course details

Topic Section  
Missy Watson  
missywatsong.ccny@gmail.com  
Office Location: NA 6/333D  
Office Hours: TH 12:30-1:30pm (and by appt.)  
FIQWS, Section 44  
Course#/Code: 10003/82153 & 10003/81896  
Class Location: SH 20  
Time: TTH 11-12:15pm

Writing Section  
Nick Magliato  
nmaglia000@ccny.cuny.edu  
Office Location: 6/217C  
Office Hours: F 2-3pm  
FIQWS, Section 44  
Course#/Code: 10103/82154 & 10103/81707  
Class Location: NAC 6/136  
Time: TF 12:30-1:45pm

course description & trajectory

What roles does literacy play in U.S. society? Who has access to literacy and who/what are the gatekeepers of that access? What are the historical and political implications behind how literacy education is valued and traditionally approached? What is the relationship between literacy and social differences, such as race and culture? How are we—the readers and writers participating in this class—affect ed by the ways that literacy functions in the U.S.? These are the kinds of questions that will guide the work we do in this FIQWS class, a two-section, collaboratively taught course that strives as much to engage students in critical thinking and reading about the issue of literacy as it does to mentor students in learning and practicing conventions of standard academic writing. In a way, then, we can understand this course as drawing on the topic of literacy as a vehicle for critically analyzing our own literacies and developing especially our academic and information literacies.

In the first phase of the course, we’ll read about how literacy is rarely a solitary pursuit; it’s “sponsored” by external people, institutions, and forces. We’ll explore (and then speak and write about) our own experiences as readers and writers. In Phase 2 we’ll inquire further into how social differences can affect one’s experience with literacy, and we’ll practice writing summaries and arguments to enhance our understandings and positions. Phase 3 focuses on theory in linguistics regarding how language users belong to and fit in with (or not) certain communities and ways of being. We’ll identify, research, critically analyze, and write about the various “discourses” that we discover. While we work on all stages of the writing process throughout, Phase 4 emphasizes research, source use, and substantial revision. Students will draw on and fine-tune the assorted practices in academic literacy in which we’ve thus far dabbled and produce a well-supported research paper.
course texts and materials


Many of our readings will be available on Blackboard (BB) in PDF form. We will also read a collection of student writing (yours, your peers’, and others’). Please print all course documents for class (or have digital access to them). If you decide to print them, plan to spend at least $20 for copy expenses over the course of the semester.

course outcomes

This FIQWS *topic* section satisfies the “World Cultures and Global Issues” category of Pathways. Students will

- Analyze and discuss how literacy and individuals’ literate lives in the U.S. are affected by divides in race, ethnicity, culture, class, gender, language, sexual orientation, beliefs, ability, or other forms of social differentiation.
- Develop a dialogic relationship with sources to broaden and enhance understandings of the issue through researching and analyzing knowledge on sociocultural aspects of literacy.
- Identify and apply some of the fundamental concepts and methods for knowledge making in linguistics and writing studies.
- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically and analytically, and produce well-reasoned written arguments using evidence to support claims.

This FIQWS *writing* section satisfies the English composition requirement. Students will

- Develop critical reading practices including analyzing and evaluating an argument’s major assumptions, assertions, and evidence.
- Carry out essential practices in the writing process (invention, drafting, revising, and editing).
- Practice writing effectively within a number of academic genres and rhetorical patterns (including summary, argument, and analysis).
- Demonstrate the ability to synthesize materials drawn from multiple sources using critical reflection and thoughtful execution.
- Demonstrate an intermediate level of information literacy, locating and critically evaluating relevant library and online resources and employing the conventions of ethical attribution and citation.
- Demonstrate the ability to write a research paper informed by sources that develops a coherent and nuanced thesis.

grade breakdown*

<table>
<thead>
<tr>
<th>Topic Section</th>
<th>Writing Section</th>
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<tbody>
<tr>
<td><strong>Literacy Narrative (spoken)</strong></td>
<td><strong>Literacy Narrative (written)</strong></td>
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<tr>
<td>5-6 mins</td>
<td>2-3 pages</td>
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<tr>
<td><strong>Expository Essay</strong></td>
<td><strong>Expository Essay</strong></td>
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<td>5-6 pages</td>
<td>5-6 pages</td>
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<tr>
<td><strong>Critical Analysis Essay</strong></td>
<td><strong>Critical Analysis Essay</strong></td>
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<td>5-6 pages</td>
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<tr>
<td><strong>Annotated Bibliography</strong></td>
<td><strong>Annotated Bibliography</strong></td>
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<td>5 sources</td>
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<tr>
<td><strong>Research Paper</strong></td>
<td><strong>Research Paper</strong></td>
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<td>8-9 pages</td>
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<tr>
<td><strong>Summary Paper</strong></td>
<td><strong>Revision Assignment</strong></td>
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<td>2-3 pages</td>
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<tr>
<td><strong>Class work</strong></td>
<td><strong>Class work</strong></td>
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<td><strong>Participation/Attendance</strong></td>
<td><strong>Participation/Attendance</strong></td>
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<td>10</td>
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*Note: All major assignments (those in bold) must be completed in order to pass the course.

**Bold** indicates assignments that are collaboratively assessed by both instructors and assigned a single grade.
### Literacy Narrative Assignment (10% of T / 10% of W)*
Final due TH 9/11

You will engage in critical examinations of your own literacy backgrounds, analyzing through artifacts and experiences how literacy learning shaped you and vice versa. Drawing on the genre of the literacy narrative, you will present your findings in both spoken (graded in topic section) and written (graded in writing section) forms.

### Summary Assignment (10% of T)
Final due TU 9/23

To inform the work you’ll do for the Expository Essay, you will write a critical summary of one of our course texts, focusing on the text’s rhetorical features and functions (what the text does, how, and why), rather than just repeating its content (what it says).

### Expository Essay (20% of T&W)
Final due F 10/10

In this essay you will critically engage with, summarize, and synthesize some of the arguments made in our course texts. Based on what you’ve learned, you will articulate your own ideas, construct complex claims (that move beyond simplistic “agree/disagree” and “good/bad” statements), establish clear differences across each position, and demonstrate a fair and dialogic relationship with texts.

### Critical Analysis Essay (20% of T&W)
Final due F 11/7

You will apply discourse theory to critically analyze instances of language users experiencing tensions when not quite “fitting into” specific communities and ways of being (linguistically and culturally). This essay asks you to demonstrate your understanding of discourse theory, to develop a clear and nuanced thesis, and to support your thesis with outside research and responsible source work.

### Annotated Bibliography (5% of T&W)
Final due T 12/2

To support the work you’ll do for the Research Paper, you will use the genre of the annotated bibliography to compile critical summaries and standard citations for five outside sources (i.e., not our course texts) informing your paper. Sources will be academic, meticulously selected, and carefully evaluated.

### Research Paper (15% of T&W)
Final due TH 12/11

You will select the final draft of your Expository Essay or your Critical Analysis Essay to further research, extend, and extensively revise. In addition to effectively employing summary, synthesis, analysis, and argument within you research paper, you will demonstrate your ability to craft a cohesive, effectively supported, complex paper guided by an intricate thesis and substantial research.

### Revision Assignment (10% of W)
Final due by F 12/12

You will heavily revise the major essay not selected for your final Research Paper (the Expository Essay or Critical Analysis Essay). You will make substantial revisions based on your instructors’ feedback and write a short accompanying reflection.

*“T” stands for “Topic Section” and “W” stands for “Writing Section”

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### Coursework (10% of T / 10% of W): Your instructors will review coursework assignments on a regular basis. These smaller assignments will be graded on a ✔+, ✔, and ✔- system. You will get a zero for coursework you do not complete or that you do not submit on time. All homework and in-class activities are important and will have an impact on your development and success as academic writers. You will devote time, thought, and energy to a variety of informal and formal reading and writing practices. During the course you might be asked to annotate readings, keep a record of ideas, jot down observations, complete in-class assignments, take notes on class discussions, collaborate with your classmates, and engage in a variety of research, drafting, and revision assignments. The course texts will provide you with ideas and arguments, facts and statistics. They will prompt thought as you agree or disagree, qualify or extend their knowledge. They enlarge the context for our class discussion, and they illustrate choices other writers have made as they composed. Writing and reading are interdependent practices, and you will move between the two regularly throughout the course. Be prepared to write about (or be quizzed on) all assigned readings. If you experience extenuating circumstances (e.g., medical or other emergencies) and can’t complete coursework, please contact us so that we can arrange a time to talk.
Participation and Attendance (10% of T / 10% of W): Your presence and participation in class is mandatory. Both FIQWS sections are courses in literacy learning, and literacy is learned most effectively when immersed in communities who share goals, interact, and collaborate; therefore, it is essential that you attend class and participate. Absences and lack of preparation for class will affect your classmates' work as well as your own. Arrive a few minutes before our start time (so that we can begin promptly), be prepared with all readings, and bring all texts under investigation. You must bring your own copy of the texts to every class. You are not permitted to walk around or step outside of class unless you have sought and received our permission in advance. You are allowed to miss three classes for any reason. If you miss four class periods, you will fail the course. Arriving late to class three times will be considered one absence. If you must miss a class, you are still responsible for submitting any work assigned on time (in person or by email). You are also responsible for asking your classmates about any changes made to the syllabus, calendar, and assignments.

Late Policy on Major Assignments: 5% of the assignment grade will be automatically deducted for major assignments turned in passed the due date. We will still accept your paper and you will be deducted only 5% as long you submit it by the next class period. If you miss this deadline and submit your assignment at the following class period (making it two class periods late), an additional 5% will be deducted (for a total of 10%). Example: If you miss the deadline for your Written Literacy Narrative Assignment (due on Friday, September 12), you can submit it on Tuesday, September 16 and will be deducted 5%, or you can submit it on Friday, September 19th and be deducted 10%. This policy applies whether you’re absent or not, so you should still attend class even if you have not completed an assignment! If you do not submit a major assignment within 7 days of its due date, you are required to schedule a meeting with us so that we can discuss how to proceed and whether you need to drop the course. And, again, if there are extenuating circumstances, please contact us immediately.

In-class Expectations: For the courtesy of your fellow classmates, please turn off all cell phones, iPods, IM’s, iPhones, etc. Laptops must be used in ways relevant to our class (no outside coursework or surfing). Texting is not permitted during class. Be courteous, polite, and considerate to all members of the class at all times. We will have different perspectives voiced in class, so our comments should be shared and responded to respectfully.

Feedback and Use of Student Writing: All texts written in this course are generally public. You may be asked to share them with a peer, the class, or with me during classroom activities or for homework. You will also receive many different kinds of feedback during this course. Some will come from fellow students and some will come from your instructors. Both are important; they tell you in various ways how your readers are responding to your writing. This feedback will also help you learn how to assess your own work. Finally, you will also meet with one or both of your instructors between weeks 6-8 to discuss your progress, and you may be asked, encouraged, or required to seek additional feedback from tutors at the Writing Center.

Computer Use and Assignment Format: All written assignments must be word-processed, using Microsoft Word, OpenOffice, or Google Docs. Use an easily readable font, size 11 or 12, and double-space all work. Include one-inch margins and follow the page layout used by the MLA format described in your handbook. Computers, as you know, are susceptible to crashing and freezing. Problems with computers/printers/internet are not excuses for late work. Save your work frequently, back up your files (in multiple places!), don’t wait until the last minute to print, and plan your projects with extra time allowed for inevitable glitches.

Contacting Your Instructors: We encourage you to contact us (your instructors) and visit during our respective office hours. If you are unable to meet with us during the allotted office hours, please contact us so that we can arrange an appointment. We expect you to accept a responsible role as a communicator in this class and to keep us informed about your work, your progress, your questions, and your problems. Please do not hesitate to meet with us to talk about your work several times during the semester, preferably BEFORE your grade is the central concern. Do not hesitate to email us to ask questions or send us important reminders.
Blackboard & Email: Our course will be loaded on Blackboard, CCNY’s on-line teaching support system. We expect you to be able to locate, download, and link to a range of course materials with some regularity throughout the semester. Assignments will sometimes be handed in during class (as a printed hard copy) or submitted electronically (to Blackboard or, in some cases, via email). Assignments due online are due thirty minutes before our regular class start time (i.e., if our class meets at 11:00am, assignments due that day must be submitted by 10:30am). We will also contact you regularly via the Blackboard course student email listserv. Please check your CCNY email at least once daily throughout the semester.

The Writing Center: The CCNY Writing Center provides a supportive learning environment where students can have one-on-one tutoring sessions with experienced writing consultants. The Writing Center is located on the third floor of the North Academic Center (NAC). Students can schedule an appointment either by going to the Center in person, or by calling (212) 650-8104. This is a free resource available to all students and recommended for all writing assigned in this class. The Center also has a computer lab open to students where students can use computers and printers during operating hours (up to 15 pages a day). For more information on hours, location and services, please visit the official website of the CCNY Writing Center: http://www.ccny.cuny.edu/writing/.

Special Needs and Accommodations: There are several Student Support Services available for CCNY students. You can check this website for a complete list and for more information: http://www.ccny.cuny.edu/services/. If you believe that you need accommodations for a disability, please contact CCNY’s AccessAbility Center (Student Disability Services), http://www.ccny.cuny.edu/accessability/index.cfm, located in the North Academic Center, Room 1/218, or call (212) 650-5913 for an appointment to discuss your needs and the process for requesting accommodations. Since accommodations may require early planning and generally are not provided retroactively, please contact the Center as soon as possible. CCNY and we as your instructors are committed to your success and to supporting Section 504 of the Rehabilitation Act of 1973. This means that in general no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability. You are also welcome to contact either of us privately to discuss your academic needs, although you’ll want to contact the Center direct to arrange for disability-related accommodations as we cannot do so on your behalf.

Academic Integrity: All writing submitted for this course is understood to be your original work. In cases where we detect academic dishonesty (the fraudulent submission of another’s work, in whole or part, as your own), you may be subject to a failing grade for the project or the course, and in the worst case, to academic probation or expulsion. For a more detailed description of the guidelines for adhering to academic integrity, see CCNY’s Policy on Academic Integrity on the college website: http://www1.ccny.cuny.edu/current/upload/Academic-Integrity-Policy.pdf. As part of this course, we will discuss strategies for adhering to standard conventions for responsible source use and for maintaining academic integrity.

CCNY Quick Links and Other Resources
- List of computer labs (including those with printers) at CCNY: http://www.ccny.cuny.edu/it/hours.cfm
- Library: http://ccny.cuny.edu/library
- Online databases: http://libguides.ccny.cuny.edu/atoz
- Writing Center: http://www.ccny.cuny.edu/writing/
- Bookstore: http://www.ccny.cuny.edu/bookstore/index.cfm
- Purdue Online Writing Lab: http://owl.english.purdue.edu
# FIQWS: Phase 1 Calendar

**Literacy and the Literacy Narrative Assignment**

Shaded parts indicate writing section


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<thead>
<tr>
<th>WK</th>
<th>DATE</th>
<th>TOPICS IN CLASS</th>
<th>ASSIGNMENTS AND HW DUE IN CLASS</th>
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</table>
| 1  | TH 8/28 | • Introductions to the course and to each other | • Read topic syllabus and write down any questions you have.  
• Purchase required books. |
|    | F 8/29 | • Introductions to the course and to each other  
• In-class writing | • Write a 1-2 page letter to your instructor introducing yourself and describing your background, interests, and experiences with (or motivations for) writing. |
| 2  | TU 9/2 | • Discuss *What is literacy? What are literacy sponsors?*  
• Introduce the Literacy Narrative Assignment | • Read and annotate Brandt’s “Sponsors of Literacy” (PDF emailed to you).  
• Write 1-paragraph responses to #s 1&2 in “Questions for Discussion” located at the end of the Brandt article. |
|    | TU 9/2 | • Discuss and practice writing and reading strategies  
• Share literacy narratives | • Read in NFG “22: Writing as Inquiry” (pages 251-254).  
• Read in LSH “W-14 Reading Strategies” (pages 75-78)  
• Apply some reading strategies to Brandt’s text.  
• Locate an artifact connected to your literacy learning.  
• Using your artifact as inspiration, write an outline for a 2-3 minute story about your literacy background. |
|    | TH 9/4 | • Discuss *What are literacy narratives?*  
• Workshop spoken literacy narrative | • Read and annotate Selfe’s “What are Literary Narratives?” (PDF on BB).  
• Go online to “Digital Archive of Literary Narratives” at [http://daln.osu.edu](http://daln.osu.edu). Search for and watch 2 literacy narratives (TBD). Then, select and watch any additional 2.  
• Write and practice your spoken literacy narrative. |
|    | F 9/5 | • Discuss *Writing a Literacy Narrative*  
• Workshop draft | • Read in NFG “7: Writing a Literary Narrative” (the first paragraph on page 27 and pages 37-51).  
• Write at least two pages toward a first draft of your written literacy narrative.  
• Print 3 copies of your draft for peer review. |
| 3  | TU 9/9 | • Discuss *Critical Literacy*  
• Lesson on “Charting” | • Read and annotate pages 1-10 of Shor’s “What is Critical Literacy?” PDF on BB.  
• Write a 2-sentence summary for each of the 4 sections of Shor’s text (for a total of 8 sentences). |
|    | TU 9/9 | • Discuss *Getting Response and Revising*  
• Workshop draft | • Read in NFG “27: Getting Response and Revising” (275-281).  
• Revise draft of your written literacy narrative.  
• Print 2 copies of your draft (now 2-3 pages) for peer review. |
|    | TH 9/11 | Watch and analyze spoken literacy narratives | • Record/upload to the DALN website the final version of your spoken literacy narrative. |
|    | F 9/12 | Watch and analyze spoken literacy narratives | • Submit to BB final draft of your written literacy narrative. |