

First-Year Seminar: LINC 101 M

Moravian College

Fall 2015

Reeves Library Room 212, Mondays, Wednesdays, and Fridays 10:20–11:30

Instructor Contact Info

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I hold office hours every Tuesday and Thursday from 1:15 to 2:30. If you need to make an appointment with me at a different time, I can gladly make arrangements to meet with you.

Student Advisor Contact Info

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FYS Course Description and Objectives: Welcome to Moravian and to the First-Year Seminar! The FYS introduces writing as a process that is central to college learning and to life. Each FYS, regardless of the individual course 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. *Your preparation and participation are, therefore, essential to the success of the class and to your success in it.*

LINC 101 M: In this course we will demystify academic writing by exploring the idea of metacognition, or thinking about one's own thinking, as it relates to the writing process. To facilitate this discovery, we will discuss the merits of various composition theories and apply an array of writing process strategies to writing and discussion assignments. While conventions of academic writing will be our primary focus, personal perspectives will be the means through which students explore and develop writing skills and strategies. By the culmination of this course, students will develop a metacognitive awareness of their own writing habits and become more confident with the skills necessary to make meaningful contributions to academic conversations.

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

Academic Honesty: Students in this course should refer to the statement on academic honesty at Moravian College in the current Student Handbook, available at <http://www.moravian.edu/studentLife/handbook/academic/academic2.html>. I take the provisions of the Academic Honesty Policy very seriously and am obliged to report any suspected violations. Students must retain copies of all written work submitted to the instructor, as well as all notes, drafts, and materials used in preparing assignments. These are to be made available for inspection by the instructor at any time. Questions about appropriate collaboration, proper documentation, and other honesty issues can be confusing. If in doubt, ask the instructor.

Additional Information

- This syllabus, including the schedule of readings, writing assignments, and examinations that follows, is subject to change.
 - In order to be successful, students should expect to work at least two hours outside of class in preparation for every hour of scheduled class time.
 - Students who wish to request accommodations in this class for a disability must contact the office of the Academic and Disability Support Center, on the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support 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 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 located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1592.
 - Technology issues are not an excuse for late or missing work. Be sure to plan ahead, save drafts frequently, be prepared to work offline if necessary, and have a backup plan for computer and internet access.
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Required Materials and Texts

- *The Academic Writer: A Brief Guide* (3rd edition), by Lisa Ede
- Assigned readings to be distributed in class and/or online
- Writing implement
- A notebook or looseleaf paper
- MacBook and iPad (please make sure your devices are fully charged prior to class)

Assignments: The First-Year Seminar is a writing-intensive class. In addition to formal papers and multimodal projects, your grade consists of multiple informal writing exercises, responses, and group projects.

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| 1. Blog Responses | 20% |
| <ul style="list-style-type: none"> • Respond to blog prompts on designated days (prompts will be posted on edmodo.com prior to the due date). To access our course site, use code hpi3ti. • Reply to at least two of your classmates' blog responses for each assigned prompt. | |
| 2. Rhetorical Analysis Paper | 10% |
| <ul style="list-style-type: none"> • Work with a small group of classmates to collaboratively plan, compose, and revise a rhetorical analysis of several podcasts. | |
| 3. Podcast Review | 10% |
| <ul style="list-style-type: none"> • Locate a podcast of interest to you that we have not listened to in class. Listen to at least two episodes in the series and write a review/critique of the podcast. | |
| 4. Research Project | 25% |
| <ul style="list-style-type: none"> • Identify a topic of interest to you and complete a 10–12 page research essay. • In addition to the final essay, your success on this project is contingent on completion of several components that will span throughout most of the semester. | |
| 5. Podcast | 20% |
| <ul style="list-style-type: none"> • Create a short podcast that presents your research in audio form. | |
| 6. In-Class Writing Assignments | 10% |
| <ul style="list-style-type: none"> • You will periodically be asked to complete short, relatively informal in-class writing assignments. Though these are not graded individually, they do count towards your overall course grade. These cannot be made up if you are not in class on a given day. | |
| 7. Academic Extracurricular Events | 5% |
| <ul style="list-style-type: none"> • Attend a minimum of three Academic Extracurricular Events and write three short papers detailing each experience. | |

Participation: Your in-class participation is vital to our learning environment. Effective participation in a college class depends upon several factors:

- **Be prepared:** Complete required reading and assignments prior to class. Bring all necessary materials with you. Print, copy, and organize your work prior to the start of class.
- **Pay attention:** Be mindful of your laptop and iPad use. Listen when others are speaking. Demonstrate that you are actively listening by taking notes, reacting to others, and showing interest in the discussion. Keep your phone turned off and put away during class, and refrain from checking email, social networks, web pages, and messages during class time.
- **Contribute to the discussion:** Your questions and comments are welcomed and expected. Do not hesitate to ask questions about anything you are unsure of; questions are a great way to gain knowledge and initiate discussions. Likewise, all of you are in a position to contribute information by answering classmates' questions, commenting on or respectfully challenging others' ideas, and providing your own responses to the class material.
- **Take part in activities:** We will utilize a number of small-group and partnered activities throughout class. As with our larger class discussions, your contributions are essential for success. Following from this, students are expected to work through the entire class period when working on group activities or individual in-class writing assignments.

Attendance: Your full participation is expected and anticipated each class period. This is not a lecture-based class, so individual student participation is essential to the the learning experience of each individual student and to the group as a whole. Therefore, students should not be late and should not miss class. Poor attendance will negatively impact students' grades. Each student is permitted three absences throughout the semester; in addition to missed classes, repeated or excessive lateness may count as absences. Your fourth and each subsequent absence from the class will have several effects:

- No credit earned for participation and in-class activities on days missed.
- An immediate 2% penalty in your final course grade (e.g.: if your final course grade was going to be 83% and you have missed five total classes, then the penalty would leave you with a final grade of 79%).
- An e-mail to Dean Traupman-Carr.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. In most cases, a dean's note or other official Moravian College document justifies absences for Moravian functions. Doctor's appointments, job interviews, and other important appointments do not count as excused absences. Save your three free unexcused absences for those sorts of instances. If you have a legitimate conflict or an extreme emergency, discuss the situation with me.

Late Work: Absences from class do not excuse late work; if you know you will not be in class, any assignments due that day are still required to be submitted to the instructor on time. Unless special permission has been given, papers submitted late will incur a 5% deduction from the total possible score for each day it is late. For example, a paper earning an 89% that is submitted two days late will have a reduced total grade of 79%. If there are circumstances preventing you from submitting an assignment on time, please contact me immediately.

You must complete all these requirements, as well as the six Student Affairs sessions, in order to be eligible to pass the course.

LINC 101 M Fall 2015 Course Calendar

Week 1		
31 August	M	Introduction Set up Edmodo accounts (Course code = hpi3ti)
2 September	W	Due: Blog Response 1 In class: What is a podcast? Begin compiling podcast characteristics
4 September	F	Student Affairs Session: Sex Signals Meet in Reeves 212 and walk together to Prosser. Have your ID!
Week 2		
7 September	M	Read: <i>The Academic Writer</i> , Chapter 1, “Rethinking Writing,” 1–17. Listen: <i>This American Life</i> , “The Problem We All Live With” (58 mins) [http://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with] and <i>Invisibilia</i> , “How to Become Batman” (59 mins) In class: How do we “read” a podcast?
9 September	W	Due: Blog Response 2 Read: <i>The Academic Writer</i> , Chapter 2, “Rethinking Reading,” 18–33. Listen: <i>Note to Self</i> , “The Bi-Literate Brain” (22 mins), <i>A Brief History of Food</i> , “Pierogi” (4 mins), <i>ERcast</i> “Whooping Cough” (6 mins), and <i>Stuff You Missed in History Class</i> , “Nikola Tesla and the War of Alternating Current Revisited: Part 1” (17 mins)
11 September	F	Student Affairs Session: Counseling Center, Health Center, Religious Life
Week 3		
14 September	M	Read: <i>The Academic Writer</i> , Chapter 4, “Analyzing Rhetorical Situations,” 53–89. <i>This American Life</i> , “The Problem We All Live With” (57 mins.) [http://www.thisamericanlife.org/radio-archives/episode/563/the-problem-we-all-live-with-part-two] In class: Work with groups
16 September	W	Read: Chris Forster, “The Podcast as a Genre” [http://cforster.com/2014/09/podcast-as-a-genre/] In class: Work with groups
18 September	F	Student Affairs Session: Academic Support Center

Week 4		
21 September	M	Due: Draft of Rhetorical Analysis In class: Peer feedback on drafts
23 September	W	Due: Rhetorical Analysis
24 September	Th	10:00–11:30A: Fall Convocation *****
25 September	F	Student Affairs Session: Career Development Center
Week 5		
28 September	M	TBA
30 September	W	TBA
2 October	F	Student Affairs Session: Student Involvement & Leadership
Week 6		
5 October	M	Due: Podcast Review In class: Informal presentation of reviews
7 October	W	Read: <i>The Academic Writer</i> , Chapter 7, “Doing Research,” 170–178, and Chapter 11, “Strategies for Invention,” 292–305.
9 October	F	Student Affairs Session: Center for Intercultural Advancement & Global Inclusion
Week 7		
12 October	M	No Class: Fall Break
14 October	W	Library Visit Due: Research topic ideas
16 October	F	Read: <i>The Academic Writer</i> , Chapter 7, “Doing Research,” 178–205.
Week 8		
19 October	M	TBA
21 October	W	TBA
23 October	F	TBA

Week 9		
26 October	M	Due: Draft of Research Paper
28 October	W	Prep for registration: draft schedules
30 October	F	TBA
Week 10		
2 November	M	No Class: Individual Conferences
4 November	W	No Class: Individual Conferences
6 November	F	No Class: See <i>Exhibit A</i> performance at the Arena Theater on Nov. 5-8: Thursday, Friday and Saturday at 8PM, Sunday at 1PM
Week 11		
9 November	M	Due: Blog Response
11 November	W	Due: Podcast script
13 November	F	Due: Recorded Interview
Week 12		
16 November	M	In class: Podcast workshops
18 November	W	TBA
20 November	F	TBA
Week 13		
23 November	M	TBA
25 November	W	No Class: Thanksgiving Break
27 November	F	No Class: Thanksgiving Break
Week 14		
30 November	M	In class: Podcast Presentations
2 December	W	In class: Podcast Presentations
4 December	F	In class: Podcast Presentations
Week 15		
7 December	M	Due: Podcast
9 December	W	Due: Research Paper
11 December	F	Class Reflection