

IIDFY 101: First Year Seminar
Give Peace a Chance:
Exploring the Christian Peace Tradition

Messiah College
Fall 2019

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Class Location: Boyer 338
Class Time: 11:55 a.m.-1:10 p.m.

Office: Boyer 101E
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Office Hours: MW, 10:00 a.m.-12:00 p.m., TR 3:00-4:00 p.m.

Course Description:

Blessed are the peacemakers. Love your enemies. Do good to those who hate you. For centuries, Christians have tried to understand and obey these difficult teachings spoken by Jesus in the Sermon on the Mount. In this course, we will participate in this theological and ethical discourse by examining a Christian view of violence, war, and peace. Our goal will be to consider how “giving peace a chance” impacts our personal faith commitments and our vocational aspirations. We’ll also spend time reflecting upon Messiah College’s own history of Christian peacemaking.

Course Texts:

Graff, Gerald and Cathy Berkenstein. *They Say/I Say: The Moves We Make in Academic Writing*. 4th ed. New York: W. W. Norton & Co., 2016. ISBN 978-0-393-63167-8.

Hacker, Diana and Nancy Sommers, *A Writer’s Reference*, 8th ed. Boston: Bedford/St. Martin’s, 2015.

Opitz, Donald and Derek Melleby. *Learning for the Love of God: A Student’s Guide to Academic Faithfulness*. 2nd ed. Grand Rapids, Mich.: Brazos Press, 2014. ISBN: 1587433508.

Sprinkle, Preston. *Fight: A Christian Case for Nonviolence*. Colorado Springs, Colo.: David C. Cook, 2013. ISBN: 9781434704924.

* N.B.: In addition to these required course texts, students must also obtain a journal that they will use for the entirety of the course as a writing journal. This journal should not be used for other classes.

Course Goals:

By the end of this course, you will have demonstrated to me that you have successfully achieved all of the course goals listed below. The extent of your success in achieving those goals will determine the final grade that you receive for the course (A–F). In the chart below, I list each of the course goals and then indicate which of our course requirements I'll use to determine whether or not you have successfully achieved a given goal.

All of this may sound very cold, formal, and structured—and, to a certain extent, it is. Rest assured that the class itself won't be as cold, formal, and structured as this chart may suggest. Former students have told me that they really enjoy this course and my teaching method. Most importantly, they have told me that they get a lot out of this course—in other words, that they learn a lot. My responsibility as the instructor is to make sure that your learning, as students, matches the goals that I and my department have set for this course. Thus, the chart.

<u>Course Goal</u>	<u>Method(s) of Assessment</u>
1. <u>Read critically</u> : Recall, analyze, synthesize, and integrate	Conversation Papers, Discussions
2. <u>Discuss ideas critically</u> : Express thoughtful insight, based on close reading and active listening	Discussions
3. <u>Write essays critically</u> , using effective prose for particular audiences	Essays
4. <u>Apply basic methods and skills of information literacy</u> : Accessing, evaluating, and using information effectively and ethically	Essays, Academic Integrity Module, Library Competency Test

Course Requirements:

The purpose of this seminar is to introduce you, as first-year students, to the intellectual life of Messiah College specifically and to undergraduate college experience generally. In providing such an introduction, this seminar also will orient and train you in the kinds of intellectual activities that you'll be expected to undertake throughout your four years here and in the world beyond Grantham: reading critically, discussing ideas critically, writing critically, and applying basic methods and skills of information literacy. All course requirements for this seminar are thus organized around these intellectual activities, and are designed to help you develop skills and abilities in these areas.

Specifically, in this course you will:

- Write regular **Conversation Papers** to help you read well and discuss ideas critically.
- **Read several books**, all of which are listed above.
- Participate in **daily conversations** about our readings.
- Write multiple drafts of two **essays** on different topics.
- Complete several **short assignments**, including an Academic Integrity Module.
- Maintain a **writing journal** in which you'll record reflections about your experiences in class and your growth as a writer.

Course Agreements:

Some Course Assumptions:

- This course will meet twice a week—Tuesday and Thursday.
- This course will be split up into three units.
 - The first unit will focus on the essentials of good college writing. We'll learn the difference between “home” and “academic” Englishes; adopt and practice the two moves of academic writing—“they say” and “I say”; learn about the essential components of a good academic essay; and practice the all-important process of revision.
 - The second unit will center on our course theme: “Give Peace a Chance.” In about five weeks, we'll read the theologian Preston Sprinkle's thought-provoking study, *Fight*, and discuss the implications of his argument(s).
 - The third unit will bring together these two topics—good college writing and Christian peacemaking—in one project: a research essay on a subject of your choosing related to the course theme.
- This course will only work if you make it work: if you take it seriously, if you work hard, if you contribute. Otherwise, it'll be a dull and boring affair. I don't want that to happen, and I hope you don't either.
- Below, I'm listing a few expectations—of you and of me—that should guide our course. Periodically, we'll check in as a class to make sure that we're abiding by these assumptions and that the arrangement of our course is working for everyone. Expect these kinds of check-ins at least twice during the semester.

In Order to Receive an A or B in this Course, You Agree to...

- **Complete regular Conversation Papers (CP)**, turning it in on the day that it is due (according to the rules spelled out below) and using the correct format (as explained below).
 CPs are critical to our discourse in FYS. They help us to be prepared for our daily in-class discussions. Therefore, you will write a CP for almost every

week of our class—sometimes, two per week. Some CPs will respond to a specific prompt as listed in the syllabus schedule. A “standard CP” will begin with a brief summary of the relevant reading (about one-half of the page should be devoted to this task) in order to demonstrate that you have read it in its entirety. The second half of the CP should respond to the reading in one of the following ways: yes, no, or OK but.... Each CP should use at least **two** quotations from the relevant reading.

Submission: You should submit a digital copy of your CP via Canvas, in the assignment that corresponds to the CP’s due date. You should also bring a printed copy of the CP along with you to class. Since the purpose of the CP is to get you thinking about the reading in anticipation of our in-class conversation, you can use what you’ve written in the CP to contribute to our discussion. Having the CP in front of you will help you to remember what you’ve already thought and written down about the day’s reading.

Format: Each CP should be one page in length, double spaced, with your name at the very top of the page and a title, centered, above the body of the text. Please model the formatting of each CP on the example found in Appendix A.

- Contribute to every in-class conversation. Here’s a list of ways to do that:
 - Stating a position, insight, or other reflection derived from your reading of the text being discussed
 - Stating a question (of clarification, of challenge, etc.) to a classmate or classmates
 - Responding to a classmate’s statement in agreement, in qualification, in amplification, in disagreement, in comparison or contrast
 - Restating/summarizing what others have said and responding to it
 - Soliciting the opinion of someone who has been quiet
 - Circling the class back to the original question/topic under consideration
 - Raising a quotation or paraphrase from a specific text and connecting it to our discussion
 - Raising evidence of all sorts—textual (from other texts), experiential, anecdotal
 - Listening to what others say closely

We’ll discuss each of these kinds of contributions in greater depth—and model them—as our semester together advances.

- Observe the essentials of classroom decorum. Listen before you speak. Speak honestly yet graciously. No shouting. No laughing. No mocking. No distractions.
- Write two essays, following the prompts I give you. (See the assignments in Canvas for full prompts for these two essays.) These will be drafted assignments, so you will write and re-write these essays multiple times across the semester. Each draft will receive feedback and a grade, using the rubrics I distribute in class.

- Demonstrate intellectual growth by incorporating what we learn (and practice) about good college writing into your drafted assignments. Throughout the semester we'll read about what it takes to succeed as a college-level writer. We'll learn tips and tricks, and practice them. We'll talk with each other about how our writing is progressing and what changes we still want to see. And we'll seek the guidance of others—tutors at the Writing Center, me as the instructor, and perhaps others—in order to improve our writing. And as we learn more about what it takes to be a successful college-level writer, we will incorporate our new knowledge into our drafted assignments. I'll be looking for this kind of improvement as I grade each of your assignments.

As Your Instructor, I Agree to...

- Facilitate our discourse with grace, compassion, and decisiveness (without becoming overbearing and without controlling the flow of the conversation).
- Offer timely and meaningful feedback on your writing and on other aspects of your coursework, as best as possible.
- Provide regular and consistent opportunities for one-on-one and/or small-group conversation about class topics, your writing, and/or any other aspect of our class or of your college experience. These opportunities are called “office hours,” and you can find more info about them on p. 1 of this syllabus.
- Treat you as a colleague, rather than as a child.

Grading:

In college, grades can sometimes be a distraction: they consume your attention and your concern, drawing your focus away from the less tangible but more important work of actually learning. Yet grades are also a useful metric by which we can gauge how far you've come in your intellectual development. In other words, they are a necessary evil. In First-Year Seminar, I'll calculate your final grade for the semester based on the following criteria:

Attendance and Discussion Participation. Class participation is worth 100 points. If you attend class every day, you'll receive at least 75 of these points. However, only those who participate actively and regularly in class will receive 85 points or more. Active and regular participation means coming to class well prepared for the day's activities (texts read, conversation paper written and in hand, etc.), making multiple meaningful contributions to class discussion, and listening critically to others.

Note: Unexcused absences will result in a participation grade deduction of five points per class missed. In addition, sleeping during class, reading/working on assignments not related to FYS during class, or talking repeatedly or loudly with your neighbors during class will be considered an absence.

Conversation Papers. Each CP will be worth nine (9) points and will be graded for the comprehensiveness of the summary, the thoroughness of your response, and the successful use of two quotations. They will NOT be graded for matters such as grammar, mechanics, spelling, etc. (although your papers **should** be readable and sensible).

Academic Integrity Module. This module (video, policy and quiz) will be worth a modest five points toward your overall Attendance/Discussion grade. It must be completed before Tuesday, October 2. See p. 8 for more information on the module.

Essays. Each draft of your essay will be evaluated and scored according to the rubrics I'll provide in class.

Thus, your final grade for this course will be determined as follows:

Academic Integrity Module	5%
Attendance, Participation, and Conversation Papers	45%
Essay #1	25%
Essay #2	25%

Your course letter grade will be assigned according to the following percentages:

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

Writing Policies:

Formatting: All papers must be typed using 12-pitch Times New Roman font; format should be double-spaced, with one-inch margins on every side.

Citation Guidelines: Your assignments should conform to citation guidelines of the Modern Language Association (MLA) style guide.

Writer's Reference: *Writer's Reference*, a required resource for First Year Seminar and Created and Called for Community, includes explanation, exercises, examples and other learning supplements designed to assist with the development of critical reading, thinking and writing skills. You will have access to *Writer's Reference* during your entire undergraduate education at Messiah. In addition to segments that I'll assign (see Schedule below), you should explore resources that assist with your own particular area of need—from grammar and mechanics to introductions and conclusions to tips on how to develop a research question or draft a compelling thesis statement. *Writer's*

Reference includes user-friendly textual and video instructions as well as exercises and quizzes to evaluate your progress. You can access *Writer's Reference* on our Canvas course site.

TurnItIn: TurnItIn is a software tool that identifies whether a writer properly employs and documents her sources. TurnItIn compares students' submissions with online resources and available papers, providing a report to faculty for their information when providing feedback to students and grading the papers, all toward the end of improved student writing. You are required to submit your drafted assignments via Canvas, for review via TurnItIn. I'll make the final determination of originality for each paper. Submitted papers will be retained in the TurnItIn database for comparison purposes.

Course Policies:

Laptop and Cell Phone Policy: Since IDFY 101 is a discussion-based seminar and not a lecture-based course, laptops are not needed for note-taking purposes. Unless I tell you otherwise, please don't bring your laptop to class. In addition, other devices—including but not limited to smartphones and tablets—are never permitted for use during class time.

If I determine or suspect that you are using such a device during class time, I will first discuss my concerns with you outside of class. If the misuse continues, I will cut your participation grade in HALF.

Late Work Policy: All assignments for IDFY 101 are to be handed in on the due date identified in the syllabus. Late submissions, without my prior approval, will receive an appropriate point reduction. However, if you talk to me in advance of the due date and have a compelling reason, I am usually very lenient and willing to grant an extension. The important thing is that you talk to me first, not on the due date or after the fact.

Attendance Policy: If you will be absent, please email me in advance of class. An excused absence due to illness requires a note from the Engle Center or other healthcare provider. You are allowed one (1) unexcused absence without a grade reduction. Additional unexcused absences will result in an appropriate grade reduction as described in the "Grading" section above.

Americans with Disabilities Act (ADA): Messiah College welcomes students with disabilities to participate in all of its courses, programs, services, and activities. If you have a documented disability and are requesting accommodations, please:

1. Contact the director of disability services, Amy Slody, in Murray Library 115, by phone (717-796-5382) or email (aslody@messiah.edu). If your documentation meets the college's documentation guidelines, you will be given a letter from the Office of Disability Services for your professors.
2. As early as possible in the semester, set up an appointment to meet with me. During this meeting, we will discuss the academic adjustments specified in your accommodation letter as they pertain to my class. Please note accommodations are not granted in a retroactive fashion.

Statement on Inclusive Language: Messiah College as an institution has endorsed a comprehensive statement on the use of inclusive language in both written and oral communication. The full statement can be found on our Canvas course site (under Files). Please use inclusive language when speaking about or addressing human beings. The process of change is not easy, and we must exhibit a spirit of grace as we help one another move toward greater hospitality in language.

Final Exam Period: Our final class meeting of the semester will occur during the final exam period (see schedule below). This is a REQUIRED course meeting and not optional, so please don't schedule your departure from campus on or before our final exam period.

Other Important Details:

Copyright Protection Statement: The legal and ethical use of intellectual property is the responsibility of everyone using works created by others. The materials in this Messiah College course are only for the use of students enrolled in this course for purposes associated with this course and may not be further disseminated.

Academic Integrity Module: In order to receive a grade for this course, you will need to successfully complete the Academic Integrity Module (video, policy and quiz) and receive a 12/12 on the quiz.

Murray Library Liaison Sessions: You are expected to prepare for and participate in both Murray Library sessions this semester. Each session will include a basic assessment that you are expected to complete as part of the requirements for the First Year Seminar course.

Writing Competency Exam: Students who receive a grade of C+ or lower in First Year Seminar are required to take a writing competency exam. If they fail, they are required to complete IDS 101L: Writing Laboratory with a passing grade to fulfill the FYS requirement for graduation from Messiah College.

Bridge to Success Fall Transition Survey: All First-Year Seminar students are required to complete the Fall Transition Survey during the specified active period. Any student who does NOT complete the survey during the active period will receive a grade of incomplete in First-Year Seminar. To receive a final grade for the class and therefore, to earn academic credit, the student will be required to submit an alternative, multiple page written assignment.

Course Schedule (*Readings and assignments should be completed by the date on which they appear below.*)
 WR = *Writer's Reference* (via Canvas) || TSIS = *They Say, I Say* || CP = *Conversation Papers* || JNL = *Writing Journal*

Week	Date	Topic	Reading Assignment(s)	Writing Assignment(s)	
1	9/3	Introductions to Each Other, Class, and Syllabus			
	9/5	Reading and Writing in College		JNL: Writing and reading self-diagnostic. What is your reading process? (What do you do when you read a text that's assigned for class?) What is your writing process? (What do you do when you write a paper for class?) How is your reading process related to your writing process?	
2	9/10	Reading and Writing in College	TSIS: "Preface: Demystifying Academic Writing" TSIS: "Introduction: Entering the Conversation"		
	9/12	Common Reading	Opitz, <i>Learning for the Love of God</i> WR: "Reading Actively" (71-74) WR: "Reading Arguments" (89-98) TSIS: chs. 1 & 14	No CP. Come to class with two things: (1) Pick a chapter from <i>Learning for the Love of God</i> . Re-read it, paying attention to "what views the author is responding to and what the author's own argument is" (TSIS, 175). Write out a one-sentence answer for each and bring it to class with you. (2) Come to class with a significant passage from your selected chapter that stirred a response in you.	
3	9/17	First-Year Convocation: Parmer Hall, 9:30 a.m. (during chapel)			

	9/17	Common Reading	Opitz, <i>Learning for the Love of God</i> TSIS: ch. 2	CP: One way we can think about Opitz and Melleby's project in <i>Learning for the Love of God</i> is as an attempt to explain the work of a Christian intellectual. For the purpose of this CP, pick a major idea or piece of advice from the book that you found intriguing (either positive or negative). In this CP, summarize that idea/advice according to the advice given in TSIS. This CP should only be a half-page in length.
	9/19	Common Reading	Opitz, <i>Learning for the Love of God</i> TSIS: ch. 4 WR: "Assessing the Writing Situation" (3-4) WR: Checklist for "Reading an Assignment" (7) WR: "Experiment with Ways to Explore Your Assignment" (4-9)	CP: Now that you have identified a major idea or piece of advice from Opitz and Melleby and summarized it ("they say"), the time has come to respond to it ("I say"). Drawing on the insights you've read in TSIS ch. 4, write a response to the idea/advice from Opitz and Melleby, using one of the templates suggested in TSIS: yes, no, or OK but... This CP should only be a half-page in length, and should be added to the bottom of your CP from 9/18. Discussion of Essay #1
4	9/24	Thesis Claims & Topic Sentences	"The Essay Wheel" (Canvas) WR: "Draft and Revise a Working Thesis Statement" (9-12) WR: Body Paragraphs (43-45, 51-57)	No CP. Come to class with an answer to the question posed in the prompt for Essay #1. Write it out and be prepared to share it with your classmates.
	9/24	1:1 Meetings		* Schedule a 15-minute meeting with me to discuss your plan for Essay #1.
	9/25	1:1 Meetings		* Schedule a 15-minute meeting with me to discuss your plan for Essay #1.
	9/26	Library Session #1	Librarian Welcome Video (Canvas) Open-Ended Questions (Canvas)	* Meet in Café Diem, Murray Library

	9/26	1:1 Meetings		* Schedule a 15-minute meeting with me to discuss your plan for Essay #1.
5	10/1	Audience	Denial, "How to Build Relationships with Teachers" (Canvas)	CP: Who is the audience for Denial's essay? How do you know? Be as specific as possible in answering both of these questions; the second question, in particular, will require you to reference specific sections, paragraphs, sentences, or words in the essay in order to answer it satisfactorily.
	10/2			DUE: Essay #1 first draft (on Canvas—by 11:59 p.m.) JNL: What do you think are the three biggest problems with this draft in its current state? Why do you think this? Be prepared to share this entry with your Writing Center tutor.
	10/3	Revision!	Lamott, "Shitty First Drafts" (Canvas) TSIS: ch. 9	CP: In the first paragraph, focus on a piece of advice that you <i>liked</i> from Lamott's essay on writing first drafts. Tell us why you responded positively to this piece of advice. Use at least one direct quotation from the text. In the second paragraph, focus on a piece of advice that you <i>disliked</i> from Lamott's essay. Tell us why you responded negatively to this piece of advice. Use at least one direct quotation from the text. DUE: Academic Integrity Module
	10/4			* Schedule a 30-minute appointment at the Writing Center to discuss the second draft of your essay with a tutor.
6	10/7			* Schedule a 30-minute appointment at the Writing Center to discuss the second draft of your essay with a tutor.
	10/8			* Schedule a 30-minute appointment at the Writing Center to discuss the second draft of your essay with a tutor.

	10/8	Preparing "Dental Drafts"		Bring a hard-copy draft of your essay with you to class. We'll use it to address "dental draft" concerns such as grammar, mechanics, punctuation, etc.
	10/10	FALL BREAK (No Class)		
	10/11			DUE: Essay #1 final draft (on Canvas—by 11:59 p.m.)
7	10/15	Give Peace a Chance	Sprinkle, ch. 1 TSIS: ch. 12	CP (standard)
	10/17	Violence in the OT	Sprinkle, chs. 2-3	CP (standard)
8	10/22	Swords into Plowshares	Sprinkle, chs. 4-5	CP (standard)
	10/24	The King & His Kingdom	Sprinkle, chs. 6-7	CP (standard)
9	10/28	Clashing Kingdoms	Sprinkle, ch. 8-9	CP (standard)
	10/31	Nonviolence in the Early Church	Sprinkle, ch. 10	CP (standard)
10	11/5	Questions & Objections	Sprinkle, chs. 11-12	CP (standard)
	11/7	Cruciform King	Sprinkle, ch. 13	CP (standard) Discussion of Essay #2

11	11/12	Writing Workshop	WR: "Manage the Project" (357-359) WR: "Pose Questions Worth Exploring" (359-362)	JNL: What is your experience with research? What research project(s) did you do in high school? How did you handle those assignments? What was your process? DUE: Selection of research topic
	11/14	Library Session #2	Search Strategies videos (Canvas)	* Meet in Café Diem, Murray Library
	11/17			DUE: • Question worth exploring • Text discovered during research that you think you might use in Essay #2 (via Canvas—by 11:59 p.m.)
12	11/18			* Schedule 30-minute meeting with me to discuss your research text.
	11/19			* Schedule 30-minute meeting with me to discuss your research text.
	11/19	They Say/I Say in Research Writing	TSIS: ch. 5	
	11/20			* Schedule 30-minute meeting with me to discuss your research text.
	11/21			* Schedule 30-minute meeting with me to discuss your research text.
	11/21	Introducing Counter-Arguments	TSIS: ch. 6	
	11/21			* Schedule 30-minute meeting with me to discuss your research text.

13	11/26	NO CLASS MEETING (I'm Away at a Conference)		Research day! Spend class time (and, of course, other time) scouring the library shelves, databases, and other resources for materials relevant to your essay.
	11/28	NO CLASS (Thanksgiving Break)		
	11/30			DUE: Essay #2 paragraph using "They Say/I Say" approach (via Canvas—by 11:59 p.m.)
14	12/3	So What? Who Cares? Answering the Big Question.	TSIS: ch. 7	
	12/5	Writing Workshop		Bring your laptop to class and join your colleagues for a 90-minute session devoted entirely to writing.
	12/6			DUE: Essay #2 first draft (on Canvas—by 11:59 p.m.)
15	12/10	Writing Workshop	TSIS: ch. 11	Bring a hard-copy draft of your essay with you to class. We'll use the draft as part of a peer-review process using insights from the TSIS book.
	12/12	Give Peace a Chance?	TBD	
16	12/17	Final Exam Session (1:30-3:30 p.m.)		DUE: Essay #2 final draft (on Canvas—by session meeting time)