

**First Year Seminar
Learning in Common (LINC) 101S**

**Composing the College Essay:
Critical Thinking, Argumentative Writing, and the Discourse Community
Fall 2012**

**Monday, Wednesday, Friday 11:45-12:55
Zinzendorf Hall 103**

Instructor: Dr. Nicole Tabor, ntabor@moravian.edu

Office Hours: 1:30-3:00P Tuesday, 1:30-3:00P Wednesday, 1:30-3:00P Thursday, and by appointment

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FYS TOPIC DESCRIPTION: The goal of *Composing the College Essay* is for each of you to become a more capable and confident writer. In working to achieve that goal, you will learn to read critically and express your ideas clearly in well-reasoned argumentative essays. Students will develop and support ideas in three drafted and revised essays. Each of these essays will be generated by students' ideas based upon our reading about multidisciplinary subjects (including: visual literacy, educational aims, and the art of making arguments) and focused discussions of those readings. Together, we will engage in a semester filled with active inquiry, respectful communication, and lively debate. You will also develop an awareness about the importance of revision and come to see how your discourse community and purpose help to shape your writing.

FYS COURSE DESCRIPTION AND OBJECTIVES:

The following descriptive information and goals pertain to Moravian College's FYS curriculum. They apply to all FYS courses including Composing the College Essay: Critical Thinking, Argumentative Writing, and the Discourse Community:

Welcome to Moravian and to the FYS! The 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. *Your preparation and participation are, therefore, essential to the success of the class and to your success in it.*

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
 - o Formulate a research topic
 - o Determine an information need

- Plan and execute a search for information
 - o Identify key terms and concepts
 - o Identify the most appropriate sources of information
 - o Use Boolean operators and truncation where appropriate
 - o Impose limiters (e.g., scholarly vs. popular, date, language)
 - o Modify the search based on search results

- Know how and where to find the sources discovered in the search process to determine which sources the library owns or provides access to and retrieve them
 - o Request material not owned by the library on Interlibrary Loan
 - o 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 TEXTS:

The Shape of Reason: Argumentative Writing in College 4th Edition, by John Gage ISBN: 0321320778
Ways of Reading: An Anthology for Writers 9th Edition, Bartholomae and Petrosky, editors ISBN: 0312570910

ASSIGNMENTS

PERCENT OF FINAL GRADE:

First Essay	20
Second Essay	20
Third Essay	20
Reading Journal	20
Class Participation	10
Portfolio	10

ESSAYS: You are required to compose three argumentative essays. The first essay will be 4-5 pages, the second essay 6-7 pages, and third essay will be 10 pages in length. These will be thesis-driven and follow MLA guidelines. Essays will be evaluated primarily on the quality of your ideas and the thoroughness of your critical argument (including appropriate citations of the texts). Organizational, grammatical, and other writing matters will, however, also affect your grade. Drafts will require extensive revision in order to meet the criteria for a final draft. We will discuss these essays in further detail throughout the term.

READING JOURNAL: You will write a one-page journal entry for each class period’s readings. This entry will consist of two parts. In part one you will briefly summarize the day’s text(s). Part two will consist of a discussion question. Please refer to the handout “Critical Reading” for more detailed expectations. You may be asked to read from your response in class. These journals will be checked each class period and collected twice during the term. You will submit a final portfolio of the semester’s work during finals week.

PARTICIPATION: Our classroom comprises a *discourse community*, in which we gain knowledge and insight through mutual inquiry as a result of both verbal and written interaction with others in the class. This interaction will take the form of co-operation as well as respectful disagreement. As a member of this discourse community, you will be expected to contribute intelligently and frequently to the discussion. Along with speaking, effective participation requires active and open-minded listening to others. Respond to and interact with your peers, not just with me. The more you participate, the more interesting, exciting, and rewarding this class will be. Always bring your textbook and notes to class. Expect to read passages aloud and closely investigate details of the texts we are studying. There will be unannounced quizzes and in-class writings throughout the term. I highly encourage you to visit me during office hours (or make an appointment) to discuss your paper ideas or any other questions or concerns related to the course.

POLICIES:

Grades. It is within the instructor's purview to apply qualitative judgment in determining grades for any assignments and for the final course grade.

Format. All written work should include your name, the course number and instructor (Tabor), the date, and the assignment in the upper right-hand corner or upper left-hand corner. Any pages after the first should be numbered and stapled. All work must be typed using a reasonable 12-point font, double-spaced, and conventional margins (one inch). No electronic assignments accepted without special arrangement.

Deadlines. Reading responses, quizzes, and other daily assignments will not be accepted late, including assignments due to absence. Assignments are due during the class period of the due date. Extensions may be given on essays, provided that a student asks for the extension at least one week in advance. Unless an extension is given, late essays will be reduced by one letter grade for each day that passes after the due date, e.g. an A becomes a B if one day late.

Access for Students with Disabilities. Students who wish to request accommodations in this class for a disability should contact Ms. 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. Also, the Writing Center is located in a building that is not accessible to students with mobility impairments. If you have any impairments and need the services of the Writing Center please call 610-861-1392.

Plagiarism. All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please see the Student Handbook if you have any questions about your use of sources.

Attendance. It is your responsibility to sign the attendance sheet at each class. Your final course grade will be dropped by 10% for each unexcused absence after the third. A note from a doctor's office is required for an excused absence. Arriving to class more than 2 minutes late will count as 1/3 of an absence.

Tentative Reading Schedule. Readings are to be completed on the day assigned. Page numbers refer to *Shape of Reading 4th edition* (SOR) and *Ways of Reading, 9th edition* (WOR) When page numbers are listed, you will have read and we will then discuss those pages that day. A star (*) next to page numbers signifies that a reading journal entry will be due in class that day. The schedule is subject to change.

August 24-26 Orientation Weekend Activities

Week One

Mon Aug 27 Introduction to the Discourse Community

Wed Aug 29 SOR "Discourse Community" pp. 2-11* and "Critical Reading" pp. 12-17*
WOR "Ways of Seeing" by Berger pp.139-160*

Fri Aug 31 Student Affairs Session 1: "Who am I? How can I lead? What is my responsibility to the world?"
Presenters: Tom Dubreuil, Dean of Students and George Boksen, Chief of Police

Week Two

Mon Sep 3 Labor Day: No Class

Wed Sep 5 SOR "Questions at Issue" pp. 56-74*
WOR "On Rembrandt's Woman in Bed" and "On Caravaggio's The Calling of St. Matthew"
by Berger pp.161-169*

Fri Sep 7 Student Affairs Session 2: "Do you have to have "issues" to go to the Counseling Center? Do you have to be sick to go to the Health Center?"
Presenters: Dr. Ron Kline & Dr. Michelle Santiago (Counseling Center), Stella Gordon R.N. (Health Center)

Week Three

Mon Sep 10 SOR "Giving Reasons" pp. 79-88*
Thesis/Enthymeme Workshop
Essay One on Visual Literacy: **Rough Draft Due: including Thesis/Enthymeme**

- Wed Sep 12 SOR “Kinds of Appeal” pp. 88-100*
Winona LaDuke (Handout)*
- Thu Sep 13 Fall Convocation: Johnston Hall
- Fri Sep 14 Student Affairs Session 3: “College 101: Advice from the Academic Support Center”
Presenters: Laurie Roth, Director of Academic & Disability Support and Dr. Jim Skalnik,
Assistant Dean for Academic Advising
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.*
- Week Four**
- Mon Sep 17 Visit to Moravian College Writing Center
- Wed Sep 19 SOR “Revising and Editing” pp. 117-129*
Guest Presentation: Suzanne Moyer, Honors Student: “Media Mobilization: The Effects of Media
on Public Perception and Agent of Mobilization”
Guest Presentation: Professor Diane Radycki, Director, Payne Art Gallery
- Fri Sep 21 **Essay One on Visual Literacy: Final Draft Due**
Visit to Payne Art Gallery, Meet at South Campus
In-Class Ungraded Reflective Essay I: “Visual Literacies”
- Week Five**
- Mon Sep 24 SOR “Revising Our Education” pp. 156-162*
SOR3e “The Aims of Education” by Edmundson (Handout)*
- Wed Sep 26 No Class: Yom Kippur
- Fri Sep 28 FYS Friday Session 4: “Building Community”
Presenters: Hopeton Clennon, Katie Dantsin, Holly Nonnemacher, Nicole Nugent, Liz Yates
- Week Six**
- Mon Oct 1 SOR “Ideas In Conflict” pp. 42-43*
WOR “The Banking Concept of Education” by Freire pp.318-332*
Graded Essay One Returned
- Wed Oct 3 SOR “The Ethical Turn” pp. 43-46*
WOR “The Banking Concept of Education” by Freire pp.318-332
“On Paradise Drive” by Brooks (Handout)*
In-Class Ungraded Reflective Essay II: “Ethical Literacies”
- Fri Oct 5 Library Session for Paper #2, Meet at Reeves Library
- Week Seven**
- Mon Oct 8 No Class: Fall Break
- Wed Oct 10 SOR “Some Ethical Precepts” pp. 48-52*
WOR “The Achievement of Desire” by Rodriguez pp.513-536*
Reading Journal Due
- Fri Oct 12 Student Affairs Session 5: “Cultural Competency and Living in a Globally Connected World”
Presenters: Mr. Kerry Sethi, Director of International Studies; Ms. Sharon Brown,
Director Institutional Diversity

Week Eight

Mon Oct 15 SOR “Making Ethical Choices” pp. 52-55*
WOR “The Achievement of Desire” by Rodriguez pp.513-536*

Wed Oct 17 Thesis/Enthymeme Workshop
Essay Two on Educational Aims: Thesis/Enthymeme Due
“Using Evidence and Citing Outside Sources” Handout
“MLA and Citation Styles” Handout

Fri Oct 19 Essay Two Draft Workshop
Essay Two on Educational Aims: Rough Draft Due

Week Nine

Mon Oct 22 WOR “Strong Readers, Strong Texts” pp. 8-9*
SOR “Editing as Rethinking” pp. 129-141*

Wed Oct 24 SOR “Proofreading” pp. 142-143*
In-Class Ungraded Reflective Essay III: “Pedagogical Literacies”
Essay Two on Educational Aims: Final Draft Due

Fri Oct 26 Student Affairs Session 6: “Experience Your Future: How Hands-On Learning Will Impact Your College Experience”
Presenter: Ms. Amy Saul, Director of the Career Center

Week Ten

Mon Oct 29 No class meeting – in lieu of conferences: *Graded Essay Two Returned*
Sign-up sheet will be circulated in class during week nine

Wed Oct 31 No class meeting – in lieu of conferences: *Graded Essay Two Returned*

Fri Nov 2 SOR “Research as Inquiry” 145-146*
WOR “Panopticism” by Foucault pp. 279-315*

Week Eleven

Mon Nov 5 SOR “Critical Reading and Research” pp. 146-148*
SOR “The Self Imprisonment of American Society” pp. 166-169*
WOR “Panopticism” by Foucault pp. 279-315

Wed Nov 7 SOR “Asking Questions for Research” pp. 148-150*
WOR “Arts of the Contact Zone” by Pratt pp. 483-503*

Fri Nov 9 Library Session for Paper #3, Meet at Reeves Library

Week Twelve

Mon Nov 12 SOR “Research and Reasons” pp. 150-152*
WOR “Arts of the Contact Zone” by Pratt pp. 483-503
In-Class Ungraded Reflective Essay IV: “Research Literacies”

Wed Nov 14 Thesis/Enthymeme Workshop
Essay Three Research Paper: Thesis/Enthymeme Due
Essay Three Research Paper: Annotated Bibliography Due

Fri Nov 16 Affairs Session 6: “Building Community”
Session Leaders: 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

Week Thirteen

Mon Nov 19 Draft Workshop
Essay Three Research Paper: Rough Draft Due

Wed Nov 21 No Class: Thanksgiving Break

Fri Nov 23 No Class: Thanksgiving Break

Week Fourteen

Mon Nov 26 SOR “Structuring Research” pp. 152-154*
WOR “Entering into the Serpent” by Anzaldúa pp.70-84*

Wed Nov 28 “Bedford Handbook” (Handout)*
WOR “How to Tame a Wild Tongue” by Anzaldúa pp.85-98*
Reading Journal Due

Fri Nov 30 Student Advisor Led Session on Revision and Time Management
Readings TBA
In-Class Ungraded Reflective Essay V: “Temporal Literacies”

Week Fifteen

Mon Dec 3 **Essay Three Research Paper: Final Draft Due**
Oral Presentations on Research Papers

Wed Dec 5 Oral Presentations on Research Papers

Friday Dec 7 Last Class Period: Conclusions and Evaluations

Finals Week

Mon Dec 10 **Portfolio Due**