

MWF 11:45 am-12:55 pm (period 4b), HILL 209
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Course Description

What does Rock ‘n’ Roll mean to you? What kind of Rock ‘n’ Roll do you like? To help answer these questions, students will research and explore the history of Rock ‘n’ Roll via digital presentations, journal-keeping, drafting, interviews, blogging, and readings. Each student will develop a personalized sense of the history of Rock ‘n’ Roll by studying and writing about three rock bands (or soloists): a current band chosen by the student that was established since the year 2000, an earlier band that influenced the 2000s band, and a band from the 1950s/60s that influenced the middle band.

FYS Course Outcomes

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

By the end of this course, students will:

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

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

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

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

Goals

- A. The summer reading program. Students were required to purchase and read the selected first-year reading over the summer and send a 1-2 page essay on a selected topic to their first-year seminar instructor no later than August 15th. The instructor and students then engaged in a dialogue with each other about the summer reading.
- B. The course will include a library session with bibliographic instruction aligned with our institutional literacy objectives.
- C. Students will write a minimum of 25 pages, including ungraded and graded assignments. (Note that both graded and ungraded are expected.) Word, Pages, and Google documents will be accepted with 1 inch margins, Times New Roman, size 12, and double spaced. Here are some ball-park equivalents that will help you reach and surpass the 25-page goal.
 - 300 words (1-1.5 pages)
 - 1000 words (4-5 pages)
 - 1000-1250 words (5-6 pages)
 - 1500-2000 words (8-10 pages)
- D. Students will be required to visit the Writing Center at least once during the course, and in the first half of the semester.
- E. The course will include instruction on proper citation methods using APA, Chicago or MLA. (Citation methods found online.)
- F. The course will include opportunities for peer editing and revision.

Texts

- No text is required.
- Access to the Internet is needed for research and citation styles.
- Library research is expected.
- Rock and Roll magazines may be provided by Mr. Barnes at a location in Reeves Library.

Attendance

All classes are required. Unexcused absences will result in a deduction of 3 points from your final grade. If you are late twice, that is an unexcused absence.

The class will decide on one “Freedom Day” for which no class will be held. I need one week’s notice to adjust the syllabus.

Grading

Paper 1 – First Rock Group (or soloist).....	10%
Paper 2 – Second Rock Group (or soloist) showing ties to 1 st paper	15%
Paper 3 – Third Rock Group (or soloist) explaining ties to 1 st and 2 nd papers	20%
Course Bibliography	5%
Class writing.....	5%
Journal writing – 3 per week (collected approx. bi-weekly)	15%
Class Participation and Attendance	15%
Oral Presentations.....	5%
Writing Center	5%
Writing on class trip to ArtsQuest (or equivalent).....	5%

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. *You are required to make at least one appointment with the tutors at The Writing Center.* 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 Elaine Mara, Assistant Director of Learning Services for Academic and Disability Support, 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Policy on Academic Honesty

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

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

Guidelines for Honesty

All work that you submit or present as part of course assignments or requirements must be your original work unless otherwise expressly permitted by the instructor. This includes any work presented, be it in written, oral, or electronic form or in any other technical or artistic medium. When you use the specific thoughts, ideas, writings, or expressions of another person, you must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of your department or instructor. It is the instructor’s

responsibility to make clear to all students in his or her class the preferred or required citation style for student work. Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism. When you use the specific thoughts, ideas, writing, or expressions of another person, you must accompany each instance of use with some form of attribution to the source.

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

You may not use writing or research that is obtained from a “paper service” or that is purchased from any person or entity, unless you fully disclose such activity to the instructor and are given express permission.

You may not use writing or research obtained from any other student previously or currently enrolled at Moravian or elsewhere or from the files of any student organization, such as fraternity or sorority files, unless you are expressly permitted to do so by the instructor.

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

Plagiarism

A major form of academic dishonesty is plagiarism, which we define as the use, whether deliberate or not, of any outside source without proper acknowledgment; an “outside source” is defined as any work (published or unpublished), composed, written, or created by any person other than the student who submitted the work (adapted from Napolitano vs. Princeton). Instructors often encourage—and in the case of research essays, require—students to include the ideas of others in their writing. In such cases, students must take care to cite the sources of these ideas correctly (in other words, to give credit where credit is due).

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

- A student may appeal either a charge of academic dishonesty or a penalty as follows:
- First, to the First Year Seminar course instructor.
- Next, in the case of a First Year Seminar, to the Chair, First Year Seminar

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

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 free-writing— 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.

Google docs and submissions

Each student will create a course folder (“Lastname-LinC101S-A”) in Google Drive. “Share” this folder with Mr. Barnes. Place all journals, drafts, papers, and other written assignments in this folder. Mr. Barnes will access the documents on their due dates. All papers, drafts, and assignments will be collected via Google Drive.

Note re Drafts of Papers 1 and 2: In order to show progress when a draft is “finished,” students should save a copy of the draft to the shared folder. Then continue to work on the original draft without changing the copy.

Note re Journals: Students may create just ONE journal. Include the date of each journal entry for clarity. Continue to add journal entries after the last one written.

Put your Class Schedule in your calendar. *

MONDAY	TUES.	WED.	THURS.	FRI.
Week 1 – Mon, Jan 13 <i>Review registrations</i> <i>Syllabus and Vocabulary</i>		Wed, Jan 15 <i>What is Rock ‘n’ Roll?</i> <i>Why do we respond to it?</i>		Fri, Jan 17
Week 2 – Mon, Sept 20 <i>MLK, Jr Day</i> <i>NO COLLEGE CLASSES</i>	Last Day for course changes	Wed, Jan 22 <i>Oral presentations of band</i> <i>biographies</i>		Fri, Jan 24
Week 3 – Mon, Jan 27 Draft 1 of 1st Paper due		Wed, Jan 29 Journal 1 due		Fri, Jan 31
Week 4 – Mon, Feb 3 Draft 2 of 1st Paper due		Wed, Feb 5		<i>Fri, Feb 7</i> <i>Our class cancelled-JB away</i>
Week 5 – Mon, Feb 10 1st PAPER due		Wed, Feb 12		Fri, Feb 14
Week 6 – Mon, Feb 17		Wed, Feb 19 Journal 2 due		Fri, Feb 21
Week 7 – Mon, Feb 24		Wed, Feb 26		Fri, Feb 28 Draft 1 of 2nd Paper due
<i>Mon, Mar 3 – Spring Break</i> <i>NO COLLEGE CLASSES</i>		<i>Wed, March 5 – Spring</i> <i>Break</i> <i>NO COLLEGE CLASSES</i>		<i>Fri, March 7</i> <i>Spring Break</i> <i>NO COLLEGE CLASSES</i>
Week 9 – Mon, March 10		Wed, March 12		Fri, March 14
Week 10 – Mon, March 17 2nd PAPER due		Wed, March 19		Fri, March 21
Week 11 – Mon, March 24		Wed, March 26 Journal 3 due		<i>Fri, March 28</i> <i>Our class cancelled-JB away</i>
Week 12 – Mon, March 31 <i>Veterans’ Day</i>		Wed, April 2		Fri, April 4
Week 13 – Mon, April 7		Wed, April 9 Journal 4 due		Fri, April 11
Week 14 – Mon, April 14		Wed, April 16 3rd PAPER due		<i>Fri, April 18 – Easter Break</i> <i>NO COLLEGE CLASSES</i>
<i>Week 15 – Mon, April 21</i> <i>Classes resume at 6:30 pm</i>		Wed, April 23		Fri, April 25 LAST CLASS

* This syllabus may be altered depending on the progress of learning.