

### Course Description and Objectives of the FYS Course

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 an 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

#### First Year Seminar: Water in a Thirsty World

A scientific, social, and literary inquiry on water, the substance without which life would not exist. Only 1 percent of the earth's water is fresh and nonfrozen; about one-fourth of the earth's human population lives where water is not readily available. How do we acquire water, how does water get to our homes, how do we treat water as a commodity, how can we make water accessible to everyone?

Dr. Carl Salter

Collier 228

Office Hours: T 10:30-12:45

campus phone -7920

email: csalter at chemISTRY . moravian . eduCATION

Required Text: The Academic Writer: A Brief Guide 2nd Ed Lisa Ede publisher: Bedford/St. Martin's

Required Text: The Big Thirst: The Secret Life and Turbulent Future of Water Charles Fishman  
publisher: Free Press web site

#### Content and approach for the FYS: Water course

This is the college's required freshman course on writing. Our focus will be on the development of "writerly" attitudes for summaries, essays, and academic writing. I hope you will learn to approach writing like writers, not like students. To help you focus on the development of your writing and the development of your writing process, this course will emphasize portfolios as semester-long projects and contract grading (see below).

You will develop, in multiple-draft style, four writing projects. These writing projects will be developed both through your individual work in and out of class and through small group workshops in class. In

workshops, you will be both giver and receiver of advice about writing. Through these workshops, you should learn greater awareness and control over your own writing, greater sensitivity to writing problems and their solutions, and a heightened sense of the power of the writing process. These projects are 60% of your grade.

You will also keep a journal of your work, and you will complete some special assignments in the journal. Assignments to go into the journal are listed below, as are rules for organizing the journal. 30% of your grade.

With other members of a group, you will prepare a poster on a world river.

And you will write a letter to your Aunt Gladys!

You should consider compiling a portfolio of two of your writing projects. Of the four projects that you will complete at various times in the semester, you should select two for further revision and inclusion in your final portfolio. Due in final form during final exam week, you may submit these portfolios for extra credit at the end of the course. There is no Final Exam for this course.

#### Grades and Expectations

In all your formal writing—essays and final projects—the most important qualities you are to learn and demonstrate are completeness, commitment to your writing, and attention to the writing process. This section of Writing 100 will use contract grading, whereby much of the suspense and anxiety students commonly feel about grades will be reduced, if not eliminated. By meeting certain requirements and consistently exhibiting certain behaviors, you will earn a B for the semester. Lower grades will result from marked deficiencies in either of those areas or in attendance. Higher grades will result from special excellence in attention to the writing process, excellent quality of final written products and special attention to the revisions that your two selected essays receive in the final portfolio. The terms of the grade contract for a B for the semester are listed below:

Complete, on time, all exercises from assigned sections of *The Academic Writer*, 2th ed. Complete, on time, all chapter reactions to *The Big Thirst*. These go in your journal, which will be graded three times during the semester.

Complete, on time, all special writing exercises that are handed out over the semester.

Complete, on time, all four writing projects—formal essays that will develop from Practices, other written exercises, reading, question sets, and class discussion. Each of these projects should include

<!--[if !supportLists]--> some prewriting committed to paper

<!--[if !supportLists]--> <!--[endif]-->a first or rough draft of the project

<!--[if !supportLists]--> at least two significantly and substantively (or deeply or globally) revised drafts, one of which is to be prepared “clean” for editing

<!--[if !supportLists]--> <!--[endif]-->a neat and correctly formatted final draft

<!--[if !supportLists]-->a piece of reflective writing

You receive points for each of these activities as you do your project. (The points are listed below.) 100 points on each project is a good score that leads to a "B". The idea behind the point system is that, as a young writer, you need to experiment with different writing techniques; the point system rewards you for trying out different types of writing techniques.

The preliminary drafts in each project will normally be accompanied by notes and reviewers' comments. All components of each project must be ready at the beginning of class as assigned. \*

Participate actively and constructively in small-group workshop sessions in class.

Have at least one reviewing session with a Writing Center tutor.

Satisfactorily complete, on time, the research exercise at the library.

Miss no more than three class meetings, unexcused, and no more than five total, excused and unexcused. ("Excused" means your absence from class is accounted for in writing by a responsible authority.) For each unexcused absence beyond three, your semester grade will be reduced by 2/3 letter.

Responsibility and attendance

The class meets MWF 11:45 AM-12:55 PM in Hurd 116. Every other Friday the class meets in Prosser for Student Affairs content. For the class room work and workshops to benefit you, your regular and prompt attendance is crucial. Please be in your seat with your day's work in front of you ready to start each day. You are responsible for all material assigned or covered in any class you miss, whether the absence is excused or not.

Assignment Details

Paper projects 60%

Favorite bottled water: what it is, where it's from, what's in it, why it's your favorite, and how you were introduced to it.

This should be viewed as a newspaper article—a fact based report on the water and your experience with it. It should not be an "everybody should drink Brand X" advertisement!

Water + intended major (You develop a topic that links water to a possible major you may pursue here at Moravian.)

Follow up on story from The Big Thirst

Threat to water quality or water access (Pro/Con; two pieces taking opposite sides)

I strongly encourage you to do all your written work for these paper projects work on a computer and store them electronically. The campuswide network has word processing applications that you may access from various sites on campus, and anyone who wishes a short demonstration session may arrange one with me. If you do work in the electronic environment, of course, store your work on a diskette or thumb drive or in your own folder on the public drive on the campus network.

Journal 30%

As you read *The Big Thirst*, write a reaction to each chapter in your journal. What were the strengths of the chapter? its weaknesses?

What insights did you gain about water scarcity and water management? What examples of exciting, lucid writing did you encounter? Provide specific examples.

Assigned homework from *The Academic Writer*

Chapter 1: Exploration pg 12. What parts of Aristotle's *Rhetoric* apply to the poster on page 13?

Chapter 2: Exploration pg 20-21.

Chapter 3: Exploration pg 40. Exploration pg 55

Chapter 4: Collaboration pg 80. Apply the "Questions for Critical Reading" to Etzioni's essay. Exploration pg 95. Exploration pg 97.

Chapter 5: Begin at pg 137. Conduct an SII assessment for each draft (1st, 2nd, Final) of Stepleman's essay. For each new draft, including from the "Discovery" draft to the 1st, what was the focus or goal of each revision, and how successful do you think it was?

Chapter 6: Read the "Guidelines for Avoiding Plagiarism", pg 200. How do you need to modify your own writing process to adopt these guidelines?

Chapter 7: Thought, Discussion, and Writing, pg 248, activities 1 and 3.

Chapter 9: Read "Strategies for Invention". Which strategies are already part of your writing process? Which do you think you should add to your writing process, and why? Which do you think would not be useful for you, and why?

Additional journal assignments

3-Day personal use of water      <http://www.ciese.org/curriculum/drainproj/personalwateruse/>

describe an emotional experience involving water

describe two appliances in the home that use water, describe how they work with water

describe your hometown's water supply

find and describe two organizations that promote water use/conservation -- one local, the other state or regional.

Poster (group of two students) Moravian poster template 5%

Letter to Aunt Gladys about water supply 5%

Grading Rubric and Grading Policy for Paper Projects (60% of your grade) Each project is worth 15%

Each writing project will be evaluated quantitatively in terms of the following point system:

First draft:	10 points
Second draft with reflection on editing and specific examples of changes	10 points
Workshop participation:	10 points
Absence from any workshop:	-5 points
Third (and additional drafts) with reflection and examples reflection, no credit!	5 points each (no credit)
Lateness with any draft:	-3 points/day
Prewriting practices (outlines, clusters, freewriting, "zero" drafts, etc.): all others 3pts ...	1st 6pts, 2nd 5pts, * must be submitted on paper
Writing Center visits: all others 3pts ... that was reviewed	1st 6pts, 2nd 5pts, * email notification from WC must state assignment and draft that was reviewed
Student editing (markup another student's project) instructor (once per project)	10 points graded by instructor * must be submitted on paper, plus SII feedback
Final draft free of spelling errors, grammar problems, and ambiguities:	40 points graded by instructor (20 points style, 20 points content)

Each draft should must have a typed date on the first page and must contain a word count of the document. Each page of a draft must have a header containing the page number, your name, and the title of the project. Unless otherwise instructed, you should double-space your manuscript. Drafts must be stapled when they are turned in. Clean-for-editing drafts and final drafts must be printed out by an electronic word-processing program on a laser printer. All documents must follow the MLA convention for documenting sources. See the descriptions and examples at the following links: [Purdue OWL](#) , [Honolulu CC Lib](#) .

Your journal (30% of your grade!)

You will keep a journal dedicated solely to Writing 100 work. It can be spiral-bound or ring binder, as you wish. Number the pages in your journal. Date each new entry into your journal. Use the first four pages of your journal as a table of contents. Enter page numbers for entries into the table of contents. Always bring your journal to class, and use it to take notes and to work group writing/grammar assignments.

As a general rule, keep whatever writing you do by hand in this notebook!

As you read *The Big Thirst*, keep notes in your journal. Write your reaction to each chapter in your journal.

Do your assignments from *The Academic Writer* in the your journal. As you do writing/grammar assignments in class or out of class, make notes in your journal.

Other web pages that you will need:

Writing Center

<http://home.moravian.edu/public/eng/writingCenter/appointments.htm>

Writing Center Resources (Owl, Bedford)

<http://home.moravian.edu/public/eng/writingCenter/links.htm>

How to hold group discussion of writing assignments

[http://www.cs.moravian.edu/~csalter/group\\_discussion\\_guide.htm](http://www.cs.moravian.edu/~csalter/group_discussion_guide.htm)

Worksheets for group discussions

[http://www.cs.moravian.edu/~csalter/diss\\_worksheet.htm](http://www.cs.moravian.edu/~csalter/diss_worksheet.htm)

Instructions for Vocabulary assignments

<http://www.cs.moravian.edu/~csalter/Instructions%20for%20Vocabulary.htm>

Instructions for Grammar Assignments

<http://www.cs.moravian.edu/~csalter/Instructions%20for%20Usage%20Notes.htm>

Additional Resources

Hacker, Diana. *The Bedford Handbook for Writers*, 7th ed. Boston: Bedford/St. Martin's, 2006.

(The April 2010 issue of *National Geographic* was entirely devoted to water.)

Tentative Assignment Schedule Assignments are bolded and due on the Friday of the week indicated

Week 1 Course introduction: **essay projects, rules of writing, handbooks.**

M 8/27 – F 8/31 ^^

Week 2 First draft: **Favorite Bottled Water**

M 9/3 – F 9/7 ^^

Week 3

M 9/10 – F 9/14 ^^ Form Poster groups

Week 4 Final draft: Favorite Bottled Water; Outline: Water + Major; Submit your journal for review (10%)

M 9/17 – F 9/21 Library research Monday Sept 17 Meet in the library on Monday

Week 5

M 9/24 – F 9/28 ^^ Wed the 26th: David Brong, Bethlehem's Director of Water and Sewer Bethlehem's Water History

Bethlehem's water supply Pictures

Week 6 Library Research Notes due; First Draft Water + Major

M 10/1 – F 10/5 Library research Wednesday Oct 3 Meet in the library on Wednesday

M 10/8 and T 10/9 Fall break

Week 7 Subject and Outline Big Thirst follow-up

W 10/10 – F 10/12 ^^

Week 8 Final Draft Water + Major

M 10/15 – F 10/19 Poster Due

Week 9 Aunt Gladys letter, First Draft Big Thirst follow-up; Submit Journal for Review (10%)

M 10/22 – F 10/26 ^^ Lewis Thomas, brewer, on Wed Oct 24.

Week 10 Subject and Outline 3rd World Water Problem "Thirst in Kenya"

M 10/29 – F 11/2

Week 11 Final draft Draft Big Thirst follow-up

M 11/5 – F 11/9

Week 12 First Draft Threat to Water

M 11/12 – F 11/16

Week 13



M 11/19                      Conferences

W 11/23 -F 11/25        Thanksgiving Break

Week 14                    Final Draft Threat to Water

M 11/26– F 11/30        Conferences

Week 15                    Portfolios. Submit Journal for final 10% grade.

M 12/3 – F 12/7

Final exam week

<!--[if !supportFootnotes]-->

For a First Year Course, 15% of the grade must be determined by the end of week 4. For this course, that will consist of your first project on favorite bottled water, your outline for Water + Major, and your journal at that time. These items are due on Friday September 21.

It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for the course.

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

### 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.

#### FYS Student Affairs Seminars ^^ Fridays

Session 1      August 31      Who am I? How can I lead? What is my responsibility to the world?  
Dean of Students/Chief of Police

Session 2      September 7      Do you have to have "issues" to go to the Counseling Center? Do  
you have to be sick to go to the Health Center?      Counseling/Health

Session 3      September 14      College 101: Advice from the Academic Support Center  
Learning Services Pre-Assignment

Complete the Learning Styles Inventory (LSI) on the Academic Support Center website prior to the presentation and bring your results with you on the day of the session.

Session 4      September 28      Building Community  
Community (religious life, leadership/service, student activities, greek life, etc)

Session 5      October 12      Cultural Competency and Living in a Globally Connected World  
Diversity (multicultural affairs/international studies)

Session 6      October 26      Experience Your Future: How Hands-On Learning Will Impact Your  
College Experience      Career Development

#### Resources and Policy Statements

##### 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 the assistant director of Academic and Disability Support in the Academic Support Center, Monocacy Hall, lower level (extension 7625). Accommodations cannot be provided until authorization is received from the Academic Support Center.

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 Dean of Curriculum and Academic Programs.