



## First-Year Writing Seminar: LINC 101 E

Moravian College

Spring 2016

Memorial Hall 301, Mondays, Wednesdays, and Fridays 10:20–11:30

*“An inability to find things out kills curiosity; we tend to stop wondering if we do not know how to find out ... And, just as importantly, when we don’t know how to find things out, we are utterly at the mercy of those who do.” — James Reither*

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### Instructor Contact Info

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I hold office hours every Monday and Wednesday from 9:30–10:15, and from 11:30–12:00. If you need to make an appointment with me at a different time, I can gladly make arrangements to meet with you.

### Student Advisor Contact Info

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**FYWS Course Description and Objectives:** Welcome to Moravian and to the First-Year Writing Seminar! The FYWS introduces writing as a process that is central to college learning and to life. Each FYWS, regardless of the individual course topic, 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 FYWS section 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. *Your preparation and participation are, therefore, essential to the success of the class and to your success in it.*

**LINC 101 E:** In this course we will demystify academic writing by exploring the idea of metacognition, or thinking about one’s own thinking, as it relates to the writing process. To facilitate this discovery, we will discuss the merits of various composition theories and apply an array of writing process strategies to writing and discussion assignments. While conventions of academic writing will be our primary focus, personal perspectives will be the means through which students explore and develop writing skills and strategies. By the culmination of this course, students will develop a metacognitive awareness of their own writing habits and become more confident with the skills necessary to make meaningful contributions to academic conversations.

**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 Writing 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 do so in an appropriate citation style
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## Course Policies

**Academic Honesty:** Students in this course should refer to the statement on academic honesty at Moravian College in the current Student Handbook, available at <http://www.moravian.edu/studentLife/handbook/academic/academic2.html>. I take the provisions of the Academic Honesty Policy very seriously and am obliged to report any suspected violations. Students must retain copies of all written work submitted to the instructor, as well as all notes, drafts, and materials used in preparing assignments. These are to be made available for inspection by the instructor at any time. Questions about appropriate collaboration, proper documentation, and other honesty issues can be confusing. If in doubt, ask the instructor.

## 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 seek advice on virtually every part of writing: getting started, writing a thesis, developing paragraphs, eliminating wordiness, using commas, and the like. 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 610-861-1592.

## Academic and Disability Support

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located 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.

## Attendance

Your full participation is expected and anticipated each class period. This is not a lecture-based class, so individual student participation is essential to the the learning experience of each individual student and to the group as a whole. Therefore, students should not be late and should not miss class. Poor attendance will negatively impact students' grades. Each student is permitted three

absences throughout the semester; in addition to missed classes, repeated or excessive lateness may count as absences. Your fourth and each subsequent absence from the class will have several effects:

- No credit earned for participation and in-class activities on days missed.
- An immediate 2% penalty in your final course grade (e.g.: if your final course grade was going to be 83% and you have missed five total classes, then the penalty would leave you with a final grade of 79%).
- An e-mail to Dean Traupman-Carr.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. In most cases, a dean's note or other official Moravian College document justifies absences for Moravian functions. Doctor's appointments, job interviews, and other important appointments do not count as excused absences. Save your three free unexcused absences for those sorts of instances. If you have a legitimate conflict or an extreme emergency, discuss the situation with me.

### **Late Work**

Absences from class do not excuse late work; if you know you will not be in class, any assignments due that day are still required to be submitted to the instructor on time. Unless special permission has been given, papers submitted late will incur a 5% deduction from the total possible score for each day it is late. For example, a paper earning an 89% that is submitted two days late will have a reduced total grade of 79%. If there are circumstances preventing you from submitting an assignment on time, please contact me immediately.

### **Additional Information**

- This syllabus, including the schedule of readings, writing assignments, and examinations that follows, is subject to change.
  - In order to be successful, students should expect to work at least two hours outside of class in preparation for every hour of scheduled class time.
  - Technology issues are not an excuse for late or missing work. Be sure to plan ahead, save drafts frequently, be prepared to work offline if necessary, and have a backup plan for computer and internet access.
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## Course Materials and Assignments

### Required Materials and Texts

- *The Academic Writer: A Brief Guide* (3rd edition), by Lisa Ede
- *Writer/Designer: A Guide to Making Multimodal Projects*, by Kristin L. Arola, Jennifer Sheppard, and Cheryl E. Ball
- Assigned readings to be distributed in class and/or online
- MacBook and iPad (please make sure your devices are fully charged prior to class)

### Assignments and Grading

The First-Year Writing Seminar is a writing-intensive class. In addition to formal papers and multimodal projects, your grade consists of multiple informal writing exercises, responses, and group projects. Final grades will be calculated as follows: A=93–100, A-=90–92, B+=87–89, B=83–86, B-=80–82, etc.

Assignment	Due Date	Points
Assignment 1: Writer's Memoir*	1 February	10
Assignment 2: Rhetorical Analysis 1*	12 February	10
Assignment 3: Podcast Review*	29 February	10
Assignment 4: Rhetorical Analysis 2	15 April	10
Research Project: (Research Paper) (Podcast)	20 April 22 April	35 (20) (15)
Research Presentation	Week 15	5
ePortfolio/Reflective Essay	Finals Week	5
Academic Extracurricular Events (3)	Ongoing	5
Participation and In-Class Writing	Ongoing	10
<b>Total</b>		<b>100</b>

\*May be revised prior to inclusion in the final ePortfolio

A note about assignments and due dates: 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, 2, and 3 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.

### **Assignment 1: Writer's Memoir**

This assignment is meant to help you think about and articulate significant experiences in your development as a writer. Throughout this unit we will read about and discuss expectations of reading, writing, and critical thinking in college.

### **Assignment 2: Rhetorical Analysis 1**

For this paper you will work with a small group of classmates to collaboratively plan, compose, and revise a rhetorical analysis that demonstrates an understanding of how different audio elements work together to create an argument in a podcast. In addition to writing a paper, your group will also present your analysis to the class.

### **Assignment 3: Podcast Review**

For this assignment you will locate a podcast series of interest to you that we have not listened to in class, and listen to at least two episodes from the series. Your review will be similar to the rhetorical analysis you completed previously, but will also include elements of persuasion—you will use your analysis to make a judgement about the strengths and weaknesses of the podcast series by utilizing specific examples from the episodes you've listened to.

### **Assignment 4: Rhetorical Analysis 2**

This assignment asks you to conduct a rhetorical analysis of a classmate's podcast. You will utilize your rhetorical analysis skills to comment on the audio elements of the podcast, as well as to offer feedback and advice for future revisions of the podcast.

### **Research Project**

The research project consists of two major pieces—a traditional thesis-driven academic **research paper**, and a **podcast**—that each explore the same topic while adhering to the conventions of their respective genres. Your research project will be evaluated based on the research paper and podcast that you produce, as well as on a number of smaller assignments throughout the process, including a research topic proposal; an ongoing research journal and annotated bibliography; an audio recorded interview with someone who can contribute insight and expertise related to your topic; a podcast script; and sequential drafts of your work.

**Research Presentation**

During the final week of class, we will organize a class conference wherein each student will present their research and play selections from their podcast. You will take notes and provide feedback on your peers' presentations during each day of the conference

**ePortfolio**

Throughout the semester, you will develop an FYWS ePortfolio on Google Sites set up through your Moravian College Google account. Your site will house final versions of Assignments 1, 2, and 3, as well as your research project and final reflective essay. The grade for the final ePortfolio will include the individual final grades of Assignments 1, 2, and 3 plus a separate grade for your overall design and reflective introduction to your ePortfolio readers.

**Academic Extracurricular Events**

Throughout the semester you will attend a minimum of three Academic Extracurricular Events. To earn credit for your attendance at each event, provide photographic evidence of your presence at the event and write a short review of the event within 24 hours.

**Participation and In-Class Writing Assignments**

Your in-class participation is vital to our learning environment. 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 content of the course is expected. You will periodically be asked to complete short, relatively informal in-class writing assignments. These assignments are graded as Pass/Fail and cannot be made up if you are not in class on a given day.

# LINC 101 E Course Calendar

## Spring 2016

Week #	Monday	Wednesday	Friday
1	<b>18 January</b>  Introduction  Syllabus  Questions	<b>20 January</b>  Read: Freire “Chapter 2”; <i>The Academic Writer</i> , Chapter 9, “Strategies for Reading,” 261–282.	<b>22 January</b>  Read: Writer’s Memoirs; <i>The Academic Writer</i> , Chapter 2, “Rethinking Reading,” 18–33.  Listen: <i>Note to Self</i> , “The Bi-Literate Brain” (22 mins) [ <a href="http://bit.ly/1pjrffPc">bit.ly/1pjrffPc</a> ]
2	<b>25 January</b>  Read: Straub, “Responding”; <i>The Academic Writer</i> , Chapter 14, “Responses from Classmates,” 353–354.	<b>29 January</b>  <b>Due: Rough Draft of Writer’s Memoir (bring 2 printed copies)</b>	<b>29 January</b>  <b>Due: Draft of Writer’s Memoir (bring 1 printed copy)</b>  Read: <i>The Academic Writer</i> , Chapter 14, “Strategies for Revision,” 338–363.  Listen: <i>WriteCast</i> , “The 5 Rs of Revision” (12 mins) [ <a href="http://bit.ly/23cVI8V">bit.ly/23cVI8V</a> ]
3	<b>1 February</b>  <b>Due: Writer’s Memoir</b>  Read: Chris Forster, “The Podcast as a Genre”  Listen: <i>Invisibilia</i> , “How to Become Batman” (59 mins) [ <a href="http://n.pr/1JfCLrm">n.pr/1JfCLrm</a> ]	<b>3 February</b>  Read: <i>Writer/Designer</i> , Chapter 3, “Choosing a Genre and Pitching Your Project,” 40–50; <i>The Academic Writer</i> , Chapter 4, “Analyzing Rhetorical Situations,” 53–89.  Listen: <i>99% Invisible</i> , “Milk Carton Kids” (20 mins) [ <a href="http://bit.ly/1H0VqKK">bit.ly/1H0VqKK</a> ]; and <i>The Season</i> , “Episode 8: The Worst Part about Our Sport” (26 mins) [ <a href="http://bit.ly/1JgeVjK">bit.ly/1JgeVjK</a> ]	<b>5 February</b>  Read: <i>Writer/Designer</i> , Chapter 2, “Analyzing Multimodal Projects,” 20–39 and Chapter 5, “Assembling Your Technologies and Your Team,” 82–86.  Listen: <i>This American Life</i> , “568: Human Spectacle” (58 mins) [ <a href="http://bit.ly/1Oia6qZ">bit.ly/1Oia6qZ</a> ]
4	<b>8 February</b>  Read: <i>The Academic Writer</i> , Chapter 5, “Analyzing and Synthesizing Texts,” 90–120.	<b>10 February</b>  <b>Due: Draft of Rhetorical Analysis (bring 2 printed copies)</b>	<b>12 February</b>  <b>Due: Rhetorical Analysis 1</b>



Week #	Monday	Wednesday	Friday
5	<b>15 February</b> Due: Selection of Podcast for Review Listen: <i>The Narrative Breakdown</i> , “Writing a Critical Review” (39 mins) <a href="https://bit.ly/1RRMg7z">[bit.ly/1RRMg7z]</a>	<b>17 February</b> Read: Miranda Sawyer, “Rewind Radio: 99% Invisible” <a href="https://bit.ly/1ROiLn8">[bit.ly/1ROiLn8]</a> ; Shannon Mattern, “Tuning in to the Invisible” <a href="https://bit.ly/1Q88zCi">[bit.ly/1Q88zCi]</a> ; two student-written Podcast Review papers	<b>19 February</b> Due: Draft of Podcast Review (bring two printed copies)
6	<b>22 February</b> Individual Conferences	<b>24 February</b> Individual Conferences	<b>26 February</b> Individual Conferences
7	<b>29 February</b> Due: Podcast Review Read: <i>The Academic Writer</i> , Chapter 11, “Strategies for Invention,” 292–305.	<b>2 March</b> Due: Draft of Research Topic Proposal Read: <i>Writer/Designer</i> , Chapter 3, “Choosing a Genre and Pitching Your Project,” 51–56.	<b>4 March</b> Meet in Reeves Library Due: 3 Research Questions Read: <i>The Academic Writer</i> , Chapter 7, “Doing Research,” 170–205.
8	<b>7 March</b> Spring Break	<b>9 March</b> Spring Break	<b>11 March</b> Spring Break
9	<b>14 March</b> Due: Research Topic Proposal and Draft of Annotated Bibliography Read: <i>The Academic Writer</i> , Chapter 6, “Making and Supporting Claims,” 130–169.	<b>16 March</b> Read: Gordon Harvey, “A Brief Guide to the Elements of the Academic Essay” <a href="https://bit.ly/1RZFlaB">[bit.ly/1RZFlaB]</a>	<b>18 March</b> Due: Annotated Bibliography Read: <i>The Academic Writer</i> , Chapter 12, “Strategies for Planning and Drafting,” 306–318.
10	<b>21 March</b> Due: Quote Bank Read: <i>The Academic Writer</i> , Chapter 5, “Analyzing and Synthesizing Texts,” 120–129.	<b>23 March</b> Due: 8 Interview Questions GarageBand Workshop (make sure you have GarageBand installed and updated)	<b>25 March</b> Easter Break

Week #	Monday	Wednesday	Friday
11	<b>28 March</b> Due: Draft of Research Paper (bring 2 printed copies)	<b>30 March</b> Read: <i>Writer/Designer</i> , Chapter 6, “Designing Your Project,” 93–105.	<b>1 April</b> Due: Podcast Script and Storyboard Read: <i>Writer/Designer</i> , Chapter 7, “Drafting and Revising Your Project,” 106–118.
12	<b>4 April</b> Individual Conferences	<b>6 April</b> Individual Conferences	<b>8 April</b> Individual Conferences
13	<b>11 April</b> Due: Audio of Interview and Revised Draft of Research Paper Read: Student Research Paper Listen: Student Podcast	<b>13 April</b> Due: Podcast Draft	<b>15 April</b> Due: Rhetorical Analysis 2
14	<b>18 April</b> Due: Research Read: <i>Writer/Designer</i> , Chapter 8, “Putting Your Project to Work,” 132–135.	<b>20 April</b> Due: Research Paper Bring laptop to work on ePortfolio and Reflection	<b>22 April</b> Due: Podcast Bring laptop to work on ePortfolio and Reflection
15	<b>25 April</b> Class Conference: Research Presentations	<b>27 April</b> Class Conference: Research Presentations	<b>29 April</b> Class Conference: Research Presentations
16	<b>2 May</b> Final Exams	<b>4 May</b> ePortfolio Due	<b>6 May</b> Final Exams