BC Experience: College Writing Workshop ADEN 0930 01
Boston College Summer Session 2019
Program Dates: July 8 – July 25, 2019
M/T/W/Th 10 a.m. to 12 p.m. and 1 p.m. to 3 p.m.

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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

This course, open to those of all writing abilities, seeks to prepare students for the new, unique challenges they will face in college writing assignments. Sequenced exercises in reading and writing will help students gain more confidence and versatility as writers. Students will learn rhetorical and critical thinking skills and practice flexible strategies that they will be able to apply in a variety of college-level writing situations.

Fundamental aspects of writing that will be covered include (but are not limited to) the following.

- How can I craft clear, efficient sentences, and how can I make sure my sentences “flow”
together well?
- How can I smoothly, actively incorporate sources into my writing?
- How can I analyze and/or synthesize information or points of view to produce my own original ideas?
- How does genre shape writing?
- How can I compose effective special-function sections (like an introduction or conclusion) in my writing?
- How can I optimize my approach to the writing process?

TEXTBOOKS & READINGS

All course readings will be available on our Canvas site. To access readings and complete writing exercises, students should bring a laptop to use during the program.

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

By the end of the program, students will be able to do the following.

1. Explain the stages of the writing process and their recursive nature through class discussion.

2. Practice rhetorical and critical thinking strategies that facilitate independent thought through class discussion and problem-solving and writing activities.

3. Describe important technical points that inform an effective writing style and analyze prose accordingly through class discussion and problem-solving and writing activities.

4. Differentiate parts and elements of a composition and understand how they interconnect to create a whole text through class discussion.

5. Demonstrate knowledge across cultural settings and recognize the impact of culture, gender, and age in rhetoric and composition through class discussion.

6. Demonstrate ethical knowledge pertaining to rhetoric and composition through class discussion.
COURSE POLICIES

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 for more information.

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.

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. If circumstances necessitate excessive late arrivals to or absences from class, the student should consider withdrawing from the class. Excessive unexcused absences aren’t permissible. Any student who doesn’t meet the expectations for attendance will be reported to the BC Experience administrative staff.

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.

Class Discussion: To participate in class discussion, please raise your hand. This simple rule will help make our discussions more inclusive and, as a result, richer as well.

Technology: Cell phones are not appropriate in our classroom setting and should not be out, at all, during class. Similarly, using a tablet or laptop during class for any nonacademic purpose is also inappropriate. Please be courteous.
Written Work: Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in MLA format. Strive for a thorough yet concise style. Cite literature appropriately, using MLA style. 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.

COURSE SCHEDULE

Course Assignments: While much of our coursework will take place in class during our morning and afternoon sessions, you also will be expected to complete regular homework assignments, including reading and/or writing activities. Assigned homework will be kept to a manageable amount. The course schedule below lists both your homework and our in-class activities.

Week 1

M July 8: College Writing

Morning Session

- Complex Problems & Enduring Questions Courses

Afternoon Session

- “On Being Wrong” TED talk

Homework

- “Employers Can Make Boston Traffic More Bearable…” from The Boston Globe
- Writing Assignment #1

T July 9: The Writing Process & Elements of Argument

Morning Session

- Excerpt from Writing in Transit
- Excerpt from The Curious Writer
- “Employers Can Make Boston Traffic More Bearable…” from The Boston Globe

Afternoon Session

- “Why Kindergartners Need to Learn to Code” from The Boston Globe

Homework

- Writing Assignment #2

W July 10: Stasis Theory

Morning Session

- CQ Researcher
Afternoon Session
• Excerpt from Writing Analytically

Homework
• “Why Do We Fear Plane Crashes...?” and “We Shouldn’t Keep Families out of Hospital Rooms...” from The Boston Globe
• Writing Assignment #3
• Excerpts on Writing Style

TH July 11: Sentence Architecture

Morning Session
• Excerpts on Writing Style
• Excerpt from Style

Afternoon Session
• 4 Basic Sentence Types
• Review of Week 1

Homework
• “What is Indoctrination? And How Do We Avoid It in Class?” from The Chronicle of Higher Education
• Excerpt from From Inquiry to Academic Writing
• UMN and UCLA sheets
• Writing Assignment #4

Week 2

M July 15: Summary, Paraphrase, and Quotation

Morning Session
• “What is Indoctrination? And How Do We Avoid It in Class?” from The Chronicle of Higher Education
• Invisibilia podcast: “How to Become Batman” Part 1

Afternoon Session
• Invisibilia podcast: “How to Become Batman” Part 2

Homework
• Tattoos on the Heart pg. xi – 17

T July 16: Analysis

Morning Session
• Excerpt from The Curious Writer
• G-Dog

Afternoon Session
• G-Dog

Homework
• “Review: All the Feels, Hurts, and Laughs of ‘Eighth Grade’” from The New York Times

W July 17: Analysis

Morning Session
• Eighth Grade

Afternoon Session
• Analysis sheet
• Eighth Grade

Homework
• Excerpt from Rhetorical Style
• Excerpt from Style

TH July 18: Writing Style

Morning Session
• Excerpt from Rhetorical Style
• Excerpt from Style

Afternoon Session
• Excerpt from Rhetorical Style
• Review of Week 2

Homework
• “Help Their Unbelief” from America
• Writing Assignment #5
• Excerpt from Rewriting

Week 3

M July 22: Rewriting

Morning Session
• “Help Their Unbelief” from America
• Excerpt from Rewriting
Afternoon Session
• “The Right Way to Follow Your Passion” from The New York Times
• Excerpt from Writing in Transit

Homework
• Excerpts on the Rhetorical Modes

T July 23: Rhetorical Modes

Morning Session
• Writing Assignment #6

Afternoon Session
• “Make-or-Break Verbs” from The New York Times

Homework
• Excerpts from Writing Analytically

W July 24: Introductions and Conclusions

Morning Session
• Excerpts from Writing Analytically

Afternoon Session
• Excerpts from Writing Analytically

TH July 25: Review

Morning Session
• Review of Weeks 1 – 3

Afternoon Session
• Review of Weeks 1 – 3

*This syllabus should be regarded only as a general guide to the course; it is subject to change at the instructor’s discretion.