Introduction to College Life  
Fall, 2005

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COURSE DESCRIPTION:

This is a half unit (.50) course requirement whose primary goals are to introduce first-year students to the intellectual life of Moravian College, to promote a smooth transition to college life, and to help students develop a coherent plan for their education. Specific topics include: becoming familiar with college policies related to your role as a student and member of the Moravian College community; assisting your transition to becoming a successful college student; exploring the purpose of a liberal arts education at Moravian College and its relation to life after college; developing specific goals, objectives, and plans for your education; and assisting your engagement in college life.

FACULTY ADVISOR: Dr. Michele August-Brady, Nursing Faculty

Welcome! I am excited to be involved with another group of first year students. The first year of college brings out many thoughts and emotions: excitement, new student responsibilities and expectations, plus perhaps a bit of fear of the unknown… As your faculty advisor, I am looking forward to working with you to ease your transition to College and to working with you as you chart your own course of studies in the future. I will be your academic advisor until you declare your major; after which you will then receive an academic advisor in your intended academic field of interest. Jamie, your student advisor, and I will be working together to facilitate your engagement with the process of being a Moravian student. You will gain the much needed student perspective from Jamie and I am sure that you will find her assistance to be invaluable as you learn to successfully navigate your way through the Moravian Community.

STUDENT ADVISOR: Jamie Hillegass, Elementary/Art Education

I would also like to welcome you to Moravian! I am very excited to learn about who each of you are and share the fears, curiosity, overwhelm, and excitement that I also endeavored three years ago. Although my title sounds very formal, I want you all to feel very comfortable to approach me with any kinds of questions, advice, and especially stories! This first year will be your most memorable, and I would give anything to do it
all again. You chose an awesome school, and I hope each of you find your niche in our friendly, warm community! Lastly, I want you to know that there seriously is no such thing as a “stupid question;” I was always the Queen of asking them. You know how to reach me - I’m always here!

COURSE POLICIES and GRADING PROCEDURES:

To ensure fairness across different sections the course grading principles are standardized for all sections. The workload expectations for students will also be comparable across sections. The course is graded and is weighted as a half unit course. The final grade is totally determined by your willingness to become actively involved in this course that is aimed at enhancing your college experience. As long as you commit to becoming involved and meet the expectations for the course you can guarantee yourself a superior grade in at least this one course in your first semester at college. This also means that our energy will be aimed at helping you get the most out of this course and getting off to a good start in college. This should also allow you to develop a good open working relationship with your new academic advisor. This also means that your ICL instructor will not be grading, per se, each assignment that you complete for the course. With respect to grades your instructor will be functioning much like a bookkeeper and keep track of the points you have earned over the course of the semester. It is suggested that you track your performance over the course of the semester as well so that you know exactly how you are doing in this course. Final grades will be calculated by summing up the points at the end of the semester and comparing them to the various point values for each grade.

The workload for this course has been carefully designed to take into account that you are probably also enrolled in four other courses as well as possibly taking Fitness and Wellness this semester. It is composed of six different components as indicated below.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Attendance and participation in scheduled classes</td>
<td>30%</td>
</tr>
<tr>
<td>Completion of 6 outside of class short personal reflection papers</td>
<td>24%</td>
</tr>
<tr>
<td>Attendance and write-ups of community events</td>
<td>20%</td>
</tr>
<tr>
<td>Completion of the written personal eulogy</td>
<td>10%</td>
</tr>
<tr>
<td>Participation in a speaking assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Scheduling, preparing for, and attending individual meeting</td>
<td>6%</td>
</tr>
</tbody>
</table>

*Attendance and participation in scheduled classes*

This is the most heavily weighted component of the course. This reflects our hope that much of your learning experience comes about by active participation in the classes. Some classes will involve group activities, while others will have guest speakers and or panels sharing information and important insights about college. Unfortunately if you miss a particular class you have missed that learning experience and there really is no way to make it up. So each class has 15 formal class meeting times, one during fall
orientation to discuss our common summer reading and 14 seventy-minute classes, meeting once a week through out the semester.

You will earn 20 points for each class up to a maximum of 300 points. The operational definition of attending is coming to class prepared, on time or early, participating, and staying to the end of class. In other words simply showing up is not enough effort to earn full credit. Partial credit may be awarded if you do not meet this expectation. Please note that if you miss a class the points for that class cannot be earned.

**Personal Reflection Papers**

There will be six opportunities over the course of the semester to generate personal reflection papers (minimum of 250 words). With the exception of the first reflection paper, all will be based on the required class reading. Each of these assignments, if deemed acceptable and handed in on time, will earn 40 points. Late personal reflection papers can only earn 20 points. We reserve the right to turn back a submission as unacceptable and require you to resubmit a revision if your work doesn’t clearly convey that you have tried to do a good job on the write-up. If this occurs multiple times, partial credit may be awarded for resubmissions.

1. You have had some time to acclimate to college life. Based on your experience to date, what has been your greatest challenge and what has been the most enjoyable aspect? Has your transition as a college student been about what you had anticipated? Why or why not?

   The following personal reflection papers are based on “*The color of water*” (McBride, 1997).

2. Based on your reading to date, why did James McBride choose *The color of water* as the title for this book? Do you think this is an appropriate title to convey the essence of the story? Why or why not? Can you suggest another title?

3. Identify at least three themes found within the story. Discuss the one theme contained within the story that is most meaningful to you and explain why.

4. Ruth McBride is distrustful of the white person, yet requires that her children attend all white schools. Reflect on the inconsistencies in the story involving race. Do you believe that these inconsistencies promote or confuse racial identity and development of the children? Explain fully.

5. Compare and contrast the concept of “diversity” as portrayed in *The color of water* with that portrayed in *The sparrow*. Are there differences, similarities? What may account for these?

6. Pretend that you are an editor and your job is to write a book critique (*The color of water*) including strengths, weaknesses, essence of the story along with your recommendation to read. Be as creative as you like.
Community events

College offers students many opportunities for additional learning that occur outside of the classroom, however most students straight out of high school are not used to taking advantage of such opportunities. To help you develop the habit of exposing yourself to new learning experiences this course requires you to attend 5 community events over the course of the semester. The first will occur during freshmen orientation and the others will be spread out over the semester.

The first and only community event required of the whole freshman class is attendance at the presentation by Mary Doria Russell, the author of *The Sparrow*. In recognition of the significance of this particular community event (60 points) it is weighted more heavily than the other four (35 points each). Here is your first chance to communicate using the written word with a college professor. Make your submission something that you are proud of. It is also the first opportunity for me to get a feel for your writing ability and for your ability as a college student.

There will be three required class community events. They are as follows:

1. “Fighting the Freshmen 15”: Tom Ryan
   Wednesday, September 14, 7:00PM, Prosser Auditorium
2. Annual Cohen Lecture:
   Wednesday, October 5, TBA, Johnson Hall
3. Academic Dishonesty: David Callahan
   Monday, October 17, 7:00PM, Prosser Auditorium

If you have a legitimate conflict with a class community event, I will suggest an acceptable alternative community event for you to attend. In order to receive credit this alternative must be arranged with me before the date of the class community event.

In addition you will be asked to choose 1 other approved event to serve as individual community event. A written reaction paper (write-up) is required for each individual community event that you attend. Each write-up (250 word minimum) is due within one week of the date of the event. It is expected that these write ups are of a high quality. As long as a good faith effort is made full point value (35 points) will be earned. If the write-up of the event is handed in late the maximum point value that can be earned is 20 points. In the event that the write up is deemed unacceptable, you will be required to resubmit a revision. If this occurs multiple times, partial credit will be rewarded. Attending five community events and demonstrating active participation (either through discussions or quality written submissions) earns you 200 points, the equivalent of a 100 on a test that counted 20% of your final grade.

Personal Eulogy

This written assignment (800 -1000 word minimum) requires to think about your life, your future goals – educational, career, personal and social – and to write your own personal eulogy which captures the highlights of your life. In order for you to do this,
you must think about the future direction of your life, your life’s goals, values, and aspirations, and to write your own eulogy which details this thought. As long as it is handed in on time and is of acceptable quality, you will earn 100 points for completing this component of the course. A written personal eulogy that is submitted late will earn only 50 points. It is due November 29, 2005.

**Speaking assignment**

The purpose of this assignment is to begin to address the Speaking Across the Curriculum component of the Learning in Common Curriculum (LinC). You will be required to make a 5 minute presentation in front of the class on the theme “Any Old Bag Will Do”. You are required to fill “any old bag” with three items. The bag and each item should symbolize something about your life: the first item should describe something about your past. The second item should relate to something about your present, and the third item should explain something about your future. The bag should also symbolize something about you in some way. You should be looking for innovative items to give the class insight into who you are, your interests, your values, your hobbies, your goals, your concerns, etc… This assignment gives you an opportunity to exercise your creativity. You will be required to “structure” the presentation with an introduction, smooth transitions from one item to the next and an effective conclusion.

You will be evaluated by your peers on the following criteria:

1. organization of presentation
2. quality of speaking
3. making good eye contact
4. maintaining good body posture
5. holding the interest of the class
6. adheres to 5 minute time frame

The total point value that can be earned for this component of the course is 100 points provided that all criteria are satisfied.

**Scheduling, preparing for, and attending individual meeting**

I will ask you to arrange for an individual meeting with me prior to registration for the spring semester. The dates of these individual meetings may vary depending on whether you are an Add-Venture student, a Comenius scholar, or in the general program. Registration for Add-Venture students and Comenius scholars is on Wednesday, October 19, 2005 and for all other first year students, November 7, 8, & 9. As part of this process it is critical that you both understand the LinC curriculum and thoughtfully prepare for this meeting. This means, for example, that you check the college catalog for specific requirements for any fields that you are considering majoring in. You also need to identify six courses as possibilities to discuss with your advisor. You will also write down an explanation for why you chose each of these courses as possibilities. A form will be provided for you to facilitate your schedule planning. It is your responsibility to thoughtfully fill this out and bring it to this meeting. The reason for requiring you to
choose six courses even though most students will only enroll in four full unit courses (Some may also be taking Fitness and Wellness) is to ensure that you still select an optimal schedule for yourself even if one or two of the courses that you have selected are closed when it comes time for you to actually register. This planning is so crucial to your college success that you earn 60 points for scheduling, preparing, and attending these individual meetings. If you are not prepared with a draft of a schedule, only partial credit will be awarded.

**Point Value Conversion Chart**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>930+</td>
<td>A</td>
</tr>
<tr>
<td>900 – 929</td>
<td>A-</td>
</tr>
<tr>
<td>870 – 899</td>
<td>B+</td>
</tr>
<tr>
<td>830 – 869</td>
<td>B</td>
</tr>
<tr>
<td>800 – 829</td>
<td>B-</td>
</tr>
<tr>
<td>770 – 799</td>
<td>C+</td>
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<tr>
<td>730 – 769</td>
<td>C</td>
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<tr>
<td>700 – 729</td>
<td>C-</td>
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<tr>
<td>670 – 699</td>
<td>D+</td>
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<tr>
<td>630 – 669</td>
<td>D</td>
</tr>
<tr>
<td>600 – 629</td>
<td>D-</td>
</tr>
<tr>
<td>less than 600</td>
<td>F</td>
</tr>
</tbody>
</table>

**LEARNING DISABILITY ACCOMODATIONS**

Students who wish to request accommodations in this class for support of learning disabilities and/or ADHD, should contact Mrs. Laurie Roth, Director of Learning Services, 1307 Main Street (extension 1510).

Students who wish to request accommodations for support of other disabilities, should contact Dr. Ron Kline, Director of the Counseling Center, 1307 Main Street (extension 1510).

Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.

**ACADEMIC HONESTY**

Cheating and plagiarism will not be tolerated. Plagiarism is the misrepresentation of someone else's work as your own. This includes such instances as quoting directly from a published work without giving the author credit (i.e. proper citation), inserting the author's words as your own, using or "borrowing" another student's work, buying a paper from a professional service, etc. It is your responsibility to be familiar with what
constitutes plagiarism and, in the event of uncertainty, to ask in a constructive manner about a writing in question before it is due in a final version. You are also required to keep all note cards and rough drafts on papers and assignments until given a final grade for that course. Evidence of plagiarism and cheating will be dealt with in accordance with the college policy on academic honesty found in the Student Handbook. In the event of a suspected infraction – in fairness to your peers and the standards of the college – it is my job to send the materials in question to the Dean’s Office at which time you are given the chance to provide your perspective on the matter.

LATE ASSIGNMENTS
The consequences of assignments being handed in late are spelled out in the grading procedures section of the syllabus.

REQUIRED READINGS


College Student Handbook

College Catalog

Additional Readings handed out in class

Note:

Please note that it within the instructor’s purview to apply qualitative judgment in determining grades for any assignments and for the course final grade.

Please note while I will try to hold to the flow of the syllabus it is subject to change over the course of the semester.

**Intended Student Outcomes**

(1) Prepare for College Life at Moravian College

STUDENT OUTCOMES: Upon completion of the course, students will:

1) become familiar with college policies related to their role as students and members of the Moravian College community.

2) understand the expectations and responsibilities of being a college student, and a member of the Moravian College community.
(2) Introduction to Liberal Education

STUDENT OUTCOMES: Upon completion of the course, students will be able to:
   1) identify and understand the general goals and purposes of the liberal arts and sciences tradition for individuals and within society.
   2) articulate the value of liberal learning for their own personal and professional success.

(3) Individual Planning for Education at Moravian College and Beyond

STUDENT OUTCOMES: Upon completion of the course, students will be able to:
   1) articulate their specific goals, objectives, and plans for their personal education
   2) execute strategies and tools to help them renew and revise these plans in the future.

(4) Academic Survival Skills

STUDENT OUTCOMES: Upon completion of the course, students will be able to:
   1) demonstrate intellectual skills, which should result in greater personal, professional, and academic success; including, but not confined to: effective study skills, time management, and goal setting.
   2) pursue their educational goals with greater confidence and efficacy.

(5) Personal Coping Skills

STUDENT OUTCOMES: Upon completion of the course, students will be able to:
   1) identify and understand aspects of themselves (learning styles, communication styles, coping styles, personal values, cultural values) that will affect personal well being and academic success.
   2) engage in a variety of coping skills that work best for them in challenging situations.
   3) pursue their personal goals and handle the challenges of adjustment college with greater confidence and efficacy.