



Instructor: Shamecca Harris

[sharris1@ccny.cuny.edu](mailto:sharris1@ccny.cuny.edu)

English 21002 Writing for the Social Sciences | Fall 2019

EC [59024] MW 12:30PM – 1 :45 PM | NAC 1/301Y

EC1[59026] MW 2:00PM – 3:15PM | NAC 1/301Y

Office Hours:

MW 3:30PM-4:30PM and by appointment

Office: NAC 6/222

## Introduction and Course Description

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### Writing for the Social Sciences – Early College Program

*“Research is formalized curiosity. It is poking and prying with a purpose.”*

- [Zora Neale Hurston](#)

#### Course Description

This dynamic English Composition course asks students to both create and engage with texts, in a variety of forms, that examine human societies and cultures through research and observation. In this class, students will read and write voraciously about ethnographic research and learn fundamental strategies for finding and honing a topic, taking notes, conducting research, and writing a fieldwork project. Research for this course will not be confined to the library or the Internet, rather students will be asked to observe, listen, interpret, and analyze the behaviors of those around them and include these perspectives in their own writing. Throughout the semester, students will also consciously consider what it means to write academically at the college level via regular self-reflection and revision. In doing so, students will strengthen their rhetorical knowledge and further develop an iterative writing process that they can apply to written assignments across genres and disciplines throughout college and beyond. This course is uniquely designed for students who are interested in pursuing majors in the social sciences including anthropology, sociology, and cultural studies.

#### Course Learning Outcomes

- acknowledge your and others' range of linguistic differences as resources, and draw on those resources to develop rhetorical sensibility
- enhance strategies for reading, drafting, revising, editing, and self-assessment
- negotiate your own writing goals and audience expectations regarding conventions of genre, medium, and rhetorical situation
- develop and engage in the collaborative and social aspects of writing processes
- engage in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and beyond
- formulate and articulate a stance through and in your writing
- practice using various library resources, online databases, and the Internet to locate sources appropriate to your writing projects
- strengthen your source use practices (including evaluating, integrating, quoting, paraphrasing, summarizing, synthesizing, analyzing, and citing sources)

#### Required Text

*FieldWorking: Reading and Writing Research* 4th ed. by B. Stone Sunstein and E. Chiseri-Strater (Bedford St. Martin's/MacMillan)

**City College Blackboard:** Other reading and writing materials, PowerPoint slideshows, educational links and videos will be posted online on Bb during the semester. Please Note: You must use your CCNY email address in Bb (log in to the CCNY Portal, click Blackboard, then Update Email in the Tools menu). If you add a non-CCNY domain email address in this window, you will not receive important course announcements.

## Course Policies

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### Student Code of Conduct

**co·ex·ist** (kō'ĭg-zĭst')

*intr.v.* **co·ex·ist·ed, co·ex·ist·ing, co·ex·ists**

- To exist together, at the same time, or in the same place.
- To live in peace with another or others despite differences, especially as a matter of policy.

<http://www.ccnycuny.edu/studentaffairs/community-standards>

Per the Early College Program contract, there is a zero-tolerance policy regarding any behavior that disrupts the classroom at any time. If you engage in any such behavior, you are giving up my seat in the classroom and you will be withdrawn from the course.

### Plagiarism and Academic Integrity

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. Read the full Academic Integrity Policy [here](#).

### Attendance

For the Early College Program, three unexcused absences will result in an immediate dismissal from all college courses. If you are late three times it will be equal to one unexcused absence and being late nine times will result in an immediate dismissal from CCNY. I will notify you by email if course absences (for full or partial classes) are having an impact on your grade. If you have special circumstances, please see me. I'm happy to work with you to help you complete this course.

### Late Work

All assignments must be submitted at the specified time on the date they are due. If an assignment is late, your grade will be dropped by one-half of one letter (a 90 to an 85, for example) for each scheduled class session that passes after the time in which it was due. Technological malfunctions are not an excuse for late work.

### Food and Drink

No eating is allowed in the classroom. Drinks are welcome. Please be sure to clean up after yourself when class is over.

### Phones, Devices, and Other Electronics

Laptops and tablets are welcome and encouraged for in-class writing activities and peer review. The instructor reserves the right to revoke this privilege if laptops and tablets are used for purposes outside the realm of this course. Cell phone use is strictly prohibited, unless otherwise indicated by the instructor.

## Resources

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### The Writing Center, NAC Third Floor (entrance off the Amsterdam Avenue plaza)

<https://www.ccnycuny.edu/writing>

The City College Writing Center offers one-on-one assistance for students working on writing assignments and projects from any discipline.

## Gateway Advising Center, NAC 1/220

<http://www.ccny.cuny.edu/gateway/>

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc.

## AccessAbility Center, NAC 1/218

<http://www.ccny.cuny.edu/accessability/>

The AccessAbility Center/Student Disability Services (AAC/SDS) ensures full participation and meaningful access to all of City College's services, programs, and activities.

## SEEK Peer Academic Learning Center, NAC 4/224

<https://www.ccny.cuny.edu/seek>

Offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

## Purdue OWL

<https://owl.purdue.edu/>

The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material, and we provide these as a free service of the Writing Lab at Purdue. Students, members of the community, and users worldwide will find information to assist with many writing projects.

## Major Assignments

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### Essay #1: Transcultural Interview

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#### Assignment Description

For this assignment, you will interview someone (a friend or acquaintance) who comes from a culture that is different from your own about a social, political, economic, or cultural issue of your choice. The goal for this assignment is to conduct an intimate inquiry into how one's cultural background shapes one's perspectives and worldviews. Your interview will be semi-structured: You will develop a series of formal questions that will help you gain deep insight into your interviewee's background and perspectives.

Following your interview, you will compose a **2-3 page (500-750 word)** profile that (1) describes and analyzes your interviewee's cultural background and viewpoints and (2) reflects on the similarities and differences between his or her experiences and your own. Your essay should not be just a summary of your subject's responses, but rather an analysis of how your subject's culture influences his or her worldviews and compare and contrast their perspective with your own. You are encouraged (but not required) to incorporate outside primary or secondary sources to create a broader view of your subject.

Throughout the writing process, you will engage in a series of short writing assignments designed to help you hone your research and writing skills while examining the behaviors of others.

- **SUBJECT DESCRIPTION**

Provide a brief description (250-500 words) of the individual you intend to interview that includes his/her gender, approximate age, cultural background, and viewpoint on your chosen topic. Be sure to use a pseudonym (a made-up name) to protect the privacy of your interviewee unless he/she gave you written permission to share his or her identity.

- **INTERVIEW QUESTIONS**

Draft 8-10 interview questions to guide your discussion with your subject. Be sure to include a combination of both closed and open questions in order to gather background information and elicit your subject's perspective.

- **INTERVIEW TRANSCRIPT**

You are expected to have a voice recorder and notebook/pen with you during the interview. Record the whole interview and transcribe it word for word. **Note: Your subject must grant consent for you to record. Be sure to include the statement below at the top of your transcription:** *I have permission from my interviewee to record the interview. The following is an exact transcript of the interview recording.*

- **REFLECTION**

Along with your final draft, you will submit a **1-2 page (250-500 words) Reflection** in which you address several questions about your experience conducting this interview including (but not limited to):

- *Were there any gender, class, race, or age differences that may have affected the way you approached your subject?*
- *How did you try to either acknowledge or erase these differences and to what extent were you successful?*
- *How did your interactions change over time in talking with and understanding your subject and his/her worldview?*

**Format**

2-3 pages (500-750 words); Size 12 font, Times New Roman, standard margins, double-spaced.

Cite all sources in proper APA format. You must include a Works Cited page with your essay. *\*Note: Works Cited page does not count toward the word count.*

- [APA Formatting and Style Guide - Purdue Writing Lab](#)

**Submission**

Upload a digital copy of your **Final Draft and 1-2 page Reflection** via Blackboard before 8:00 a.m. on **Wednesday, Oct 2nd**.

**Timeline**

<b>SEPT 5</b>	REVIEW ESSAY #1 ASSIGNMENT
<b>SEPT 9</b>	SUBJECT DESCRIPTION DUE
<b>SEPT 16</b>	INTERVIEW QUESTIONS DUE
<b>SEPT 23</b>	INTERVIEW TRANSCRIPT DUE
<b>SEPT 25</b>	ESSAY #1 FIRST DRAFT DUE
<b>SEPT 27</b>	PEER REVIEW COMMENTS DUE
<b>OCT 2</b>	ESSAY #1 FINAL DRAFT + REFLECTION DUE

**Evaluation Rubric**

TBD

## **Essay #2: Field Observation - Online Community**

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**Assignment Description**

For this assignment, you will select an online community (social media page, website, hashtag feed, discussion forum, blog, message board, etc.) and observe the participants, their behavior, their demeanor, and their reactions/interactions to/with one another. Please note that this is a non-participant observation. The goal for

this assignment is to understand a digital phenomenon by entering an online community while staying separate from the activities being observed.

Using field notes from your observation, you will write a **4-5 page (1000-1250 word)** essay assessing trends and patterns of behavior that you noticed. Your essay should include **at least three primary and/or secondary sources** outside of your field notes in order to create a broader view of your online community and triangulate your findings. Your response will address several questions related to the community culture including (but not limited to):

- **Identity.** *What kind of online community are you studying? In what way is it a community? For how long have its members been interacting? Do they see themselves as a coherent group? Who are the leaders?*
- **Language.** *Does the community have an “insider” language? How do they address each other?*
- **Norms.** *What are the rules for interacting? Who participates? What kind of behavior do you notice?*

Throughout the writing process, you will engage in a series of short writing assignments designed to help you hone your research and writing skills while examining the behaviors of others.

- **SUBJECT DESCRIPTION**

Provide a brief description (250-500 words) of the online community you intend to observe that includes details on design features, membership, history and language. \*Note: The instructor must approve all subjects for this assignment. Questions to consider:

- *What goals or interests do members of the community share? Who are the gatekeepers?*
- *Does the community invent special words or use words in specific ways?*
- *What popular media or scholarly resources could you consult to understand more about the community?*

- **OBSERVATION FIELD NOTES**

Provide a typewritten transcription (750-1000 words) of the field notes from your observation. Note the date and time as well as specific details including (but not limited to):

- *Information about your chosen online community (platform, core beliefs, rules, rituals, patterns of behavior, vibe/energy, etc.)*
- *Use of language. Consciously observe, record, and analyze what is being said, how is it being said, and the tone of conversation among participants.*
- *Information about members of the online community, not only their behavior but general information about their socio-demographic characteristics you are able to ascertain from their accounts (age, race/ethnicity, gender, SES, etc.)*
- *How do they address one another? What names have they given themselves in the virtual world? What tone does each conversation take? How do participants seem to conceive of themselves as a community or culture?*
- *Questions about participants or behaviors for future investigation.*
- *Your thoughts and feelings while making observations.*

- **REFLECTION**

Along with your final draft, you will submit a **1-2 page (250-500 words) Reflection** in which you address several questions about your experience writing this essay including (but not limited to):

- *How did you select your online community for this assignment? Reflect on the process of adapting your focus and how you may have modified your subject given the scope of the paper.*
- *What were some of the most interesting discoveries you made while working on this assignment? About the online community? About yourself?*
- *What other primary and secondary did you consult to understand more out your online community?*

## Format

4-5 pages (1000-1250 words); Size 12 font, Times New Roman, standard margins, double-spaced. Cite all sources in proper APA format. You must include a Works Cited page with your essay. *\*Note: Works Cited page does not count toward the word count.*

- [APA Formatting and Style Guide - Purdue Writing Lab](#)

## Submission

Upload a digital copy of your **Final Draft and 1-2 page Reflection** via Blackboard before 8:00 a.m. on **Wednesday, Nov 6th**.

## Timeline

<b>OCT 2</b>	REVIEW ESSAY #2 ASSIGNMENT
<b>OCT 16</b>	SUBJECT DESCRIPTION DUE
<b>OCT 23</b>	OBSERVATION FIELD NOTES DUE
<b>OCT 30</b>	ESSAY #2 FIRST DRAFT DUE
<b>NOV 3</b>	PEER REVIEW COMMENTS DUE
<b>NOV 6</b>	ESSAY #2 FINAL DRAFT + REFLECTION DUE

## Evaluation Rubric

TBD

## Essay #3: Literature Review

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### Assignment Description

For this assignment, you will write a **6-8 page (1500-2000 word)** descriptive summary of research on a social, political, economic, or cultural issue that interests you. The goals for this assignment are to explore the scholarly knowledge that already exists for your topic, and to compare, contrast, and connect the ideas found in your research. Prior to beginning your essay, you will compose a research question about your topic that will serve as the cornerstone of your literature review. Once you have developed a question—and that question has been approved by your instructor—you'll conduct research that will help you answer it. You are asked to incorporate **at least 5 scholarly sources** in your literature review. The final draft of your essay should include the following parts:

- **Abstract:** Summarizes your paper. Note that this section should not provide context or attempt to interest a reader in your paper the way an introduction does
- **Introduction:** Presents background information on your topic and states your research question for this review. Be sure to include a thesis statement that takes a position on the state of existing knowledge and of what needs further study.
- **Summary:** Presents the research, knowledge, and analysis that the literature offers concerning your research question. This section should be organized according to specific themes. Do not simply summarize each source in separate paragraphs.
- **Discussion and Evaluation:** Interprets and evaluates the knowledge presented in the summary section in order to raise questions for further research (gaps in knowledge). Each paragraph should describe the theme that you identified and compare, contrast and/or connect the sources you've selected. Be sure to support your claims with thorough analysis and explanation.

- **Conclusion:** *Synthesizes the main findings of your sources and points out information that answers your research question, while also identifying areas for further research. After reviewing the literature, what do we know? What don't we know (gaps in knowledge)?*

Throughout the writing process, you will engage in a series of short writing assignments designed to help you hone your research and writing skills while examining scholarly texts.

- **RESEARCH TOPIC REFLECTION**

Identify a specific research question to guide your inquiry. Write a short reflection (250-500 words) on what inspired your desire for further inquiry on this topic, including how you came up with the question, why it might be important, and how you plan to explore the question in your research.

- **ANNOTATED BIBLIOGRAPHY**

Your annotated bibliography (500 -1000 words) should consist of at least 3 scholarly sources that you have deemed relevant to your topic and/or proposed research question. For each source you will need to:

- *Cite the text in proper APA format*
- *Write a brief annotation (approx. 150+ words) that summarizes the source in your own words and explains the source's relevance and importance to your topic.*

- **REFLECTION**

Along with your final draft, you will submit a **1-2 page (250-500 word) Reflection** in which you address several questions about your experience writing this essay, including (but not limited to):

- *How did you think about and refine your research question?*
- *Did you have trouble finding some information and if so, how did you overcome this challenge?*
- *Were there any sources you found while conducting the research that you discarded? If so, why?*
- *What problems did you encounter in analyzing your text and how did you solve them?*

### Format

6-8 pages (1000-1250 words); Size 12 font, Times New Roman, standard margins, double-spaced. Cite all sources in proper APA format. You must include a Works Cited page with your essay. *\*Note: Works Cited page does not count toward the word count.*

- [APA Formatting and Style Guide - Purdue Writing Lab](#)

### Submission

Upload a digital copy of your **Final Draft and 1-2 page Reflection** via Blackboard before 8:00 a.m. on **Monday, Dec 2nd**.

<b>NOV 6</b>	REVIEW ESSAY #3 ASSIGNMENT
<b>NOV 11</b>	RESEARCH TOPIC REFLECTION DUE
<b>NOV 18</b>	ANNOTATED BIBLIOGRAPHY DUE
<b>NOV 20</b>	ESSAY #3 FIRST DRAFT DUE
<b>NOV 27</b>	PEER REVIEW COMMENTS DUE
<b>DEC 2</b>	ESSAY #3 FINAL DRAFT + REFLECTION DUE

### Evaluation Rubric

TBD

## Essay #4: The Portfolio and Self-Assessment

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The Portfolio and Self-Assessment Essay, required in all sections of composition, are in many ways the most important documents that you'll create for this class. Assembling the Portfolio will help you to see your progress as a writer over the course of the semester, and the Self-Assessment Essay will give you the chance to evaluate that work based on your own criteria as well as the course learning objectives.

### The Portfolio

The Portfolio should include, at a minimum, the Self-Assessment Essay; revised and edited versions of your Transcultural Interview, Field Observation and Literature Review; and any additional documents (or portions of documents) you composed over the semester that help you demonstrate the extent to which you've met the course learning objectives and developed your understanding of writing and argument.

For instance, in addition to providing polished versions of your essays, you might want to include drafts of essays, examples from homework, peer reviews, etc. Or, you may want to include copies of your annotations of course texts or copies of the notes you took while reading to demonstrate that you have developed strategies for critical reading. To demonstrate that your drafting process has changed, you might want to include a draft from an early and a late assignment that illustrate changes in your drafting process.

**In order to better orient readers of your Portfolio, you'll also need to compose introductions to (or abstracts for) each of the documents you showcase, including your major essays.** Use this same approach for all of the Course Learning Objectives. (Be mindful that the documents you choose to include in your Portfolio should be referenced in your Self-Assessment Essay, which is further explained below. You will describe the documents, and their significance, in your essay. Thus, you'll need to be very choosy in selecting which documents best represent your learning and development as a writer and be ready to refer to and analyze them in the Self-Assessment Essay.)

The portfolio will be housed on CUNY's [Academic Commons](#). Be aware of the privacy settings, and make your choices according to your own comfort level. While the arrangement of the portfolio is up to you, it should be easy to navigate. As with any Web site, you want to be able to find what you're looking for without any interference. This might mean scanning handwritten notes, taking screenshots of annotated Web sites, and turning your essays into PDFs or Web texts.

### The Self-Assessment Essay

The Self-Assessment Essay is a kind of research paper. Your development as a writer is the subject and the writing itself is your evidence. As you write your Self-Assessment Essay, you'll be referring to the works you've included in your Portfolio. This essay answers two questions: *To what extent have I achieved the course learning objectives? In what ways have my perceptions on what writing is and does evolved this semester?* This essay will thus provide you with an opportunity to demonstrate how you've developed as a writer this semester and will serve as an introduction to your Portfolio.

Here are the Course Learning Objectives: Over the course of the semester, you will

1. acknowledge your and others' range of linguistic differences as resources, and draw on those resources to develop rhetorical sensibility
2. enhance strategies for reading, drafting, revising, editing, and self-assessment
3. negotiate your own writing goals and audience expectations regarding conventions of genre, medium, and rhetorical situation
4. develop and engage in the collaborative and social aspects of writing processes
5. engage in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and beyond
6. formulate and articulate a stance through and in your writing

7. practice using various library resources, online databases, and the Internet to locate sources appropriate to your writing projects
8. strengthen your source use practices (including evaluating, integrating, quoting, paraphrasing, summarizing, synthesizing, analyzing, and citing sources)

The Self-Assessment Essay and Portfolio will *not* be evaluated on whether or not you have achieved the goals, but on how well you demonstrate your understanding of the goals that you have achieved and your thoughts about the goals that you have not achieved. It will be up to you how to incorporate your response to how your perceptions have evolved regarding the question, “What is writing?” You might want to devote a section of your Self-Assessment Essay to this subject alone, or you might want to weave this discussion into other parts.

**Submission**

Post Final Portfolio link to Blackboard before 11:59pm. on **Monday, Dec16th.**

**Evaluation Rubric**

TBD

**Other Assignments**

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**Discussion Posts**

Throughout the semester, you will be asked to respond to assigned readings on the course website’s blog [INSERT LINK HERE]. Overall, the course blog is a way for us to begin conversations about our work that we will continue offline in both small group and whole class discussions. In addition to posting your original post (250-500 words), please also be sure to comment on at least two of your classmates’ posts, which will count towards your participation grade.

**Quizzes**

There will be several unannounced "pop" quizzes throughout the semester on key terms and concepts covered the assigned readings. Quizzes will be "open note," but not "open book."

**Peer Review**

Group work is an important and regular part of this class. You will be grouped with other students to workshop drafts of your assignments throughout the semester. It is important that you attend class in order to get the most out of your peer review sessions. Your ability to give and receive feedback will be important to the revision process and ultimately to your grade.

**Grade Weights**

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<b>Active Participation</b>	<b>5%</b>
<b>Quizzes</b>	<b>5%</b>
<b>Discussion Posts</b>	<b>10%</b>
<b>Essay #1: Transcultural Interview</b> <ul style="list-style-type: none"> <li>• Subject Description</li> <li>• Interview Questions</li> <li>• Interview Transcript</li> <li>• Peer Review</li> <li>• Final Draft</li> </ul>	<b>15%</b>

<ul style="list-style-type: none"> <li>• Reflection</li> </ul>	
<b>Essay #2: Field Observation – Online Community</b> <ul style="list-style-type: none"> <li>• Subject Description</li> <li>• Observation Field Notes</li> <li>• Peer Review</li> <li>• Final Draft</li> <li>• Reflection</li> </ul>	<b>20%</b>
<b>Essay #3: Literature Review</b> <ul style="list-style-type: none"> <li>• Research Topic Reflection</li> <li>• Annotated Bibliography</li> <li>• Peer Review</li> <li>• Final Draft</li> <li>• Reflection</li> </ul>	<b>25%</b>
<b>Essay #4: Portfolio and Self-Assessment</b>	<b>20%</b>

## Grade Schema

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Grades Scored Between	Will Equal
97 % and 100 %	A+
94 % and Less Than 97%	A
90 % and Less Than 94%	A-
87 % and Less Than 90%	B+
84 % and Less Than 87%	B
80 % and Less Than 84%	B-
77 % and Less Than 80%	C+
74 % and Less Than 77%	C
70 % and Less Than 74%	C-
67 % and Less Than 70%	D+
64 % and Less Than 67%	D
60 % and Less Than 64%	D-
0 % and Less Than 60%	F

## Schedule of Classes

Date	Before Class	In-Class
Wednesday, Aug. 28		<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Diagnostic Essay</li> </ul>
<b>Monday, Sept. 2</b>		<b>College Closed</b>
Wednesday, Sept 4	<p><b>Review</b> course site and syllabus</p> <p><b>Sign-up</b> for CUNY Academic Commons</p>	<ul style="list-style-type: none"> <li>• Syllabus Review</li> <li>• Overview of Writing for the Social Sciences</li> </ul>
<b>Thursday, Sept. 5</b>	<p><b>Read</b> <a href="#">“The Role of the Behavioral Scientist in the Civil Rights Movement”</a> by Dr. Martin Luther King Jr.</p> <p><b>Discussion Post #1 -- Write</b> a brief summary of King’s main points and analyze one idea that interests or confuses you.</p>	<p><b>Classes follow a Monday schedule</b></p> <ul style="list-style-type: none"> <li>• Discuss King</li> <li>• Review Essay #1 Assignment</li> <li>• Peer Interviews</li> </ul>
Monday, Sept. 9	<p><b>Read</b> <i>Fieldworking</i>, Ch. 1 pg. 1-18</p> <p><b>ESSAY #1 SUBJECT DESCRIPTION DUE</b></p>	<ul style="list-style-type: none"> <li>• Discuss reading</li> <li>• Writing Activity: Looking at Subcultures</li> <li>• Workshop: Investigating Insider vs. Outsider Perspectives</li> </ul>
Wednesday, Sept 11	<p><b>Read</b> <a href="#">“A Report from Occupied Territory”</a> by James Baldwin</p> <p><b>Discussion Post #2 -- Write</b> a short response to Baldwin’s essay that addresses the following questions:</p> <ol style="list-style-type: none"> <li>1. What cultural information does the article include?</li> <li>2. What kind of questions might a fieldworker ask to further uncover the culture the article describes?</li> <li>3. What other sources of information might a fieldworker use to penetrate the insider perspective?</li> </ol>	<ul style="list-style-type: none"> <li>• Discuss Baldwin</li> <li>• Writing Activity: Engaging the Ethnographic Perspective</li> <li>• Workshop: Researching People</li> </ul>
Monday, Sept. 16	<p><b>Read</b> <i>Fieldworking</i>, Ch. 5 pg. 220-228</p> <p><b>ESSAY #1 INTERVIEW QUESTIONS DUE</b></p>	<ul style="list-style-type: none"> <li>• Discuss reading</li> <li>• Peer Review: Interview Questions</li> <li>• Workshop: Interview Strategies</li> </ul>

Wednesday, Sept. 18	<p><b>Read</b> <i>Fieldworking</i>, Ch. 5 pg. 230-242, 264-266</p> <p><b>Discussion Post #3 -- Read</b> "<a href="#">Solange, the Polymathic Cultural Force</a>" by Ayana Mathis, <b>write</b> a response to Mathis' profile that addresses the following questions</p> <ol style="list-style-type: none"> <li>1. What cultural information does the article include?</li> <li>2. How was the background information chosen helpful in understanding the story?</li> <li>3. How did she describe the subject to make them come to life?</li> </ol>	<ul style="list-style-type: none"> <li>• Discuss reading</li> <li>• Workshop: Using Character, Setting, and Theme to Create a Portrait</li> <li>• Writing Activity: Writing a Verbal Portrait</li> </ul>
Monday, Sept. 23	<p><b>Read</b> <i>Fieldworking</i>, Ch. 2 pg. 55-65</p> <p><b>ESSAY #1 INTERVIEW TRANSCRIPT DUE</b></p>	<ul style="list-style-type: none"> <li>• Discuss reading</li> <li>• Workshop: Understanding Rhetoric</li> <li>• Writing Activity: Analyzing Your Interview Skills</li> </ul>
Wednesday, Sept. 25	<p><b>ESSAY #1 FIRST DRAFT DUE</b></p>	<ul style="list-style-type: none"> <li>• Peer Review: Essay #1 First Draft</li> </ul>
<b>Monday, Sept. 30</b>		<b>No Classes Scheduled</b>
Wednesday, Oct. 2	<p><b>Post</b> peer review comments to Bb <u>no later than Friday, September 27th at 11:59pm</u></p> <p><b>ESSAY #1 FINAL DRAFT + REFLECTION DUE</b></p>	<ul style="list-style-type: none"> <li>• Review Essay #2 Assignment</li> <li>• Writing Activity: Exploratory Writing</li> </ul>
Monday, Oct. 7	<p><b>Read</b> <i>Fieldworking</i>, Ch. 2 pg. 66-71, pg. 80-84</p> <p><b>Discussion Post #4: Choose</b> a public place (park, restaurant, church, coffee shop, etc.) to conduct a non-participant observation. <b>Plan</b> to spend at least one hour observing and taking notes. <b>Record</b> as many details, informational and personal, as you can about what you experience. <b>Write</b> a brief summary of what you observe noting any patterns or themes.</p>	<ul style="list-style-type: none"> <li>• Discuss reading</li> <li>• Workshop: Notetaking Strategies</li> <li>• Peer Review: Observation Notes</li> </ul>
<b>Wednesday, Oct. 9</b>		<b>No Classes Scheduled</b>
<b>Monday, Oct. 14</b>		<b>College Closed</b>
Wednesday, Oct. 16	<p><b>Read</b> <i>Fieldworking</i>, Ch. 3 pg. 141-157</p> <p><b>ESSAY #2 SUBJECT DESCRIPTION DUE</b></p>	<ul style="list-style-type: none"> <li>• Discuss readings</li> <li>• Workshop: Researching Online Communities</li> </ul>
Monday, Oct. 21	<p><b>Read</b> <i>Fieldworking</i>, Ch. 3. pg. 101-117</p>	<ul style="list-style-type: none"> <li>• Discuss reading</li> <li>• Workshop: Positioning Yourself</li> </ul>

	<p><b>Discussion Post #5: Reread</b> the excerpt from Gloria Naylor’s <i>Mama Day</i> (pg. 103-109). Write a short response describing your process of reading the text. Questions to consider:</p> <ol style="list-style-type: none"> <li>1. What other books have you read or movies have you seen that this excerpt reminds you of? In what ways?</li> <li>2. How do your previous reading experiences affect the way you appreciate Naylor’s writing? How would you describe Naylor’s style?</li> <li>3. What stood out for you? Which characters interested you the most, and why? In your second reading, what did you discover that you missed the first time?</li> </ol>	<ul style="list-style-type: none"> <li>• Writing Activity: Unlearning Your Privilege</li> </ul>
Wednesday, Oct. 23	<p><b>Read</b> <i>Fieldworking</i>, Ch. 2, pg. 86-94</p> <p><b>ESSAY #2 OBSERVATION FIELD NOTES DUE</b></p>	<ul style="list-style-type: none"> <li>• Discuss reading</li> <li>• Writing Activity: Questioning Your Field Notes</li> <li>• Peer Review: Observation Field Notes</li> </ul>
Monday, Oct. 28	<p>Read <i>Fieldworking</i>, Ch. 8 pg. 353-371</p> <p><b>Discussion Post #6: Re-read</b> “Shitty First Drafts” (pg. 354-357), <b>Write</b> a brief summary of Lamott’s main points and analyze one idea that interests or confuses you.</p>	<ul style="list-style-type: none"> <li>• Discuss reading</li> <li>• Workshop: Analyzing Your Field Notes</li> <li>• Writing Activity: Exploratory Freewriting</li> </ul>
Wednesday, Oct. 30	<p><b>Read</b> each group members draft and take notes on the writer's main strengths and weaknesses. <b>Post</b> peer review comments to Bb <u>no later than Sunday, November 3 at 11:59 pm.</u></p> <p><b>ESSAY #2 FIRST DRAFT DUE</b></p>	<p><b>Class Cancelled – Individual Conferences with Instructor by appointment only</b></p>
<b>Monday, Nov. 4</b>	<p><b>Read</b> each group members draft and take notes on the writer's main strengths and weaknesses. <b>Post</b> peer review comments to Bb <u>no later than Sunday, November 3rd at 11:59pm.</u></p>	<p><b>Class Cancelled – Individual Conferences with Instructor by appointment only</b></p>
<b>Wednesday, Nov. 6</b>	<p><b>Read</b> <i>Fieldworking</i>, Ch. 8 pg. 381-385</p> <p><b>ESSAY #2 FINAL DRAFT + REFLECTION DUE</b></p>	<ul style="list-style-type: none"> <li>• Discuss reading</li> <li>• Review Essay #3 Assignment</li> <li>• Workshop: CCNY Academic Databases</li> </ul> <p><b>*Note class will meet in the cITy TECH Center</b></p>
Monday, Nov. 11	<p><b>Read</b> “<a href="#">Research as You Go</a>” by Stephen Johnson</p> <p><b>ESSAY #3 RESEARCH TOPIC REFLECTION DUE</b></p>	<ul style="list-style-type: none"> <li>• Discuss reading</li> <li>• Workshop: What makes a good research question?</li> </ul>

<p>Wednesday, Nov. 13</p>	<p><b>Read</b> <a href="#">“What is Good Writing”</a> by Celeste Mora</p> <p><b>Discussion Post #7: Write</b> a short reflection on your research progress. Questions to consider:</p> <ol style="list-style-type: none"> <li>1. What credible sources have you found so far? How do they effectively answer your research question?</li> <li>2. Were there any sources you found while conducting your research that you decided to exclude? Why?</li> <li>3. Are there any source you are still unsure about using? What about the source makes you uncertain?</li> <li>4. What’s missing in your research? What information are you still seeking from other sources?</li> </ol>	<ul style="list-style-type: none"> <li>• Discuss reading</li> <li>• Peer Review: Research in Progress</li> <li>• Workshop: The Annotated Bibliography</li> </ul>
<p>Monday, Nov. 18</p>	<p><b>Read</b> <a href="#">Sample Literature Review</a> and take notes on the writer's main strengths and weaknesses.</p> <p><b>ESSAY #3 ANNOTATED BIBLIOGRAPHY DUE</b></p>	<ul style="list-style-type: none"> <li>• Discuss reading</li> <li>• Workshop: Writing a Literature Review</li> </ul>
<p>Wednesday, Nov. 20<sup>th</sup></p>	<p><b>Read</b> each group members draft and take notes on the writer's main strengths and weaknesses. <b>Post</b> peer review comments to Bb <u>no later than Sunday, November 24th at 11:59 pm.</u></p> <p><b>ESSAY #3 FIRST DRAFT DUE</b></p>	<p><b>Class Cancelled – Individual Conferences with Instructor by appointment only</b></p>
<p><b>Monday, Nov. 25<sup>th</sup></b></p>	<p><b>Read</b> each group members draft and take notes on the writer's main strengths and weaknesses.</p>	<p><b>Class Cancelled – Individual Conferences with Instructor by appointment only</b></p>
<p><b>Wednesday, Nov. 27<sup>th</sup></b></p>	<p><b>Post</b> peer review comments to Bb <u>no later 8:00am</u></p> <p><b>Read</b> <a href="#">“Writers on Revising”</a> by Joe Moxley</p> <p><b>Discussion Post #8: Write</b> a reverse outline of your first draft following the steps below:</p> <ol style="list-style-type: none"> <li>1. Number the paragraphs of your paper.</li> <li>2. On a separate sheet of paper, list the number of paragraphs in your paper, giving a line or two for each number</li> <li>3. Turn to your paper, read the first paragraph, and write on your list the main point you make in this paragraph. <i>If you can't summarize the content of a paragraph, you probably have multiple ideas in play in that paragraph that may need revising;</i> note each of the ideas expressed in the paragraph.</li> <li>4. Do the same for each paragraph of your paper in your essay.</li> </ol> <p><b>BTC</b> one hard copy of Essay #3 First Draft for revision workshop</p>	<ul style="list-style-type: none"> <li>• Discuss reading</li> <li>• Peer Review: Reverse Outline</li> <li>• Workshop: The Revision Process</li> </ul>

Monday, Dec. 2	<p align="center"><b>ESSAY #3 FINAL DRAFT + REFLECTION DUE</b></p>	<ul style="list-style-type: none"> <li>• Review Essay #4 Assignment</li> <li>• Workshop: Academic Commons</li> </ul> <p><b>*Note class will meet in the cITy TECH Center</b></p>
Wednesday, Dec. 4	<p><b>Read</b> Sample Portfolios</p> <ul style="list-style-type: none"> <li>• Lauren Heng: <a href="https://laursmedium.commonsgc.cuny.edu/">https://laursmedium.commonsgc.cuny.edu/</a></li> <li>• Saiful Islam: <a href="https://saifreshmancomp.commonsgc.cuny.edu/">https://saifreshmancomp.commonsgc.cuny.edu/</a></li> <li>• Laura Link: <a href="https://learningwithlaura.commonsgc.cuny.edu">https://learningwithlaura.commonsgc.cuny.edu</a></li> </ul> <p><b>Select</b> a sample portfolio and grade it according to the assignment rubric noting your rationale for your assessment.</p>	<ul style="list-style-type: none"> <li>• Discuss Sample portfolios</li> <li>• Workshop: Theory of Writing</li> </ul>
Monday, Dec. 9	<p><b>Read</b> <a href="#">“Why I Write”</a> by George Orwell</p> <p><b>Discussion Post #9: Write</b> a short reflection on your approach to writing. How do you prepare for written assignments/tasks? What do you need to know before you begin? What do you learn as you go through the process? How has this process changed (or not changed) over the course of the semester?</p>	<ul style="list-style-type: none"> <li>• Discuss reading</li> <li>• Peer Review: Theory of Writing</li> <li>• Workshop: Understanding Genres and the Rhetorical Situation</li> </ul>
Wednesday, Dec. 11	<p><b>Read</b> <a href="#">“Thinking Rhetorically”</a> and <a href="#">“Genres Introduction”</a> by Joe Moxley</p> <p><b>Discussion Post #10: Write</b> a short reflection describing the genre you feel best represents your goals for your Self-Assessment Essay and then explain why you chose that genre.</p>	<p><b>Last Day of Class</b></p> <ul style="list-style-type: none"> <li>• Class Surveys</li> <li>• Discuss reading</li> <li>• Review CUNY Academic Commons Workshop</li> </ul>
Monday, Dec. 16	<p><b>ESSAY #4 DUE</b></p>	