

Learning in Common (LinC) 101E: First-Year Writing Seminar

Tuesday, Thursday, & Friday 10:20 – 11:30 AM, PPHAC 113 (unless otherwise noted)

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Office Hours: Wed. 2:30-4:00 PM, Thurs. 8:00-10:00 AM, and by appointment

Course Website: <https://sites.google.com/a/moravian.edu/linc101e-fall-2015/home>

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Official LinC 101 Course Description:

First-Year Writing Seminar (FYS) 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.

Section E: Analyzing Public Spaces, Mapping Public Arguments

How does one's gender, race, socioeconomic status, (dis)abilities, sexual orientation, education level, religion, and other aspects of an individual's identity affect how one experiences (and possibly contributes to the inequalities found in) various public spaces? To investigate this and other related questions, students in this FYS section study spatial rhetoric. Specifically, we explore how the location, materiality, and discourse of public spaces contribute to sometimes subtle, sometimes blatant arguments that welcome some people while silencing others. Examples of possible discussion and writing topics include the characteristics of "safe" spaces, power dynamics in classrooms, American border issues, and gender discrimination in online gaming spaces. Emphasizing the development of college-level critical thinking, research, and writing skills, this course asks students to rhetorically analyze public spaces of personal significance, research and digitally map local spaces that exhibit compelling and/or controversial public arguments, and create multimodal public arguments related to those spaces.

Course Objectives

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

Writing

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.

Information Literacy

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

Student Affairs Sessions

Your engagement and work for both the classroom component and the Student Affairs component of FYS are essential to your successful completion of FYS. In order to earn credit for FYS, you need to show sufficient engagement both in participation and in reflection regarding the Student Affairs sessions, assignments, and activities. That means you have to be present at **every** Student Affairs Friday session.

Required Texts:

- Ede, Lisa. *The Academic Writer: A Brief Guide*. 3rd ed. Boston: Bedford/St. Martin's, 2014. Print.
- Smith, Anna Deavere. *Twilight: Los Angeles, 1992*. New York: Anchor Books, 1994. Print.
- *Writing Commons: The Home for Writers*, n.d. Web.
- Additional texts provided on password-protected page on Course Website (see Dr. Fodrey for password): <https://sites.google.com/a/moravian.edu/linc101e-fall-2015/home>

Other Materials:

- Reliable daily access to the Internet
- Your MacBook Pro and iPad. You should bring these, **fully charged**, to every class meeting.
- Accounts on Twitter and Instagram. These accounts can be separate ones that you create for the class if you do not want to post class assignment-related material on your personal accounts.
- Specific free apps (like Evernote, Audacity, and others), which we will download together as a class to use for various assignments.

Course Evaluation, Assignments, and Grades

It is within the professor's purview to apply qualitative judgment in determining grades for any assignment and for the final course grade. Grades will consider the following aspects of writing, in the context of a particular assignment: purpose, audience, content, organization, idea development, ethos, design, mechanics/readability/view-ability/audibility/accessibility, and maturity of thought.

The following table lists all assignments and their point values. Required assignments that carry no point values must be completed in order for you to receive full credit for the unit and the course.

| Assignment | Week Due | Points |
|--|-------------|------------|
| Assignment #1 – Analysis of a Local Space* | 6 | 15 |
| Assignment #2 – (Local to National, Global) Research Portfolio on a Spatial Inequality | 9 | 15 |
| Assignment #3 – Academic Argument* | 11 | 20 |
| Assignment #4 – Multimodal Public Argument* | 14 | 20 |
| Presentation of Multimodal Public Argument | 15 | 5 |
| Final ePortfolio Design + Reflective Introduction | Finals Week | 5 |
| Short Compositions (SC) | Ongoing | 15 |
| Attendance at Three Academic Extracurricular Events | Ongoing | 5 |
| Total Points Possible | | 100 |

*Grade not final until submission of Final ePortfolio during Finals Week.

To receive an A in this course, you must accumulate at least 92.5 points; for an A-, 89.5 points; for a B+, 86.5 points; for a B, 82.5 points; for a B-, 79.5 points; for a C+, 76.5 points; for a C, 72.5 points; for a C-, 69.5 points; for a D+, 66.5 points; for a D, 62.5 points; and for a D-, 59.5 points. Please turn in all assignments, even if you believe they are poorly done. The difference between an F grade and 0 is that F carries points toward the final points and is assigned for something turned in, while a 0 carries no points and is assigned when no assignment is submitted.

In this course you will practice analytical and argumentative writing for academic audiences as well as multimodal composing for a public audience, each with multiple drafts. Blog posts, in-class writing, and your final presentation are meant to provide additional outlets for response, brainstorming, drafting, and delivery of ideas related to the topic of the course. While drafts must be submitted of all majors assignments on the dates listed in the schedule in order to be eligible for full credit, final grades are not awarded to Assignments #1, #3, or #4 until you submit them in your final ePortfolio at the end of the semester; this is meant to emphasize the recursive nature of the writing process—an idea we will discuss at length in class.

Assignments

ePortfolio. Throughout the semester, you will develop an FYS ePortfolio on Google Sites set up through your Moravian College Google account. Your site will house your blog on one page where you will post a majority of your Short Compositions (SC), and you will submit Assignments #1, #3, and #4 on separate pages of the site. Assignments #1 and #3 will each be linked to drafts of Google Docs saved in a Google Drive folder shared with Dr. Fodrey. Assignment #4 will include an embedded YouTube video podcast. (We will set all of this up in class.) The grade for the final ePortfolio will include the individual final grades of Assignments #1, #3, and #4 plus a separate grade for your overall design and reflective introduction to your ePortfolio readers.

Assignment #1—Analysis of a Local Space. For this unit you will learn to read and respond to various local spaces as texts—specifically looking at how certain spaces include some people and silence others based on issues of class, race, gender, sexual orientation, etc. in order to demystify how space functions as a form of unequally distributed power—and then write a spatial rhetorical analysis of a local public space of your choosing. You will also be required to include self-taken photographs of the space in the essay to help provide evidence to support your analytical claims.

Assignment #2—(Local to National, Global) Research Journal on a Spatial Inequality. For this research journal, you will conduct and analyze both library and field research in order answer a research question regarding a larger local/national/global issue connected in some way to the space you chose to analyze for Assignment #1. This will include recording an interview on your iPad with someone knowledgeable about the space and/or larger issue and then transcribing the interview. Note: The final grade for this assignment will be based on the quality of your sources and your analysis of them, and the grade for this assignment (unlike #1, #3, and #4) will stand based on what you submit to your FYS Google Drive folder during week 8.

Assignment #3—Academic Argument. Using the research conducted and analyzed for Assignment #2, you will come to a conclusion regarding the best answer to your research question, and argue that position in an academic argument essay in which you:

- Define an issue, demonstrating your awareness that you are entering a conversation that contains multiple perspectives on the issue.
- Make a focused claim about your issue (i.e., state an arguable thesis that locates your stance among the multiple perspectives.
- Provide reasons that support your thesis/claim.
- Provide evidence for each of your reasons.
- Anticipate objections from people with other perspectives and, when necessary, provide refutations, negotiations, and concessions.
- Illustrate an awareness of the unspoken/unwritten ideological assumptions (values and beliefs) underlying your claim and reasons as well as those underlying your audience’s claims and reasons.

Assignment #4—Multimodal Public Argument. Using the same research from Assignment #2 and a similar argumentative stance as you did in unit 3, you will translate your academic argument into a multimodal public argument for which you will use the photos you shot for Assignment #1, the audio you recorded for Assignment #2, as well as other assets (i.e., additional photos and recorded audio) to create a podcast with a scrolling picture backdrop that you will embed in a collaborative Google map of Bethlehem, PA and post as a page on your ePortfolio. This podcast will be approximately 2 minutes long.

Presentation of Multimodal Public Argument. For this presentation you will play your multimodal public argument podcast and then explain your rhetorical choices to your classmates, teacher, and possible community guests. Presentations will be graded on the knowledge of your topic, the quality of your analysis (including organization, evidence, and clarity), pacing, engagement with your topic and the audience, and demonstration that you have practiced.

Short Compositions. This grade category includes summer assignments (for which you have already received credit, or not), blog posts, peer reviews, and other in-class writing. These short writing assignments, worth 15 points (15%) of your grade, will help you prepare for each major assignment described above; SCs will be written in response to prompts posted on our [class blog](#), and you will post your responses to the blog you create on your FYS ePortfolio Google Site. SCs & in-class writings (including peer review workshop responses) are pass/fail. You receive “pass” credit as long as you meet

the minimum requirements for the SCs and in-class writings. **If you do not have an SC time stamped on your class blog by the time it is due, you will get a failing grade for the SC.** Late SCs will not be accepted under any circumstances. Note: In-class writing is tied to attendance and cannot be made up.

Attendance at Three Academic Extracurricular Events. For each event listed below, you must attend, obtain photographic evidence of your attendance at the event (pics or it didn't happen), and write a 500-750 word blog post that critiques the event due within 48 hours of attending the event:

1. "Voices of Diversity: Moravian College Faculty and Staff Speak" on September 22 from 11:45 to 12:45 in Prosser Auditorium. (If you have a scheduling conflict for this one, let me know ASAP, and I will come up with an alternative event.)
2. One showing of the play "Exhibit A" on November 5, 6, or 7 at 8:00 PM, or November 8 at 1:00 PM at the Arena Theatre. Note: You will need to purchase tickets in advance from the HUB desk.
3. Another *academic* event of your choosing. I will announce many possible events in class.

COURSE POLICIES

Academic Honesty

All Moravian students are responsible for upholding the academic honesty policy detailed in the [Student Handbook](#), which I highly suggest that you read. You must do your own writing for all the assignments in this course and have a full understanding of all terms and concepts you have used. If I question whether the work you have submitted is your own, I may test you on its content. Additionally, the use of sources (ideas, quotations, paraphrases) must be properly documented in the MLA or APA citation style (this will vary by assignment). We will discuss academic honesty **at length** in class.

Attendance

Attendance is mandatory. First-Year Seminar is a course that includes engaged discussion, in-class writing, peer group work, and conferences. Therefore, students should not be late and should not miss class. Any in-class work missed as a result of tardiness or unexcused absence cannot be made up. Students enrolled in this course cannot miss more than a week of classes—three class meetings—without penalty. **For each class meeting missed thereafter, your final course grade will be reduced by 2 points (2%).** It is possible to fail the class from excessive absences. Note: Attendance is taken at Friday Student Affairs sessions the first six weeks of the semester both in Prosser by card swipe and again by Student Advisor Savannah Brown back in PPHAC 113 at the beginning of the breakout session. If you fail to attend either part of the Friday sessions you will be counted absent for the entire class meeting.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. A dean's note or other official Moravian College document justifies absences for Moravian functions but must be presented to me before the scheduled event. Doctor's appointments, job interviews, and other important appointments **do not count as excused absences.** That is what the three "free" absences are for. If you have a legitimate conflict or an extreme emergency, discuss the situation with me.

Participation

Participation is directly tied to attendance and has many aspects that you must abide by as a contributing member of our FYS discourse community. Large group participation includes contributing to discussions, asking questions, taking notes, writing when asked to write, listening, respecting your peers and me, and anything else that shows you are actively engaged in the course. Small group participation includes the above, plus responding thoughtfully to your peers' writing.

Submitting your Work

- In-class and out-of-class writing will be assigned throughout the course. Students not in class when writing is assigned are still responsible for completion of the assignment when due.
- It is your responsibility to submit your work digitally to your ePortfolio page/blog, shared Google Drive folder, and/or in physical copy to Dr. Fodrey (varies by assignment) by the published assignment deadline. Note: We will set up the individual ePortfolios and Google Drive folders together in class.
- It is your responsibility to submit the correct version of your assignment and make sure it is time stamped no later than the start of class time the day it is due.
- Students are required to keep copies of all drafts and major assignments in their shared Google Drive folder until after the end of the semester.
- Rough drafts must be turned in **prior** to final drafts of major writing assignments. Drafts should show significant changes in purpose, audience, organization, and/or evidence. **Failure to submit anything labeled “draft” on the course schedule on the day it is due will result in an immediate 5% grade reduction per 24-hour period late on the final version of that assignment when the ePortfolio is graded.**
- Final copies of all work (unless otherwise noted) should be typed and follow the appropriate MLA or APA style guidelines for the assignment. Note: citation style will vary by assignment.

Late Work

Major assignments will not be accepted without penalty unless students make arrangements for an extension before the due date. **Major assignments that are turned in late on any of the various draft due dates will incur a 5% penalty per 24-hour period.** This penalty will be deducted from Assignments #1, #3, and #4 no matter how good the final revised versions happen to be at the end of the semester. That means if a draft of an assignment is due on a certain day, you **MUST** turn it in that day so that we can review it in class and so that Dr. Fodrey can provide feedback in a timely manner. SCs, including blog posts and other in-class writing assignments will not be accepted late under any circumstances. Final portfolios will not be accepted after Friday, December 11 at the end of class time (11:30 AM).

Workshops

We improve as writers by responding to input from readers. To that end your essay drafts will go through extensive peer review via writing workshops. You are expected to take the input from your classmates **seriously** and respond to their feedback when you revise. You are likewise expected to take your job as a reviewer seriously. Critique others' work as you wish to be critiqued. Treat each other with respect. Each of us has areas to improve in our writing.

Accommodations for Students with Disabilities

Moravian encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation or have questions about the physical access provided, please contact the event sponsor at least one week prior to the event. Students who wish to request accommodations in this class for a disability should contact Laurie Roth, Director of Academic and Disability Support at 610-861-1401 (office located on the first floor of Monocacy Hall). Accommodations cannot be provided until authorization is received from the Academic & Disability Support Office.

Writing Support and Academic Support

The Writing Center is a resource for Moravian students. At the Writing Center, a trained peer tutor will work individually with you on your writing, at any point in the process from brainstorming to editing. The Writing Center is located on the second floor of Zinzendorf Hall, a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-

1592. If you need other academic support, such as assistance with time management, learning strategies, or a tutor for a content area other than writing, please contact Dana Wilson, Tutor Coordinator, in the Academic and Disability Support Office at 610-861-1401.

Information contained in the course syllabus may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

FYS DAILY COURSE SCHEDULE

Be aware that a daily schedule is occasionally subject to change due to time constraints, unexpected disruptions, or needs of the class. Therefore, pay attention to announcements of any changes in assignments or due dates. These changes will be announced in class and on our Blackboard page. The most up to date homework will ALWAYS be posted on the class's Blackboard page. Also note that **whatever is listed for a specific day is DUE that day.**

Student Responsibilities

- **Read the syllabus schedule on a daily basis, check the [class blog](#) for announcements on a daily basis, finish appropriate assignments, and bring your materials (homework/essays/books) to class.** (“For class” means “prepare this work **before** you come to class.”)
- Be alert to any schedule changes that may impact your work in the class.
- Remember computers can crash and flash drives can be easily lost. Back up your files! Ideally, keep **all** drafts in your LinC101E Google Drive folder you share with Dr. Fodrey.

Textbook and File Location Abbreviations

The Academic Writer (AW), *Twilight: Los Angeles, 1992* (TLA), *Writing Commons* (WC) or files/links on course website (CW) in the “course documents” area unless otherwise noted.

Course Website

To access the course website, go to <https://sites.google.com/a/moravian.edu/linc101e-fall-2015/home>. I will use this website to distribute the syllabus, detailed essay assignments, handouts, readings for you to download/print and read, and other multimodal files. You must be signed in to your Moravian student Google account in order to access the site. It is your responsibility to make sure you can access the course site. If you are having problems accessing it or finding documents on the site, let me know. **Please check the course website regularly for updates and announcements.**

Unit 1 – Writing Analytically about Local Spaces

Week 1

| Date | For Class | In Class |
|------------|---|---|
| Tues. 9/1 | | Go over policies on syllabus ; analyze classroom space; brainstorm public spaces of personal significance; create FYS ePortfolio Google site and shared Google Drive folder |
| Thurs. 9/3 | Read: Syllabus (CW); “Theoretical Considerations of Space and Place” (CW); “Think Rhetorically” (WC) Create: SC#1 Short narratives of three public places of personal significance | Create “Public Spaces of Personal Significance Map” on Google Maps as a class and share narratives; introduce concepts of analysis and rhetoric |

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| | (details on course blog) | |
| Fri. 9/4 | | Prosser Auditorium: “Sex Signals”—Student Affairs Session. Find Student Advisor Savannah Brown, and sit together as a class. |

Week 2

| Date | For Class | In Class |
|-------------|---|--|
| Tues. 9/8 | Read: Verzosa and Crump, “Visual-Spatial Analysis” (CW); Juarez and Haley-Brown, “Rhetorically Analyzing Graffiti as a Visual-Spatial Public Medium” (CW) Write: SC#2 Practice visual-spatial analysis of a public space on your “Places of Personal Significance Map” (details on course blog) | Introduce unit 1 essay assignment and introduce analytical writing via spatial analysis concepts |
| Thurs. 9/10 | Read: Fodrey, “Applying Spatial Analysis” (CW); Silvester, Chaterdon, and Bentley, “Conducting a Spatial Analysis through the Lens of Universal Design” (WC) Write: SC#3 Practice spatial analysis of a location on campus, gender or socioeconomic status inequality focus (details on course blog) | Meet at Writing Center—Zinzendorf Hall, 2 nd Floor—and Student Advisor Savannah Brown will take you on a spatial analysis walking tour of campus. Be sure to bring your iPad. |
| Fri. 9/11 | | Prosser Auditorium: Counseling Center, Health Center and Religious Life—Student Affairs Session |

Week 3

| Date | For Class | In Class |
|-------------|---|---|
| Tues. 9/15 | Read: “Rethinking Reading” (AW Chapter 2); hooks, “Architecture as Cultural Practice” (CW); Foucault, “Panopticism” (CW) Write: SC#4 Practice spatial analysis, access inequality focus (details on course blog) | Conduct rhetorical précis of readings; respond to spatial theories |
| Thurs. 9/17 | Read: TBA recent articles/podcasts on spatial inequalities (CW) Write: SC#5 Practice spatial analysis of campus architecture | Meet at South Campus. Practice ideological rhetorical analysis by applying that analytical lens to spaces in the community. Be sure to bring your iPad. |

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| Fri. 9/18 | | Prosser Auditorium: Academic Support Center—Student Affairs Session |
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Week 4

| Date | For Class | In Class |
|-------------|---|--|
| Tues. 9/22 | Read: “Academic Writing: Committing to the Process” (AW Chapter 3 and 4) Write SC#6 Practice spatial analysis of a local public space outside of Moravian College (details on course blog) | Continue to practice spatial analysis; prewrite, outline, and begin drafting Assignment #1 essay After class: “Voices of Diversity: Moravian College Faculty and Staff Speak” from 11:45 to 12:45 in Prosser Auditorium. (Mandatory event unless you can prove you have a scheduling conflict.) |
| Thurs. 9/24 | Read: Sample spatial analysis (CW) Write SC#7 Drafting/Planning Activity (details on course blog) | If possible, meet at 9:50 AM outside of PPHAC, and we will walk over the Johnston Hall together at 10:00 AM for Convocation . If that is not possible, meet up with us after your 2 nd period class at Johnston. Convocation starts at 10:30. If I do not count you present before then, you will be counted absent. |
| Fri. 9/25 | | Prosser Auditorium: Career Development Center—Student Affairs Session |

Week 5

| Date | For Class | In Class |
|-------------|--|---|
| Tues. 9/29 | Read “Analyzing and Synthesizing Texts” (AW 90-98) Write Assignment #1 Draft #1—Complete rough draft due in class today. See class blog for details | SC#8 In-class workshop letters to classmates to be completed in class. |
| Thurs. 10/1 | Read “ Writers on Revising ” (WC) Write Assignment #1 Draft #2—Complete rough draft with substantial revisions. Bring a printed copy and pen/pencil for line editing. | Sentence editing workshop; watch short documentary |
| Fri. 10/2 | | Prosser Auditorium: Student Involvement & Leadership—Student Affairs Session |

Unit 2: Research and the Academic Argument**Week 6**

| Date | For Class | In Class |
|-------------|--|---|
| Tues. 10/6 | <p>Read Holmes, “Finding and Conducting Research on a Local Issue (CW); “Doing Research: Joining the Scholarly Conversation” (AW Chapter 7 pages 170-197)</p> <p>Write: Assignment #1 Draft #3, revised and ready for preliminary assessment from Dr. Fodrey</p> <p>Write: SC#9—Reviewer Memo (details on class blog)</p> | Introduce Assignment #2; brainstorm and narrow ideas for research project. Bring copy of TLA to class for activity. |
| Thurs. 10/8 | <p>Read: “Library and Internet Research” (WC)</p> <p>Write SC#10 Assignment #2 Brainstorm Activity—five possible research questions with explanation (details on course blog)</p> | Meet in Reeves Library for library research session. Details TBA. |
| Fri. 10/9 | | Prosser Auditorium: Center for Intercultural Advancement & Global Inclusion—Student Affairs Session |

Week 7

| Date | For Class | In Class |
|---|--|---|
| Tues. 10/13 | FALL BREAK | CLASS CANCELLED |
| Thurs. 10/15 Dr. Fodrey away at conference—SA Savannah Brown to lead in-class research | <p>Read “Doing Research: Joining the Scholarly Conversation” (AW Chapter 7 pages 198-middle of 209)</p> <p>Write SC#11—Research Topic Proposal (details on class blog)</p> <p>Bring to Class: Printed copy of one source that you think provides a timely, relevant perspective related to your chosen research question.</p> | Learn and practice research strategies; begin to gather and analyze background info and multiple credible perspectives on your space of inquiry |
| Fri. 10/16 Dr. Fodrey away at conference—SA Savannah Brown to lead in-class research | <p>Read “Strategies for Reading” (AW Chapter 9)</p> <p>View PowerPoint from Dr. Fodrey (details on class blog)</p> | Meet in Reeves Library. Today you will be looking for book sources. |

Week 8

| Date | For Class | In Class |
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| Tues. 10/20 | Read “Doing Research: Joining the Scholarly Conversation” (AW Chapter 7 pages 209-220) | Continue to gather and analyze sources; workshop sections of Library Research Portfolio |

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| | <p>Skim Purdue OWL APA Formatting and Style Guide and the APA section of AW (starting on page 400) so you know what is there</p> <p>Gather sources</p> <p>Read your sources carefully with an eye for what you feel is most important in each</p> <p>Write SC#12—Drafts of first three annotated bibliography pages for Assignment #2 Research Portfolio (details on class blog)</p> | |
| Thurs. 10/22 | <p>Read Moravian College Plagiarism Policy and other related documents</p> <p>Write SC#13—Drafts of next two annotated bibliography pages for Assignment #2 Research Portfolio (details on class blog)</p> | Continue to gather and analyze sources; workshop sections of Library Research Portfolio |
| Fri. 10/23 | <p>Bring audio from interview(s) with local experts on your issue today to transcribe and analyze. Also bring earbuds to contain the sound.</p> | Continue to gather and analyze sources; workshop sections of Library Research Portfolio |

Week 9

| Date | For Class | In Class |
|----------------------------|---|--|
| Tues. 10/27 | <p>Read AW Chapter 5 pages 98-123</p> <p>Write—Assignment #2 Research Portfolio Due to shared Google Drive folder</p> | Introduce Assignment #3; move from research to synthesis |
| Wed. 10/28 Thurs. 10/29 | Use AMOS to decide upon a preliminary schedule for the spring and bring that to your meeting with Dr. Fodrey | Class Cancelled for Academic Advising: Mandatory Meeting with Dr. Fodrey to finalize Spring 2016 schedule (will be grouped by major/area of interest). You will be counted absent if you fail to attend this meeting. |
| Fri. 10/30 | <p>Read “Making and Supporting Claims” (AW Chapter 6 pages 130-151)</p> <p>Write SC#14 TBA</p> | Move from synthesis to claim building—Discuss concepts related to academic argumentation; begin outline of “traditional” argument with thesis, warrant, and reasons |

Week 10

| Date | For Class | In Class |
|------------|--|-----------------------------|
| Tues. 11/3 | Read AW Chapter 6 pages 152-169 | Move from claim building to |

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| | Write: SC#15 TBA | drafting; make sure you can access your research portfolio so that you can integrate sources into your writing |
| Thurs. 11/5 | Read: Drafting article TBA Write: Assignment #3—Draft 1—3+ pages due | Drafting day; make sure you can access your research portfolio so that you can integrate sources into your writing Note: “Exhibit A” showing at Arena Theatre tonight at 8:00 PM. Be sure to get your ticket early, and be sure to write a critique of the show in your blog. |
| Fri. 11/6 | Read: Peer review article, global revision article TBA Write: Assignment #3—Draft 2—6+ pages due | SC#16 In-class workshop letters to classmates to be completed in class. Peer Review Workshop of first 6 pages of Assignment #3 Note: “Exhibit A” showing at Arena Theatre tonight at 8:00 PM as well as 11/7 at 8:00 PM and 11/8 at 1:00 PM. Be sure to get your ticket early, and be sure to write a critique of the show in your blog. |

Week 11

| Date | For Class | In Class |
|--------------|--|---|
| Tues. 11/10 | Read: Local revision article TBA Write: Assignment #3—Draft 3—complete draft with complete APA References page. Bring two printed copies to class for sentence-level style and editing work | Style workshop of revised drafts; introduce Assignment #4 One of the playwrights of “Exhibit A,” Moravian College Sophomore Sam Weinberg, will come to discuss the play. |
| Thurs. 11/12 | Read: “Audiences and Opportunities: How to Use Research and Rhetorical Analysis to Get Your Voice Heard” (CW 309 – 21) Write: Please upload Assignment #3 Draft 5, a completed, revised draft of your academic argument essay, to your shared Google Drive folder. When you upload your essay, please include a list of three questions or concerns for me to concentrate on as I read through it. This | Begin planning work on Assignment #4, translating the academic argument into a multimodal public argument via podcast |

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| | will receive a preliminary grade and reviewer comments from Dr. Fodrey. Write: SC#17 Process comment for Assignment #3 | |
| Fri. 11/13 | Read “Designing and Writing Visual-Spatial Public Arguments” (CW) Listen/View: Selected podcasts TBA Write: SC#18 TBA | Podcasting Workshop. Come to class prepared to learn technologies to help you create your podcast |

Unit 3: Public Argument

Week 12

| Date | For Class | In Class |
|--------------|--|--|
| Tues. 11/17 | Listen/View: Selected podcasts TBA Write: SC#19 TBA | Continue discussion of public argumentation; work on drafting podcasts |
| Thurs. 11/19 | Bring assets (and earbuds) to produce podcast | Draft podcasts |
| Fri. 11/20 | Bring assets (and earbuds) to produce podcast | Draft podcasts |

Week 13

| Date | For Class | In Class |
|--------------|--|---|
| Tues. 11/24 | Create: Link to Assignment #4 Draft #1 of podcast due to shared Google Drive folder by 10:20 AM (details on class blog) | No class meeting today. Check your email for feedback from Dr. Fodrey on your podcast |
| Thurs. 11/26 | Thanksgiving Break | No class meeting today. |
| Fri. 11/27 | Thanksgiving Break | No class meeting today. |

Week 14

| Date | For Class | In Class |
|-------------|---|---|
| Tues. 12/1 | Read: Multimodal revision article TBA Create: Assignment #4 Draft #2 link to podcast to be shared on Class blog so other students in the class can access (details on class blog). | SC#20 In-class workshop letters to classmates to be completed in class. |
| Thurs. 12/3 | Come to class prepared to write reflective letter, revise work for ePortfolio, and work on ePortfolio design | In class work day |

| | | |
|-----------|--|---|
| Fri. 12/4 | Come to class prepared to write reflective letter, revise work for ePortfolio, and work on ePortfolio design | In class work day; by the end of class today we will have all podcasts embedded in the class Google Map of Bethlehem. |
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Week 15

| Date | For Class | In Class |
|--------------|--|--|
| Tues. 12/8 | If you are scheduled to present today, come to class prepared to do so. Otherwise, come prepared to listen and learn. You are not permitted to work with your devices today except for during your presentation. | Presentations of podcasts |
| Thurs. 12/10 | If you are scheduled to present today, come to class prepared to do so. Otherwise, come prepared to listen and learn. You are not permitted to work with your devices today except for during your presentation. | Presentations of podcasts |
| Fri. 12/11 | Come to class prepared to eat a late breakfast and revise ePortfolios together. | Last Day Celebration/ePortfolio revision day |

Week 16: Finals

| Date | For Class | In Class |
|-------------|--|---|
| Tues. 12/15 | Write: Final ePortfolio Due no later than 12:00 PM. Send an email to Dr. Fodrey when you are finished making revisions, and she will begin grading your ePortfolio at that point. Note: You can send her this well in advance of Tuesday if you want. | No class meeting. Have an excellent Winter Break! |

