name in the title of the document when you save it, renaming the version with each revision. i.e. Hirokawa.ResearchPaper1.1, Hirokawa.ResearchPaper1.2, etc.**
- **ALWAYS follow the directions for naming your documents.**

Attendance and Lateness Policy

- **Be here!** The success of this course, like many here at Moravian College, is dependent upon *your* active engagement in discussion. Each of you brings a new perspective to the discussion that is valuable and important. Therefore, your presence is valuable to the success of the class! Some absences are unavoidable. If you know you will need to miss class, please talk to me beforehand. If you are sick, please notify me by email as soon as possible. More than three absences will result in a reduction of your final grade by one grade per absence beginning with the 4th absence (e.g. A to A-). More than 5 absences may result in your failing the class. If you are absent for any reason, it is your responsibility to obtain all material distributed in class, hand in any assignment due that day by class time, determine what was covered in class and any revisions to the syllabus, and contact me prior to the next class with the reason for your absence. On the lines below, write the email addresses and phone numbers of two people in the class who you might contact to obtain this information:

- _____
- _____

- **Be on time!** Class begins promptly at 11:45. If you have a class on North Campus just prior to this class, plan on leaving immediately to catch the bus. Do not stop to grab food, beverage, or to chat. If you miss the bus, you will be late and it will be counted as lateness. Every three times you are late (or leave early) without prior notification with a reasonable excuse will count as an unexcused absence. If you have an emergency, please call or text someone you know who can deliver the message to me in class.

What does participation mean for this class?

The learning environment of the class is highly dependent upon *you!* Your engagement with the class and the material can make the class exciting or dull. How to make it exciting?

- **Prepare!** The better prepared you are for class, the better you can contribute to discussions, the more you will understand about others' comments, and the more you will get out of the class.
 - Read the required readings for each class and take notes as needed
 - Bring a writing implement and a notebook and *take handwritten notes!* (There is a reason for handwriting vs. taking notes on the computer that I will explain in class.)
 - Have required assignments completed for the class.
 - A general rule of thumb for college courses is 2-3 hours of work outside of class for every hour of class. For this class, plan to devote 8 – 10 hours per week outside of class. Plan to budget your time accordingly.

- **Participate!** Classes become more meaningful the more you engage yourself in them. How?
 - Ask questions – if anything is unclear, please ask! We are *all* here to learn!
 - Offer answers, even if you are unsure if you are correct. The more variety of answers we consider to any question, the more interesting the discussion.
 - Respect your classmates, your student advisor, and your professor. We are all part of the learning community, learning with and from each other. Listen, consider, and think before you respond. Often, there are not right or wrong answers to big questions, but plenty of grey area to explore.
 - Actively engage in classroom activities – take some risks! If you are not a confident singer, try playing drums, or some other aspect of music making with the class. You might find a hidden talent!
 - If you are the type of learner who needs to listen and process substantially before your respond, that's ok, but do expect that you will be called on to share your thoughts on a regular basis
 - Likewise, be conscious of your "air time," so that we can be inclusive of everyone in the class.

General Notes on Classroom Protocol

- **Personal Integrity.** Students of the liberal arts are expected to exhibit ethical behavior, a curious mind, an interest in the world in which you live, and a desire to understand and engage with it.
- **Protocol:** Please use restrooms prior to or after class. Beverages are ok to bring to class, but please refrain from bringing food. The focus of the classroom should be a respectful place to engage in the exchange of ideas.
- **Electronics:** Please have your laptops with you for every class. We will be doing most of our writing online, and using Google Docs to write, edit, and prepare assignments. We will also be using your iPads on specific days, so be alert to announcements regarding when to bring them. Cell phones, on the other hand, should be silenced and placed in your bag during class, so as not to distract you from focusing on the class. Why in your bag? Because a vibrating phone in your pocket is just as distracting to your attention as hearing a message alert. When we do use laptops, please have your email closed. *If* you are expecting an important text or phone call which would require your immediate attention (an emergency of some sort), please notify me before we begin class.

Electronic Communication

We will be using Google Docs and Blackboard on a regular basis to submit assignments and Edmodo to communicate information. I have already registered you on Blackboard. Please be sure you have accessed the Blackboard site for this class by the end of the first week. Also be aware that a significant amount of communication at Moravian College happens via email. Be sure to check your Moravian Email account regularly and frequently.

Grades

It is within the instructor's purview to apply qualitative and quantitative assessments in determining grades for any assignment or for the course. The following grade conversions will be used in determining your recorded letter grade for the course. Specific guidelines for grading will be addressed with each assignment.

94 - 100 = A	74 - 76 = C
90 - 93 = A-	70 - 73 = C-
87 - 89 = B+	67 - 69 = D+
84 - 86 = B	64 - 66 = D
80 - 83 = B-	60 - 63 = D-
77 - 79 = C+	0 - 59 = F

Weight of Assignments

Writing Assignment #1	10%
Writing Assignment #2	15%
Creative Project	15%
Research Paper	
Theses	10%
Paper	20%
Oral Presentation	5%
Reflective Writing, feedback on peer drafts	10%
Participation/classwork	10%
Academic Extracurricular Activities	5%

Academic Extracurricular Activities

You must attend a minimum of 3 academic events on campus. As this class is related to music, these will be music events. To receive credit, you must submit a one-page summary of the event and attach a program, ticket stub, or other verification of your attendance. Your summary should include the specifics of the program (who, what, where, when) and a reflection on the program. Please see the specific assignment sheet for details.

Late Assignments

Late assignments must be accompanied by written documentation of the reason for the lateness. The grade for the assignment will be dropped a fraction of a grade for letter grades (or 3 points for numerical grades) for each day late (ex. A- becomes B+; 93 becomes 90). Late assignments will not be accepted

Syllabus

This syllabus is subject to change over the course of the semester to reflect the needs of the students in the class.

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. *You are required to make at least one appointment with the tutors at The Writing Center.* 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 610-861-7820.

Learning Services Office/Accommodations

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 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. For this class, we will be using APA (American Psychological Association) format. Be aware that other classes may use other citation formats. Student ignorance of bibliographic

convention and citation procedures is not a valid excuse for having committed plagiarism. If you are unsure if something should be cited, please ask. It is better to be overly observant of this and be told to eliminate an unneeded citation than to be guilty of plagiarism because you thought you did not need to include a citation. This is a critical piece in the academic environment.

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:

1. First, to the course instructor.
2. Next, in the case of First-Year Seminar, to the Chair, First Year Seminar Committee.
3. Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

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

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

Best of luck as you begin your collegiate career! If you have any questions or concerns as the semester unfolds, please do not hesitate to discuss them with me. While my posted office hours are limited, if you are not available at those times, please do not hesitate to contact me to make an appointment. I look forward to getting to know you over the course of this semester!

Roughly, 1 hour of class = 2 – 3 hours of work outside of class, or 6 – 9 hours per week.

READING: On average, 1st semester students are able to read 20 pages of typical academic writing in 1 hour. You can expect 40 – 60 pages of reading (2 – 3 hours) each week.

WRITING: On average, 1st semester students might take up to an hour to write a solid paragraph. Assuming 2-3 paragraphs on a page, this means a typical student might spend 2-3 hours writing a substantial, well-written page. You can expect to be assigned, or should plan on spending time writing, revising, or editing 1-2 pages (4-6 hours) each week.

Times will vary according to the proportion of time devoted to writing, researching, revising, watching required videos, reading online and your individual skills.

WEEK 1	AW = Academic Writer
	<i>In Class:</i> Introduction to FYS
8/31/15 Monday	<ul style="list-style-type: none"> • Syllabus • Expectations • <i>What are your strengths/weaknesses as a writer? What do <u>you</u> want to accomplish in this course?</i> • <i>What is academic discourse? What does it mean to think rhetorically?</i> • <i>How does communal singing help us understand how folk music: was/is used as a force for social change? How does it build community? How does it help us to understand our history and culture?</i>
9/2/15 Wednesday	<p><i>In Class:</i> What is rhetorical writing? <i>Due:</i> Read AW – Chapter 1: Rethinking Writing (p. 1-17) Read <i>Write for your Life</i> (2 page handout) Read the syllabus – come to class with any questions you might have <i>Assignment:</i> Complete online Plagiarism Tutorial prior to the next class: https://www.indiana.edu/~istd/plagiarism_test.html <i>Assignment:</i> Go through ALL syllabi and put assignments on your calendar. Back out each assignment with targeted planning dates to complete the work in increments.</p>
9/4/15 Friday	Friday Student Affairs Session: Sex Signals

WEEK 2	
9/7/15 Monday	<p><i>In Class:</i> How do we interact with music? How do we use music communally? <i>Due:</i> Bring in the paper showing completion of the Plagiarism Tutorial <i>Due:</i> Read AW – Chapter 2: Rethinking Reading (p. 18 – 33)</p>
9/9/15 Wednesday	<p><i>In Class:</i> How do I manage and organize the writing process? <i>Due:</i> Read AW – Chapter 3: Academic Writing (p. 34 – 51) <i>Assigned:</i> Writing Assignment #1</p>
9/11/15 Friday	Friday Student Affairs Session: Counseling Center, Health Center, Religious Life

WEEK 3	
9/14/15 Monday	<p><i>In Class:</i> Music of the Civil Rights Movement <i>Due:</i> watch on Kanopy (find through Reeves Library website database list) <i>The African Americans – Many Rivers to Cross: Rise! (1940 – 1968)</i> <i>Read:</i> Bernice Johnson Reagon: Music in the Civil Rights Movement from <i>Eyes on the Prize</i> video online http://www.pbs.org/wgbh/amex/eyesontheprize/reflect/r03_music.html <i>Due:</i> Read AW – Chapter 4: Analyzing Rhetorical Situations</p>
9/16/15 Wednesday	<p><i>In Class:</i> Analyze and synthesize May (2014): “A Learning Secret: Don’t Take Notes with a Laptop.” (pdf posted on Blackboard) <i>Due:</i> Read AW – Chapter 5: Analyzing and Synthesizing texts pp. 90 - 114</p>
9/18/15	Friday Student Affairs Session: Academic Support Center

Friday

WEEK 4	
9/21/15 Monday	<i>In Class:</i> Writing Workshop - Peer editing on WA#1 <i>Read:</i> AW p. 354-355 <i>Due:</i> Save your draft as FYS WA1.x_last name to Google Docs; bring your laptop to class.
9/23/15 Wednesday	<i>In Class:</i> Strategies for Invention; introduction of Annotated Bibliography Assignment <i>Due:</i> Read AW Chapter 11 <i>Due:</i> Writing Assignment #1 <i>Assigned:</i> Writing Assignment #2
9/24/15 Thursday	Convocation
9/25/15 Friday	Friday Student Affairs Session: Career Development Center

WEEK 5	
9/28/15 Monday	Library Session! Meet in Reeves in the computer lab area to the right after you come in. <i>Read:</i> AW Chapter 7
9/30/15 Wednesday	<i>In Class:</i> Workshop on annotated bibliography <i>Read:</i> AW Writer's References (in the back) APA Documentation Guidelines <i>Read:</i> UNSW Australia page on Annotated Bibliography https://student.unsw.edu.au/annotated-bibliography <i>Due:</i> Bring in 3 identified sources you plan to annotate for WA#2
10/2/15 Friday	Friday Student Affairs Session: Student Involvement & Leadership

WEEK 6	
10/5/15 Monday	<i>In Class:</i> Peer Edit of 3 Annotated Bibliography entries (WA#2) <i>Due:</i> Save your draft as FYS WA2.x_last name to Google Docs; bring your laptop to class.
10/7/15 Wednesday	<i>In Class:</i> Music of the Civil Rights Movement <i>Read & Listen:</i> The Inspiring Force of 'We Shall Overcome' http://www.npr.org/2013/08/28/216482943/the-inspiring-force-of-we-shall-overcome <i>Due:</i> First 3 Annotated Bibliography Entries (WA #2)
10/9/15 Friday	Friday Student Affairs Session: Center for Intercultural Advancement & Global Inclusion Mid Term

WEEK 7	
10/12/15 Monday	Fall Break!
10/14/15 Wednesday	<i>In Class:</i> Singing and Drumming in the Yoruba Tradition <i>Due:</i> Second set (2 – 3) of Annotated Bibliography Entries (WA#2)
10/16/16 Friday	Your first visit to the writing center should have been completed by this date. <i>In Class:</i> Writing a thesis. <i>Read:</i> Handouts on writing a thesis <i>Assigned:</i> Thesis for your research paper

WEEK 8	
10/19/15 Monday	<i>In Class:</i> South African Freedom Songs <i>Reading:</i> Vershbow: Sounds of Resistance: The Role of Music in South Africa's Anti-Apartheid Movement. http://www.studentpulse.com/articles/265/the-sounds-of-resistance-the-role-of-music-in-south-africas-anti-apartheid-movement <i>Optional but recommended:</i> Miracle Rising South Africa https://www.youtube.com/watch?v=IKDrRdfvUg8
10/21/15 Wednesday	<i>In Class:</i> Making and Supporting Claims <i>Reading:</i> Read AW – Chapter 6 – Making and Supporting Claims
10/23/15 Friday	<i>In Class:</i> Greenwich Village and Vietnam War Protest music <i>Watch:</i> on Kanopy “Greenwich Village: Music That Defined a Generation”

WEEK 9	
10/26/15 Monday	<i>In Class:</i> Writing Workshop - Peer editing on Thesis <i>Due:</i> Save your draft as FYS Thesis.x_last name to Google Docs; bring your laptop to class.
10/28/15 Wednesday	No Class! Music Department Opera Trip!
10/30/15 Friday	<i>In Class:</i> Next steps with the Research Paper <i>Read:</i> Read AW Chapter 12: Strategies for Planning and Drafting <i>Assigned:</i> Writing Assignment 3: Research Paper

WEEK 10	
11/2/15 Monday	<i>In Class:</i> Spirituals <i>Read:</i> all the pages of Bucks County Choral Society's “A History of the African-American Spiritual” http://www.buckschoral.org/news-and-archives/resources/spiritual-history/intro/
11/4/15 Wednesday	<i>In Class:</i> Singing in the African American Tradition <i>Watch:</i> As many Sweet Honey in the Rock videos as you like! https://www.youtube.com/watch?v=ZAJBZXIzKcY&list=PL661719F446413AAF
11/6/15 Friday	<i>In Class:</i> Writing workshop in the Library on your Research Paper

WEEK 11	
11/9/15 Monday	<i>In Class:</i> Peer Edit of Research Paper <i>Due:</i> Save your draft as FYS WA3.x_last name to Google Docs; bring your laptop to class.
11/11/15 Wednesday	<i>Individual Meetings</i>
11/13/15 Friday	<i>Individual Meetings</i>

WEEK 12	
11/16/15 Monday	<i>In Class:</i> Broadside Ballads <i>Reading:</i> The Heyday of the Broadside Ballad, but explore other pages on this website http://ebba.english.ucsb.edu/page/heyday-of-the-broadside-ballad Second Visit to the Writing Center must have taken place by this date!
11/18/15 Wednesday	<i>In Class:</i> Folk Songs
11/20/15 Friday	<i>In Class:</i> Reflection on the writing process <i>Due:</i> Final Draft of Research Paper (WA#3)

WEEK 13	
11/23/15 Monday	<i>In Class:</i> Creative Project Assignment
11/25/15 Wednesday	Thanksgiving Break
11/27/15 Friday	Thanksgiving Break

WEEK 14	
11/30/15 Monday	<i>In Class:</i> Labor Movement Music <i>Watch:</i> 10 of the best Union Songs of All Time http://www.cbc.ca/news/canada/hamilton/talk/10-of-the-best-union-songs-of-all-time-1.1381281
12/2/15 Wednesday	<i>In Class:</i> Creative Project Collaborative Workshop – Songwriting
12/4/15 Friday	<i>In Class:</i> Creative Project Collaborative Workshop – Songwriting

WEEK 15	
12/7/15 Monday	<i>In Class:</i> Presentation of final research paper
12/9/15 Wednesday	<i>In Class:</i> Presentation of final research paper
12/11/15 Friday	Last Day of Classes! <i>In Class:</i> Looking Backwards/Reflections on Writing; Course Evaluation

FINAL	
12/15/15 Tuesday	1:30 final exam time <i>Due:</i> Presentation of Creative Projects