

LINC 101S | First Year Seminar

Inequality and its Discontents: Latin American Social Critique through Fiction & Film Moravian College

Fall 2015

Instructor: Dr. Erica Miller Yozell Comenius Hall 402 610-625-7782 yozelle@moravian.edu - best way to reach me <i>I will respond to your emails within 24 hs on weekdays and within 48 hs on weekends.</i> Office Hours: T 9:15-10am, W 1-2pm, and by appointment: http://bit.ly/1oadwKo	Student Advisor: MaryGrace Joyce stmcyj02@moravian.edu Course Information: TRF 10:20-11:30 Location: PPHAC 301
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Course Description and Objectives for FYS:

Welcome to Moravian and to FYS! The First-Year Seminar introduces writing as a process that is central to college learning and to life. Each 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.

In this seminar, we will study a selection of Latin American works (film & short stories) that demonstrate a strong social and ethical commitment on the part of the director or author commenting on issues stemming from inequality. Moravian College's In Focus theme this year is "Poverty and Inequality," so we will tie our studies in with the larger conversations developed through the common summer reading, guest lectures, research talks, and other events.

While there will be other short readings, our primary films/texts will include *City of God* (2002, dir. Fernando Meirelles), *Even the Rain* (2010, Icíar Bollaín), *Drown* (1994, Junot Díaz), *Seven Boxes* (2014, Juan Carlos Maneglia & Tana Schémbori), and the summer reading by Anna Deveare Smith, *Twilight, Los Angeles, 1992*. In addition to these works of fiction, we may read analytical texts that will help us better understand and articulate the issues studied.

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 for FYS:

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

Required Materials for FYS 101S:

Ede, Lisa. *The Academic Writer: A Brief Guide*. 2nd Ed. Boston, MA: Bedford/St. Martin’s, 2011. Print.
Díaz, Junot. *Drown*. 1994.

->Additional materials will be posted on Blackboard. Films will be available via Ensemble streaming (see Blackboard).

Blackboard:

I have put together a Blackboard site (<http://blackboard.moravian.edu/>) for this course. You need to enroll yourself — so please do this soon! There are enrollment instructions linked to the Blackboard home page. On our site you will find a copy of the syllabus, basic course information, links to view the films, and our contact information. As the semester progresses, I will post assignments, readings, any changes to the syllabus, and additional information. If you miss class for any reason, you should check Blackboard so that you know what material to prepare and what homework to complete for the next class.

Expectations & Evaluation

Participation: As a workshop-based class, the success of this course depends on the collective efforts of all of us. Students are expected to arrive prepared to participate in all class activities by having viewed the films, read and understood the texts, and completed any writing assignments or other homework.

*****Active participation** involves collaborating in paired and group activities, volunteering thoughtful answers on a regular basis, working on in-class writing, being prepared for short oral presentations, asking relevant questions, and speaking thoughtfully and respectfully in class discussions. Simply being present, looking attentive and taking notes is not considered active participation.

***Please turn off any personal communication devices (cell phones, etc.) so that we may focus on our class community. Let's use our digital devices to help us connect in our class community, not to mentally absent ourselves from it.

*** **Absences:** 0-3 will not be penalized – it's like having three "sick days" or "personal days" at work to use at your discretion. Every absence over three, regardless of the reasons, will lower the final grade by one point. Exceptions will be made in extraordinary circumstances and may require additional documentation. Please note that the Student Affairs portion of the class is mandatory; you may not pass the class without attending and participating.

Readings and Films: We will view a number of contemporary films by Hispanic directors as well as read *The Academic Writer* and short texts relating to the films and the questions they raise. Students will respond to and comment on the readings both in discussions and in writing. You may need to read the material more than once in order to understand it well enough to write about it and work with it.

Writing: We will work on developing a practice of writing as a process of developing ideas as well as a means of communicating clearly and effectively with different audiences. Students will engage in exploratory writing assignments, complete and revise a variety of short formal writing assignments, and create a research-based digital narrative. We will dedicate class time to writing, learning how to revise writing and offering constructive feedback to others. The essay written as part of the summer reading program will count as one of the informal/exploratory writing assignments. To conserve paper, please feel free to print double-sided unless I specify otherwise. Many assignments will be turned in or shared electronically.

Details for each paper will be distributed in class and/or posted on Blackboard. Papers must be typed and double-spaced unless submitted electronically. You must include ALL previous drafts, including comments by ANY reader (peers, tutors, professors, anyone). It's okay to ask for help revising, but no one should write or rewrite the paper for you. Helpful readers may point out errors or awkward passages, but may not rewrite entire sections. I will not accept emailed papers unless we have made previous arrangements. Late papers will lose 10 points per day, starting at the time of class. Exceptions will be made only in extraordinary circumstances.

Evaluation of the informal/exploratory writing (EW) will be both behavioral and qualitative. Writing is a skill that can be learned and does take practice, so the grades reflect the importance of that. The basic grade will be behavioral: completion of all the required exercises will earn you a B, guaranteed; 80-98% will earn a

C; 60%-79% will earn a D; less than 60% will result in an F. If you meet the criteria for a B and consistently demonstrate superior quality in your work, you will earn an A.

Evaluation of formal writing (FW) will be based on assignment-specific criteria given at the time of the assignment as well as demonstrable progress through the revision process. Students will learn the standards of MLA-style format and citation.

Student Affairs: On some Fridays, students will attend a large class led by representatives from Student Affairs. Some will be followed by short sessions led by your student advisor. These sessions are a vital part of students' introduction to college life; they are designed to assist students in making a successful transition to college. The FYS instructor will be notified if students are not sufficiently engaged in the Friday SA sessions, as this is a required component for passing the course.

Resources:

- **Office Hours:** I encourage you to make an appointment with me! (Go to <http://bit.ly/1oadwKo>).
- I am happy to work with you on any difficulties you are encountering or questions you may have. You are also welcome to stop by and chat. Since my office (402 Comenius) is not accessible to persons with mobility impairments, please let me know if we need to meet in a different location.
- **Student Advisor:** The student advisor is MaryGrace Joyce and, as you probably already know, she's a great resource to help guide you through this transition to college life as well as helping you with your writing and study skills.
- **Writing Center:** The Writing Center, on the second floor of Zinzendorf Hall, is there to support the efforts of all writers at Moravian College. All students will visit the Writing Center at least once during the semester, and I encourage you to make use of this excellent resource. Many of the best student writers in the college regularly use the Writing Center. The tutors there are students who are good, experienced writers and who are professionally trained to help you improve your writing. You can 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 M-Th afternoons and Sun. 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.
- **Reeves Library:** In addition to the physical resources available—books, magazines, journals, newspapers, and electronic resources—the library has the invaluable resource of reference librarians. Our librarians are always interested in helping you with any questions you may have on research and resources. We will attend a special library session with bibliographic instruction for this class.
- **Academic Support Services:** These folks help students with strategies to succeed in the academic environment, and they can help you establish habits that will be useful after college, too.
- **Disability Support and Accommodations:** Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall | 610.861.1401. Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

- **Counseling Center:** The counselors help students deal with the stressors of college life. They're a great resource for all students. Give them a call or stop by. 1301 Main Street | 610.861.1510

Evaluation:

Please note that it is within the instructor's purview to use qualitative judgment in determining the grades for an assignment in the course.

Final grade:			
25%	Research-based project (including research, drafting and revision process)	25%	Short formal writing
25%	Exploratory/informal writing	10%	Presentations (2)
10%	Active participation	5%	Extracurricular events (3)

Letter grades:

93-100	A	86-83	B	76-73	C	66-63	D
92-90	A-	82-80	B-	72-70	C-	62-60	D-
89-87	B+	79-77	C+	69-67	D+	59-0	F

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.

Course Calendar

Please note that the calendar is subject to changes. All changes will be announced in class and posted on Blackboard. This calendar is designed to provide an overview of the semester; **detailed descriptions of homework and assignments are on Blackboard. You can count on reading and writing for nearly every day of class.**

Week 1:

Introductions. Ourselves as writers. | *Twilight, Los Angeles 1992* | Prosser: Sex Signals

Week 2:

City of God | *City of God* | Prosser: Counseling Center, Health Center, Religious Life

Week 3:

Perspective essay | *Drown* | Prosser: Academic Support Center

Week 4:

Drown. Short essay. | **Convocation: Karen Armstrong** – Johnston Hall | Prosser: Career Development Center

Week 5:

Drown | Individual meetings with Dr. Yozell | Prosser: Student Involvement & Leadership

Week 6:

Individual meetings with Dr. Yozell | *Even the Rain* | Prosser: Center for Intercultural Advancement & Global Inclusion

Week 7:

Fall Break | Reeves Library: FYS Introduction to the Library and Information Literacy | In-class research session

Week 8:

FYS Adjustments & College Success Skills | Writing: synthesis. Research questions. | Lab day: 30-second presentations.

Week 9:

Advising | Reeves Library: guided research | Presentations. Professional communication workshop

Week 10:

Summaries & relevance statements due. Writing workshop. | Lab day: Google Maps & Digital Narratives | Summaries & relevance statements due. Writing workshop.

Week 11:

Conversation synthesis. Project planning. | Exploratory essay due. Workshop: analysis. | Lab day: Designing the map & the narrative

Week 12:

Exploratory essay due. Workshop: analysis. | *Seven Boxes* | Lab day: Map building

Week 13:

Seven Boxes | Thanksgiving Break | Thanksgiving Break

Week 14:

Writing workshop | Short essay due | Lab day: finalize maps, peer review

Week 15:

Final presentations | Final presentations | Revised essay due. Last day of class.