ENGL 1010 02  FIRST YEAR WRITING SEMINAR (3 credits)
Boston College Summer Session 2, 2017 (June 27 – August 3)
Tuesday/Thursday, 9am - 12.15pm

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Office Hours: TBD

Course Description

According to the course catalogue, the First-Year Writing Seminar is a workshop in which each student develops a portfolio of personal and academic writing over the course of the semester. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. Students read a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets twice a week to discuss the writing process, the relationship between reading and writing, conventional and innovative ways of doing research, and evolving drafts of class members.

Throughout the semester we will keep in mind that effective writing is important for entering public conversations. Whether you are a comfortable writer or someone lacking writing confidence, this course will increase your skill as a writer and participant in conversations in the university setting and beyond.

Textbooks & Readings (Required)

Eats, Shoots, and Leaves by Lynne Truss

Additional readings will be provided by me as a pdf (and made available to you on Canvas). You must print these and bring them to class.

Canvas

Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click here.
Course Objectives

1. A practical appreciation of writing in a wide array of contexts and disciples, both academic and non-academic.

2. The development of a conscious personal voice in writing, that is both flexible and distinctive.

3. Increased awareness and understanding of the impact of culture and privilege as related to writing, and the ability to navigate these concerns in different cultural settings.

4. The development of constructive critical skills for evaluating one’s own writing and that of others.

Course Schedule

Tuesday June 27  Foundational Skills: Critical Summaries, Response Papers.

Thursday June 29  Personal Narrative (read: Anzaldua, Douglass, Alexie, Handey)

Tuesday July 4  Personal Narrative (read: The Pick-Up Line)  (in-class workshop)

Thursday July 6  Cultural Analysis (read: *Eats, Shoots, and Leaves*) (personal narrative due)

Tuesday July 11  Cultural Analysis (read: Secrets, Dumpster Diving) (in-class workshop)

Thursday July 13  Academic Essay (read: Pollan, PB and justice) (cultural analysis due)

Tuesday July 18  Academic Essay (read: Harry Potter, ACL) (annotated bib. due)

Thursday July 20  Group Conferences: Advanced Revision Strategies

Tuesday July 25  Persuasion (read: No God, Do What You Love, MLK) (academic essay due)

Thursday July 27  Persuasion (in-class workshop)

Tuesday August 1  Humor and Satire (read: Advice to Next Year’s Freshman Class)

Thursday August 3  Final: in-class writing assignment (final portfolio due)

Course Homework Assignments

It is expected that you will spend 12 hours per week on out-of-class readings, assignments, and exercises. Please note that some weeks will require more time and some weeks less time but the average is 12 hours per week over the semester.
Grading

Participation and Engagement: 20%

Writing Portfolio: 80%
Personal Narrative 10
Cultural Analysis 15
Academic Essay (significant research component) 20
Argument/Persuasion Essay 10
Revised Paper (Personal Narrative or Cultural Analysis) 15
Reflection 10

The undergraduate grading system for Summer Session is as follows:

A (4.00), A- (3.67)
B+ (3.33), B (3.00), B- (2.67)
C+ (2.33), C (2.00), C- (1.67)
D+ (1.33), D (1.00), D- (.67)
F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services.

POLICIES

Written Work
Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center.

Deadlines and Late Work
Due to the nature of a 6-week course, deadlines are fixed. Please plan ahead to ensure that your work is completed on time. Late work will incur a half-step letter grade penalty immediately, and will accrue additional penalty every 24 hours. If emergency or illness arises that prevents you from meeting deadlines, stay in touch with me AND contact your Dean. In most circumstances extensions cannot be granted. (Becoming ill the night before a paper is due, for example, is not an excuse for incomplete work. A paper should be virtually FINISHED by that time.)

Attendance
Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors, including myself, grade for participation; if you miss class, you
cannot make up participation points associated with that class, nor can you reschedule a presentation/discussion leading assignment. Additional makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. Please remember that missing one class in the summer session is equivalent to missing an entire week in the Fall or Spring semesters. Thus, absences may incur a penalty of 2 percentage points deducted from your final grade in the course. Please note: failing to bring your draft to a workshop will result in an absence since you cannot participate in a meaningful way.

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

**Accommodation and Accessibility**

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- **The Connors Family Learning Center (CFLC)** coordinates services for students with LD and ADHD.
- **The Disabilities Services Office (DSO)** coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at [www.bc.edu/sites/accessibility](http://www.bc.edu/sites/accessibility).

**Scholarship and Academic Integrity**

Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the [Boston College policy on academic integrity](http://www.bc.edu/sites/accessibility) for more information.

**Boston College Mission Statement**

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition.
As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.