

WRITING 100, Section PM

Dr. Sandy Bardsley
Moravian College
Spring 2016

Office: Comenius 303
Phone: ext. 1398 (but email is better)
Email: bardsleys@moravian.edu

**Office Hours – Mondays and Wednesdays 8:30-10 am,
Fridays 9-10am, plus other times by appointment**

Welcome to Writing 100! This course will help you develop your “writing muscle” through regular writing practice. It’s my strong hope that it will help you in other college courses as well as beyond college. During this course, we will approach writing as a process. Rather than seeing it as the final stage of an assignment, we’ll sometimes use it as the initial stage. When used in this way, writing can help us identify and organize our main ideas. The philosophy of writing as a process also means that writing is not merely “once and done;” instead, we’ll get into the habit of reviewing, clarifying, and restructuring our writing. Too often, writing is regarded as something that one is either “good at” or “bad at.” The philosophy of writing as a process holds that every one of us can become a better writer through frequent writing and frequent revision.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- understand and practice the philosophy of writing as a process.
- gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
- construct clear theses.
- write clear and well-organized papers.
- see themselves, and their academic writing, as part of a “conversation.”
- identify audiences for particular pieces of writing and shape their writing accordingly.
- give clear, constructive feedback to others on their writing.
- improve their knowledge of correct grammar and apply it in their written work.

Required Readings and Resources

The following text is available online and through the college bookstore:

"They Say / I Say": The Moves That Matter in Academic Writing by
Gerald Graff and Cathy Birkenstein (Third Edition, 2014).

In addition, you will be given handouts and links to websites.

You may find the following sites especially useful (I will be making use of both of these to help you identify and eliminate problems with grammar:

Purdue OWL (Online Writing Lab):

<https://owl.english.purdue.edu/owl/section/1/>

Capital Community College Guide to Grammar and Writing:

<http://grammar.ccc.commnet.edu/grammar/index.htm>

Please bring a laptop computer to every class.

Evaluation

Grammar tests	20%
In-class writing	20%
Informal writing	10%
Argument paper	20%
Research paper	20%
Participation	10%

Grammar tests (20%) will be held at the beginning of class, starting on Monday February 8. The class schedule identifies which aspects of grammar will be tested on which day and gives links to resources and self-tests on the web to help you prepare. There will be a total of 10 tests throughout the semester; each will count for 2% of your final grade.

In-class writing (20%) will take place during the second half of class at each of our meetings. By 6pm each Monday, you need to email me with a plan for how you will use the class time. You may work on assignments for this course, for other courses, or for other aspects of your life. We will stop writing after 70 minutes (we'll take breaks!), and I will ask you to send me an email in which you assess how well you accomplished your plan. You must attach to this the writing you completed in this period. You will be graded on your focus and your assessment (not on the quality of the writing itself). In other words, if your writing contains lots of grammatical errors or if you don't complete

everything you intended, that won't affect your grade. Each will count for 2% of your final grade. Your lowest score will be dropped.

Informal writing (10%) is a vital aspect of the course. Often we will pause during class to write for a few minutes, and I will ask you to email me what you wrote. These will be assessed for content rather than grammatical accuracy, although I encourage you to proofread them whenever possible. These will be graded on a check minus/check/check plus basis. If you fail to complete these assignments, or if it's clear from what you wrote that you did not do the reading assigned, you will receive no credit.

Your **Argument paper (20%)** is due in several stages. The proposal is due on Monday February 29. It consists of a 2-page discussion of your intended topic, your tentative thesis, and your intended outline. The proposal comprises 4% of your final grade. Your complete draft (5 pages, 6%) is due on Friday March 18. The final version (5 pages, 10%) is due on Thursday March 24.

Your **Research paper (20%)** is also due in several stages: the proposal (2 pages, 4%) is due on Monday April 4, the complete draft (5 pages, 6%) is due on Friday April 15, and the final version (5 pages, 10%) is due on Monday April 25.

Participation (10%) means preparing for class, being engaged in class conversations, and giving useful and thoughtful feedback to others. In other words, attendance alone is not sufficient for doing well here! On the other hand, I do expect you to attend every class: please email me in the case of genuine health or other emergencies and provide documentation to prove these. Each class you miss will result in you missing a grammar quiz (worth 2% of your final grade), in-class writing (worth another 2% of your final grade) and probably some informal writing (worth a portion of 10% of your final grade). In other words, you could lose as much as 5% of your final grade from a single absence.

Course Policies

Attendance Policy

I expect everyone to attend each class. As noted above, each unexcused absence will result in the loss of 5% from your final grade. Excused absences require a doctor's note or communication from the Office of Student Affairs giving evidence of a genuine emergency. In the case of an excused absence, you may make up the work you have missed. Contact me as soon as possible to make arrangements for this. I will not contact you but will rely on you to take the initiative.

Academic Honesty Policy

I expect that you will complete all assignments and tests in this course individually and independently, and I will refer any cases of suspected cheating or plagiarism to the Academic Affairs Office. I strongly encourage you to ensure that you are familiar with Moravian's Academic Honesty Policy, found in the Student Handbook. As this policy explains, it is possible to commit plagiarism without intending to be dishonest, but serious consequences result regardless of intent.

Let me clarify two particular occasions in which it is legitimate (and even desirable) to use the help of others. First, while I expect that you will write all assignments and tests on your own, I *do* encourage you to discuss with each other the ideas and arguments contained in our course, both within class and outside of it. For example, you might run into a friend in the library and start talking about the reading. Perhaps, for instance, you find you disagree with the author of a particular article and want to check that you've understood his/her argument properly. Your friend, after listening to you, might make an observation or suggestion. As you write your paper, it is legitimate to explain and respond to that comment, *as long as you do not claim the idea as your own*. You might, for example, write something like, "In talking about this reading with [your friend's name], he/she suggested that [author x] might really have been saying that [your friend's suggestion]. This makes good sense to me because..." In other words, signal clearly which things are someone else's opinion and which things are your own. Second, I encourage you to seek help with writing. It is perfectly legitimate to ask others to read over your written work and look for errors of spelling, grammar, and expression. You might also ask others to look at your video and help you with organization and structure. I am happy to provide feedback, especially if you give me advance warning. I also encourage you to use the Writing Center.

It is good practice to acknowledge those who have given you feedback. In a paper, you should insert a footnote – here's an example.¹

Inclusive Language Policy

Moravian College policy strongly encourages the use of inclusive, non-discriminatory language in all academic writing and communication. For instance, rather than writing about "mankind," write about "people" or "humankind." Rather than use the term "he" when referring to a person in the abstract (as opposed to a specific individual), replace it with "they" or "he/she." This mindfulness about language reflects Moravian's commitment to a tolerant and inclusive campus community. I would be happy to answer any questions you

¹ I am grateful to Marianne Cutler, of East Stroudsburg University, for proofreading this syllabus for me.

might have about inclusive language or to work with you to find ways to make your language more inclusive.

Policy on Late Work

Late work will be penalized by 5% per day, beginning 1 minute after an assignment is due. If a paper (or proposal or homework) is due at 5pm on a Friday, for instance, and you get it in at 5:02pm, you lose 5%. If you email it the following day, you lose 10%, and so on.

Expectations about Workload

Since this is a 4-credit hour course, Moravian College expects that you should spend at least 174 hours on class work throughout the semester. Here's how my estimates of the time required break down:

In-class hours: 32.5

(13 weeks of 150 minutes)

Out-of-class preparation (reading, completion of homework assignments, preparation for grammar tests, etc.): 84 hours

(14 weeks of 6 hours a week)

Argument paper: 30 hours

Research paper: 30 hours

Total: 176.5 hours

Of course, these hourly estimates may vary from person to person. One student may read more efficiently but take longer to study for tests, for instance. I hope they are helpful to you, however, as my best estimate of the amount of time you should be working for the course.

It is within my purview as an instructor to apply qualitative judgment in determining grades. I will do my utmost to be fair and consistent in applying this judgment. Students can expect to work, on average, 8-9 hours per week outside of class preparing for this course. Some weeks will require less; others will require more.

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.

Class and Readings Schedule

Please note: this schedule is subject to change. In the event that a change is made, I will inform you in class and – if the change is a major one – hand out a revised copy of the schedule.

Mon Feb 1	Introduction; In-Class Writing 1
Mon Feb 8	Approaching Academic Writing <ul style="list-style-type: none"> Read the Introduction to Gerald Graff and Cathy Birkenstein, <i>They Say/I Say: The Moves that Matter in Academic Writing</i> (3rd edition, 2014), pp. 1-15. Read chapter 1 and pp. 241-3 of Graff & Birkenstein. Study for a grammar test on commas. Review the rules and take practice quizzes at: https://owl.english.purdue.edu/owl/resource/566/1/ https://owl.english.purdue.edu/owl/resource/692/1/ and http://grammar.ccc.commnet.edu/grammar/commas.htm In-Class Writing 2 <ul style="list-style-type: none"> By 6pm, please email me a plan of how you intend to use class time. Please ensure that you bring to class everything you need in order to accomplish your plan.
Mon Feb 15	Writing Effective Summaries <ul style="list-style-type: none"> Graff & Birkenstein, ch 2. Study for a grammar test on run-on sentences and comma splices. Review the rules and take practice quizzes at http://grammar.ccc.commnet.edu/grammar/runons.htm and https://owl.english.purdue.edu/exercises/5/26/5/ and https://owl.english.purdue.edu/exercises/5/25/6/ In-Class Writing 3 <ul style="list-style-type: none"> By 6pm, please email me a plan of how you intend to use class time. Please ensure that you bring to class everything you need in order to accomplish your plan.
Mon Feb 22	Synthesis; Effective Quotations; Citations <ul style="list-style-type: none"> Graff & Birkenstein, ch 3. Study for a grammar test on subject-verb agreement. Review the rules and take practice quizzes at http://grammar.ccc.commnet.edu/grammar/sv_agr.htm (see quizzes at end of page) and https://owl.english.purdue.edu/owl/resource/599/01/ and https://owl.english.purdue.edu/exercises/5/13/34/ In-Class Writing 4 <ul style="list-style-type: none"> By 6pm, please email me a plan of how you intend to use class time. Please ensure that you bring to class everything you need in order to accomplish your plan.

Mon Feb 29	<p>Thesis Statements; Plagiarism and How to Avoid it</p> <ul style="list-style-type: none"> • “Introductions, Body Paragraphs, and Conclusions for an Argument Paper,” at: https://owl.english.purdue.edu/owl/resource/724/1/ -- please follow all links to other pages (“creating a thesis statement” etc.) listed at the top of this page. • Study for a grammar test on apostrophes. Review the rules and take practice quizzes at http://grammar.ccc.commnet.edu/grammar/marks/apostrophe.htm https://owl.english.purdue.edu/owl/resource/621/01/, and https://owl.english.purdue.edu/exercises/3/3/10/ • Proposal (2 pages) for Argument paper due via email by the beginning of class. <p>In-Class Writing 5</p> <ul style="list-style-type: none"> • By 6pm, please email me a plan of how you intend to use class time. Please ensure that you bring to class everything you need in order to accomplish your plan.
Mon March 7	Spring Break – No Class!
Mon March 14	<p>Analytical Writing: Responding to Others</p> <ul style="list-style-type: none"> • Graff & Birkenstein, chs. 4-5. • Study for a grammar test on plagiarism. Review the rules and take practice quizzes at https://owl.english.purdue.edu/owl/resource/589/01/ and http://www.clark.edu/Library/iris/use/use_home.shtml <p>In-Class Writing 6</p> <ul style="list-style-type: none"> • By 6pm, please email me a plan of how you intend to use class time. Please ensure that you bring to class everything you need in order to accomplish your plan.
Fri March 18	The complete draft of your Argument paper (5 pages) is due via email to me and to all members of your writing group by 5pm.
Mon March 21	<p>Writing Workshop I: Giving Good Feedback</p> <ul style="list-style-type: none"> • Graff & Birkenstein, ch. 12. • Handout to be distributed by email • Please read the complete drafts of all members of your group and come to class with specific suggestions for them. • Study for a grammar test on parallel sentence constructions. Review the rules and take practice quizzes at: http://grammar.ccc.commnet.edu/grammar/parallelism.htm and https://owl.english.purdue.edu/owl/resource/623/01/ <p>In-Class Writing 7</p> <ul style="list-style-type: none"> • By 6pm, please email me a plan of how you intend to use class time. Please ensure that you bring to class everything you need in order to accomplish your plan.
Thurs March 24	The final, carefully-proofread draft of your Argument paper (5 pages) is due via email to me by 5pm.

Mon March 28	<p>Analytical Writing: Strategies</p> <ul style="list-style-type: none"> • Graff & Birkenstein, chs. 6-7. • Study for a grammar test on sentence fragments. Review the rules and take practice quizzes at: http://grammar.ccc.commnet.edu/grammar/fragments.htm and https://owl.english.purdue.edu/owl/resource/620/01/ and https://owl.english.purdue.edu/exercises/5/18 <p>In-Class Writing 8</p> <p>By 6pm, please email me a plan of how you intend to use class time. Please ensure that you bring to class everything you need in order to accomplish your plan.</p>
Mon April 4	<p>Analytical Writing: Connecting “they say” to “I say”</p> <ul style="list-style-type: none"> • Graff & Birkenstein, chs. 8-9. • Study for a grammar test on tenses. Review the rules and take practice quizzes at: https://owl.english.purdue.edu/owl/resource/601/04/ and https://owl.english.purdue.edu/exercises/2/22 • Proposal (2 pages) for Argument paper due via email by the beginning of class. <p>In-Class Writing 9</p> <ul style="list-style-type: none"> • By 6pm, please email me a plan of how you intend to use class time. Please ensure that you bring to class everything you need in order to accomplish your plan.
Mon April 11	<p>Analytical Writing: More Ways to Connect “they say” to “I say”</p> <ul style="list-style-type: none"> • Graff & Birkenstein, chs. 10-11. • Class will begin with a grammar test on semicolons. Review the rules and take practice quizzes at: http://grammar.ccc.commnet.edu/grammar/marks/semicolon.htm and https://owl.english.purdue.edu/owl/resource/566/1/ and https://owl.english.purdue.edu/exercises/3/5/23 <p>In-Class Writing 10</p> <ul style="list-style-type: none"> • By 6pm, please email me a plan of how you intend to use class time. Please ensure that you bring to class everything you need in order to accomplish your plan.
Fri April 15	<p>The complete draft of your Research paper (5 pages) is due via email to me and to all members of your writing group by 5pm.</p>

Mon April 18	Writing Workshop II <ul style="list-style-type: none">• Please read the complete drafts of all members of the your group and come to class with specific suggestions for them.• Study for a grammar test on eliminating wordiness. Review the rules and take practice quizzes at: https://owl.english.purdue.edu/owl/resource/572/01/ and https://owl.english.purdue.edu/exercises/6/9/ and http://grammar.ccc.commnet.edu/grammar/concise.htm In-Class Writing 11 <ul style="list-style-type: none">• By 6pm, please email me a plan of how you intend to use class time. Please ensure that you bring to class everything you need in order to accomplish your plan.
Mon April 25	Conclusion and Review <ul style="list-style-type: none">• The final version of your Research paper (5 pages) is due via email by 6pm.