MORAVIAN COLLEGE
Spring 2005
Writing 100

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Phone: 625-7977 office hours: T, Th 7:50-8:40 and by appt.


Attendance policy: lateness (unless it is frequent and extensive) will not affect a student's grade. So, even if an emergency prevents you from being prompt, come to class. Missing more than three class hours (one week) may lower your final grade by one third (e.g., from B- to C+). Because participation is important in this class, even excused absences must be kept at a minimum. Also, if an emergency keeps you from attending class, get all information BEFORE returning in class so you won’t respond to a question with, "I don’t know; I wasn’t here," or a variation of that comment.

Policy on 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. This policy of academic integrity is the foundation on which Moravian is built.

The college’s expectations and the consequences of failure to meet these expectations are outlined on the handout "Guidelines: Writing 100" distributed during the first class to students in all sections of Writing 100. (page 4-5)

Objectives

Students will

1. understand writing as a way of thinking and demonstrate that in the act of writing a writer may construct new knowledge

2. understand that success in writing lies in attention to the process as much as in the form of the final product and experience the power of collaboration as part of that process

3. increase their ability to read critically and comprehensively and to synthesize ideas from sources with their own ideas
4. see how reading and talking about writing contribute to the development of writing abilities

5. gain facility in writing in a variety of genres for a variety of audiences

6. gain experience in using technology for research and writing and demonstrate competence in finding materials through research and in citing them in an academic style

7. become aware of errors in grammar, usage, punctuation, and spelling that may impede a reader’s understanding, and students will increase their facility in avoiding or correcting such errors

8. be able to format a paper for an academic reader

Papers

Students will complete five papers (each is 15% of grade), all responding to the readings, one consisting of library research paper. These papers will be used to evaluate the students’ achievement of Objectives #2, 3, 6, 7, 8

Three papers will follow guidelines for "Writing about Literature" in The Bedford Handbook.

The research paper will demonstrate proficiency in the "basic competencies" described in "Guidelines: Writing 100," page 2. It is the primary focus to test Objective #6

GRADING: Papers will be evaluated according to the student’s ability to

- discover a topic
- focus the paper on an explicit thesis
- organize supporting data effectively
- support topic sentences with quotations and analysis
- follow the conventions recommended for Writing about Literature
- use correct punctuation, spelling, grammar, and other technical skills

An "A" paper fulfills all of these requirements and is, in addition, a creative and thoughtful response to the topic.

A "B" paper fulfills all of these requirements.

A "C" paper may fall short in one or two of these requirements.
A "D" paper falls short in three or more of these areas.

An "F" paper falls short in all of these areas or fails to respond to the assignment effectively.

**Participation**

Participation Grade (25%) will show the students’ mastery of Objectives 1, 4, 5, & 7. Students will earn this grade by completing written assignments outside of class (summaries, answers to questions, attempts at papers in response to prompts in the text and in class). They will also earn this grade by participating in class discussion and by building on class discussion in their papers. Most especially, they will earn this grade by responding thoughtfully to other students’ writing and, in their own papers, responding to feedback from peers. This grade also reflects students’ performance on quizzes and tests about reading assignments. Quizzes on readings from *The Bedford Handbook* are the primary means of evaluating students’ mastery of Objective #7.

**NOTES:**

Every effort will be made to return all tests and quizzes no later than two weeks after they are given and, in any event, no later than the next-to-the-last class meeting. Every effort will be made to return all papers no later than three weeks after the due date or in any case no later than the last day of classes.

It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

This syllabus is subject to change to reflect students’ interests and needs.

Students can expect to work six hours per week outside of class preparing for this class.

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Learning Services Office as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

**Reading Schedule**

For the Bedford Handbook: Read the entire section. Ask about any parts you don’t understand.
For editorial marks, see inside back cover "Detailed Menu."

For *American Visions*, summarize each reading and answer questions under "The Responsive Reader." Then answer the "Thinking, Talking, Writing" question you find most provocative. Write as much as you can because this topic may lead to a paper.
Week 1- *BH* Part I: The Writing Process (especially "Build Effective Paragraphs")

*American Visions* "Native Americans: Reclaiming the Past" (Allen, Strete, Erdrich)

Week 2- *BH* Part IX: Critical Thinking (especially "Supporting your claims with specific evidence")

*American Visions* "Black Identity: Let My People Go" (Dunbar, Walker, Bambara)

Week 3- *BH* Part IX: Critical Thinking (especially "Anticipating objections; countering opposing arguments," "Establishing common ground")

*American Visions* Hispanic Americans, fiction & drama (Cisneros, Portillo, Valdez)

Week 4- *BH* Quiz #1

*BH* Part X: Researched Writing, (Chapters 49-57) (especially "Managing Information; avoiding plagiarism," "Supporting a Thesis," Citing Sources Avoiding Plagiarism," Integrating Sources.")

Week 5- *BH* Part X: Researched Writing, (Chapters 58-60) (especially "Writing about Literature")

*American Visions* Hispanic Americans, fiction & drama (Cisneros, Portillo, Valdez)

Week 6- *BH* Part XI: Grammar Basics (as needed-- review to learn the "language" of grammar)

*American Visions* Asian Americans, fiction & drama (Tan, Valdez, Kingston)

Week 7- *BH* Part III: Clear Sentences (especially "Prefer active verbs" and "Balance Parallel ideas," "Provide some variety")

*American Visions* Native-American poetry

Week 8- *BH* Part IV: Word Choice (especially "Choose appropriate language")

*American Visions* African-American poetry

Week 9- *BH* Quiz #2, *BH*

*BH* Part V: Grammatical Sentences (especially "Repair sentence fragments," "Revise run-on sentences," and "Make pronoun references clear")

*American Visions*

Week 10- *BH* Part VII: Punctuation (especially "The semicolon" and "The colon")
American Visions Hispanic-American poetry

Week 11- BH Glossary of Usage (pages 815-821)

American Visions

Week 12- BH Glossary of Usage (pages 821-826)

American Visions Asian-American poetry

Week 13- BH Glossary of Usage (pages 826-831)

American Visions Writing about Literature (chapter 13)

Week 14- Quiz #3: BH

Week 15- TBA