ENGL 1010 02 First Year Writing Seminar: Writing Places, 3 Credits
Boston College Summer Session 2018
Summer 2, June 25th – August 3rd
Monday and Wednesday 10am - 1:15pm

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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 is a hybrid course, which combines some in-person and some online class meetings. 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)
From Inquiry to Academic Writing by Stuart Greene and April Lidinsky (GL)
Canvas readings (C)

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.

Since this is a hybrid course, it is essential that you have reliable and easily accessed internet connection and a computer.

**Course Objectives**
1. Learning to analyze and critically evaluate ideas, arguments, and points of view through the close reading of assigned texts, in-class analysis of assigned material, and the practice of writerly techniques for assignments.
2. Developing skill in expressing themselves orally and in writing through class discussion, writing and rewriting of assignments, and group work and presentations.
3. The student will demonstrate sensitivity across cultural settings and will learn the impact of culture, gender, and age in issues of place, as well as through analysis of visual and verbal rhetoric, as evidenced by their engagement, in class discussion and in their written work, as well as their sensitivity to the political, economic and social contexts of the texts studied.
4. The student will demonstrate ethical awareness pertaining to the topic of rhetoric as evidenced by their sensitivity to representational issues in class discussion and in analytical essays.

**Grading**
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)

The graduate grading system for Summer Session is as follows:

A (4.00), A- (3.67)
B+ (3.33), B (3.00)
B- (2.67), passing but does not count toward degree
C (2.00), passing but not for degree credit
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**
Your papers are due in my mailbox by 4pm on the due date. I will allow some leeway within the next 12 hours for late papers without docking your grade. After that, you will be penalized by part of a grade for every day the paper is late (e.g. a B+ will become a B).

**Course Assignments**
This class requires an average of 12 hours work, outside of class – some of that time will be spent on reading class materials, but the majority of it should be spent on writing and rewriting your ongoing assignments. The focus of this class is on writing as a process – and, as such, you should spend at least 6-7 hours writing every week.
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<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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| 6/25  | Introduction and Where are We From Revising and Editing | To the Student (C )  
Where are We From (C )  
Starting With Inquiry (GL pg 1-15) | All assigned readings must be completed before class |
| 6/27  | 7/2 Personal Narrative and Style           | Gian-Karlo Casimiro, “Get off at 161st and Transfer to the Truth” (C )  
Carlo Rotella “Into South Shore” (C) |                                               |
| 7/9   | Textual Analysis                            | “Analyzing Visual Rhetoric: Advertisements,” (GL pg 236-244), and  
From Reading as a Writer to Writing as a Reader”, ch.2 (GL pg 29-49) |                                               |
| 7/11  | Summarizing an Argument                     | “Writing a Summary,” in ch. 7 (GL pg 144-152)                                       |                                               |
| 7/16  | Structuring your Analysis                   | “From Identifying Claims to Analyzing Arguments,” Ch.3 (GL pg 51-71)  
“Drafting Conclusions” in ch.9 (GL pg 266-272) |                                               |
| 7/18  | Argumentation and Register                  | “From Ethos to Logos” ch. 8 (GL pg 200-218)  
Journalism examples (C) |                                               |
| 7/23  | Long-Form Journalism                        | Reading: Ta-Nehisi Coates “The Case for Reparations” (C ) |                                               |
| 7/25  | Writing About Buildings                     | Reading Landscape (C )  
‘Once Grand, Now Bland: The Boom in Branch Banks is Shortchanging the Character of Neighborhoods” (C) |                                               |
| 7/30  | Researching Your Location                   | “Interviewing” (GL pg 307-311)  
“From Finding to Evaluating Sources,”  
ch.6 (GL pg 120-138) |                                               |
| 8/1   | Research presentations                      | |                                               |
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.

Class attendance and participation make up 20% of your final grade; more than two unauthorized absences will negatively affect your grade. This grade will take into account any online discussion posts, in-class writing assignments, and your in-class level of engagement. If you are more than 10 minutes late for class, you will be marked as absent.

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.

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.