

The City College of New York
The Freshman Inquiry Writing Seminar, Fall 2018
Early morning section (CP2): Wednesdays, 8:00-10:45 p.m., NAC 1/301y
Late morning section (CP1): Wednesdays, 11:00 a.m.-1:45 p.m. Shepard
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Course Description

What exactly is academic writing and how do you do it? Starting by understanding our own literacies and how we came to acquire them, we'll delve into what comprises literacy in an academic discourse community through comparative analysis between popular and scholarly forums. Finally, you will use the knowledge you've acquired throughout the course about the functions and conventions of scholarly writing to uncover a conversation that you can take part in through a final research paper. Through self-reflection and close reading in a variety of genres, we'll understand how rhetorical situations such as audience, purpose, stance, genre conventions, and media shape a handsome work of prose.

Course Learning Outcomes

Students successfully completing a FIQWS composition course will demonstrate ability to:

- Explore and analyze in your own and others' writing a variety of genres and rhetorical situations
- Develop strategies for reading, drafting, revising, and editing
- Practice systematic application of citation conventions
- Recognize and practice key rhetorical terms and strategies when engaged in writing situations
- Develop and engage in the collaborative and social aspects of writing processes
- Understand and use print and digital technologies to address a range of audiences
- Locate research sources (including academic journal articles, magazine and newspaper articles) in the library's databases or archives and on the internet and evaluate them for credibility, accuracy, timeliness, and bias

- Compose texts that integrate your stance and language with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation

Course Texts

- Selected readings posted to the course website
- Your own research
- Texts assigned by the topics instructor

Course Policies

Preparation for class: I expect you to complete all of the assigned reading before each class. Since most classes will begin with a short exercise based on the reading, it will be immediately apparent to your classmates and myself if you haven't read when you are asked to share your ideas with the class. At the end of every class, I will announce the next assignment due, but everything is also be listed on the syllabus available on Blackboard.

I'll expect you to submit assignments on the date they're due. All drafts may be submitted any time on the day they are due, unless otherwise instructed.

Late drafts and papers Turning in work late compromises your learning and will result in a grade reduction for each day they are overdue, including those we do not have class. Writers improve by writing, by receiving timely feedback, and by writing some more. Late work interrupts that process by delaying feedback from me and by compressing your time between writings. When I design the course syllabus, I build in my time to read and respond to your writing, but late work falls outside those identified times. Significant course projects that are turned in late go to the bottom of my to-do pile. When that happens, it can take some time before I read your writing. When I do, it's likely that I'll be able to provide only a minimal response, perhaps even just a grade and a single comment. Under extenuating circumstances however, I can be accommodating, so if you know you will have to turn in an assignment late, let me know at least several days in advance. However, I cannot accept late informal assignments, since they pertain directly to class discussion on the day they are due.

Physical texts: You must bring in a physical version of all reading assignments on the day they will be discussed in class, printing out materials from Blackboard. The physicality of print is necessary for the reading comprehension techniques we will be using throughout the semester, and bringing your annotated texts with you will be required for discussion, as we will constantly be referring to direct quotes. The

physicality of print offers more direct access to the texts, a greater degree of customization in note-taking as well as giving the texts the dignity they deserve.

Attendance: I expect you to be on time for each class. You are allowed two excused absences before it will begin to affect your grade. A large part of your grade, and your achievements of the course goals will be dependent on class participation, so missing class will be a serious detriment to your ability to pass this class, not only because you will not earn participation points for the days you miss, but also because the class discussions and exercises will be instrumental to understanding and succeeding in the major assignments. The main reason I have seen students become unable to pass this course is because they have missed too many classes to properly adopt the necessary literacy required in the academic fields we engage with during the class discussions and exercises.

Most classes will begin with an in-class writing assignment, which will be graded exclusively on whether or not it was completed. This assignment will serve as a crucial jumping-off point for class discussion, so arriving late and missing this assignment will inherently encumber your ability to participate and benefit from the class discussion. The points earned by completing this assignment will constitute half of the participation points for each class, so arriving late will not only be detrimental to your ability to benefit from the rest of the class, but also affect your participation grade. That said, I would much rather any student be present even if they miss the in-class writing. As stated earlier, attendance in any form is crucial to being able to pass. If you will not be able to attend, or if you know you will be late, please contact me before the class begins, and we will likely be able to work out a way for you to make up the work you missed. I can't give participation credit to students who aren't there to participate, but if you let me know you will not be absent or running late substantially, it's significantly easier for me to organize small groups for the in-class collaborative work that will often make up much of the class, and will allow me to be more accommodating to helping you make up what you missed.

Submission guidelines: Final drafts must be uploaded to your online portfolio, and drafts must be submitted by the beginning of the class in which we workshop them. I highly recommend you compose all your work on Google Docs. Google Docs allows you to access all your work on any computer, and also allows me to type comments on your drafts without having to send files back and forth back. Once you've sent me a file you're working on, Docs auto-updates it as you edit, so you never have to re-submit a final version when it's due. This eliminates any chance that you'll ever lose your work or forget to send me your final draft by the due date. If you forget to upload an assignment to your portfolio by the final draft deadline, I will accept a Google Doc file last updated before the end of the day on the day it is due.

Each **formal assignment** must be double-spaced in 12 pt font and completed in at least two drafts. You must use a reasonably sized, legible typeface, and standard 1-inch margins. I will dock points on assignments if they've been formatted to appear longer than they actually are. Every piece should be written in proper MLA format, spell-checked, and with your name and essay title on a cover sheet.

Classroom etiquette: During class discussions, I expect you to participate and, above all, to be polite and to treat your classmates and their opinions with proper respect. Anything to the contrary will lose you participation points. This includes side conversations, interruptions, and disrespectful comments.

Formal Written Work

All writing completed for this course should be considered public to the entire class. I will periodically use excerpts from your assignments in lessons, although I will usually talk with you about this first.

Your **formal assignments** will include:

- Literacy Narrative: You will engage in an examination of your own life as a reader and a writer, comparing your experience with those of others. (3-4 pages)
- Exploratory Essay: Building on our discussion of academic literacy and discourse communities, you will analyze articles of your own choosing from two different forums, an academic journal and a popular publication to determine conventions and rhetorical situations particular to the communities. (4-6 pages)
- Researched Critical Analysis Essay: Using your understanding of scientific discourse communities, you will find a conversation that you yourself can take part in through a long research paper. (6-8 pages)
- Final Self-Reflection and Portfolio: At the end of the semester, you will present your best work from the class in a digital portfolio, contextualizing each piece of writing with a self-reflection on your development as a writer, a participant in a discourse community, and a member of this class striving to meet the course goals. The self-reflection should be both a rhetorical analysis of your own work including reference to genre, audience, purpose, stance, rhetorical situation, media, and exigence, in which you evaluate your progress with regard to the learning outcomes

Criteria for grading: Each formal assignment will be graded on the terms listed at the time of the assignment itself

Informal Assignments

These are short assignments completed at home or in class outside the formal essays. They are intended to help you develop the skills necessary for you to complete your formal assigned essays and will be required for your participation in class. The form will depend on the specific assignment, but will generally be built around your own thought processes. You will be graded only on whether or not you complete these assignments,

so please do them. I see too many students who deserve an A grade drop down to a B or lower because they did not turn in any of their informal work. They may include:

- Peer Review Letters: By analyzing peers writing and communicating to them how it can be improved, you can better understand what steps can be taken to improve your own writing. For each assignment, you will read your peers' drafts in an in-class workshop and offer them feedback as to how they can improve their work **(250-500 words, emailed to me and your peer review group)**
- Reflections: One of the main goals of this course is for you to reflect on your writing in order to heighten your awareness of what you know about writing and to give you a vocabulary for discussing it. In these reflections, you should describe your own essays in terms of genre, exigence, purpose, audience, context, and medium. You should also describe if and how each assignment has helped achieve the course learning outcome. **(250-500 words, on a separate page at the end of your essay on Google Docs)**

Resources

There are a number of Support Services available for CCNY students (visit <https://www.ccnycuny.edu/academics/tutoring> for a complete list):

1. New Student Experience Center(NSEC), Marshak 053 – Advisement center For freshmen and transfer students in their first year at City College who have not yet decided on a major or are fulfilling requirements to apply to one of the College's professional schools
2. Samuel Rudin Writing Center, NAC 3rd floor plaza – offers writing assistance to all CCNY students through one-on- one tutoring and group workshops. ESL tutoring is also available through the Writing Center.
3. AccessAbility Center Tutoring Services, NAC 1/218 – provides one-on- one tutoring and workshops to all registered students with learning or physical disabilities.
4. SEEK Peer Academic Learning Center, Location: NAC 4/224–offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.
5. SSSP Academic Resource Center, Harris 03 – offers tutoring in most core subjects and group workshops in Math and Biology for students who meet financial qualifications and have interviewed for the program.

Academic Integrity

Academic integrity is an essential part of the pursuit of truth, and of your education. We are all responsible for maintaining academic integrity at City College – it is the rock on which the value of your degree is built.

If you cheat on a test or plagiarize by using someone else's work or ideas, you defeat the purpose of your education. In addition, academic dishonesty is prohibited in the City University of New York, and is punishable by failing grades, suspension and expulsion. The full academic integrity policy can be found at: www.cuny.edu/about/integrity

Community Standards

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. In order to realize its purpose, the College and its members must be free from personal injury or harm; bias or harassment; intimidation or coercion; damage or loss of property; disruption of educational and social activities; unreasonable interference with the exchange of concepts and ideas; and unreasonable interference with the administrative and supporting services offered by the College. Accordingly, all student members of the College community are expected to conduct themselves in a manner that demonstrates mutual respect for the rights and personal/academic well-being of others, preserves the integrity of the social and academic environment, and supports the mission of the College. The College has an inherent right to address behavior that impedes, obstructs, or threatens the maintenance of order and attainment of the aforementioned goals by violating the standards of conduct set forth in the University student conduct policies noted below as well as other policies that may be established by the respective Schools, Global Sites, and administrative offices of the University.

The goals of the CCNY Community Standards are:

- To promote a campus environment that supports the overall educational mission of the University
- To protect the University community from disruption and harm
- To encourage appropriate standards of individual and group behavior
- To foster ethical values and civic virtues
- To foster personal learning and growth while at the same time holding individuals and groups accountable to the standards of expectations established by the Code of Conduct

Services:

- Develop, disseminate, interpret, and enforce campus rules and regulations
- Teach students about appropriate behaviors and the consequences for unacceptable and/or inappropriate behaviors through the use of critical thinking skills
- Intervene effectively when behavior violates the Code of Conduct
- Offer educational and leadership opportunities for students who participate in the operation of the Student Conduct process
- Cultivate a community supportive of community standards

Grades:

Literacy Narrative: 15%

Exploratory Essay: 20%

Researched Critical Analysis: 25%

Final Portfolio and Self Reflection: 20%

Informal work and class participation: 20%

Course Schedule:

(Subject to change)

	Reading due	Writing Due	Objectives
8/28 FIRST DAY OF CLASS!			Getting to know each other Introductory writing assignment
9/4	Ellen Carillo “Reading and Writing are Not Connected”		Discuss Writing Process, Drafting and Revision MLA citation Assign Literacy Narrative Discuss syllabus and course policies
9/11	“In-class Peer Review” from Writing Commons Citation resources Literacy Narratives	Literacy Narrative Draft Due	Workshop
9/18	Portfolio reading Kerry Dirk “Navigating Genre”	Peer reviews due via email (to me and your group members) Please write each person a	Introduce portfolios Brainstorm topics and theses from Daniel’s reading assignments Annotated Bibliographies

		200-400 word letter offering your feedback on their essay	
9/25	Jason Carabelli "Identifying a Conversation" Charles Bazerman "The World of Texts"	Literacy Narrative Due	Library day? Discuss audience Assign Exploratory Essay
10/2		Exploratory Draft Due	Workshop
10/9 NO CLASS		Peer review letters due	
10/16 NO CLASS (classes today follow a Monday schedule)			
10/23	Writing Commons: Research Techniques and resources	Exploratory Final due	Library day? Research progress
10/30		Research Plan due	One-on-one meetings Midterm reports
11/6		Research Draft Due	Workshop
11/13			Refining perspective with others
11/20	On reflective writing	Research Final due	Lab day/workshop Discuss self-reflection

11/27		Self-Reflection draft due	One-on-one meetings/workshop
12/4			Reflect on course
12/11 LAST DAY		Final Portfolio and Reflection due by class time	Last day!