

WRIT 100E, New Media
Tuesday/Thursday 8:50 a.m. -10 a.m.

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WRIT 100E, New Media: The First Amendment and Freedom of Speech

This course provides opportunities to examine how freedom of speech is extended on the Internet to blogs, podcast, Mashups and YouTube, the consequences of free speech within new media, as well as FCC regulations, and Supreme Court decisions. The topic is not only contemporary, but also timely given the FCC's digital transition deadline of February 17, 2009.

Required Texts and Materials

- Hacker, Diana, The Bedford Handbook, 7th ed. Boston: Bedford/St. Martin's, 2006.
- Course readings posted on Blackboard and distributed in class.
- Computer data storage stick (flash drive)
- Folder for handouts

Course Description and Objectives

Writing 100 introduces writing as a process that is central to college learning and to life. Writing 100 focuses on college-level reading and writing, so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian. The subject area focus of each section of Writing 100 entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings. You learn to write by writing and reading, so your teacher will be mostly a facilitator in class, not a lecturer or test-giver.

By the end of this course, students will

- Understand writing as a way of thinking and demonstrate that in the act of writing a writer may construct new knowledge
- Understand that success in writing lies in attention to the process as much as in the form of the final product and experience the power of collaboration as part of that process
- Increase their ability to read critically and comprehensively and to synthesize ideas from sources with their own ideas
- See how reading and talking about writing contribute to the development of writing abilities
- Gain facility in writing in a variety of genres for a variety of audiences
- Gain experience in using technology for research and writing and demonstrate competence in finding materials through research and in citing them in an academic style
- Become aware of errors in grammar, usage, punctuation and spelling that may impede a reader's understanding and increase their facility in avoiding or correcting such errors
- Be able to format a paper for an academic reader

Course Expectations

- Attendance will be taken at the beginning of each class. Students are encouraged to attend classes regularly because regular attendance is associated with a better understanding of the course content, better performance on course assignments, and ultimately a better course grade.
- Class participation and attendance go hand-in-hand. If you are not attending class, then you cannot participate in discussions. All students are expected to actively participate in class discussion by offering responses and opinions to questions.
- Punctuality: You are expected to come to class on time. Often students will ask for references for summer jobs and internships. Your class attendance, active participation, and punctuality are also attributes of a good employee or intern.
- Civility: You are expected to be considerate of other students in class, as well as their opinions and beliefs. Please turn cell phones off and refrain from text-messaging.
- Late assignments: You are expected to complete all readings and class assignments on time.
- Peer evaluations: You are expected to write honest, considerate evaluations of other students' writing.

Course Requirements

Each student enrolled in Writing 100 will complete several pieces of writing, formal and informal, graded or ungraded, this semester. You should expect to receive suggestions from your instructor or classmates as you develop writing assignments through multiple drafts. Individual conferences, written comments, small group workshops, the College Writing Center—all may be used to help you as you plan, draft, revise, and edit a piece of writing.

The Writing Center

The Writing Center, on the second floor of Zinzendorf Hall, is there to support the efforts of all writers at Moravian College. The tutors there are students who are good, experienced writers and who are professionally trained to help you improve your writing. They will go over an essay draft with you and guide your understanding of how you might improve that draft. You could also drop by to pick up some of the free handouts on virtually every part of writing: getting started, writing a thesis, developing paragraphs, eliminating wordiness, using commas, and the like. The Writing Center is generally open Monday-Thursday afternoons and Sunday evenings during the semester. Its phone number is 861-1592. In addition, Writing Center tutors are available in Reeves Library several days a week to help specifically with research writing.

Learning Services Office

If you have a learning disability and believe you may require accommodation to succeed in this course, you should contact the Learning Services Office at 1307 Main Street. Its phone number is 861-1510. Do this as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion. Any student who wishes to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course first **MUST** meet with either Mrs. Laurie Roth in the Office of Learning Services (for learning disabilities and/or ADD/ADHD) or Dr. Ronald Kline in the Counseling Center (for all other disabilities).

Policy on Academic Honesty

Moravian College expects its students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. This policy of academic integrity is the foundation on which learning at Moravian is built.

The College's expectations and the consequences of failure to meet these expectations are outlined below. If at any point in your academic work at Moravian you are uncertain about your responsibility as a scholar or about the propriety of a particular action, consult your instructor.

Guidelines for Honesty

All work that you submit or present as part of course assignments or requirements must be your original work unless otherwise expressly permitted by the instructor. This includes any work presented, be it in written, oral, or electronic form or in any other technical or artistic medium. When you use the specific thoughts, ideas, writings, or expressions of another person, you must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of your department or instructor. It is the instructor's responsibility to make clear to all students in his or her class the preferred or required citation style for student work. Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism.

When you use the specific thoughts, ideas, writing, or expressions of another person, you must accompany each instance of use with some form of attribution to the source.

You may not collaborate during an in-class examination, test, or quiz. You may not work with others on out-of-class assignments, exams, or projects unless expressly allowed or instructed to do so by the course instructor. If you have any reservations about your role in working on any out-of-class assignments, you must consult with your course instructor. In each Writing 100 class and in the Writing Center, we try to establish a community of writers who can review and provide helpful criticism of each other's work. Although no students in your class or in the Writing Center should ever be allowed to write your paper for you, they are encouraged to read your work and to offer suggestions for improving it. Such collaboration is a natural part of a community of writers.

You may not use writing or research that is obtained from a "paper service" or that is purchased from any person or entity, unless you fully disclose such activity to the instructor and are given express permission.

You may not use writing or research obtained from any other student previously or currently enrolled at Moravian or elsewhere or from the files of any student organization, such as fraternity or sorority files, unless you are expressly permitted to do so by the instructor.

You must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. In the case of work in electronic form, you may be asked to maintain all intermediate drafts and notes electronically or in hard copy until final grades are given. All these materials must be available for inspection by the instructor at any time.

Plagiarism

A major form of academic dishonesty is plagiarism, which we define as the use, whether deliberate or not, of any outside source without proper acknowledgment; an “outside source” is defined as any work (published or unpublished), composed, written, or created by any person other than the student who submitted the work (adapted from Napolitano vs. Princeton). Instructors often encourage—and in the case of research essays, require—students to include the ideas of others in their writing. In such cases, students must take care to cite the sources of these ideas correctly (in other words, to give credit where credit is due). *The Bedford Handbook* provides guidance in using several systems for documenting sources.

At Moravian, if a Writing 100 instructor suspects plagiarism, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to see any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Director of Writing Across the Curriculum, using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, assign either a grade of zero to the academic work in question or a failing grade in the course in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs.

A student may appeal either a charge of academic dishonesty or a penalty as follows:

First, to the course instructor.

Next, in the case of Writing 100, to the Director of Writing Across the Curriculum.

Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

Grading Policy

Grades for this course are weighted – meaning that not all grades are equal in determining the final course grade. Weighted grades are used because not all assignments are equal in the time and effort the student will undertake in order to complete the assignment. For instance, a 7-page research paper requires more time and effort than a 3-page summary portfolio.

To calculate a weighted grade, take your assignment grade, i.e. research paper 85% and multiply the grade by the percentage, i.e. .25%. This assignment is then worth 21.25% of the student's final grade, whereas a grade of 85% on the summary portfolio assignment is worth 10% or 8.5% of this student's final grade.

Grading Scale

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

Assessment

Major Assignments and Grading

Photographic Essay	1-2 pages	5%
Summary Essay	2 -3 pages	10%
Analysis Essay	4 pages	20%
Personal Critical Essay	4 pages	20%
Research Paper	5-8 pages	25%
Writing Workshops, Skill Drills		15%
Reflective Essay & Final Portfolio		5%

General Criteria for Grading Papers

In grading your papers, I will consider these questions:

1. Do you fulfill all of the stated requirements for the assignment?
2. Do you have a point to make, is it clearly stated, and is it significant?
3. Do you provide sufficient support – quotes, summaries, statistics, stories, and examples – throughout your essay? Is your evidence appropriately documented?
4. Is your essay organized in a logical manner?
5. Is each paragraph purposeful, are all paragraphs well developed, and do you provide clear transitions between paragraphs?
6. Have you eliminated all grammar, punctuation, and spelling errors from your final draft – have you thoroughly edited your paper?
7. Is your paper presented in MLA style?
8. Have you participated in class discussions and/or asked questions throughout the writing process?

Writing as a Process

Writing is more than simply a report of what you know and see; it's also an important way of exploring a subject. Developing a finished piece of writing through time and involving the recursive process discussed below can deepen your understanding of the world and yourself in a way that reading and thinking by themselves cannot. By practicing writing in this way, we hope that you can eventually become your own teacher/editor and be able to use writing as a way of learning. Here is a brief overview of the usual process, based on what we know about how successful writers actually work.

Prewriting (or planning) is the work you do before composing and includes those important early decisions about purpose, audience, and style to. Prewriting also means reading, taking notes, talking to others, outlining, or freewriting—in other words, gathering together your information and thoughts.

Writing (or drafting or composing) those first words on a blank page is sometimes the most difficult step, often preceded by procrastination and anxiety that the writing will not work and that you might fail. Beginning writers should remember that it is neither natural nor possible for the words to come out just right the first time. Trying to make each sentence perfect before going to the next is one of the worst things to do. Writing takes time and often trial and error to become exact. The process we follow at Moravian allows time for your unique mind and your store of language to work together.

Therefore, writing the first draft should be the fastest part of the process. You should write freely and without concern for style or mechanics in order to probe your ideas and let the act of writing help you discover what needs to be said. This first draft should be an open conversation between you and the writing. But for this conversation to move forward, you the writer must continue to put words on paper and respond to those words by writing more. Most any words will do to start the ball rolling, to set up this dialogue between you and the page. You are simply using writing to make yourself think in a sustained way about your topic. You aren't even sure yet what you wish to say. What comes out may surprise you. But at least give yourself a chance to let your thoughts flow in writing without trying to make each sentence correct before going to the next.

Revising is the crucial stage. Indeed, it has often been said that good writing is rewriting. It is through multiple drafts that a piece of writing is developed to fulfill the writer's purpose for a reader. You may add paragraphs and sentences while deleting old ones, or restyle flabby sentences and sharpen word choice now that the ideas are clearer. You may even trash much of what you've written in a first draft as your purpose and your sense of yourself in relation to your audience becomes sharper. Always ahead in revision are several opportunities to improve what you are working on.

Final editing and proofreading occur as you approach completion of a writing project. For the first time the writer becomes a police officer, inspecting and verifying the grammar and spelling and punctuation. Good writing is much more than good grammar, but for most academic essays, the two go together. So writers at this point become concerned that no spelling or grammatical blunder will interfere with a reader's ability to understand and enjoy what was written.

You won't always have as much time as you would like for every essay. All of us, students and teachers alike, must learn to live within the limitations of this special version of life called college. But you can still practice this process of writing, learning to anticipate each stage and the writing problems that are a part of it. Someday your success will almost certainly depend, at least in part, on your ability to write meaningfully and to write with style. This semester is the time to start to get ready for that moment.

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The following outline serves as a guide for WRIT 100E.
This course outline is subject to change.

January 20	Syllabus, Overview of class Assignment: Photographic Essay (5%) Bring examples of blogs you believe promote F.O.E.
January 22	Photographic Essay Read: <i>Introduction to Freedom of Expression and The First Amendment</i>
January 27	Photographic Essay Due Discuss Writing Process (Intro., theses, conclusions) Discuss Summary Writing MLA Skill Drill
January 29	Discuss readings: <i>Introduction to Freedom of Expression and The First Amendment</i> Summary Essay Assignment (10%)
February 3	MLA Skill Drill Bring draft of Summary Essay to discuss and work on in class
February 5	Summary Essay Due (10%) Assignment: Read blogging articles
February 10	Revised Summary Essays Due (Improve your grade!) Discuss blogging articles, F.O.E., and the First Amendment MLA Skill Drill
February 12	Analysis writing techniques, reading critically, and the explanatory synthesis
February 17	Discuss the analysis essay assignment (20%) Analysis on blogs, F.O.E., and the First Amendment Assignment: Read articles on citizen journalist
February 19	Review examples of MASHUPS and discuss New Media: the Citizen Journalist Brief thoughts regarding research paper topics
February 24	MLA Skill Drill Analysis Essay Draft Due
February 26	Analysis Essay Due (20%) Discussion on the writing process thus far
March 2-6	Spring Break
March 10	MLA Skill Drill More writing techniques: argument synthesis, thesis statements Reading assignment: Janet Reno vs ACLU Discuss the Personal Critical Essay (20%)
March 12	Analysis Essay Revisions Due (Improve Your Grade) Library Research Skills – appropriate research resources

March 17	Discussion from readings: Defining “True Threats” in regards to F.O.E. and “Obscenity and Indecency” on the web MLA Skill Drill
March 19	More personal critical essay techniques
March 24	Draft of Personal Critical Essay Due MLA Skill Drill
March 26	Discuss research paper assignment (25%), discussion of topics and how they may relate to F.O.E. and the First Amendment
March 31	Personal Critical Essay Due (20%) MLA Skill Drill
April 2	The research paper bibliography
April 9	Research writing techniques Discuss Personal Critical Essay revisions Organizing your research paper (It’s due April 30!)
April 10-13	Easter Recess
April 14	Personal Critical Essay Revisions Due (Improve Your Grade) MLA Skill Drills
April 16	Optional peer review of research paper draft More research writing techniques
April 21	Research paper conferences (You’ll need your first draft)
April 23	Research paper conferences (You’ll need your first draft)
April 28	The Reflective Essay and the Final Portfolio (5%)
April 30	Research Paper Due (25%)
May 4-9	Reflective Essay and Final Portfolio due by the end of the final exam period (5%)