

Syllabus

Writ 100 A & D The Reality Show

Professor Roberta K. Carter, MFA

Fall 2007 Moravian College

Section A: Tuesday & Thursday 7:30 – 8:40 AM

Section D: Tuesday & Thursday 8:50 - 10:00 AM

Room: Z100

Email: bmonk@verizon.net Office: Z102, office hours by appointment.

Goals of the course:

We will try to understand, master, and be conscious of everything that goes into writing: process, form and content. In order to do that we will concentrate on the following:

- Understand the writing process:
 - Prewriting
 - Drafting
 - Writing
 - Editing
 - Rewriting
 - Publishing
- Write essays:
 - Organize writing clearly and logically
 - Structure sentences correctly
 - Understand logical fallacies
 - Evaluate sources
 - Think critically
- Write a research paper
 - Use college-level research skills
 - Meet standards set by the Modern Language Association
 - Develop a synthesis after reading, writing and thinking about all aspects of a topic
- Use a library
- React to and criticize orally the writing and thinking of fellow students and writings selected by the professor.

Required reading/viewing

- Hacker, Diana. Bedford Handbook for Writers, 7th edition. Boston: St. Martin's Press, 2007.
- The Truman Show, Dir. [Peter Weir](#), Writer. [Andrew Niccol](#), 1998
- Wag the Dog, Dir. Barry Levinson, Writers, Hilary Henkin, David Mamet

- Essays and other readings selected by teacher

Course Evaluation

Attendance

A substantial amount of the work in this class will be done in class and your work will be routinely reviewed by your peers in class. This means that class attendance is critical not only so you get the most out of your peers' evaluations, but that your peers receive the benefit of yours. Your grade will not be affected by three or fewer absences, but more than three absences will count as an extra failing essay. Six absences are inexcusable and you will fail the course.

Academic Honesty

I assume that all work you turn into me is your own: your own words, your own ideas and your own construction. Work that you turn in that is not your own and that you have not attributed authorship to is theft, and I will treat it as such.

Please read your student handbook for Moravian College's policy on academic honesty.

Assessment

This class is divided into four sections: three essays and a research paper. Each of these sections counts equally towards your final grade (25%) and inherent in each section are components for:

Mechanics
Class participation including peer reviews
Prewriting assignments
Drafting
Writing
Revision
Research work

I will meet with each of you after each section to discuss your progress and grade to date.

(Reminder: if you miss more than three classes, you will be assessed for five sections and one section will be a zero.)

I will reiterate what I told you on the first day of class: the *quality* of your thinking and writing will ultimately determine your grade.

F -- You have to aggressively try to fail this class. Regardless of the quality of your thinking, not submitting 2 sections of work and/or missing 6 or more classes will earn you an F.

D --Parroting what you've been told is *not thinking at all* on the college level. Even if you submit all the work, if, at the end of the semester you have not advanced yourself beyond this stage your work is below average.

C -- If you can take an argument, present it coherently and persuasively, add to it and cite sources correctly, that is average and that is C work for a college student.

B -- If you can take an argument, present it coherently and persuasively, add to it and cite sources correctly, and THEN present the counter-argument, and coherently and persuasively argue against it using logic and citing sources correctly, that is B work for a college student.

A --If you can take an argument, present it coherently and persuasively, add to it and cite sources correctly, and THEN present the counter-argument, and coherently and persuasively argue against it using logic and citing sources correctly, and THEN come up with an original third idea or a synthesis, that is A work--congratulations.

Assignments

Students will write three major essays and a research paper which he/she will present to the class (in some form) before submitting it. Students will involve all aspects of writing in these essays and research papers: prewriting, drafting, writing, revision, re-writing and editing to acquaint the student with writing as a process. Final assignments and assignments done outside of class must be submitted on white paper, double spaced with appropriate margins, etc. All of the assignments (drafts, revisions of writing, exercises etc.) will be submitted with the essays and are part of the grade.

1. Understanding the topic essay

Students will write about and discuss the philosophic definitions of reality as described by Hume and Spinoza. Using this as a guide, and based on essays and movies supplied by the teacher, students will write about how the perceptions of reality—faith-based versus logic based—define our lives. This assignment will start students on the writing process: pre-writing, drafting, writing, revision, re-writing, and editing. Students will present this essay to the Writing Center for tutorial help before submitting it. All versions of the essay along with support materials will be submitted with the final draft, which will be presented to the class and reviewed individually with the instructor. This paper will be due September 18.

2. Critical thinking essay

Students will write about and discuss essays supplied by the teacher as a basis for an essay on reality as presented in plastic media (photos, movies, etc.) This essay will help students see the chameleon nature of reality and why personal biases alter its appearance. Students will present this essay to the Writing Center for tutorial help before submitting it. All versions of the essay along with support materials will be submitted with the final draft, which will be presented to the class and reviewed individually with the instructor. This paper will be due October 11.

3. Analytical essay

The students will use their journal work to select one event currently in the news and on which they have a strong personal opinion. The students will find at least two written sources which support their point of view and two sources which are counter to their point of view. The students will write an essay comparing the two points of view and, using logical reasoning, arrive at a conclusion, preferably a synthesis. Building on skills learned from writing the former two essays, the students should question the possible motives/biases of the people writing the articles and attack/question the logic of both sides. Students will present this essay to the Writing Center for tutorial help before submitting it. All versions of the essay along with all supporting materials will be submitted with the final draft, which will be presented to the class and reviewed individually with the instructor. This paper will be due November 8.

4. Research paper

The students will explore and possibly develop a theory about the effect of the perception of reality on the quality of his/her life, using Maslow's Need Theory as the basis for what constitutes degrees of quality of life. The students will begin his/her research and data gathering and pre-writing within the first three weeks of class. I will arrange to have a library orientation with the college librarian within the first three weeks of the semester so that students are equipped to navigate source materials. Students will collaborate with Writing Center tutors. The students will submit all drafts, revisions, note-cards, copies of net pages

or other source materials with the final draft, which will be presented to the class. The research paper is due December 4 and students will present their papers to the class that week.

If I change the information in this syllabus, I will give students and the Academic Affairs Office written notice.