

LINC 101Q
Children at Risk
Fall 2011

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Office Hours: T – 1:00-2:00, W 9:00-10:00, Th 10:30 – 11:30 and by appointment

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Course objectives:

The objectives for this course can be organized in three categories:

Liberal arts education:

- To understand how a liberal arts education can serve as a guide for one's life and prepare the individual for the future
- To recognize and affirm the values of academic honesty including avoiding plagiarism
- To collaborate with faculty, student advisors and peers to engage in the life of the college community.

Writing:

- To develop writing skills as a way to discover new information and to learn
- To effectively communicate thoughts in written and verbal forms
- To enhance critical reading skills
- To gain an understanding of the writing process and demonstrate it in practice
- To demonstrate competency in framing questions, posing problems, and synthesizing information to write an academic paper.
- To realize and appreciate different forms of writing and the choices made as a function of the purpose and audience of the writing
- Develop and advance skills in using library and online resources for the purposes of doing research and writing academic papers.

Substantive policy issues:

- To be able to identify and explain the essential elements of the most fundamental problems facing children in the contemporary United States
- To develop an initial working knowledge of the dimensions of at least one public policy area concerning at risk children
- To learn the basics of the policy advocacy process concerning at risk children

Attendance:

Students are required to attend all classes. Attendance will be part of the instructor evaluation grade. Students missing class for legitimate reasons will be excused but the instructor reserves the right to judge the legitimacy of the excuse. Common courtesy also requires that students inform the instructor as soon as when absences will be unavoidable.

Academic Honesty

All students should be aware of their obligations under the Academic Honesty Policy published in the *Moravian College Student Handbook 2011-2012*. A copy of that document can be found at <http://www.moravian.edu/studentLife/handbook/academic/academic2.html>.

Learning Disability accommodations

Any student who wishes to request accommodations in this class for support of learning disabilities should contact Learning Services (x1510). Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus but, where necessary, appropriate accommodations will be made.

Required Texts:

John C. Bean, Virginia A. Chappell, and Alice Gillam. *Reading Rhetorically, 3rd edition*. Boston: Longman, 2011

Jeffrey M. Jenson and Mark W. Fraser. *Social Policy for Children and Families, 2nd edition*. Los Angeles: Sage Publications, 2011

Susan B. Neuman. *Changing the Odds for Children at Risk*. New York: Teachers College Press, 2009

Evaluation of Students Work:

Students will complete both graded and ungraded assignments in this course. The final grade will be determined based on a 200 points system including the following elements:

Letter announcing topic for formal writing	25 points
Problem memorandum	50 points
Policy paper	75 points
Op-ed piece	20 points
Homework and in class assignments	20 points
Instructor evaluation	10 points

Formal Writing for a Grade:

The formal, graded writing in the course will have the student focus on a specific area of at risk problems and policy. The student will choose the area that he or she will like to investigate and on which he or she will write for graded evaluation. Specific expectations regarding each assignment will be presented in class with appropriate written guidance provided as well. There are four components to this.

1. **Letter announcing topic for formal writing** – Students will write a letter to a person of their choosing indicating what issue will be the subject of their writing.
2. **Problem memorandum** – Students will write memorandum to an audience chosen in consultation with the instructor indicating the nature, scope and dimensions of the problem area selected by the student.
3. **Policy paper** – Students will complete a traditional research paper discussing what has been or can be done about the problem described in the memorandum. This paper could be an inventory of existing programs that are intended to address the problem or it could focus on a specific program in the selected policy area (e.g. Head Start, No Child Left Behind, the Children’s Health Insurance Program – SCHIP). **It is also required that students keep all of their notes, prewriting and preliminary drafts in the folders provided at the beginning of the semester.**
4. **Op-ed piece** - Students will write a short argumentative essay intended for submission to a newspaper or on-line public affairs site in which they will seek to generate public support for a specific position, action or set of actions in regard to the at risk issue they have selected

In the process of producing these writing assignments, students will be asked to engage in the following elements of the writing process:

- In-class prewriting
- Development of an annotated bibliography
- Activities intended to facilitate effective organization of the paper
- Interaction and collaboration with peers including in class peer review
- Consultation with writing tutors
- Submission of final draft with earlier marked drafts and author’s commentary

Please be advised that all papers should be written knowing that they may be read by both peers and the instructor. Also, note that

Ungraded Writing

There are a number of assignments which the student will be expected to complete but for which no specific grade will be assigned. These assignments will include all homework and both in and out of class writing. ***They are not optional and just because these assignments will not be graded individually does not mean they will have no impact on the final grade.***

Unless otherwise specified, all of this writing will take place either in the notebooks distributed at the beginning of the semester or in a form that can be held in the folders distributed at the beginning of the semester. Periodically, the instructor will collect the notebooks or the folders to evaluate what has been done. Failure to complete an assignment or an indication that the assignment was not taken seriously will result in a penalty.

The penalty will constitute a reduction in the potential 20 points to be earned in regard to homework and in class writing. All students will begin the semester with 20 points. Any time a student fails to complete an assignment, one point can be deducted. Students will be allowed three free passes for the semester that they can use if an assignment is not completed. In circumstances are such that assignments could not be completed, the student should inform the instructor as soon as possible but the instructor reserves the right to determine if the circumstances warrant being excused for completing an assignment.

Writing Center

All first year seminar students are expected to be introduced to and use the services of the Moravian College Writing center and its tutors. The goal is to have at least three points at which such engagement takes place. The instructor will arrange for two such opportunities to occur during regular class meetings. It is the obligation of each student, however, to visit the Writing Center to meet with a tutor to consult on one of the formal writing assignments. To make such consultations useful, student should anticipate the specific needs for which they are seeking help and have completed some reasonable amount of work to share with the tutor so that help can be provided. Completion of this responsibility will be incorporated into the Instructor evaluation grade.

Instructor Evaluation

The instructor will evaluate each student for his or her participation, involvement in and contributions to the course. This portion of the grade will reflect all activities in the course that are not otherwise specified in the syllabus including attendance and participation in class discussion.

Course Outline and Assignment

Class 1: (8/29) Introduction

1. Introduction to course objectives
 - a. Writing objectives
 - b. Content objectives
2. Reflections on students' objectives: What do they hope to achieve in college and in the course?
3. Two approaches to writing
 - a. Mechanical skills approach
 - b. Rhetorical/ Dialogical approach: discourse or conversation
4. Administration of the course
5. In class writing: reflections on student's own writing

Class 2: (8/31) Substantive agenda; Start towards writing assignments

1. Homework

- a. **Read:** Jenson and Fraser, Ch. 1; Neuman, “Introduction”
- b. Develop a definition of what “at risk” means
- c. Visit at least three of the web sites listed below and develop a list of issues concerning at risk children (list should have *at least* five issues)
 - ❖ [Children's Defense Fund](#)
 - ❖ [Pennsylvania Partnerships for Children](#)
 - ❖ [Connect for Kids](#)
 - ❖ [Kids Count](#)
 - ❖ [First Focus](#)
 - ❖ [First Five Years Fund](#)
 - ❖ [Voices for America's Children](#)
 - ❖ [Children's Coalition of the Lehigh Valley](#)
- d. Write 1-3 sentences to describe the essential nature of each issue you list

2. Introduce policy agenda

- a. Definitions of “at risk,” protection, resilience, and ecological perspective
- b. Inventory of specific issues

3. In class writing activity: first pass at issue selection

Class 3: (9/2) Reading and writing as discourse; inquiry and discovery

1. Homework

- a. **Read:** Bean et. al. Ch. 1 and 2
- b. In no more than three sentences, answer the following questions in your notebook:
 - What do you do when you prepare to read?
 - What materials do they have at hand?
 - Do you have a sense of what you want to learn? Of what the author is trying to tell you?
 - Do you think about how the text fits into previous “learning?”
 - Do you think about the reading as part of a discourse or conversation?
 - When finished, can you indicate how the reading might be useful in preparing for class or a writing assignment?

2. Understanding the rhetorical approach

- a. Intent and delivery
- b. Conceptual v. procedural knowledge
- c. Private v. public writing
- d. Discovery and persuasion → choices related to intended effect and presentation

3. Reading and writing as part of a discourse

- a. Knowledge as socially constructed
 - b. Writing as an active process of construction of meaning/understanding within a discourse
 - c. Composition as construction: choices are made to serve a purpose
 - d. Unsettled nature of truth and knowledge → standard practice of revision
 - e. Empirical and normative knowledge
4. Academic writing
 5. In class activity: deconstructing writing for a writer's purpose and to choices to serve the purpose
 6. Some guidelines for reading

Class 4: (9/7) Paragraph and sentence construction

1. General resource: Purdue University Online Writing Lab
<http://owl.english.purdue.edu/owl/section/1/>
2. Homework
 - a. Go to the Purdue University Online Writing Lab at <http://owl.english.purdue.edu/owl/resource/711/1/> and read the power point presentation on sentence clarity
 - b. Go to the Purdue University Online Writing Lab links provided below and read the materials provided in relation to the eight problems listed below. Choose four of these concerns and write a 1 to 3 sentence reflection of what the problem is:
 - Paragraph construction <http://owl.english.purdue.edu/owl/resource/606/01/>
 - Conciseness <http://owl.english.purdue.edu/owl/resource/572/1/>
 - Sentence clarity <http://owl.english.purdue.edu/owl/resource/600/01/>
 - Sentence fragments <http://owl.english.purdue.edu/owl/resource/620/1/>
 - Transitions <http://owl.english.purdue.edu/owl/resource/574/1/>
 - Dangling modifiers <http://owl.english.purdue.edu/owl/resource/597/01/>
 - Parallel structures <http://owl.english.purdue.edu/owl/resource/623/1/>
 - Subject verb agreement <http://owl.english.purdue.edu/owl/resource/599/01/>
3. Examine student writing for paragraph and sentence construction issues
4. Introduction to common grammar problems

Class 5: (9/9) *Who am I? How can I lead? What is my responsibility to the world?*

1. Dr. Nicole L. Loyd, Dean of Students
2. There are no pre-readings for this session.
3. **Assignment:** Attend “Sex Signals” on 9/14/11

Class 6: (9/12) Reading and writing to learn

1. Homework
 - a. **Read:** Neuman, Ch. 1; Bean et. al. Ch. 3 and pp. 131-136
 - b. Students will complete the following note taking activities
 - Write a descriptive outline (see pp. 57-58 in Bean et.al) for Neuman pages 3-8
 - Photocopy and annotate (see p. 50 in Bean et.al) for Neuman pages 8-12
 - Write a summary for Neuman pp. 12-20
 - Paraphrase (see Bean et. al. pp. 133-136) the “Matthew effect” (p. 18 in Neuman)
2. Becoming an effective reader
3. Practices
 - a. Spot reading
 - b. Organizational signals
 - c. Listing
 - d. Note taking: Descriptive outline, annotation, summary, paraphrasing
 - e. Questioning the text
4. Issues selection

Class 7: (9/14) Critical reading; poverty and at risk factors

1. Homework
 - a. **Read:** Jenson and Fraser, Ch. 2; Bean et.al. Ch. 4
 - b. Answer following questions about the Jenson and Fraser reading (1 to 3 sentences on each) :
 - Are the authors credible?
 - Are they concrete and persuasive?
 - Do they make any key assumptions and or claims?
 - What reasons are given?
 - What evidence is offered?
 - How do the authors present material to evoke desired response?
 - What is the author’s world view?
 - Are there any key visual elements?
2. Poverty and inequality
 - a. Distribution of income and wealth
 - b. Trends and structural changes
 - c. Definition of poverty
 - d. Child poverty
 - e. Welfare reform
 - f. Budget cuts
3. Homework questions

4. Instruction on annotated bibliography and peer editing

Class 8: (9/16) Issue selection: drafting the letter; annotated bibliography

1. Homework
 - a. Prepare draft of letter and bring 4 copies to class
 - b. Purpose: to inform someone of the topic chosen for research and offer an explanation as to why the topic was chosen
 - c. Specify audience (former teacher, minister, parent, close friend, other)
 - d. Letters should be 300 to 500 words typewritten
2. In class activity, peer review of draft letters
3. Annotated bibliography

Class 9: (9/19) Library

1. Homework
 - a. **Read:** Bean et. al. pp. 113-118
 - b. Final draft of letter due

Class 10: (9/21) What works?

1. Homework
 - a. **Read:** Neuman, Ch. 2 and 3
 - b. Write a one page response/reflection on each of the main theme of two chapters and identify three things in each chapter that really made an impression on you.
 - c. Write two questions for each chapter that you would like to pose to Dr. Neuman.
2. Funding issues
3. Essentials of effective programs

Class 11: (9/23) *The Happiest, Dopiast, Grumpiest, Sneeziest, time of YOUR life...*

1. Dr. Ron Kline, Director of the Counseling Center
Dr. Michelle Santiago, Assistant Director of the Counseling Center
TBA, Student Health Center Coordinator
2. Homework: 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.
3. Assignment due Monday, 9/26/11: **(1 inch margins, 12 font, double spaced).**

- a. **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?**

Class 12: (9/26) Early childhood

1. Homework

- a. **Read:** Neuman, Ch. 5 and 12-20; Jenson and Fraser, pp. 41-43
- b. Answer the following study questions

- Why is early childhood education so important?
- What is the relationship between early childhood education and success in school?
- What are the key characteristics of quality early childhood education?
- What are the benefits/return on investment for quality early childhood education?
- What have been the effects of welfare reform?
- What is the relationship between welfare reform and demand for ECE?

2. Value of quality early childhood education

3. Welfare reform and work

4. Programs

5. Areas of contention

6. Review of the writing process

Class 13: (9/28) Managing the research and writing process

1. Homework

- a. **Read:** Bean, et.al. Ch. 6

2. Prewriting as writing to learn, to plan

3. Purpose and audience for memorandum

4. Organization of writing

5. In class activity: brainstorming the content

Class 14: (9/30) Introduction to the policy process

1. Homework

- a. **Read:** Goodwin, Neva. "The Limitations of Markets: Background Essay." Global Development and Environment Institute. Tufts University, December 2005. <http://www.ase.tufts.edu/gdae/Pubs/te/GoodwinMarketFailureFinal2005.pdf> and Kettl, Donald F. and James W. Fessler. *The Politics of the Administrative State*. Washington, D.C.: Congressional Quarterly Press, 4th edition, 2009. Print. 49-72 and 376-392
- b. Answer the following study questions
 - What is a market failure? In particular, what is a public good?
 - What areas of public policy are primarily addressed by state and by local governments?
 - What are the basic tools of government in carrying out policy?
 - What does the term "intergovernmental relations" mean?

2. Market failures and the role of government

3. Federalism, intergovernmental relations and fiscal federalism

Class 15: (10/3) The policy process continued, paragraph construction

1. Homework

- a. **Read:** Birkland, Thomas A. *An Introduction to the Policy Process*. Armonk, NY: M.E. Sharpe, 2nd edition, 2005. Print. 200-230.
- b. Answer the following study questions
 - What do the terms incrementalism and bounded rationality mean?
 - What are the stages of the policy process?

2. Delegation of authority and administrative decision making

3. Policy cycles and policy models

4. In class paragraph construction exercise

Class 16: (10/5) Citation and plagiarism

1. Homework

- a. **Read:** “Academic Honesty” statement in *Moravian College Student Handbook 2011-2012*. <http://www.moravian.edu/studentLife/handbook/academic/academic2.html>
 - Write a summary of the “Plagiarism” section in your notebook
 - b. Consult 2 of the following sites; write down three things that you learn about plagiarism:
 - <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>
 - <http://owl.english.purdue.edu/owl/resource/589/02/>
 - <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
 - http://www.valdosta.edu/~cbarnbau/personal/teaching_MISC/plagiarism.htm
 - c. **Read:** Ed Dante. “The Shadow Scholar.” *The Chronicle of Higher Education*. November 12, 2010. Web. <http://chronicle.com/article/article-content/125329/> and Nick Mamatas. “The Term Paper Artist.” *The Smart Set from Drexel University*. October 10, 2008. Web. <http://www.thesmartset.com/print/article/article10100801.aspx>
 - Write a three paragraph reflection on the Dante and Mamatas articles answering the following questions:
 - What is the general message these authors are trying to communicate?
 - Do you consider the situation that they describe to be a problem?
 - Does it bother you?
 - d. Using two different sources that you will use for your next paper, write two separate draft paragraphs that might be used in the next paper with appropriate in text citations
2. Class discussion on academic honesty
 3. Plagiarism exercises

Class 17: (10/7) *You’re Not in Kansas Anymore*

1. Ms. Laurie Roth, Director of Learning Services
Mr. Joe Kempfer, Assistant Director of Learning Services
2. Homework: 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.
3. Assignment due Wednesday, 10/12/11: 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.

Class 18: (10/12) Workshop on memorandum; peer editing

1. Homework
 - a. Read/review material on paragraphs and transitions
 - Paragraph construction <http://owl.english.purdue.edu/owl/resource/606/01/>
 - Transitions <http://owl.english.purdue.edu/owl/resource/574/1/>
 - b. Bring to class any work done so far on the memorandum. This could include preliminary drafts, working outlines or any other written effort to organize ideas.
2. Organization, order and transitions
3. In class peer editing process
4. Class discussion what was learned

Class 19: (10/14) Child welfare; Annotated bibliographies

1. Homework
 - a. **Read:** Jenson and Fraser, Ch. 3
 - b. Bring to class annotated bibliography for memorandum of at least five entries
 - c. Answer the following study questions
 - How widespread is the problem of abuse and neglect?
 - What are the principal goals of the child welfare system?
 - What did you learn about who are the perpetrators of abuse?
 - Identify five risk and five protective factors associated with abuse and neglect?
 - Identify three current policy challenges in the child welfare area.
 - d. Visit one of the following web sites and write down three things that made an impression
 - <http://www.pinebrookservices.org/>
 - <http://www.valleyyouthhouse.org/>
 - <http://thechildrenshome.org/>
 - <http://www.lehighcounty.org/Departments/HumanServices/ChildrenYouthServices/tabid/333/Default.aspx>
 - <http://www.northamptoncounty.org/northampton/cwp/view.asp?a=1528&q=620623>
2. Who are the abusers? Who are the abused?
3. Trends
4. Goals of the child welfare system
5. Risk factors

5. Protective factors
6. Programs
7. Submit annotated bibliography entries

Class 20: (10/17) Health, nutrition and risk

1. Homework
 - a. **Read:** Jenson and Fraser, Ch. 6
2. Characteristics of the system
3. Status of child health
 - a. The Annie E. Casey Foundation Kids Count Data Center Health Data
<http://datacenter.kidscount.org/data/bystate/chooseindicator.aspx?state=PA&cat=1666>
 - CHIP - Children Ages Enrolled In The Children's Health Insurance Program By Age
 - Uninsured Children Age 0 to 18 Without Health Insurance
 - Prenatal Care - Number and Percent Of Births To Mothers Not Receiving Early Prenatal Care
 - Low Birth Weight - Number and Percent Of Babies Born At Low Birth Weight
 - Infant and Child Mortality - Deaths Of Children Aged 0-19
 - b. Bethlehem Partnership for a Healthy Community **July 2009 - June 2010 Annual Report.** <http://www.bethpartannualreport.org/>
4. Common risk factors
5. Access as protection
6. Availability of health insurance
 - Pennsylvania's Health Insurance Program <http://www.chipcoverspakids.com/>
7. Key policy issues

Class 21: (10/19) Memorandum due; start policy paper

1. Expectation for policy paper
2. Purpose and audience for policy paper
3. How might you chose to organize this paper? What are your choices?

4. In class activity: Brainstorming on content, drafting thesis statement

Class 22: (10/21) *Brief Encounters with Cultural Differences*

1. Mr. Kerry Sethi- Director of International Studies
Ms. Sharon Brown- Director Institutional Diversity
2. Homework
 - a. Access AMOS: https://amos.moravian.edu/ICS/New_Students/ follow the link to the International Studies Website review resources for preparing to study abroad
 - b. Read the two short dialogues, “Lucky for Hassan” and “Near the Family,” and the blog “How Study Abroad Changed My Life.”
3. In class activity: During the session, students will break into small groups and actively participate in a cross-cultural exercise so preparation is important.
4. 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.

Class 23: (10/24) Community based programs; homelessness

1. Homework
 - a. **Read:** Neuman, Ch. 6
2. Conditions of concern for strengthening communities
3. Geography of opportunity:
4. Features of effective community based programs:

Class 24 and Class 25: (10/26 and 10/28): Student conferences

1. Individual appoints of 15 minutes in length will be scheduled. Some conferences will take place during class time and some will be scheduled outside of class.
2. Students should review all writing done to this point in class and make a list of three things on which they would like to work.
3. Students should review original statement about writing goals and see if anything has changed.

Class 26: (10/31) Workshop on policy paper

1. Homework:
 - a. Draft a thesis statement
 - b. Students write a significant idea for their paper on an index card. Include a sentence or two as to why the idea is something you want to include in the paper and how it connects to the thesis
 - c. Indicate if it is a claim, assumption, reason or evidence?
 - d. Put the cards in a logical order
 - e. Create a topic outline and bring 3 copies to class
 - f. Bring to class any drafts of portions of the paper that you have

2. In class activity
 - a. In groups of three students will explain topic outlines to other students
 - b. In notebook, draft transition sentences to link topics
 - c. In notebook, answer the following questions:
 - Where is my paper strongest right now?
 - Where does it need the most improvement?
 - Where additional work remains to be done?
 - Where can I use help?

Class 27: (11/2) Public education

1. Homework
 - a. **Read:** Jenson and Fraser, Ch. 4, Neuman, pp. 112-119

2. Functions of schools

3. Risk and protective factors for school success

4. School finance

5. Testing

6. Segregation

7. Contradictions in policy

Class 28: (11/4) *Exploring Your Future*

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

2. Homework: 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.

3. Assignment due Monday, 11/7/11: 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.

Class 29: (11/7) Newsletter; Mechanics and Grammar

1. Homework
 - a. Review issues of mechanics and grammar introduced on 9/7 and develop two questions regarding areas where the student would like to improve
 - b. Identify one event that occurred in the past six months, on campus or in the Lehigh Valley, that might be worth entering into a newsletter focusing on the subject matter of the course, answering the following questions: Who? What? Where? When?
 - c. Identify if possible up-coming events that might be entered in such a newsletter.
2. In class activity, planning and organizing newsletter project

Class 30: (11/9) Juvenile justice and youth development

1. Homework
 - a. **Read:** Jenson and Fraser, Ch. 4, Neuman, Ch. 7
 - b. Answer the following study questions
 - What are the current trends in the incidence of juvenile crime?
 - Identify 5 risk factors for juvenile delinquency?
 - What difference do race, class and gender make?
 - What has been the prevailing approach to juvenile delinquency?
 - How effective has this approach been?
 - What is meant by taking a developmental approach?
 - What benefits might derive from good afterschool programming?
 - What is the “faucet metaphor”?
2. Trends
3. Risk and protective factors
4. Race and class

5. Problems with incarceration/confinement to secure facilities
6. Alternatives

Class 31: (11/11) The policy process, complete draft due for review

1. Homework: Bring 2 copies of most advanced draft of policy paper to class
2. Interest groups in the policy process
 - a. Role of the First Amendment
 - b. “Inventory” of interest groups
 - c. What makes an interest group effective
 - d. Role of money – investment theory and organizational costs

Class 32: (11/14) Peer review

1. Homework
 - a. Read drafts of policy papers for peer review
 - b. Write 3 to 5 typewritten comments (to be shared with authors) that are intended to guide revisions keeping the following questions in mind:
 - Is the principal thesis of the paper clear?
 - Do the arguments and evidence presented in the paper support the thesis?
 - Is the paper logically organized?
 - Does the author provide effective transitions?
 - Does the language of the paper effectively communicate what the author seems to intend? Do you “get” what the author is trying to say?
 - What, if any, problems did you have with grammar or sentence structure?
 - c. Bring two copies of comments to class
2. In class peer review activity

Class 33: (11/16) Advocacy

1. Homework
 - a. Visit one of the following sties and write a 100 word summary of what you find
 - <http://www.papartnerships.org/get-involved/voice-for-kids/>
 - <http://www.cwla.org/advocacy/advocacyresourcetips.htm>
 - <http://www.paschoolfunding.org/take-action/>
 - <http://sparkaction.org/action>
 - <http://www.iamyourchild.org/>
 - <http://www.childrensdefense.org/take-action/advocacy-that-works/>

- b. Write one question that you would like to ask about advocacy for children

Class 34: (11/18) *Building Community*

1. 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
2. Homework
 - a. 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.
3. Assignment due Monday, 11/22/11: Consider the following: *What does it mean to be engaged in a community?* Details regarding submission and format will be provided during the session.

Class 35: (11/21) Final drafts due of policy paper; op-ed workshop

1. Final draft of policy paper
2. Homework
 - a. Find one column, editorial or op-ed piece that has to do with the subject matter of the course. {Note: a useful web site might be Daily Op-Ed .com at <http://www.dailyoped.com/>
 - b. Read: “The Argumentative Essay,” Purdue On Line Writing Lab at <http://owl.english.purdue.edu/owl/resource/685/05/>
 - c. Review “Structure of a Classical Argument” (p. 125 in Bean et. al.)
 - d. In your notebook, answer the following question: does the op-ed piece under review conform or deviate from the classical structure presented in Bean et. al.
3. Class discussion of analyses of structure of op-ed pieces
4. In class prewriting for op-ed piece.

Class 36: (11/28) In class assessment of individual writing

1. Homework
 - a. Write and submit electronically final draft of any newsletter entries

2. In class assessment of individual writing

Class 37: (11/30) Group discussion of issues

1. Homework
 - a. **Read:** Neuman, Ch. 8; Jenson and Fraser, Ch. 10
 - b. Review materials for the semester and identify the three most important things that you have learned within the area of focus for your graded writing
 - c. Review materials for the semester and identify the three most important things that you have learned outside the area of your graded writing
2. Class discussion

Class 38: (12/2) Newsletter project

Class 39: (12/5) Op-ed presentations

1. Homework: bring four copies of op-ed pieces to class
2. Small group discussion of op-ed pieces.
3. Op-ed presentations

Class 40: (12/7) Course evaluation

Formal Writing Calendar

Below is the list of dates on which assignment associated with the formal writing elements of the course are due or will be completed in class. This list is provided to facilitate student attention to priority activities in the course and to help the student anticipate when they might most benefit from arranging a scheduled visit to the Writing Center.

Date	Task to be completed
8/31	Prewriting on issue selection letter (in class)
9/16	Draft of issue selection letter, peer editing (in class) Begin development of annotated bibliography (in class)
9/19	Final draft of issue selection letter
9/28	Prewriting on memorandum (in class)
10/5	Drafting paragraphs for memorandum (in class)
10/12	Peer editing of memorandum draft materials (in class)
10/14	Submission of working annotated bibliography (at least seven entries)
10/19	Final draft of memorandum, prewriting policy research paper
10/31	Draft thesis statement for policy paper, organization exercise materials due, topic outline

11/14 Peer editing for policy paper (in class)
11/21 Final drafts of policy paper; prewriting for op-ed assignment (in class)
12/5 Final draft op-ed pieces