ENGL 1010.01: First-Year Writing Seminar
Summer 2015, 3 Credits

Instructor: Dr. Lorenzo Alexander Puente  email: puentel@bc.edu
Office: Stokes 444S  Office Hours: Tue 3-4 pm or by appointment
Telephone: (617) 552-2789
Schedule: TTh, 6-9:15 pm
Room: Stokes 117N

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.

Course Description
Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. 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 two hours per 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.

Course Objectives
1. The student will be able to write a literacy narrative essay reflecting on his or her experience of reading and writing using effective narrative techniques.
2. The student will compose arguments that meet the conventions of university-level academic writing. This includes learning strategies of writing and revising essays; adapting writing for an audience; finding, analyzing, and theorizing about information from single and multiple texts; organizing information into a persuasive and coherent essay; and understanding elements of style and grammar.
3. The student will demonstrate knowledge of community, national, and international issues as reflected in their argument essays. Like many university courses, this class is organized around a central question: What does it mean to be part of community? This course takes several different approaches to the question, considering what binds and divides us nationally and globally. What effect do our increasingly multicultural communities have on our sense of who “we” are as a nation? Additionally, what opportunities and challenges are presented by globalization?
4. The student will demonstrate ethical writing and research as shown in their adherence to academic integrity, clearly and correctly acknowledging their use of ideas of others.
Grading

Your course grade will be based on the quality of your work as well as the level of your participation in other ways: thoughtful, constructive comments on others’ writings, on textbook readings, and on your own work. Your FWS grade will be based on the following:

- Essay 1: 10%
- Essay 2: 15%
- Essay 3: 15%
- Essay 4: 20%
- Portfolio: 20%
- Class Participation: 10%
- Quizzes & Informal Writing: 10%

Summer Grading System
The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (.00), failure.

Grade Reports. All students are required to log into the web through Agora to access their summer grades. Students must utilize their BC username and password to log on. If your username or password is not known, the HELP Desk located in the Campus Technology Resource Center (CTRC) in O’Neill Library will issue a new one. The CTRC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

Text(s)/Readings (Required)


Additional readings will be available on the course Canvas website. You will be required to download your copy and to bring your copy to class.

Text(s)/Readings (Recommended)


Important Policies
[http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html](http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html)

Written Work
Graduate and undergraduate students are expected to prepare professional, polished written work.
Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers 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.

Request for Accommodations
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to 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 the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the
Deadlines
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.

Course Assignments (readings, exercises and/or experiences)
It is expected that eight hours per week of your study time will be spent on out of class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately eight hours per week over the semester.

Students are expected to complete the following out of class course assignments.

These abbreviations indicate which text you should be using (always bring these two texts to class):
FI= From Inquiry to Academic Writing
RW=Rules for Writers

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<tr>
<th>Date</th>
<th>To be done today in class</th>
<th>Turn this in</th>
<th>Prepare for next class</th>
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| May 12   | Introductions                                                                             | Response to Writing Activity                                                              | Readings:
|          | Course Syllabus                                                                           | Filled out Survey on Writing Process                                                     | 1. Chapter 1 (FI)                                                                      |
|          | Writing Activity: “Thinking about ‘We’: Groups I Belong to and Those I Don’t”             |                                              | 2. #8: “Prefer Active Verbs”; #18: “Find the Exact Words”; and sections on punctuations (#32-39) in RW |
|          | Survey on Writing Process                                                                 |                                              | Writing: Essay #1: Rough Draft of Literacy Narrative Essay (Bring 3 copies)             |
|          | Starting with Inquiry: Habits of Mind of Academic Writers;                                 |                                              |                                                                                       |
|          | Start brainstorming on Essay #1: Literacy Narrative                                       |                                              |                                                                                       |
|          | Introduction to Small Group Peer Workshop                                                 |                                              | Readings:
|          | Small Group Work: Compare your experience of literacy with your peers                     |                                              | 1. Ch 2 & 3 (FI)                                                                      |
|          | Workshop on Narrative Techniques                                                          |                                              | 2. Tatum, “Why Are All the Black Kids Sitting Together in the Cafeteria” (available in Canvas) |
|          | “Prefer Active Verbs”; “Find the Exact Words” & sections on prepositions in RW           |                                              |                                                                                       |
| May 19 | Chapter 2: From Reading as a Writer to Writing as a Reader (FI)  
Discuss Tatum’s essay  
Writing Activity: Rhetorical Analysis  
Chapter 3: From Identifying Claims to Analyzing Arguments  
Sign up for Individual Conference on Essay #1 | **Revised Essay 1: Literacy Narrative (5-6 pp) + Reflection Page.** | **Readings:**  
1. Ch 4 (FI)  
2. Kozol, “Still Separate, Still Unequal: America’s Educational Apartheid” (available on Canvas) |
| May 21 | Discuss Kozol’s essay  
Ch 4: From Identifying Issues to Forming Questions  
Pre-writing for Essay #2--For writing prompt, see “Writing as a Reader” Assignment #1 (Following Kozol’s essay), connecting Tatum and Kozol. |  | **Reading:** Ch 5 (FI)  
Bring your copy of *RW* |
| May 26 | Small Group Workshop –Peer Feedback on Essay #2  
Ch 5: Developing a Working Thesis: Three Models  
**Readings:**  
1. Ch 8 (FI)  
2. McIntosh’s “White Privilege: The Invisible Knapsack” (available on Canvas) |
| May 28 | Ch 8: From Ethos to Logos: Appealing to Your Readers  
Discuss McIntosh’s essay  
Guidelines for Essay #3: The Argumentative Essay – For writing prompt, see “Writing as a Reader” Assignment #1 (following McIntosh’s essay), linking McIntosh to Kozol and Tatum  
Sign up for Individual Conferences on Essay #2 | **Revised Essay #2: Comparison & Contrast Essay + Reflection Page** | **Writing:** Rough Draft of Essay #3: Argumentative Essay + Reflection Page (Bring 3 copies)  
**Readings:**  
1. Chapter 9 (FI)  
2. Ehrenreich, “Your Local News: Dateline Delhi” (available in Canvas)  
Bring your copy of *RW* to class. |
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<th>Activity</th>
<th>Reading/Assignment</th>
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<td>Writing: Revise Essay #3: The Argumentative Essay + Reflection Page</td>
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<td>Ch 9: From Introductions to Conclusions</td>
<td>Reading: Appiah, “Moral Disagreements” (Available on Canvas)</td>
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<td>“Build Effective Paragraphs” in <em>RW</em></td>
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<td>Discuss Ehrenreich’s &amp; Zakaria’s essays</td>
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<td>June 4</td>
<td>Discuss Appiah’s essay</td>
<td><strong>Revised Essay #3: The Argumentative Essay + Reflection Page</strong></td>
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<td>Brainstorming: Topics for Essay #4 based on “Writing as a Reader” Assignment #1 following Appiah’s essay, p. 666. You will be asked to use library sources for this essay (aside from Zakariah &amp; Appiah, add 2-3 library sources)</td>
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<td>Sign up for Individual Conference on Essay 3</td>
<td>Start research on your topic; bring 2-3 articles to class on Tuesday.</td>
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<td><strong>Library Orientation</strong></td>
<td>Writing: Summary, paraphrase, and direct quotes from your research articles—instructions to be given in class</td>
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<td>June 9</td>
<td>Discuss Ch. 7: From Summary to Synthesis: Using Sources to Build an Argument Individual Conferences</td>
<td>2-3 research articles on your topic</td>
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<td>Writing: Revise Essay #4 + Reflection Page—Include in your Portfolio</td>
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<td>June 16 (Tuesday) IN CLASS PEER WORKSHOP: you will bring in one essay for peer group feedback</td>
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<td>June 18/Final Exam: You will pass in your portfolio on June 18 in lieu of an in-class final; the portfolio will include all of the work you produced in class (including freewrites, quizzes, drafts, and graded papers, PLUS the fourth essay).</td>
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