

**LinC 101V—First-Year Seminar: Down, Out, and Disdained****Fall 2015**Instructor

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Instructor's Office Hours

M 1:00-2:00 p.m.  
 W 9:00-10:00 a.m.  
 F 11:30 a.m.-12:30 p.m.  
 & by appointment

Course meetings

This course regularly meets MWF 10:20-11:30 a.m. in PPHAC 117 and Prosser Auditorium. Attendance will also be required at academic extracurricular events to be arranged, either instructor-designated or student-selected with the instructor's approval. (See below.)

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.

Specifically, section V—Down, Out, and Disdained—will draw on this year's InFocus programming on "Poverty and Inequality." Beginning with an extended look at the summer's common reading *Twilight: Lost Angeles, 1992* by Anna Deavere Smith, we will read, reflect on, discuss, and compose reactions to plays, stories, poems, and memoirs about being poor and facing discrimination.

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.

### Writing and Research in First-Year Seminar

Each student enrolled in First-Year Seminar will complete several pieces of writing, formal and informal, graded and 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.

#### Writing as a Process

Writing is more than simply a report of what you know and see; it's also an important way of exploring a subject. Developing a finished piece of writing through time and involving the recursive process discussed below can deepen your understanding of the world and yourself in a way that reading and thinking by themselves cannot. By practicing writing in this way, we hope that you can eventually become your own teacher/editor and be able to use writing as a way of learning. Here is a brief overview of the usual process, based on what we know about how successful writers actually work.

- Prewriting (or planning) is the work you do before composing and includes those important early decisions about purpose, audience, and style. Prewriting also means reading, taking notes, talking to others, outlining, or freewriting—in other words, gathering together your information and thoughts.
- Writing (or drafting or composing) those first words on a blank page is sometimes the most difficult step, often preceded by procrastination and anxiety that the writing will not work and that you might fail. Beginning writers should remember that it is neither natural nor possible for the words to come out just right the first time. Trying to make each sentence perfect before going to the next is one of the worst things to do. Writing takes time and often trial and error to become exact. The process we follow at Moravian allows time for your unique mind and your store of language to work together.

Therefore, writing the first draft should be the fastest part of the process. You should write freely and without concern for style or mechanics in order to probe your ideas and let the act of writing help you discover what needs to be said. This first draft should be

an open conversation between you and the writing. But for this conversation to move forward, you the writer must continue to put words on paper and respond to those words by writing more. Most any words will do to start the ball rolling, to set up this dialogue between you and the page. You are simply using writing to make yourself think in a sustained way about your topic. You aren't even sure yet what you wish to say. What comes out may surprise you. But at least give yourself a chance to let your thoughts flow in writing without trying to make each sentence correct before going to the next.

- Revising is the crucial stage. Indeed, it has often been said that good writing is rewriting. It is through multiple drafts that a piece of writing is developed to fulfill the writer's purpose for a reader. You may add paragraphs and sentences while deleting old ones, or restyle flabby sentences and sharpen word choice now that the ideas are clearer. You may even trash much of what you've written in a first draft as your purpose and your sense of yourself in relation to your audience becomes sharper. Always ahead in revision are several opportunities to improve what you are working on.
- Final editing and proofreading occur as you approach completion of a writing project. For the first time the writer becomes a police officer, inspecting and verifying the grammar and spelling and punctuation. Good writing is much more than good grammar, but for most academic essays, the two go together. So writers at this point become concerned that no spelling or grammatical blunder will interfere with a reader's ability to understand and enjoy what was written.

You won't always have as much time as you would like for every essay. All of us, students and teachers alike, must learn to live within the limitations of this special version of life called college. But you can still practice this process of writing, learning to anticipate each stage and the writing problems that are a part of it. Someday your success will almost certainly depend, at least in part, on your ability to write meaningfully and to write with style. This semester is the time to start preparing for that moment.

### Research as a Process

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

## Resources

### *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. Her office is located on the first floor of Monocacy Hall and may be contacted by telephone at 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

### *Reeves Library*

The librarians in Reeves are keen to help and very resourceful. Make it a habit of consulting them whenever research questions arise. The library webpage is an excellent resource, offering live online help and research guides. Find it at <http://home.moravian.edu/public/reeves>.

### *Another Electronic Resource*

Purdue University's on-line writing lab (OWL) is a reliable, free service available to all students and writers. Find it at <http://owl.english.purdue.edu/>.

## 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 First-Year Seminar 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). The Bedford Handbook Online and OWL provide guidance in using several systems for documenting sources. You can access these pages on the Writing Center website at <http://home.moravian.edu/public/eng/writingCenter/links.htm>.

At Moravian, if a First-Year Seminar 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 see 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 Committee, 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 Dean of Curriculum and Academic Programs.

A student may appeal either a charge of academic dishonesty or a penalty as follows:

1. First, to the course instructor.
2. Next, in the case of First-Year Seminar, to the Chair, First-Year Seminar Committee.
3. Next, to the Academic Standards Committee, chaired by the Dean of Curriculum and Academic Programs.

### Student Affairs Programming

The Friday Student Affairs sessions during the first six weeks of the fall semester are essential to helping students achieve the FYS course outcomes related to “transition to college expectations.” In order to earn credit for FYS, a student must both participate in and reflect on the Student Affairs sessions, assignments, and activities. If a student misses a session, Student Affairs expects that the student will review the materials and engage in a make-up session, typically with the Student Advisor or with the Dean of Student Affairs. A student’s FYS grade and credit, as determined by the course grading policy outlined later in this syllabus, will not be recorded by the Registrar unless credit for the Student Affairs component has been granted.

### Academic Extracurricular Events

To encourage students to develop the habit of learning beyond the classroom, attendance at three academic extracurricular events during the semester is required for FYS, and 5% of the final

course grade depends on how well a student meets this expectation. Eligible academic extracurricular events may be identified by the course instructor or proposed by the student for the instructor's approval. Such events may include but are not limited to invited lectures, panel discussions, theater performances, concerts, and film discussions.

#### Required Texts for LinC 101V

Brecht, Bertolt. *The Good Woman of Setzuan*. Eric Bentley, trans. Minneapolis: University of Minnesota Press, 1999. Print.

Cisneros, Sandra. *The House on Mango Street*. New York: Vintage, 1991. Print.

Fugard, Athol. "*Master Harold*" . . . and the boys. New York: Vintage, 2009. Print.

Gage, John T. *The Shape of Reason: Argumentative Writing in College*. 4<sup>th</sup> ed. New York: Pearson, 2006. Print.

Hansberry, Lorraine. *A Raisin in the Sun*. New York: Vintage, 1994. Print.

Hughes, Langston. *Selected Poetry*. Handout.

Orwell, George. *Down and Out in Paris and London*. New York: Harvest, 1961. Print.

Smith, Anna Deavere. *Twilight: Los Angeles, 1992*. New York: Anchor, 1994. Print.

#### Assignments and Grading for LinC 101V

If credit is granted for the Student Affairs component of FYS, a student's final grade will be determined as follows. Please note that the instructor will apply both quantitative and qualitative judgments in determining grades for individual assignments and for the course. Also, this syllabus, including the course meeting calendar and schedule of assignments that follow, is subject to change.

Coming to Moravian monologue	15%
A dream deferred monologue	15%
Poem explanation	15%
Poverty/inequality experience description	15%
Literature and social change researched essay	20%
Attendance and participation	15%
Academic extracurricular events	5%

Grading equivalents:

A+	98	B+	88	C+	78	D+	68
A	95	B	85	C	75	D	65
A-	92	B-	82	C-	72	D-	62
						F	55

Attendance and Participation Policy

As noted above, a student's grade for attendance and participation will account for 15% of the final course grade. Attendance at academic extracurricular events during the semester will account for 5% of the final course grade. The grade will be determined by the instructor in consultation with the student advisor. Students are expected to attend and actively participate in every class meeting. Notification of unavoidable absences should be emailed to the instructor prior to the class meeting, if possible, or soon afterwards. If the explanations for up to three absences are reasonable in the judgment of the instructor, the grade will not be affected. Students are responsible for informing themselves about missed class work and submitting missed assignments. In the case of Student Affairs sessions, missed programs and materials should be addressed as explained in the section on Student Affairs Programming above. Attendance alone does not guarantee a positive assessment. Participation in class discussion, contributions to group work and workshop activities, attentiveness to the instructor's and student advisor's directions and explanations and relevant questioning in response, readiness for individual conferences, and productive involvement with the conduct of the course is expected.



Course Meeting Calendar and Schedule of Assignments for LinC 101V

Aug.	30	Summer reading discussion @ 5-6 p.m. and speaker @ 7:30 p.m.
	31	Smith, 1-80
Sept.	02	Smith, 83-196; Gage, xi-xii and 2-11
	<u>04</u>	Student Affairs: Sex Signals
	07	Smith, 199-236
	09	Smith, 239-256; Gage, 12-30
	<u>11</u>	Student Affairs: Counseling Center, Health Center, and Religious Life
	14	Hansberry, Act I; <b>coming to Moravian monologue due</b>
	16	Hansberry, Act II; Gage, 31-41
	<u>18</u>	Student Affairs: Academic Support Center
	21	Hansberry, Act III
	23	Hansberry, reprise; Gage, 42-55
	24	Fall convocation @ 10 a.m.
	<u>25</u>	Student Affairs: Career Development Center
	28	Poetry handout; <b>a dream deferred monologue due</b>
	30	Poetry handout; Gage, 56-78
Oct.	<u>02</u>	Student Affairs: Student Involvement and Leadership
	05	Poetry festival; Gage, 79-100
	07	<b>Workshop #1</b>
	<u>09</u>	Student Affairs: Center for Intercultural Advancement and Global Inclusion
	14	Orwell, I-XIII; <b>poem explanation due</b>
	<u>16</u>	Orwell, XIV-XXIII; Gage, 101-116
	19	Orwell, XXIV-XXXI
	21	Orwell, XXXII-XXXVIII; Gage, 117-144

- Oct. 23     **Workshop #2**
- 26     Student presentations; **poverty/inequality experience description due**
- 28     Advising workshop for spring registration
- 30     Brecht, Prologue through scene 3a; Gage, 145-154
- Nov.    02     Brecht, Scenes 4 through 7a
- 04     Brecht, Scenes 8 through 10 and Epilogue
- 06     Brecht, Bentley's Preface and Comments
- 09     Research session at Reeves Library; **topic and tentative thesis position due**
- 11     No class; individual conferences to be scheduled Monday through Thursday
- 13     Cisneros, 3-28
- 16     Cisneros, 29-61
- 18     Cisneros, 62-85
- 20     Cisneros, 86-110
- 23     Student presentations; **annotated bibliography due**
- 30     No class; individual conferences to be scheduled Monday through Thursday
- Dec.    02     No class; individual conferences to be scheduled Monday through Thursday
- 04     **Workshop #3**
- 07     Fugard, 1-32
- 09     Fugard, 32-36
- 11     Fugard, film clips and discussion; course reflection; **literature and social change researched essay due**