

Writing 100, Section H
HOW THE WORD GETS OUT
Reeve 212
TTh 10:20 a.m. – 11:30 p.m.
Moravian College
Spring 2008

Professor Mary H. Snyder

Office hours: By appointment only

Phone: 610-437-4471, x4483 (office at Cedar Crest College)

Email: mhsnyder@moravian.edu or
merre727@aol.com (for faster response time)

Course Content and Purpose

In this course, we will be exploring and examining “how the word gets out,” and we will also be attempting different means to get our own words out. We will be narrowing our focus to “how the word gets out” about the future. Our discussion of the future will be divided into the following three sections:

- **Where are we?** What is being written, studied, and filmed, about our society today? What are currently the most pressing issues, i.e. those issues that will affect the future or be affected in and/or by the future?
- **Where have we been?** We will study a text written in the past that can be interpreted as a warning and view this warning from our vantage point in the present.
- **Where are we going?** We will study a text written recently, and adapted to film, that portrays a dark vision of the future. We will make informed determinations about whether or not we believe this fiction could become true.

The goal of this course is to understand and produce thoughtful writing, prose that expresses and develops, explores and sustains ideas and their justifications. We’ll be using our study of the future, and the dissemination of information through both nonfiction and fiction genres by way of a variety of media, to achieve this goal. We’ll pay particular attention to the style of writing common to the academic community: writing that presents and develops an insightful claim about the world and supports that claim with sound reasoning and good evidence.

Texts/Films

An Inconvenient Truth

God Grew Tired of Us

Frankenstein (1818 version)

The Children of Men (film and text)

The Bedford Handbook

Handouts given in class

Grading

Remember, writing is a process, not merely a product. We will be focusing on various stages of writing, not only the final piece.

Your work will be evaluated as follows:

Informal writing – 150 points total, or 10% of your final grade

Formal writing – Assignment 1 (A1) – 150 points
Assignment 2 (A2) – 150 points
Assignment 3 (A3) – 200 points
Assignment 4 (A4) – 150 points

Participation in class – 200 points total, or 20% of your final grade

Total points = 1000

Each paper grade will be based on any combination or all of the following components leading up to each of the formal writing assignments that will develop from written exercises, reading, film-viewing, class discussion, group work, and class workshops:

1. A first draft – 20 points
2. Peer review (of a partner or group member's paper) – 20 points
3. A neat and correctly formatted final draft – 100 points
4. A self-evaluation of the final draft of your paper – 10 points

I will provide a list of the required pieces to be handed in with the final draft. This list will depend on the formal assignment. Regardless of the items required, they must be paper-clipped together or put in a folder. If these specifications are not satisfied, I will not accept your assignment. Your name must be on each piece of the assignment, and each piece must be labeled (e.g., first draft should be labeled as such, etc.).

I will hold conferences with you at mid-semester and you can meet with me any time during the semester. Talk to me about setting up an appointment. In addition, I will give extra credit for work with a Writing Center tutor for any or all of the formal writing assignments.

You will receive a participation grade for each day of class, 15 points per week dependent upon your involvement in class. This point system totals 210 points for all classes. Since a total of 200 points is allotted for participation, you have two free days to be not as involved in class if you're having an off day. Otherwise, I expect full engagement in class. If you do not attend class, it does follow that your participation grade will be a zero for that day. Also, as you would expect, poor attendance will negatively affect your grade for the course.

My Policy Regarding Late Assignments: I DO NOT accept late assignments. If you experience extenuating circumstances that prevent you from completing an assignment on time, you will need to have documentation of that circumstance and I reserve the right to make my decision. If it is an extenuating circumstance, you have 24 hours past the due date to hand in the

assignment, both through email and a hard copy. Thus, no late assignments will be accepted unless proper documentation of an extenuating circumstance is provided and approved by me, and then only by getting the late assignment to me, both through email and hard copy, within 24 hours of the due date. A penalty for lateness will apply.

My Policy Regarding Email: I will not accept any assignments through email, unless as specified above, due to an extenuating circumstance. I will respond to any email messages as I deem necessary, and I recommend that you talk to me in class or make an appointment with me to air any concerns you have about this course. Email is not always reliable, or effective, in getting the response you need. That being said, please use email carefully and appropriately.

My Policy Regarding Use of Technological Devices: As we live in an age of increasing technological diversion—the call of cell phones, the click of mice, ringing in our ear—it becomes easy to forget the good manners of paying attention to those immediately around us. Please remember to shut off cell phones and refrain from checking your email or any wayward browsing of the Internet during class. ***Let me reiterate this: no cell phone, laptop, or Internet use – or any technological item use for that matter – during class time, or I will ask you to leave.***

Assignment Schedule

Have assignments ready for specified day. I reserve the right to change the schedule should I feel it necessary for any reason, including both additions and/or subtractions. Also, further details will be given in class for assignments listed; this is a general guide.

- | | |
|----------|---|
| T 1/15: | Introductions, syllabus |
| Th 1/17: | Newspaper work – bring a newspaper to class |
| T 1/22: | Letter to the Editor due – read in class and hand in
News magazine essay – handout |
| Th 1/24: | Response to/analysis of news magazine essay |
| T 1/29: | Essay on global warming/climate crisis |
| Th 1/31: | Climate crisis research assignment (no class) – hand in at library |
| T 2/5: | <i>An Inconvenient Truth</i> |
| Th 2/7: | Finish <i>AIT</i>
Discuss film and first formal writing assignment (A1) |
| T 2/12: | A1 first draft due; peer review |

- Th 2/14: A1 final draft due
Africa – introduction – clips from films
- T 2/19: Informal assignment on Africa
Start *God Grew Tired of Us*
- Th 2/21: Finish *God Grew Tired of Us*
Discuss model for documentary proposal – Assignment 2 (A2)
- T 2/26: A2 first draft due; peer review
- Th 2/28: A2 final draft due
- T 3/4: Spring Break
- Th 3/5: Spring Break
- T 3/13: *Frankenstein*, Vol. I, II - Quiz
- Th 3/15: *Frankenstein*, Vol. III – Discussion of novel
- T 3/18: “The Score” - handout
- Th 3/20: “Merced” – handout (no class) – hand in assignment at library
- T 3/25: Discuss “The Score” and “Merced” and *Frankenstein*
Assignment 3 (A3) – prewriting
- Th 3/27: Research - library
- T 4/1: A3 first draft due; peer review
MLA workshop
- Th 4/3: A3 final draft due; presentations
- T 4/8: *The Children of Men*, Book One – Quiz
- Th 4/10: *The Children of Men*, Book Two – discuss novel
- T 4/15: *Children of Men* film
- Th 4/17: *Children of Men* film – discuss
- T 4/22: Research assignment – hand in at library – preparation for in-class essay
- Th 4/24: In-class essay (A4)