**ITW 101: Thinking and Writing**

**About Anne Frank**

**Fall 2013**

ITW 101.05 TR 10-11:45 (Huntress 05)

ITW 101.02 TR 2-3:45pm (SCI 154)

**Thinking and Writing 101 (**4 credits) is organized around **the following list of student learning outcomes** in writing, reading, critical thinking and information literacy:

**Writing Outcomes**

• Use writing for inquiry, learning, thinking, and communicating

• Understand writing as a process that requires sustained thought over time and permits writers to use later invention and re-thinking to revise their work

• Formulate an original, complex and debatable claim, thesis, or hypothesis relating to the course theme and develop in a 15 page semester-long researched writing project

• Control syntax, grammar, punctuation, and spelling

**Reading Outcomes**

• Use reading for inquiry, learning, thinking, and communicating

• Analyze and evaluate the rhetorical features of peer and published texts (audience, thesis or main argument, quality of evidence, structure)

• Understand the importance of reading in academic inquiry and research

**Critical Thinking Outcomes**

• Move beyond initial reactions to an issue, topic, or idea toward a deeper understanding of the

complexity of the issue

• Examine an issue, topic, or idea within a broader context, (for example, where does this issue sit within a larger social, political, or historical framework?)

• Examine an issue, topic, or idea from more than one perspective (for example, reading not just those authors who support the writer’s position or viewpoint)

**Information Literacy Outcome**

• Understand research as a multi-stage, recursive process that includes finding, evaluating, analyzing, reflecting on and synthesizing appropriate primary and secondary sources.

**Professor:** Dr. Nona Fienberg

**Email:** nfienberg@keene.edu

**Office:** Mason Library 107

**Voicemail:** 603-358-2474

**Office Hours: MW 2-3 and T 9-10 and by appointment**

**Course Description: Thinking and Writing “About Anne Frank”**

This course introduces students to skills and ways of thinking essential to intellectual inquiry. Students will pose a creative and complex question; investigate it with critical analyses of readings, research, and data; and use appropriate research techniques and documentation to produce a substantial writing project.

In this section of Thinking and Writing, we will consider what has made *The Diary of Anne Frank* an iconic text. What is the diary’s context in World War II and the Holocaust? How has the text been used since the Holocaust? What can thinkers and writers learn about difference, otherness, and people’s responsibilities to one another through reflecting analytically upon Anne Frank, her diary, and the representations of both since the Holocaust? What can students learn about thinking and writing from Anne Frank’s *Diary*?

**Course Objectives**

This is an intensive research, reading, and writing class, meant to provide an introduction to college-level thinking and writing. Throughout the semester, each of you will develop and write an original research paper within this broad topic. Much of our class time will be spent workshopping your research papers, from the development of initial questions to the revision of the final draft.

**Required Reading**

Frank, Anne, *Diary of A Young Girl: The Definitive edition*

Hacker, Diane and Nancy Sommers, *A Pocket Style Manual*, New York: Bedford/St. Martin’s, 2010

Benay, Phyllis and Kirsti Sandy. *Think, Write, Learn*. Littleton, MA: Tapestry Press, 2011.

Each student will also choose *one* book for a group project. Select from among the following.

Lore Segal, *Other People’s Houses*

Gerda Weissman Klein, *All But My Life*

*I Never Saw Another Butterfly*

Doris L. Bergen, *War and Genocide*

*The above books are available at the Keene State College bookstore.*

We will dedicate class time to your group work and to group presentations on your reading. This reading, thinking and presenting on the group book should also become a part of your research for your sustained essay project.

**Course Assignments**

1. Reading Reflections and Group Projects: In this class, we will use **Canvas** for online discussions and essential communication.

Here are some approaches you might take:

* Connect ideas in the readings to your own research paper. How does the author’s analysis help you to clarify your own thinking on your topic or what you have found in your research?
* What is the author’s thesis? What evidence does the author use to support his/her argument?
* Read and write about connections between two readings (similarities and differences, compare and contrast).
* List questions, allowing one question to lead to another, and then explore one of your questions.
* Choose a small section of text and analyze what the author is saying; connect the point s/he makes in that section to the author’s larger argument.

Your reading responses, discussions of events as assigned and group projects can help your class participation grade. While you will still need to speak up in class, it will be useful to print out your response and bring it to class. It can help you to contribute to class discussion.

1. Individual Research Paper

Throughout the semester you will write a 12-15 page research paper. Your process of writing the research paper will include a project proposal, development of a useful annotated bibliography and drafts. At the end of the semester you will first turn in your research paper in the final class period on Dec 5. You will then submit the writing portfolio at our scheduled Final Exam period. The writing portfolio will include all the written work that you have done in the process of producing your final essay. The new piece in the portfolio will be your personal narrative about your writing this semester: The Writer’s Profile.

*Developing a Complex Guiding Question* After brainstorming and choosing a topic for your semester-long project, you will develop a guiding research question that will help you explore your topic and that will help you focus your research. After you find a number of useful sources, you will read them and write a little bit about how each source has changed your thinking. When you finish reading a source, you should write down any questions you have. If you have discovered any similarities or differences between the sources you are reading, you should take note of these connections. Your findings will help you to refine your guiding research question. Once you have developed a more complex question, you will research your new question in order to write about what you have found.

Your annotated bibliography will give you the chance to summarize your sources and reflect upon the research that you have done. Describe your sources, each with a full bibliographic citation and several sentences that summarize how the source has contributed to your understanding of your topic. How does this research help your topic to evolve? How has your thinking about your topic changed because of the research that you have done? How has your guiding research question changed? What new questions will you pursue, based on this research?

**Project Proposal: 3-5 pages due R, September 26**

*Developing and Supporting an Argument*

In each draft of your essay, you will bring together your research and develop an argument that is well-supported with evidence. Your argument should be interesting and important, both to you and to your audience. Think about who might read your paper. Why would they be interested in your paper? What previous knowledge might they have about your topic? Are you trying to teach them something new? Are you trying to change their mind? Do you think your evidence is strong enough to change someone’s mind? How convincingly do your present your evidence? Answering these questions will help you construct an interesting argument in a clear and concise manner.

**First version, 8-10 pages: due T, October 8**

**Second version, 12-15 pages: due R, November 14**

**Final essay, 12-15 pages: due in last class of the semester, December 5**

**Final Paper Portfolio**Your Portfolio will consist of the following items:

**Final Writing Portfolio Checklist**

1. Title page with Table of Contents
2. The Writer’s Profile – 3-5 page reflective narrative
3. 3-5 page Project Proposal with brief annotated bibliography **DUE SEPT 26: BRING 4**
4. 8-10 page first version of essay **DUE OCT 8: BRING 4**
5. 12-15 page second version of essay **DUE NOV 14: BRING 4**
6. 12-15 page final version of essay **DUE DEC 5, LAST CLASS**

**Your Final Writing Portfolio is due at our scheduled Final Exam period.**

**The Final Exam for TR at 10: December 10 at 10:30.**

**The Final Exam for TR at 2: December 12 at 1.**

**The Writer’s Profile is your opportunity to reflect on your semester’s work. The Writer’s Profile is the only piece in the portfolio that I will not have seen before.**

All writing assignments use 12 point Times New Roman, double-spaced, with 1.25 inch margins. *Be sure to backup all of the work you save to a computer. I will not accept late assignments due to computer crashes or due to printing/email/virus problems.*

**Class Participation**

Active class participation in the classroom community includes: 1) volunteering comments during class and small group discussions both in class and on Canvas, 2) actively listening, 3) giving useful and thoughtful input to class members' points and to their writing, 4) contributing to a class atmosphere that is conducive to learning for all class members, 5) coming to class prepared, on time, and 6) bringing proper materials. Much of our class time will be spent in class discussions and workshops, so active participation is critical in this course. After each class meeting, I will assess each student's participation grade for that day, giving a "1" to students who fulfilled the class participation criteria as listed above, and a "0" to students who did not meet the criteria. Class attendance and participation are crucial and will be recorded daily without comment.

You will meet in writing conferences with me at least two times during the semester. You are required to bring a full printed copyof your draft and three questions or concernsyou have about your paper to each conference. If you do not fulfill these requirements, we cannot conference. If you must miss a conference due to illness, please contact me as soon as possible (before the conference time) so that we can reschedule. Because we set aside additional time to conference, a missed conference will be counted as a missed class.

**Grading**

I use the standard Keene State College grading system: A, AB, B, BC, C, CD, D, F.

I do assign a mid-term grade in the class, based upon your work to that point. It is a very important guide for you and will provide a vital signal to your success in this class.

Please note, however, that the final grade must be based upon the ongoing work in class, outside events, and on your research paper portfolio as I note below.

In general: I give C’s to work that I consider acceptable. I give B’s to work that is both skillful and articulate. I give A’s to work that demonstrates careful, in-depth analysis and that is skillful, articulate, and insightful.

Class Participation/Group Projects 20%

Reading/Event Reflections 20%

Research Paper Portfolio 60%

If you have a question about a grade that you receive on a piece of work, first please read the comments carefully, weigh them against the assignment requirements, and if you are still unsure, make an appointment to discuss it with me.

**Absence and Late Work Policies**

Your prepared presence plays an important role in your success in this thinking and writing course. Come to each class ready to discuss assigned readings, offer your insights and share the work you’ve been doing outside of class time. You will also have opportunities to share newspaper articles, web resources, and other relevant materials. I expect that you will come to know each other well and that you will bring up issues, make constructive comments to one another, and ask and answer questions in class.

Attendance in this class is essential to success not just in this course, but throughout your college career and beyond, since thinking and writing are key tools for academic and professional achievement. I take attendance carefully and adhere to college policy regarding attendance. Do not miss class unless absolutely necessary. I will consider exceptions to my absence policy if special circumstances warrant it, but only if you have established a good attendance record.

*If you miss a class:*

You are responsible for coming to see me during my office hours in order to discuss what you missed and pick-up any course materials/handouts (which you should read before the next class meeting).

*Conferencing:*

We will set aside class time in order to conference together. I will send around a sign-up sheet the week before our conferences. Once you sign up for a specific conference time, you are obliged to arrive prepared. Missing a conference counts as missing a class.

*Late Work:*

Late work will not be accepted, unless you are able to give me a documented excuse. Then I will accept a hard copy of the work at the next class meeting.

**College Policy on Disabilities**

If you have a documented disability and require adaptations or alternative testing, or if you need any assistance with any aspect of this class, please see me immediately. We can collaborate with the Office of Disability Services and ensure proper resources and supports are in place to assist you with your success in the course.

**Academic Honesty**

All students must adhere to Keene State College’s policies regarding academic integrity (see the current online catalogue). Academic dishonesty will be reported, as college policy states, to the Assistant Dean of Arts and Humanities.

**Weather**

If Keene State College closes, our class will be cancelled. If there is bad weather, but the college has decided not to close, please check your email before class. I will send a message as early as possible, if I need to cancel class due to weather. I will also give additional instructions about course work and the class reading schedule.

**Emergency Operations**

In the event the College closes for a major disaster, all students are responsible for regularly checking their e-mail, voice mails, Blackboard, etc., for information on alternative course delivery procedures and course work submission.  Alternative delivery methods are subject to change depending on the nature of the emergency.  Students will be responsible for completing their assignments and ensuring that they have completed all of the core requirements for their courses before they will receive a final grade for the course.

**ITW 101: Thinking and Writing**

**About Anne Frank**

**Reading and Assignment Schedule**

We will divide our class time between discussion of the course readings, assigned events, and workshopping your research paper. You will report on your out-of-class work, share your writing and critique the writing of your peers. Please anticipate that many drafts of your writing will be shared and discussed with the entire class or with a smaller writing group. We will meet for several sessions as a class with Professor Rodney Obien, the college archivist and librarian.

**August 27**

Introductions Hand out and discuss syllabus Discussion: Where do we begin?

**Aug 29**

Reading: Benay, Phyllis and Kirsti Sandy. “Getting Started.” *Think, Write, Learn*. 3-4.

Anne Frank

Initial ideas: What are you interested in writing about? We will brainstorm topics in class.

**September 3**

Reading: Anne Frank and selection of your group work book

Activity: Benay, Phyllis and Kirsti Sandy. “Moving From Topics to Questions.” *Think, Write, Learn*. 5.

Sticky note exercise: Using the work that you did in *Think, Write, Learn,* be prepared to articulate your initial topic idea in a few sentences. Have at least two or three questions/ideas that will help you begin the research process.

**September 5**

No class today: Rosh Hashanah, the Jewish New Year

**September 9: EVENT: 7 pm Zeta Chi Rho lecture (the student honorary society for HGS students): Peter Black: “Operation Reinhard: The Nazi Plan to Murder Poland’s Jews” Centennial Hall, Alumni Center**

**September 10**

Library class with Professor Obien — Please meet at Mason Library

Reading: Anne Frank: Complete by this day at the very latest

In-Class Activity: Benay, Phyllis and Kirsti Sandy. “Finding Claims and Arguments.” *Think, Write, Learn*. 7-8.

Research Logs: We will discuss these in class today and begin to fill them out. This will help you complete your annotated bibliography.

**September 12**

Reading: Anne Frank research and your selected group work book

Plan to report on your research endeavors. Where have you looked? What key words have you used? What have you found that is useful?

**September 17**

Reading: Anne Frank research and your selected group work book

Benay, Phyllis and Kirsti Sandy. Sam Norton’s “Research Installment II/Analysis.” *Think, Write, Learn*.. 67-70.

Report: Research reflection—how has the research you’ve done changed your research question/perspective? What have you found that really excites you?

**September 19**

Individual Conferences

**September 24**

Reading: Anne Frank research and your selected group work book

Activity: Benay, Phyllis and Kirsti Sandy. “Moving From Topics to Claims.” *Think, Write, Learn*. 9-11.

In-class presentations: Plan to present the work you did in your *Think, Write, Learn* book.

Group report on Doris L. Bergen, *War and Genocide*

**September 26**

Reading: Anne Frank research and your selected group work book

Activity: Benay, Phyllis and Kirsti Sandy. “Avoiding Plagiarism.” *Think, Write, Learn*. 30-32.

Discussion: What is plagiarism? What did you learn from the activity you did for today?

**Project Proposal – 3-5 pages –with brief annotated bibliography – due in class today**

**October 1**

In-class presentations: Group report on Bergen. Group report on Segal. Group report on *I Never Saw Another Butterfly.* Group report on Klein.

**October 3**

Library class with Professor Obien

**EVENT: Holocaust Memorial Lecture, Daniel Mendelsohn, “Lost: Between Memory and History: Writing the Holocaust for the Next Generation”**

**7 pm, Mabel Brown Room**

**October 8**

**Due date: Bring first version of essay, 8-10 pages, 4 copies.**

In-Class Activity: Reading through one of the copies of your own draft. Correct any mistakes you find. The more you mark it, the better.

Hand in the marked-up copy of your paper to me.

Before we leave class today you will get together in your peer review groups and exchange papers. Before the next class meeting (Oct. 14) you should complete the following activity for each paper you received today: Benay, Phyllis and Kirsti Sandy. “Exercise 2: Peer Response—Group Workshop for Early Drafts.” *Think, Write, Learn*. 36.

**October 10**

Group reports on Bergen, Klein, Segal and *I Never Saw Another Butterfly*

Activity: Benay, Phyllis and Kirsti Sandy. “Tracking Your Thoughts.” *Think, Write, Learn*., 12.

**October 15**

Reading: Benay, Phyllis and Kirsti Sandy. “Including Multiple Perspectives and/or Counterarguments.” *Think, Write, Learn*. 20.

Reports on group reading: Bergen, Klein, Segal and *I Never Saw Another Butterfly*

**October 17**

Reports on group reading: Bergen, Klein, Segal and *I Never Saw Another Butterfly*

Activity: Benay, Phyllis and Kirsti Sandy. “Organizing Your Paper.” *Think, Write, Learn*. 25-26.

**October 22**

Reports on group reading

**October 24**

Reports on group reading

Activity: Benay, Phyllis and Kirsti Sandy. “Including Multiple Perspectives and/or Counterarguments.” *Think, Write, Learn*. 20-21.Bring at least two sources to class with you today.

**October 29**

Reports on group reading

Activity: Benay, Phyllis and Kirsti Sandy. “Writing Transitions.” *Think, Write, Learn*, 27. (We will work on this activity in class today).

**October 31**

Activity: Benay, Phyllis and Kirsti Sandy. “Writing Conclusions.” *Think, Write, Learn*. 28. (We will work on this activity in class today).

**November 5: We will discuss the Symposium events of November 4-8**

Reports on group reading

Activity: Benay, Phyllis and Kirsti Sandy. “Writing Introductions.” *Think, Write, Learn*. 17-18. (We will work on this activity in class).

**November 7**

**EVENT: Kristallnacht Remembrance at the Colonial Theatre 7 pm**

**November 12**

Discussion of Kristallnacht event

Activity: Benay, Phyllis and Kirsti Sandy, “Creating a Title.” *Think, Write, Learn*. 19. (We will work on this activity in class today).

Group work reports continue

**November 14**

**Due: Second version of essay 12-15 pages: Bring 4 copies to class today for peer review.**

**November 19**

Individual Conferences

**November 21**

Individual Conferences

**November 26**

Individual Conferences

November 28

No Class—Thanksgiving Break

**December 3**

Benay, Phyllis and Kirsti Sandy. “Final Proofreading.” *Think, Write, Learn*. 29. We will work on this activity in class today with your drafts in hand, all but complete, to hand in on the 5th.

**December 5**

LAST CLASS

**Due date: Bring your final paper to class today.**

**December 9 is Reading Day.**

**Final Paper Portfolio Due** in the Final Examination time scheduled for your section of ITW.

**Final Exam for TR at 10: December 10 at 10:30.**

**Final Exam for TR at 2: December 12 at 1.**