A Guide to Teaching Writing 300

**Writing Program
York College/CUNY
AC-2A16**

Fall 2011

Course Coordinator: Dr. Heather Robinson
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718/262.2479

Writing 300 Office Assistant: Ms. Rebecca Ciceron
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The Writing 300 course

Writing 300 is a required course, the second of York College's composition courses. Students may register for Writing 300 after they have completed their 60th credit, with the exception of students who wish to be admitted in to certain of York's professional programs, which require Writing 303 before the 60th credit. If a student comes to you explaining that they must get into your section even though they have not completed their 60th credit, please refer them to the Course Coordinator. There are three courses that fall under the Writing 300 title: Writing 301, which is generally targeted to students majoring in the Humanities and Social Sciences, Writing 302, which targets Math and Science majors, and Writing 303, which sees most students from York College's professional programs. However, students may enroll in any open section of Writing 301, 302 or 303 in order to satisfy their graduation requirement, so you may find students from any major in your classroom. The majority of sections offered each semester are of Writing 303; generally, we offer 3 sections of Writing 301, and 1 or 2 of Writing 302. Class enrollments are capped at 23 students, and, while we may overtally to 25, please do not give students permission to enroll in your class. Larger class sizes pose a disadvantage for the instructor, and the other students in the section. Students should bring their requests for overtallies to the Course Coordinator.

Writing 301, 302 and 303 are equivalent courses. If a student comes to you requesting to be admitted to your section when it is full, because they need a particular course to satisfy their major requirements, please tell them that they may register for any open section in order to satisfy their graduation requirements. If they continue to protest, please send them to 2A16.

The syllabus
The official titles and course description for Writing 301/302/303 is as follows. One of these titles, and the full course description, should appear in your syllabus.

WRIT 301 Research and Writing for the Major. 4 hrs. 3 cr.
WRIT 302 Research and Writing for the Sciences, Mathematics, and Technology 4 hrs. 3 cr.
WRIT 303 (Liberal Arts) Research and Writing for Professional Programs 4 hrs. 3 cr.

Research, reading, and writing for upper-division courses; drafting, revising, editing, and formatting documents. Readings are drawn primarily from the areas of […][1]. Assignments will encourage students to explore the research resources, patterns of discourse, and conventions of their own major disciplines. Preq. Junior status and completion of ENG 125; AC 101. 2 hours lecture, 2 hours laboratory. Course sections may be offered as hybrid online courses or as fully asynchronous online courses.

The course learning objectives are listed below. They ***must*** appear, as they are written below, on the syllabus for each section offered. We collect a syllabus for every section every semester.

Students will:
- Identify, define and develop a focused research topic
- Conduct library, academic database, and Internet research and evaluate sources

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[1] This sentence ends differently, depending on whether the course is WRIT 301, 302 or 303. Please check the York College bulletin description for your particular course. See http://www.york.cuny.edu/bulletin/ for the current bulletin.

- Demonstrate the ability to summarize, paraphrase, and quote, as appropriate
- Synthesize material from multiple sources
- Document using MLA or APA format, both in-text and in a Works Cited or References list
- Demonstrate an ability to revise written work through drafting and staged assignments.

Most instructors in the course use the following writing handbook:
Hacker, D. (2010). The Bedford handbook. (8th ed). Boston: St. Martin's Press.

We are currently working on a handbook review; if you are interested in piloting another handbook in your course section, please let me know.

Students must complete 6 formal writing tasks in order to satisfy the requirements of Writing 300. The tasks are as follows:

Paper 1
Paper 1 focuses on students' textual engagement. It usually is built around students' reading of two essays of the instructor's choosing, giving students opportunities to practice accurate summary, paraphrase and quotation. Some, but not all, instructors also ask students to engage in analysis and argument, framing the discussion in the paper in terms of a prompt. Other instructors focus on objective synthesis (one of the names of the paper that you will see), asking their students to summarize and interpret the texts, but not argue for a position. Other instructors find that if all papers in the course are not thesis driven from the beginning of the semester, students have a hard time incorporating their own perspective into their writing as the class goes on.

Paper 1 should be 3-4 pages in length, and have a rough and final draft. Students should engage with a minimum of two, and preferably three sources in this paper. Instructors provide the texts which students respond to in this paper.

Paper 2
Instructors use this paper to focus on analysis and argument. Students respond to two- to three-texts, and a prompt from the instructor that asks them to frame an argument. This paper builds on the textual-engagement work that students do in Paper 1, adding or emphasizing developing or supporting a thesis. Some instructors use this paper to give students an opportunity to find one source that may help them refine their research topic, and which may ultimately appear in their final research paper.

Paper 2 should be 4-5 pages in length, and have a rough and final draft. Students should engage with a minimum of three sources in this paper.

Research Proposal
The research proposal is a short document where students outline the research project that they will develop in their final paper. Some instructors ask students to define a topic within the course theme; others work with students to define a topic that connects to the student's major or interests. Most instructors spend substantial class time helping students compose and refine their research questions, and helping them define their topic sufficiently narrowly that it can be effectively researched and represented in 8-10 weeks, and in an 8-10 page paper. Instructors tend to confer with students individually as they work on the research proposal, often cancelling

one or two classes to give time to meet with students. Please do not cancel more than three classes during a semester; instead, the computer labs can be used productively to have students working while instructors meet with individuals.

Annotated Bibliography
Students are required to use at least 8 sources in their final papers. The Annotated Bibliography gets them started on collecting and evaluating sources for this paper.

Evaluating Sources
The sources that students use for their final papers should be primarily scholarly articles, books or book chapters. While newspaper and magazine articles and websites can be useful, the majority of sources should be scholarly. Examples of useful types of source texts – and appropriate balances between different types of text – can be seen in the Course Themes and Readings section below. Please see the Appendix to this guide, starting on p. 15, for extensive resources to help students learn hot to find, evaluate and summarize sources that they find in the course of their library research.

The Appendix of this Guide, the *Draft My Paper Companion,* started life as a collection of support materials for *Draft My Paper*, the 2008 film produced by York College's Writing Across the Curriculum Program, is available at http://www.youtube.com/watch?v=KGJL8uv_11A. I encourage you to take a look, and perhaps show it to your classes – it's only 12 minutes long, and is rather entertaining, as well as useful as an introduction to library research.

Library Sessions
Librarians at the York College Library can help students use the College's online databases and catalogue; to schedule an appointment or a one-hour library workshop please contact Scott Sheidlower (ssheidlow@york.cuny.edu) or Sandra Urban (surban@york.cuny.edu). Instructors often use the college's computer labs to conduct their own, more extended library/research sessions.

Final Research Paper
The final research paper in Writing 300 is 8-10 pages in length, and its writing includes at least one rough draft, which instructors collect and comment upon. This paper is generally due on or before the last day of classes; some instructors return the graded papers to students on the day of the final exam.

A Final Exam
The final exam in Writing 300 is often a reflective exercise, not unlike a cover letter for a portfolio. Many instructors ask students to write about what they have learnt over the course of the semester, or to write a pitch to incoming students, explaining why taking the course is worthwhile.

Most instructors treat these tasks as cumulative. That is, Paper 1 leads to Paper 2; both of these influence the research proposal, which drives compilation of the Annotated Bibliography, which informs and reflects the research that is represented in the final paper.

Grades for these tasks are assigned within the following ranges. These numbers vary a little from instructor to instructor.

Paper 1: 10%
Paper 2: 10-15%
Research Proposal: 5%
Annotated Bibliography: 10%
Final Research Paper: 40-55%
Final Exam: 5-10%

Many instructors also include an Attendance and Participation grade, usually worth 10% of the final grade. This grade sometimes includes completion of low stakes work, in-class presentations and drafting; when it does include these grades, it is usually worth 15-20% of the final grade.

First Day Writing Exercise
Many instructors start the semester off with a diagnostic essay, for which students write in class in response to a prompt that relates to the course theme, and engage with an excerpt from one of the course texts. For new instructors, the first day diagnostic essay can be useful to show the skill level at which students are entering the course, and it can also be useful to produce later in the semester to show students that they are, in fact, on a trajectory of improvement. If any first day diagnostic essays cause you concern, please see the Course Coordinator, so we can think about appropriate support available on campus which can help your student succeed in Writing 300.

Attendance
Attendance is required in all Writing 300 sections. Students who miss more than 4 class periods should see their final grade lowered; students who miss 8 or more class periods should fail the course. Most instructors also have a lateness policy such that students who are more than 40 minutes late to a class period are counted as absent, and students who are 10 or more minutes late receive "half" an absence. Please do not make arrangements with individual students such that they can arrive late to every class due to work and family commitments. If students have consistent and persistent difficulties getting to class on time, they should change course sections, if possible, or withdraw from the course and register for a section at a more advantageous time in the following semester.

Students who stop attending class at some point in the semester should receive a grade of "SA," which stands for "Stopped Attending." An SA will be automatically converted to a "WU" – an unofficial withdrawal. When a student receives an SA in your class, you should fill out a grade information sheet with the last day of attendance recorded on it.

Final Examinations and Grade Submission
York College uses an electronic grade submission platform, referred to locally as eGrade, for the submission of final grades each semester. Final grades are due by 5:00 pm 3 business days after the date of your final exam, which is scheduled by the college. You will receive notification from the Writing Program Coordinator about the exam schedule and the final grade submission schedule. Please be sure to adhere to these schedules. York College sees late submission of final grades as a very serious matter, and considers the late submission of grades as grounds for non-reappointment.

In addition, please make sure not to submit your final grades before the scheduled end of your final examination. Many instructors give take-home exams in Writing 301/302/303 courses, but making sure the due date of that take-home exam is the same as the scheduled final exam helps to avoid trouble with submitting grades during the official window.

Course Themes and Suggested Readings
Most instructors of Writing 300 sections start out the semester by introducing a series of 3-4 readings which consider a theme, which students often build on in their own research papers. I have provided a list of some of the themes that Writing 300 courses explored in Spring 2011, including, for some, the texts that instructors used in their sections.

Critical Theories of Gender (Shereen Inayatulla)

Arts and Entertainment in Contemporary Culture (Anthony Alms)
  Goldbard, A. (2001). Memory, money, and persistence: theater of social change in
    context. *Theater, 31* (3), 127-137.
  Seabrook, J. (2009, August 10 and 17). The price of the ticket. *The New Yorker*, 34-43.
  Winegar, J. (2008). The humanity game: art, Islam, and the war on terror.
    Anthropological Quarterly, 81(3), 652-681.

Language and Power (Natalie Amiama; Christine Hamm)
  Safire, William. "On Language – Kiduage"
  Lorde, Audre. "The Transformation of Silence."
  Orwell, George. "Politics and the English Language."
  Baca, "Coming into Language."

Marriage (Phebe Kirkham)
  Coontz, S. The future of marriage. *Cato Unbound*. Jan 14 2008. http://www.cato-
    unbound.org/2008/01/14/stephanie-coontz/the-future-of-marriage/
  Hymowitz, K. The marriage gap.
  Coontz, S. Minding the marriage gap. *Cato Unbound*. http://www.cato-
    unbound.org/2008/01/23/stephanie-coontz/minding-the-marriage-gap/
  Stevenson, B. and Wolfers, J. The paradox of declining female happiness. *American
    Economic Journal*.
    http://isites.harvard.edu/fs/docs/icb.topic457678.files//WomensHappiness.pdf
  Life Without Children
    www.virginia.edu/marriageproject/pdfs/2008LifeWithoutChildren.pdf

Food and Culture (Cynthia Haller)
  Centers for Disease Control and Prevention. (n.d.). Compared with whites, blacks had
    51% higher and Hispanics had 21% higher obesity rates. Retrieved from
    http://www.cdc.gov/Features/dsObesityAdults/
  Centers for Disease Control and Prevention. (2010, August 3). Vital signs: State-specific
    obesity prevalence among adults—United States, 2009. _Morbidity and mortality
    weekly report, early release, 59, Retrieved from http://www.cdc.
    Gov/mmwr/preview/mmrwhtml/mm59e0803a1.htm

Mead, M. (2008). The problem of changing food habits. In C. Counihan, and P.V. Esterik (Eds), Food and culture: A reader (2nd ed.) (pp. 17-27). New York: Routledge. (Original work published 1943).

Pollan, M. (2006). *The omnivore's dilemma: A natural history of four meals.* New York: Penguin.

Severson, K. (2009, September 29). School's toughest test: Cooking. New York Times. Retrieved from http://www.nytimes.com/

The Effects of the Media on the Use and Abuse of Facts and Opinions (Donald Dubuisson)

Hausman, Carl. *Lies We Live By: Defeating Doubletalk and Deception in Advertising, Politics and the Media.* New York: Routledge, 1999.

Manjoo, Farhad. *True Enough: Learning to Live in a Post-Fact Society.* Hoboken: Wiley, 2008.

Andersen, Hans Christian. "The Emperor's New Clothes."

Alter, Jonathan, "The Illustrated Man." *Newsweek.* Vol 156, Issue 10, 9/6/2010.

Poniewozik, James. "The Myth of Fact." *Time.* Vol. 176, Issue 8. 8/23/2010.

Niman, Michael I. "The Truth." *The Humanist.* May/June 2009.

Hirschorn, Michael. "Truth Lies Here." *The Atlantic*, November 2010.

Gardner, William M. "Truth vs. Truths: An Enduring Dilemma for Skeptics." *Skeptic Magazine.* Volume 15 No. 5, 2010.

Race and Ethnicity (Danis Banks; Franklin Cacciutto)

Omi, Michael and Winant, Howard. "Racial Formation."
http://www.rci.rutgers.edu/~jdowd/omi%20and%20winant%20-%20racial%20formations.pdf

Gladwell, Malcolm. "Black Like Them."
http://www.gladwell.com/1996/1996_04_29_a_black.htm

Anderson, Elijah. "The Code of the Streets."
http://www.theatlantic.com/magazine/archive/1994/05/the-code-of-the-streets/6601/

Nagel, Joane. "Constructing Ethnicity." http://www.jstor.org/pss/3096847

Barber, Benjamin. "Jihad vs. McWorld."
http://www.theatlantic.com/magazine/archive/1992/03/jihad-vs-mcworld/3882/

Parenting (Matthew Corcoran)

Osnos, Evan. "Chinese Daughters and Amy Chua."

Gray, Marjory and Steinberg, Lawrence. "Unpacking Authoritative Parenting: Reassessing a Multidimensional Construct."

Julian, Teresa, McKenry, Patrick and McKelvey, Mary. "Cultural Variations in Parenting."

Ambert, Anne-Marie. "An International Perspective on Parenting."

Bioethics (Danis Banks)

Peter Singer's "Animal Liberation"
<http://www.nybooks.com/shared/f143889a1525b03c6e302055499fa0fb>

Michael Pollan's "Playing God in the Garden"
http://michaelpollan.com/articles-archive/playing-god-in-the-garden/

Elizabeth Kolbert's "Sleeping with the Enemy" (about Neanderthals)
http://www.newyorker.com/reporting/2011/08/15/110815fa_fact_kolbert

Plato; Adam Smith

Writing Center
The York College Writing Center is located in the Academic Core building in room 1C18. Students may sign up for scheduled tutoring sessions, which occur weekly and last for 50 minutes, or they may go directly to the Writing Center to seek drop-in tutoring. Drop-in sessions last for 25-30 minutes, and tutors will look at 1-2 pages of a student's paper during this time. The Writing Center's number is 718/262.2494.

Academic Integrity
Please include a statement about academic integrity on your course syllabus. It can be as brief as a definition of plagiarism, and a description of the consequences – that is, an F on the assignment or for the semester, depending on the severity of the offense. Remind students that violations of the academic integrity policy are kept on file, so repeat offenses have more sever consequences. York College's academic integrity statement is available at http://www.york.cuny.edu/president/legal-compliance/legal-affairs/cuny-legal-policies-procedures/Academic-Integrity-Policy.pdf/view?searchterm=academic%20integrity?searchterm=academic%20integrity.

Administrative Issues

Office Arrangements
The Writing Program is located in AC-2A16. All instructors' mailboxes can be found in this room. Photocopying is available either in this room, or in 1C01, located downstairs from 2A16, next to the cafeteria. Part-time instructors will be assigned to desk space either in 1C01, or 2B09; keys for new instructors will be available soon after the first day of classes. Instructors must pick up their own keys at the Buildings and Grounds office in AC-LL13. Filing space is available in 1C01, as are computers for instructors' use. There is also a faculty resource center, in 2B08, maintained by the faculty union, which contains several computers and printing facilities.

Office Hours
Instructors should schedule one office hour per week for each course section that they are teaching. Office hours can be conducted in 1C01 or 2B09. Please let Ms. Ciceron know when your office hours will take place as soon as possible after the beginning of the semester.

Timesheets and other payroll paperwork
Each month during the semester, you will find a timesheet in your mailbox. Please return it to Rebecca Ciceron as soon as possible after you see it. Human Resources requires that we submit all timesheets for Writing 300 instructors in one group; therefore, one late timesheet can hold up the paychecks of 15 people.

Each semester, we also need part time instructors to complete CUNY's Form 210 and Workload Report. Again, timely submission of these forms is vital to get you paid on time; we can submit these individually, rather than collectively, and so only your paycheck will be held up, but this seems like a good incentive to me, to get them in on time!

Checking your mailbox
Over the course of the semester, many important documents will arrive in your campus mailbox, such as certified rosters and the aforementioned payroll paperwork. Please check your mailbox

every week, and complete any paperwork that you find in it. Delayed responses to the requests for rosters to be returned cause problems for students' financial aid, in particular.

Printing
Printing Services at York run a high-quality, efficient operation, and will print almost anything course-related, with a 2-3 day turnaround. Printing Request forms are available in the English Department/Writing Program office (2A16), and Printing Services accepts electronic submissions of materials via email to printing@york.cuny.edu. Your printing job will either be delivered to your campus address (2A16) or you can ask for it to be held for pickup at the Printing Services office, LL08 in the Academic Core building. Please be as explicit as possible in your email with respect to how you would like your materials reproduced, and make sure to include a delivery address. The phone number for Printing Services is 718/262.2293.

Copyright
Please try to avoid violating copyright on individual texts. Making a text available on Blackboard, and having students download it individually is a better option than having an entire course text reproduced for every member of your section. Students receive a substantial printing allowance as part of the fees that they pay every year, so it is reasonable to ask them to use this to print out course documents. They can easily print in the computer labs, in the Writing Center, and in the Library.

Using Technology in the Writing 300 classroom
York College, like the rest of CUNY, uses the Blackboard course management system; each course section automatically has a site within the system. Users must log on to Blackboard through the CUNY Portal, which can be reached through the main CUNY page (www.cuny.edu, top item on the menu on the left), or through the York College website at (http://www.york.cuny.edu/it/acet/blackboard). For assistance with Blackboard, please contact York's excellent Blackboard administrator, Dr. Wenying Huang-Stolte (wstolte@york.cuny.edu). If you don't have access, please contact the Course Coordinator, or Rebecca Ciceron.

Minimally, we suggest that instructors make course syllabi and schedules (updating when changes occur), and all formal assignments available on Blackboard. The system has a lot more functionality, however, including discussion boards, blogs and wikis, and quizzes, which Dr. Huang-Stolte can help you to set up if you are interested. The Course Coordinator, Heather Robinson, can also help with Blackboard set-up questions. If you are interested in incorporating technology more formally in your class, see the discussion of "Online and Hybrid Courses" below, or contact Heather Robinson.

All York College students have a York College email account. The College asks that instructors only use that email address for school-related correspondence. In addition, if students do not maintain their email accounts (that is, logging in every so often), they will not receive college-wide emails, and they will not receive emails sent through Blackboard. Please take some time at the beginning of the semester to make sure that your students have functioning York College email accounts. If students have trouble accessing their accounts, they should contact the Helpdesk at 718/262.5300, or send an email to helpdesk@york.cuny.edu.

Many instructors make extensive use of the computer classrooms on campus. Ms. Rebecca Ciceron sends out an email early in the semester so that instructors can schedule sessions in

the computer classrooms; additional sessions can be scheduled directly with Ms. Elizabeth Chow at 718/262.3888 or echow@york.cuny.edu.

Teaching Writing 300 Hybrid and Online Courses
Over the last few years, there has been a growing interest among instructors, students and the York College administration in offering courses in a hybrid or fully online format. Having offered two hybrid sections and one online section of Writing 303 for several years, the Writing Program will start to expand its hybrid and online offerings in Spring 2012. And as interest in teaching these courses increases among instructors, it seemed helpful to provide a brief guide to teaching in these formats to instructors who are contemplating – or who have committed to – trying them out.

For both formats, it is important to be very structured as you map the semester out right from the start, in terms of what types of goals you want to accomplish, and how you think you will go about meeting those goals, either using the available technology, or, in the case of the hybrid course, *not* using the technology. While it is possible to tweak a schedule as the semester progresses, for your own sake, it is very useful to have an idea of the arc of the entire course. For hybrid courses, it means planning precisely what kinds of activities will happen in the classroom, and what kinds of things will happen online; for online courses, it means offering a structure for the course that repeats week by week so that students can become accustomed to your expectations, and also get habituated to the technology. Introducing "surprises," or changing tack completely during the course of the semester can set your students back quite significantly.

For both online and hybrid courses, it's important to train students on the technology. In an online course, it is reasonable to expect that your students will spend the first week, and maybe a little longer, learning all the parts of your course site, and what they do in the context of your course.

Hybrid Writing 300

One of the Writing Program's experienced hybrid instructors, Natalie Amiama, describes the hybrid format as being the best of both worlds: it affords the personal contact and community of a face-to-face class, with the easy transmission of documents and feedback of the online format. Additionally, the online format seems to make it easier for students who do not generally feel comfortable speaking up in class; they are often very willing to interact with their peers and with the instructor on the discussion board, or via email. You can maintain that pattern, or you can encourage students, based on the fact that you know they have important things to say, to speak up in the face-to-face class periods.

When teaching in a hybrid format, it is important to decide what the face-to-face sessions are for. Past instructors have described having difficulties with attendance during the face-to-face class period because all formal assignments were available online, and were submitted online. Taking attendance in the face-to-face hybrid session is important, as is structuring the class time so that students feel that they are getting something from interacting in person with you and their classmates – something that they can't get online.

Hybrid	Fully Online
Some things don't need a grade	Attach a grade to everything
Use the classroom to build community	Use small groups to build community
Have groupwork carry over from in-class to online	Give students flexibility about when they do their work
Be modular: break the course up into chunks, and repeat the structure of those chunks over and over in order to get the students used to the technology.	
Be prepared to give a lot of individualized feedback	
Everything needs to be on a schedule. There is little opportunity for improvisation, particularly in an online section	

The constructivist pedagogy of online learning, and the process-driven pedagogy make online instruction and writing courses fit together well, because students are often working independently and incrementally. The tasks that comprise a writing course can work well in an online or hybrid format (rather than the lecture model, which can be rather dull for students online, and doesn't build in much for them to do without significant adaptation by the instructor. The collaborative aspects of writing pedagogy also transfer well to online/hybrid courses, though implementing these requires students to be trained in an interface that is not always intuitive, like the discussion board (perhaps the easiest to use), wikis or blogs.

Anyone who is interested in talking or hearing more about teaching Writing 300 online or in a hybrid format should contact Heather Robinson (hrobinson@york.cuny.edu).

Sample Syllabus and 14-week class plan

Writing 303
Research and Writing for the Professional Programs
Dr. Heather Robinson
Fall 2011

Course Syllabus, Information and Schedule

What you'll find in this document:
- Bulletin description
- Course texts
- About your instructor
- About Writing 303 – course objectives and expectations
- Grading schema for the course
- Communicating with me
- Information about assignments – no late assignments and format for assignment files
- Academic integrity statement
- Course schedule

Bulletin Description: WRIT 303 (Liberal Arts) Research and Writing for Professional Programs
4 hrs. 3 cr.

Research, reading, and writing for upper-division courses; drafting, revising, editing, and formatting documents. Readings are drawn primarily from the areas of science and technology. Assignments will encourage students to explore the research resources, patterns of discourse, and conventions of their own major disciplines. Preq. Junior status and completion of ENG 125; AC 101. 2 hours lecture, 2 hours laboratory. Course sections may be offered as hybrid online courses or as fully asynchronous online courses.

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Course texts:
A grammar book such as Hacker, D., & Sommers, N. (2010). *The Bedford handbook*. (8th ed.). Boston: St. Martin's Press

You will also need:

- A York College email account which is *active*.
- Access to the course Blackboard page
- Reliable and regular access to a computer at least the size of a netbook.
- A quiet place to work at a computer.
- Reliable internet access for several hours per week for the duration of this course.

About Me

My name is Heather Robinson, and I'm a full-time faculty member at York. That means that I'll be around to talk to you, if you need in-person contact. Some useful information is below:

Name: Dr. Heather Robinson
Office: AC-2A13A
Phone: 718.262.2479
Email: hrobinson@york.cuny.edu
Office Hours: Tuesdays, 11:30 am -12:30 noon, unless otherwise announced. You are also free to make an appointment at any time.

The objectives of Writing 303 are:

Students will:
  • Identify, define and develop a focused research topic
  • Conduct library, academic database, and Internet research and evaluate sources
  • Demonstrate the ability to summarize, paraphrase, and quote, as appropriate
  • Synthesize material from multiple sources
  • Document using MLA or APA format, both in-text and in a Works Cited or References list
  • Demonstrate an ability to revise written work through drafting and staged assignments.

Grades in the course will be assigned as follows:

2 short papers	25%
Research proposal	5%
Annotated Bibliography	10%
Research Paper	40%
Attendance, Participation, Completion of low stakes work and drafts	10%
Final Exam	10%

Communication
One of the first things I'd like you to do, when you know you're enrolled in this class, is to send me an email from your York College email address, to hrobinson@york.cuny.edu. This will get your email address in my address book, and mine – and it will help you to work out any glitches with your York College email address before the class started. After the course has started, please check this email address **EVERY DAY**. Blackboard sends emails to York College email addresses, so you will miss out on a lot if you don't check this email address.

If you're having problems with an assignment, with something that I have asked you to do, or, if you're having personal issues – anything! – let me know as soon as you can. I will try my best to help you, but I can't know if you are having trouble if you don't tell me. In a face-to-face class, the dynamic that I see in the classroom helps me to figure out who needs help, but we don't have that kind of indirect communication in this online class. The only way I know what's going on is if you tell me, or if you disappear. The first option is a much better one!

Information about Assignments

No Late Assignments
Because of the amount of writing you will be doing in this course, I will not accept late assignments, except due to extenuating circumstances, which you must tell me about *before* the assignment is due. I do not give extensions when they are requested at a the time when, or after the assignment is due. I will accept course work via email ONLY when a student knows that s/he will be absent from a class. If you are in class, I expect your work to be handed in at the beginning of that class, printed appropriately, and stapled.

Format
All formal assignments sent via email must be submitted in a typed-document. I will accept documents in a .doc, .docx .rtf, .txt, or .odt format. Many PCs come with Microsoft Works installed. **I cannot read .wps files.** Use Microsoft Word, Open Office, NeoOffice, or Wordpad or Notepad if you don't want to be bothered changing the file type (all word processors can save files as .rtf and .txt). Written assignments that are submitted via documents in the .wps format will be marked late, because it will take a little while for me to email you, and for you to resubmit the file in the right format. If you need help, let me know at least one day before the assignment is due, and I will help you.

Academic Integrity Statement

A violation of academic integrity is any instance when a student attempts to pass off someone else's words or ideas as their own, *no matter where s/he obtained those words or ideas*, and no matter where these ideas are presented. We practice using quotation and citation in this course so you can benefit from others' ideas, while attributing them appropriately. There is nothing wrong with representing someone else's ideas in your work; you just have to give them credit. Additionally, there is nothing wrong with getting help on an assignment, but the final product must be predominantly the result of your own work. All academic integrity violations in English 303 will result in an F on the assignment, and/or, a failing grade in the course, and/or referral to the English Department's Academic Integrity officer.

York College gives four definitions of types of academic integrity violation (these definitions can be found in the York College policy on academic integrity, which I have linked to below):

- **Cheating:** Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.
- **Plagiarism:** Plagiarism is the act of presenting another person's ideas, research or writings as your own.
- **Obtaining Unfair Advantage:** Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.
- **Falsification of Records and Official Documents**

York College's policies and procedures concerning academic integrity can be found here:
http://www.york.cuny.edu/president/legal-compliance/legal-affairs/cuny-legal-policies-procedures/Academic-Integrity-Policy.pdf/

Course Schedule (Subject to Change)

The activities given below are suggestions which give students practice with the sorts of skills that we want them to develop over the course of the semester. The pacing of the course is a suggestion; in particular, other instructors have the two short papers due much later in the course of the semester.

Week	Topic for Discussion	Homework
Week 1	Introductions; Introducing the Research Process Read and discuss first common reading Writing summary of first reading	First common reading (with reading questions) Finishing the summary of Reading 1
Week 2	Summary writing and revision Start to connect ideas in first two readings	Reading 2 (with reading questions)
Week 3	Computer lab visit/Library visit Finding, choosing and annotating research articles Paper 1 due	Start thinking about a research paper topic; identify one possible source for research paper
Week 4	Abstracts; paraphrasing; citation	Reading 3
Week 5	Analysis and argument	First draft of research question/articulation of research topic
Week 6	Refining a research question/research topic Connecting the annotated bibliography with the research topic Paper 2 due	Research question with partial annotated bibliography
Week 7	The research proposal Library session Connecting course theme and individual research proposal	Detailed research proposal draft due
Week 8	The Research Paper – sections; citation; quotation, paraphrase, summary, analysis Looking at successful research papers	
Week 9	Refining the research topic: subtopics	Work on research paper draft
Week 10	Modelling synthesis, interpretation, connections, use of sources	
Week 11	Research paper Draft #2 due	Research paper Draft #2
Week 12	Conferences	
Week 13	Revising the research paper; incorporating source materials correctly and effectively	
Week 14	Proof-reading and editing Final Draft of Research Paper due	
Week 15	Final exam	

YORKCOLLEGE**CUNY**

THE *DRAFT MY PAPER*

COMPANION

Writing Across the Curriculum

February 2008

Table of Contents

Introduction

Welcome to the *Draft My Paper Companion*, a set of resources that the York College WAC program has developed to help instructors integrate *Draft My Paper* effectively into their classes. We hope this volume will help you use *Draft My Paper* to initiate your students into the research process, and to help them navigate that process throughout the semester. We've targeted several moments of the research and writing process here, including narrowing down search terms from a general topic, using the library catalog for that initial search for books, and using reference databases to look for articles online. Wherever they fit in with the film, all of these materials are specifically designed to help you use *Draft My Paper* in a way that suits your own class's needs.

The resources here supplement, extend and enhance the work that *Draft My Paper* starts. We've tried to fill in some of the details that are missing in the film, and to elaborate upon some of the topics that it addresses directly, but briefly. Some of them will make sense after a single viewing, and some will work better after you replay a single chapter and focus a unit of work on that element of the film.

We've also included information to help you use the resources which are available to all instructors in York's library, including how to schedule a session with York's instructional librarian. What you see here is just a start, though: if you have watched *Draft My Paper* in your class, and have developed any materials that have helped you to use the film as a teaching tool, we'd love to hear from you at wac@york.cuny.edu.

Identifying Effective Search Terms

OBJECTIVE

In *Draft My Paper*, Marcus receives precious advice on how to locate reliable information sources through the library catalog, online databases etc. However, the video does not stress the importance of clarifying one's research topic before delving into resource materials; nor does it explain how to find effective search terms. This often-neglected phase of the research process can have a great impact on a student's ability to obtain information through online catalogs and databases.

This section offers examples of assignments and questions that will help students reconsider the importance of search terms in order to make their research investigations more fruitful.

IDENTIFYING EFFECTIVE SEARCH TERMS:
RESEARCH ASSIGNMENT

Turning A Topic Into A Meaningful Search

After you've found a topic, how do you begin to locate and identify resources that will expand your knowledge on the topic enough to write a paper? When it comes to research, practice makes perfect. Don't expect your first attempt to isolate the most relevant exact resources you'll need and use. With that in mind, begin to identify your knowledge of the topic.

Are you familiar with this topic? Are you very familiar, somewhat familiar, or not familiar at all? If you're not familiar at all, then first start by looking up the definitions of words you don't understand. Take your time and be thorough so you will be better able to identify appropriate search terms. Be aware of any contextual meanings. For example "articulate" means very different things in the world of communication, the world of surgery and the world of partnerships.

Once you're comfortable with the topic, think of the knowledge you already have. Jot down your conceptions and ideas. Use these as search terms. The more exact your search terms, the narrower the search will be and the fewer results you will get.

Now try this exercise based on a topic you have no familiarity with. You can find a few examples at the end of this worksheet.

Do you need to do some research to fully grasp the scope of this new topic?

If there is any confusion about the topic or the scope or if there is uncertainty over the definition of one or more words, then do some basic research to clear up confusion or pre-conceived ideas. Be sure you understand the sources you're allowed to cite and those you are not.

Look Up: _____ _____ _____ _____ _____

Use one of the sources you've found; choose a passage. This passage is about:

_____

_____

_____

_____

Then try to free-associate words with this topic. These words can be used to expand or restrict your search:

_____ _____ _____ _____ _____
_____ _____ _____ _____ _____

Identify nouns or noun phrases in the passage you chose earlier. Try to get as specific as possible. Try a broad search first. This will give you more results than a narrow search but it can confirm you're on the right track. For example, volcano activity is a broader search term and will have more results than volcano activity in Hawaii.

Nouns: _____ _____ _____ _____ _____

Phrases:_____
_____

Example Topics:

Crop production in Ireland during the famine:
It is often presented that the famine in Ireland was caused by a shortage of food. Other contradictory positions indicate other sources for the famine based upon export levels from Ireland during the famine years. Discover and discuss the facts concerning levels of crop production in Ireland during the famine years.

Define the Ring of Fire (Hint: Not music related).

Discuss the function(s) of bioluminescence across the Domains.
Aposomatic coloring has many costs and benefits and also involves mimicry in nature. In the same manner address bioluminescence in nature providing specific examples from multiple domains as well as the costs, benefits and efficiency of each example. Images may be taken from the web with full credit but all sources should be from the primary literature of peer-reviewed journals.

Discuss the Tax rate on Extraordinary Income in the U.S.
Use the following as keywords and see how the results differ. Does one get more? Is one more relevant?
1. "tax rate on extraordinary income"
2. " "extraordinary income" "   (in quotes)

As an example I got 2,030,00 results for keywords 1 and only 300,000 for keywords 2, but the results for keywords 2 were more relevant.

Evaluating Sources

Redirecting students' attention from amateur Google searches to academic research is a defining theme of *Draft My Paper.* In the video, Marcus and his research consultants search through the library catalog and online databases to find solid academic resources that will improve the quality of his paper.

One important step that *Draft My Paper* doesn't show is Marcus evaluating his sources to see which were most suitable for his project. This step is too often neglected by students, who are likely to think that anything found through "legitimate" means is appropriate for their work. The following exercises and assignments help students learn to identify key criteria in choosing and evaluating sources.

EVALUATING SOURCES: IN-CLASS ACTIVITIES

There are multiple elements to take into consideration when evaluating sources: Authority, Recency, Accuracy, Scope, and Objectivity (you may use different terms; these are suggestive). After you've briefly outlined the qualities that students should consider when evaluating sources, the following exercises can be used to develop your students' skills, relative to their topic and relative to other available sources.

Exercises for Understanding Evaluative Criteria

1. In class, have students break into small groups to discuss and rank these elements in order of importance, including a brief statement of why they chose that order. Have them share these rankings in the class, noting the differences between/among groups and asking students to justify their choices to the class.

2. For homework, give students a list of 3-5 specific sources that you have vetted, and a corresponding topic. Have them check these sources out (online/in the library/etc.), and write an annotated bibliography for them, specifically focusing on which sources are the most appropriate for the topic. Ask them to consider Authority, Recency, Accuracy, Scope, and Objectivity.

Exercises for Understanding Scope

1. In class, have your students do a low-stakes exercises (either in groups or separately) about when it is appropriate to use general or broad sources, and when to use more specific sources. You can have them write a few paragraphs on the matter, or present them with some scenarios specific to your discipline and ask them to explain in writing which is more useful, and why.

2. For homework, ask your students to critique the scope of a book or article they are considering for their research. Remind them to use abstracts, tables of contents, blurbs, book reviews, etc. in this process, and have them turn in a one-page review noting the scope of the book, its intended readership, and whether or not it will work for his/her project.

Exercises for Understanding Bias

1. After spending a little more time discussing how to read for bias, present your students with an article (or two articles) of your choosing and have them break into pairs or small groups to assess or compare the article/s, following the steps in your mini-lecture.

2. For homework, ask students to find two pre-vetted sources (articles, books, etc.) on a single subject to seek out and review. Ask them to compare the two in terms of bias. Have them write a paragraph summarizing the bias or objectivity of each article, and noting X number of specific clues that helped him/her recognize the tone as biased or objective.

CRITERIA FOR EVALUATING SOURCES

When you're evaluating sources, ask yourself the following questions about each item you think might be useful in your research.

Authority

- Who is the author, and what are his/her qualifications?
- If no author is listed, who sponsors the ideas being presented?
- Does the article refer to outside sources? If so, how trustworthy are they?

Recency

- How timely is the information being presented?
- How quickly does information change in this field of research?

Coverage

- Does the resource cover the right time period for your work?
- Who is the resource directed at: a person new to your topic, a general reader, or a specialist in the field? Are you the intended audience?
- Does the resource offer references to other sources you might find useful?

Accuracy

- How does the information presented in the current source compare to what you already know on the subject? Does it support or challenge other sources on the subject?
- Are there any obvious errors in statistics, in typography, etc.?

Objectivity

- Does the resource offer facts, opinion, or a mix of the two?
- Is the author/publisher affiliated with any special interest group (religious, social, political, etc.) that might promote one side of an issue?
- Are alternative views addressed? How fairly are these views treated?
- Does the author's language show signs of bias? Is it emotional or contain loaded words?

EVALUATING SOURCES: WORKSHEET

This worksheet will direct you to two different websites that, on the surface, appear to both focus on the work of Dr. Martin Luther King, Jr.

Go to www.thekingcenter.org and spend a few minutes browsing the site and its links before answering the same questions:

1. Who is the author or sponsor of this site?
   _____

   How do you know?
   _____
   _____

2. Does the site provide dates for its material?   If so, how current is it?
   _____

3. Who is this site directed at?
   _____

   How do you know?
   _____
   _____

4. Does this site offer links to outside sources? If so, what does it link to?
   _____
   _____

5. How does the information presented at this site compare to what you already know about Dr. King?   Does it support or challenge other sources on the subject?
   _____
   _____
   _____

6. Does this website offer facts, opinion, or a mix of the two?
   _____

7. Is the author/publisher affiliated with any special interest group (religious, social, political, etc.)? If so, what is it?
   _____
   _____

8. Does the author's language show signs of bias? If so, give an example.
   _____
   _____
   _____

Now visit www.martinlutherking.org and spend a few minutes browsing the site and its links before answering the following questions:

9. Who is the author or sponsor of this site?

_____

How do you know?

_____
_____

10. Does the site provide dates for its material?   If so, how current is it?

_____

11. Who is this site directed at?

_____

How do you know?

_____

12. Does this site offer links to outside sources? If so, what does it link to?

_____
_____

13. How does the information presented at this site compare to what you already know about Dr. King?   Does it support or challenge other sources on the subject?

_____
_____

14. Does this website offer facts, opinion, or a mix of the two?

_____

15. Is the author/publisher affiliated with any special interest group (religious, social, political, etc.)? If so, what is it?

_____
_____

16. Does the author's language show signs of bias? If so, give an example.

_____
_____

17. Having assessed both of these sites, which one would do you think is a better source on the life and work of Dr. King. Why?

_____
_____
_____

18. Which of the two websites seems to be more biased? Can you think of a time when using a biased source would be a *good* idea?

_____
_____
_____

Evaluating Internet Resources

Draft My Paper seeks to educate students about the wealth of library resources that can serve their research purposes. As mentioned earlier, it also aims to take them students beyond basic search engines toward more specialized and credible academic sources. One implicit assumption is that the Internet is filled with information from all kinds of sources, but the quality and reliability of that information varies greatly from one site to another.

Nevertheless, there is a lot of information on the Internet that students use in their research and writing assignments—some of it available from no other source. As a complement to the information provided in *Draft My Paper,* it may be useful to help students evaluate Internet resources and clarify the extent to which Internet resources can make valuable contributions to a research assignment. This section offers handouts and sample assignments to help faculty members and students evaluate Internet resources.

EVALUATING INTERNET RESOURCES: GENERAL PRINCIPLES

The key to using internet resources is learning to evaluate websites and to use only credible information from authoritative sources.

CREDIBLE: Literally, it means "believable". A source you can trust. A source you can rely on for accurate, up-to-date, useful information.

AUTHORITATIVE: Knowledgeable, expert, a recognized authority on the subject.

How do I know if an Internet source is credible and authoritative?

The best information on the Internet usually comes from academic institutions, government agencies, advocacy organizations, professional organizations, or major media outlets. You can often tell if a website falls into one of these categories based on the 3-letter domain extensions that appear at the end of most website addresses (URLs).

The most common domain name extensions and what they mean	
.com	A commercial organization, which may be credible and authoritative, but may also be trying to sell you a product or service or advance a narrow personal agenda
.org	Intended for use by non-profit and non-governmental organizations, including advocacy organizations and professional groups. These sources are often credible and authoritative, but in fact, anybody can purchase the rights to a .org domain.
.edu	Used by academic institutions such as colleges and universities. These are generally credible and authoritative sources.
.gov	Used by government agencies, which are often credible and reliable sources. This extension is also used by elected officials (including the White House and members of Congress), so in some cases you should be on guard for partisan bias.

EVALUATING INTERNET RESOURCES: IN-CLASS ASSIGNMENTS

Obtaining Statistical Data On-line

FedStats is an online database that provides access to official statistical information produced by the Federal Government, including data and trend information on such topics as economics,

population, crime, education, health care, aviation safety, energy use, farm production and more.

Below are two activities that involve using FedStats to find data and exploring how data can be used to support claims, as well as how graphs differ from tables and why both are important and useful sources of information.

These activities can be done in class if Internet access is available. If Internet access is not available or is not convenient, the activities can be modified by starting with handouts of the relevant web pages.

Activity 1: Using the FedStats Topic Links

1. Point your Web browser to http://www.fedstats.gov/
2. Click on: Topic links - A to Z - Direct access to statistical data on topics of your choice
3. Click on the first topic in the list: Abortion
4. Describe where this link led you
5. Using Figure 1 and Table 2, answer the following questions:

Questions

1. How many legal abortions were performed in the United States in the year you were born?
2. What was the number of abortions per 1000 live births in the US that year?
3. What was the number of abortions per 1000 women aged 15-44 years in the US that year?
4. Overall, what has happened to abortion ratios and abortion rates over time?
   a. How did you determine your answer?
   b. Did you use Figure 1 or Table 2 to answer this question?
   c. Why is one of these (the figure or the table) easier to use than the other to answer this question?

Activity 2: Using the FedStats Search Tool

1. Point your Web browser to http://www.fedstats.gov/
2. Click on: Search across agency websites
3. In the text box, enter the word "incarceration" and click Submit
4. Describe where this link led you
5. Click on the first link in the list of results for "incarceration" (Bureau of Justice Statistics Jail Incarceration Rate Trends by ...)
6. Describe where this link led you
7. Using the text and graph on that page (http://www.ojp.usdoj.gov/bjs/glance/jailrair.htm), answer the following questions:

Questions

1. What claim does the text make about the rate of incarceration of Blacks?
2. Does the graph support the claim? How?
3. Based on the information provided by the graph, what are *3 additional claims* you can make about the number of Black, Hispanic, and white jail inmates in the US?
4. What happens when you click on either the red, green, or blue line on the graph?
    a. Describe where this link leads you
    b. What is the information on this page?
    c. How does it relate to the graph?
5. What happens when you click on the [D] next to the lower right corner of the graph?
    a. Describe where this link leads you
    b. How does the information on this page relate to the graph?

EVALUATING INTERNET SOURCES:
HOME ASSIGNMENT

Finding Credible And Authoritative Information On The Internet.

This assignment gives you an opportunity to practice the skills of finding, using, and citing information on the Internet.

1. Choose a topic that interests you and that you might consider suitable for an academic research paper, such as global warming, abortion rights, or renewable energy.
2. Using Google or a similar search engine, run an Internet search on the term you chose.
3. From the search returns, find one of each of the following kinds of websites:
    a. academic institution
    b. government agency
    c. advocacy organization
    d. professional organization
    e. media outlet
4. From each of these five sources, find one statement of fact or one provocative opinion (the sort of fact or opinion that you might cite in a research paper).
5. For each of your five statements of fact or opinion, write a suitable citation of the source based on a style guide such as MLA, APA, or Chicago.

<u>Example</u>

A Google search on the term "global warming" returned about 91,100,000 listings, including the following:

> **US EPA - Global Warming Site**
> The EPA Climate Change site provides comprehensive information on the issue of climate change and **global warming** in a way that is accessible and meaningful **...**
> www.epa.gov/climatechange/ - 16k - <u>Cached</u> – <u>Similar pages</u> - <u>Note this</u>

This is an example of a website published by a <u>government agency</u> (how do we know?).

<u>Statement of fact:</u>

"Gases that trap heat in the atmosphere are often called greenhouse gases."

<u>Citation:</u>

U.S. Environmental Protection Agency. "Greenhouse Gas Emissions." *Climate Change.* Updated October 11, 2007. http://www.epa.gov/climatechange/emissions/index.html#ggo.

Using Databases

OBJECTIVE

In the video, the protagonists launch a search through the renowned research database *JSTOR*, thereby showing students a concrete application of this research tool. The segment explains how to use research databases to find full-text journal articles. It explains why these resources are often more reliable than others and how they can strengthen a student's research paper.

Owing partly to the transdisciplinary scope of *Draft My Paper*, little information is provided about how to determine what databases might be more applicable to one specific discipline: a gap that faculty members can fill in, whether by themselves or with the assistance of librarians and/or WAC staff members.

USING DATABASES:
IN-CLASS ACTIVITIES

<u>Plan a library session dedicated to research methodology (see research appendix):</u>

This can be useful to <u>introduce discipline-specific online databases</u> to your students. After consulting with a librarian, you can introduce a few discipline-specific databases and model the search process using concrete examples.

Students are more likely to remember how to use databases if they have a chance to try and use them. After you've introduced a database, <u>give students time to use different search terms and go through their research results</u>. You can assist them in their investigations by walking through the classroom/computer lab.

Note: <u>Make sure your students already have an idea for their research topic</u>. For instance, you can require them to email you their topic a week before the library session (This could be assignment #1 of their research project). This will not only provide you examples of research topics that you can use for your presentation, but will also help students directly relate to your research session.

HOMEWORK ASSIGNMENTS

Annotated bibliography:

To begin working on your annotated bibliography, you will find <u>at least 2 journal articles and one magazine/newspaper article</u>. For each entry, you will reference the database and the search terms that helped you find the article. As explained in the instructions on the annotated bibliography (see syllabus), you will summarize the topic of the journal article / research source (2 to 3 sentences), and explain why this could be useful for your research project (2 to 3 sentences). Finally, you will add 1 or 2 quotes you think you might use in your paper.

For the <u>journal article entries</u>, you can use one of the following databases: *EBSCO*, *JSTOR*, and *Project Muse*, *Humanities Full Text*, *CQ Researcher* and *SAGE Journals* (other databases can be used if you think they are more in tune with your research topic).

<u>For the magazine/newspaper article entry</u>, LexisNexis is recommended. Solid news sources to consider include but are not limited to *The New York Times*, *The Washington Post*, *The Los Angeles Times*, *The Wall Street Journal*, *Financial Times*, *The Economist, Time Magazine, Newsweek and BusinessWeek*.

Using CUNY+ and Library Catalogs

www.york.cuny.edu/library

OBJECTIVE

In the video, Marcus uses CUNY+ to locate research sources. The sequence provides basic tips about online searches but leaves out useful information about the technical possibilities of online catalogs.

This section suggests options to broaden the students' knowledge of the CUNY+ catalog and provides practice in listing sources in a specific style. The following assignment can be modified to fit any discipline.

USING CUNY+: ASSIGNMENT

Sources included should be in complete bibliographic style using the Chicago Manual of Style. Feel free to use the help menu on the website.

1. Provide one source of information on Schubert songs found only at York College. Provide another five book sources found in other CUNY colleges. Please include the library call numbers.

2. Using a "Boolean Search," find three sources on opera criticism written within the last three years. What are the Boolean operators?

3. Using the "Guided Search," list two sources found if "Beethoven" is entered in the search field when "subject" and "title" are the selected search type.

4. Using "Command Search," find a musical score of Mozart's *Le Nozze di Figaro*. What is the command language to search music? How else could I limit my search to musical scores?

5. Where can I find a printed version of the journal *Music Analysis* published in the last ten years?

6. How many sources does this professor have on reserve this semester?

Using WorldCat

www.york.cuny.edu/library/library-links

OBJECTIVE

After students identify potentially useful print resources, they often struggle with locating the materials. This exercise is meant to give students practice locating materials in other libraries and finding out how they may be able to access the information.

ASSIGNMENT

Once you've finished your early draft, trade works cited lists with a classmate. Find one of the books on your partner's works cited list using the WorldCat database. Where is the nearest library that has your book? Is it checked out or available? Do you have access to this library? How did you access WorldCat? (Tips: you can find the database on the York College Library website, as well as via books.google.com).

How to Summarize Your Source Material

OBJECTIVE

Once students have found some potentially useful sources, the next step for them is to figure out what they're about. Writing a summary of a source is a good way to take notes that will be useful later on, when the student wants to revisit the text. The following exercises describe strategies that can help students write effective summaries.

NOTE: These exercises assume that the students have evaluated their sources and made certain they are appropriate for an academic paper.

HOW TO READ YOUR SOURCE MATERIAL

Books
- Read the introduction to determine the scope of the text to make sure this is a source of interest
- Review the table of contents for relevant chapters and section headings appropriate to your research topic if you determine it is not necessary to read the entire book
- Read any chapter and/or section you deem useful to your subject of study
- If the book is helpful, it may be important to read the conclusion as well

Scholarly articles
- Read the abstract of the article to determine the scope of the text to make sure this is a source of interest
- Scan the article for relevant sections per section headings if you determine it is not necessary to read the entire article (which is rare)
- Read the article or specific sections of the article you deem useful to your subject of study

Newspaper and magazine articles
- Read the first paragraph (or two) of the article to determine the scope of the text to make sure this is a source of interest
- Scan the article for relevant material to determine if it is necessary to read the entire article
- Read the article if you deem it useful to your subject of study

Websites
- Read the summary text of the main page or about page, or the first few paragraphs of the page if it is about your research topic
- Look at the menu, links, and relevant citations for more information; scan the entire site for relevant material to determine what parts of the web site are a propos to your work
- Read the relevant sections you deem it useful to your subject of study

Primary sources
- Read the first few paragraphs of the primary source to determine the scope of the text to make sure this is a source of interest
- Scan the source for other relevant material to determine if it is necessary to read the entire article
- Read the material if you deem it useful to your subject of study

HOW TO NOTATE YOUR SOURCE MATERIAL WHILE READING

- What is the source about? What is the scope of the book (such as place, time, people, topic, etc.)?
- What is main argument of your source? What are other key points you find relevant? What are the key headings?
- What is the intended audience of your source?
- What is the discipline of the author (historian, anthropologist, musicologist, activist, teacher) who created the source?
- What kind of data/information does the source use to make its argument?
- How is this source relevant to your research paper?
- Is there any other bias that should be considered in your annotation?

HOW TO SUMMARIZE YOUR CITATIONS

The aim of the annotated bibliography is to briefly summarize each of your sources. You will need to describe what the source is about and how it is relevant to your research paper. Below is a general rubric for how to order your summary expecting you only need to write three to four sentences.

- The first sentence should describe what the source is about while noting the discipline of the author and its audience.
- The second sentence should indicate the main argument of the source and the data it uses to make the argument.
- The third and fourth sentences should explain how this source is relevant to your paper, as well as any bias that may affect your use of this source in a paper.

RESOURCE APPENDIX

LIBRARY SUPPORT

The York College Library offers an active Information Literacy program.

York College Library's Information Literacy program utilizes the ACRL (Association of College and Research Libraries) Information Literacy Competency Standards, with the following mission and goals:

- educate students in proper use, evaluation and application of print and electronic resources
- support research assignments and the College's curriculum, academic and special programs by focused library instruction
- teach students the ethical use of information sources
- create lifelong learners

The Library offers one-hour Information Literacy sessions in the Library's electronic classroom, which are specifically tailored to the research assignment or project. These techniques are equally applicable to both general education and upper division courses in meeting the goals and objectives proposed by LILAC, CUNY's Library Information Literacy Advisory Council. They are taught by library faculty, many of whom have a subject specialty in a given area.

To arrange for a class, please submit an online form, which can be found at: http://york.cuny.edu/library/information-literacy/information-literacy-class-request

You can also contact the library's Coordinator of Information Literacy, Scott Sheidlower, at 718.262.2017.

INFORMATION LITERACY LEARNING GOALS

The Library Information Literacy Advisory Council proposes a set of information literacy learning goals for CUNY students to achieve by the time they have completed 60 credits. The purpose is to ensure that our efforts at information literacy fully articulate within CUNY.

Information Literacy Articulation: Learning Goals

1. How information in various formats is organized and how to locate it
2. How to define and refine a topic and how to search for information related to

    that topic

3. How to evaluate information and its sources
4. How to use information responsibly