African and African American Studies 003
Scholarship and Community
Fall 2006

Meetings: Retreat Seminar
Monday, September 4, 11:00 a.m.-6:45 p.m. – Stone Valley Recreation Center
Meals will be provided, and bus transportation to Stone Valley will leave from behind Pennypacker Hall at 10:00 a.m.
Angel Training – Will be arranged by Pennypacker Experience staff within the first few weeks of the semester

Workshops – All workshops are on Wednesdays from 6:00-8:00 p.m. in Findlay/Johnston Commons (see below for specific rooms):
September 13 – How to lose a scholarship in 15 Weeks; Cyndi Freeman Fail and Diane Farnsworth (Bravo Room)
October 11 – Faculty and Associate Dean Panel (Mars Room)
November 8 – Civil Community, Code of Conduct and Respect; Office of Judicial Affairs (Bravo Room)
November 29 – Looking Forward, Reaching Back; Student Panel (Bravo Room)

Instructors: Mike Blanco (mhb4@psu.edu)  Terrell Jones (wtj1@psu.edu)
Cyndi Freeman Fail (cff1@psu.edu)  Shannon Korrel (sck164@psu.edu)
Wayne Gersie (wmg109@psu.edu)  Hank McCoullum (hwm1@psu.edu)

Office hours for each instructor are by appointment.

Purpose of Course: This course is designed to help you enhance your academic and life skills during your first year of college and beyond. As you acclimate to Penn State, adjustments will be necessary academically, socially, culturally, and in other aspects of your life. This course will explore ideas and techniques that can help you make these adjustments and optimize your Penn State experience.

Assignments: Students will write reaction reports on the retreat seminar and on the first three workshops. Further instructions on the assignments are provided on the Angel course website (https://cms.psu.edu/). All assignments will be handled via Angel, and students will submit their assignments electronically as a Microsoft Word document (not Microsoft Works) in the appropriate drop box in Angel using double-spaced and 12 point Times New Roman font. In order to receive a high grade, reports should show evidence that you have thoroughly interacted with the material presented and have given your best effort to do high-quality work (including correct spelling, punctuation, grammar, and appropriate format). Reports on the seminar and workshops should briefly summarize what occurred (e.g., activities, information presented) and provide an appropriate response (e.g., Did you think the seminar/workshop/video was useful? Why or why not? How can the material presented at the seminar/workshop/video help you achieve your academic or personal goals?). Reports should be long enough for you to develop a thorough summary and thoughtful response; however, avoid long, rambling narratives. All reports should be no longer than three pages (do not use a title page). Assignment due dates are on Sundays at midnight, usually about 1½ weeks after the seminar or workshop (see Angel for specific due dates for each assignment). Late assignments will receive a 20% reduction for one day late, 40% for two days late, and so on.
DRAFT – 8/9/06 – Version #3

Attendance and Class Participation: Attendance is required at all sessions and will be an important part of each student’s grade. Any exceptions to this policy must be approved by an instructor prior to the session that you must miss. If you cannot make a session due to an unforeseen emergency and you cannot contact one of the instructors before the session, you must contact one of them as soon as possible. The final determination of what constitutes an emergency will be made by the instructors. Alternative assignments will be provided for any student who misses a session due to an excused absence. For unexcused absences, students will not be able to do an alternative assignment. Please extend to your instructors the courtesy of arriving on time for the workshops, and arriving late can affect your attendance grade. Since the format of the course is more of a seminar than a lecture, you are expected to be engaged and contribute to the discussion. Please come ready to learn and to share your perceptions and perspectives.

Textbook: No textbook is required for the course.

Grading: 50% – Attendance and Participation; 50% – Reaction Reports

Grading Scale:

100-93 = A; 92-90 = A-; 89-87 = B+; 86-83 = B; 82-80 = B-; 79-77 = C+; 76-70 = C; 69-60 = D; 59- F

Students are responsible to be familiar with the syllabus and the Angel site to insure that they understand what they need to do to receive excellent grades.

The College of the Liberal Arts Academic Integrity Statement

The University’s ability to achieve its mission depends upon the quality and integrity of the intellectual work performed by all of its faculty and students. All members of the University at all times must take full responsibility for the integrity and basic honesty of the expression and communication of their thoughts.

Accordingly, individual faculty and students are never permitted to take credit for or represent as one’s own work anything that in fact is the work of other persons whether classmates, published authors, or anonymous contributors on the Internet. Academic dishonesty encompasses a wide range of activities, whether intentional or unintentional, that include but are not limited to all forms of fraud, plagiarism, and any failure to cite explicitly all materials and sources used in one’s work. Similarly, individual faculty and students are never permitted to pursue work by any means that unfairly disadvantage others. This prohibits activities that include but are not limited to cheating, lying and deception, and directly harming the work of others.

The College of the Liberal Arts vigorously seeks to achieve complete compliance with its policy on academic integrity. The College will not tolerate any violations of that policy and, toward that end, the College will impose appropriate penalties consistent with University guidelines and with state and federal law. For students, these penalties include but are not limited to, failure in a course, removal from the degree program, failure in a course with an explanation in the permanent transcript of the cause for failure, suspension, and expulsion.

The University Disability Access Statement

The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell one of the instructor as soon as possible.