

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

**Critical Thinking, Argumentative Writing, and the Discourse Community  
Fall 2015**

**Monday, Wednesday, Friday 10:20-11:30  
Hall of Science 123**

Instructor: Dr. Nicole Tabor, [taborn@moravian.edu](mailto:taborn@moravian.edu)

Office Hours: Monday 1:15-3:15P, Wednesday 2:25-3:25P, and also by appointment

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FYS TOPIC DESCRIPTION: The goal of *Critical Thinking, Argumentative Writing, and the Discourse Community* 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 4<sup>th</sup> Edition*, by John Gage ISBN: 0321320778  
*Ways of Reading: An Anthology for Writers 9<sup>th</sup> Edition*, Bartholomae and Petrosky, editors ISBN: 0312570910

**ASSIGNMENTS**

**PERCENT OF FINAL GRADE:**

First Essay	20
Second Essay	20
Third Essay	20
Reading Journal	20
Class Participation	10
Portfolio ( <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.

**Academic & Disability Support.** 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 Ms. Elaine Mara, Assistant Director of Academic and Disability Support at [610-861-1401](tel: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.

**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 4<sup>th</sup> edition* (SOR) and *Ways of Reading, 9<sup>th</sup> 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 28-30      Orientation Weekend Activities

#### **Week One**

Mon Aug 31      Introduction to the Discourse Community

Wed Sep 2      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.macmillanhigher.com/launchpadsolo/waysofreading10e/546861/ECommerce/Unauthenticated>

Fri Sep 4      Student Affairs Session 1: "Sex Signals"

#### **Week Two**

Mon Sep 7      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.macmillanhigher.com/launchpadsolo/waysofreading10e/546861/ECommerce/Unauthenticated>

Wed Sep 9      SOR "Giving Reasons" pp. 79-88\*  
Thesis/Enthymeme Workshop  
Essay One on Visual Literacy: **Rough Draft Due: including Thesis/Enthymeme**

Fri Sep 11      Student Affairs Session 2: "Counseling Center, Health Center, and Religious Life"

**Week Three**

- Mon Sep 14 Writing Center Visit: Second Floor Zinzendorf Hall
- Wed Sep 16 SOR “Kinds of Appeal” pp. 88-100\*  
SOR “Revising and Editing” pp. 117-129\*
- Fri Sep 18 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 21 **Essay One on Visual Literacy: Final Draft Due**  
Visit to Payne Art Gallery, Meet at South Campus  
In-Class Ungraded Reflective Essay I: “Visual Literacies”
- Wed Sep 23 Yom Kippur, No class
- Thu Sep 24 Fall Convocation: Johnston Hall
- Fri Sep 25 FYS Friday Session 4: “Career Development Center”

**Week Five**

- Mon Sep 28 SOR “Revising Our Education” pp. 156-162\*  
SOR3e “The Aims of Education” by Edmundson (Handout)\*
- Wed Sep 30 SOR “Ideas In Conflict” pp. 42-43\*  
WOR “The Banking Concept of Education” by Freire pp. 214-230\*
- Fri Oct 2 FYS Friday Session 5: “Student Involvement and Leadership”

**Week Six**

- Mon Oct 5 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 7 SOR “Some Ethical Precepts” pp. 48-52\*  
WOR “The Achievement of Desire” by Rodriguez pp. 336-359\*  
**Reading Journal Due**
- Fri Oct 9 FYS Friday Session 6: “Center for Intercultural Advancement and Global Inclusion”

**Week Seven**

- Mon Oct 12 No Class, Fall Break
- Wed Oct 14 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 16 Thesis/Enthymeme Workshop  
**Essay Two on Educational Aims: Thesis/Enthymeme Due**

**Week Eight**

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

Wed Oct 21 WOR “Engaged Readers, Engaging Texts” pp. 8-10\*  
SOR “Editing as Rethinking” pp. 129-141\*

Fri Oct 23 “Using Evidence and Citing Outside Sources” Handout  
“MLA and Citation Styles” Handout

**Week Nine**

Mon Oct 26 Library Session: Primary and Secondary Sources Part I, Meet at Reeves Library

Wed Oct 28 SOR “Research as Inquiry” 145-146\*

Fri Oct 30 SOR “Proofreading” pp. 142-143\*

**Week Ten**

Mon Nov 2 In-Class Ungraded Reflective Essay III: “Pedagogical Literacies”  
**Essay Two on Educational Aims: Final Draft Due**

Wed Nov 4 No class meeting – in lieu of conferences: *Graded Essay Two Returned*  
Sign-up sheet will be circulated in class during week nine

Fri Nov 6 No class meeting – in lieu of conferences: *Graded Essay Two Returned*

**Week Eleven**

Mon Nov 9 WOR “Panopticism” by Foucault pp. 178-213\*

Wed Nov 11 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/>

Fri Nov 13 Library Session: Primary and Secondary Sources Part II, Meet at Reeves Library

**Week Twelve**

Mon Nov 16 SOR “Critical Reading and Research” pp. 146-148\*  
SOR “Asking Questions for Research” pp. 148-150\*  
SOR “Research and Reasons” pp. 150-152\*  
In-Class Ungraded Reflective Essay IV: “Research Literacies”

Wed Nov 18 Thesis/Enthymeme Workshop  
**Essay Three Research Paper: Thesis/Enthymeme Due**

Fri Nov 20 **Essay Three Research Paper: Annotated Bibliography Due**

**Week Thirteen**

Mon Nov 23 Draft Workshop  
**Essay Three Research Paper: Rough Draft Due**

Wed Nov 25 No Class, Thanksgiving Break

Fri Nov 27 No Class, Thanksgiving Break

**Week Fourteen**

- Mon Nov 30     SOR “Structuring Research” pp. 152-154\*  
*Twilight Los Angeles, 1992*
- Wed Dec 2     “Bedford Handbook” (Handout)\*  
*Twilight Los Angeles, 1992*  
In Class *Twilight* Exercise with Tori Danner  
**Reading Journal Due**
- Fri Dec 4     Workshop: Revision and Time Management  
In-Class Ungraded Reflective Essay V: “Temporal Literacies”

**Week Fifteen**

- Mon Dec 7     **Essay Three Research Paper: Final Draft Due**  
Oral Presentations on Research Papers
- Wed Dec 9     Oral Presentations on Research Papers
- Friday Dec 11     Last Class Period: Conclusions and Evaluations

**Finals Week**

- Mon Dec 14     **Portfolio Due**