ENGL 1010.01: First-Year Writing Seminar, 3 Credits
Boston College Summer Session 2016
Summer 1, May 17, 2016 – June 24, 2016
MW 9:00 am-12:30 pm

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Office Hours: MW 1:30-2:30 pm or by appointment

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 course-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 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.
Textbooks & Readings (Required)


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

Textbooks & Readings (Recommended)


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. 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%

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.

Deadlines and Late Work
Assignments are due at the beginning of the class period (unless otherwise directed) on the specified dates. Late assignments will be graded accordingly.

Course Assignments
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.

Note: I reserve the right to make changes in the syllabus, as needed. Any change will be announced at least a week before.

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

Course Schedule

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Topic</th>
<th>Reading/Assignments</th>
<th>Due Date</th>
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| May 20 | Starting with Inquiry The Small Group Peer Workshop Narrative Techniques | Writing:  
1. Essay #1: Rough Draft of Literacy Narrative Essay (Bring 3 copies) | May 23 (Submit on Canvas by 11:59 pm)  
May 25  
May 30 (Submit on Canvas by 11:59 p.m.)  
June 1  
June 6 |
| --- | --- | --- | --- |
| May 22 | From Reading as a Writer to Writing as a Reader  
From Identifying Claims to Analyzing Arguments  
From Identifying Issues to Forming Questions | Writing:  
Readings:  
1. Ch 2, 3 & 4 (Fl)  
2. Tatum, “Why Are All the Black Kids Sitting Together in the Cafeteria” (in Fl; also available on Canvas)  
| June 1 | Developing a Working Thesis: Three Models  
From Ethos to Logos: Appealing to Your Readers | Writing:  
Readings:  
1. Ch 5 (Fl)  
2. Ch 8 (Fl)  
3. McIntosh’s “White Privilege: The Invisible Knapsack” (in Fl, also available on Canvas) | June 2 |
| June 6 | Small Group Work—Peer Feedback Giving | Reading:  
1. Appiah, “Moral Disagreements” (In Fl; also | June 8 |
### 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](#).
**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 grade for participation; if you miss class, you cannot make up participation points associated with that class. 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.

For this course, you are allowed two absences for emergency situations. More than two absences will lower your grade. More than three absences may be ground for getting a grade of F. For this course, you are allowed one absence for emergency situations. More than one unexcused absences will lower your grade. More than three absences may be ground for getting a grade of F.

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** for more information.