

Moravian College
Spring 2010

Writing 100 G – War Writing
Tuesdays and Thursdays, 1:10 p.m. – 2:20 p.m.
Reeves Library – Main 212

Instructor: Prof. Robert Fillman

Office: Zinzendorf 102 **Office Hours:** Tuesdays & Thursdays, before and after class,

Telephone: TBA or by appointment.

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Response Time: Typically, I respond to email within 24 hours of its receipt, and I try to check my voicemail once per day. Email is almost always the best way to contact me.

Course Texts: *The Bedford Handbook*, 8th ed., by Diana Hacker; *The Red Badge of Courage* by Stephen Crane; *Hiroshima* by John Hersey; and various handouts.

Course Description:

This course exposes students to various types of writing on, about, or inspired by war. Course readings will be in the form of poetry, short narratives or novel excerpts, and non-fiction (letters, essays, etc.), ranging historically from the American Civil War, to World War I, to World War II, to the September Eleventh bombings. This course's fundamental objective is to improve the writing skills of the students; thus, writing assignments will be derived from the course's topic. But this is not a literature course, so course readings and historical background information will only serve as a "jumping-off" point. Writing—many graded (some ungraded) pieces—will be a constant activity in the course.

Instruction will consist of some lectures, in-class discussion/writing, and guided peer-review workshops.

Course Outcomes:

In addition to all items mentioned on the **Writing 100 GUIDELINES** sheet, students will....

1. Produce writing that successfully addresses audience and purpose by using language, structures, and examples appropriately.
2. Use topical and thesis-support modes of writing effectively.
3. Understand the importance of writing as a process (pre-writing, drafting, and revising).
4. Master basic library and online research skills
5. Master source citations and understand plagiarism.
6. Learn to think critically about various rhetorical strategies.
7. Be able to engage in collaboration and peer editing.

Method of Evaluation:

The student's final grade will be determined on the basis of a **300 point** system. Below you will find what constitutes a grade on the traditional A through F scale. The assignments for the course and their values are also listed.

In this course, much of the work (pre-writing, drafts, work-shops, etc.) will be evaluated but not graded. That being said, failure to participate or to hand in these "process" pieces will negatively affect a student's grade, as consideration of revision and substantive changes will certainly be taken into account.

A – Substantial academic papers; narrows topics effectively; reveals critical thinking and serious grappling with the topic; states a thesis clearly and develops that thesis through supporting information; organizes ideas logically and guides the reader using effective transitions; references ideas and information from credible, quality sources; shows genuine revision and substantive changes, not merely editing; has correct mechanics and shows thoughtful use of language; fulfills all assignment-sheet's requirements completely.

B – Competent academic papers; narrows a topic adequately; reveals critical thinking and some grappling with the topic; states a thesis and develops it using supporting information; organizes ideas and information well and somewhat guides the reader; usually incorporates ideas from reliable sources; shows a decent amount of revision; has near-excellent mechanics and uses language well; fulfills most of the assignment sheet's requirements.

C – Satisfactory academic papers; shows some difficulty in narrowing a topic; reveals some critical thinking, but no serious grappling with the topic; usually states a main thesis but lacks detail and does not support or develop it effectively; organizes ideas and information somewhat, but does not clearly consider the needs of audience; locate sources but shows inconsistent understanding of sources or has difficulty incorporating sources effectively; has a satisfactory grasp of appropriate language and mechanics; fulfills some of the assignment sheet's requirements.

D – Marginal or incomplete academic papers; shows poor design and execution in narrowing a topic; reveals little critical thinking and no serious grappling with the topic; does not state a clear thesis; lacks crucial details and does not support thesis adequately; organization of ideas is poor and does not consider the needs of the audience; lacks purpose; locates some sources, but these are of lesser quality; indicates a less-than-satisfactory understanding of sources; exhibits poor mechanics and language skills; barely fulfills the assignment sheet's requirements.

Composition of the Student's Grade:

Personal Descriptive Essay (3 pages)	30 points (10%)
Explanatory/Analysis Essay (4 pages)	45 points (15%)
Short Argument Essay #1 (2 pages)	15 points
Short Argument Essay #2 (2 pages)	15 points
Argumentative Synthesis Essay (3-4 pages)	30 points (20%)
Research Paper (6-7 pages)	90 points (30%)
Class participation, short assignments, drafts, etc.	45 points (15%)
Quizzes on readings	30 points (10%)

Grade Scale:

Your work will be graded for mechanics and content. All written work will receive a number grade based upon the scale listed above. These individual assignments will contribute to your final grade.

The following are the cut-offs for final semester grades:

280 points = A	240 points = B-	180 points = D
270 points = A-	230 points = C+	179 points & below = F
260 points = B+	220 points = C	
250 points = B	210 points = C-	

Deadlines:

Written work is due on the due date. Late papers will not be accepted. However, sometimes the unexpected happens. You may, if necessary, make arrangements with me for an extension. You **must** talk to me about these arrangements before the due date. Extensions will be considered on an individual and assignment-by-assignment basis. All assignments must be handed in by the prearranged extension date or they will result in a grade of “F.”

Attendance and Lateness to Class:

It is expected that students attend all classes and arrive by the designated start time. I know, however, that life cannot be so rigidly planned and that things sometimes happen to prevent your coming to class. If you know ahead of time that you will miss a class, it is your responsibility to let me know and to **make arrangements to hand-in any assignments**. Absences do not excuse students from handing in assignments on time.

Students who miss more than **three class meetings** are subject to failing grade for the course at the discretion of the instructor.

Academic Honesty / Plagiarism:

Plagiarism (using the ideas or words of others without appropriate quotation and documentation that acknowledges the source or sources—in other words, presenting someone else’s work as one’s own OR copying exact words, phrases, or sentences without quoting and giving credit to the source) is an intolerable breach of academic discipline.

Plagiarism is simply unacceptable in this class (and in any class). Any student who knowingly attempts to pass off someone else’s work as her/his own will receive an automatic **zero** for that assignment. A second offense will result in an “F” grade for the course.

Schedule of Classes, Readings, and Assignments:

(This is a tentative schedule. Dates, readings, and assignments are subject to change at the discretion of the instructor.)

Week 1: January 19th & 21st - Introduction to course, review syllabus; The Civil War, how to summarize, outline, or paraphrase a text.

- Reading Assignment for January 21st: Whitman letters 1, 2, and 4 and contemporary war writing; begin reading Stephen Crane's *The Red Badge of Courage*. Try and get through the first eight chapters (as to pace yourself).
- Also, read *The Bedford Handbook*, section 48 (pp. 478 – 488)

Week 2: January 26th & 28th – Critically thinking about texts; deciding what is a memorable quote. In-text citations/Works Cited.

- Reading Assignment for January 26th: Whitman letters 9, 10, 11, 18, and 20
- Reading Assignment for January 28th: Crane's *The Red Badge of Courage* (read the first sixteen chapters). Also, read *The Bedford Handbook*, section 51 (pp. 498-503)
- Due: Source activity, Brain-storming/Free-writing activity.

Week 3: February 2nd & 4th – Descriptive Writing and pre-writing techniques; style discussion, sentence length, diction, and paragraph structure.

- Reading Assignment for February 2nd: Finish Crane's *The Red Badge of Courage*.
- Reading Assignment for February 4th: *The Bedford Handbook*, section 18 (216-224)
- Due: Descriptive/narrative essay exercise in-class.

Week 4: February 9th & 11th - Workshops / Guided Peer-Reviews for revisions.

- Reading Assignment: NONE
- Due: Paper I – Narrative essay (first draft due on February 9th).
 - PLEASE BRING THREE COPIES OF YOUR DRAFT.

Week 5: February 16th & 18th – WWI War Poets - how to explicate; analysis techniques and thesis statements.

- Reading Assignment for February 16th: Edward Thomas' "The Owl," "The Cherry Trees," "Cock-Crow," and "Rain."
- Reading Assignment for February 18th: Siegfried Sassoon's "They'," "How to Die'," and "Glory of Women." Also read Wilfred Owen's "Dulce Et Decorum Est."
- Due: **Paper I – Personal Descriptive essay due on Feb. 16th ←←← GRADED**

Week 6: February 23rd & 25th – Analysis cont., comparison activity; using the library.

- Reading Assignment for February 23rd: Rupert Brooke's "The Soldier," Isaac Rosenberg's "Dead Man's Dump," and Robert Frost's "Not to Keep."
- Reading Assignment for February 25th: *The Bedford Handbook*, section 55 (601-607)

Week 7: March 2nd & 4th – Workshops / Guided Peer-Reviews for revisions.

- Reading Assignment: Begin reading John Hersey's *Hiroshima* (if you have not started it already. The book must be finished by March 16th).
- Due: Paper II – Analytical essay (first draft due on March 2nd)
 - PLEASE BRING THREE COPIES OF YOUR DRAFT.

SPRING BREAK (No classes held on March 9th or March 11th)

Week 8: March 16th & 18th – WWII, Discuss *Hiroshima*; topic generation for research paper; Classical schema of Argumentation

- Reading Assignment for March 16th: Finish Hersey's *Hiroshima*. Also, read World War II letter. Also, read *The Bedford Handbook*, section 50 (pp. 491-498).
- Due: **Paper II – Explanatory/Analytical essay due on Mar. 16th ←←← GRADED**

Week 9: March 23rd & 25th –Evidence and support of thesis. Research paper topics (brainstorm, list, pre-write).

- Reading Assignment: *The Bedford Handbook*, sections 53 (pp. 517 – 569)
- Due: **Short argument paper (part 1) due on March 23rd. ←←← GRADED**
- Due: **Research paper topic proposals due on March 25th.**

Week 10: March 30th & April 1st – Introductions, conclusions; Thesis statements; making sound arguments.

- Reading Assignment: *The Bedford Handbook*, section 54 (pp. 569 – 588)
- Due: **Short argument paper (part 2) due on March 30th. ←←← GRADED**
- Due: **Final Research paper topic (to be approved by instructor) April 1st**

Week 11: April 6th & 8th – Research exercises; compiling sources for research paper; conferences for research paper.

- Reading Assignment: *The Bedford Handbook* TBA
- Due: **Paper III – Argument Synthesis essay due on April 8th ←←← GRADED**
- Due: Research paper outline (complete with working thesis statement and a list of ten potential sources in proper Bibliography format)

Week 12: April 13th & 15th – Vietnam War- analyzing rhetorical strategies; honing arguments and counter-arguments; working with sources.

- Reading Assignment for April 13th: Lenard D. Moore's "My Father Leaves for Vietnam." Read Louise Rill's "The Daisy Cutter."
- Reading Assignment for April 15th: TBA
- Due: First draft of research paper due on April 15th.

Week 13: April 20th & 22nd - September 11th attacks; Workshop of Research Paper and conferences.

- Reading Assignment for April 20th: Read Billy Collin's "The Names," Seamus Heaney's "Anything Can Happen," and Joyce Carol Oates' "The Mutants."
- Due: Second draft of research paper due on April 22nd.
 - *PLEASE BRING THREE COPIES OF YOUR DRAFT.*

Week 14: April 27th & 29th - Workshop of Research Paper; conferences

- Reading Assignment for April 27th:
- Due: Two pages of reflective writing about the course.

FINAL EXAMINATIONS WEEK**Week 15: May 4th & 6th –**

- Due: Final Research Paper due at time of final exam.
- Time/date to be announced.

Have a safe, happy, and productive summer!