

Paris When it Sizzles and Burns

LinC 101 - Section L

Instructor: Dr. Joanne M. McKeown
Office: Comenius 407
610-861-1396 &
mckeownj@moravian.edu

Student Advisor: Meghan Cote

Meeting Time: Monday, Wednesday, Friday 10:20-11:30

Location: Comenius 305

Office Hours: Tuesday: 9h00-11h00 and Thursday: 1h00-3h00

Course Description: Explore the alluring and ever-enigmatic city of Paris through the experiences of real and imagined figures since the twelfth-century: the ill-fated medieval lovers Heloise and Abelard, the lonely and brave Hunchback of Notre Dame, some seemingly ordinary folks in 19th century Paris, an idealistic soldier from world war two, and a French Algerian prostitute. Personal correspondence, a French musical by Cocciante and Plamondon, based on the well-known novel by Victor Hugo, short stories by Guy de Maupassant, a clandestine work by Vercors, and a searing contemporary film about human trafficking and immigration by Coline Serreau will bring the city, its inhabitants and sizzling periods of their history to life .



Course Description and Objectives

First-Year Seminar introduces writing as a process that is central to college learning and to life. First-Year Seminar 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 section of First-Year Seminar 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.

Statement from Instructor, Dr. McKeown: Welcome! I am looking forward to our semester together. I hope you will enjoy our literary voyage to Paris through the centuries. I have selected works I myself like, in the hope that you will share my interest. I am optimistic they will spark good conversation and even better written work. I love to write many different kinds of works, but I freely admit that I have not always felt this way about writing. My hope is that you will enjoy the writing process as I've organized it for you and that, by the end of the semester, you will want to board the next flight for *la ville lumière*. Please feel free to contact me to discuss our course or any other aspect or your transition to college life throughout the semester.

Statement from Student Advisor, Meghan Cote: I am a junior English major with a minor in Spanish and Marketing. I'm also a writing tutor over at the writing center, and a member of the Zeta Tau Alpha sorority on campus. As your student advisor, my job is to help your transition from high school into college, whether this be academically or personally. I will be helping Dr. McKeown in the FYS course, but I will mostly be helping all of you through your first semester of college! If you have any questions regarding campus life, classes, Greek life, the cafeteria food, anything, please don't hesitate to ask! Even if you just need a study buddy or a lunch date, I'm here to be your outreach and biggest supporter through this first semester!

Required Materials and Reading:

The Letters of Abelard and Heloise . Penguin classics, 1974.
A Parisian Affair and Other Stories. Guy de Maupassant. Penguin classics, 2004.
The Silence of the Sea. Eds. Brown and Stokes. Bloomsbury Academic, 2014.
The Shape of Reason: Argumentative Writing in College by John T. Gage. 4th Ed. Pearson Longman Publishers, 2006.

Films on reserve in Reeves library:

Notre Dame de Paris Plamondon et Cocciante
Chaos Coline Serreau

Required Writing Workbook for Informal Writing and Exploratory Writing:

Please purchase two medium -sized spiral-bound notebooks, one for each of the two halves of the semester. Many of your assignments, including the preparatory work for each paper and responses to our readings and movies, will be written in these. I will collect them twice during the semester to assign a grade to them. Please start each new assignment on a clean right-hand page. Put the date the assignment is due there, as well as a title for the assignment.

Formal Writing

Students will submit 5 essays for a grade. Two of them will be submitted first in draft-form for professor feedback and there will be some peer work-shopping. Students will attend a bibliographic session in Reeves library as part of the process of writing the research paper.

Three Community Events – FYS students are required to attend three extra-curricular events. One of these will be a tour of historic Bethlehem I will organize for the class. I hope to schedule this tour for Friday, Nov. 7 during our class time. We will discuss details of this event in class. The second required event will be “Preparing our Society for 2043” on October 8 at 7:00 p.m. in Foy Hall on South Campus. I will choose two other events; each student will choose one of these. Attendance will be checked; students will write a brief response to each of these events in the WWkbb (IW) of 150- 250 words. (5%)

Attendance Policy:

All absences, including Friday sessions with Student Affairs, count as an absence, *even those for which a doctor’s note is available*. Therefore, it is best to 1) not schedule doctor’s visits during class, and 2) miss class only when absolutely necessary. The student’s final attendance grade (5%) is computed as follows: 0 absences = A+ / 1 = A / 2 = B+ / 3 = C+ / 4 = D+ / 5 = D- / 6 = F (50) / 7 = 40 / 8 = 30 (etc.)

Late Assignments/Work:

All work must be prepared for the due date indicated on this syllabus (pp. 5-12). Final grades for papers will drop three points for every class day they are late. You are always responsible for assignments and other material, even if you are absent. E-mail or phone number of two classmates to contact for work in case of absence:

Name: _____ Contact info: _____

Name: _____ Contact info: _____

I fully expect all students to attend class and to participate in work done in class (10%). In order to participate well homework assignments must be completed carefully and thoughtfully before coming to class (20-30%)

How the Final Grade is Determined:

Formal Writing (45%):

Descriptive Essay (#1 – 250 to 375 words)	5%
Definition Essay (#2– 250 to 375 words)	5%
Comparative Essay (#3 – 500 to 625 words)	10%
Short Research Paper (#4 – 1,000 – 1,250 words)	15%
Persuasive Essay (#5– 500 to 625 words)	10%

Informal and Exploratory Writing (20%):

Writing Workbook I at Midterm	10%
Writing Workbook II at End of Semester	10%

Miscellaneous written submissions (FW): 10%

Attendance at 3 community events: 5%

Final Presentation 5%

Class Participation 10%

Attendance 5%



Classroom Environment:

In order to have a good learning environment in class I ask that the following conditions be respected:

- **Arrive in class on time.** Repeated late arrivals will be reflected in a lowered class participation grade. Late arrivals of more than 10 minutes will be counted as an absence.
- **Participate fully in class work.** Unsatisfactory classroom behavior, such as little or no verbal response, uncooperative interaction with others for group work and/or a disrespectful attitude will be reflected in a lowered class participation grade. Our class will be discussion-based which will in turn, inform your writing. Participating well will improve your own work and that of your classmates; it will also make for a more interesting and engaging learning environment.
- **Turn off cell phones** and leave them out of sight during class. If this policy is not respected I will ask offenders to give me their phones upon arrival in class; phones will be returned to the student after class.
- **Plan to stay in class for the full 70 minutes** without taking a break to use the bathroom, check messages, etc.
- **Stay in your seat during class**, except in the case of an emergency.

Thank you for your cooperation!



Notre Dame de Paris

Program & Assignments (schedule is subject to change)

KEY: SOR: *Shape of Reason*
WWkbk: Writing Workbook
IW Informal Writing
EW Exploratory Writing
FW Formal Writing
SAS Student Affairs Session

August 25 M Introduction to the Course

27 W Summaries

Assignment for 8/29: write two summaries (of books or movies) you read/saw recently to be submitted in class (IW- 250-375 words total).

29 F SAS: *Sex Signals*

Assignment for 9/1: 1) Identify two places (towns, buildings, rooms, etc.) that have special meaning for you; bring in pictures of them. Briefly explain in the WWkbk (IW) why these places are important to you. 2) In the WWkbk: Describe images you have of Paris. Where are these images from: school, travel, movies? Do some research and share some "fun facts" about Paris that you didn't know before. 3) What large city, if any, have you visited? Describe your experience

Sept. 1 M Place: Paris / Iraq / home

Writing Descriptive Essays

Assignment for 9/3: Write a descriptive essay (FW – 250-375 words) about a place that has special meaning for you to be submitted in class.

2 *final day for course changes*

3 W Introduction to Heloise and Abelard

5 F SAS: Counseling Center, Health Center and Religious Life

Assignment for 9/8: 1) Read "Lost love letters" (p. 237-244) and Letter 1, "Historia Calamatica" (pp. 3-43). Write a summary of this account in the WWkBk. (IW)
2) SOR: Read pp. 7-10, "Purpose and Design" and "Earned Conclusions". Answer questions 1,3,6 in the WWkbbk.

8 M SOR: "Earning Conclusions"

Assignment for 9/10: Women: Read Heloise's personal letters (# 2, 4); Men: read Abelard's personal letters (# 3, 5). Put the contents of each letter into your own words, in your WWkBk. (pp. 45-89)

10 W Writing a Definition Essay

Heloise and Abelard Today

Assignment for 9/12: Write a definition essay (FW – 250-375 words to be submitted) on the topic of *The Definition of Perfect Love*.

12 F SAS: Academic Support Center

Assignment for 9/15: 1) SOR: Ch. 5 "Asking Questions – Generating Ideas" (pp 56-64). Write answers to question 2 in your WWkBk. 2) Find two other cinematic productions of *Notre Dame de Paris* (*The Hunchback of Notre Dame*). Identify them in your WWkBk. 3) Research the Cathedral Notre Dame in Paris. What do you learn of its construction? The architectural style? Its history? What was going on in Paris during the years following its completion, especially during the 15th century? Write down your findings in the WWkBk (IW).

15 M SOR: Chapter 5

Assignment for 9/17: Watch the movie/musical *Notre Dame de Paris*. Note down five impressions from the program (about the story, the characters, the setting, the production itself) in your WWkBk.

17 W Discussion of movie

Assignment for 9/22: Watch another entire film version of *The Hunchback of Notre Dame* (see assignment for 9/15 #2). Identify similarities and differences in storyline, performance, interpretation of roles, etc. Then, research how these two performances differ from the original novel by Victor Hugo. Record this information in your WWkbbk.

19 F SAS: International Education and Center for Intercultural Advancement and Inclusion

22 M Comparing versions of *The Hunchback of Notre Dame*
Writing a Comparison and Contrast Essay

Assignment for 9/24: SOR: Ch. 5 "What a thesis does" pp. 70-77. Answer questions 3 and 4 in your WWkBk.

24 W SOR – Ch. 5

Assignment for 9/26: Comparative Essay due (FW – 500-625 words) – draft #1

Assignment for 9/29: SOR: Ch 8 "Revising and Editing", pp. 117-143. Keep a list of the advice provided in your WWkBk. Reread your first two papers. Identify which of these practices are in your own writing. Record this information in your WWkbk.

26 F SAS: Career Center

29 M SOR – Chapter – Revision and Editing

Assignment for 10/1: find examples of metaphors, analogies or similes in *Yellow Birds*. Rewrite five of his sentences having metaphors, analogies or similes without them. What impact does this have on the writing? Consider why particular imagery is used.

Oct 1 W SOR

Assignment for 10/3: Final version of the Comparative Essay due - FW

3 F SAS: Student Involvement and Leadership

Assignment for 10/6: Read the short stories by Maupassant. Identify two central figures in each story. Describe what each one is like (character description). Then, describe the main dilemma each one is facing. Is the dilemma resolved by the end of the story? How? Can we learn anything from the story? Write all of this in the WWkBk (IW, EW)

6 M Short Stories

Assignment for 10/8: SOR: Ch. 6, "Giving Reasons": pp. 79-88 and 95-97. Summarize the main points from each section in your WWkBk.

8 W The "Enthymeme" – SOR: 74-76

Assignment for 10/10: 1) Bring to class your WWkBk for submission for a mid-term grade. 2) Bring an agenda, calendar or planner; all syllabi and calendars for all your courses; schedules for sports, work or other commitments. If you have information for major assignments, bring that, too. 3) Read NY Times article on sleep: <http://well.blogs.nytimes.com/2013/06/17/cheating-ourselves-of-sleep/> Write 150-200 words reflecting on that article & other things you think are essential for you to function well (EW) in WWkbk.

10 F Managing Schedules

Assignment for 10/15: Read the two examples of literary criticism about Maupassant's work distributed in class. Identify the central point (thesis) of each one. Show the reasons/arguments the author uses to support his/her thesis. Which points made in the articles demonstrate something about one or more of the stories we read? Write all of this in the WWkBk – IW, EW).

13 M Break!!

15 W Literary Criticism – Maupassant

MLA Style Sheet

Plagiarism

Assignment for 10/17: tba

17 F Workshop: citations and paraphrasing

Assignment for 10/20: Research the occupation of France by the Nazis during WWII (Vichy, Pétain, *zone libre vs zone occupé*). Describe what was going on in Paris during the occupation. What was the *Résistance*? Who participated? What did they do? Write the results of your research in your WWkBk - IW.

20 M Introduction to *Silence of the Sea* by Vercors

Assignment for 10/22: Read *Silence of the Sea*. What questions are raised by this novel? Are these questions answered? Write in your WWkBk.

22 W Discussion of novel

Assignment for 10/24: 1) By Thursday at noon send me an email asking me to write you a letter of recommendation. For Friday, write 2) a letter to another professor requesting that a grade be changed and 3) a letter to an anonymous reader for a scholarship (athletic? Academic? Musical?) Bring two copies of each of these letters to class (FW) for peer-review work-shopping.

24 F Visit to the Writing Center &

Workshop: Professional Communications - peer work-shopping

Assignment for 10/26: SOR: Ch. 9 "Implications for Research", pp. 145-153. Summarize the main points of this reading in your WWkBk. Also answer question #1 there.

26 M SOR: Chapter 9 – "Implications for Research"

Research topics for *Silence of the Sea*

Assignment for 10/28: Decide on a research topic about the novel. Write in your WWkBk what question(s) about the story you wish to consider in a paper.

28 W Reeves library

Assignment for 10/31: Carefully consider what courses you would like to take Spring semester in preparation for advising sessions during class on Friday.

31 F Advising for Spring courses

Assignment for 11/3: Prepare the first draft of your research paper on *Silence of the Sea*. (FW – 1,000 – 1250 words) to be submitted.

31 F *last day for withdrawal with a W*

Nov 3 M Workshop – peer editing of draft 1

Assignment for 11/5: SOR: Ch. 2 “Critical Reading” pp. 12-29; answer questions 1 and 2 in your WWkBk.

5 W SOR – Ch. 2 – “Critical Reading”

Assignment for 11/7: Find at least two other accounts of battles in Iraq from the same period as Kevin Powers is writing about in *Yellow Birds*. Print them out. Consider how these accounts are different from the novel. What is their purpose, compared to the novel’s? Which accounts do you prefer? Why? Record in your WWkbbk.

7 F SOR / *Yellow Birds?* – Tour of Historic Bethlehem

Assignment for 11/10: 1) Final Version of the Research paper is due. 2) Research the topic of immigration of Muslim women into France from the Maghreb since the year 2000. Also research the director of *Chaos*. What kinds of issues does she like to portray? Write what you find in the WWkBk (IW)

10 M Introduction to *Chaos*

How to write Persuasive, Argumentative essay

SOR – chapter 4

Assignment for 11/12: Watch *Chaos*. What questions does the film raise? Does it propose any answers to those questions? Write your thoughts in your WWkBk (IW, EW)

12 W Discussion of film

Assignment for 11/14: Find two reviews of *Chaos*. Print them out. Summarize their contents in the WWkbk (IW). Does either of the reviews reflect your own reaction to the film? Explain (EW)

14 F Reviews of film

SOR

Assignment for 11/17: SOR – Ch. 4, “Ethical Argument”, Questions: tba

17 M SOR – Ch. 4, “Ethical Argument”

Assignment for 11/19: What questions from the film are subject to debate? List them in your W WkBk. Which of these questions require further research to discuss? Choose two of these questions and find some answers through research (IW, EW)

19 W Prepare Debate on Questions from Film

Writing an argumentative paper

Assignment for 11/21: Prepare to debate two question “at issue” from *Chaos*. Write your positions clearly in your WWkbbk (IW, EW).

21 F Debates

Assignment for 11/24: Organize the different positions debated in class on one of the questions at issue in *Chaos* into a coherent essay (FW 500-625 words). Decide where you stand on the question, explaining why with clear, persuasive reasoning

24 M Paper due – explanation of final assignment

26 W Thanksgiving break

28 F --

Dec. 1 M Final Projects : Peer-review, editing work on final presentations

3 W Final presentations

5 F Final presentations

Last day of Class



General Overview of the First Year Seminar

- **With regard to broad academic and writing skills, by the end of this course, students will:**
 - Demonstrate a process approach to writing
 - Use writing as a way to discover new information and insights—in short, to learn.
 - Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
 - Write effectively for a variety of audiences.
 - Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
 - Read critically and comprehensively to integrate others' ideas with their own.

- **With regard to transition to college expectations, by the end of this course students will:**
 - Articulate an understanding of liberal education as it affects one's life now and prepares the individual for the future.
 - Practice behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
 - Collaborate with faculty and student advisors and engage with the College community -- students, faculty and staff-- to promote the students' success at Moravian College.

Course Requirements

Each student enrolled in First-Year Seminar will complete several pieces of writing, formal and informal, graded and/or ungraded. Students should expect to receive suggestions from their instructor or classmates as they 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 should involve substantial use of Reeves Library. Students will develop information literacy as they learn to identify and investigate a research topic. By the time students complete First-Year Seminar, therefore, they 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

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.

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 Elaine Mara, Assistant Director of Learning Services for Academic and Disability Support, 1307 Main Street, at 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.