

## **PACE 101 Writing for the Humanities**

Tuesday/Thursday 5:40-7:05pm

Spring 2020

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\*Please note that my e-mail is the best ways to reach me.

### **Welcome to “PACE 101 Writing for the Humanities”!**

PACE 101 Writing for the Humanities supports the development of students' thinking and writing skills through the close reading and analysis of a range of texts. This semester we will work with texts focused on four general areas of inquiry: Wealth & Poverty, Education and Equity, Gender and Identity, and Race & Discrimination. For each topic, students will be exposed to a range of sources, from classic texts to contemporary treatments of the subject in books, articles, and electronic media. As writers, students will learn about using Genre and Functional Linguistics to understand purpose and function in writing. Students will engage with these texts both orally and in writing, strengthening their skills as listeners, thinkers and writers, in preparation for becoming effective students in Simon's Rock First Year seminars.

### **Course Objectives**

1. To increase students' ability to read difficult texts with fluency and effectiveness;
2. To support the development of students' critical thinking skills, including the ability to reconsider one's own deeply held beliefs;
3. To improve students' listening and speaking skills, as well as their ability to engage constructively with others in class discussions and presentations;
4. To become fluent in the important aspects of successful college essay-writing;
5. To practice revising written work – both their own and that of their peers - through draft review sessions and other opportunities.
6. To become confident academic writers in multiple genres and registers.

## **Readings**

Required Readings: All readings will be provided to students in the form of PDF or doc available for download at [www.ahc413.com/PACE](http://www.ahc413.com/PACE). Students are expected to print and bring the module's reading to class. Students will also be expected to work with the resources provided by the instructor.

## **Course Requirements**

- **Activities.** We will begin each class and each module with a form of activity designed to give you either a direct or indirect experience with the content of that week.
- **Readings, movies, YouTube, podcasts.** These constitute a critical aspect of the course. I expect that you will read or watch or listen to them, think about them carefully and holistically, and be able to discuss them in depth in class. Come to class prepared with notes from your reading, including quotes, page numbers, and your thoughts. I have also provided a form for taking notes. Use of the form itself is not required, but you must attend to the aspects of it – 1) what the writer said + page number; 2) what you understand the writer to mean; 3) your personal response to what the writer said.
- **Writing.** In this course, you will be expected to write. In terms of your grades, I will ask each of you to write 4 polished essays. I will expect one each of the four main Genres of writing: Personal Recount, Explanation, Argument, and a Hybrid essay that uses TWO genres to present your ideas. Furthermore, you will be required to write 8 response papers. These should be aligned with the Genre being studied at the time and should focus on how you will be developing your essay for the module. Essays should be approximately 1,000 words. Response papers should be between 300-500 words.
- **Plagiarism.** Plagiarism is taking someone else's words and claiming them as your own. This is theft and is not allowed. There are serious repercussions at schools in the United States, such as a failing grade and even expulsion from the school. I believe that using translation software is a form of plagiarism and I will not accept writing that I suspect has been through translation software. This is a writing class that gives you the chance to WRITE. This does not mean you cannot translate, but instead you should be aware of *how* you translate. Please use your own words in English.
- **Attendance.** Attendance at all classes is required (see below), and crucial to the success of your learning as an individual and a community. If you must miss a class, please let me know by e-mail in advance. All missed work must be made up within a week of the missed class unless special arrangements have been made with me. More than **five** missed classes may result in a lower grade or a failure. PLEASE make prior arrangements with me so that this does not happen. It is essential that you keep me in the loop so I can support your success in the course. Do not just disappear!
- **Participation.** While a great deal of your learning will come from the readings and other assignments, you will learn at least as much from each other. I expect you to welcome and work with each other's thoughts—even half-formed ones.

The expression of your thoughts will help you to clarify what you are thinking. Do not worry about being “right.” Your participation, in the form of questions, opinions, statements, confusion, and stories helps me to gauge your understanding of the course material and the sense you are making of it in your own lives. If you are unaccustomed to speaking in class, this will be a challenge for you and I will do my best to support you, and expect your classmates to do the same. For those of you used to speaking up in class, I would ask you to attend thoughtfully to your classmates and monitor your own contributions. I acknowledge that silence is also a form of participation. There are many forms of silence that also contribute to the class: listening, rehearsing, inner dialogue, sorting, leaving room for others. Still, it is only in your speaking that your classmates and I can tell what kind of sense you are making of the course materials and know in what ways we can participate in, benefit from, and help with that sense-making. I will also occasionally ask you directly what you are thinking, and you should be prepared for this, not with the “right answer,” but with your thinking, even if it is total confusion! Remember, attitudes of open-mindedness, whole-heartedness, respect, curiosity, and a desire to listen to, learn from, and understand others is essential to learning.

- **Grading:**

Response Papers (8):	400 points
Essay Papers (4):	400 points
<u>Participation in classes:</u>	<u>200 points</u>
Final Grade:	1000 possible points

All written work, needs to show evidence of rigorous and original thinking. That is, you need to demonstrate that you have understood the material we are dealing with, or are making a serious effort to do so, and that you are connecting that material to your own ideas, experience, and practice. Most importantly, I need to see evidence of your having read the texts and engaged in the activities. Use quotes to illustrate your ideas, and be sure to cite them properly, using MLA format.<sup>1</sup> Do not use quotes without an explanation of why they are appearing in your text. Never assume that your reader knows what a quote means, or what you understand it to mean. It needs to be explicated by you. See the attached rubric for details.

In terms of your participation in face-to-face classes, I will look for thoughtful contributions, engaged listening, and considered responses. Evidence of inquiry into and efforts to understand each other’s ideas is essential.

## **CAMPUS RESOURCES**

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<sup>1</sup> An excellent source for formatting and other writing questions is Purdue University's OWL site: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html)

There are many resources at Simon's Rock dedicated to helping you succeed in college. If you need something that is not listed here, let me know and we will find what you need.

**The Wellness Center**, located on the second floor of the Student Union right above the Campus Safety office is open from 9am-5pm every day of the week. This is a wonderful resource not only if you are feeling physically ill, but also if you are emotionally upset, sad, overwhelmed or anxious. The Center has counselors that can meet with you just once or regularly to support you. The sessions are free and confidential. (The only reason a session would not remain confidential is if the person expresses thoughts of harming themselves or others.)

In addition to the Wellness Center, you can access **RISE (Rockers for Intervention, Support and Education)** after hours. The Google Hangouts for RISE can be reached at 413-528-7623 or -24.

The college also has an office for **Accessibility and Academic Support** in the Win Commons (library). The director is Jeannie Altshuler. If you anticipate or experience physical or other barriers in this or another class based on a disability, please contact Jeannie at [jasltshuler@simons-rock.edu](mailto:jasltshuler@simons-rock.edu) or call 413-528-7383) to discuss the possibility of an accommodation.

Remember, the entire Campus Life staff is here to support you. You can reach out to your Peer Mentor (you have one living on your floor), to your Residence Director, or to anybody on the Campus Life staff or the Campus Safety staff. The Campus Safety staff is available for you at any time of day or night. If you can't walk up to see them in the Student Union, just dial "0" on any campus phone and someone will respond and be able to help you, whether it is an emergency or not.

#### MY CAVEAT

I reserve the right—in fact, the obligation—to adjust the syllabus (attached) in accordance with your learning. For me, a syllabus is a blueprint of where I intend to end up with a tentative plan of how to get there. But there are, of course, many ways to get there. Therefore, detailed assignments may be given out on a week-to-week basis. The themes indicated in the syllabus may change according to the work I observe you doing and/or your own input.