## 

## CITY COLLEGE of NEW YORK

## City University of New York

**FIQWS Proposal:**

Before completing this proposal, please read Guidelines for Topic and Composition Instructors at the end of this form. Although the topic instructor presents the proposal, it is with an understanding that the syllabus will be developed in coordination with the composition instructor.

Email your course proposal to: Ana Vasovic at [avasovic@ccny.cuny.edu](mailto:avasovic@ccny.cuny.edu)

**Proposal made by:**

**Course Name:**

**1. Course Information**

*a) Course Description (For Committee):*

*b) Course Description (For New Freshmen) :*

*c) Principal Readings (please be as specific as possible and explain how they relate to the topic):*

*d) Course Learning Outcomes:*

1. *Composition section Learning Outcomes:*

The following learning outcomes have been adopted for all FIQWS composition sections:

Students successfully completing this course will demonstrate ability to:

• Carry out essential steps in the writing process (note-taking, prewriting, organizing, composing, revising and proof-reading).

• Write effectively using a number of rhetorical strategies and patterns, including argument, exposition, and comparison and contrast.

• Demonstrate the ability to synthesize materials drawn from multiple sources using critical reflection and independent judgment.

• Demonstrate an intermediate level of information literacy, including the ability to locate and critically evaluate relevant library and on-line resources.

• Demonstrate the ability to write a research paper of 1,500 words that develops a central thesis coherently and in detail.

*B. Topic section learning outcomes:*

*Select one of Pathways core categories learning outcomes (available at the end of this form) and paste here along with descriptions of assignments/activities that will address those learning outcomes (to be listed in the left column).*

e) Writing assignments (**total required**: 20-25 pages of polished, graded writing)

The following assignment structure has been submitted to Pathways for approval. If you are teaching an existing FIQWS that follows a different model, please consult with the Gen Ed office (avasovic@ccny.cuny.edu).

Literacy Narrative (3pp.)

Summary and Response essay (3 pp.)

Expository Essay (4-5 pp.)

Critical Analysis (4-5 pp.)

Annotated Bibliography (1-2 pp.) & Research Paper (6-8 pp.)

*Other*

Participation (including peer reviews)

Journals and other low-stakes assignments

First drafts (not graded—credit given for completeness)

*g) Other Information/Comments:*

**2. Tentative grade breakdown – Select one**

**Model I. If the same grade breakdown is used in both topic and composition sections, we recommend the following:**

Punctuality & participation 10%

Literacy Narrative (3pp.) 10%

Summary and Response essay (3 pp.) 10%

Expository Essay (4-5 pp.) 15%

Critical Analysis (4-5 pp.) 15%

Annotated Bibliography (1-2 pp.) & Research Paper (6-8 pp.) 25%

Quizzes and low-stakes assignments 15%

**Model II. If different grade breakdowns are used in topic and composition sections, please specify the breakdown in the topic section (Note: no more than 10% for attendance/participation/punctuality, and at least two writing assignments are to be included):**

Include a basic syllabus framework below :

# FIQWS Guidelines

**FIQWS**

The Freshman Inquiry Writing Seminars (FIQWS) were created in order to provide entering freshmen with a unique and exciting learning environment in their first semester at CCNY. These very basic, 100-level seminars build the necessary analytical and writing skills needed to succeed in higher-level courses, while easing integration into college life by creating a sense of community around a commonly-shared experience.

FIQWS courses carry 6 credits (3 for the “topic” seminar and 3 for the “composition” seminar) and are taught by two instructors. One grade is given for the 6 credit course through the consultation of both instructors.

**I. FIQWS Requirements:**

Between the two seminars, the students should produce a minimum of 20-25 pages of polished graded writing. This writing ought to include a short research paper (5 pp minimum), executed gradually in incremental assignments throughout the semester.

The course also requires that students be taught basic college skills, such as the importance of attendance and the timely submission of work, and that they be encouraged in time management and good study habits. There is a required Midterm Evaluation of all students. In addition, two library classes, taught by library faculty, are required. One of these will focus on research strategies developed specifically for the topic of the FIQWS in question.

**II. Division of Labor:**

-The topic instructor designs the topic and syllabus and selects the principal readings.

-Both instructors collaborate on the design and evaluation of the major writing assignments, though this responsibility may be divided for two of the assignments.

-The composition instructor works together with the topic instructor to develop in-class and at-home writing assignments to support the major graded writing assignments and provide additional writing practice throughout the semester. The work of the writing class should include reworking of and preparation for papers assigned in the topic class.

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**Pathways Core Learning Outcomes**

1. Choose one of the five categories (A. through E.) and copy under the “Topic section learning outcomes” section above (in red).

2. Complete left column by listing activities/assignments that will be done to accomplish the learning outcomes in the right column

|  |  |
| --- | --- |
| **A. World Cultures and Global Issues** | |
| A Flexible Core course must meet the three learning outcomes in the right column. | |
|  | * 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 (II.A) must meet at least three of the additional learning outcomes in the right column. 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 in the right column. | |
|  | * 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 (II.B) must meet at least three of the additional learning outcomes in the right column. 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 in the right column. | |
|  | * 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 (II.C) must meet at least three of the additional learning outcomes in the right column. 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 in the right column. | |
|  | * 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 (II.D) must meet at least three of the additional learning outcomes in the right column. 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 in the right column. | |
|  | * 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 (II.E) must meet at least three of the additional learning outcomes in the right column. 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. |