FIQWS: The Freshman Inquiry Writing Seminar

Faculty Handbook

Revised May, 2017
Dear Instructor,

Welcome to the FIQWS program! This handbook is intended as a teaching resource for instructors (writing instructors will also be receiving handbooks from the English department). 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.

The General Education Committee

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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 challenging material—classroom elements that students don’t always experience sufficiently in their beginning semesters. Close interaction among students and with instructors is an important part of each FIQWS.

Goals

The goals of the FIQWS are to provide students with:

- A first major step in developing the reading and writing skills necessary for college study.
- An environment to further their analytic writing and critical thinking.
- Experience in researching and writing a research paper.
- A “learning community” in the form of 6 hours spent with the same group of students and the same team of instructors.
- An understanding of college readiness skills (attendance, handing in work on time, and academic integrity).
- Close contact with faculty (class size is usually capped at 22-26).

FIQWS Course Learning Outcomes

Composition Section Learning Outcomes

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

- Explore and analyze in your own and others’ writing a variety of genres and rhetorical situations
- Develop strategies for reading, drafting, revising, and editing
- Practice systematic application of citation conventions
- Recognize and practice key rhetorical terms and strategies when engaged in writing situations
- Develop and engage in the collaborative and social aspects of writing processes
- Understand and use print and digital technologies to address a range of audiences
- 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
- Compose texts that integrate your stance and language with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation
Starting in the fall 2013 semester and under Pathways General Education requirements, each FIQWS topic section will fall into one of the Flexible core categories and will address the learning outcomes pertinent to that category.

A. World Cultures and Global Issues

_A Flexible Core course must meet the three learning outcomes._

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

_A course in this area must meet at least three of the additional learning. A student will:_

- 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.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world's societies.
- 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.
- 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

_A Flexible Core course must meet the three learning outcomes._

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

_A course in this area must meet at least three of the additional learning outcomes. A student will:_

- 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.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.
• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
• 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

A Flexible Core course must meet the three learning outcomes.

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

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

• 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.
• 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.
• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
• Demonstrate knowledge of the skills involved in the creative process.
• Use appropriate technologies to conduct research and to communicate.

D. Individual and Society

A Flexible Core course must meet the three learning outcomes.

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

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

• 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.
• Examine how an individual's place in society affects experiences, values, or choices.
• Articulate and assess ethical views and their underlying premises.
• Articulate ethical uses of data and other information resources to respond to problems and questions.
• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World

A Flexible Core course must meet the three learning outcomes.

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

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

• 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.
• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.
Collaborative Teaching

FIQWSs are taught collaboratively by a topic and a composition instructor; instructors are equal partners in the relationship. It is essential that instructors present a clear and shared understanding to students of how the two sections work together as one course. We strongly recommend that instructors meet or talk regularly to discuss their sections, student performance, and upcoming assignments. This needn't happen on a weekly basis. In the experience of many FIQWS instructors, communication at key way stations (specifically, at the beginning, the end, at the time of mid-semester conferences, and as major assignments are returned) is sufficient to ensure successful collaboration.

Topic Instructor Responsibilities

Since the course is in place because the topic instructors have proposed a topic, they are responsible for setting the parameters of the course content in terms of reading assignments. The composition instructors will need to add reading assignments in the writing section that further students’ rhetorical education, and cannot begin to plan their courses until they know the reading assignments. The topic instructors should bear in mind that students will be doing a large amount of in-class and take-home writing assigned by the composition instructors in addition to any short assignments given in the topic sections. The topic instructors should thus:

- Teach the class topic through a combination of lecture and seminar-style discussions of assigned readings;
- Dedicate class time to building critical thinking, communication, and participation skills through small-group and class discussions;
- Develop and assess students’ oral communication skills through oral presentations, recitation of texts (in a FIQWS focusing on poetry, for example), performance of scenes (in a FIQWS class focusing on theater, for example), etc.;
- Guide students, in collaboration with the writing instructor, in identifying a topic for a research paper and in situating their own writing within a larger network of public discourse. This guidance may include providing small clusters or packets of research material that students can use as possible sources for the research paper;
- Share responsibility for designing and providing feedback on major assignments as indicated below in the “Shared Responsibilities” section.

Composition Instructor Responsibilities

The FIQWS Composition Section is theme-based; the instructor should design a curriculum that takes as its subject the topic instructor’s discipline. The composition instructor is also responsible for students’ rhetorical education. The instructor addresses mechanics and grammar, but also, and more importantly, the larger structural and rhetorical issues of writing such as source use, research processes, genre, exigence, purpose and audience. In addition to collaborating in syllabus design and the design of major assignments, the composition instructor designs smaller in-class and take-home writing assignments to guide students through the scaffolding process of writing a longer essay. The composition instructor should thus:

- Use the class topic to teach students the skills necessary for college-level analytical essay writing and critical thinking. This includes reviewing material presented in the topic section, working incrementally with students on their assigned papers to make sure they develop their understanding of the writing and scaffolding process, helping students
identify a topic, formulate a thesis, develop an outline, compile a bibliography, and strengthen and polish their writing through revision.

• Provide additional writing practice through both in-class and take-home journal writing, digital discussion boards, peer-editing, response papers, free writing, or other assignments.

Shared Responsibilities

As already indicated, effective collaboration between instructors is a crucial part of a successful FIQWS team. While the composition instructor is required to assign and grade these assignments, the topic instructor has more flexibility in their assignments. While topic instructors are required to assign a summary and response essay and to collaborate on the research essay, they may want to collaborate on all of the writing assignments and to use the essays as the basis for grades in the topic section. Instructors might read the assignments for separate criteria and give separate grades, or they might develop criteria with the composition instructor for giving one grade that will be used to calculate a final grade in both classes. Alternatively, topic instructors might instead want to devise separate informal writing assignments for the topic section (such as Blackboard discussion forums, blogs, reflections, or other low-stakes, informal writing assignments) and rely only on the research essay as the focus of the collaboration. In any case, topic instructors must keep in mind the types and timing of writing assignments happening in the composition section so that their readings and class discussions can provide meaningful material for those assignments.

The partner instructors are urged to discuss and agree upon the assignment topics for all assignments. Please note that if the topic instructor assigns an essay to students and does not collaborate with the composition instructor then the topic instructor is responsible for grading and responding to the essay. We recognize that each collaboration has its own chemistry and encourage instructors to explore what particular arrangements work best for them. We strongly encourage instructors to meet frequently 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. Instructors must work together to:

• Submit a Midterm Progress Report to every student during weeks 6-8 of the semester. (See page 11 for more on Midterm Progress Reports.)
• Keep in email contact with students, communicating with them about missed assignments and attendance. Part of a student’s experience in FIQWS is learning to be a college student. Instructors should help students make the transition to individual responsibility for their own success. The use of Blackboard to post assignments and other course information is particularly recommended for this reason.

Grading

Since students receive separate grades for the writing section and the topic section of each FIQWS, the syllabi for each section should specify the grade breakdown for that section. That said, each team will decide whether it wants to give the same or different grades for each section. 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.
Collaboration Framework

Instructors should develop two linked syllabi or a double-column single syllabus that make(s) clear the connection between both sections (e.g. matching dates for joint assignments). The Composition Instructor is required to respond to and grade all of the assignments in this table with the exception of the Introductory Essay and the Summary and Response Essay. The Topic Instructor is required to respond to and grade the Summary and Response Essay and the Researched Critical Analysis Essay. Instructors should collaboratively develop an assignment for the Researched Critical Analysis Essay, but we encourage collaboration on all of the assignments.

The chapter references in the assignment descriptions are to the Norton Field Guide to Writing, 4th Edition. This textbook is required for the Composition Section and should be used as the basis for every major writing assignment.

## Required Writing Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Length</th>
<th>Grade Breakdown</th>
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<tbody>
<tr>
<td>Introductory Essay*</td>
<td>Low-stakes, informal, ungraded. 2-3 pages.</td>
<td>Not graded.</td>
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<tr>
<td></td>
<td>This assignment asks students to introduce themselves to the instructor. It should be given on the first or second day of class and collected during the second or third class session at the latest. This writing sample not only introduces the student to the instructor but can also alert him or her to any significant issues in the student’s writing. Usually, instructors ask students to describe their experiences with reading and writing, languages other than English that the students speak, read, and write, their strengths and weaknesses as students, and to include any information that the student thinks the instructor should know about them. The student may also want to share information about an academic major, work experience, and special interests. Some instructors may wish to combine this assignment with the Literacy Narrative. <strong>If in the Introductory Essay the student demonstrates substantial second language interference or other developmental issues, encourage the student to take advantage of the support provided by the Samuel Rudin Writing Center.</strong> Please note, though, that every student can benefit from Writing Center support.</td>
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<tr>
<td>Literacy Narrative</td>
<td>2-3 pages.</td>
<td>Required for Composition; Optional for Topic</td>
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<tr>
<td></td>
<td>The literacy narrative assignment (Chapter 10) is an autobiographical essay with a thematic focus. The student writer can focus on multiple reading and writing experiences that occurred during particularly important times in the student’s literacy life, or the student can focus on a particularly meaningful and memorable experience with reading or writing. The writer will narrate the event(s), describe scenes and people, and interpret the meaning of the events—both at the time that they occurred and now, as the student is writing this essay. The student will practice discovery of ideas (invention), composing early drafts, revision, and editing. Students will also practice writing narrative, description, summary, and interpretation. The essay structure for autobiographical writing is typically chronological but may also entail topical organization. Primary and secondary sources are optional for this assignment.</td>
<td></td>
</tr>
<tr>
<td>Summary and Response Essay</td>
<td>Summary of or response to a reading assignment writing; 2-3 pages.</td>
<td>Required for Topic; Optional for Composition</td>
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<tr>
<td></td>
<td>A summary is a concise paraphrase of all the main ideas in an essay. It cites the author and the title (usually in the first sentence); it contains the essay's thesis and supporting ideas. Most summaries present the major points in the order that the author made them and continually refer back to the article being summarized. A response is a critique or evaluation of the author's essay. Unlike the summary, it is</td>
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</table>
composed of your (student’s) opinions in relation to the article being summarized. It examines ideas that you agree or disagree with and identifies the essay's strengths and weaknesses in reasoning and logic, in quality of supporting examples, and in organization and style.

<table>
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<tr>
<th>Exploratory Essay</th>
<th>4-5 pages.</th>
<th>Required for Composition; Optional for Topic</th>
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</thead>
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<tr>
<td>Exploratory Essay</td>
<td>4-5 pages.</td>
<td>Required for Composition; Optional for Topic</td>
</tr>
<tr>
<td>Analyzing Texts (Chapter 11) OR Reporting Information (Chapter 12) OR Abstracts (Chapter 14) OR Annotated Bibliographies (Chapter 15) OR Evaluations (Chapter 16). This assignment has multiple purposes. It introduces students to research and citation practices and asks them to interpret and summarize the text. This essay is less concerned with critical analysis, though in practice (and in the examples that the text provides) the separation between analysis/interpretation (a neutral summary) and critical analysis (an interpretation with an opinion attached) is hard to find. Critical analysis is mainly located in the next assignment, but it’s almost inevitable (and may be desirable) for it to be a part of this essay.</td>
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<tr>
<td>Researched Critical Analysis Essay</td>
<td>5-7 pages.</td>
<td>Required for Composition and Topic (grades may be collaborative or separate)</td>
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<td>5-7 pages.</td>
<td>Required for Composition and Topic (grades may be collaborative or separate)</td>
</tr>
<tr>
<td>This assignment can be based on any of the chapters listed for Exploratory Essay assignment (except for Annotated Bibliographies); it could also be based on Arguing a Position (Chapter 13). This assignment extends the work of the Exploratory Essay. Students will have the opportunity to revise the exploratory essay again (after having already revised a first draft) and they will be able to develop and express an opinion about their subjects. They may also want (or you may want them to) expand their research.</td>
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<tr>
<td>Reflection Assignments</td>
<td>1-2 pages after each essay.</td>
<td>Required for Composition; Optional for Topic</td>
</tr>
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<td>1-2 pages after each essay.</td>
<td>Required for Composition; Optional for Topic</td>
</tr>
<tr>
<td>The goal of the course is for students to reflect on their writing in order to heighten their awareness of what they know about writing and to give them a vocabulary for discussing it. In these reflections, students should make use of the rhetorical terms introduced in Part 2 (53-70) to describe their own work. For each reflective assignment, they should describe their own essays in terms of its genre (what are its characteristic features), exigence (what need motivated the writer), purpose (what did the writer hope to accomplish), audience (who is the potential audience for the essay), and stance (what is the writer’s perspective? what is the relationship between the writer, her audience, and the medium?). They should also describe how each assignment has helped them to achieve the Course Learning Outcomes. These short reflections will prepare students to write the final self-reflection.</td>
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<tr>
<td>Final Portfolio and Self-Reflection</td>
<td>3-4 pages.</td>
<td>Required for Composition; Optional for Topic</td>
</tr>
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<td>Final Portfolio and Self-Reflection</td>
<td>3-4 pages.</td>
<td>Required for Composition; Optional for Topic</td>
</tr>
<tr>
<td>The Self-Reflection should be both a rhetorical analysis of their own work that should include references to genre, audience, purpose, stance, rhetorical situation, media/design, and exigence. Students should also use this opportunity to demonstrate that they’ve achieved the course learning outcomes. The portfolios will be collected by the first-year writing program, so they must be in a digital format. The simplest method for students to create the portfolio is to collect their body of work into a single .pdf document. A more comprehensive approach would be to ask students to create a Website using a free site. If you do this, however, you must be careful to explain (and document your explanation in writing) the available privacy protections. The CCNY Writing Program has video guides that students can use to create a WordPress site (search for “CCNY Writing Program” in Youtube).</td>
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* If the student does not appear to possess the English language skills necessary to pass FIQWS, the instructor should notify Ana Vasovic avasovic@ccny.cuny.edu, who will follow up with the student's advisor.
Timing and Spacing Assignments

Particularly in a writing course, timely feedback is essential for student progress; in short, the student needs to receive paper A back with comments and a grade before embarking on paper B (with the possible exception of the research paper, the early stages of work for which may overlap with work on other assignments). 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 third week of class.

Suggested Writing Assignment Checklist for Instructors

<table>
<thead>
<tr>
<th>When you write the assignment sheet for your students, does it contain the following important information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the <strong>purpose</strong> behind the assignment clear (i.e., why are they doing it? What skill or knowledge are they to demonstrate or gain from doing this?)?</td>
</tr>
<tr>
<td>Are the <strong>Course Learning Outcomes</strong> mentioned in the assignment? Have you considered outcomes for writing, critical thinking, information literacy, and content area of the course when designing the assignment? <em>See outcomes on pg. 3-6</em></td>
</tr>
<tr>
<td>Is the <strong>rhetorical mode</strong> clear? For example: description, narration, analysis, compare and contrast, or argument. Do the directions suggest conflicting modes?</td>
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<tr>
<td>Are there <strong>explicit command words</strong> designed to make it easier for students to understand what they're supposed to do? Common command words include: analyze, compare, contrast, critically evaluate, define, describe, discuss, evaluate, examine, explain, illustrate, interpret, narrate, outline, state, summarize.</td>
</tr>
<tr>
<td><strong>Do you lay out a scaffolding process</strong> for the students to follow? (i.e., a suggested process they should go through to successfully complete the assignment)</td>
</tr>
<tr>
<td>Is the <strong>type of research</strong> that is expected explained to the student (i.e. primary vs. secondary sources, scholarly articles vs. journalism. Can they use blogs, etc.)? Do you specify <strong>how much</strong> research is needed?</td>
</tr>
<tr>
<td><strong>Do you make the length requirements</strong> clear? <strong>Due date(s)?</strong></td>
</tr>
<tr>
<td><strong>What is the rubric/grading criteria</strong> for the assignment?</td>
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<tr>
<td>Are there superfluous directions which inhibit student engagement? Does the tone of the assignment <strong>cultivate a positive learning environment</strong>?</td>
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</table>
Midterm Progress Reports

The Midterm reports are a chance for students to meet with instructors and discuss their progress within the course. Instructors have 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. While it is important to reach out to a struggling student as early as possible, it is also important that enough coursework / homework has been assigned to provide an accurate gauge of the student’s performance thus far in the semester. Therefore, we ask that the midterm progress reports are conducted during the weeks 6-8 of the semester. Instructors can alert Ana Vasovic avasovic@ccny.cuny.edu at any point earlier in the semester if a student is endangering his/her successful completion of the course by not attending, not doing the work, doing poorly, etc.

Midterm progress reports are available online: https://enrollment.ccny.cuny.edu/midtermCUNYF. Instructors should fill out the forms online, print them and give to each student individually during the Midterm meetings. The meetings should be held with both instructors present. Classes can be canceled on the day that Midterm evaluations are held.

The report will invite you to recommend interventions. Any number of recommendations can be selected; instructors have an option to require students to follow through. Referral to tutoring is for any student who may benefit from it not only those in danger of failing. ESL support is for students struggling with ESL issues. Seeing an advisor is for students in danger of failing the course. The college will follow up with flagged students (Writing Center staff for those referred to tutoring and/or ESL, and advisors for those who need to see them).

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Midterm Progress Report – sample

Student Name: 
Course & Section: FIQWS 100XX; section XXXX
Instructors: ____________________________

Estimated grade to date: ___

Number of Absences to date: ___

Class participation: Excellent Good Average Fair Poor NA
Performance on exams/quizzes: Excellent Good Average Fair Poor NA
Performance on written assignments/homework: Excellent Good Average Fair Poor NA

Time Management and Attendance: Excellent Good Average Fair Poor NA

Recommendation: Attend tutoring sessions
ESL support
Improve attendance
Keep up the good work
No recommendation
See academic advisor
Your work is satisfactory but could be improved (see comment section for specific information)

Comments/Concerns/Recommendations: 
Date:
Library Workshops

Each FIQWS will have 2 library workshops during the semester—one in each section.

Instructors will receive an email from the library instruction coordinator, Jacqueline Gill: jgill@ccny.cuny.edu to schedule a date and should respond promptly with two preferred dates because the e-classroom calendar tends to fill up quickly. If you do not hear from the librarian you may contact her directly. The first session is typically held 4 weeks (approximately) after the beginning of the semester and the second session is held 2 to 3 weeks after the first session.

The library coordinator 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 to discuss any concerns or requests they may have.

Instructors are required to accompany the class to the library workshop as experience indicates that students are more attentive when the instructor is present. (The topic instructor should accompany the class for one session and the writing instruction for the other.) The first workshop typically provides a general introduction to the library and its services. Students receive instructions on finding journals and books and complete a short practice quiz that reinforces these skills. The second workshop is tailored to the research question(s) the students are working on and these research problems should be conveyed to the library instructor before the second session. Again, experience indicates that the second session is beneficial to students only if they are actively pursuing a research problem.

Academic Dishonesty/Plagiarism

Academic dishonesty is a serious offense; 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 during the first week of class. 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, and 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 fail the student on the assignment (or in extreme cases, for the class) and file a report with the Office of Academic Standards, using the Faculty Report Form (FRF). A student’s second offense should be reported to Academic Standards. If, in any alleged instance of plagiarism, the student does not concede error, 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. The College-wide Committee on Academic Integrity meets to resolve disputed allegations of academic misconduct several times a semester. Guidance on academic integrity issues can be sought from a department Chair or from the Office of Academic Standards (Administration Building 206/216).
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.

Support Services offered to students

There are a number of Support Services available for CCNY students (visit https://www.ccny.cuny.edu/academics/tutoring for a complete list):

1. New Student Experience Center (NSEC), Marshak 053 – Advisement center For 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.

5. SSSP Academic Resource Center, Harris 03 – offers tutoring in most core subjects and group workshops in Math and Biology for students who meet financial qualifications and have interviewed for the program.
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 the “W” 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.

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 essay 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
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 a key for 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 fund (~$10/student) to organize a class trip (contact Ana prior)

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, campus resources available to students: academic advisement, writing center, counseling services…
- In the first 2-3 weeks: Refer struggling students for interventions (Early Alert)
- 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 (Midterm Progress Reports)

Academic success
- In your syllabus be sure to include: Course learning outcomes (Pathways or related), 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 lots of information and facts, rather they should be guided to think, analyze and synthesize information and be able to form and communicate an opinion or argument based on evidence
- Conduct library visits: one with Composition and one Topic with instructor during regular class time
- Remember there is NO FINAL EXAM in FIQWS
- Researched critical analysis essay: Content 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); instructors should familiarize themselves with Gen Ed Rubrics for writing, critical thinking and information literacy and FIQWS benchmarks for these proficiencies in order to provide best guidance; instructors are asked to review assessment reports in FIQWS in terms of Gen Ed proficiencies and to take into account findings and recommendations of the assessment teams when planning and delivering the course materials.