

First-Year Writing Seminar: Fall 2017¹

Section T: Who Gets to Choose? An Exploration of Controversial Medical Technologies

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Class meeting time: Tuesday, Thursday, Friday 11:45-12:55

Office Hours: Tuesday, Thursday, Friday 10:00am-11:00am
Need another time? Just ask!

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.

“Our” FYWS: Course Description

Sexless reproduction? Printed organs? Digital contact lenses? Body augmentation? In this course, we will delve into controversial issues surrounding cutting edge medical technologies. Taking an interdisciplinary approach, we will consider psychological, ethical, economic, political, religious, and other implications of medical technologies. We will grapple with issues such as: How far is too far? Who should decide what we do with and to our bodies? What procedures should health insurance cover? What happens to our medical information? Students will be encouraged to think deeply, write thoughtfully, and engage critically with readings, film, and other materials.

¹ 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.

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, select, and evaluate 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

- ✓ Summer Reading
Gawande, A. (2014). *Being mortal*. New York: Henry Holt and Co.
- ✓ Reading About Writing
The Academic Writer: A Brief Guide (3rd Edition) by Lisa Ede
Writing Commons
- ✓ Multimodal Projects Resource
Arola, K. L., Sheppard, J., & Ball, C. E. (2014). *Writer/designer: A guide to making multimodal projects*. New York: Bedford/St. Martin's.
- ✓ Discussion Day Readings
All extra readings will be posted to Canvas with links or handed out in hard copy. Be sure to pay attention to Canvas notifications!

Learning Community

Our section of FYWS is unique in that all students are registered together for FYWS as well as Dr. Terrizzi's economics class. That means, for most of you, 50% of your courses are being taken together as a group. Take advantage of this arrangement. Get to know each other and your instructors. Learn how to learn together!

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 the following aspects of writing, in the context of a particular assignment: Purpose, audience, content, organization, idea development/analysis, ethos/credibility/information literacy, design, mechanics/readability/view-ability/audibility/ accessibility, and maturity of thought.

Assignment	Due	Percentage
Assignment 1: History Visual project: Timelines/graphs Background Sources: Encyclopedias, books, articles	9/28	15%
Assignment 2: Research Paper Traditional research paper Sources: News sources, research articles	10/20	20%
Assignment 3: Designing an Interview Source: YOU!	11/2	10%
Assignment 4: Opinion Piece Sources: Varied, and YOU!	11/14	10%
News Report Digital news segment (use your visuals!) Must include interview! Present all of the pieces of your project into one submission! Self-evaluation also due.	11/21	15%
Presentations of News Reports	Begin 11/28	**
Reflective Writing on Canvas	Ongoing	15%
Participation and Engagement (in-class participation, preparedness, engagement in our community, small assignments, service participation, <u>1 required visit to The Writing Center</u>)	Ongoing	10%
Academic Extracurricular Events (3) Includes final presentation of news clips to the community during the last week of the semester. Don't forget write-ups are due for these events.	Ongoing	5%
Total		100%
**Failure to present your news clip on your assigned day will result in a 10 point deduction on your news report grade.		

Letter Grades

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

Explanation of Assignments

Note: All assignments will be further described in class and **specific handouts will be given for all assignments** listed below.

The majority of your assignments will focus on the same topic, but each assignment will be approached from a different angle. Topics will be assigned based on student rankings of possible topics. The end of the syllabus contains a list of ideas. Or, you may also propose your own topic as long as it fits with the course topic and assignment themes. Final topics will be assigned the second week of the semester. Assignments 1-4 and the final “news clip” below will all focus on your own special topic.

Assignment 1: History/Timeline

For this first assignment, students will research their “special topic” in order to learn about the *history* of the topic. For instance, if a student were to research stem cell procedures, the student would identify specific dates that corresponded with progress on the topic beginning with the first mention of it in publications. The assignment will be a timeline created in PowerPoint.

Assignment 2: Research Paper

Students will complete a research paper on their special topic. This paper will be a more traditional research paper that aims to identify current research on the topic. Students will carve out a meaningful, integrated review on the topic—some topics may be more broad or more narrow; the key is identifying your topic and research question clearly. For instance, if the student was conducting research on stem cells, he or she might specifically research the benefits of stem cells for corneal wounds. Students will need to identify a research question and then write a paper that speaks specifically to that question. This paper will run approximately 8 pages in length.

Assignment 3: Interviews

Each student will conduct a series of interviews on his or her special topic. These interviews will question people about their knowledge and/or views on the topic. Interviews will be completely digitally and will be a required part of the final news project.

Assignment 4: Op-Ed (Opinion Editorial)

Students will write an opinion piece of no more than 750 words. This editorial will present you as an expert on your topic, giving an educated opinion on your special topic.

We will use *theopedproject.org* as a source to educate us about op-ed writing.

News Segment

Students will create a 3-5 minute news segment in which their “big topics” are presented. Students should film as if they are a news anchor or host (or, if you don’t want to be on camera, you can create a script for someone else to use on camera). The segment should pull in information from all of your “special topic” assignments and will use your interview segments.

These news segments will be shared in class and will also be shared in the HUB with the larger community during the last week of classes. For the larger campus event, you are providing a service to the campus by sharing your knowledge. Depending on your identification with your topic, this service activity might also be an advocacy project!

We will have sessions with an Instructional Designer from IT who will explain how best to create digital assignments. Also, your multimodal reader will assist you with these pieces of your work.

Reflective Writing

In addition to these larger pieces of writing, you will write various short assignments, reading responses, reviews of campus extracurricular events, research assignments, and peer reviews as part of your work on the larger writing assignment in each unit. Some of these smaller assignments may not be graded but must be submitted in order to receive full credit for the larger assignment.

On many Fridays, you will have a prompt that you will respond to on Canvas. Tyler will monitor these prompts. See the schedule below for due dates. Relevant prompts will be listed on Canvas.

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 APA Style. 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 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 2 classes without penalty. For each absence after 2 absences, the final grade will be reduced by 3 points.

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 (e.g., art class trips). 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.

BE ON TIME! DO NOT SNEAK OUT! DO NOT SCATTER OR RUN AWAY! ATTENDANCE WILL BE TAKEN! YOU WILL BE ASSIGNED A SEATING AREA. TYLER WILL TAKE ATTENDANCE AT EACH FRIDAY SESSION. FRIDAY SESSIONS ARE WORTHWHILE AND YOU NEED TO ATTEND. IF YOU DO NOT ATTEND, YOU WILL BE REQUIRED TO ATTEND INDIVIDUAL REMEDIAL SESSIONS WITH DEAN LOYD.

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>

Cell phones may not be used in class. Computers may only be used when deemed appropriate by the instructor for class purposes.

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 10-point deduction per calendar day late. This means, the day it is due until midnight that calendar day is a 10 point deduction; 12:00am the next calendar day begins the next 10 point deduction until 11:59pm that calendar day; and so on.

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 may 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.

Writing Center Visit. You are required to schedule and attend at least one tutoring session at the Writing Center in conjunction with one or more writing assignments.

Resources for Students

Office Hours. You are encouraged to stop by during office hours or make an appointment with your instructor.

Writing Fellow. The Writing Fellow for this FYWS section is Tyler Bergsma. He 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. Tyler 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 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.

Accessibility and Disability Support

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

Discrimination and Sexual Violence Policy

Moravian College faculty are committed to providing a learning environment free from gender discrimination and sexual violence. Should a student disclose a concern of this nature, the faculty member is obligated to inform the Title IX Coordinator, who will assist the student in determining resources for support and resolution. Fully confidential reporting options include the Counseling Center, Health Center, and Religious Life (Chaplain). Survivors are encouraged to seek immediate assistance by contacting the Advocates at (484) 764-9242. For more information, please visit www.moravian.edu/titleix.

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.

Course Schedule

On the next three pages, you will find a sketch of the schedule we will follow. Things will likely get moved and shifted as we progress through the semester.

Check your Canvas notifications for announcements of changes in the schedule, assigned readings, and additional notes relevant to our class meetings REGULARLY.

You are responsible for knowing the content of all announcements for this class.

When viewing in color (accessible on Canvas):

RED = something is due

RED = required to bring something to class

BLUE = required Student Affairs or other event

GREEN = skills development with the “experts”

Tips for success:

- ✓ Know the syllabus content in detail!
- ✓ Stay on top of things!
- ✓ Consult the course schedule regularly!
- ✓ Anticipate due dates!
- ✓ And...KNOW due dates! They are on the syllabus. It is your responsibility to know them!
- ✓ Space your work out evenly over the days and weeks of the semester!
- ✓ ALL assignments must be typed (unless otherwise instructed) and spell-checked.
- ✓ If you need help, ask.
- ✓ Be prepared!
- ✓ Use an organizer/calendar in paper form to keep yourself on track.
- ✓ Always look to the week ahead to be sure you are on your game.
- ✓ Avoid excuses; get your work done!
- ✓ This class will be time consuming; it will also be rewarding. Plan, plan, and plan some more!

(Aug) 28	29 Syllabus Review/ Course Overview	30	31 Getting to know each other and Moravian College	1 STUDENT AFFAIRS SESSION: Counseling/Health Center/Religious & Spiritual Life
(Sept) 4	5 Writing 101: Challenges/strengths assessment	6	7 Thinking about Medical Technologies: Who Gets to Choose? (READ Handout)	8 STUDENT AFFAIRS SESSION: Academic Support & Tutoring Prompt response due
11	12 ✓ Thinking about Research ✓ Handout: Assignments 1 & 2 ✓ Bring to class: Paragraph with top research topic idea, plus two other ranked topics.	13	14 ✓ Library Session 1: Research Skills for Assignments 1 and 2 (Workshop)	15 STUDENT AFFAIRS SESSION: Common Reading/In Focus Prompt response due
18	19 ✓ Why Serve? Preparing for Heritage Day ✓ Introduction to Digital Media Projects (Farah Vallera, IT)	20 Heritage Day (Required)	21 ✓ Reflecting on Heritage Day ✓ Assignment 1 progress: Bring draft of timeline to class (Workshop)	22 STUDENT AFFAIRS SESSION: Intercultural Advancement & Global Inclusion Prompt response due
25	26 ✓ Assignment 2 Skill Development Day: APA Style, Annotated Bibliography ✓ Assignment 1 progress: Bring REVISED draft of timeline to class (Workshop)	27	28 ✓ APA Citations & References ✓ Bring to class: 2 relevant research articles (Workshop) ✓ ASSIGNMENT 1 DUE	29 STUDENT AFFAIRS SESSION: Hands-On Learning (Career & Civic Engagement, Study Abroad) Prompt response due

(Oct) 2	3 ✓ Medical Technologies Topic Day (READ Handout)	4	5 ✓ Fundamentals of Writing the Research Paper ✓ Annotated Bibliography Due (min. 5 articles)	6 STUDENT AFFAIRS SESSION: Student Involvement Prompt response due
9	10 No Class: Fall Break ENJOY!	11	12 ✓ Advising/Registration (Tyler) ✓ Writing conferences (bring paper drafts; Dr. Schmidt)	13 ✓ Advising/Registration (Tyler) ✓ Writing conferences (bring paper drafts; Dr. Schmidt)
16	17 ✓ Finishing touches on research papers ✓ With a little help from a friend...peer editing session (Workshop) Bring draft!	18	19 ✓ Handout: Assignments 3 & 4 ✓ Research papers...final questions?	20 ✓ Assignment 2 Research Paper Due ✓ Library Research Session: Getting the Skills for Assignment 4 (Workshop)
23	24 ✓ Digital Media, cont. with Farah Vallera ✓ Be prepared with paper points!	25	26 ✓ Recorded clip due: Research paper summary ✓ Assignment 3: Interview Script Due with rationale	27 ✓ Medical Technologies topic day (READ handout)
30	31 ✓ Interviews—questions, progress, review...	(Nov) 1	2 ✓ Assignment 3: Interviews Due (Flex day or catch-up day, as needed)	3 ✓ Extended time with Dr. Terrizzi ✓ Prompt response due

(Nov) 6	7 ✓ Digital Media, continued with Farah Vallera	8	9 Workshop Day: Peer editing for Assignment 4. Bring draft in hard copy!	10 ✓ Medical Technologies topic day (READ handout) ✓
13	14 Film Day ✓ Assignment 4 Due	15	16 Film Day	17 Film Day ✓ Prompt response due
20	21 ✓ ALL News Clips DUE ✓ Final review for presentation plan!	22	23 Thanksgiving Break ENJOY!	24 Thanksgiving Break ENJOY!
27	28 Presentations I	29	30 Presentations II	(Dec) 1 Presentations III
4	5 Final Preparations for Thursday	6	7 HUB: Service Day	8 Wrap-Up and Evaluations

The following are potential research topics. This list is not exhaustive! Start here...read...explore... You may suggest another topic or tailor a topic below specifically to your interest area.

Remember our overarching question: *Who Gets to Choose?* You will want to understand the basics of your chosen technology/procedure and then dive into the controversies surrounding the technology. These may be financial, psychological, political, racial, social, or of another nature.

You will need to have a question for your chosen topic! That will be the focus of your work this semester!

Also, note that many of these topics have numerous sub-topics that can be chosen. Do a preliminary Google search to see what's out there!

- ✓ Performance enhancing drugs for athletes
- ✓ Euthanasia
- ✓ Stem cell research
- ✓ Do Not Resuscitate Orders—Children
- ✓ Saving tiny babies—prematurity and/or low birth weight
- ✓ Artificial reproductive technology—pick one or speak more broadly about ART
- ✓ Alzheimer's Disease and Decision Making
- ✓ Shock therapy for depression
- ✓ Age limits on organ donation/transplants
- ✓ Obesity as a pre-existing condition
- ✓ Should you get an organ if you...?
- ✓ Medicinal marijuana
- ✓ Abortion
- ✓ Neuropharmacology and children—ADHD
- ✓ Neuropharmacology and children—Depression
- ✓ Vaccines—religious rights
- ✓ Vaccines—should we require them in schools (more broadly)?
- ✓ Is healthcare a right?
- ✓ Religion and medical decisions
- ✓ Gender reassignment surgery
- ✓ Children and hormones (related to sex and gender)
- ✓ Children and Human growth hormone
- ✓ (Pre)Adolescents and the HPV Vaccine