

Writing 100 (Section N)  
Professor Joseph Paretta

Moravian College  
Fall 2009 Semester

Office: Zinzendorf 102  
Office Hours: Tuesdays – 1:30 – 2:30pm and by appointment  
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#### COURSE TITLE: “Identity of Self”

The “Self” is often synonymous with freedom, independence, and sufficiency. These highly cherished qualities stand the test of time and have been esteemed by many authors and philosophers as the foundation of success and happiness.

We will address the works of Ralph Waldo Emerson and Henry David Thoreau, who deemed the “self” to be of utmost importance. We will also look at some oppressive influences that hinder the quest for “self-actualization.”

#### COURSE AGENDA

Your writing in this course will grow out of your reading of assigned texts. You should form your own stance on these readings, not simply regurgitate what was written or tell the instructor “what he wants to hear.” Discussions, exercises, and workshops will focus on both *your* writing and on the assigned reading. So on occasion, I might begin class with a short writing assignment and then ask you to share your findings.

\*\*Be prepared to “go public” with several of your assignments. Also, be ready to read and respond *seriously* to classmates’ work.

#### GOALS OF THE COURSE

Amongst the primary course objectives, students will learn how to

- \*Develop, apply, and support an academic thesis statement.
- \*Read texts critically.
- \*Argue and synthesize texts in both written and spoken form.
- \*Apply academic research to the subject matter of this course.

#### REQUIRED TEXTS

Emerson, Ralph Waldo. *Self-Reliance and Other Essays*

Thoreau, Henry David. *Walden and Other Writings*

Hacker, Diana. *The Bedford Handbook* (7<sup>th</sup> edition)

There will also be various handouts distributed during the semester.

Students are expected to have a notebook, pen, and the appropriate text at each class.

Please keep *all* returned assignments in a folder as a portfolio of your work.

#### BREAKDOWN OF COURSE GRADE

Take-Home Essays = 35% of the final grade

Written Responses = 20%

Research Paper = 15%

Workshops = 20%

ACTIVE Class Participation (Beyond “Showing Up”) = 10%

Late assignments will be penalized. Assignments will lose a full-letter grade if they are late one class. After that, assignments will not be accepted and will likely receive a grade of F.

#### ACADEMIC HONESTY

Short and to the point, plagiarism will not be tolerated. Please see the Student Handbook for Moravian College’s policy. Be familiar with this policy. Also, *The Bedford Handbook* provides guidance in using several systems for documenting sources. See the “Guidelines” (Orange handout) for further details on issues pertaining to Academic Honesty and plagiarism.

NOTE – Students suspected of plagiarized work will be dealt with swiftly.

#### ATTENDANCE

In order for your writing and analytical skills to improve, you need consistent practice and feedback. So, attendance is crucial in this course.

If a student is absent three times, he or she will lose 2/3 of a grade. For example, a B+ becomes a B-. Four absences result in loss of a full-letter grade (ex. B becomes C). Five absences means loss of ALL credit in the course.

If you know ahead of time that you will be missing class, please let me know.

\*Lateness counts against you. Two latenesses equal one absence. Three latenesses equal one-and-a-half absences. For equal two absences.....you get the idea.  
Be here ON TIME AND READY TO WORK.

#### LEARNING SERVICES

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).

## READING SCHEDULE

WEEK 1:	Introductions; Syllabus; Diagnostics
WEEKS 2 & 3:	Emerson's "Self-Reliance"
WEEKS 4 & 5:	Emerson's "The Over-Soul"
WEEK 6:	Emerson's "The Poet"
WEEKS 7 & 8:	Thoreau's "Civil Disobedience"
WEEKS 9 – 12:	Thoreau's <i>Walden</i>
WEEK 13:	Review – Emerson and Thoreau; Conferences
WEEK 14:	Conferences

NOTE - Deadlines for Take-Home Essays will be announced.

In addition, students will be notified regarding deadlines for Research Assignments.

\*\*Lastly, the course syllabus is subject change at the discretion of the instructor.

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Diagnostic Writing

Several years ago, there was a television commercial that concluded with the words, “Reading is fundamental.” In other words, the commercial suggested that a person’s ability to read well improved his or her chances for success in life. Like most other activities, reading well takes time and practice.

According to Renee James, many young Americans are not taking adequate time to develop this skill. In fact, James cites a recent study which categorizes “19 percent” of “older teens” as “non-readers.” She asserts that poor reading skills lead to unsatisfactory results in school and a reluctance to participate in “civic activities.”

Now think about yourself. In an essay, describe your desire to read. Consider: why do you like (not like) to read? What do you read? Have your reading skills helped or hurt you at school, work, life in general? Explain. Carefully address your relationship with reading.

NOTE – This essay is diagnostic in nature. It will not be graded. However, the essay provides me an opportunity to evaluate your writing skills, so please take it seriously.

Lastly, your essay will NOT be read by anyone except me, so please feel free to share whatever is comfortable in FULL confidence of its privacy.