

Moravian College  
Spring 2011

**Writing 100 B – War Writing**

Mondays & Wednesdays, 10:20 a.m. to 11:30 a.m.

ROOM: Comenius 304

**Instructor:** Prof. Robert Fillman

**Office:** Zinzendorf 102     **Office Hours:** Tuesdays & Thursdays, 9:30 a.m. to 10:20 a.m.,

**Telephone:** TBA     or by appointment.

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**Response Time:** Typically, I respond to email within 24 hours of its receipt. However, on the weekend it may take up to 48 hours for you to receive a response. Email is almost always the best way to contact me.

**Course Texts:** *The Bedford Handbook*, 8<sup>th</sup> ed., by Diana Hacker; *The Red Badge of Courage* by Stephen Crane; *Hiroshima* by John Hersey; *The Things They Carried* by Tim O'Brien; and various handouts.

**Course Description:**

This course introduces 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, speeches etc.). The hope is that students will not only be emotionally-responsive to this powerful writing, but will think about it critically (paying particular attention to its form, purpose, context, style, etc.).

This course's objective is to improve the writing skills of students, preparing them to write quality academic essays at the University level; thus, assignments will be derived from the course's topic. However, this is neither a literature nor a history course, so course readings and historical information will only serve as a "jumping-off" point for discussion.

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

**Course Outcomes:**

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

1. Write academic essays that present and support ideas in an organized, coherent way, paying particular attention to purpose for writing and the intended audience.
2. Demonstrate critical thinking about their subjects, the sources they choose, and their own writing.
3. Locate, evaluate, and select appropriate supporting information and sources and integrate that supporting information effectively into their writing.
4. Draft, revise, and edit their writing observing the conventions of written communication and standard written English.
5. Understand the importance of writing as a process (pre-writing, drafting, and revising).
6. Be able to actively engage in collaborative peer-review workshops.

**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 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 be taken into account.

**A** – Substantial academic paper; 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 paper; 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 nearly every one of the assignment sheet's requirements.

**C** – Satisfactory academic paper; 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 most of the assignment sheet's requirements.

**D** – Marginal or deficient academic paper; 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; fulfills some of the assignment sheet's requirements.

**Composition of the Student's Grade:**

"What does War mean to You?" (Personal essay)	30 points (10%)	(semester-long essay)
Essay 1 – Critical essay	45 points (15%)	
Essay 2 – Explication essay	45 points (15%)	
Essay 3 – Argumentation essay	45 points (15%)	
Essay 4 – Research Paper (5 pages)	60 points (20%)	
Class participation, short assignments, drafts, etc.	45 points (15%)	
Writer's Exercises and 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 listed on the assignment sheet. **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 and provide sufficient reason. 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 a zero.

**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.

Because this course is a “work-shop” course, one requiring active participation, absences severely compromise a student’s chance for success. Students who miss more than **three class meetings** are subject to a failing grade for the course at the discretion of the instructor.

Quizzes will be unannounced for the most-part; thus, students should attend each class with the expectation that their may be an examination on the required homework readings. Only a medical excuse or legitimate absence (as deemed so by the instructor) will warrant a make-up. Otherwise, the grade will be a zero.

**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 and assignments are subject [and likely] to change at the discretion of the instructor.)**

**Week 1: January 17<sup>th</sup> & 19<sup>th</sup> – Syllabus, course expectations, & administrative tasks / Self-evaluation and writing as an “ongoing conversation”**

- Reading Assignment: pp. 1-12, 19-25, 86-88, 90-92, 93-100 in *Bedford Handbook*; begin reading Crane’s *The Red Badge of Courage*. Try and get through the first eight chapters by the end of the week (as to pace yourself).
- Due: Biographical paragraph (due Jan. 17<sup>th</sup>); Writer’s Questionnaire (due Jan. 19<sup>th</sup>)

**Week 2: Jan. 24<sup>th</sup> & 26<sup>th</sup> – Writing as a “process,” essay plans, and global revision**

- Reading Assignment: pp. 35-59 in *Bedford Handbook (BH)*; continue reading *The Red Badge of Courage* (have the first sixteen chapters read by Jan. 26<sup>th</sup>.)
- Due: “What does War mean to You?” due on Jan. 26<sup>th</sup>.

**Week 3: Jan. 31<sup>st</sup> & February 2<sup>nd</sup> – Discuss *The Red Badge of Courage* / Descriptive writing, thesis statements, & the importance of careful word-choice.**

- Reading Assignment: Finish *The Red Badge of Courage* for Jan. 31<sup>st</sup>.
- Reading Assignment: Read pp. 141-147 and 216-224 on active verbs and word-choice in *The Bedford Handbook* for Feb. 2<sup>nd</sup>.

**Week 4: Feb. 7<sup>th</sup> & 9<sup>th</sup> – Guided Peer Review Session (in pairs); Paragraphing techniques; how to create a more focused paragraph**

- Reading Assignment: pp. 589-601 on “Writing about Literature” in *BH* for Feb. 7<sup>th</sup>.
- Reading Assignment: pp. 62-84 on paragraphing in *BH* for Feb. 9<sup>th</sup>.
- Due: **First Draft of ESSAY 1 due on Feb. 7<sup>th</sup>.**

**Week 5: Feb. 14<sup>th</sup> & 16<sup>th</sup> – WWI Poets – how to read a poem & how to explicate a text; analysis techniques**

- Reading Assignment: Read Edward Thomas’ “The Owl” for Feb. 14<sup>th</sup>
- Reading Assignment: Read Siegfried Sassoon’s “They” and read Wilfred Owen’s “Dulce Et Decorum Est” for Feb. 16<sup>th</sup>.
- Due: **FIRST ESSAY FOLDER DUE (Feb 14<sup>th</sup>)**

**Week 6: Feb. 21<sup>st</sup> & 23<sup>rd</sup> – Guided Peer Review Session (in pairs); group explication**

- Reading Assignment: pp. 601-608 in *The Bedford Handbook* for Feb. 21<sup>st</sup>.
- Reading Assignment: Read Rupert Brooke’s “The Soldier” for Feb. 23<sup>rd</sup>
- Due: **First Draft of ESSAY 2 due on Feb. 21<sup>st</sup>**

**Week 7: Feb. 28<sup>th</sup> & Mar. 2<sup>nd</sup> – Mid-term conferences**

- Reading Assignment: If you have not started it already, begin reading John Hersey’s *Hiroshima*.
- Due: **SECOND ESSAY FOLDER DUE (AT TIME OF CONFERENCE)**
- Due: **Revision of “What does War mean to You?” due on Feb. 28<sup>th</sup>**
- Due: **Writer’s Questionnaire filled out for conference**

**SPRING BREAK (NO CLASSES on March 7<sup>th</sup> and March 9<sup>th</sup>)**

**Week 8: Mar. 14<sup>th</sup> & 16<sup>th</sup> – Discuss Hersey’s *Hiroshima*; Classical schema of argumentation & appealing to audience.**

- Reading Assignment: Have *Hiroshima* read for Mar. 14<sup>th</sup>. Also, read WWII handouts. For Mar. 16, read *BH* 488-504 on MLA papers.
- Due: **Basic Research Proposal w/ pre-writing due on Mar. 16<sup>th</sup>.**

**Week 9: Mar. 21<sup>st</sup> & 23<sup>rd</sup> – Claim—support—assumption model / Reeve’s Library bibliographic instruction session (Mar. 23<sup>rd</sup>)**

- Reading Assignment: Read pp. 504-516 in *The Bedford Handbook* on integrating sources; handout on introducing quotes, paraphrases, and summaries.
- Due: **Two 250-word detailed essay plans for Argumentation essay due on Mar. 21<sup>st</sup>.**

**Week 10: Mar. 28<sup>th</sup> & 30<sup>th</sup> – Peer Review Workshop / Discuss research assignment**

- Reading Assignment: pp. 569-588 on MLA manuscript format
- Due: **First draft of ESSAY 3 due on Mar. 28<sup>th</sup>.**
- Due: **Official Research Paper Proposal due Mar. 30<sup>th</sup>**

April 1<sup>st</sup> – Last day to withdraw from classes and receive a “W.”

**Week 11: April 4<sup>th</sup> & 6<sup>th</sup> - Realities of War / Introductions**

- Reading Assignment: Read “The Things They Carried,” “How to Tell a True War Story,” “The Man I Killed,” and “Good Form” from *The Things They Carried* for April 4<sup>th</sup>. (Readings may change at discretion of instructor.)
- Due: **THIRD ESSAY FOLDER DUE (Apr. 4<sup>th</sup>)**

**Week 12: April 11<sup>th</sup> & 13<sup>th</sup> – Conferences for Research Essay**

- Reading Assignment:
- Due: **Detailed Essay Plan, complete with revised thesis statement, supporting details, and placement of sources (due at time of conference.)**

**Week 13: Apr. 18<sup>th</sup> & 20<sup>th</sup> - Workshops, Editing, and Revisions**

- Reading Assignment: TBA
- Due: **Introduction and thesis statement for Research Essay due Apr. 18<sup>th</sup>**
- Due: **Revision of “What does War mean to You?” due on Apr. 20<sup>th</sup>.**

***EASTER BREAK – NO CLASS on Monday, April 25<sup>th</sup>***

**Week 14: April 27<sup>th</sup> - Peer Review Workshop, course wrap-up, and evaluations**

- Reading Assignment:
- Due: **Complete draft of Essay 4 (Research Essay) for peer review**
- Due: **Writer’s Questionnaire to be completed for Apr. 27<sup>th</sup>.**

**FOURTH ESSAY FOLDER DUE (at time of Final Exam)**

**Have a Safe and Happy Summer!**