

First-Year Experience Course Core 100: Fall 2008

Introduction

Each student, as he or she arrives on campus, will join a ready-made community, including a group of peers, upper-class students, and a faculty or staff member who serve as the student's mentor group, which is also the student's First-Year Experience class (Core 100). The class is built around a series of planned activities for the mentor groups. Students earn one credit toward their degrees by successfully completing COR 100.

Purpose

The first-year experience course facilitates the transition from secondary to post-secondary education through readings, discussions, and activities that engage new students in the curricular and co-curricular life of Lyon College.

Content

The content of Core 100 is organized around eight primary objectives. Students will receive information on and:

- Discuss the nature and mission of Lyon as a residential liberal arts college.
- Advice in developing the academic skills necessary for success at Lyon.
- Training in the use of campus computing resources, including online registration and college's course management system, Educator (Red Carpet Days training sessions)
- Discuss the expectations of the academic programs offered by the college, including general education requirements
- Discuss the importance of the Honor and Social Systems in the development of personal integrity and responsibility.
- Contacts with college social, service, and honor organizations.
- Participate in cultural programs of potential interest.
- Engage in a service project as an introduction to the larger community of Batesville and Independence County.

Requirements

All full-time, incoming students who have completed 10 or fewer hours of college credit must participate in the First-Year Experience Program. Any exceptions must be approved by the Dean of the Faculty. To complete the program, students must attend fall orientation and Core 100 sessions, complete Core 100 assignments satisfactorily, participate in service day activities, and attend any required convocations and cultural events.

The First-Year Experience Program begins the Friday before classes start in the fall. During this period, sessions and activities are planned to acquaint new students with the campus and with college life. COR 100 formally begins when classes begin. Faculty/staff and student mentors work throughout the semester to monitor progress, discuss problems, and provide support to new students. Mentors continue to fill these roles for the rest of the year, and faculty/staff mentors

continue as academic advisers until a major adviser is selected. The First-Year Experience Program is supplemented by the programming offered through Spragins House, which includes a number of social and co-curricular activities, as well as workshops for skills development.

Required Readings:

- Linda O'Brien, *How to get Good Grades in College*, 3rd ed. Woodburn Press, 2000.
- Electronically distributed readings on domestic policy and foreign policy issues.
- 2008-2009 Academic Planner

Course Assignments:

Service Day: Service is a prominent component of the Lyon College mission. Therefore, ALL students enrolled in *COR 100* **must** participate in Service Day 2008 on specific service projects assigned to each mentor group. Freshman athletes who will be absent due to an away game **must**:

- a) Arrange for an independent service project (time, location, and activity) through Campus Ministries.
- b) Inform their faculty/staff advisor of the arrangements **BEFORE** Tuesday, September 23, 2008.

Any student who fails to comply with the Service Day component will receive a final grade reduction of one letter grade.

Cultural Events: In keeping with the liberal arts mission of the college, all first-time students, as part of *COR 100*, **must** attend and report on six Lyon College sponsored cultural events. Of course, students may attend as many cultural events as they desire over and above the six required events. Typically, these events take place outside the standard academic day. Therefore, students must manage their resources and take the responsibility to attend the cultural events. Event reports must be submitted via FirstClass® within 48 hours of the event and include the following information:

1. Day and time of the event.
2. A cogent analysis of the event. What was the underlying theme of the event? Did the actor, artist, speaker, etc. accomplish his or her goal(s) for the event?
3. How did the event impact you?
4. Was the event worthwhile? Why or why not?

Two of the six events **MUST** be events sponsored by the Convocations Committee. These events are typically held in the evenings and consist of lectures or performances by invited speakers/artists. The remaining four events (no more than two from the same area) may come from any of the following nine areas:

1. An offering by the Convocations Committee.
2. An opening of an exhibition at Kresge Gallery.
3. A presentation by the Visiting Writer Series.
4. A play or other performance presented in the Holloway Theatre.
5. A foreign film NOT REQUIRED by a class in which the student is registered.
6. A concert by the College Chorale, band, flute choir, or orchestra.
7. A video offered through Spragins House.
8. A Lyon College sporting event. Student athletes must choose sporting events OTHER than the sports in which they play.
9. A service activity sponsored by a Lyon College organization, including Service Day.

Except for item 9 above, **Students may not receive credit for any event in which they are** Direct participants.

Written Assignments: The written assignments for this course are described on page 6. Unless otherwise stated, assignments must be typed in MSWord® and submitted to the instructor by the due date. **Late assignments will be accepted ONLY according to the Attendance and Make-Up Policy** section below. Assignments must be produced using correct grammar and appropriate punctuation. Quote conservatively, but reference liberally. Your instructor will give you specific instructions regarding form.

- Response papers: Three 300-500 word papers dealing with the three presidential debates. Basically, students will critique how well the candidates (**both** of them) answered their group's two questions.
- Academic planner: If used properly, this "academic planner" will help the student organize their whole semester and begin to understand concepts in time management.
- Reading Quizzes: Reading quizzes are 10 minute quizzes given at the beginning of class that cover the assigned reading material as shown on page 6.
- Cultural Events: Described on page 2 of this syllabus.

The above assignments are designed to further develop the intended learning outcomes of the course.

Late Assignments:

No late assignments will be accepted except under extraordinary circumstances such as a severe illness (medical documentation required) or family emergency. Such events are *RARE* in the life of the average student, but they do happen. Students must contact their faculty mentor as soon as a conflict arises with class attendance or assignment due date.

Athletes participating in away games and other students participating in various college-sponsored events will be permitted to make up any missed assignments in accordance with Lyon College policy. Any student that will be participating in school-sponsored activities **must** submit a schedule of those activities to the instructor within the first week of class.

Participation:

Students are expected to actively participate in class discussion. Consequently, they are expected to come to class prepared (completed reading and other assignments before class).

Attendance:

Attendance at the regular meetings of the course is required. Students missing class due to a severe illness, personal emergency, or a college-sponsored event must confer with their instructor before and after absences (a personal visit to the instructor's office is preferable over email). Students are required to attend every class. A student who comes in late to class three times will receive a 25 % reduction in their attendance points. Students who come late to class more than three times will receive a one letter grade reduction in their final course grade.

A student who incurs one unexcused absence will be referred to the Dean of the Faculty as having missed the equivalent of one week of classes. Students who incur a total of three unexcused absences will be recommended to the Dean of the Faculty for dismissal from the course.

Honor Code:

Academic integrity is a fundamental principle of a teaching and learning community. Consequently, all graded work in this class **must** be conducted and pledged in accordance with the Lyon College Honor System. Students must provide correct citations for any material that is not their own in accordance with appropriate citation standards. Additionally, a student's *false* claim of having attended a cultural event will be considered a violation of the Honor Code. Students are encouraged to speak with their mentors specifically, and instructors generally, concerning any questions about the Honor System and related expectations.

Learning Disabilities:

Students seeking reasonable accommodations should contact the Office of Academic Services at 307-7332.

Assignment Points:

Written assignments (40pts each)	120pts
Attendance/Participation (5pts/mtg)	65pts
Academic planner	50pts
2 Reading quizzes (25pts each)	50pts
<u>6 Cultural events (30 pts each)</u>	<u>180pts</u>
Total:	465pts

Final Grade Scale:

- A 90% and above
- B 80 – 89%
- C 70 – 79%
- D 60 – 69%
- F 59% and below

COR 100 Tentative Schedule

<i>Meetings</i>	<i>Location (11AM unless otherwise specified)</i>	<i>Topic(s)</i>	<i>Assigned Reading</i>	<i>Assignments Due (at beginning of class)</i>	<i>Lunch at Spragins (12PM)</i>
Tuesday 26-Aug	Classroom	Introduction/Academic Planner/Survey of Issues	O'Brien, pp. 1 – 4 and pp.7, 20, 21 of syllabus ¹	Submit <i>Academic Planner</i> to advisor on Aug 27 ² and show advisor printed syllabus	
Tuesday 2-Sep	Brown Auditorium	President's Convocation	O'Brien, pp. 5 - 10 & pp.8-10 of syllabus	Submit learning styles results to advisor	
Tuesday 9-Sep	Classroom	The importance of study time and Discussion of the domestic policy common readings	O'Brien, pp. 11 – 19 and page 11 of syllabus	Submit "study time" charts to advisor & Reading Quiz #1 (O'Brien pp. 1 - 19)	
Tuesday 16-Sep³	Groups 1 – 7 Alphin (Long Room)	Mock Honor Trial	pp. 12 – 14 of syllabus	Individual Appointments with Advisor	
	Groups 8 – 14 Nucor	Dr. Wray will discuss plagiarism			
Tuesday 23-Sep	No Class	Service Day	-----	-----	
Friday 26-Sep	Groups 1-5 Derby 16 Groups 6-8 Derby 23 Groups 9-11 Derby 11 Groups 12-14 Derby 9 (7:30 PM)	1st Debate (Domestic Policy)	-----	-----	
Tuesday 30-Sep	Classroom	GPA Calculation and Discussion of 1 st Debate	O'Brien pp. 20 – 28 and p. 15 of syllabus	Reading Quiz #2 (O'Brien pp. 20-28)	
Tuesday 7-Oct	No Class (11 AM)	-----	-----	-----	
	Groups 1-5 Derby 16 Groups 6-8 Derby 23 Groups 9-11 Derby 11 Groups 12-14 Derby 9 (7:30 PM)	2nd Debate (Town Hall Meeting)	A – L Democratic Candidate M – Z Republican Candidate	Domestic policy response paper due	
Tuesday 14-Oct	Classroom	Discussion of the foreign policy common readings and development of two foreign policy questions	-----		
Wednesday 15-Oct	Groups 1-5 Derby 16 Groups 6-8 Derby 23 Groups 9-11 Derby 11 Groups 12-14 Derby 9 (7:30 PM)	3rd Debate (Foreign Policy)	-----	Submit Town Hall Essay "Why 'My Candidate' Won"	
Tuesday 21-Oct	Classroom and meet with advisor as needed to discuss the remediation plan with advisor	Discuss remediation plans and the 3 rd Debate	p. 16 of syllabus "Where do I go from here?"		
Tuesday 28-Oct	Nucor Auditorium	Career Services Presentation	-----	Foreign policy response paper due (Submit remediation plans, as appropriate, to advisor)	
Tuesday 4-Nov	Classroom	Discussion of Registration Policies and Procedures	p. 17 of syllabus "Why do I have to take that class?"	Sign up for registration conferences	
Tuesday 11-Nov	No Class	Registration Conferences	-----	-----	
Tuesday 18-Nov	Classroom	Student survey	O'Brien p. 29	Submit one piece of advice that you would give next year's entering class	

- 1) Reading assignment for building academic planner and printing of syllabus.
- 2) Retrieve assignment notebooks from advisor's office on August 28.
- 3) At 11:20 AM students in the Long room will switch places with students in Nucor.

Academic Planner

Due:

1. Students must submit their Assignment Notebooks to their faculty/staff advisors by **NOON on Wednesday, August 27, 2008**. Students may retrieve their planners on August 28.
2. Students must print out the COR 100 Syllabus from their newly provided jump drives and show the hard copy to their advisor by **NOON on Wednesday, August 27, 2008**. Students may use the “vprint” option to print the document. Please see <http://www.lyon.edu/lyonnet/policies/index.htm> for the Student Printing Policy. Additionally, the <http://www.lyon.edu/lyonnet/help/printermap/facstaff/> is a map of all campus printers. Click on the printer you wish to print to and it will automatically set the printer up in your account.

Instructions:

1. Read O’Brien, pp. 1 – 4
2. Fill out the Academic/Scholastic Planner 2008/2009:
 - (a) On page 2, write your class schedule in the blank table provided.
 - (b) Collect all the syllabi for your courses. Begin with any one syllabus and write all assignments, papers, exams, and/or performances in the appropriate day blocks of the calendar. Do this for all your syllabi. NOTE: It is a good idea to color code your subjects so that you can easily determine what assignment is due for any given course.
 - (c) Estimate the time in days it will take you to adequately prepare/accomplish the work described in part (b). For instance, if you have an English paper due on September 20th dealing with an assigned essay, then do the following:
 - (i) Estimate the time required to read and comprehend the essay: _____ days
 - (ii) Estimate the time required to develop an appropriate outline: _____ days
 - (iii) Estimate the time required to develop a first draft: _____ days
 - (iv) Estimate the time required to compose the final draft: _____ days
 - (v) Add two extra days for computer problems: _____ 2 _____ days

Add lines (i) – (v) for total days to complete paper: _____ days
 - (d) Count back the number of days in your calendar you determined in part (c) required to prepare the paper and mark the appropriate date as the “Start date” for the paper.

Repeat this process for each and every assignment contained in your syllabi.

Learn Styles Inventory

Due September 2

The objective of this exercise is to help you discover how you can help yourself learn more effectively by understanding your individual learning style.

Source: <http://ep.llnl.gov/msds/orgchem/Chem226/learning.html> (Sept 2005)

Survey: Place a check on the appropriate line after each statement.

	Often	Sometimes	Seldom
1. Can remember more about a subject through the lecture method with information, explanations and discussion.	_____	_____	_____
2. Prefer information to be written on the chalkboard, with the use of visual aids and assigned readings.	_____	_____	_____
3. Like to write things down or to take notes for visual review.	_____	_____	_____
4. Prefer to use posters, models, or actual practice and some activities in class.	_____	_____	_____
5. Require explanations of diagrams, graphs, or visual directions.	_____	_____	_____
6. Enjoy working with my hands or making things.	_____	_____	_____
7. Am skillful with and enjoy developing and making graphs and charts	_____	_____	_____
8. Can tell if sounds match when presented with pairs of sounds.	_____	_____	_____
9. Remember best by writing things down several times.	_____	_____	_____
10. Can understand and follow directions on maps.	_____	_____	_____
11. Do better at academic subjects by listening to lectures and tapes.	_____	_____	_____
12. Play with coins or keys in pockets.	_____	_____	_____
13. Learn to spell better by repeating the words out loud than by writing the word on papers.	_____	_____	_____
14. Can better understand a news article by reading about it in the paper than by listening to the radio.	_____	_____	_____
15. Chew gum, smoke, or snack during	_____	_____	_____

studies.			
16. Feel the best way to remember is to picture it in your head.	_____	_____	_____
17. Learn spelling by "finger spelling" words.	_____	_____	_____
18. Would rather listen to a good lecture or speech than read about the same material in a textbook.	_____	_____	_____
19. Am good at working and solving jigsaw puzzles and mazes.	_____	_____	_____
20. Grip objects in hands during learning period.	_____	_____	_____
21. Prefer listening to the news on the radio rather than reading about it in the newspaper.	_____	_____	_____
22. Obtain information on an interesting subject by reading relevant materials.	_____	_____	_____
23. Feel very comfortable touching others, hugging, handshaking, etc	_____	_____	_____
24. Follow oral directions better than written ones.	_____	_____	_____

SCORING: Use the answered questions and place a point value (**OFTEN = 5 points; SOMETIMES = 3 points; SELDOM = 1 point**) next to the corresponding question number. Total the points in each column to obtain the preference scores under each heading.

Learning Style Scoring Grid

Ques. #	Visual Pts.	Ques. #	Auditory Pts.	Ques. #	Tactile Pts.
2	_____	1	_____	4	_____
3	_____	5	_____	6	_____
7	_____	8	_____	9	_____
10	_____	11	_____	12	_____
14	_____	13	_____	15	_____
16	_____	18	_____	17	_____
19	_____	21	_____	20	_____
22	_____	24	_____	23	_____

TOTALS:

Visual		Auditory		Tactile	
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Interpreting Responses:

Your learning style will include components of all three types. The maximum score per column is 40, the minimum 8 and the median 24. If your score is above 24, you have a preference for this style. In general, the higher the score, the stronger the preference for a given category. Conversely the lower the score, the less you rely on this style.

Your strongest learning style is the style that most suits you (see below). It does not mean that other styles are not useful. You'll notice similarities and some repetition in the suggestions below. Suggestions for other learning styles should not be excluded from your learning strategy, but your strongest preference should be emphasized. The suggestions below are not complete. Imaginative additions will be rewarded in the grading of the assignment.

VISUAL learner: look at all study materials. Use text, handouts, outlines, videos, notes, CD-ROMs, images, models, animations, etc. Practice visualizing concepts in your mind. Illustrate concepts. Develop simple storyboards for dynamic processes. Write out or keyboard important information, organize it, access it frequently and review it by asking yourself "what if" type questions.

AUDITORY learner: develop and use every opportunity for listening to information related to the course. Tape lectures. Participate in group exercises. Join a study group. Articulate concepts to others and then discussing them.

TACTILE learner: write or keyboard information while you are thinking of it, organize it, access it frequently, revise it and review it. Take, organize and keep detailed lecture notes. Edit the notes. Add your comments with references to other sources. Make and frequently update study aids: flashcards, study sheets, etc. Illustrate concepts on paper. Develop simple storyboards for dynamic processes. Use models: real and computer generated.

Study Time Chart

Due September 9

Effective time management is a key to academic success. Therefore, setting appropriate expectations regarding the time devoted to class assignments is essential. The following assignment is designed to assist you in managing your time in accordance with the expectations of your instructors.

Lyon faculty normally assume that you will spend between 2 – 3 hours studying per week for each credit hour in which you are enrolled. For example, a student enrolled in 12 credit hours per term is expected to devote between 24 and 36 hours per week on class assignments. Yes, your academic work is nearly comparable to a full-time job.

Additional example: If a student is enrolled in MTH 110 (Elementary Functions, a 4-credit hour course), then the number of study hours per week is calculated as follows.

$$\text{Minimum number of study hours per week} = 2 \times 4 = 8 \text{ study hours per week}$$

$$\text{Maximum number of study hours per week} = 3 \times 4 = 12 \text{ study hours per week}$$

Note: Some subjects may require even more study time than the maximum indicated above depending on content and individual student capability.

Assignment: Your assignment is to calculate the minimum and maximum number of study hours per week for each of fall classes and write the results in the spaces below.

Subject/Course	Minimum number of study hours	Maximum number of study hours

- (a) Using Word®, build two weekly study schedules for yourself, one with the minimum number of study hours for each subject and one with the maximum number of study hours for each subject. Be sure to incorporate into your schedule, meal times, sleep times (7-8 hours per day), and recreational times. Submit these schedules to your instructor.

- (b) Place a copy of these schedules in your Academic/Scholastic Planner. Refer to these schedules often because it is very easy to get behind but it is very difficult to catch up.

Plagiarism or Not? September 16

Plagiarism/Academic Ethics*

The following is from the opening of Chapter 5 of Barbara W. Tuchman's award-winning book *The Distant Mirror: The Calamitous 14th Century* (Ballantine: New York, 1978). Read it carefully. Below the Tuchman passage are five separate paragraphs. Your job is to judge whether or not each of these five paragraphs uses the Tuchman passage fairly and documents adequately. The documentation style in the paragraphs is the Modern Language Association (MLA) style that you will use in your English 102 class.

Passage from *The Distant Mirror*:

“In October 1347, two months after the fall of Calais, Genoese trading ships put into the harbor of Messina in Sicily with dead and dying men at the oars. The ships had come from the Black Sea port of Caffa (now Feodosiya) in the Crimea, where the Genoese maintained a trading post. The diseased sailors showed strange black swellings about the size of an egg or an apple in the armpits and groin. The swellings ooze blood and pus and were followed by spreading boils and black blotches on the skin from internal bleeding. The sick suffered severe pain and died quickly within five days of the first symptoms. As the disease spread, other symptoms of continuous fever and spitting of blood appeared instead of the swelling or buboes. These victims coughed and sweated heavily and died even more quickly, within three days or less, sometimes in 24 hours. In both types everything that issued from the body—breath, sweat, blood from the buboes and lungs, bloody urine, and blood-blackened excrement—smelled foul. Depression and despair accompanied the physical symptoms...

The disease was bubonic plague, present in two forms: one that infected the bloodstream, causing the buboes and internal bleeding, and was spread by contact; and a second, more virulent pneumonic type that infected the lungs and was spread by respiratory infection. The presence of both at once caused the high mortality and speed of contagion. So lethal was the disease that cases were known of persons going to bed well and dying before they woke, of doctors catching the illness at the bedside and dying before the patient. ...The malignity of the pestilence appeared more terrible because its victims knew no prevention and no remedy.”

PARAGRAPH 1

The deadly bubonic plague that struck Europe in 1347 actually was two distinct clinical types. The first type was the less severe. It caused swelling of the lymph nodes called buboes. The swelling most frequently occurred in the groin area and sometimes burst and oozed. This first type also infected the blood and caused internal hemorrhaging. It spread only by actual physical

contact. The second more rampant type infected the lungs and was rapidly and easily spread through the air like any respiratory infection.

* Examples written by Dr. Virginia Wray, Professor of English, Lyon College

PARAGRAPH 2

In 1347 when the bubonic plague broke out in Europe, there were two strands of the disease: “one that infected the bloodstream, causing the buboes and internal bleeding, and was spread by contact; and a second, more virulent pneumonic type that infected the lungs and was spread by respiratory infection” (Tuchman 92). Because of the presence of both strands, the mortality rate was high and the speed of contagion was quick. The disease was so lethal that cases were known of persons going to bed well and dying before they work.

PARAGRAPH 3

During the onset of the AIDS virus in the early 1980's, newspaper editorialist and TV commentators occasionally drew an analogy between AIDS and the bubonic plague that devastated Europe in the 14th century. As horrible and numerous as the deaths have been from AIDS, the circumstances have proved to be quite different. One major difference is clear from Tuchman's discussion of the plague. The victims of the plague ‘knew no prevention and no remedy’ (93) for their killing disease, a disease that we know they could contract merely by breathing infected air (92). Since we have known for years now that AIDS virus is communicated only through intimate contact or shared hypodermic needles, we, unlike the 14th century, do know how to prevent the spread of our disease, even if we, too, have “no remedy”. Unlike the plague when “cases were known of persons going to bed well and dying before they work,” (93) the AIDS virus can lie dormant for years before bringing down its victims. Finally, the bubonic plague was hardest on the very old and very young, while AIDS continues to inflict its devastation on many victims in their prime.

PARAGRAPH 4

In 1347 Genoese trading ships returning from the Black sea port of Caffa (now Feodosiya) put into the harbor of Messina in Sicily with dead and dying men at the oars. These men were infected with bubonic plague. They showed strange black swellings about the size of an egg or apple in the armpits and groin. These swellings oozed blood and pus and were followed by spreading boils and black blotches on the skin from internal bleeding. These men died within five days of their first symptoms. But when the disease spread, subsequent victims coughed and sweated heavily and died within three days. What both types had in common was the foul smell of everything that issued from victims' bodies and the depression and despair that accompanied their physical symptoms.

PARAGRAPH 5

Sailors who brought the bubonic plague back to Europe with them from the Crimea in 1347 (Tuchman 92) “showed strange black swellings about the size of an egg or an apple in the

armpits and groin” (Tuchman 92). These “swellings oozed blood and pus and were followed by spreading boils and black blotches on the skin from internal bleeding” (Tuchman 92). These sailors with visible signs of the disease “suffered severe pain and died quickly within five days of the first symptoms” (Tuchman 92).

Assessment of the Paragraphs

PHARAGRAPH 1

The writer of the first paragraph has carefully read the Tuchman passage and clearly used a dictionary to help her understand fully the medical terms that the original passage uses. She then has carefully constructed her own paragraph in her own words. She is, nonetheless, guilty of plagiarism for she is clearly indebted to Tuchman for her understanding of the two strands of the disease and must give credit to that source.

According to Barbara Tuchman, the deadly bubonic plague that struck Europe in 1347 actually was two distinct clinical types. The first type was the less severe. It caused swelling of the lymph nodes called buboes. These swelling most frequently occurred in the groin area and sometimes burst and oozed. This first type also infected the blood and caused internal hemorrhaging. It spread only by actual physical contact. The second more rampant type infected the lungs and was rapidly and easily spread through the air like any respiratory infection (92).

PHARAGRAPH 2

Although the student in the second paragraph begins by accurately and fairly citing Tuchman, he continues after his citation to use the source, sometimes even verbatim, without giving credit. Below is an acceptable revision of paragraph 2:

In 1347 when the bubonic plague broke out in Europe, there were, according to Tuchman, two strands of the disease: “one that infected the bloodstream, causing the buboes and internal bleeding, and was spread by contact; and a second, more virulent pneumonic type, that infected the lung and was spread by respiratory infection” (92). The effects of this dual strand, Tuchman concludes, were such high mortality and contagion rates that “cases were known of persons going to bed well and dying before they woke” (92).

PHARAGRAPH 3

The third paragraph shows a thoughtful, serious student who had clearly understood her source, who has a thesis of her own, and who has fairly used and documented the Tuchman passage in support of her own thesis.

PHARAGRAPH 4

The fourth paragraph is blatantly plagiarized. Its writer has assumed the content, movement, and even much of the wording of the source without giving any credit.

PHARAGRAPH 5

Although the fifth paragraph does not constitute plagiarism, it does not evidence serious and acceptable thought on the part of its author. His careful cut and past job, and frequent documenting of ideas from Tuchman only draw attention to the fact that he has not a single idea

of his own. He is not seriously engaging his subject; he is merely regurgitating what he has read and cautiously documenting every point. He will not get into trouble for plagiarism. But neither will his vacuous paper be acceptable.

Calculation of Grade Point Average (GPA)

September 30 Class Exercise (This exercise should take no more than 5-10 minutes)

Final course grades at Lyon College are based on a 4.0 system. In other words, so called “+/-” grades are not given as final grades. Midterm grades, on the other hand, are often reported using the “+/-” system. Please bear this in mind when calculating GPA. The following table provides the number values for letter grades.

Equivalents of Letter Grades

Letter grade	Value
A (excellent)	4.00
B (good)	3.00
C (average)	2.00
D (passing*)	1.00
F (failing)	0.00

* A grade of “D” does not meet proficiency requirements.

In order to calculate your GPA, you must first calculate the *quality points* for each of your courses. The number of *quality points* for a course is a product of the grade equivalent of your course letter grade and the number of credits for the course.

Quality points = (credits) × (letter grade equivalent)

Use the following table to calculate the quality points for your courses. Write the sum of the quality points in the space provided below the table.

Quality point calculation table

Class	Grade	Credits attempted or earned	Quality points
TOTALS			

Your GPA is the quotient of the *total quality points* and the *total credits*. Use the equation below to complete the calculation:

$$\text{GPA} = \frac{\text{total quality points received}}{\text{total credits attempted}}$$

Plan to meet with your advisor if you have any midterm or final grades below “C.”

Mid-Term Grades: Where do I go from here?

October 21 Individual Advising Discussion (as needed)

NOTE: If you have a grade below “C” for any course, you must make an appointment with your advisor for this week and discuss an appropriate remediation plan.

You may be surprised by one or more “C” grades on your midterm report. Although you should be concerned about the performance-based reasons behind any “C” grades, you should not be discouraged. A grade of “C” at Lyon College represents average, or fair work. Do not worry, it does little good. Vance Havner said, “Worry is like a rocking chair, it gives you something to do but you get nowhere in the process.” *Use* your concern to prompt a proactive response to any course grades that are lower than you desire. Consider the following components of a proactive response:

1. **Desire** – This is the first and foremost component of a proactive response to a marginal grade. Do you truly have the desire to perform better in the future than you have in the past? The only person who can change your desire for something is you. Neither your instructors nor your advisor can change your desire to do well in a course. If you are to change your desire to do well in a course, you must do it yourself.
2. **Capability** – Have your instructor help you assess your capability to make a change. This component of a proactive response may require that you increase your level of studying for a particular course. Throwing more time toward a class you are struggling in is not always the right answer. Maybe you will have to spend more time studying, but the larger issue is that most students in this position need to increase the quality of their study time. Your instructor or advisor can help you with this. Also, there are many academic resources available at Lyon College to assist you with this component (i.e. math and chemistry tutorial labs, language labs, and writing labs).
3. **Power** – Like desire, power comes from within. You must choose to exercise your brain (the “little grey cells” as Hercule Poirot says). Only through exercise can a muscle be strengthened and prepared for an athletic event. This is why coaches force their athletes to spend countless hours in the weight room. The same is true for the brain. Mental exercise builds connections in the brain.

- 4. Empowerment** – Do you feel empowered to change your grade? The professors at Lyon College provide you the freedom to learn as much as you choose to learn. This must be a reality to you in order to feel empowered to change your grade in a course. Freedom is anything but free. Those with the greatest freedom have the greatest responsibility. Are you willing to accept the responsibility that comes with the freedom you have at Lyon College? If you are willing, then you will feel empowered to make a change in your grade.

**Spring Registration: Why do I have to take *that* class?
November 4 Discussion**

By this point in your college career, you have doubtless learned that Lyon College professors bear little resemblance to the types of teachers you had in high school. It is also most likely true that you have learned through either current experience or the student “grapevine” that there are some classes that seemingly have no bearing on your dreams for life after Lyon. Maybe you are thinking, “Since I want to be a medical doctor, why do I have to take *Introduction to Western Literature*?” However, maybe you are thinking, “I want to be an artist, why must I take *Chemistry In Context*?” The answer is simple and clear, but it is possible that you do not recognize the answer because it is so basic. *The answer, my friend, is blowin’ in the wind...Oh!* Wait a minute, wrong decade. Seriously, the answer is the professors at Lyon College have high academic standards. With these standards come certain educational goals that they want you to reach for reasons that you may not have ever considered before.

It is not unreasonable for new students to ask this question because they are undergoing a multiplicity of changes during their first year in college. However, a student who never learns to trust their professor’s wisdom in the matter of academic goals for a specific course will likewise never discover an answer to the question.

Students who learn to trust their professors’ collective wisdom concerning curricular matters are the students who discover that they are free to learn broadly and deeply. Yes, it is important to deeply understand a major subject. However, life is usually not lived out within the confines of a chemical laboratory or an artist’s canvas.

One particular benefit of a liberal (broad) education is that students learn to function in a wide variety of circumstances. Students find themselves forced to think analytically and critically because some topics discussed and studied at the college level may conflict with a student’s deeply held beliefs. The point of a broad education is not to get a person to change their thinking on a matter or their long held convictions and beliefs. The point is to expose the student to situations that force him or her to think critically, to deal with unstructured problems, and communicate effectively with people who may hold diametrically opposed beliefs. In fact, these are some key attributes that employers desire their best job candidates to possess. A person may have a Ph.D. in chemistry but if he cannot communicate well with others regardless of the beliefs they hold and work well in an unstructured environment, then the corporate sector will most likely not find him to be an attractive candidate. The same is true for any profession, especially the profession of teaching.

With all this said, you must be free to learn about a variety of topics and subjects. Do not allow your singular focus on a particular major to destroy your academic experience at Lyon College. Hold on to your beliefs, but learn how others with opposite views think. Use your deep moral and ethical convictions to unravel relevant social and political issues facing mankind today. If you do these things, then you will not care one whit about seeking the answer to the question, “Why do I have to take *that* class?” Indeed, you may discover that the “answer is blowin’ in the wind.”

List of Academic Support Services

It is critical that you, the student, actively engage the academic support services offered by Lyon College. Early use of these resources to assist with academic difficulties can have a measurably positive impact on the final outcome of a course. Students are strongly encouraged to seek out these services.

Academic Advising

- 1) Your Core 100 mentors.
- 2) Dr. David Pace, Senior Faculty Mentor for Core 100
- 3) Dr. Tim Lindblom, Spragins House Resident Faculty Mentor

Academic Learning Centers

Chemistry Tutoring Lab is located in Derby 249. Hours of operations are posted on the door. You may also find hours of operation at <http://www.lyon.edu/academics/chemlab.asp>. If you have any questions or concerns regarding this service, please contact Dr. Kurt Grafton (Derby 244, 307-7315).

Math Tutoring Lab is located in Derby 201 & 203. Hours of operations are posted on the door. You may also find hours of operation at <http://www.lyon.edu/academics/mathlab.asp>. If you have any questions or concerns regarding this service, please contact Dr. Nathan Ponder (Derby 200, 307-7302).

Writing Center is located on the second floor of the Alphin building in Room 206. Hours of operation are posted on the door. You may also find hours of operation at <http://www.lyon.edu/academics/writinglab.asp>. If you have any questions or concerns regarding this service, please contact Dr. Terrell Tebbetts (Alphin 201, 307-7342).

Spanish Tutoring Lab is located in Alphin 102. Hours of operation may be found by clicking on the “Spanish” link at <http://www.lyon.edu/academics/academicSupport.asp>. If you have any questions or concerns regarding this service, please contact Dr. Monica Rodriguez (Alphin 210, 307-7448).

French and Japanese Tutoring Labs: Location of the labs and hours of operations may be found by clicking on the “French and Japanese” link at

<http://www.lyon.edu/academics/academicSupport.asp>. If you have any questions or concerns regarding this service, please contact Dr. Catherine Bordeau (Alphin 217, 307-7532).

Counseling and Health Service

Diane Ellis, College Counseling Services, Morrow Building, 307-7284

Nancy McSpadden, College Chaplain, Brown Chapel, 307-7474

Luann Baker, College Nurse, Morrow Building, 307-7425

List of Faculty/Staff /Student Mentors for 2008 - 2009

Faculty Mentors			
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Wilson, Chelsea	Bus. Admin.	479-601-3788	Prarie Grove, AR	cw9855@lyon.edu

Advice from Last Year's Freshman Class

1. Use a planner for all activities and classes, and keep up with it. Also, get on good terms with your professors, it might help you out sometime. Go to see them during their office hours, get to know them.
2. Go to class as much as possible. Instructors will be more lenient on unusual circumstances, if he or she knows you well. Also, get to know your professors' office hours and phone numbers that are on their syllabi.
3. Social skills are a big part of the campus life. Lyon is nothing without its people. To get to know Lyon you must get to know its people.
4. Respect the honor and social systems. They are not a joke. They were established to help the students get introduced to responsibility and/or leadership.
5. If there is bonus work, do it.
6. Make friends with everyone.
7. Balance your time.
8. Don't procrastinate.
9. Learn how to use FirstClass email and Citrix within the first week.
10. Enjoy your time here.
11. Work hard and have a positive attitude.
12. Don't stress over small things, it'll all end up working out.
13. Hang out on the quad at least occasionally; you'll meet a lot of new people.
14. Don't be scared.
15. Work hard for what you want.
16. Bring your grandma's tomato soup back with you to eat when you're sad and/or cold.
17. Take your shoes off. It'll feel more like home.
18. Make friends with the librarians and computer tech guys.
19. Be nice and genuine to everyone.

20. Do your cultural events ASAP, or you will forget and put them off. It is better to get them out of the way.
21. Study a lot; you will not have a lot of free time (get used to it)
22. Talk to your professors, get to know them (it helps)
23. Don't wait until the last minute to study because homework/exams/papers will pile up on you.
24. If you made straight A's in high school be prepared to work harder to achieve the same grade point average.
25. Be organized, it is so easy to forget to complete an assignment or wait until the last minute so be sure to organize and prioritize.
26. Go to class, unless you are REALLY sick, not a headache or snotty nose; go to your class and try to learn something. You can't really expect to learn something if you aren't taught it and it will be hard to catch up once you get behind.
27. Remember that grades are only numbers. There really is no point in stressing out too much over tests. This is not high school and you can't expect 100's every time. Do your best and you will be fine.
28. Enjoy COR 100 because it is an awesome class.
29. Make an effort to branch out and make friends. I made lifelong friends in COR, so make sure you hang out with the people in your COR group.
30. Even if you're shy, step out of your comfort zone and try to make some friends. Be careful about hanging out too much.
31. Lyon is tough, but is very manageable as long as you keep track of time.
32. Have fun in college and don't get too stressed. You have an amazing opportunity by being at this school, but it will only be as good as you make it.