



**LINC 101 Sections I & W: First Year Seminar  
Moravian College**

*Theme: History of Disease*

<b><u>Instructor</u></b>	<b><u>Phone</u></b>	<b><u>E-mail</u></b>	<b><u>Office</u></b>
<b>Dr. Husic</b>	610-625-7100	<a href="mailto:medwh03@moravian.edu">medwh03@moravian.edu</a> or <a href="mailto:husicd@moravian.edu">husicd@moravian.edu</a>	Collier Science – Room 314

<b><u>Office Hours:</u></b>		
	Mondays	2:00 – 3:00 PM
	Tuesdays	10:45 – 11:45 AM
	Wednesdays	2:00 – 3:00 PM
	Thursdays	10:45 – 11:45 AM

*I can also meet with you at other times, but please make an appointment ahead of time.*

**Student Advisor:**

**Section I:** Laura McBride  
**Section W:** Jonathan Strauss

**E-mail:** [stlam09@moravian.edu](mailto:stlam09@moravian.edu)  
**E-mail:** [stjls31@moravian.edu](mailto:stjls31@moravian.edu)

**Class Meeting Times:**

**Section I:** MWF 10:20 AM-11:30 AM  
**Section W:** MWF 11:45 AM – 12:55 PM

**Scheduled Final Period:**

Thursday, December 17<sup>th</sup>, 8:30 AM  
Tuesday, December 15<sup>th</sup>, 1:30 PM

**Class Location:**

Priscilla Payne Hurd (South) Campus, The H.I.L.L. Hurd Integrated Lvng & Lrng, 410

**Required Books and Chapters:**

Sontag, Susan *Illness as a Metaphor* (1977) and *AIDS and Its Metaphors* (1988), New York: Picador

Behrens, Laurence and Leonard J. Rosen. *A Sequence for Academic Writing* (6<sup>th</sup> ed.). Boston: Pearson, 2015.

Diamond, Jared (1999) “Lethal Gift of Livestock” from *Guns, Germs, and Steel*, pp. 195-214, W.W. Norton and Co.

**Additional Required Reading:**

You will have other required readings from various sources throughout the semester which will be described in weekly course outlines.

## **Course Description and 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.

Additionally, for six of the Fridays at the beginning of the semester, all FYS students meet with Student Life representatives to discuss a number of topics. These sessions are aimed at continuing the orientation-to-college life process and introducing you to campus resources. The sessions often have assignments associated with them as well.

## **Sections I & W: The History of Disease:**

The definition of “disease” has been revised multiple times over the ages. Early ideas ranged from a belief that disease was a punishment from the gods for alleged wrongdoings to being caused by an imbalance amongst the four humours. Today, we have an advanced scientific understanding of the molecular and physiological basis for many types of disease, yet we still struggle with classifying mental health disorders, obesity, or addictions as diseases. And as we witness new diseases emerge (e.g. AIDS, SARs, Ebola), the fears that have long accompanied illness persist, and society doesn't necessarily act any more rationally than it did at the time of the Great Plague. In this course, we will examine the myths, metaphors, and science associated with illness over time and how these influence perceptions of diseases and our treatment of afflicted individuals. (Note: Section I is also a Living-Learning Community.)

For the course, I prepare weekly outlines for the course that include topics to be covered, assigned readings, assignments, announcements, etc.

## **Course objectives for this course:**

- Students will gain an understanding of how disease has been defined over time and how society, science, the media, and other factors influence the way we think about disease and individuals who are ill.
- Students will consider where and how disease originated and how new diseases emerge.
- Students will examine historical and contemporary social constructions and metaphors about disease.
- Students should be able to sort out biases that influence an author’s perspectives and writing, and to determine the credibility of sources.
- Students will develop carefully considered personal reactions to readings through journaling and more formal writing. Some questions to consider as you formulate your reactions include the following.<sup>1</sup>
  - How has the reading influenced/shaped my perspective on the issue and what is the result?
  - To what degree does my personal experience/bias/previous reading/major affect my reading of a particular piece?

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<sup>1</sup> The ideas for many of these questions came from the reading of Dr. Rick Elderkin’s syllabus for a course entitled “Classic Readings in Environmental Studies” at Pomona College.

- What is the relevance of this reading to society – at the time of publication? Now?
  - Some of the ideas are more important to me, and some are less, because...
  - If I had written this article, I would have...
  - How is this important to my understanding of myself, my health and well-being, and to the health of the general public?
- Students will thoroughly research a specific topic related to health and disease using primary and secondary literature sources; concisely express a research topic in abstract form; and construct successful outlines and drafts of written work from peer and professor feedback. As part of this project, students will complete a research paper with appropriate citations and present the research before peers and the instructor as well as addressing questions regarding the project.
  - Students will learn to objectively critique peer writing samples and ask questions during discussions and after student presentations. This will require them to listen carefully and respectfully to the ideas of others and critically analyze both the words of others and their non-verbal communications.

*Part of the common syllabus for all sections:*

**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** - *Part of the common syllabus for all sections:*

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

**Assignments:** (*Unforeseen events and opportunities may cause this to change slightly*)

- **200 points: *Keeping a journal for the semester.*** This will include your personal reactions to the various readings and course discussions and activities. You should pay attention to and include in your journal current events related to health issues – finding articles and news reports to include in your journal and summarize and react to these. You may also want to include your thoughts about college life as a first-semester student.

I highly recommend that as a part of this journal you include a “Readings Journal” that is formatted as follows:

- (1) Author (last name only is sufficient), Title (shortened if it is especially long), Source, Year, and Page numbers.
- (2) Write a short *summary* of each article. Make this as objective and clear as you can. Be sure to identify the main point (thesis) of each reading.
- (3) **Reaction:** Write a response to all the readings assigned for the day. Here you may state your opinions about any of the materials that you have read.

These journals should be done digitally. Journal entries will often be important for class discussions, so please bring your journals/computers to class.

- **200 points: Overall *class participation, academic focus, and professionalism*** in discussions, engagement, & attendance. Excessive absences will negatively impact your grade. Please, please, please leave cell phones off during class and stay off social media. Simply showing up at the scheduled class time does not represent engagement. For example:
  - Are you making routine and significant contributions to discussions about the required readings and assignments and fully participating in group activities?
  - Is it evident that you finished the assigned readings *before* coming to class?
  - Are you contributing useful feedback to your classmates when we have peer-review sessions?
- **100 points: *Attendance at co-curricular events such as films, guest lectures, and In Focus Events***
- **100 points: *Engagement in Student Life Friday sessions and completion of assignments***
- **200 points: *Various short writing assignments*** such as reaction papers to readings, course discussion topics, films, and guest speakers, etc.
- **300 points: *Disease history and story map assignment*** (done in pairs; details to be provided later)
- **400 points: *Individual research paper/project*** (with drafts and abstract) and ***oral presentation*** (to be completed/ presented in November; details will be provided in class, but a timeline is given below<sup>+</sup>).

**Total: 1500 points**

**Grading:** The grading system is as follows: (+/- will be administered as professor deems appropriate)

A = 90 – 100 %

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

\*\* Please note: it is within the instructor's purview to apply qualitative judgment in determining grades for assignments or the entire course.

+Schedule for semester paper:

- Research topic to be selected by **September 21<sup>st</sup>**.
- You will have a draft of an abstract and at least 2 primary sources prepared to submit by **September 30<sup>th</sup>**.
- ***A one-page outline of your essay is due on October 16<sup>th</sup>***. This should include a clear statement of your thesis and an outline of the topic sentence for each subsequent paragraph. Ideally, at this point, you should already have 4 primary sources identified. Please be careful to base your outline around arguments, not around articles.
- ***A complete first draft of your paper should be emailed to me by November 6<sup>th</sup> by 4:00 p.m.***
- ***Presentations on your topic will be done in class the week of November 16<sup>th</sup>***. (Details on presentation format and criteria to be provided later.)
- **The final paper is due at the start of class on December 4<sup>th</sup>. This should be emailed to me.**

Expectations for paper:

- Your paper ***must be at least 10 pages in length, double-spaced, plus an additional page of bibliography.***
- Please use footnotes or endnotes (we will review in class how to do these). You must use at least **6** academic journal articles from EbscoHost or other databases that the institution subscribes to in order to support your argument (check them out with me if you are not sure whether they are appropriate sources). Other sources may be used in addition to these, but at least 2 references should be primary sources.

Your paper will be graded on the following criteria:

- ***Thesis:*** is it clear from the onset? Does your paper address this question/position directly? Are the thesis and position(s) you take sustained throughout the paper and in the points you argue?
- ***Organization:*** does the paper proceed logically from one point to the next? Is it based around the argument rather than around a summary of each of the articles? Do topic sentences connect each paragraph back to the thesis?
- ***Evidence:*** is there sufficient data to support the argument(s)? Is the data explained clearly? Is the paper footnoted or end-noted appropriately? Is there a bibliography or works cited page?
- ***Writing:*** is the paper well-written? Is it free from errors of grammar, punctuation, and spelling? Does it flow well? Did you incorporate suggestions from reviewers in the final version?
- Is the paper ***free of plagiarism?***

## **Other Expectations and Important Information for Success:**

- **Attendance:** Regular class attendance is expected. Make-up work will not be permitted unless you have an acceptable reason (family emergency, illness, etc) – with documentation. If an emergency should arise, please try to notify me ahead of time if possible. Notification from the Moravian College Health Center, Learning Services or the Moravian College Dean of Students’ Office will be necessary if you miss more than two seminar classes. I will recognize legitimate excused absences such as when students are representing the university (e.g. for intercollegiate athletic competition, but not practice, off-campus music performances, etc.). Such activities are typically scheduled ahead of time; thus, I expect you to make arrangements with me ahead of time as well. Please note: Students who arrive late to class disrupt the flow of the session and distract their peers. Please be prompt!
- **Respect:** In a discussion-based course or seminar, please listen intently to your peers and be respectful of differing opinions. It is ok to disagree; differing perspectives and viewpoints can make for a rich conversation.
- **On Technology and Downside of Multitasking** (from Dr. Cecilia Fox, Department of Biological Sciences, used by permission):

In recent years, the saturation of cell phones, iPads, laptops and other devices has produced something known as the *problem of divided attention*. Relatively recent articles in the *New York Times* and *Harvard Mental Health Letter* summarized several studies of productivity in business and medical settings. Researchers found that after responding to email or text messages, it took people more than 15 minutes to re- focus on the “serious mental tasks” they had been performing before the interruption and in some cases, this initial mental task was completely forgotten. Other research has shown that when people attempt to perform two tasks at once (e.g., following what’s happening in class while checking text messages), the brain literally cannot perform these tasks equally. The brain must abandon one of the tasks to effectively accomplish the other. So, multi-tasking is not an efficient or productive way to learn or retain information.

Overall, the human brain works best when focusing on a single thread of related thoughts. By being fully engaged with the pursuit, you may experience a number of positive effects, such as more pleasure, faster learning or greater productivity. Perhaps even all three!

For this reason alone you should avoid the problem of divided attention when you are in this class. However, there is another, equally important reason to only use technology in an appropriate manner during our academic time together. Technology-users often “lose” good sense when it comes to customs of polite behavior, and the result is that perfectly charming people may become incredibly rude. So, for both these reasons, please turn off your cellphones or set them on silent mode when you come to class. It is disrespectful for our activities to be interrupted by a ringing cellphone. Similarly, text messaging will not be tolerated in class. Any student found to be sending or checking text messages during class will be invited to make a choice either to cease the texting or leave the classroom.

Of course, you are welcome to bring your laptop and iPad to class and use them to take notes, access readings and slideshows, etc. You are not welcome to do social networking, check email, or otherwise perform non-class-related activities during our academic time together.

So, this is my best advice: If you are not using it to perform a task specifically related to what we are doing in class at that very moment, please put it away.

Thanks to Dr. C.A Finnegan, University of Illinois at Urbana-Champaign and Dr. M.C. Miller, Harvard Medical School

- Cheating or plagiarism will not be tolerated. Plagiarism may result in failure of the course. Students will be held to the highest standards as specified by the Moravian College Honor Code. Violations of this code will be handled in the most severe manner allowed by college policy. Please read the **Academic Honesty Policy** that is included in the student handbook *and* in the common portion of this syllabus below. If you have any questions about plagiarism or other forms of academic dishonesty, please ask. Several assignments in this class will involve the use of internet resources, and it is my experience that students often do not realize that copyright violations and plagiarism policies still apply when using materials from these resources.
  
- Appropriate Literature Sources: All students will be required to understand the differences between primary and secondary literature sources. The college subscribes to many databases relevant to disciplines associated with environmental studies that you should be familiar with as they will be invaluable sources of information for your research project. Public-domain internet sources can be helpful but you must critically evaluate the information obtained from such sources – especially if they are not primary sources. **You should not typically use “Wikipedia” as a reference for assignments and material from this source is NOT acceptable for the formal research paper.**
  
- Reading Assignments: should be completed prior to each class session in which the reading(s) will be discussed. Throughout the semester, I would like for you to pay attention to media and popular press coverage of topics related to this course and use these for entries in your journal and to contribute to class discussions. Your informed contributions to these discussions will be viewed favorably when assigning final grades!
  
- Extra Help : If any difficulties arise during this course in any area, including selecting a research topic to designing your presentation, please see me. *I will be happy to help!* The reference librarians in Reeves Library are also willing to assist you with reference materials. You may also contact the Moravian College Writing Center for further assistance in writing and revising your abstracts and research papers

*Best wishes for a great semester!*

*- D. Husic*

## **First Year Seminar Common Syllabus for all sections**

### **Writing as a Process**

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

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

**Writing** (or drafting or composing) those first words on a blank page is sometimes the most difficult step, often preceded by procrastination and anxiety that the writing will not work and that you might fail. Beginning writers should remember that it is neither natural nor possible for the words to come out just right the first time. Trying to make each sentence perfect before going to the next is one of the worst things to do. Writing takes time and often trial and error to become exact. The process we follow at Moravian allows time for your unique mind and your store of language to work together.

Therefore, writing the first draft should be the fastest part of the process. You should write freely and without concern for style or mechanics in order to probe your ideas and let the act of writing help you discover what needs to be said. This first draft should be an open conversation between you and the writing. But for this conversation to move forward, you the writer must continue to put words on paper and respond to those words by writing more. Most any words will do to start the ball rolling, to set up this dialogue between you and the page. You are simply using writing to make yourself think in a sustained way about your topic. You aren't 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've 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 becomes a police officer, inspecting and verifying 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 won't 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 preparing for that moment.

In writing, it is important to determine the intended **audience, purpose, and genre conventions** for your writing (e.g. for your assignment) as well as to understand that these conventions are situational, context-based, and therefore subject to change outside of the community of a classroom.

### **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 610-861-1392.

### **Learning Services Office**

Students who wish to request accommodations in this class for a disability should contact Laurie Roth, lower level, Monocacy Hall, or by calling 610-861-1401. 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. It is the instructor's responsibility to make clear to all students in his or her class the preferred or required citation style for student work. Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism.

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

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

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

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

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

## **Plagiarism**

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

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

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

- 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.

-rev. Aug. 2012

The Moravian College Academic Honesty Policy can be found in full here:  
<http://www.moravian.edu/studentlife/handbook/academic/academic2.html>