

**WRITING 100 C SYLLABUS**  
**Spring Semester, 2010**

**TITLE AND DESCRIPTION:**

**It's Getting Hotter: Responding to Global Warming**

With rising temperatures threatening a world-wide environmental catastrophe, the official U.S. position on climate change remains stuck in political compromise and special interests gamesmanship. Through a variety of progressively more challenging writing assignments, students will critically examine this hot topic and seek fresh ideas and actions to address it. Emphasis on individual thinking, focused writing, and work reviews with the instructor.

**INSTRUCTOR:**

Welles Lobb, Adjunct Instructor

Office phone: 610-625-7826 (voicemail); 610-434-0638 (home)

Office hours: 10:45-11:45, 12:45-1:45, MWF. By appointment in Reeves Library

Email: [coachlobb@moravian.edu](mailto:coachlobb@moravian.edu); [welleslobb@verizon.net](mailto:welleslobb@verizon.net)

**CLASSES:**

MWF, 11:45-12:35. Zinzendorf Hall 100

**REQUIRED TEXTS:**

Owen, David. Green Metropolis. Riverhead Books (2009)

\*Hacker, Diana. The Bedford Handbook, Eighth Edition. Bedford/St. Martin's (2009)

\*Check bookstore availability after first week of classes. A previous edition (many of which are floating around Moravian College) will also suffice. The Bedford Handbook is an outstanding resource for writers and for all writing intensive courses at Moravian.

**ADDITIONAL MATERIALS: Three folders**

One to store all **classroom handouts**, including syllabus and schedule of assignments. Bring this folder to class for each class meeting.

A second folder to store all **informal writing assignments**. Informal writing assignments (10-12) determine 15 % of your final grade. Informal writing assignments are short (1-2 pages) and include a draft and a revised version.

A third folder to serve as a **portfolio for all graded paper assignments**, including drafts of papers and final versions of papers. This folder is turned in complete at the end of the semester and its contents represent 65% of your final grade.

## **PORTFOLIO SUBMISSIONS:**

Complete portfolios will be accepted beginning in our last class meeting, Friday April 30. Deadline for portfolios submissions is Friday, May 7, 2010 at 5 PM. No portfolios will be accepted after that time and date. Students are encouraged to submit portfolios as early as possible in the exam period. **Note:** Writing 100 C has no final examination.

## **COURSE OBJECTIVES:**

- Students will gain a general understanding of anthropogenic (human-caused) climate change, its associated terminology, and its projected impact on natural systems and the human condition during the 21<sup>st</sup> century.
- Students will complete five progressively more challenging graded writing assignments leading to competencies in the following categories: **technical** (use of specialty Internet database sources, use of correct MLA style, recognition of primary/secondary sources, including creditable and non-creditable Web sources); **rhetorical** (use of voice and tense, recognition of purpose and audience, clarity and focus, thesis identification and construction; **structural** (correct use of grammar, sentence and paragraph flow and form, word choice.
- Students will become more confident and skilled writers from thorough instructor-reviewed drafts of assigned papers, as well as the submission and discussion of additional informal writing assignments.
- Students will speak and write about a variety of global warming and sustainability topics.
- Students will examine their own “green” attitudes and practices in the face of the climate change problem and propose actions to address the problem in their lives, their family, and at Moravian College.
- Students will work in peer collaboration to recognize weaknesses in papers and improve papers through review, critical comments, and editing.

## **GRADING**

This course strives to instill an atmosphere that emphasizes learning and writing confidence without the immediate threat of grades. Most work will not be formally graded until submission of the final portfolio at the end of the semester. In the recent past, 70 percent of students in Mr. Lobb's Writing 100 sections have received As or Bs (more Bs than As). A grade of D or F is rare. If you ask, the instructor will provide an estimated current grade in private beginning at midterm (February 26). A final grade is determined by the following system:

10%: classroom participation and engagement, attendance, required use of Writing Center (instructor's discretion)

15%: informal writing assignments (students will receive credit for completion of papers and quality; no informal papers receive individual letter grades)

10%: attendance on two field trips

5%: Paper #1 (biographical writing) (2 pages)

10%: Paper #2 (campus sustainability assessment) (3-4 pages)

10%: Paper #3 (carbon footprint survey and reaction) (3-4 pages)

20%: Paper #4 (critical review of Green Metropolis)\*\* (5 pages)

20%: Paper #5 (alternative transportation paper based in part on field trips) (4-6 pages)

\*\*requires library research and correct MLA style

## **FIELD TRIPS**

Writing 100 C requires student participation in two field trips. Tentative dates are Friday, March 5, and Friday, March 19. The estimated time of each trip is 5 to 8 hours. Estimated costs are \$10-\$20 per trip. Field trip itineraries and costs will be announced well in advance. If costs are a hardship, please let the instructor know in private in advance.

## **WRITING CENTER**

Writing 100 C students are required to use Moravian's Writing Center for help with at least one graded paper and are encouraged to use the Writing Center for all papers. Writing Center tutors are trained and provide valuable free help for you in turning drafts into final versions.

## **FORMAT OF PAPER SUBMISSIONS**

All graded papers (drafts and final versions) and informal papers (not graded) are to be submitted on paper. Email submissions are accepted only by special arrangement.

## **STRUCTURE OF CLASS MEETING DAYS**

We will follow this general weekly schedule, subject to change:

·**Monday:** Discussion of reading assignment from textbook and handouts of current events; assignment of weekly informal writing project

·**Wednesday:** English/writing instruction, in-class writing, in-class peer critique of papers, informal writing assignments due (draft version)

·**Friday:** Graded papers assigned and discussed; handouts of current events distributed; informal writing assignment due (revised version); guest speakers; field trips; library sessions

## **ATTENDANCE, ACADEMIC HONESTY, CLASSROOM BEHAVIOR**

**See Writing 100 C Gobbledygook handout.**

## **SCHEDULE OF READING ASSIGNMENTS FROM GREEN METROPOLIS:**

Read and be prepared to discuss the following sections by the due dates listed below.

Monday, 1-25: Chapter One: "More Like Manhattan," 1-48.

Monday, 2-1: Chapter Two: "Liquid Civilization," 49-82.

Monday, 2-8: Chapter Two: "Liquid Civilization," 83-100.

Monday, 2-15: Chapter Three: "There and Back," 101-130.

Monday, 2-22: Chapter Three: "There and Back," 131-161.

Monday, 3-1: Chapter Four: "The Great Outdoors," 163-201

Monday, 3-15: Chapter Five: "Embodied Efficiency," 203-264.

Monday, 3-22: Chapter Six: "The Shape of Things to Come," 265-296.

Monday, 3-29: Chapter Six: "The Shape of Things to Come," 297-324.

In reading Green Metropolis, always consider this question:

How does the book's discussion about residential density, transportation, urban planning, and human consumption of land, oil, and manufactured goods connect with energy use and its close relationship to undesirable climate change (i.e. global warming)?

In Green Metropolis, author David Owen presents many ideas that seem counterintuitive or even contradictory to usual environmental thinking. Watch for these ideas and think about them as you read. What do you think about them?

## **INFORMAL WRITING ASSIGNMENTS**

A weekly informal writing exercise will be assigned on most Mondays. A typical assignment requires a draft on Wednesday and a revised version on Friday. Revised versions are handed to the instructor for review and credit.

Typical assignments are no longer than 2 pages and involve a wide variety of writing styles and topics appropriate for this course.

Informal writing assignments do not receive individual grades. However, after review by the instructor, these assignments will impact 15% of your grade. Poorly written papers or missed assignments will negatively influence this 15%.

# **WRITING 100 GOBBLEDYGOOK**

All the little stuff you need to know to succeed in Writing 100-C

## **CLASSROOM CONDUCT**

**Cell phones and other electronic devices off at all times during classroom time. THIS INCLUDES TEXTING!**

**No idle chatter while Mr. Lobb, guest speakers or any member of the class has the "floor." One person speaks at a time.**

**Please arrive on time for class. Chronic lateness is disruptive and may negatively affect your final grade.**

**As college students, you are expected to behave as adults. That means respect and courtesy towards all members of the class and no disruptive behavior of any kind.**

**Class begins when Mr. Lobb calls it to order and ends with Mr. Lobb's dismissal.**

## **ATTENDANCE**

**Your presence in class is valuable. Your presence enriches and energizes the class. Therefore, attendance is mandatory. Unexcused absences will negatively affect your final grade.**

**If you are aware in advance that you'll be missing a class for any reason, as a courtesy please inform Mr. Lobb in advance only -- in person or leave a phone or email message.**

## **GRADED ASSIGNMENTS:**

**Most graded papers will involve the production of two drafts and a final version. Drafts will be assigned due dates. Final versions of all papers are due from April 30-May 7. To maintain the "flow" of the course, it is critical that assignments be turned in, on paper, on due dates at class time. Adjustments of draft due dates will be announced as necessary. Any pattern of late submissions of assignments will negatively affect your final grade. Store all drafts reviewed by Mr. Lobb and final versions of papers in your portfolio folder.**

## **READING/RESEARCH ASSIGNMENTS:**

**You are responsible for completing all textbook readings listed on the reading assignment schedule handout and any additional reading/research assignments.**

## **INSTRUCTOR WORK REVIEW SESSIONS:**

**Students are encouraged to request individual work review sessions with Mr. Lobb. Sessions will last 20-30 and involve a personalized review of your drafts. Sessions are made by appointment and held in Reeves Library.**

## **EXTRA HELP:**

**In addition to a required session at the Writing Center, students are encouraged use the Writing Center on an ongoing basis. Occasionally, Mr. Lobb will require additional Writing Center visits. Writing Center tutors provide ample help and guidance – but they don't write your papers. Appointments are made by a sign-up sheet at the Writing Center (second floor Zinzendorf), or by calling 610-861-1592. Use of the Writing Center is very likely to boost your final grade, while failure to use the Writing Center may hurt your final grade.**

## **CHEATING/PLAGARISM/DISHONESTY:**

**All submitted work is your original work. Any “borrowed” material, either verbatim, paraphrased, or borrowed in concept, must be properly cited. Any instances of intentional cheating or plagiarism, including buying papers from Internet sources or hiring writers, will result in failure for the course and possible other sanctions to be determined by the dean.**

**Honest dialogue with the instructor is always better than dishonest, even when Mr. Lobb hears what he doesn't want to hear. Lying, dishonest exaggeration, and other B.S. harm your credibility and compromise your relationship with Mr. Lobb and your opportunities to learn and be successful in the course.**

## **CLASSROOM ENGAGEMENT:**

**Learning requires that you take a committed, personal interest in the course. Poor attendance, sleeping, lack of participation, lack of taking an active role in group work all may point to course disengagement and may negatively affect your final grade. In contrast, strong attendance, active listening, participation in discussions, and active involvement in group work all point to course engagement and may improve your final grade.**