

Moravian College
Spring 2012

Writing 100B – The 21st Century American
Tuesdays & Thursdays, 2:35 p.m. to 3:45 p.m.
ROOM: Reeves Library, RM 212

Instructor: Prof. Robert Fillman

Office: Zinzendorf 102 **Office Hours:** Tuesdays and Thursdays, 2:00 p.m. to 2:30 p.m.
Telephone: TBA or by appointment.

Email: rfillman@moravian.edu

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 always the best way to contact me.

Course Texts: *The Bedford Handbook*, 8th ed. by Diana Hacker, *They Say/I Say*, 2nd ed. by Graff; and various handouts provided by your instructor.

Other Required Materials: Multiple two-pocket folders (to hand in your assignments), a notebook/binder dedicated to Writing 100 materials, access to your campus email, and a USB flash-drive.

Course Description:

The war on terror, a national healthcare, climate-change, the extinction of print media, the resurgence of pirates, politicians tweeting themselves out of office--these are a smattering of issues that occupy the minds of twenty-first century Americans. As the title suggests, readings and class discussion will concentrate on those political, social, economic, and cultural issues (alien as they may seem) that confront Americans in their daily lives. However, "The Twenty- First Century American" is a writing course foremost devised to improve the writing skills of students, preparing them to write quality academic essays at the college level. Ultimately, the goal is to teach students to write persuasively to a variety of audiences. Instruction will consist of some lectures, in-class writing, guided peer-review workshops, and discussion sessions, while assigned essays will focus primarily on argumentation.

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, stance, genre, and intended audience.
2. Demonstrate critical thinking about their subjects, the sources they choose, and the process of their own writing.
3. Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an effective academic paper.
4. Develop a writing process that includes, but is not limited to pre-writing, outlining, drafting, revising, editing, and post-evaluative writing.
5. Be able to actively engage in collaborative peer-review workshops and provide quality feedback to peers.

Method of Evaluation:

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.

A – Excellent and substantial academic paper

B – Competent academic paper

C – Basic academic paper

D – Marginal or deficient academic paper

F – Failing paper

Composition of the Student's Grade:

Essay 1 – the American obesity debate (15%)

Essay 2 – America's foreign policy debate (15%)

Essay 3 – substantial revision of essay 1 or 2 (10%)

Essay 4 – current American controversy (25%) ← Research essay

Active and constructive participation in class,
including workshops and corresponding work (15%)

Portfolio of homework assignments, tutorials,
exercises, and revisions (20%)

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**.

You are responsible for all material assigned or covered in any class you miss, whether the absence is excused or not. Whenever possible, contact me in advance if you are going to miss class.

Because this course is a “work-shop” course which requires active participation, absences severely compromise a student's chance for success. Students who miss more than **three class meetings** (for any reason) are subject to a deduction of a full letter grade for every absence beyond the third. **Two “lates” (5 minutes or more) constitute one absence.**

Deadlines:

Written work is due at the beginning of class 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** approach 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.

Requirements of the Course:

For success in the course, it is expected that **all students** will:

1. Complete all assigned work from *They Say/I Say* and *The Bedford Handbook*.
2. Complete all course readings and be prepared to discuss them in class.
3. Complete, on time, all **essay projects**. Each will include, at a minimum:
 - prewriting committed to paper
 - a first or “rough” draft of an essay, though still a “complete” draft
 - at least one detailed revision plan
 - at least one significantly revised draft (sometimes more will be required)
 - active participation in all peer workshop sessions with your classmates
 - peer review feedback from group members (and related assignments)
 - a neat and correctly formatted final draft
 - in addition, sometimes you will be asked to submit work electronically

All components of each project must be ready at the beginning of class as assigned. And all major writing assignments must be submitted in a two-pocket folder.)

4. Submit a portfolio of your work for the semester.
5. Participate actively and constructively in class discussions.
6. Participate actively and constructively in small-group workshop sessions.
7. Attend a bibliographical session conducted by a reference librarian at Reeve’s Library.
8. Have at least one reviewing session with a Writing Center tutor.
 - a. All students must schedule a reviewing session with a Writing Center tutor for at least one essay assignment. **Failure to do so will result in the loss of a full letter grade from the student’s final grade for the term.**
 - b. Of course, students are encouraged to schedule appointments with Writing Center tutors for all major essay projects.
 - c. 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.

Disability Services

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

Schedule of Readings and Assignments: (Dates and assignments are subject to change at the discretion of the instructor.)

WEEK 1

Tues., January 17 – Syllabus, course expectations, writer’s questionnaire

- Reading: none
- In-class: **Biographical paragraphs**

Thurs., January 19 – Writing as an “ongoing conversation”; the writing process and using course texts

- Reading: *Bedford Handbook (BH)* pp. 1-25, xxi-xxxi (“How to Use This Book and Its Website”)
- Reading: *They Say/I Say (TS/IS)* preface, Introduction (pp. 1-15)
- Due: **Tutorials 1, 2, and 4 (BH)**
- Due: **Exercise 2 on p. 15 (TS/IS)**
- Due: **Writer’s questionnaire assignment (complete the first column)**

WEEK 2

Tues., January 24 – Entering conversations; what “they” say and how to summarize it

- Reading: *TS/IS*, Chapters 1 and 2
- Reading: “Don’t Blame the Eater” by David Zinczenko (handout)
- Reading: “What You Eat is Your Business” by Radley Balko (handout)
- Due: ***TS/IS* exercise 1 (p. 28-29) and exercises 1 and 2 (p. 40-41)**

Thurs., January 26 – Integrating other people’s ideas in your writing

- Reading: *BH* pp. 504-516 on “Integrating sources”
- Reading: *TS/IS*, Chapter 3 “The Art of Quoting”
- Reading: “What If It’s All Been a Big Fat Lie?” by Gary Taubes (handout)
- Due: ***TS/IS* exercises 1 and 2 (p. 50-51)**

WEEK 3

Tues., January 31st – Academic writing strategies in response to what “they” say; go over FIRST WRITING PROJECT

- Reading: *TS/IS*, Chapters 4 and 5
- Reading: “First U.S. Count Finds 1 in 200 Kids are Vegetarian” (handout)
- Due: ***TS/IS* exercise 1 (p. 75-76)**

Thurs., February 2 – Organizational approaches to academic papers (Classical schema and Dialectics)

- Reading: *TS/IS* Chapter 6 “Skeptics May Object”
- Reading: “Classical Schema” (handout)
- Reading: “Dialectics” (handout)
- Due: ***TS/IS* exercise 1 (p. 90)**

WEEK 4

Tues., February 7 – Guiding your reader with transitions, connective parts, and metacommentary

- Reading: *TS/IS*, Chapters 8 and 10
- Due: *TS/IS* exercise 1 (p. 119-120) and exercise 2 (p. 138)

Thurs., February 9 – Workshop of FIRST WRITING PROJECT

- Reading: *BH*, pp. 35-39 “Make global revisions”
- Due: **First draft of FIRST WRITING PROJECT**
 - *Bring two copies*
 - *Bring all materials that led to this draft (including notes, pre-writing, outlines, etc.)*

WEEK 5

Tues., February 14 – Making your readers care about an issue and workshop

- Reading: *TS/IS*, Chapter 7 “So What? Who Cares?”
- Due: **Substantially revised draft of FIRST WRITING PROJECT**
- Due: **Revision plan for FIRST WRITING PROJECT**

Thurs., February 16 – Changing directions in a discussion and editing workshop

- Reading: *TS/IS*, Chapter 11 “I Take Your Point”
- Due: **Revised draft of FIRST WRITING PROJECT** that is ready for editing

WEEK 6

Tues., February 21 – Paragraphing, transitions, and style (the Christensen method)

- Reading: *BH*, pp. 62-84 on paragraphing
- Reading: “A Generative Rhetoric of a Paragraph” (handout)
- Due: **FIRST WRITING PROJECT DUE** ←←← Evaluated by Instructor

Thurs., February 23 – Paragraphing continued... (the T.R.I.T. method)

- Reading: “In Defense of Waterboarding” by Mark Bowden (handout)
- Reading: “Waterboarding: A Clarification” by Mark Bowden (handout)
- Due: **Paragraphing practice assignment**

WEEK 7

Tues., February 28 - Ethos, pathos, and logos and go over SECOND WRITING PROJECT

- Reading: “Three Ways to Persuade” (handout)
- Reading: “The Torture Myth” by Anne Applebaum (handout)
- Reading: “The Case for Torture” by Michael Levin (handout)

Thurs., March 1 - Evaluating persuasive articles continued...

- Reading: “One Way or Another, Leaving Iraq” by George Will (handout)
- Reading: “Terrorists in the Heartland” by Steve Chapman (handout)
- Reading: “Obama White House” by John Yoo (handout)

Tues., March 6 and Thurs., March 8 - NO CLASS – Spring Break

WEEK 8

Tues., March 13 – Workshops and conference sign-ups

- Due: **First draft of SECOND WRITING PROJECT**
 - *Bring two copies*
 - *Bring all materials that led to this draft (including notes, pre-writing, outlines, etc.)*

Thurs., March 15 – Workshops

- Due: **Revised draft of SECOND WRITING PROJECT**
- Due: **Revision plan for SECOND WRITING PROJECT**
 - *Bring two copies*
 - *Bring all materials that led to this draft (including notes, pre-writing, outlines, first draft, etc.)*

WEEK 9 Conference Week¹

Tues., March 20 – Individual conferences

- Due: **Updated draft of SECOND WRITING PROJECT**
- Due: **Writer's Questionnaire, with columns 1 & 2 completed**

Thurs., March 22 – Individual conferences

- Due: **Updated draft of SECOND WRITING PROJECT**
- Due: **Writer's Questionnaire, with columns 1 & 2 completed**

WEEK 10

Tues., March 27 - Introduction to research paper

- Reading: *BH*, section 46 (pp. 437-462 on conducting research)
- Due: **Preliminary topic list on which you might want to write a persuasive paper**²
- Due: **SECOND WRITING PROJECT DUE** **←←← Evaluated by Instructor**

Thurs., March 29 - Reeve's Library bibliographical instruction session; we'll meet in the computer alcove of Reeve's Library

- Reading: *BH*, section 47 (pp. 462-478 on evaluating sources)
- Due: ***BH*, online exercise 46-1 from *Bedford Handbook* online**

¹ On March 20 and March 22, students will meet with me to discuss course progress, their portfolio of short assignments, and the first two major writing projects. Students will have an opportunity to sign up for conferences the *previous* week. **All students must meet with me for a short conference. In addition, all students must make an appointment with a Writing Center tutor this week.**

² Please see "Exploration of Topic – Stage 1"; this is the last page of your Writing 100 B Research Writing Project assignment sheet.

WEEK 11**Tues., April 3 – Reeve’s Library compiling sources session**

- Reading: TBA
- Due: **Pre-writing and detailed outline due**

Thurs., April 5 – Revising Content for Purpose and Audience

- Reading: “Revising Content for Purpose and Audience” and workshop of THIRD WRITING PROJECT.
- Due: **Bring to class ESSAY PROJECTS 1 & 2 (in folders, with all relevant materials)**
- Due: **Bibliography assignment for research writing project**

WEEK 12**Tues., April 10 – Workshops and discuss portfolio assembly**

- Reading: “Revision Through Purpose and Audience” by Peter Elbow (handout)
- Due: **First draft of FOURTH WRITING PROJECT DUE**

Thurs., April 12 – Workshops

- Due: **Revised draft of FOURTH WRITING PROJECT DUE**
- Due: **THIRD WRITING PROJECT DUE** **←←← Evaluated by Instructor**

WEEK 13– Conference Week³**Tues., April 17 – Individual conferences**

- Due: **Updated draft of RESEARCH WRITING PROJECT**
- Due: **Writer’s Questionnaire, with columns 1, 2, & 3 completed**
- Due: **Reflective writing on RESEARCH WRITING PROJECT**

Thurs., April 19 - Individual conferences

- Due: **Updated draft of RESEARCH WRITING PROJECT**
- Due: **Writer’s Questionnaire, with columns 1, 2, & 3 completed**
- Due: **Reflective writing on RESEARCH WRITING PROJECT**

WEEK 14**Tues., April 24 – Workshops**

- Due: **Revised draft of FOURTH WRITING PROJECT that is ready for editing**

Thurs., April 26 - Course evaluations, presentations of research, and course wrap-up

- Due: **Portfolio of short assignments (revised, w/ letter to instructor)**
- Due: **FOURTH WRITING PROJECT DUE** **←←← Evaluated by Instructor**

Have a safe, happy, and productive summer!

³ These conferences will focus on your research paper progress, end of semester proceedings, and grades. Students must bring updated drafts of papers, all research materials, and any questions they might have. **All students must have a conference with me.**