

## LinC 101 R, First Year Seminar: How Not to Be Wrong

Comenius 304, MWF 11:45 AM - 12:55 PM

Fall 2015

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### Office Hours:

TUESDAY 9:30 - 11:30 AM; WEDNESDAY 1:30 - 2:30 PM; FRIDAY 10:15 - 11:15 AM; AND BY APPOINTMENT

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### Moravian College FYS Program

The objectives and goals below are descriptive of the Moravian College First Year Seminar program and so refer to *all* sections of LinC 101.

#### Course Description and Objectives for the FYS course:

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.

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

**FYS: How Not to Be Wrong**

The information below pertains to this particular section of LinC 101.

**Course Description:**

Using Jordan Ellenberg’s book, “How Not to Be Wrong: The Power of Mathematical Thinking,” as a guide, we will analyze real life situations using the powerful tools of mathematical thinking without using technical jargon or equations. (Ok, maybe we use the area of a circle.) We will consider war, healthcare and politics among many other topics.

**Texts and Materials:**

*How Not to Be Wrong: The Power of Mathematical Thinking*, by Jordan Ellenberg.

*The Academic Writer, A Brief Guide, 3rd edition* by Ede.

We will be utilizing Google Drive throughout course, so students are required to bring their MacBook Pros or iPads on the day that assignment drafts are due. [Software requirements for iPad: Google Drive and Docs]

<b>Assignment</b>	<b>Percent of Final Grade</b>
Assignment 1	15%
Assignment 2	15%
Assignment 3	20%
Assignment 4	15%
Preparation & Participation	30%
Attendance at 3 extracurriculars	5%

**Participation:** This seminar will be based on discussion amongst the class relating to various reading material. In order for this to be a success, all students must be prepared to actively participate in class. This means

- Be prepared for class: You have done the readings and have responded to the reading. If a draft of a writing assignment is due, make sure that it is ready at the beginning of class and that you bring your MacBook Pro or iPad to class.
- Be prepared to contribute: You are ready to share your thoughts on the readings and to participate in discussions. People are often unwilling to share their thoughts because they feel that they do not have anything worthy to contribute to the conversation, but it will be a very boring conversation if everyone feels this way!
- Be prepared to ask questions: To learn we must question. We all must be ready to question each other.
- Be respectful: In order for everyone to feel comfortable sharing their thoughts and having those ideas questioned, it is vital that everyone approach discussion as a way to seek knowledge rather than a way to make a point.

**Grading Rubric:**

Preparation:

Each day that a reading is to be completed you will be graded on your preparedness to participate in class, which includes not only completing the reading but also responding to the reading. You will be graded on a 3-point scale as follows:

- 0 Absent or failed to complete reading/response.
- 1 Demonstrated that reading/response is completed (and if absent emailed the response to the professor).
- 2 Demonstrated that reading/response is effectively completed (and if absent emailed response to the professor).

**To effectively complete the reading and response to the reading, you are required to:**

- 1. Summarize the reading in one paragraph**
- 2. Write down an interesting insight(s) you had and/or question(s) that arose.**

In-class assignments:

Each day you will be graded on your participation in the in-class assignments. You will be graded on a 4-point scale as follows:

- 0 Absent.
- 1 Completely unengaged in class. This may include being late or disruptive to discussion.

- 2 Not disruptive but not contributing to the discussion.
- 3 Effectively participated.
- 4 Went above and beyond normal expectation for participation such as providing a particularly insightful comment or question that leads discussion.

Assignments:

For each of the four main writing assignments, the grade will be based on successful completion of the following elements:

- Proposal/thesis (if required)
- Drafts
- Evidence of revision (which may include a Writing Center session)
- Final draft

A full break down on how these components will make up the grade for each individual assignment will be given in a separate document that will include a grading rubric.

Extra-curriculars:

You are required to attend three academic events that are not part of your regularly required work for this course. This may include invited lectures, musical concerts, theater performances, etc. You will be required to submit a one-page summary and reflection on this event. The summary should include information on what the event was as well as a brief synopsis. The reflection should include a thoughtful response to how the event contributed to your engagement as a member of the Moravian College community. The reflection may also include an expression of the impact the event had on your vision of your education.

**Course/Classroom Expectations:**

Etiquette:

Our discourse community is expected to be one of mutual respect. As such, it is expected that all students will either turn off their cell phones or put them on silent. Also, students should be respectful of others' ideas by keeping feedback constructive.

Attendance:

Regular class attendance is expected of all students. You are responsible for all material assigned or covered in class. If you do miss a class for any reason, it is your responsibility to keep up with the class. You should see a classmate for notes, homework assignments, and any announcements from class. As noted above, a student who is absent for the day without a valid excuse will receive a '0' for participation. An absence from class does not mean an extension on any work that is due. If you will be absent on a day when an assignment is due, you are expected to turn in the assignment via the Google Drive and to email the professor to inform them that the assignment has been completed. Extenuating circumstances will be taken into consideration, but technological problems are NOT AN EXCUSE for turning in work late or not turning it in at all.

Course Outline			
Week	Day	Date	Topic
Week 1	Mon	8/31	Introduction
	Wed	9/2	Ellenberg "When Am I Going to Use This?" Ede Ch 1. and exploration p 14
	Fri	9/4	Student Affairs Session: Sex Signals
Week 2	Mon	9/7	Ellenberg <i>One</i> "Less Like Sweden"
	Wed	9/9	Ede Ch. 2
	Fri	9/11	Student Affairs Session: Counseling Center, Health Center and Religious Life
Week 3	Mon	9/14	Assignment 1 rough draft
	Wed	9/16	Ellenberg <i>Two</i> "Straight Locally, Curved Globally" Ede Ch. 3 and exploration p35
	Fri	9/18	Student Affairs Session: Academic Support Center
Week 4	Mon	9/21	Ellenberg <i>Three</i> "Everyone Is Obese"
	Wed	9/23	Assignment 1 final draft Ede half of Ch. 4 (p 69) and ** below
	Fri	9/25	Student Affairs Session: Career Development Center
Week 5	Mon	9/28	Assignment 2 proposal/thesis Ellenberg <i>Four</i> "How Much Is That In Dead Americans?" Ede half of Ch. 4 and assignment p. 85
	Wed	9/30	Library Session
	Fri	10/2	Student Affairs Session: Student Involvement & Leadership
Week 6	Mon	10/5	Ellenberg <i>Five</i> "More Pie Than Plate" Ede half of Ch. 5 (p. 110) exploration on p. 110
	Wed	10/7	Assignment 2 rough draft
	Fri	10/9	Student Affairs Session: Center for Intercultural Advancement & Global Inclusion
Week 7	Mon	10/12	Fall Break
	Wed	10/14	Ellenberg <i>Six</i> "The Baltimore Stockbroker And the Bible Code"
	Fri	10/16	Ede half of Ch. 5 exploration p 114
Week 8	Mon	10/19	Assignment 2 final draft Ellenberg <i>Seven</i> "Dead Fish Don't Read Minds" Ede Ch. 6 (up to p. 137) exploration p 136/137
	Wed	10/21	No class for conferences

\*\*Take the educational essay on persistent surveillance, whose audience was the people in your hometown, and write a two paragraph argument to convince your peers that they should feel the same way about persistent surveillance as you do. Consider Logos, Pathos and Ethos as well as your rhetorical situation as you write this.

Week	Day	Date	Topic
	Fri	10/23	No class for conferences
Week 9	Mon	10/26	Ellenberg <i>Eight</i> “Reducto Ad Unlikely”
	Wed	10/28	<i>Assignment 3 proposal/thesis</i> Ede rest of Ch. 6 exploration p. 142
	Fri	10/30	Ede first third Ch. 7 (p 189)
Week 10	Mon	11/2	Ellenberg <i>Nine</i> “The International Journal of Haruspicy”
	Wed	11/4	Ede next third Ch. 7 (p 211)
	Fri	11/6	Ede last third Ch. 7
Week 11	Mon	11/9	<i>Assignment 3 rough draft</i>
	Wed	11/11	Ellenberg <i>Ten</i> “Are You There God? Its Me, Bayesian Inference” Ede half Ch. 8 (p. 245) exploration p. 235
	Fri	11/13	Ede half Ch. 8
Week 12	Mon	11/16	<i>Assignment 3 rough draft two</i>
	Wed	11/18	Ellenberg <i>Fourteen</i> “The Triumph of Mediocrity”
	Fri	11/20	Ede half Ch. 9 (p. 269)
Week 13	Mon	11/23	<i>Assignment 3 final draft</i> Ellenberg <i>Sixteen</i> “Does Lung Cancer Make You Smoke Cigarettes?”
	Wed-Fri	11/25-11/27	Thanksgiving
Week 14	Mon	11/30	Ellenberg <i>Seventeen</i> “There Is No Such Thing As Public Opinion” Ede half Ch. 9 exploration p. 272 and p. 277 (top one)
	Wed	12/2	Ellenberg <i>Eighteen</i> “Out Of Nothing I Have Created A Strange Universe”
	Fri	12/4	<i>Assignment 4 draft</i> Ede Ch. 14 exploration p. 342
Week 15	Monday	12/7	Ellenberg “How To Be Right”
	Wed	12/9	Presentations
	Fri	12/11	Presentations
Final Exam		12/15	(Posters) 1:30 PM

## **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.

## **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 pro-

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**

Moravian encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation or have questions about the physical access provided, please contact the event sponsor at least one week prior to the event. Students who wish to request accommodations in this class for a disability should contact Ms. Laurie Roth, Director of Academic and Disability Support at 610-861-1401 (office located on the first floor of Monocacy Hall). Accommodations cannot be provided until authorization is received from the Academic & Disability Support Office.

### **Tutoring**

The Academic Support Center houses Disability Support and Greyhound Tutoring on the first floor of Monocacy Hall and can be reached at 610-861-1401. Greyhound Tutoring provides course-specific tutors to Moravian students, free of charge. If you would like to work with a Greyhound Tutor to boost your academic success, please request a tutor through <http://bit.ly/NeedTutorMC> (case-sensitive). Plan ahead! It takes 2-3 business days to connect you with a tutor.

### **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>