

First Year Seminar

Our Spaces, Ourselves

Fall 2011

Instructor: Dr. Dana S. Dunn
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PPHAC 231

Meeting Time: Monday, Wednesday, Friday - 10:20 – 11:30am

Location: Hurd (South) Campus, HILL 410

Office Hours: M 1 - 2pm
W 2 - 3pm
F 8:00-9:30am
Appointments for other times may be scheduled

Course Description:

This course explores psychological connections among architecture, belongings, and personality. How do we make sense of the spaces we encounter, such as houses, buildings, and landscapes? How do these spaces and the things in them affect us? We will take a closer look at our surroundings, touching upon aesthetics, history, and design in the process. We will explore whether we can understand other people's personalities by examining their possessions and the spaces they inhabit. We also will examine the ways we reveal important clues about ourselves by the things we keep in our homes and dorm rooms.

First Year Seminar Description and Objectives

The First Year Seminar (FYS) introduces writing as a process that is central to college learning and to life. Each FYS, no matter what the topic, focuses on college-level reading and writing so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each FYS section entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings. You learn to write by writing and reading, so your teacher will be mostly a facilitator in class, not a lecturer or test-giver.

By the end of this course, students will:

- A. Articulate and understanding of liberal education as it affects one's life now and prepares the individual for the future.
- B. Use writing as a way to discover new information and insights, in short, to learn.
- C. Demonstrate a process approach to writing.
- D. Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
- E. Demonstrate an ability to write effectively for a variety of audiences.
- F. Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
- G. Read critically and comprehensively to integrate others' ideas with their own.
- H. Demonstrate behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- I. Collaborate with faculty and student advisors to engage with the college community.

Students will complete several pieces of writing, formal and informal, graded or ungraded, this semester. Expect to receive suggestions from your instructor or classmates as you develop writing assignments through multiple drafts. Individual conferences, written comments, small group workshops, the College Writing Center—all may be used to help you as you plan, draft, revise, and edit a piece of writing. At least one writing assignment will involve substantial use of Reeves Library. You will improve your information literacy as you learn to develop and investigate a research topic. By the time you complete your FYS, you should be proficient in the following “**basic competencies**” of information literacy:

- Define a research need
 - Formulate a research topic
 - Determine an information need
- Plan and execute a search for information

- Identify key terms and concepts
- Identify the most appropriate sources of information
- Use Boolean operators and truncation where appropriate
- Impose limiters (e.g., scholarly vs. popular, date, language)
- Modify the search based on search results
- Know how and where to find the sources discovered in the search process
 - Determine which sources the library owns or provides access to and retrieve them
 - Request material not owned by the library on Interlibrary Loan
 - Locate material faculty may have put on reserve in the library
- Understand the obligation to credit sources and be able to do so in an appropriate citation style

Required Readings

Ede, L. (2011). *The academic writer: A brief guide*. Boston, MA: Bedford/St. Martins.

Goldberger, P. (2009). *Why architecture matters*. New Haven: Yale U Press. ISBN-13: 978-0300144307

Gosling, S. (2008). *Snoop: What your stuff say about you*. New York: Basic Books. ISBN-13: 978-0-465-01382-1

Lamott, A. (2005). Shitty first drafts. In P. Eschholz, A. Rosa, & V. Clark (Eds.), *Language awareness: Readings for college writers* (9th ed., pp. 93-96). Boston, MA: Bedford/St. Martin's.

Required Notebook

Please obtain a notebook (separate from the one you will be using for taking class notes) wherein you will be able to do in-class freewriting and other exercises. You will also be using this notebook for jotting down ideas for your various writing assignments. Any writing exercises you elect to do on your own, such as those indicated in our readings, should also be in this notebook. Bring the notebook to each class. I will collect before midterm and again at the end of the semester.

Attendance Policy

Class attendance is expected. Excessive absences will impact directly on both your class participation and final grade. In the event that you miss a class, you are responsible for getting the information from a fellow student and reviewing them before you see me about questions concerning that material. Excessive absences (more than three) will result in deduction of two points per missed class from your final grade. You do NOT need to contact me, nor e-mail me in the event that you must miss a class. I assume you are a mature adult and can handle the responsibility of missing a class as outlined above.

Late Assignments/Work

Deadlines are our friends. As a writer, others assign me deadlines regularly. I always meet them. I expect you to do the same. I anticipate that any writing assignment indicated in the syllabus or announced in class will be submitted on the assigned date. I tend to collect assignments at the start of class--an assignment is technically "late" once I collect the papers. Please do not email your papers to me unless I request that you do so; I prefer hard copies so that I can write on them. Assignments can be handed in up to two days late. For each day late, the paper loses one full letter grade (if your paper would have received a B, it will earn a C). **Assignments may not be handed in after two days** (i.e., if due on Monday, a late paper cannot be submitted after Wednesday). A paper is "late" once I collect the assignment (if the assignment was collected in class on Wednesday morning, it still drops a letter grade if it is handed to me on Wednesday afternoon). **Please do not ask me to deviate from this policy.**

I am admirer of George Bernard Shaw's philosophy: "Better never than late."

Format of Writing Assignments

Any writing you submit to me must be typed and double-spaced with one-inch margins. Use a 12-point font, preferably Times New Roman.

Each assignment must have the following four pieces of information centered at the top of the first page. If these are missing, I won't accept the assignment and you will have to resubmit it. (1) A descriptive title; (2) Your name; (3) the due date for the assignment (e.g., September 12, 2011)—if you are submitting the assignment late, please write "Late:" with the date on which you are submitting it; (4) add a brief description of the stage of the written product in terms of the writing process (e.g., journal entry, rough draft, freewriting, first draft, second draft, final version).

As we learn APA style, I will expect you to incorporate it into your papers. I will explain how to do so in class as well as refer you to examples in our readings and online sources, as well. Failure to adhere to APA style will result in lower grades on your writing assignments.

Important point: Please save a copy of all your submitted writing (I recommend a hard copy as well as an electronic copy). When your writing is returned to you (with or without comments or grades), please save it.

Academic Honesty Policy

Academic integrity is a core value of the College, one I anticipate you will take to heart. Cheating and plagiarism will not be tolerated. It is my contractual agreement with the College that I am to report all suspected cases of plagiarism and cheating. Plagiarism is the intentional misrepresentation of someone else's work as your own. This includes transcribing sentences or paragraphs belonging to another author directly from another

written source and suggesting they are your own words, quoting directly from a published work without giving the author credit (i.e. proper citation), using or "borrowing" another student's work, buying a paper from a professional service, etc. The policy of the Department of Psychology is that the student must keep all note cards and rough drafts until given a grade for that course (you are expected to keep drafts in your writing portfolio). Evidence of plagiarism and cheating will be dealt with in accordance with the College policy on academic honesty. Copies are available online at the College website and in the Student Handbook.

Additional information on Academic Honesty may be found at the end of this syllabus.

How Your Final Course Grade Will be Determined

Course grades will be determined by the following list of items and percentage weights. I will follow the course grading scale noted below. Please note that I reserve the right to assign a grade on a given assignment within a range (e.g., a B+ may be recorded as an 87, an 88, or an 89—not necessarily an 88). Please note that attendance and assignments for plenary Student Affairs (Friday) sessions will be graded separately.

	% of Final Grade
Assignment 1	5%
Assignment 2	10%
Assignment 3	15%
Assignment 4	20%
Writing Center Visit with Draft of Assignment 4	5%
Assignment 5	15%
Journal at Midterm	5%
Journal at End of Semester	5%
Writing Portfolio Review & Reflection	5%
Class attendance	5%
Class participation	10%

I will use the following grading scale for course work:

<i>Letter</i>	<i>Representative Score</i>	<i>Grade Range</i>
A	100	95-100
A-	92	90-94
B+	88	87-89
B	85	83-86
B-	81	80-82
C+	78	77-79
C	75	73-76
C-	71	70-72
D+	68	67-69

D	65	63-66
D-	61	60-62
F	0*	0-59

*Non-submitted assignments receive a grade of 0

Other Pertinent Grading Matters

As the course instructor, I determine individual grades on all course assignments and the final grade for the course. I am a writer and an editor, and I will be making qualitative judgments about your writing.

The syllabus is subject to change at my discretion. Any change will be announced in class and/or via an emailed message. No assignment, however, will ever be due at an earlier date.

I will be grading participation in class discussion. Mere attendance in class is *not* the same as participation. Active participation in the class involves volunteering thoughtful, critical, answers and observations on a regular basis. Asking thoughtful questions, too, is a contribution. When grading participation, I reflect on quality, not quantity.

Accommodations for Disabilities

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392. For more detail on Learning Services, please see the last section of this syllabus.

Cell Phones and Laptop Computers

Please be courteous and respectful to me and to your peers. Please turn your cell phone off or put it on “vibrate” when coming to class. Texting is not permitted during class, ever. Checking your phone constantly is rude as well as distracting.

If you bring a laptop to class, it is to be used for writing and note taking—not Facebook checking or other Internet surfing. If you don’t agree, I’ll ask you to turn it off or to simply leave the class for the day.

Course Schedule

M Aug 29 – **Course Overview**

Reflections on writing, architecture, space
Freewriting notebook

W Aug 31 – **Writing as a Process**

Read chapter 1 in Ede, Writing matters
Skim chapter 9 in Ede, Strategies for Invention
*Bring your freewriting notebook to class from now on

F Sep 2 – **Meaning, Culture, Symbol**

Reach chapter 1 in Goldberger
Skim chapter 9 in Ede, Strategies for Invention
Writing workshop discussion; create writing groups

M Sep 5 *Labor Day – No Class Meeting*

T Sep 6 Final Day for Course Changes

W Sep 7 – **Writing about a Favorite Space or Place**

*Draft 1 of writing Assignment 1 due – bring 2 copies

F Sep 9 – **Plenary Session: Dean of Students**

Who am I? How can I lead? What is my responsibility to the world?
Dr. Nicole L. Loyd, Dean of Students
There are no pre-readings for this session.
Assignment: Attend “Sex Signals” on 9/14/11

M Sep 12 – **The Cemetery as a Public Space**

*Draft 2 of Assignment 1 due – bring 2 copies
Overview of Assignment 2

Cemetery Special film

W Sep 14 – **Nisky Hill Cemetery Walking Tour**

Wear comfortable shoes, bring a water bottle if you wish
Directions, meeting time and place TBA
*Final Version of Assignment 1 due – 1 copy for DSD

F Sep 16 – The Composing Process

Read chapter 2 in Ede, Academic Writing
*Outline of Assignment 2 due – bring 4 copies

RAIN DATE for Nisky Hill Walking Tour

M Sep 19 – Challenge and Comfort

Read Chapter 2 in Goldberger
*Draft 1 of Assignment 2 – bring 4 copies

W Sep 21 – Analysis

Read chapter 3 in Ede, Analyzing Rhetorical Situations (pp. 38-50)
*Draft 2 of Assignment 2 – bring 4 copies

F Sep 23 – Plenary: Counseling & Health Center

The Happiest, Dopiast, Grumpiest, Sneeziest, time of YOUR life...

Dr. Ron Kline, Director of the Counseling Center

Dr. Michelle Santiago, Assistant Director of the Counseling Center

TBA, Student Health Center Coordinator

Access AMOS: https://amos.moravian.edu/ICS/New_Students/ and follow the link to the Counseling Center website; click on the FYS tab on the left. Read the 2 articles posted prior to Sept. 23rd.

Assignment due Friday, September 30: **(1 inch margins, 12 font, double-spaced. Using the Counseling Center's website, pre-reading, and presentation, prepare a 500 word essay based on the following: *Think of a real or imagined situation when a friend or a family member was going through a tough time with some difficulty. How could the situation have been handled? What could you have done to help? What feelings went through your mind? What was the lesson you learned that made you the person you are today?***

M Sep 26 – Analysis continued

Read chapter 3 in Ede, Analyzing Rhetorical Situations (pp. 51-74)
*Draft 3 of Assignment 2 – bring 4 copies

W Sep 28 – Architecture as Object

Read chapter 3 in Goldberg, Architecture as Object
*Draft 4 of Assignment 2 – bring 4 copies

F Sep 30 – Analyzing Texts and Contexts

Read chapter 4 in Ede, *Analyzing Texts and Contexts*
*Final Version of Assignment 2 – bring 1 copy

M Oct 3 – Library Research Meeting

We will meet in Reeves Library
*Submit your journal to me at this meeting

W Oct 5 – Architecture as Space

Read chapter 4 in Goldberg, *Architecture as Space*
Overview of Assignment 3

F Oct 7 – Plenary: Learning Services

Midterm Point of the Semester

You're Not in Kansas Anymore

Ms. Laurie Roth, Director of Learning Services

Mr. Joe Kempfer, Assistant Director of Learning Services

Access AMOS: https://amos.moravian.edu/ICS/New_Students/ and follow the link to the Learning Services' website. Read the instructions for the Learning Styles Inventory (LSI) and take the assessment quiz. Bring a printed copy of your results to the Oct. 7th session. Also read the handout "Important Differences Between High School and College." While on the site, familiarize yourself with the calendars, planners, handouts, and other resources available through Learning Services to assist students.

Assignment due Friday, October 14th: *Write a 500 word response using what you learned about the college classroom, faculty expectations, and your learning style preferences, to describe your step-by-step personal study plan to ensure your academic success. You may use the calendars, planners, and other resources on Learning Services site in constructing your plan.*

S Oct 8 – Tu Oct 11 – Fall Break

W Oct 12 – Making and Supporting Claims

Read chapter 5 in Ede, *Making Supporting Claims*
*Outline of Assignment 3 due – bring 4 copies

F Oct 14 – On First Drafts

Read Lamott's *Shitty First Drafts* (Handout)

*Draft 1 of Assignment 3 due – bring 4 copies

M Oct 17 – Doing Research I

Read chapter 6 in Ede, Doing Research (pp. 155 – 184)

*Draft 2 of Assignment 3 due – bring 4 copies

W Oct 19 – Doing Research II

Read chapter 6 in Ede, Doing Research (pp. 185 - 216)

*Draft 3 of Assignment 3 due – bring 4 copies

F Oct 21 – Plenary: Diversity and International Education

Brief Encounters with Cultural Differences

Mr. Kerry Sethi, Director of International Studies

Ms. Sharon Brown, Director of Institutional Diversity

Preparation for Friday Session: Access

AMOS: https://amos.moravian.edu/ICS/New_Students/ follow the link to the International Studies Website review resources for preparing to study abroad Assignment: read the two short dialogues “Lucky for Hassan” and “Near the Family” and the blog “How Study Abroad Changed My Life”. During the session, students will break into small groups and actively participate in a cross-cultural experience. Preparation is important.

Assignment due Friday, October 28th: *Write a one page essay on why you plan (or do not plan) to incorporate the study abroad experience into your academic experience. Due Oct. 24th.*

M Oct 24 – Writing in the Disciplines

Read chapter 7 in Ede, Writing in the Disciplines: Making Choices as You Write

*Final Version of Assignment 3 due – 1 copy

W Oct 26 – Architecture as Memory

Read chapter 5 in Goldberger, Architecture as Memory

Overview of Assignment 4

F Oct 28 – Snoop

Read Prologue and chapter 1 in Gosling

Introduction to Research Paper Writing/APA Style (see pps. 381-402 in Ede)

Skim Ede chapter 10, Strategies for Planning and Drafting

M Oct 31 – The Big Five and Snoop

Read chapter 2 in Gosling

Skim Ede chapter 10, Strategies for Planning and Drafting

*Complete chart 2.1 in Gosling (pp. 37-38); be prepared to discuss results

*Outline of Assignment 4 due – bring 4 copies

W Nov 2 – Personality: Snooping Your Space

Read chapters 3 and 4 in Gosling

Skim Ede chapter 10, Strategies for Planning and Drafting

*Draft of Personality Portion of Assignment 4 due – bring 4 copies

*Schedule an appointment at the Writing Center to go over a draft of your paper before Monday, November 14th

F Nov 4 - Plenary: Career Development

Last Day for Withdrawal with a W

Exploring Your Future

Ms. Amy Saul, Director of the Career Center and students

Access AMOS: https://amos.moravian.edu/ICS/New_Students/ and download the Career Center assignment. Bring the completed assignment to the session on November 4th. Contact the Career Center at 610-861-1509 or via email at thecareercenter@moravian.edu with questions.

Assignment due Friday, November 11th: Using the information from the session, write a 500 word essay about how hands on learning and job shadowing serve as a way to enhance your academic experience while answering critical questions about your career interests. Include how you plan to take advantage of these particular opportunities during your time at Moravian College.

M Nov 7 – Snoop: Your Space

Read chapters 5 and 6 in Gosling

*Draft of objective description of your room and contents – bring 4 copies

W Nov 9 – Your Snooped Space

Read chapters 7 and 8 in Gosling

*Draft of a Snoopers' analysis of your room and contents – bring 4 copies

F Nov 11 – Super Snooping

Read chapters 9 and 10 in Gosling

*Draft of Assignment 4's introduction and Discussion due – bring 4 copies

M Nov 14 – Assignment 4 Workshop & APA Style Issues

*Complete draft of Assignment 4 due – bring 4 copies

W Nov 16 – Finish Snoop

Read chapter 11 in Gosling

*Final Version of Assignment 4 due – bring 1 copy

Overview of Assignment 5

F Nov 18 – Plenary: Leadership, Community Service, and Religious Life

Building Community

Rev. Hopeton Clennon, College Chaplain

Ms. Katie Dantsin, Director of Leadership Development

Ms. Holly Nonnemacher, Director of Student Activities

Ms. Nicole Nugent, Coordinator of Community Service

Ms. Liz Yates, Director of Residence Life & Greek Life

Preparation for Friday session: Access Amos:

https://amos.moravian.edu/ICS/New_Students/ and download the Building

Community assignment. Bring the completed assignment to the session on

November 18th.

Assignment due Tuesday, November 22nd: Consider the following: *What does it mean to be engaged in a community?* Details regarding submission and format will be provided during the session.

M Nov 21 – Buildings and Time

Read chapter 6 in Goldberger, Buildings and Time

*Outline of Assignment 5 due – bring 4 copies

W Nov 23 – Su Nov 27 - Thanksgiving Break

M Nov 28 – Buildings and the Making of Place

Read chapter 7 in Goldberger, Buildings and the Making of Place

*Draft 1 of Assignment 5 due – bring 4 copies

W Nov 30 – Critiquing Critiques

*Draft 2 of Assignment 5 due – bring 4 copies

F Dec 2 – Writing Portfolio Review I: Assessment

*Final Version of Assignment 5 due – 1 copy

*Bring your Writing Portfolio to class

M Dec 5 – Writing Portfolio II: Reflection

*Submit your Portfolio Reflection Paper – 1 copy

*Submit your journal to me at the start of class

W Dec 7 Last Day of Class

Th Dec 8, Sa Dec 10, Su Dec 11 – Reading Days

F Dec 9, M Dec 12 – F Dec 16 Final Exams

Note: There is no Final Exam for this class.

Have a Relaxing Holiday Break

Journal Writing

You need to obtain a note book that will serve as your in and out of class journal for the semester. You will be doing freewriting in the journal at the start of most class meetings. In addition, you should use the journal for writing about ideas that might be used for the various writing assignments. To that end, at least 3 additional entries need to be included in the journal (beyond those we write in class) each week.

I will be collecting the journals for grading purposes twice—before midterm and at the end of the course. The specific dates are noted in the course schedule.

Writing Assignments for *Our Spaces, Ourselves*

Writing Assignment 1

Describe a favorite space. 300 words (1 – 1.5 pages)

What is your favorite space and why? Describe the space and explain why it makes you happy, triggers memories, is beautiful or frightening, creates longing, or makes you comfortable or even wistful.

Perhaps it is a mysterious space—you've only seen it from far away and imagined what it might be like. Maybe the space is familiar: You visit it all the time. The space could be imaginary, meaning you remember it being a certain way from childhood (but you might be wrong) or it is a space you wish you could visit (e.g., a temple in Japan) or own (e.g., an apartment in Paris). It could be a public space, such as the Lincoln or Jefferson Memorials in Washington, DC, or a private space (e.g., a room in a cabin you stayed in once upon a time).

One thing: You cannot write about your dorm room or your room at home—or any room in your home. The space needs to be somewhere else.

Another thing: Your description should compel us, your readers, to want to visit and experience the space ourselves.

Due dates for outline, drafts, and final assignment paper are indicated in the course schedule.

Writing Assignment 2

Nisky Hill Cemetery Visit. 1000 words (4 - 5 pages)

We will take a walking tour of a historic cemetery here in Bethlehem's historic district. The cemetery was chartered in 1823 and plots are still available. We will walk through some Moravian sections and talk about some Moravian funereal and burial customs. Some famous people are interred there, including quite a few people who have some connection to the College. The poet H.D. (Hilda Doolittle), a patient of Sigmund Freud, is buried there.

We will be looking at tombstones, grave markers, monuments, and mausoleums (above ground tombs). We will be looking for symbols and interpreting their meanings for us now and for the people who commissioned them. Are these markers just markers or can they be a type of art? Can the cemetery be a public space, a type of community garden? Or is it simply a sad place for people to go to remember their lost loved ones?

Your goal is to write an essay about your reflections and reactions to your Nisky Hill visit: What did you learn about this cemetery as a public space? Did your view of cemeteries change based on your visit? Should cemeteries play a different role in our lives—in your life? Why? How?

We will also see a film called "A Cemetery Special" that may give you some ideas about how to approach the assignment.

Due dates for outline, drafts, and final assignment paper are indicated in the course schedule.

Writing Assignment 3

Describe a building whose design has meaning for you (not your home) - 1000 – 1250 words (5 – 6 pages)

This assignment is a more elaborate version of assignment 1. By now, you have read about space in *Why Architecture Matters* and no doubt begun to think about the nature of the spaces and buildings you encounter daily. You might also have thought about the buildings you used to encounter in a different way.

Write about a building that has some meaning for you. The building can be familiar to us, as readers, or completely unknown. In either case, it is your responsibility to bring it alive for us with your writing.

The building might be beautiful. It might be old. It could be brand new. It could be an ugly, hulking, mass. For example, I have never been a fan of the Steel Mills across the Lehigh River, but they have been preserved by the community and now serve as the background for a theater, a concert space, and the Sands Casino, among other ventures. I still think they are ugly. Do you? Why or why not? Maybe you believe they are historical monuments; perhaps they move you the way they do many people in Bethlehem.

The building you choose might be famous (e.g., the White House, the Kremlin, Fallingwater) or it might be obscure (e.g., a beach house on the Jersey Shore).

One thing: You cannot write about your home. The space needs to be somewhere else.

Another thing: Your description should compel us, your readers, to want to visit and experience the space ourselves—to see if our reactions to it will match your reactions.

Due dates for outline, drafts, and final assignment paper are indicated in the course schedule.

Writing Assignment 4

Snoop Research Paper on You and Your Space. 1500 – 2000 words (8 – 10 pages)

This is the major assignment for the semester. We will be reading and discussing *Snoop*, a description of psychological research finding that people's personalities can be discerned through the spaces they inhabit, as well as the things found in these spaces. You will be writing your paper on your own self-snoop project. In other words, you will do an analysis of your personality traits and write an objective description of your room. You will then connect your personality traits to the space and the things found in it in order to determine whether Gosling's theories and insights match your own experience.

Unlike the other assignments, this one will follow APA Style, which we will discuss in class. The paper will also follow a more structured format than the others. You will have a title page, an introduction, a Method section (describing what you did as a researcher), a Results section (where you assess your observations), and a Discussion (where you assess how well your experiences matches the arguments made by Gosling), and a Reference section (where any citations appear in APA Style).

The schedule for portions of the paper is laid out in the course schedule. Besides the usual drafting of sections and the entire paper, you also need to make an appointment at the Writing Center to share a draft of your paper with one of the peer advisers (this is a graded requirement).

Writing Assignment 5

*Reaction to the book **Why Does Architecture Matter?** 1000 – 1250 words (5 – 6 pages)*

Paul Goldberg is an architectural critic. He writes about space and architecture for a living. You now know how he feels about why architecture is important to our lives and even our well-being.

Or is it? This assignment is your chance to explore your reactions to his reactions—select some idea or issue he raises and then write a response to it. Don't try to tackle the whole book. Pick one theme or issue you agree or disagree with, and then write a response designed to persuade us (we are all now familiar with his book, too) why your point of view is right.

When doing so, be sure to support your arguments by explaining and critiquing or unraveling his arguments. Your opinion alone is not sufficient—you can't just disagree (or agree) with something he claimed. You need to back it up your reaction with evidence drawn from your experience of architecture, our class discussions, other things you've read, and so on.

Be professional in your analysis. Assume your reader is interested and educated, and familiar with Goldberg's ideas (i.e., we all read the book).

Due dates for outline, drafts, and final assignment paper are indicated in the course schedule.

Portfolio Review

Starting with the first week of our class, you should keep any materials—rough drafts, lists, returned work, freewriting samples, and peer reviewed drafts—relating to each of the course writing assignments in a folder. This folder will constitute your writing portfolio. I will want to see how your writing has progressed across the semester, and so will you.

We will assess your progress at the end of the semester during one of our last classes. After assessing the writing you have included in Writing Portfolio, you will be writing a 1 to 1.5 page reflection on how you believe your writing skills have progressed across the semester. Your reflection should be based on a thorough review of all the materials in your writing portfolio (i.e., process), coupled with a candid consideration of the grades you earned on the five writing assignments submitted across the semester. This short reflection piece is due in class on Monday, December 5th.

There will be no outlining and drafting for this assignment, however, I anticipate that it will be carefully and clearly written similar to all other assignments submitted during the term.

Writing as a Process

Writing is more than simply a report of what you know and see; it is also an important way of exploring a subject. Developing a finished piece of writing through time and involving the recursive process discussed below can deepen your understanding of the world and yourself in a way that reading and thinking by themselves cannot. By practicing writing in this way, we hope that you can eventually become your own teacher/editor and be able to use writing as a way of learning. Here is a brief overview of the usual process, based on what we know about how successful writers actually work.

Prewriting (or planning) is the work you do before composing and includes those important early decisions about purpose, audience, and style to. Prewriting also means reading, taking notes, talking to others, outlining, or freewriting—in other words, gathering together your information and thoughts.

Writing (or drafting or composing) those first words on a blank page is sometimes the most difficult step, often preceded by procrastination and anxiety that the writing will not work and that you might fail. Beginning writers should remember that it is neither natural nor possible for the words to come out just right the first time. Trying to make each sentence perfect before going to the next is one of the worst things to do. Writing takes time and often trial and error to become exact. Therefore, writing the first draft should be the fastest part of the process. You should write freely and without concern for style or mechanics in order to probe your ideas and let the act of writing help you discover what needs to be said. This first draft should be an open conversation between you and the writing. But for this conversation to move forward, you the writer must continue to put words on paper and respond to those words by writing more. Most any words will do to start the ball rolling, to set up this dialogue between you and the page. You are simply using writing to make yourself think in a sustained way about your topic. You are not even sure yet what you wish to say. What comes out may surprise you. But at least give yourself a chance to let your thoughts flow in writing without trying to make each sentence correct before going to the next.

Revising is the crucial stage. Indeed, it has often been said that good writing is rewriting. It is through multiple drafts that a piece of writing is developed to fulfill the writer's purpose for a reader. You may add paragraphs and sentences while deleting old ones, or restyle flabby sentences and sharpen word choice now that the ideas are clearer. You may even trash much of what you have written in a first draft as your purpose and your sense of yourself in relation to your audience becomes sharper. Always ahead in revision are several opportunities to improve what you are working on.

Final editing and proofreading occur as you approach completion of a writing project. For the first time, the writer inspects and verifies the grammar and spelling and punctuation. Good writing is much more than good grammar, but for most academic essays, the two go together. So writers at this point become concerned that no spelling or grammatical blunder will interfere with a reader's ability to understand and enjoy what was written.

You will not always have as much time as you would like for every essay. All of us, students and teachers alike, must learn to live within the limitations of this special version of life called college. But you can still practice this process of writing, learning to anticipate each stage and the writing problems that are a part of it. Someday your success will almost certainly depend, at least in part, on your ability to write meaningfully and to write with style. This semester is the time to start to get ready for that moment.

The Writing Center

The Writing Center, on the second floor of Zinzendorf Hall, is there to support the efforts of all writers at Moravian College. The tutors there are students who are good, experienced writers and who are professionally trained to help you improve your writing. They will go over an essay draft with you and guide your understanding of how you might improve that draft. You could also drop by to pick up some of the free handouts on virtually every part of writing: getting started, writing a thesis, developing paragraphs, eliminating wordiness, using commas, and the like. The Writing Center is generally open Monday-Thursday afternoons and Sunday evenings during the semester. The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

Learning Services Office

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street, at 610-861-1510. Accommodations cannot be provided until authorization is received from the Office of Learning Services.

Students are also encouraged, yet not required, to inform course faculty of those situations that can affect academic performance. Resources may be available to aid students who are experiencing academic difficulty.

It is important to contact the office as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion. 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).

Policy on Academic Honesty

Moravian College expects its students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. This policy of academic integrity is the foundation on which learning at Moravian is built.

The College's expectations and the consequences of failure to meet these expectations are outlined below. If at any point in your academic work at Moravian you are uncertain about your responsibility as a scholar or about the propriety of a particular action, consult your instructor.

Guidelines for Honesty

All work that you submit or present as part of course assignments or requirements must be your original work unless otherwise expressly permitted by the instructor. This includes any work presented, be it in written, oral, or electronic form or in any other technical or artistic medium. When you use the specific thoughts, ideas, writings, or expressions of another person, you must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of your department or instructor. It is the instructor's responsibility to make clear to all students in his or her class the preferred or required citation style for student work. Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism. When you use the specific thoughts, ideas, writing, or expressions of another person, you must accompany each instance of use with some form of attribution to the source.

You may not collaborate during an in-class examination, test, or quiz. You may not work with others on out-of-class assignments, exams, or projects unless expressly allowed or instructed to do so by the course instructor. If you have any reservations about your role in working on any out-of-class assignments, you must consult with your course instructor. In each FYS class and in the Writing Center, we try to establish a community of writers who can review and provide helpful criticism of each other's work. Although no students in your class or in the Writing Center should ever be allowed to write your paper for you, they are encouraged to read your work and to offer suggestions for improving it. Such collaboration is a natural part of a community of writers.

You may not use writing or research that is obtained from a "paper service" or that is purchased from any person or entity, unless you fully disclose such activity to the instructor and are given express permission. You may not use writing or research obtained from any other student previously or currently enrolled at Moravian or elsewhere or from the files of any student organization, such as fraternity or sorority files, unless you are expressly permitted to do so by the instructor.

You must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. In the case of work in electronic form, you may be asked to maintain all intermediate drafts and notes electronically or in hard copy until final grades are given. All these materials must be available for inspection by the instructor at any time.

Plagiarism

A major form of academic dishonesty is plagiarism, which we define as the use, whether deliberate or not, of any outside source without proper acknowledgment; an "outside source" is defined as any work (published or unpublished), composed, written, or created by any person other than the student who submitted the work (adapted

from Napolitano vs. Princeton). Instructors often encourage—and in the case of research essays, require—students to include the ideas of others in their writing. In such cases, students must take care to cite the sources of these ideas correctly (in other words, to give credit where credit is due).

At Moravian, if an instructor suspects plagiarism, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to review any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Chair, First Year Seminar, using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, assign either a grade of zero to the academic work in question or a failing grade in the course in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs.

A student may appeal either a charge of academic dishonesty or a penalty as follows:

First, to the First Year Seminar course instructor.

Next, in the case of a First Year Seminar, to the Chair, First Year Seminar

Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.