

First-Year Writing Seminar: Fall 2016

Section: LinC101 J: TRF 10:20 AM - 11:30 AM, Location TBA

Instructor: Dr. Crystal N. Fodrey

General Information

Office: Zinzendorf Hall, Room 307
Office Hours: Tues. 1:00 - 2:30 PM, Wed. 9:30 - 11:30 AM, and by appointment
Telephone: 610-861-1511
E-mail: fodreyc@email.moravian.edu
Course Web Site: <https://canvas.moravian.edu/>

Writing Fellow: Jenna Bayrasli
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Course Description

First-Year Writing Seminar (FYWS) introduces students to academic literacy practices central to success in any discipline at Moravian College. The course is designed to help students transition to college expectations, generate research questions, find and evaluate sources, and make informed decisions about how best to achieve their purposes in various writing situations. The subject area focus of each section of First-Year Writing Seminar varies, but all sections are similar in their approach: students develop the skills of critical reading, research, argumentation, revision, and reflection; and students work collaboratively with classmates, the instructor, and the Writing Fellow to improve writing, build community, and explore available campus resources to achieve academic and personal success during their time at Moravian.

Section J Topic: Analyzing Public Spaces, Making Public Arguments

How does one's gender, race, socioeconomic status, (dis)abilities, sexual orientation, education level, religion, and other aspects of an individual's identity affect how one experiences (and possibly contributes to the inequalities found in) various public spaces? To investigate this and other related questions, students in this FYWS section study spatial rhetoric. Specifically, we explore how the location, materiality, and discourse of public spaces contribute to sometimes subtle, sometimes blatant arguments that welcome some people while silencing others. Examples of possible discussion and writing topics include the characteristics of "safe" spaces, power dynamics in classrooms, American border issues, and gender discrimination in online gaming. Emphasizing the development of college-level critical thinking, research, and writing skills, this course asks students to rhetorically analyze and digitally map local public spaces, research spaces that exhibit compelling and/or controversial public arguments, and create podcasts related to those spaces.

Course Outcomes

In First-Year Writing Seminar, students will cultivate and apply critical thinking about the course topic in order to:

1. Develop a clear and cohesive argument with persuasive appeals using evidence from critical reading and research.
2. Implement, and subsequently reflect upon, writing strategies and conventions suited to a variety of purposes, audiences, and context-appropriate genres and media.
3. Demonstrate ability to generate and pursue a line of inquiry; search, collect, and select sources appropriate to writing project(s); and document according to context-appropriate standards.
4. Provide substantial and useful revision suggestions to other writers, and revise writing using responses from others, including classmates, Writing Fellows, Writing Center tutors, and instructor.
5. Collaborate with faculty and Writing Fellows, and engage with the College community—students, faculty, and staff—to promote personal success at Moravian College.
6. Reflect on learning to make interdisciplinary connections among course topic, education in the liberal arts, and both individual and community identity.

Required Texts & Supplies

Texts:

- Arola, Kristin A., Sheppard, Jennifer, & Ball, Cheryl E., eds. *Writer/Designer: A Guide to Making Multimodal Projects*. New York: Bedford/St. Martin's, 2014.
- Leonard, Annie. *The Story of Stuff: The Impact of Overconsumption on the Planet, Our Communities, and Our Health*. New York: Free Press, 2010.
- [Writing Commons: The Home for Writers](#), n.d.
- Additional readings available on Canvas

Other Materials:

- Reliable daily access to the Internet
- Your MacBook Pro and iPad. You should bring these, **fully charged**, to every class meeting unless otherwise noted.
- Accounts on Twitter and Instagram. These accounts can be separate ones that you create for the class if you do not want to post class assignment-related material on your personal accounts.
- At least two different colored highlighters; You should bring these to every class meeting unless otherwise noted.
- Specific apps (like Evernote, GarageBand, and others), which we will download together as a class to use for various assignments.

Required Coursework and Grades

It is within the instructor's purview to apply qualitative judgment in determining grades for any assignment and for the final course grade. Grades will consider some combination of the following aspects of writing, in the context of a particular assignment: purpose, audience, content, organization, idea development/analysis, ethos, design, mechanics/readability/view-ability/audibility/accessibility, and maturity of thought.

Assignment	Due Date	Percentage
Assignment #1 – Rhetorical Analysis of a Local Spaces (Collaborative Google Map)*	Week 5	15%
Research Portfolio – (Local to National, Global) Research Portfolio on a Spatial Inequality or Controversy	Weeks 6-9	10%
Short Presentation Critically Reflecting on an Interdisciplinary Insight from Your Research	Week 8	5%
Assignment #2 – Academic Argument on Spatial Inequality or Controversy*	Week 11	25%
Assignment #3 – Multimodal Public Argument (Podcast) + Rhetorical Listening Sessions*	Week 14	20%
Final Digital Portfolio Design + Reflective Introduction	Week 15	5%
Short Compositions	Ongoing	15%
Academic Extracurricular Events (3)	Ongoing	5%
Total		100%

*Grade not final until submission of Final Digital Portfolio in Week 15.

Letter Grades

A 93-100	A- 90-92	B+ 87-89	B 83-86	B- 80-82	C+ 77-79
C 73-76	C- 70-72	D+ 67-69	D 63-66	D- 60-62	F 0-59

Explanation of Assignments

In this course you will practice analytical and argumentative writing for academic audiences as well as multimodal composing for a public audience, each with multiple drafts. Short assignments, in-class writing, and your interdisciplinary insight presentation are meant to provide additional outlets for response, brainstorming, drafting, and delivery of ideas related to the topic of the course. 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, #3, or #4 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.

ePortfolio. Throughout the semester, you will develop an FYWS ePortfolio on Google Sites or on another free, template-based web design platform. Your site is where you will submit Assignments #1, #3, and #4 on separate pages of the site. (We will set all of this up in class.) The grade for the final ePortfolio will include the individual final grades of Assignments #1, #3, and #4 plus a separate grade for your overall design and reflective introduction to your ePortfolio readers.

Assignment #1—Rhetorical Analysis of a Local Spaces (Collaborative Google Map). For this unit you will learn to read and respond to various local spaces as texts—specifically looking at how certain spaces include some people and silence others based on issues of class, race, gender, sexual orientation, etc. in order to demystify how space functions as a form of unequally distributed power—and then write a spatial rhetorical analysis of a local public space of your choosing. You will also be required to include self-taken photographs and/or video of the space in the essay to help provide evidence to support your analytical claims. All essays produced in the class will be shared on a collaborative Google Map connecting your images and analysis to the locations of the local public spaces you analyzed. After the final draft of this is completed at the end of the semester as part of your portfolio work, the collaborative map will be shared out to the campus community.

Assignment #2—(Local to National, Global) Research Journal on a Spatial Inequality. For this research journal, you will conduct and analyze both library and field research in order answer a research question regarding a larger local/national/global issue connected in some way to the space you chose to analyze for Assignment #1. This will include recording an interview on your iPad with someone knowledgeable about the space and/or larger issue and then transcribing the interview. Note: The final grade for this assignment will be based on the quality of your sources and your analysis of them, and the grade for this assignment (unlike #1, #3, and #4) will stand based on what you submit to Canvas during week 8.

Short Presentation Critically Reflecting on an Interdisciplinary Insight from Your Research. Each student will sign up for a date during week 8 on which to make a brief oral presentation (about 3-5 minutes) of an interdisciplinary insight you made during the research process. An interdisciplinary insight will be information or an understanding about some aspect of your research question from the perspective of a combination of multiple academic disciplines. Both value of information and quality of communication will be considered in assigning a grade for this presentation.

Assignment #3—Academic Argument. Using the research conducted and analyzed for Assignment #2, you will come to a conclusion regarding the best answer to your research question, and argue that position in an academic argument essay in which you:

- Define an issue, demonstrating your awareness that you are entering a conversation that contains multiple perspectives on the issue.
- Make a focused claim about your issue (i.e., state an arguable thesis that locates your stance among the multiple perspectives.
- Provide reasons that support your thesis/claim.
- Provide evidence for each of your reasons.
- Anticipate objections from people with other perspectives and, when necessary, provide refutations, negotiations, and concessions.
- Illustrate an awareness of the unspoken/unwritten ideological assumptions (values and beliefs) underlying your claim and reasons as well as those underlying your audience's claims and reasons.

Assignment #4—Spatial Justice Podcast + Rhetorical Listening Sessions. Using the same research from Assignment #2 and a similar argumentative stance as you did in unit 3, you will translate your academic argument into a multimodal public argument for which you will use the audio you recorded for Assignment #2, as well as other assets to create a podcast that you will share with the class and they larger campus community. This podcast will be approximately 2-3 minutes long. For the rhetorical

listening sessions in week 14 you will give some brief context surrounding your spatial justice podcast and then play it for classmates, teacher, and possible community guests. Your classmates will listen closely and record observations about and responses to your podcast, which they will share with each participant in real time.

Short Compositions (SC). This grade category includes summer assignments (for which you have already received credit, or not), short writing assignments, peer reviews, and other in-class writing. These short assignments, worth 15 points (15%) of your grade, will help you prepare for each major assignment described above; SCs will be written in response to prompts posted in the “Announcements” and “Assignments” areas of Canvas, and you will post your responses to Canvas. SCs & in-class writings (including peer review workshop responses) are pass/fail. You receive “pass” credit as long as you meet the minimum requirements for the SCs and in-class writings. **If you do not have an SC submitted to Canvas by class time on the day it is due, you will get a failing grade for the SC.** Late SCs will not be accepted under any circumstances. Note: In-class writing is tied to attendance and cannot be made up.

Attendance at Three Academic Extracurricular Events. For each event listed below, you must attend, obtain photographic evidence of your attendance at the event (pics or it didn’t happen), and write a 300 to 500 word reflective response that critiques the event and your participation in it—due within 48 hours of attending the event:

1. Full day participation in Heritage Day on Wednesday, September 21. More details forthcoming. Note: most classes across campus will be cancelled on this day so that as many students as possible can participate in this service event; there will be a special reflective writing assignment to do in conjunction with this.
2. “Writing Across Moravian: Faculty Roundtable Discussion” on Thursday, October 20 from 11:45 to 1:00 PM in Prosser Auditorium as part of the National Day on Writing celebration. (If you have a scheduling conflict for this one, let me know ASAP, and I will come up with an alternative event.)
3. Another *academic* event of your choosing. I will announce many possible events in class.

First-Year Writing Seminar Policies

Academic Code of Conduct

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 digital 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 online sources) 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. In this class you will be using MLA for Assignment 1 and APA for assignment 2. Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism. **To reiterate: 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, regardless of the genre or medium in which you are working.

You can familiarize yourself with all aspects of Moravian College's Academic Code of Conduct policy here: <http://www.moravian.edu/static/studentLife/handbook/academic/academic2.html>

Attendance

Attendance is mandatory. First-Year Writing Seminar is a course that includes engaged discussion, in-class writing, peer group work, and conferences. Therefore, students should not be late and should not miss class. Any in-class work missed as a result of tardiness or unexcused absence cannot be made up. Students enrolled in this course cannot miss more than a week of classes—three class meetings—without penalty. For each class meeting missed thereafter, your final course grade will be reduced by 1%.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. A dean's note or other official Moravian College document justifies absences for Moravian functions but must be presented to your instructor before the scheduled event. Doctor's appointments, job interviews, and other important appointments **do not count as excused absences**. If you have a legitimate conflict or an extreme emergency, discuss the situation with your instructor.

Student Affairs Sessions

Your engagement and work for both the classroom component and the Student Affairs component of FYWS are essential to your successful completion of FYWS. In order to earn credit for FYWS, you need to show sufficient engagement both in participation and in reflection regarding the Student Affairs sessions, assignments, and activities. That means you have to be present at every Student Affairs Friday session. Attendance will be taken via card swipe each week before you enter Prosser Auditorium.

Class Conduct

Students in this class are encouraged to speak up and participate during class meetings. Because the class represents a diversity of individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class. Additionally, all Moravian College students are responsible for upholding the Community Standards, which can be read online in the Student Handbook: <http://www.moravian.edu/static/studentLife/handbook/standards/standards.html>

Late Work

Late work will not be accepted without penalty unless students make arrangements for an extension before the due date. Major assignments that are turned in late will incur a 5% penalty per 24-hour period.

Conferences

First-Year Writing Seminar instructors may cancel a class session to host individual or small group conferences. Students should come to conferences prepared to discuss their work. If your class has been cancelled to hold student-teacher conferences and you miss your assigned conference time, it will be counted as an absence by your instructor.

Peer Review

We improve as writers by responding to input from readers. To that end your essay drafts will go through extensive peer review. You are expected to take the input from your classmates seriously and respond to their feedback when you revise. You are likewise expected to take your job as a reviewer seriously. Critique others' work as you wish to be critiqued. Treat each other with respect, and give helpful constructive criticism. Each of us has areas to improve in our writing.

Resources for Students

Office Hours

You are encouraged to stop by during office hours or make an appointment with Dr. Fodrey. She is also part of the Safe Zone Ally community network of trained Moravian College faculty/staff/students who are available to listen and support you in a safe and confidential manner. As a Safe Zone Ally, your instructor can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation/gender identity. Your instructor's goal is to help you be successful and to maintain a safe and equitable campus.

Writing Fellow

The Writing Fellow for this FYWS section is Jenna Bayrasli. She is a great resource to help guide you through this transition to college life as well as help you with your writing during the semester. Jenna is also in charge of leading the discussion meetings that follow the Student Affairs sessions on selected Fridays.

Reeves Library

All FYWS students are required to conduct and document their research. In addition to the physical resources available—books, magazines, journals, newspapers, and digital resources—Reeves Library has the invaluable resource of reference librarians. Our librarians are always interested in helping you with any questions you may have on research and resources. All sections of FYWS attend a special library session to learn more about how to navigate the library's many resources.

Writing Support and Academic Support

The Writing Center is a resource for Moravian College students. At the Writing Center, a trained peer tutor will work individually with you on your writing, at any point in the process from brainstorming to editing. All FYWS students visit the Writing Center at some point during the semester to learn more about this resource and/or to attend tutoring sessions. The Writing Center is located on the second floor

of Zinzendorf Hall, 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. If you need other academic support, such as assistance with time management, learning strategies, or a tutor for a content area other than writing, please contact Dana Wilson, Tutor Coordinator, in the Academic and Disability Support Office at 610-861-1401.

Accommodations for Students with Disabilities

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 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.

Counseling

Counselors at the Counseling Center help students deal with the stresses of college life. They are a great resource for all students. You can give them a call at 610-861-1510 or stop by at 1301 Main Street.

Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

FYWS DAILY COURSE SCHEDULE

Be aware that a daily schedule is occasionally subject to change due to time constraints, unexpected disruptions, or needs of the class. Therefore, pay attention to announcements of any changes in assignments or due dates. These changes will be announced in class and on Canvas. The most up to date homework will ALWAYS be posted as an announcement on the class's Canvas page, and, depending on your Canvas Notification settings, you should receive a push notification when those announcements are posted. Also note that **whatever is listed for a specific day is DUE that day.**

Student Responsibilities

- **Read the syllabus schedule on a daily basis, check Canvas for announcements on a daily basis, finish appropriate assignments, and bring your materials (homework/essays/books) to class.** ("For class" means "prepare this work **before** you come to class.")
- Be alert to any schedule changes that may impact your work in the class.
- Remember computers can crash and flash drives can be easily lost. Backup your files! Ideally, keep **all** drafts in a Google Drive folder titled LinC 101 J. Pro Tip: Keep a separate Google Drive folder for each class you take a Moravian College.

Textbook and File Location Abbreviations

Writer/Designer: A Guide to Making Multimodal Projects (WD), *The Story of Stuff: The Impact of Overconsumption on the Planet, Our Communities, and Our Health* (SOS), *Writing Commons* (WC) or files/links on course website (C) in the "course documents" area unless otherwise noted.

Canvas

To access the course website, go to <https://canvas.moravian.edu/> then click on LinC 101 J. I will use this site to distribute the syllabus, detailed essay assignments and rubrics, handouts, readings for you to download/print and read, and other multimodal files. It is your responsibility to make sure you can access the course site. If you are having problems accessing it or finding documents on the site, let me know. **Please check Canvas regularly for updates and announcements.**

Unit 1 – Analyzing Arguments in and Mapping Local Public Spaces

Week 1

Date	For Class	In Class
Tues. 8/30		Go over policies on syllabus ; discuss "What are the qualities of good writing?"; analyze classroom space; brainstorm public spaces of personal significance
Thurs. 9/1	Read: Syllabus (C); "Theoretical Considerations of Space and Place" (C); " Why Write " and " Think Rhetorically " (WC) Create: SC#3 Short narratives of three public places of personal significance. See Canvas for details (for this and all other short composition assignments)	Create "Public Spaces of Personal Significance Map" on Google Maps as a class and share narratives; introduce concepts of analysis and rhetoric

Fri. 9/2	Show up to Prosser Auditorium—in the HUB—by 10:20 AM. You will meet here instead of in our classroom for the first six Fridays of the semester and check in with Jenna. After that, our class will meet in the classroom three times per week.	Prosser Auditorium: Counseling Center/Health Center/Religious Life—Student Affairs Session. Find Writing Fellow, Jenna Bayrasli, and sit together as a class.
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Week 2

Date	For Class	In Class
Tues. 9/6	Read: Herrick, “An Overview of Rhetoric”(C); Fodrey, “Applying Spatial Analysis” (C); “Establish a Comfortable Place to Write” (WC) Write: SC#4 Practice spatial rhetorical analysis of a public space on campus where you have decided is a “comfortable space to write” (details on Canvas)	Introduce unit 1 essay assignment and introduce analytical writing via rhetorical and spatial analysis concepts
Thurs. 9/8	Read: Verzosa and Crump, “Visual-Spatial Analysis” (C); Juarez and Haley-Brown, “Rhetorically Analyzing Graffiti as a Visual-Spatial Public Medium” (C); Silvester, Chaterdon, and Bentley, “Conducting a Spatial Analysis through the Lens of Universal Design” (WC) Write: SC#5 Explain what it means to analyze a public space. Quote from Fodrey; Verzosa and Crump; Juarez and Haley-Brown; and/or Silvester, Chaterdon, and Bentley to substantiate your claims (details on Canvas)	Meet at Writing Center— Zinzendorf Hall, 2 nd Floor. Dr. Fodrey and Jenna will take you on a spatial analysis walking tour of main campus. Be sure to bring your iPad or a cell phone to take pictures and video.
Fri. 9/9		Prosser Auditorium: Academic Support and Tutoring—Student Affairs Session

Week 3

Date	For Class	In Class
Tues. 9/13	Read: “Active Reading” (WC); hooks, “Architecture as Cultural Practice” (CW); Foucault, “Panopticism” (CW) Listen: “Doreen Massey on Space” (podcast) Write: SC#6 Rhetorical Précis of	Discuss rhetorical précis of readings and podcast; respond to spatial theories; analyze the spatial rhetoric of architecture Guest speaker Dana Wilson

	Readings and podcast (details on Canvas)	gives a brief introduction to campus tutoring
Thurs. 9/15	Read: Excerpt on Ideology (C); recent articles/podcasts that discuss spatial inequalities (C) Write: SC#7 Make a connection between the concept of spatial inequality and the environmental concerns written about in <i>The Story of Stuff</i> (details on Canvas)	Meet at South Campus. Practice ideological rhetorical analysis by applying that analytical lens to spaces in the community. Be sure to bring your iPad or a cell phone to take pictures and video.
Fri. 9/16		Prosser Auditorium: Common Read/In Focus Discussion on <i>The Story of Stuff</i> —Student Affairs Session

Week 4

Date	For Class	In Class
Tues. 9/20	Read: “Empirical Research,” “Ethnography,” and “Developing Field Notes” (WC) Write SC#8 Practice spatial analysis of a local public space outside of Moravian College (details on course blog)	Continue to practice spatial analysis; prewrite, outline, and begin drafting Assignment #1 essay Guest speakers Camie Modjadidi and Liz Kleintop discuss their mission to address spatial inequalities on Moravian College’s campus
Wed. 9/21	Heritage Day —All FYWS students must participate in this day-long campus-wide service event; all classes (except those that start after 4:00 PM) are cancelled for the day	9:00 AM: Report to Johnston Hall 10:00 AM to 1:00 PM: Engage in community service 1:00 to 3:30 PM: Back in Johnston Hall for lunch and reflection on service activity
Thurs. 9/22	Read: Sample spatial analysis (C); “The Thesis” and “Formulating the Thesis” (WC) Write SC#9 Drafting/Planning Activity (details on Canvas)	Heritage Day debriefing and reflective writing activity connecting service experience to course topic (SC#10) ; thesis workshop—To be led by Jenna B.
Fri. 9/23		Prosser Auditorium: Intercultural Advancement and Global Inclusion—Student Affairs Session

Week 5

Date	For Class	In Class
Tues. 9/27	<p>Read Everything under the “Organize” tab plus “Writing Processes,” “MLA Checklist,” “Works Cited Page Checklist” (WC)</p> <p>Write Assignment #1 Draft #1— Complete rough draft due in class today. See class blog for details</p>	SC#11 In-class workshop letters to classmates to be completed in class.
Thurs. 9/29	<p>Read “Writers on Revising,” “Navigate Reader Suggestions Wisely,” and “Proofreading” (WC)</p> <p>Write Assignment #1 Draft #2— Complete rough draft with substantial revisions. Bring a printed copy and pen/pencil for line editing.</p>	Sentence editing workshop; watch short documentary (time permitting)
Fri. 9/30	<p>Write: Assignment #1 Draft #3, revised and ready for preliminary assessment from Dr. Fodrey (submit to Canvas by class time)</p> <p>Write: SC#12—Reviewer Memo (details on Canvas)</p>	Prosser Auditorium: Student Involvement—Student Affairs Session

Unit 2: Research and the Academic Argument

Week 6

Date	For Class	In Class
Tues. 10/4	<p>Read “Research Primer,” “Demystify Research Methods,” and all tabs under the “Textual Research” category</p> <p>Write: SC#13—“What is Good Writing?” (details on Canvas)</p>	Introduce Assignment #2; brainstorm and narrow ideas for research project.
Thurs. 10/6	<p>Read: “Library and Internet Research” and “Understanding Library Resources” (WC)</p> <p>Write SC#14 5 possible research questions with explanation (details on Canvas)</p>	Meet in Reeves Library for library research session. Details TBA.
Fri. 10/7		Prosser Auditorium: Career and Student Engagement —Student Affairs Session

Week 7

Date	For Class	In Class
Tues. 10/11	FALL BREAK	CLASS CANCELLED
Thurs. 10/13	<p>Review posts from “Textual Research” as needed</p> <p>Write SC#15—Research Topic Proposal (details on Canvas)</p> <p>Bring to Class: Printed copy of one source that you think provides a timely, relevant perspective related to your chosen research question.</p>	Learn and practice research strategies; begin to gather and analyze background info and multiple credible perspectives on your space of inquiry
Fri. 10/14	<p>Read “Critical Reading Exercises” and “Double Entry Response Format” (WC)</p>	Feedback on proposals; discussion on dialectic journaling as a textual research methodology; Reeves Library scavenger hunt for quality sources

Week 8

Date	For Class	In Class
Tues. 10/18	<p>Review posts from “Textual Research” as needed</p> <p>Read “Documenting Sources: APA”</p> <p>Skim Purdue OWL APA Formatting and Style Guide so you know what is there</p> <p>Gather sources</p> <p>Read your sources carefully with an eye for what you feel is most important in each</p> <p>Write SC#16—Drafts of first three annotated bibliography pages for Assignment #2 Research Portfolio (details on class blog)</p>	Continue to gather and analyze sources; workshop sections of Library Research Portfolio; discussion regarding interview source for unit 3 podcast

Thurs. 10/20	<p>Read Moravian College Plagiarism Policy in the Academic Code of Conduct and other related documents (C)</p> <p>Write SC#17—Drafts of next two annotated bibliography pages for Assignment #2 Research Portfolio (details on Canvas)</p> <p>Prepare presentation on interdisciplinary insight (group 1)</p>	<p>Presentations on interdisciplinary insights; workshop sections of Library Research Portfolio (time permitting)</p> <p>After class: “Writing Across Moravian: Faculty Roundtable Discussion” from 11:45 to 1:00 in Prosser Auditorium. (Mandatory event unless you can prove you have a scheduling conflict.)</p>
Fri. 10/21	<p>Write SC#18—Draft of final annotated bibliography page for Assignment #2 Research Portfolio (details on Canvas)</p> <p>Prepare presentation on interdisciplinary insight (group 2)</p>	<p>Presentations on interdisciplinary insights; workshop sections of Library Research Portfolio (time permitting)</p>

Week 9

Date	For Class	In Class
Tues. 10/25	<p>Read “Synthesizing Your Research Findings” (WC)</p> <p>Write—Assignment #2 Research Portfolio Due to Canvas</p>	<p>Introduce Assignment #3; move from research to synthesis</p>
Thurs. 10/27	<p>Read “Positioning Yourself in Academic Writing” (WC)</p> <p>Review posts on Thesis building</p> <p>Write SC#19 Come to class with the Assignment #3 Source Connection Sheet completely filled out. Then answer the following questions from the second page of the Source Connection Sheet:</p> <p>After you have finished filling out your chart, you will need to go back</p>	<p>Move from synthesis to claim building—Discuss concepts related to academic argumentation; begin outline of “traditional” argument with thesis, warrant, and reasons</p>

	<p>and examine your findings. As you do, note places where you see connections happening among the texts—draw arrows to note these connections if you need to. Where do positions parallel one another? Where do positions drastically diverge? What kinds of relationships are being formed? These are the kinds of questions that will help you to engage in a conversation among texts; engaging in a conversation with multiple texts is about noticing and identifying the relationships among those texts.</p>	
Fri. 10/28	<p>Read Synthesis Notes: Working With Sources To Create a First Draft” (WC) plus select posts from “Integrate Evidence” tab (WC—TBA)</p> <p>Review everything under the APA tab (WC)</p> <p>Write: SC#20 See last page of the PowerPoint from Friday's class for all of the instructions you will need for this assignment. In class on Tuesday, we will workshop thesis statements and work on the best ways to integrate sources into body paragraphs. We will also analyze the structure of some sample essays.</p>	<p>In-class work drafting interview questions for unit 3</p> <p>Move from claim building to drafting; make sure you can access your research portfolio so that you can integrate sources into your writing</p>

Week 10

Date	For Class	In Class
Tues. 11/1	Advising Lunch. Class will run from 10:20 until 12:20. I will provide drinks and pizza while we work on our schedules.	Use AMOS to decide upon a preliminary schedule for the spring and bring that to your meeting with Dr. Fodrey
Thurs. 11/3	Read: Rogerian Argument and	Drafting day; make sure you

	review posts in the Organize category (WC) Write: Assignment #3—Draft 1—3+ pages due	can access your research portfolio so that you can integrate sources into your writing
Fri. 11/4	Read: Peer Review and Revision Articles on Writing Commons (read all of the posts on this page, please) Write: Assignment #3—Draft 2—6+ pages due	SC#16 In-class workshop letters to classmates to be completed in class. Peer Review Workshop of first 6 pages of Assignment #3

Week 11

Date	For Class	In Class
Tues. 11/8	Read: “Consider Feedback,” “Writers on Revising” and “Proofreading” (WC) Write: Assignment #3—Draft 3—complete draft with complete APA References page. Bring two printed copies plus highlighters and to class for sentence-level style and editing work	Style workshop of revised drafts; introduce Assignment #4
Thurs. 11/10	Read: “Audiences and Opportunities: How to Use Research and Rhetorical Analysis to Get Your Voice Heard”; “Seeking Spatial Justice” (C) Write: Please upload Assignment #3 Draft 5, a completed, revised draft of your academic argument essay, to Canvas. When you upload your essay, please include a list of three questions or concerns for me to concentrate on as I read through it. This will receive a preliminary grade and reviewer comments from Dr. Fodrey. Write: SC#17 Process comment + definition of “good writing” update	In class activity on ethos, pathos, logos, and kairos (using pages on WC); begin planning work on Assignment #4, translating the academic argument into a multimodal public argument via podcast

Fri. 11/11	<p>Read “Analyzing Multimodal Projects” (WD 20-30)</p> <p>Listen/View: to any three podcasts of your choosing that you get to from following links available on this list. Remember that you are producing a relatively short podcast, so try to concentrate on podcasts that are less than 10 minutes long.</p> <p>Write: SC#18 Rhetorical analysis of three podcasts (see Canvas for details)</p>	<p>Discuss qualities of successful podcasts</p> <p>Podcasting Workshop. Come to class prepared to learn technologies to help you create your podcast</p> <p>Finalize interview info in class</p>
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Unit 3: Spatial Justice Podcast

Week 12

Date	For Class	In Class
Tues. 11/15	<p>Note: Conduct interview for podcast at some point this week.</p> <p>Read: “Designing and Writing Visual-Spatial Public Arguments” and “Ideas” excerpt from <i>Out on the Wire</i> (C); “Rhetorical Appeals: A Checklist for Writers” (WC)</p> <p>Watch: All videos under “Getting Started” and “Planning Your Podcast” tabs</p> <p>https://www.lynda.com/GarageBand-tutorials/Podcasting-GarageBand/495274-2.html</p> <p>Bring assets (and earbuds) to produce podcast if needed. Today will probably be dedicated to outlining and planning.</p>	<p>Continue discussion of public argumentation; begin drafting podcasts</p>
Thurs. 11/17	<p>Watch: All videos under “Recording Your Podcast” tab prior to recording anything</p>	<p>Draft podcasts</p>

	https://www.lynda.com/GarageBand-tutorials/Podcasting-GarageBand/495274-2.html Bring assets (and earbuds) to produce podcast. This means you should probably come to class with some some audio clips already recorded.	
Fri. 11/18	Watch: All videos under “Editing Your Podcast” tab prior to recording anything https://www.lynda.com/GarageBand-tutorials/Podcasting-GarageBand/495274-2.html Bring assets (and earbuds) to produce podcast	Draft podcasts

Week 13

Date	For Class	In Class
Tues. 11/22	Create: Draft #1—Rough Cut—of Assignment #4 podcast due to Canvas by 10:20 AM (details on Canvas)	In-class work day; Dr. Fodrey and Jenna will be giving feedback on podcast drafts
Thurs. 11/24	Thanksgiving Break	No class meeting today.
Fri. 11/25	Thanksgiving Break	No class meeting today.

Week 14

Date	For Class	In Class
Tues. 11/29	Read: WD 110-118 (start with “Preparing for Rough Draft Feedback”) Rewatch “Editing Your Podcast” on lynda.com if need be Create: Assignment #4 Draft #2 link	SC#20 In-class workshop letters to classmates to be completed in class.

	to podcast to be shared on Class blog so other students in the class can access (details on class blog).	
Thurs. 12/1	<p>Read WD Chapter 8—“Putting Your Project to Work” (119-125; 132-133)</p> <p>Watch “Publishing Your Podcast” videos “overview,” “export,” and “publishing through soundcloud” https://www.lynda.com/GarageBand-tutorials/Podcasting-GarageBand/495274-2.html</p> <p>Come to class prepared to write reflective letter, revise work for ePortfolio, and work on ePortfolio design OR finish making revisions to podcast</p>	ePortfolio “Reflective Letter to Readers” assignment discussed; in class work day
Fri. 12/2	<p>Listen to podcast on “Rhetorical Listening”</p> <p>Come to class prepared to write reflective letter, revise work for ePortfolio, and work on ePortfolio design</p>	In class work day; by the end of class today we will have all podcasts ready to be added to the class playlist on soundcloud.com

Week 15

Date	For Class	In Class
Tues. 12/6	If you are scheduled to share your podcast today, come to class prepared to do so. Additionally, come prepared to engage in the rhetorical listening activity.	Presentations of podcasts + rhetorical listening activity
Thurs. 12/8	If you are scheduled to share your podcast today, come to class prepared to do so. Additionally,	Presentations of podcasts + rhetorical listening activity

	come prepared to engage in the rhetorical listening activity.	
Fri. 12/9	Come to class prepared to eat a late breakfast and revise ePortfolios together.	Last Day Celebration/ePortfolio revision day

Week 16: Finals

Date	For Class	In Class
Wed. 12/14	Write: Final ePortfolio due no later than 1:00 PM. Post the URL for your ePortfolio to Canvas, and Dr. Fodrey will begin grading your ePortfolio at that point. Note: You can submit this well in advance of Wednesday if you want.	No class meeting. Have an excellent Winter Break!