**FIQWS:**

The **F**reshman **I**n**q**uiry

**W**riting **S**eminar

**Faculty Handbook**

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Important changes highlighted in green

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# Welcome

Welcome to the FIQWS program! This handbook is intended as a teaching resource for instructors. In it are guidelines for the required elements of all FIQWSs, including explanations of Midterm Assessments, Library Instruction, grading, and strategies for maintaining strong collaborations between instructors. Please review this handbook while preparing your syllabus and return to it throughout the semester to make sure that the goals of FIQWS are being met.

# ****FIQWS Overview****

By pairing Topic and Composition instructors and placing students in learning communities that meet for six hours a week, the Freshman Inquiry Writing Seminar (FIQWS) provides incoming students at CCNY with additional academic support and a communal learning experience. The FIQWS program encourages participation, discussion, and critical engagement with complex disciplinary material—topics that students don’t always experience sufficiently in early semesters. Close interaction among students and with instructors is important in both sections.

# Goals

The goals of the FIQWS are to provide students with:

* A first major step in developing college-level studying, reading, writing skills.
* An environment to further their analytic writing and critical thinking.
* Experience integrating sources into their essays, following academic conventions.
* A learning community where the get to know and collaborate with peers and teachers.
* An understanding of college readiness skills (attendance, handing in work on time, etc.).
* Close contact with faculty across the disciplines.

# Collaborative Teaching

The FIQWSs are taught collaboratively by a Topic and a Composition instructor; instructors are equal partners in the relationship. At the beginning of the summer, Topic and Composition instructors meet to plan the courses that they’ll teach together in the fall. Topic and Composition instructors are invited to decide their level of collaboration. At a minimum, the instructors should collaborate on a Research or Analytical Essay, deciding in advance how they will share the responsibilities for this assignment.

# Syllabus and Grading

Instructors should develop two linked syllabi or (if collaborating more closely) a single shared syllabus. Either way, syllabi should make clear the connection between both sections (e.g., joint assignments). Since at the end of the semester students are assigned separate final grades for the Composition and Topic sections, the syllabus for each section should specify the grade breakdown. Ultimately, the level of participation the FIQWS team decides on will determine whether they will assign the same or different final grades. If instructors give different final grades, the grade breakdown on the syllabi will naturally differ. If instructors give the same grade, the same breakdown should appear on both syllabi. See more on collaboration below.

# Topic Instructor Responsibilities

* Teach the class topic through with heavy focus on student discussion and collaboration;
* At their discretion, incorporate low-stakes and no-stakes writing assignments to further develop students’ understanding of the topic-based reading assignments and that might serve to support students as they work through the process of drafting their essays;
* Dedicate class time to building critical thinking, communication, and participation skills through small-group and class discussions;
* Develop/assess students’ oral communication skills through presentations, recitation of texts (e.g., in a FIQWS on poetry), performance of scenes (e.g., in a FIQWS on theater);
* Keep in mind the types/timing of writing assignments in the Composition Section so that scheduled readings/discussions can provide meaningful material for those assignments.
* Work with the Composition instructor to collaboratively design, provide feedback on, and assess at least one Research-Informed Essay (see “Shared Responsibilities,” below);
* Collaborate with the Composition instructor to guide students in identifying a topic for the Research-Informed Essay and in situating their own writing within a larger discourse. Consider providing research materials that students can use as sources.

# Composition instructor Responsibilities

* Follow the same guidelines for English 110 described on the [Writing Program website](https://ccnywriting.commons.gc.cuny.edu/).
* Design assignments in ways that invite students to draw on the content of the FIQWS Topic section. Consider incorporating reading assignments from the Topic section;
* Work with the Topic instructor to collaboratively design, provide feedback on, and assess at least one Research Essay (see “Shared Responsibilities”).
* Being an expert in the Topic or reading materials from the Topic section is **not** expected.

# Shared Responsibilities

Effective collaboration between instructors is an important part of a successful FIQWS team. Every collaboration has its own chemistry; instructors should explore what particular arrangements work best for them. We strongly encourage instructors to regularly meet to discuss the course, graded assignments, and student performance. In this context, it is especially important for instructors to identify and reach out to students who are struggling.

Topic and Composition instructors should work together to

* Submit a Midterm Progress Report to all students during weeks 6-8 (see pg. 8);
* Communicate regularly with students about missed assignments and attendance;
* Collaborate on designing and assessing assignments. Rather than limit collaborations to designing, giving feedback on, and assessing just the one Research-Informed Essay, consider collaborating on all of the writing assignments and use the essays as the basis for grades in both the Writing *and Topic* sections. In this model, instructors might assess the assignments for separate criteria to determine/average a single grade, or they might develop a single shared set of evaluation criteria and give one grade that will be used to calculate a final grade in both classes. Alternatively, Topic and Composition instructors might choose to devise separate major assignments and rely only on the major Research-Informed Essay as the focus of the collaboration. **If instructors decide to limit their collaboration on the essay assignments, Topic instructors will need to develop their own assignments to assess student learning.**

# Required Writing Assignments

***Research-Informed Essay***

A Research-Informed Essay is required for both Topic and Composition Sections. Instructors will collaborate on designing, giving feedback on, and assessing this assignment. Students should work to narrow down a research topic or analytical question, gather and evaluate at least two sources using the library’s databases, use those sources to explore, analyze, and/or argue about their topic, and integrate and cite their sources using a conventional style (e.g., MLA, APA, Chicago). Several of the recommended assignments listed below under “Suggested Writing Assignments” could be extended to have a focus on integrating sources (especially the Exploratory, Argument, and Analysis essays). Instructors should determine the specific length and source requirements. This assignment can be designed together from scratch or borrowed and adapted from [models available](https://ccnywriting.commons.gc.cuny.edu/english-110-freshman-composition/english-110-assignments/).) on the [Writing Program website](https://ccnywriting.commons.gc.cuny.edu/).

***Final Portfolio with Self-Assessment Essay***

The Final Portfolio is required for the Composition Section, but Composition and Topic instructors are encouraged to assign it as the final project for *both* sections. In short, students will develop a Digital or PDF Portfolio to showcase revised versions of their major essays (with self-assessment cover-letters), as well as other examples of “best” assignments. As introduction to their portfolio, students will also write a (3-4-page) Self-Assessment Essay wherein students reflect on and assess their semester’s work. An assignment prompt will be shared that instructors can adapt. All portfolios will be collected by the First-Year Writing Program for research purposes, so all must be in a digital format. Composition instructors are encouraged to have students create an online (WordPress) portfolio using CUNY’s Academic Commons, a free site. If you assign an online portfolio, please be sure to explain the available privacy protections. Another equally viable method is for students to create their portfolio by collecting their body of work into a single .pdf document. Both the Portfolio and final Self-Assessment should carry a substantial grade weight. See [model assignment prompts](https://ccnywriting.commons.gc.cuny.edu/english-110-freshman-composition/portfolio-assignment-for-english-110-and-fiqws-writing) on the [Writing Program website](https://ccnywriting.commons.gc.cuny.edu/).

***Short Self-Assessment Cover Letters***

Short self-assessment cover letters are also required for the Composition Section, but Composition and Topic instructors are encouraged to collaboratively assign and respond to them. These (1-2-page) self-assessments, which can be formal or informal, should follow the submission of each major writing assignment. The goal of each is for students to 1) name and introduce their own essay’s genre, purpose, audience, and context, and 2) to reflect on the extent to which they achieved the learning goals of the assignment as well as any goals they set for themselves. While the short self-assessment cover letters do not necessarily need to carry a grade weight, they are important for building up to the final self-assessment. See a [sample assignment prompt](https://ccnywriting.commons.gc.cuny.edu/english-110-freshman-composition/english-110-and-fiqws-writing-assignments/.) on the [Writing Program website](https://ccnywriting.commons.gc.cuny.edu/).

# Suggested Additional Writing Assignments

Each FIQWS team should design one or two additional major writing assignments (besides the Researched-Informed Essay required for both sections). But it is up you whether any other major writing assignments will be assigned collaboratively or separately. Smaller writing assignments are, of course, also encouraged. See a sampling of [supplemental writing assignments](https://ccnywriting.commons.gc.cuny.edu/english-110-freshman-composition/english-110-and-fiqws-writing-assignments/) on the [Writing Program website](https://ccnywriting.commons.gc.cuny.edu/).

Use the list of assignments below for inspiration. And consider whether one of these assignments could be extended to become your Research-Informed Essay, the assignment shard by both sections.

***Language and Literacy Narrative***

This assignment invites students to reflect on the reading, writing, and language experiences that shape a part of who they are today. Rather than trace their learning from struggle to triumph, students should zoom into a particular moment from their life when language and literacy impacted them, for better or worse. The specific moment students write about forms the basis of their narrative, though analysis and reflections may be added to help readers make sense of the moment’s significance and implications.

***Summary (and Response Essay)***

A summary is a concise paraphrase of all the main ideas in an essay. It summarizes the rhetorical situation (author, audience, text title, context, purpose), the essay's thesis, and the supporting evidence. Most summaries also present the overall structure and organization of the argument or major points. Some summary assignments might also call for a response. A response calls for students’ perspectives on the subject of the text (or the quality of the content) and students’ experiences in support of their points.

***Exploratory Essay***

This essay invites students to interpret, summarize, and synthesize ideas across several sources without necessarily adding their own strong stance. It also introduces students to research and citation practices. While it is less concerned with argument or analysis, the separation between analysis/interpretation (a neutral interpretation) and analysis/argument (an interpretation with a stance attached) is hard to find. This essay is a good candidate for extending to be your shared Research-Informed Essay.

***Argument Essay***

This essay invites students to assert and support a particular stance in a way that may be persuasive to a specific intended audience. Key for an argument essay, then, is a clear understanding of the topic *and* of the audience (e.g., their knowledge of the topic; their values; what will persuade/dissuade them). The relationship between claims, evidence, and rhetorical appeals are carefully crafted.

This essay is a good candidate for extending to be your shared Research-Informed Essay.

***Analysis Essay***

This essay invites students to practice introducing, describing, and analyzing a specific example, artifact, or topic. It should break down for readers what’s happening in the example/artifact/topic *and* how the student came to such conclusions. Analysis should follow [David Rosenwasser](https://www.chegg.com/authors/david-rosenwasser) and [Jill Stephen](https://www.chegg.com/authors/jill-stephen)’s rule of “10 on 1”—that is, it is better to make ten observations or points about a single representative issue or example (10 on 1) than to make the same basic point about ten related issues or examples (1 on 10).

This essay is a good candidate for extending to be your shared Research-Informed Essay.

***Genre Translation(s)***

This assignment invites students to reimagine and rework a previously written composition (one of the essays above, for instance) into a new genre (or two) composed for different, self-selected audiences and rhetorical goals. Genres for students to consider include op-eds, manifestos, podcasts, presentations, speeches, flyers, posters, memos, public service announcements, Instagram stories, TikTok videos, a series of Tweets, poems, song lyrics, etc. You are also encouraged to welcome students to genre-mix/blend and to draw on different languages/dialects that best fit their self-selected audiences.

# Timing and Spacing Assignments

Particularly in a Writing course, timely feedback is essential for student progress; in short, the student needs to receive Essay A back with comments and a grade before embarking on Essay B (with the possible exception of the Research-Informed Essay, the early stages of work for which may overlap with work on other assignments). Both the Composition and Topic instructors should take an active role in providing students with feedback. The Composition instructor’s feedback may focus more on composition and critical thinking, while the Topic instructor’s feedback may center on content and critical thinking. Although it is tempting to leave students a few weeks to “settle in” before beginning with the major assignments, this usually results in insufficient time for the work planned for the latter part of the course. It is therefore recommended that the first formal essay be assigned no later than the second week of class.

# Writing Assignment Checklist

|  |  |
| --- | --- |
| When you write the assignment sheet for your students, does it contain the following important information? | |
| Is the **purpose** behind the assignment clear (i.e., Why are they doing it? What skill or knowledge are they to demonstrate or gain from doing this?)? |  |
| Are the **course learning outcomes** mentioned in the assignment? Have you considered outcomes for writing, critical thinking, information literacy, and content area of the course when designing the assignment? (See outcomes on pg. 12-15) |  |
| Is the **rhetorical mode** clear? For example: description, narration, synthesis (of sources), analysis, or argument. Do the directions suggest conflicting modes? |  |
| Are there **explicit command words** designed to make it easier for students to understand what they're supposed to do? Common command words include: analyze, compare, contrast, synthesize, critically evaluate, define, describe, discuss, evaluate, examine, explain, illustrate, interpret, narrate, outline, state, summarize. |  |
| **Do you lay out a scaffolding process** for the students to follow (i.e., a suggested process they should go through to successfully complete the assignment)? |  |
| Is the **type of research** that is expected explained to the student (i.e. primary vs. secondary sources, scholarly articles vs. journalism, blogs, etc.)? Do you specify **how much** research is needed? |  |
| Do you make the **length requirements** and **due date(s)** clear? |  |
| What are the **rubric/grading criteria** for the assignment? Has the criteria been shared with students ahead of time? Will it be used to guide assessment? |  |
| Are there superfluous directions which inhibit student engagement? Does the tone of the assignment **cultivate a positive learning environment**? |  |

# Early Alerts and Midterm Progress Reports

To identify struggling students, the college utilizes the [Early Alert system of the EAB Navigate](https://ccny-cuny.campus.eab.com) software. The instructors receive an email prompt/link to submit feedback for students: instructors can choose to (a) submit alerts for struggling students only or (b) submit reports for all students thus providing praise for good work as well.

The submitted alerts are automatically sent to the students as well as to their advisors/advising (if advising was recommended) and or the Writing Center (if tutoring was recommended). The Alert system remains open for the duration of the semester and instructors choosing option (a) can submit alerts for different students at any time.

In addition to submitting the alerts, instructors are urged to conduct Midterm Progress reports with students during the mid-point of the semester (weeks 6-8). This is an opportunity to: commend students on their good work, discuss with students where they are struggling in the course, and recommend or require tutoring if they feel it will benefit students. Classes can be canceled on the day that Midterm evaluations are held.

During Midterm conferences, you can discuss students’ performance in terms of:

* Class participation
* Performance on exams/quizzes
* Performance on written assignments/homework
* Time Management and Attendance

and offer recommendations to:

* Attend tutoring sessions at the Writing Center (including ESL support)
* See academic advisor
* Or just keep up the good work!

# Library Information Literacy Classes

**Topic instructors** are required to schedule a library information literacy class to take place during one full class period of the semester. This required information literacy class provides a general introduction to the library and its services, including instructions on finding journals and books, but it should be structured to respond to the students’ research needs. It is held during the Topic section’s class time and should be scheduled to support the Research-Informed Essay.

**Composition instructors** are strongly encouraged to schedule one follow-up session (especially if they are not able to guide students themselves in continuing to build on their information and library database practices). Experience indicates that a second library instruction session is beneficial to students particularly when they are actively pursuing a research problem, so it is imperative to schedule the second session to take place *after* students have been able to decide on a research topic. Share with the assigned librarian to students’ research topics and discuss with the librarian what goals you have for this second session (including 20 mins of students practicing searching for sources and troubleshooting through inevitable challenges).

**Instructors are required to accompany their classes to the library sessions.**

**How to schedule a library visit**.

* Professor Trevar Riley- Reid​, the Information Literacy Librarian at CCNY Libraries, will e-mail faculty to schedule a date during the summer (for fall courses) or winter (for spring courses). Faculty should respond promptly with two preferred dates because the e-classroom calendar tends to fill up quickly.
* Prof. Riley-Reid will confirm class reservations and assign a library instructor familiar with the subject of the class. Instructors are encouraged to send their syllabi and establish contact with the library instructor assigned to them to discuss any concerns or requests.
* If faculty do not hear from Prof. Riley-Reid they may fill out the online request form at <https://library.ccny.cuny.edu/instructionalservices/request> or contact her directly ([trileyreid@ccny.cuny.edu](mailto:trileyreid@ccny.cuny.edu)).

# Film Viewing Policy

Instructional time should not be used for the screening of full-length films though it is appropriate to screen brief excerpts for purposes of discussion or illustration. iMedia (NAC 5/220) can assist with setting up screenings at other times. The Library also has a large collection of CDs and videos that can be placed on reserve for student use. Students also have access to films through Netflix, Itunes, Amazon, etc., often at reasonable or no cost.

# Academic Dishonesty/Plagiarism

We take Academic dishonesty seriously; however, FIQWS instructors are encouraged to show understanding with FIQWS students, who may be unfamiliar with academic norms. Students should have the school’s policy on plagiarism/cheating made clear to them before the first major essay is due. Composition instructors are encouraged to make ethical source-use practices a regular conversation and provide several learning opportunities to practice this skill.

A student brochure on academic integrity is available from the Office of Academic Standards, and students may also be directed to review the CUNY Policy on Academic Integrity on the college website (https://www.ccny.cuny.edu/academicaffairs/integrity-policies).

A recommended course of action for a **first offense** would be to address the matter with the student to determine if the violation was intentional or due to the student’s lack of understanding. If the student acknowledges violating the policy, the instructor may either permit the student to redo the assignment or decide to penalize the student’s grade on the assignment.

For a **second offense**, or if you believe more serious action should be taken for the first offense, please contact Professor Missy Watson at [mwatson2@ccny.cuny.edu](mailto:mwatson2@ccny.cuny.edu) so that we can discuss and determine appropriate follow-up actions (e.g., failing the student; filing a report with the Office of Academic Standards, using the Faculty Report Form, FRF; etc.). It is typically recommended that a student’s second offense be reported to Academic Standards.

If **the student does not concede to plagiarism** in any alleged instance of (intentional or unintentional) plagiarism, the instructor must complete the FRF and refer the student to appeal to the Office of Academic Standards before administering any kind of academic sanction (such as a lowered or a failing grade). If a student disputes an allegation of Academic Dishonesty, and the dispute involves the final work of the semester, he or she must be assigned a final grade of “PEN” while the matter is appealed.

# Support Services Offered to Students

There are a number of Support Services available for CCNY students:

1. *Gateway Academic Center (GAC)*, 1/219– advises freshmen and transfer students in their first year at City College who have not yet decided on a major or are fulfilling requirements to apply to one of the College's professional schools;
2. *Samuel Rudin Writing Center*, NAC 3rd floor plaza – offers writing assistance to all CCNY students through one-on-one tutoring and group workshops (ESL tutoring is also available through the Writing Center);
3. *AccessAbility Center Tutoring Services*, NAC 1/218 – provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities;
4. *SEEK Peer Academic Learning Center*, Location: NAC 4/224–offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

# Composition Section Learning Outcomes

Students successfully completing a FIQWS composition course will demonstrate ability to:

1. Examine how attitudes towards linguistic standards empower and oppress language users.
2. Explore and analyze, in writing and reading, a variety of genres and rhetorical situations.
3. Develop strategies for reading, drafting, collaborating, revising, and editing.
4. Recognize and practice key rhetorical terms and strategies when engaged in writing situations.
5. Understand and use print and digital technologies to address a range of audiences.
6. Locate research sources (including academic journal articles, magazine and newspaper articles) in the library’s databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias.
7. Compose texts that integrate a stance with appropriate sources, using strategies such as summary, analysis, synthesis, and argumentation.
8. Practice systematic application of document formatting and citation conventions.

# General Education Learning Outcomes Benchmarks for FIQWS

Students will compose essays such as personal narratives/reflections, summary and response, and critical analysis accomplishing the following:

Writing:

* Present context of and state purpose for writing
* Develop appropriately organized essays containing a clear thesis statement and credible, relevant evidence
* Use appropriate language that conveys meaning and is grammatically correct

Critical Thinking:

* Clearly state issue/problem
* Analyze and/or synthesize evidence derived from appropriate sources
* Develop logical conclusions based on evidence

Information Literacy:

* Demonstrate a clear understanding of information needs and ability to search efficiently (within assigned texts and/or by source search)
* Demonstrate an understanding of scholarly sources (library visit)
* Articulate credibility of sources or as appropriate to the discipline
* Use information ethically by citing sources and not plagiarizing

# Assessment in FIQWS and General Education

FIQWS is the first of a series of writing intensive courses that are part of the General Education Requirement. In addition to FIQWS, students take 5 additional writing intensive General Education courses (from among the Flexible Core offerings). All of these courses are designed to develop the mastery of key General Education proficiencies: Writing and Communication Skills, Critical Thinking Skills and Information Literacy Skills. Learning outcomes and scoring rubrics have been created to assess student development in these areas as well as the overall effectiveness of the General Education Curriculum.

# Topic Section Learning Outcomes

Under Pathways General Education requirements, each FIQWS Topic section falls into one of the Flexible core categories and will address the learning outcomes pertinent to that category.

# A. World Cultures and Global Issues

*All Flexible Core courses must meet the following three learning outcomes. A student will:*

1. Gather, interpret, and assess information from a variety of sources and points of view;
2. Evaluate evidence and arguments critically or analytically;
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.

*A course in this area must also meet at least three of these additional learning outcomes. A student will:*

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature;
2. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view;
3. Analyze the historical development of one or more non-U.S. societies;
4. Analyze the significance of one or more major movements that have shaped the world's societies;
5. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies;
6. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

# B. U.S. Experience in its Diversity

*All Flexible Core courses must meet the following three learning outcomes. A student will:*

1. Gather, interpret, and assess information from a variety of sources and points of view;
2. Evaluate evidence and arguments critically or analytically;
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.

*A course in this area must also meet at least three of these additional learning outcomes. A student will:*

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature;
2. Analyze and explain one or more major themes of U.S. history from more than one informed perspective;
3. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States;
4. Explain and evaluate the role of the United States in international relations;
5. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy;
6. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

# C. Creative Expression

*All Flexible Core courses must meet the following three learning outcomes. A student will:*

1. Gather, interpret, and assess information from a variety of sources and points of view;
2. Evaluate evidence and arguments critically or analytically;
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.

*A course in this area must also meet at least three of these additional learning outcomes. A student will:*

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater;
2. Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them;
3. Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed;
4. Demonstrate knowledge of the skills involved in the creative process;
5. Use appropriate technologies to conduct research and to communicate.

# D. Individual and Society

*All Flexible Core courses must meet the following three learning outcomes. A student will:*

1. Gather, interpret, and assess information from a variety of sources and points of view;
2. Evaluate evidence and arguments critically or analytically;
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.

*A course in this area must also meet at least three of these additional learning outcomes. A student will:*

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology;
2. Examine how an individual's place in society affects experiences, values, or choices.
3. Articulate and assess ethical views and their underlying premises;
4. Articulate ethical uses of data and other information resources to respond to problems and questions;
5. Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

# ****E. Scientific World****

*All Flexible Core courses must meet the following three learning outcomes. A student will:*

1. Gather, interpret, and assess information from a variety of sources and points of view;
2. Evaluate evidence and arguments critically or analytically;
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.

*A course in this area must also meet at least three of these additional learning outcomes. A student will:*

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies;
2. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions;
3. Articulate and evaluate the empirical evidence supporting a scientific or formal theory;
4. Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities;
5. Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

# FIQWS Fast Facts

**Learning Community**

* Decide together on appropriate topics and due dates for writing assignments; give students the same/common guidelines for shared assignments; remember that assignments should address/reflect course learning outcomes.
* Communicate with your partner instructor (meet, email, talk on the phone, whatever works) to keep him/her informed about activities happening in your section and to discuss student progress; don’t let your partner’s calls or emails go unanswered; collaboration is key to the success of this course.
* Conduct your classes as seminars, encourage dialogue and discussion, give opportunities to students to work in small groups – help them establish relationships and build a community of scholars.
* Take advantage of FIQWS enrichment opportunity funds (~$10/student) to organize a class trip. (Contact Ana Vasovic at [avasovic@ccny.cuny.edu](mailto:av%61%73%6fv%69c@ccny.c%75ny.ed%75) beforehand.)

**First-Year Experience**

* Help students acquire/master college readiness skills: class attendance, timely submission of assignments, time management, study skills, how to communicate with instructors via email, familiarity with campus resources available to students, including academic advisement, the writing center, and counseling services.
* Throughout the semester: Refer struggling students for interventions ([EAB Navigate Alert](https://ccny-cuny.campus.eab.com)).
* Week 6-8: Dedicate one class time each for Midterm conferences and conduct them together if possible to inform each student about his/her progress in class.

**Academic success**

* In your syllabus be sure to include: course learning outcomes (Pathways or related), the Gen Ed category your course addresses, grade breakdown, schedule and assignment deadlines, academic integrity policy.
* Course expectations should be in line with an introductory course geared toward first-year students who are not always prepared for college-level work; the focus should be on development of critical thinking and communication skills through immersion in an academically-defined topic; students should not be overwhelmed with excessive information and facts, but rather guided to think, analyze and synthesize information and to form and communicate an opinion or argument based on evidence.
* Conduct library visits during regular class time: one with Topic instructor and any additional sessions with Composition instructor.
* Remember there are NO FINAL EXAMs in FIQWS.
* Research-Informed Essay: Topic instructors should provide students with clusters of materials to be used as possible sources (learning how to thoroughly analyze and use a source rather than just to find it). All instructors should familiarize themselves with Gen Ed Rubrics for [writing](https://www.ccny.cuny.edu/sites/default/files/communication%20rubrics%20CCNY%20plus%20AACU.pdf), [critical thinking](https://www.ccny.cuny.edu/sites/default/files/CriticalThinking%20exported.docx) and [information literacy](https://www.ccny.cuny.edu/sites/default/files/info%20literacy%20rubric%20gen%20ed.doc) and [FIQWS benchmarks](#Benchmarks) for these proficiencies in order to provide best guidance.