

**Monday – Wednesday: 4:30 – 5:45**

**Credit hours: 3**

**Contact hours: 45**

**Extra Fees: 0-30 Euro (details at point 10)**

**Prof. Eileen Curley**

**Teacher contact/availability:** I will be available to see students individually before or after class each week, by appointment. Open office hours will be announced in class. In addition, there will be scheduled individual conferences with the instructor. Contact [eileen.curley@marist.edu](mailto:eileen.curley@marist.edu)

## **1 - DESCRIPTION**

This course prepares students to write effective academic papers for college-level courses. We will do so while considering Florence through the lenses of performance studies theories and research.

Performance Studies provides us with a way of discussing and analyzing many forms of performance activity, not simply traditional theatre. Thus, we will be writing about and analyzing numerous types of performance – pageants and processions, ritual events, street performance, the performance of sport, tourism as performance, etc. By analyzing the city within these frameworks, students will develop the critical reading, writing, research and analysis skills required for success in college-level courses.

In the first half of the semester, we will be discussing the theoretical frameworks of the course while learning about research and writing skills. The second half of the semester, then, will be dedicated to applying all of this knowledge in a scaffolded research paper assignment.

## **2 – OBJECTIVES, GOALS and OUTCOMES**

At the completion of this course, students should have a greater capacity to work with the following skills:

- Analysis: Critically evaluate the content and construction of performances and convey that analysis in writing
- Research and Information Literacy: Locate, evaluate, incorporate and cite a variety of source materials for research projects
- Process-Based Research Writing: Craft research agendas and produce a research paper in a multi-step process that allows for optimal writing and research processes
- Citation Skills: Learn and work with the MLA citation style
- Grammatical Skills: write and revise work so that it contains few grammatical and surface errors

Course Assignments are designed to help you achieve course objectives. The chart below illustrates how the objectives and assignments are connected.

<b>Objective</b>	<b>Assignments</b>
1) Analysis	SWA, Short Papers, Research Paper
2) Research and Information Literacy	SWA, Research Process Exercises, Short Papers, Research Paper
3) Process-Based Research Writing	SWA, Research Process Exercises, Research Paper

4) Citation Skills	SWA, Research Process Exercises, Short Papers, Research Paper
5) Grammatical Skills	SWA, Short Papers, Research Paper

### **3 - PREREQUISITES**

Students will be expected to have reached the required entry standards for **Writing for College**

The course is held in English.

#### **Special requirements:**

- As performances in Florence provide the subject matter for the course, it is presumed that students will be attending formal and informal performances throughout the semester. You will be able to choose your subject matter, but know that some options may have admissions costs.
- For this course each student must be equipped with an A4 notebook and pens, as well as a small field notebook for events.

#### **Course Philosophy:**

- Writing is a skill best learned over time, through repetition and revision, and with feedback. As such, there will be numerous short writing assignments, both in and outside of class, which build into larger projects, and many class periods will include formal and informal work-shopping of your writing. Your presence at and diligent preparation for class meetings will enable you to benefit from this approach.
- While this is a writing class, in-class discussion and analytical exercises will comprise a good deal of our time together. Consider these discussions as verbal practice for the kinds of analytical thinking that should appear in your papers.
- Accordingly, I expect robust participation from everyone and respectful treatment of your classmates' ideas at all times. In order to grow as thinkers and writers in a community, we must learn to try out ideas, give and receive constructive feedback, and step back to analyze our world and our role in it; this growth can only happen in a respectful environment.
- Finally, this is a course in research writing, which necessarily places the focus of our work on reading, locating, understanding, and interacting with scholarly sources and then presenting that analysis in writing. Grammar is but a small part of this process, so expect the bulk of your assignments to be focused on critical reading, critical analysis, and research, rather than on grammatical issues. I expect that you have had training in grammar and will use your citation guide's grammar section to work on your individual grammar issues throughout the semester.

Please consider strict guidelines regarding attendance and behavior during scheduled visits/field trip (as described in pertinent paragraphs).

Please also consider important notes on attendance, participation and assignments (as described in pertinent paragraphs).

### **4 – METHOD**

This course assumes that the best writing comes from engaging in effective process. This process begins with informed idea germination and proceeds through to full analytical argumentation. Concurrently, you will be working on concrete skills concerning grammar, citations, and research. As

such, there are a variety of writing assignments and grading strategies that will be used throughout the semester. You will also note that the semester falls into two sections: frameworks and skills are covered break, with a concurrently heavier reading load. After break, you will be moving into research writing and revision, with a heavier formal writing load.

- **Short Writing Assignments:** these assignments are generally graded on completion/ partial completion, lack of completion because they ask you to engage with new ideas, concepts or exercises. The focus of these assignments is on skill development and/or creative risk-taking, and thus active and thorough participation in the assignment is of paramount importance.
- **Research Process Exercises:** these assignments are designed to help you master the basic skills of research writing before implementing them in a formal paper. Each is graded based on your successful mastery of those skills and engagement with the task at hand. These assignments include stand-alone skills-based exercises and pieces that will help you work towards your final research paper.
- **Short Essays:** these assignments are where you will practice the argumentative, analytical and source incorporation skills that you will use in your final research paper. As the focus here is on crafting a solid argument, your research sources for these papers will largely be drawn from course readings.
- **Final Research Essay:** as noted above, this assignment grade comprises two main parts – the process pieces and the final product, which draws upon those earlier process pieces, workshop feedback and revision. This paper is the culmination of all course work.
- **Workshops:** this course will use a variety of formal and informal workshops to assist students with the writing and revision process. As such, it is presumed that students will be active and respectful participants in the exchange of feedback.
- **Readings:** assignments will vary in their length, nature and use. As this is a course in research writing, the majority of your reading assignments will be primary or secondary sources that will provide the foundation for your papers and/or provide examples for our discussions of how scholars engage with scholarship. Please pay close attention to instructions about how you should be reading certain materials. Some we will delve into quite deeply. Others will be used as object examples. Citation guide readings serve as reference materials.

This course will use iLearn extensively. Please see the “How to Use iLearn for this Course” document and iLearn Reading List document to assist with this system. Please also feel free to ask questions as you learn the software.

This course will also use a Pathway through the Marist College library to assist you with your research. Please note that you have other research options available to you in Florence and that you should make use of them.

## **5 – ASSESSMENT**

### **Short Writing Assignments (SWA) & Participation 15% (150 points):**

There will be periodic in-class and out-of-class assignments covering all course objectives that will comprise a portion of this grade. The remainder of the grade will be determined by your active participation in discussions and exercises. These assignments may or may not be announced in advance. **Absolutely no make-up short writing assignments will be given.** I will drop your lowest SWA score at the end of the semester.

### **Research Process Exercises 15% (150 points):**

In order to expose you to various skills required of a college-level writing, there will be several small assignments that are not directly linked to your research paper. Full instructions will follow.

- **Citation Exercise (100 points).** This exercise will give you practice with working with sources & constructing bibliographies in advance of writing your research paper.
- **Library Research Exercise (50 points).** Early in the semester, you will split into teams of two or three to locate a number of sources using the library tools that we discuss during class. This experience will enable you to work through basic library research tools in person.

### Short Papers 30% (300 points):

These two papers will help you to practice the writing, source incorporation, and argumentation skills necessary for your final paper. Each of these papers will address a different type of performance analysis (tourism, sport, ritual, etc.) and each will also ask you to use different writing techniques and rhetorical modes (description, analysis, etc.). These assignments require you to attend events in Florence, and you will have the ability to choose from a series of paper topics/ events. These papers will also require effective use of the course readings as research sources. Depending on your selected topics, there may be a small admission fee for the events.

### Research Paper 40% (400 points):

Throughout the course of the semester, you will write a 3000-3500 word research paper on a performance in Florence of your choice. Elements of the paper will be due throughout the semester, and portions will be work-shopped during class sessions; thus the paper grade will be comprised of many smaller grades, including the formal proposal, proposal conference, thesis workshop, introduction workshop, research quest, draft workshop, etc., all of which seek to expose you to the writing and research processes required of successful college-level work. All course objectives will be assessed in this assignment. Again, there may be an admission fee, depending on your chosen topic.

The paper topic will be developed in conjunction with your interests; this assignment will be a research paper that requires you to analyze a particular performance (historical or current) in Florence using the frameworks that we discuss in class as a starting point. Your paper should be informed by extensive research into your topic, as well. Full instructions for all assignments will follow.

### Late Assignments:

- In fairness to students who meet deadlines, ***assignments handed in at any time after the due date & time will be reduced by one full letter grade*** (10% of the point value of the assignment) for each 24-hour period that it is late. No assignments will be accepted once they are more than seven days late. No late assignments will be accepted after the beginning of the last day of class and no incompletes will be granted unless an emergency situation develops.
- Please note: in cases where you need to submit a paper electronically and on paper, you must meet the deadline for both submissions. Failure to submit one or the other will result in late paper penalties being applied.
- *It is your responsibility to turn in all assignments on time.* If you know in advance that you will miss a class, I expect you to make arrangements to hand the work in on time and get notes and assignment sheets from a classmate.
- **Certain assignments may not be submitted late because we use them in class on the due date or because they are written in class;** this category includes all materials used in workshops (introductions, drafts, etc.), in class, and all short writing assignments.

### Group critiques / discussions:

- Each class will involve regular discussions and critiques. Students should be prepared to actively engage with the texts during class and to share writing and feedback.

### Reading assignments:

- Readings for the course are on iLearn or in your citation guide. Readings should be completed for the day listed.

- Please consult the master calendar and the “Guide to iLearn Resource Folders” document. Please also note that *how* you should read a document will be listed on this guide; some documents will be used for their content while others will be examples of research sources that require different intellectual engagement.
- Additional readings will be drawn from your citation guide. The relevant sections that you should look over are listed on the daily course schedule. Please use this text as reference.

#### **Exams:**

- As the course is focused on long-term process-based writing, we will continue that process through exam periods rather than using traditional exams. The FP paper proposal is due at the midterm exam period, and the final research paper is due at the final exam period.

#### **Assignment Submission Guidelines:**

- Please note: I do not accept assignments submitted via e-mail.
- Assignments should be submitted either through iLearn and/or in hard-copy on class, depending on how we will use the assignment. Please consult the assignment sheets and master calendar for details.
- For major papers, you will need to submit both an electronic copy to iLearn AND a paper copy at the start of class. Plan accordingly.
- All assignments not completed in-class or on worksheets should be typed and follow MLA formatting guidelines.

### **6 - EXAMS**

As the course is focused on long-term process-based writing, we will continue that process through exam periods rather than using traditional exams. The FP paper proposal is due at the midterm exam period, and the final research paper is due at the final exam period.

Remember that the dates of the exams CANNOT be changed for any reason, so please organize your personal schedule accordingly.

### **7 - EVALUATION and GRADING SYSTEM**

15% - Short Writing Assignments and Participation

15% - Writing Process Assignments

30% - Short Papers

40% - Research Paper

#### **GRADING SCALE:**

A	= 1000-930 points	Outstanding
A-	= 929-900 points	
B+	= 899-870 points	Very Good
B	= 869-830 points	
B-	= 829-800 points	Good
C+	= 799-770 points	
C	= 769-730 points	Satisfactory
C-	= 729-700 points	
D+	= 699-670 points	Unsatisfactory
D	= 669-630 points	
D-	= 629-600 points	
F	= Less than 600 points	Failure

## **8 - ATTENDANCE and BEHAVIOUR**

**Mandatory attendance** is a requirement for a responsible learning experience at LdM. Please note that:

- A.** If the student misses **four** classes, the **Final grade** will be lowered by one full letter grade.
- B.** If **five or more** classes are missed, the final grade will be “**F**” and **NO credit** will be given for this course.

Please also consult the LdM Attendance Regulations for policies on tardiness, early departures and other disruptive behaviors.

It is the responsibility of the student to catch up on any **missed work** and to keep track of his or her absences and cases of lateness.

**Class conflicts:** if on occasion a class creates a conflict with another class, the student is **required to inform both instructors in advance**, allowing the two instructors to share a written excuse for the class to be missed.

Classes with **visits** are considered regular classes to all effects: absence or lateness rules will be applied as for lessons that meet in class, without excuses.

All students are requested to **be 10 minutes early** at the meeting point for field trips, so class can promptly enter at the specified entry time. If a student is late, **the class cannot wait** for him/her, so find us. Please be aware of any **change** of visit location/time/day; get to know the meeting point and any relevant details before the class. Proper behavior and **dress code** must be observed during visits. For example, no eating or drinking allowed in museums; in religious places, shoulders and knees must be covered.

**Students may NOT keep cell phones, Blackberry systems or laptop computers and wireless internet switched on during classes, except when required by the instructor.** In addition, Students are expected to **behave** properly within the school premises. Classrooms are to be left in **order and clean**. Students must take **care** of available equipment and materials and promptly report any damage and loss.

### **Academic Honesty:**

- The currency of higher education is knowledge, and I expect you not to steal other people's ideas. The exchange of information allows us to improve society and ourselves, but we cannot grow unless we first admit that we need to rely on the thoughts of others to generate our own ideas. Indeed, scholarship is based upon this premise. When you use someone else's ideas, you must cite that person. When in doubt, cite.
- Any student found to be in violation of the Marist College Student Handbook Academy Honesty Code as it pertains to our class will automatically receive a zero on the assignment and may face further sanctions, including failure in the course. Plagiarism on two assignments will result in an F for the course. You also may face institutional sanctions if there is a pattern of plagiarism.
- Violations include but are not limited to activities such as citation fabrication, plagiarism, cheating, and falsifying attendance sheets or other documents.
- All written assignments for this course may be submitted to turnitin.com

## **9 – READINGS and SOURCES**

### **Required:**

- A current citation handbook with instructions for MLA style.
- All other readings will be available on iLearn and should be printed and brought to class as noted on the “Guide to iLearn Resource Folders”

### **10 – ADDITIONAL COSTS**

Throughout the course students may spend approximately 30 Euro for event admission fees, depending on paper topic selection. It is possible to complete the course without spending any money on event fees, and a list of free events will be made available to students.

### **11 - VISITS and TRIPS**

- A couple of class periods will be spent in the areas near campus working on observation, writing skills, and theory application. Meeting points will be announced in advance. For these days, please bring your field notebook and writing utensils.
- Schedule permitting, we will be attending the outdoor processional portion of Festa de Santa Reparata on October 8<sup>th</sup> during class time.
- The two short papers and the final research paper will require your attendance at three performances of your choosing. A list of possible options will be distributed. These options include free and admission-based events.

### **12 - MATERIALS**

Each student must be equipped with the following supplies for personal use:

- Personal A4 notebook/journal (student choice) for taking notes in class
- Small field notebook / jotting pad and pens/pencils to be carried at all times
- Access to a computer for the written assignments and for research

### **13 - CLASS SCHEDULE**

The following page contains the course schedule. The contents of individual classes may be altered over the course of the semester according to the progress of the class. Some visits may be rescheduled and additional visits – whenever available and relevant - may be included.

Writing for College Course Schedule

Dates & Topics				Readings Due on the Date Listed: Always Bring the Relevant Texts; consult the iLearn reading guide.		Assignments	
Week of			Topic	Readings from iLearn	In your Citation Guide	Written Work Due	Where to Submit?
7-Sep	1.1	M	Introduction to the Course	iLearn: Read "Intro" folder			
	1.2	W	The Basics: Frame, Place, Actor, and Audience	iLearn: Read "Performance Studies Starters" folder			
14-Sep	2.1	M	Seeing Detail: Recording Useful Observations	iLearn: Continue "Performance Studies Starters" folder			
	2.2	W	City Strolling: The City as Performance	iLearn: Read "City Strolling" folder			
21-Sep	3.1	M	Joining Scholarly Conversations: Why We Cite.	iLearn: Read "Citations" folder	Citations & MLA section		
	3.2	W	Joining Scholarly Conversations: How We Cite & Crafting a Research Agenda		Citations & MLA section		
28-Sep	4.1	M	Rhetorical Modes		Types of Writing	Citation Exercise	on paper AND on iLearn
	4.2	W	Ritual Performances: Primary and Secondary Sources	iLearn: Read "Rituals" folder	Types of Sources		
5-Oct	5.1	M	Performing Tourism: Working with Scholarly Articles	iLearn: Read "Tourism" folder	Scholarly Sources		
	5.2	W	Attend Festa de Santa Reparata Procession 8th October in afternoon				
12-Oct	6.1	M	Sports as Performance: Types of Research Sources	iLearn: Read "Sports" folder			
	6.2	W	Library Research Exercise		Research Tools	Short Paper #1. Library Exercise done in class	on paper AND on iLearn
19-Oct	7.1		Midterm Exams Week. Paper Proposal Due at Exam Period.			FP Paper Proposal	on paper AND on iLearn
26-Oct	8.1		Fall Break				
2-Nov	9.1	M	Paper Proposal Conferences				
	9.2	W	Working with Sources: Summaries & Paraphrasing		Summaries & Sources		
9-Nov	10.1	M	Research Troubleshooting		Research Tools		
	10.2	W	Paper Organization, Introductions & Thesis Statements		Paper organization	FP Research Quest	on paper AND on iLearn
16-Nov	11.1	M	Authorial Voice and Style		Style	Short Paper #2	on paper AND on iLearn
	11.2	W	Thesis Statement Workshop		Thesis statements	FP Thesis	on paper
23-Nov	12.1	M	Introductions Workshop		Introductions	FP Introduction	Bring 2 copies on paper to class
	12.2	W	Paragraphing & Revisions Workshop		Paragraphing/ Structure	FP Paragraph	Bring 2 copies on paper to class
30-Nov	13.1	M	Life Writing: exams, email etiquette, and more		Professional writing		
	13.2	W	Grammar Review: Topics TBD				
7-Dec	14.1	M	Peer Editing Workshop		Editing	FP Full Draft	to iLearn and bring TWO copies on paper to class
	14.2	W	Revising: Reading for common errors		Revision		bring a copy of your paper
14-Dec	15.1		Final Exam Week: Submit your final paper at the final exam period			Final Paper	on paper AND on iLearn

Schedule subject to change based on our progress.