

**WRIT100: Professional Writing Syllabus (Spring 2009): 20 January 2009**

**Moravian College**

SYLLABUS *n* 1: a compendium or summary outline of a discourse, treatise, course of study, or examination requirements : a series of abstracts. (Webster's 3d New International Dictionary (1966))

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	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>
<b>8:50 – 10:00</b>	MGMT260A		MGMT260A		
<b>10:00 – 10:40</b>	Office Hours		Office Hours		
<b>12:50 – 2:00</b>	MGMT260B	WRIT100H	MGMT260B	WRIT100H	
<b>2:00 – 2:40</b>	Office Hours	Office Hours	Office Hours	Office Hours	

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**Office Hours:** No appointments! You can “Walk right in, sit right down . . .”<sup>1</sup> (FCFS, of course)

**Appointments:** You are welcome to appointments at other, mutually convenient times.

Just ask, in person, by email or telephone; include some times that work for you.

Friday meetings may be possible! Please ask!

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*These hours and any changes to them will be distributed and posted on my office door.*

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**Catalog Description: Writing 100.** Writing as a communication process central to learning and life. Helps students write in varied styles for varied audiences, use research materials and cite them appropriately, and use technology as a tool for research and writing. Students will work collaboratively in workshop settings and will practice both oral and written communication. Each section will have its own subject-area focus. (F1) Staff

**Required & Suggested Text, Suggested Materials:**

Hacker, Diana (latest edition) *The Bedford Handbook*. Boston: Bedford/St. Martins.

Website: <http://www.dianahacker.com> (Required)

Strunk, William and E.B. White (1999) *The Elements of Style*, 4th ed. Redwood City,

CA: Longman. Strunk's 1st (1922) edition is available on line, free. (Recommended)

*3x5 cards, colored pencils, straight edge, graph paper, . . . .*

**The Writing 100 Course Review sheet** says that this course provides:

- 1a) experience in writing-to-learn, including:
  - a) writing as process: invention and prewriting, drafting, and revising;
  - b) ungraded writing (practice exercises, warm-ups, journal entries etc.) to encourage thinking in writing about what you are reading;
  - c) graded and ungraded writing for a variety of audiences;
  - d) peer editing and collaboration: in-class group work or Writing Center tutors;
  - e) teacher conferences with each student.
- 1b) instruction in writing skills includes:
  - a) focus on rhetorical skills and guided practice;
  - b) writing for varied audiences, in varied styles;
  - c) a shared writing handbook (see Required & Suggested Text, Suggested Materials) for instruction in the conventions of standard written English;
  - d) experience with Writing Center tutors;
  - e) a uniform minimum writing requirement.
- 2) appropriate library and online research technology;
- 3) correct source citation;
- 4) reading assignments that support the instructor's course theme(s) to foster critical thinking and awareness of rhetorical strategies; and
- 5) introduction to oral communication skills.

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**Goals for Writing 100:** By the end of this course, students should:

- 1) be better able to assess writing projects for the purpose of choosing appropriate research and rhetorical strategies and employing them effectively.
- 2) be adept in technologies used to conduct research and to write.
- 3) demonstrate writing as a way of thinking that constructs new knowledge
- 4) demonstrate that writing success lies as much in the process as the product's form
- 5) experience the power of collaboration as part of the writing process
- 6) read more critically, and synthesize their own ideas with their readings
- 7) See how reading and talking about writing contribute developing writing abilities
- 8) gain facility in writing for a variety of audiences in a variety of genres
- 9) demonstrate competence using technology appropriately for research and writing
- 10) demonstrate competence in citing their sources in a formal academic style
- 11) demonstrate awareness of errors in grammar, usage, punctuation and spelling as a source of readers' misunderstanding by avoiding or correcting more such errors
- 12) Be able to format a paper for readers who expect formal presentations.

**Goals for This Section:** You will learn the formality required for professional writing:

**Short-form genres like:**

- I. *Casual:* text-messaging, personal journals, etc.
- II. *Informal:* email.
- III. *Semi-formal:* memos (...randums? ...randa?), and progress reports
- IV. *Formal methods:* letters and applications

**Long-form genres like:** project reports, term and scholarly papers, and books.

Your ability to organize and present ideas clearly, using the conventional rules of grammar, is the course's main concern. Those controversial rules are essential, since a large fraction of professional writing's readers will be put off by spelling and grammatical errors that would raise few eyebrows in other audiences.

**Requirements for Writing 100:** This semester, you will complete formal and informal, graded and ungraded writing, several drafts before completing the longer assignments, work with each other in small group workshops, receive oral and written comments from other students and me, and meet with me individually. Everything we will do is to answer the many questions that come up in planning, writing, revising, and editing.

One assignment requires substantial use of Reeves Library, whose reference librarians will help you learn research skills as you develop a workable topic and learn about your topic. By the end of the course, you should be proficient in:

1. Defining a research topic focused on a single question and determining the information required to write about it.
2. Planning and executing a search for the information you need by:
  - Identifying key terms
  - Using audience requirements (scholarly? popular? date? language? ...) to identify and use the most appropriate sources of information.
  - Modifying your search based on what you find.
  - Using a wide variety of sources, including but not limited to online databases and search engines with Boolean operators and other refinements.
3. Knowing where to look for the sources you find.
  - Which resources does Reeves Library own or have access to through LVAIC, etc?
  - Using interlibrary loan to request material Reeves Library does not own.
  - Use material on reserve for courses.
4. Collaborating with your classmates, Writing Center Tutors, Reeves Library's Reference Librarians, and me to answer your questions and improve your skills.
5. Credit sources (APA style in this section) and understand citation's importance.

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<b>Requirements for This Section:</b>	<b>Points</b>		
Participation	140	14%	5 points per class period
Email	70	7%	5 points per week
Conferences (2+)	100	10%	50 points each
Application and Resume	150	15%	draft: 1@50 pts, final 100 pts
Individually Designed Major Proposal	150	15%	draft: 1@50 pts, final 100 pts
Term Paper	300	20%	draft: 3@50 pts, final 150 pts
Presentation	150	15%	draft: 1@50 pts, final 100 pts
	Total	<u>1.060</u>	<u>100%</u>

**Class Preparation, Homework, Study, and Project Time:** Colleges and their faculties expect typical full-time students to devote 40 – 50 hours per week to their courses. Under Moravian College’s unit system, full-time students typically enroll in four courses each semester, so you should spend 10 – 12 hours per week on each course. After class meetings of about 3 hours, you have about 8 hours per week for class preparation, homework, study, and projects per course. If you find a course more challenging than usual, you should expect to devote more time to it.

**Policies:**

**Academic Honesty:** The policy<sup>2</sup> in the current *Moravian College Student Handbook*<sup>3</sup> applies.

**Attendance:** I use attendance to:

1. Attach faces to names,
2. Know who is present and ready to work at the scheduled time,
3. Assist the Academic Affairs Office when a student withdraws, and
4. Guide benefit-of-the-doubt decisions when course grades are due.

*Attendance does not affect your grade*, so I do not consider the reason for absences. Even so, preparation and participation matters more than a grade step per class:

- A. The step from one letter grade to the next (B to A, C+ to B+, etc) is 10% of course points, so the first 99 points earned of the 1000 available might earn a “J+.”
- B. A grade step is one-third of a letter grade, or 3.33% of the total available.
- C. Class meetings support graded projects and exams, so preparation for and participation in each one is implicitly worth 3.4% (100%/28), about a grade step.

**Computers:** Laptops, netbooks, etc. **lids must be closed except for assigned activities.**

**Confidentiality:** The Buckley Amendment (FERPA, 1974) forbids posting grades or discussing them (and other confidential matters) by email.

**Due Dates:** **Except by prior approval** assignments must be turned in by their deadlines.

Problem sets must be submitted in class. Exams must be taken as scheduled. Else, you will receive zero points for that activity (20% or more of the course grade).

**Electronics:** **Turn off all electronics**, including wireless gear (headsets). See “Computers.”

**Email** Do not submit ANYTHING for evaluation by email without PRIOR permission.

**Exam Aids:** You may use no aids except those listed on review materials and exams.

**Extra Credit** There are many ways to show your learning, so there are none. Want to know more about a topic? Sophomores+ with GPA=2.7+ should ask about independent study.

<b>Grades</b>	<b>Points</b>	<b>Percent</b>	<b>Letter</b>	<b>Points</b>	<b>Minimum Cumulative GPA for:</b>
	1,000	100.00%			
	933	93.33%	A	4.00	
	900	90.00%	A-	3.67	
	867	86.67%	B+	3.33	
	833	83.33%	B	3.00	Honors Program
	800	80.00%	B-	2.67	2.70 for Field & Independent Study
	767	76.67%	C+	2.33	
	733	73.33%	C	2.00	Major and Graduation
	700	70.00%	C-	1.67	
	667	66.67%	D+	1.33	
	633	63.33%	D	1.00	
	600	60.00%	D-	0.67	
	<600	<60.00%	F	0.00	

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- ***See me as soon as you suspect you could use extra help! That's why I'm here!***
- The Economics and Business Dept & Learning Center (1510) will help find a tutor.
- Record your grades to help you know if you need extra help.
- Grading requires qualitative judgments that are not easily translated to a numeric scale. See me during office hours **or** by appointment for questions on any grades.

*Group Study* is great, but **all** material you turn in for evaluation must be your individual work unless the assignment specifically authorizes group work. Do not let enthusiasm lead to material that appears to be the work of more than one person.

*Handouts* including this syllabus will be at **p:econ/brower/m260** after class distribution.

*Learning and Other Disabilities:* If you wish to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA), you must **first** meet with Mrs. Laurie Roth (1510; Office of Learning Services for learning disabilities or ADD/ADHD) or Dr. Ronald Kline (1510; the Counseling Center for all other disabilities).

*Make Up After Absence:* Read the assignment(s) and do any assignment(s). If you:

- Miss a class or two, see a colleague for notes, download any handouts, then see me.
- For a planned absence, *see me in advance*. **There are no make ups or extended due dates for travel** except College-scheduled trips.
- For unexpected extended absences, contact me **and** Learning Services (x1510) **asap**.
- “Build the \_\_\_\_\_” **CANNOT be made up**, but a colleague can turn yours in for you.

*Returned Work* is filed by last name in an accordion folder (“Dr Brower's Out Box”) outside my office door if you are absent. The folder's contents are shredded 48 hours after the Registrar's deadline for faculty to submit course grades.

*Syllabus and Calendar changes* are distributed in advance; use the current version!

*WRIT100 Program Policies*, which were distributed with this syllabus, apply.

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***Class & Assignment Schedule (19 January 2009):***

<b>Day</b>	<b>Date</b>	<b>Topic</b>
Tue	Jan 20	Introduction
Thu	Jan 22	Casual (txt, journaling) & Informal (email) Pro. Writing Genres, & the Writing Process
Fri	Jan 23	Deadline for email (4:30 pm in my inbox)
Tue	Jan 27	Knowing and Using Your Resources I
Thu	Jan 29	Semiformal & Formal Pro Writing & the Writing Process; Application & Resume Project
Fri	Jan 30	Deadline for email (4:30 pm in my inbox)
Tue	Feb 3	Application & Resume Workshop; Assign the Individually Designed Major Project
Thu	Feb 5	No class - Conferences for those who have conflicts at other times
Fri	Feb 6	Deadline for Application & Resume Project, 1st round of conferences, & email
Tue	Feb 10	Return & discuss the Application & Resume Project
Thu	Feb 12	A topic the class chooses; Semiformal & Formal Professional Writing & the Writing Process
Fri	Feb 13	Deadline for email (4:30 pm in my inbox)
Tue	Feb 17	Individually Designed Major Project Workshop
Thu	Feb 19	A topic the class chooses
Fri	Feb 20	Deadline for the Individually Designed Major Project; email by 4:30 in my inbox
Tue	Feb 24	Return & discuss the Individually Designed Major Project
Thu	Feb 26	A topic the class chooses
Fri	Feb 27	Deadline for email (4:30 pm in my inbox) and midterm reports to the Registrar
Tue	Mar 10	Formal Professional Writing & the Writing Process; assign the Term Project
Thu	Mar 12	Knowing and Using Your Resources II
Fri	Mar 13	Deadline for email (4:30 pm in my inbox)
Tue	Mar 17	A topic the class chooses
Thu	Mar 19	Formal Professional Writing & the Writing Process
Fri	Mar 20	Deadline for email (4:30 pm in my inbox)
Tue	Mar 24	Term Project Workshop #1
Thu	Mar 26	Presentation Project
Fri	Mar 27	Deadline for email (4:30 pm in my inbox)
Tue	Mar 31	Presentation Project
Thu	Apr 2	Presentation Project
Fri	Apr 3	Deadline for email (4:30 pm in my inbox)
Tue	Apr 7	Term Project Workshop #2
Thu	Apr 9	Presentation Project; deadline for email (4:30 pm in my inbox) -- Easter Recess
Tue	Apr 14	Term Project Workshop #3
Thu	Apr 16	Presentation Project
Fri	Apr 17	Deadline for the Term Project and email (4:30 pm in my inbox)
Tue	Apr 21	Presentation Project
Thu	Apr 23	Presentation Project (up to 3 presentations / period).
Fri	Apr 24	Deadline for email (4:30 pm in my inbox)
Tue	Apr 28	A topic the class chooses
Thu	May 30	Conclusion
Fri	May 1	Deadline for email (4:30 pm in my inbox)
Finals Week		Return term projects during the second conference - date and time to be arranged.

This syllabus is available in the Academic Affairs Office (Monocacy Hall) and on-line<sup>4</sup>.

**Notes:**

1. "Walk Right In," The Rooftop Singers (1962), by Gus Cannon & Hosie Woods was also recorded by Cannon's Jug Stompers in the late 1920s. Citation based on information downloaded 15 January 2009 from [http://en.wikipedia.org/wiki/Walk\\_Right\\_In](http://en.wikipedia.org/wiki/Walk_Right_In) and [http://en.wikipedia.org/wiki/Gus\\_Cannon](http://en.wikipedia.org/wiki/Gus_Cannon) 15 Jan 2009.
2. The Academic Honesty Policy is available at:  
<http://www.moravian.edu/studentLife/handbook/academic2.htm>
3. The current *Moravian College Student Handbook* is on-line at:  
<http://www.moravian.edu/studentLife/handbook/index.htm>
4. This semester's syllabi are on-line at:  
<http://home.moravian.edu/public/regis/spring09syllabi.htm>  
but you may find last semester's syllabi for the first few days of the semester.