

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

**Critical Thinking, Argumentative Writing, and the Discourse Community
Fall 2014**

**Monday, Wednesday, Friday 10:20-11:30
Zinzendorf Hall 103**

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

Office Hours: Mon 2:30-3:30, Tue 2:30-3:30, Wed 1:30-3:30, Thu 1:30-3:30, 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.

MORAVIAN COLLEGE'S FYS PROGRAM:

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

“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.

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”

(End of “Moravian College’s FYS Curriculum” section.)

REQUIRED TEXTS:

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

ASSIGNMENTS

PERCENT OF FINAL GRADE:

First Essay	20
Second Essay	20
Third Essay	20
Reading Journal	20
Class Participation	10
Portfolio (<i>including 3 extracurricular activities</i>)	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. The portfolio will include descriptions of your three extracurricular activities.

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).

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 in the lower level of Monocacy Hall, or by calling 610-861-1401. 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, 10th 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 23-24 Orientation Weekend Activities

Week One

Mon Aug 25 Introduction to the Discourse Community

Wed Aug 27 SOR "Discourse Community" pp. 2-11* and "Critical Reading" pp. 12-17*
WOR "Ways of Seeing" by Berger (Bedford Website/Code on back page of textbook)*
<http://www.macmillanhighered.com/launchpadsolo/waysofreading10e/546861/ECommerce/Unauthenticated>

Fri Aug 29 Student Affairs Session 1: "Sex Signals"

Week Two

Mon Sep 1 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 (Bedford Website/Code on back page of textbook)*
<http://www.macmillanhighered.com/launchpadsolo/waysofreading10e/546861/ECommerce/Unauthenticated>

Wed Sep 3 SOR "Giving Reasons" pp. 79-88*
Thesis/Enthymeme Workshop
Essay One on Visual Literacy: **Rough Draft Due: including Thesis/Enthymeme**

Fri Sep 5 Student Affairs Session 2: "Counseling Center, Health Center, and Religious Life"

Week Three

- Mon Sep 8 Writing Center Visit: Second Floor Zinzendorf Hall
- Wed Sep 10 SOR “Kinds of Appeal” pp. 88-100*
- Thu Sep 11 Fall Convocation: Johnston Hall
- Fri Sep 12 Student Affairs Session 3: “Academic Support Center”
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 15 SOR “Revising and Editing” pp. 117-129*
- Wed Sep 17 **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”
- Fri Sep 19 FYS Friday Session 4: “International Education & Center for Intercultural Advancement and Inclusion”

Week Five

- Mon Sep 22 SOR “Revising Our Education” pp. 156-162*
SOR3e “The Aims of Education” by Edmundson (Handout)*
- Wed Sep 24 SOR “Ideas In Conflict” pp. 42-43*
WOR “The Banking Concept of Education” by Freire pp. 214-230*
- Fri Sep 26 FYS Friday Session 5: “Career Center”

Week Six

- Mon Sep 29 SOR “The Ethical Turn” pp. 43-46*
WOR “The Banking Concept of Education” by Freire pp. 214-230
In-Class Ungraded Reflective Essay II: “Ethical Literacies”
- Wed Oct 1 Library Session for Paper #2, Meet at Reeves Library
- Fri Oct 3 FYS Friday Session 6: “Student Involvement and Leadership”

Week Seven

- Mon Oct 6 SOR “Some Ethical Precepts” pp. 48-52*
WOR “The Achievement of Desire” by Rodriguez pp. 336-359*
Reading Journal Due
- Wed Oct 8 SOR “Making Ethical Choices” pp. 52-55*
WOR “The Achievement of Desire” by Rodriguez pp. 336-359
Online Resource: “Employers and Public Favor Graduates Who Can Communicate”
<https://chronicle.com/article/EmployersPublic-Favor/141679/>
- Fri Oct 10 Thesis/Enthymeme Workshop
Essay Two on Educational Aims: Thesis/Enthymeme Due

Week Eight

Mon Oct 13 Fall Break: No Class

Wed Oct 15 Essay Two Draft Workshop
Essay Two on Educational Aims: Rough Draft Due

Fri Oct 17 “Using Evidence and Citing Outside Sources” Handout
“MLA and Citation Styles” Handout

Week Nine

Mon Oct 20 WOR “Engaged Readers, Engaging Texts” pp. 8-10*
SOR “Editing as Rethinking” pp. 129-141*

Wed Oct 22 SOR “Proofreading” pp. 142-143*

Fri Oct 24 In-Class Ungraded Reflective Essay III: “Pedagogical Literacies”
Essay Two on Educational Aims: Final Draft Due

Week Ten

Mon Oct 27 No class meeting – in lieu of conferences: *Graded Essay Two Returned*
Sign-up sheet will be circulated in class during week nine

Wed Oct 29 No class meeting – in lieu of conferences: *Graded Essay Two Returned*

Fri Oct 31 SOR “Research as Inquiry” 145-146*
WOR “Panopticism” by Foucault pp. 178-213*

Week Eleven

Mon Nov 3 SOR “Critical Reading and Research” pp. 146-148*
SOR “The Self Imprisonment of American Society” pp. 166-169*
WOR “Panopticism” by Foucault pp. 178-213
Online Resource: “What Kind of Prison Might the Inmates Design?”
<http://touch.latimes.com/#section/-1/article/p2p-81108882/>

Wed Nov 5 SOR “Asking Questions for Research” pp. 148-150*
WOR “Arts of the Contact Zone” by Pratt pp. 315-335*

Fri Nov 7 Library Session for Paper #3, Meet at Reeves Library

Week Twelve

Mon Nov 10 SOR “Research and Reasons” pp. 150-152*
WOR “Arts of the Contact Zone” by Pratt pp. 315-335
In-Class Ungraded Reflective Essay IV: “Research Literacies”

Wed Nov 12 Thesis/Enthymeme Workshop
Essay Three Research Paper: Thesis/Enthymeme Due

Fri Nov 14 **Essay Three Research Paper: Annotated Bibliography Due**

Week Thirteen

- Mon Nov 17 Draft Workshop
Essay Three Research Paper: Rough Draft Due
- Wed Nov 19 SOR “Structuring Research” pp. 152-154*
WOR “How to Tame a Wild Tongue” by Anzaldúa pp.24-37*
- Fri Nov 21 “Bedford Handbook” (Handout)*
WOR “How to Tame a Wild Tongue” by Anzaldúa pp.24-37*
Reading Journal Due

Week Fourteen

- Mon Nov 24 Student Advisor Led Session on Revision and Time Management
Readings TBA
In-Class Ungraded Reflective Essay V: “Temporal Literacies”
- Wed Nov 26 No Class: Thanksgiving Break
- Fri Nov 28 No Class Thanksgiving Break

Week Fifteen

- Mon Dec 1 **Essay Three Research Paper: Final Draft Due**
Oral Presentations on Research Papers
- Wed Dec 3 Oral Presentations on Research Papers
- Friday Dec 5 Last Class Period: Conclusions and Evaluations

Finals Week

- Mon Dec 8 **Portfolio Due**