

# **A Guide to Teaching Writing 300**

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

Document created by Heather Robinson, Fall 2011. Revised by John Hodgkins, Fall 2015.

## The Writing 300 course

WRIT 300 is the third of York College's composition courses. Students may register for WRIT 300 after they have completed their 60<sup>th</sup> credit, with the exception of students who wish to be admitted into certain of York's professional programs, which require WRIT 303 before the 60<sup>th</sup> credit. If a student comes to you explaining that they must get into your section even though they have not completed their 60<sup>th</sup> credit, please refer them to the Writing Program Director or the English Department Office Staff. There are four courses that fall under the WRIT 300 title: WRIT 301, which is generally targeted to students majoring in the Humanities and Social Sciences; WRIT 302, which targets Math and Science majors; WRIT 303, which sees most students from York College's professional programs; and WRIT 304, which is designed for English majors specifically. Students who are not English majors may enroll in any open section of WRIT 301, 302 or 303 in order to satisfy their graduation requirement, so you may find students from many different majors in your classroom. You are not permitted to overtake these classes: larger class sizes pose a disadvantage for the instructor, and the other students in the section. Students should bring their requests for overalls to the Writing Program Director.

WRIT 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 descriptions for Writing 301/302/303/304 are as follows. One of these titles, and the full course description, should appear in your syllabus.

WRIT 301 (Liberal Arts) Research and Writing for the Major. 4 hrs. 3 crs.  
 Research, reading, and writing for upper-division courses; drafting, revising, editing, and formatting documents. Readings are drawn primarily from the humanities and social sciences. 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. 2 hours lecture, 2 hours laboratory. Course sections may be offered as hybrid online courses or as fully asynchronous online courses.

WRIT 302 (Liberal Arts) Research and Writing for the Sciences, Mathematics, and Technology. 4 hrs. 3 crs.  
 Research, reading, and writing for upper-division courses; drafting, revising, editing, and formatting documents. Readings are drawn primarily from 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. 2 hours lecture, 2 hours laboratory. Course sections may be offered as hybrid online courses or as fully asynchronous online courses.

WRIT 303 (Liberal Arts) Research and Writing for Professional Programs. 4 hrs. 3 crs.  
 Research, reading, and writing for upper-division courses; drafting, revising, editing, and formatting documents. Readings are drawn primarily from areas pertinent to professional concerns. 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. 2 hours lecture, 2 hours laboratory. Course sections may be offered as hybrid online

courses or as fully asynchronous online courses.

WRIT 304 (Liberal Arts) Research and Writing for English Majors. 4 hrs. 3 crs.

Research, reading, and writing for upper-division English courses; drafting, revising, editing, and formatting documents. Readings are drawn primarily from areas pertinent to English literature, writing, rhetoric and the English language. Assignments will encourage students to explore the research resources, patterns of discourse, and conventions of the English major. Preq. Junior status and completion of ENG 126 or ENG 200.

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
- 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

Note to instructors: In sections of WRIT 302 and 303, students should use APA citation format; in WRIT 304, students should use MLA format; in WRIT 301, students may be offered the choice to use either APA or MLA, depending on their majors.

Most instructors in the course use the latest edition of the following writing handbook: Hacker, D. (2013). *The Bedford Handbook*. Boston: St. Martin's Press.

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

### **Paper 1**

Paper 1 focuses on students' textual engagement. It is a synthesis paper drawing from two essays of the instructor's choosing, giving students opportunities to practice accurate 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 connect 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 sources in this paper. Instructors provide the texts which students synthesize in this paper.

### **Paper 2**

Instructors use this paper to focus on analysis and argument. Students synthesize several texts in response to 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 and supporting a thesis. Some instructors use Paper 2 to give students an opportunity to find sources 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 synthesize 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 scheduling one or two classes as conference periods to give time to meet one-on-one with students. Please do not devote more than three classes during the semester to these individual conferences; 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 of this guide for extensive resources to help students learn how 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. Instructors are encouraged to take a look at the film, and perhaps show it to their classes—it's only 12 minutes long, and is rather entertaining, as well as useful as an introduction to library research. Instructors may request a DVD copy from the Writing Program Director.

#### *Library Sessions*

Librarians at the York College Library can help students use the college's online databases and catalogue; to schedule a one-hour library workshop, please fill out the Information Literacy Class Request form found on the library's webpage two weeks prior to your desired date:

<https://www.york.cuny.edu/library/information-literacy/information-literacy-class-request>

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 WRIT 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.

**Final Exam**

The final exam in WRIT 300 is often a reflective exercise, not unlike a cover letter for a portfolio. Many instructors ask students to write about what they have learned 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 engages 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 Writing Program Director, so we can think about appropriate support available on campus which can help your student succeed in WRIT 300.

**Attendance**

Please include this department policy attendance statement on your syllabus:

Attendance is required in all WRIT 300 sections. The English Department's policy for multiple section courses such as this one is: For classes that meet twice a week, students may miss no more than five (5) sessions; six (6) absences are grounds for failure. For classes that meet once

a week, students may miss no more than two (2) sessions; three absences are grounds for failure. In all classes, missing fifteen minutes of class—arriving late, departing early, or leaving during class—counts as half an absence.

### **Final Examinations and Grade Submission**

At the end of each semester, final grades at York College are submitted through the CUNYfirst system. Final grades are due within 72 hours of your final exam, which is scheduled by the college. You will receive notification from the college about the final 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 repeated 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 WRIT 301/302/303/304 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 WRIT 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 WRIT 300 courses explored in Spring 2011, including, for some, the texts that instructors used in their sections.

#### *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."

#### *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/mmwrhtml/mm59e0803a1.htm>
- Mead, M. (2008). The problem of changing food habits. In C. Counihan, and P.V. Esterik (Eds), *Food and culture: A reader* (2<sup>nd</sup> 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 Dubuissou)*

- 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."

Gladwell, Malcolm. "Black Like Them."

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](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 severe consequences. Information about York College's academic integrity policies is available at:

<https://www.york.cuny.edu/academics/academic-affairs/academic-integrity>

For suggestions on how to address instances of plagiarism, please consult pages 21 and 22 in this guide.

An example of an effective statement on academic integrity can be found below:

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 WRIT 303 will result in an F on the assignment, and/or, a failing grade in the course, and/or referral to the college'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:

<https://www.york.cuny.edu/academics/academic-affairs/academic-integrity>

## 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

It is suggested that instructors schedule one office hour per week for each course section that they are teaching. Adjuncts teaching two course sections are paid for an additional hour per week beyond their in-class duties. Office hours can be conducted in 1C01 or 2B09. Please let

the English Department office staff 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 the English Department office staff as soon as possible after you see it. Human Resources requires that we submit all timesheets for WRIT 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. These forms must be accessed through the AEMS (Adjunct Employee Management System) online: <https://www.york.cuny.edu/administrative/human-resources>. Again, timely submission of these forms is vital to get you paid on time.

### **Checking your mailbox**

Over the course of the semester, many important documents will arrive in your campus mailbox, such as the aforementioned payroll paperwork. Please check your mailbox every week, and complete any paperwork that you find in it.

### **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](mailto: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 WRIT 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](http://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](mailto:wstolte@york.cuny.edu)). If you don't have access, please contact the Writing Program Director or the English Department office staff.

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. If you are interested in incorporating technology more formally in your class, see the discussion of “Online and Hybrid Courses” below, or contact the Writing Program Director.

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](mailto:helpdesk@york.cuny.edu).

Many instructors make extensive use of the computer classrooms on campus. To schedule a session in a computer classroom, contact Ms. Elizabeth Chow at [echow@york.cuny.edu](mailto:echow@york.cuny.edu) or 718/262.3888.

### **Teaching WRIT 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. Faculty interested in teaching in the hybrid or online formats must complete the college’s summer online/hybrid faculty workshop.

Anyone who is interested in talking or hearing more about teaching WRIT 300 online or in a hybrid format should contact the Writing Program Director or the English Department chairperson.

## Sample Syllabus 1

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 crs. Research, reading, and writing for upper-division courses; drafting, revising, editing, and formatting documents. Readings are drawn primarily from areas pertinent to professional concerns. 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. 2 hours lecture, 2 hours laboratory. Course sections may be offered as hybrid online courses or as fully asynchronous online courses.

#### **Course texts:**

A grammar book such as Hacker, D., & Sommers, N. (2013). *The Bedford Handbook*. (9<sup>th</sup> 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 WRIT 303 will result in an F on the assignment, and/or, a failing grade in the course, and/or referral to the college'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:

<https://www.york.cuny.edu/academics/academic-affairs/academic-integrity>

### 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.*

<b>Week</b>	<b>Topic for Discussion</b>	<b>Homework</b>
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	



## Sample Syllabus 2

York College  
**WRIT 303 (Liberal Arts):**  
**Research and Writing for Professional Programs**  
**Section CD1: 4 Hours, 3 Credits**  
**Fall 2015, M/W: 10:00–11:50a.m.**  
**Academic Core, 2C15**

Dr. John Hodgkins  
 Office: 2B10  
 Office Hours: M/W, 2:00-3:00 p.m.  
 Email: jhodgkins@york.cuny.edu

### *Reading Contemporary Culture: Art, Media, Music*

#### **COURSE DESCRIPTION:**

WRIT 303 (Liberal Arts) Research and Writing for Professional Programs. 4 hrs. 3 crs.

Research, reading, and writing for upper-division courses; drafting, revising, editing, and formatting documents. Readings are drawn primarily from areas pertinent to professional concerns. 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. 2 hours lecture, 2 hours laboratory. Course sections may be offered as hybrid online courses or as fully asynchronous online courses.

#### **LEARNING OBJECTIVES:**

In this course, 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 materials from multiple sources.
- Document using APA format, both in-text and in a References list.
- Demonstrate an ability to revise written work through drafting and staged assignments.

#### **REQUIRED TEXTS**

Diane Hacker and Nancy Sommers. *The Bedford Handbook*. Ninth Edition. Boston: Bedford/St. Martin's, 2013.

Articles available through Blackboard.

#### **You will also need:**

A USB drive for use in the computer lab.  
 A York College email account which is *active*.  
 Access to the course Blackboard page.

## **MANDATORY REQUIREMENTS:**

**Attendance:** Success in this class depends on regular and punctual attendance. The English Department's policy for multiple section courses such as this one is:

- Students in classes that meet twice a week may miss no more than **five (5)** individual sessions.
- **Six (6)** absences are grounds for failure.
- Missing 15 minutes of class—arriving late, departing early, or leaving during class—counts as half an absence.

**Courtesy:** Please turn off all electronic devices. If you disrupt the in-class learning environment, you will be asked to leave the course.

**Class Participation:** Participating in classroom discussions and activities is a vital part of the learning process. You must be prepared for active engagement with ideas, texts, and classmates. Be ready to read aloud, exchange opinions with a partner, and to participate in small group discussions.

**Deadlines and Due Dates:** All work produced outside of class is due at the beginning of the class meeting on the date specified. Unless special arrangements have been made with me, penalties will be applied to late papers. **You must complete all assigned writing projects in order to pass the course.**

**Formatting Papers:** All assignments and papers (except in-class writing) must be prepared using a word processing program on a computer, following the standard format assigned, and all work must be prepared by you personally. You may not use the services of a typist or have anyone else type drafts, and you may not receive assistance in editing or proofreading your work before it is submitted. Each project must be submitted with your name, the date, the course and section number, and the instructor's name. All assignments must be stapled.

**Academic Honesty:** You need to understand plagiarism and its consequences. Deliberately submitting someone else's work as your own is a serious offense that will result in an F for the course. For more information about plagiarism, see *The York College Bulletin 2015-2016*, "Definitions and Examples of Academic Dishonesty," and Purdue University's Online Writing Lab resource, "Avoiding Plagiarism," located at: [http://owl.english.purdue.edu/handouts/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/research/r_plagiar.html). If you need more help understanding when to cite something or how to make clear your references, PLEASE ASK.

## **YORK COLLEGE RESOURCES**

**York College Library:** <http://york.cuny.edu/library>

**York College Computer Labs:** <http://york.cuny.edu/it/acet/computer-labs>

**Writing Center:** Located in Academic Core 1C18, the Writing Center assists students with writing skills. The Center offers scheduled tutoring, drop-in tutoring, and workshops. For more information, stop by, call (718) 262-2494, or check the Writing Center website: <http://york.cuny.edu/student/writing-center>.

**English as Second Language (ESL) Tutoring Center:** Tutoring is available for ESL students in Academic Core 3C08. Call (718) 262-2831 for the Fall 2015 schedule.

**Other Assistance:** Any student with a documented disability is welcome to contact the instructor early in the semester so that reasonable accommodations may be worked out to support his or her success in this writing course.

### ASSIGNMENTS AND GRADING

**Writing Assignments:** Each student will be required to complete three formal papers over the course of the class—Paper 1: a Synthesis Essay, Paper 2: a Multisource Essay, and Paper 3: a Research Essay—as well as a Research Proposal and an Annotated Bibliography. I will provide more information about these assignments when appropriate.

**Oral Presentations:** Every student will be required to give a formal presentation intended to give you a chance to rehearse the main questions/claims of your research essay. More information will be provided about these presentations when appropriate.

**Final Examinations:** Writing classes *will meet* at the scheduled exam time.

#### Grading Scale:

<b>A</b>	93	<b>C</b>	73
<b>A-</b>	90	<b>C-</b>	70
<b>B+</b>	88	<b>D+</b>	68
<b>B</b>	83	<b>D</b>	63
<b>B-</b>	80	<b>F</b>	59
<b>C+</b>	78		

#### Final Grade Distribution:

- Paper 1..... 10%
- Paper 2..... 15%
- Research Proposal..... 5%
- Annotated Bibliography..... 10%
- Paper 3..... 40%
- Class Participation (including oral presentation)..... 15%
- Final Exam..... 5%

Students please note: Please bring pens, paper, syllabus, and required readings to each class meeting.

	<i>Week 1</i>
M 8/31	Introduction to course / Writing sample / Expectations for next class clarified
W 9/2	<b>Due: Informal Writing Assignments</b> READING: from <i>The Bedford Handbook</i> (BH), “Exploring, Planning, and Drafting” (11-49) and “Reading and Writing Critically” (109-127). IN CLASS: introduction to using a reference handbook; discussion of Informal Writing Assignments; discussion about “active reading” and in-class handout.

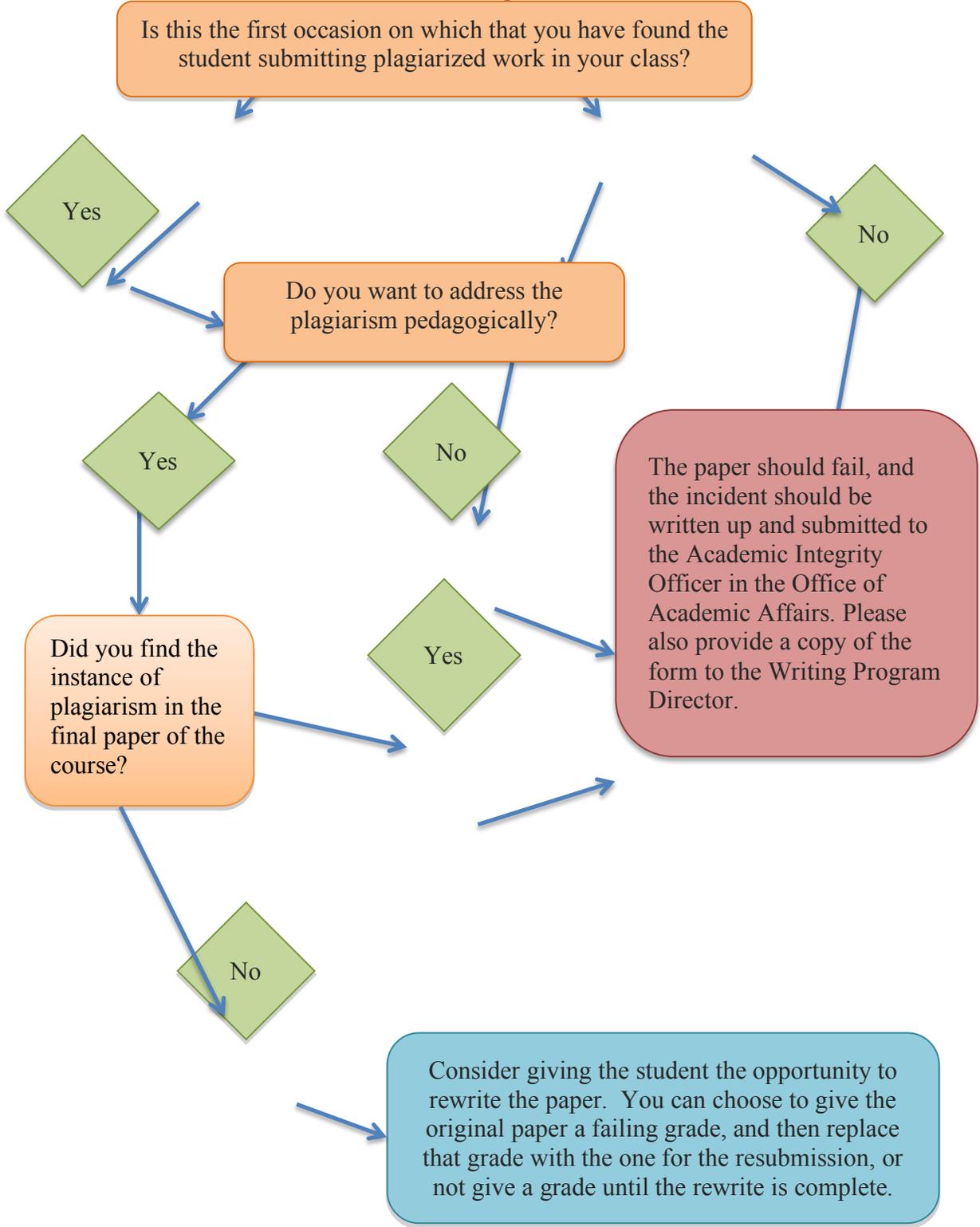


	<b>Week 7</b>
M 10/12	NO CLASS
W 10/14	BRING TO CLASS: a hard copy of at least one article found during your research and <i>The Bedford Handbook</i> . READING: from BH, “Evaluating Sources” (538-552) and “Integrating Sources” (671-679). IN CLASS: learning to evaluate sources; incorporating multiple sources into your writing; citing and documenting your sources; developing a thesis statement.
	<b>Week 8</b>
M 10/19	BRING TO CLASS: all notes, free-writing, outlines pertaining to Paper 2. READING: from BH, “Supporting a Thesis” (663-666) and “APA Manuscript Format” (723-738). IN CLASS: fashioning an outline; drafting a multisource essay.
W 10/21	<b>DUE: four copies of a complete draft of Paper 2.</b> IN CLASS: Writing Workshop
	<b>Week 9</b>
M 10/26	<b>DUE: Paper 2, the Multisource Essay, revised after Wednesday’s workshop.</b> IN CLASS: <b>Paper 3</b> , the Research Essay, <b>assigned and discussed</b> ; planning and invention for Paper 3; developing a research topic; creating sub-questions to organize and focus your research essay.
W 10/28	LAB DAY IN CLASS: tracking down and evaluating sources; revisiting and revising sub-questions.
	<b>Week 10</b>
M 11/2	LAB DAY IN CLASS: tracking down and evaluating sources; drafting the research proposal.
W 11/4	<b>DUE: Research Proposals</b> BRING TO CLASS: hard copies of the sources you’ve found so far. READING: “Construct an Annotated Bibliography” (553-555). IN CLASS: presentation and instructor approval of research proposals; introduction to annotated bibliographies; annotating your sources.
	<b>Week 11</b>
M 11/9	BRING TO CLASS: a draft of your annotated bibliography and <i>The Bedford Handbook</i> . IN CLASS: mini-workshop for annotated bibliographies; organizing and outlining the research essay.
W 11/11	<b>DUE: Annotated Bibliographies</b> BRING TO CLASS: four copies of an introductory paragraph and an outline for Paper 3. IN CLASS: mini-workshop for introductions and outlines; creating a title and subheadings; setting deadlines.
	<b>Week 12</b>
M 11/16	LAB DAY IN CLASS: drafting the research essay; troubleshooting and problem solving; sign up for student/instructor conferences; looking ahead to student presentations.
W 11/18	INDIVIDUAL CONFERENCES: students meet with instructor and sign up for presentations.

	Note to students: bring a working draft of Paper 3.
	<b>Week 13</b>
M 11/23	INDIVIDUAL CONFERENCES: students meet with instructor and sign up for presentations. Note to students: bring a working draft of Paper 3.
W 11/25	INDIVIDUAL CONFERENCES: students meet with instructor and sign up for presentations. Note to students: bring a working draft of Paper 3.
	<b>Week 14</b>
M 11/30	IN CLASS: Oral Presentations: students present research projects in-progress; class provides constructive feedback.
W 12/2	IN CLASS: Oral Presentations: students present research projects in-progress; class provides constructive feedback.
	<b>Week 15</b>
M 12/7	IN CLASS: Oral Presentations: students present research projects in-progress; class provides constructive feedback.
W 12/9	<b>DUE: four copies of a complete draft of Paper 3.</b> IN CLASS: Writing Workshop HOMEWORK: before beginning revisions, read in BH, "Revising, Editing, and Reflecting" (49-76).
	<b>Week 16</b>
M 12/14	<b>DUE: Paper 3, the Research Essay, revised after Tuesday's workshop.</b> IN CLASS: take-home final exam assigned and explained.

NOTICE: Changes or additions to this schedule will be announced in class or distributed.

In your English 125, 126 or Writing 300 class, you identify a piece of student work that appears to be plagiarized. Here is a decision tree to help you figure out what to do next.



Notes:

You can decide whether the student should fail the course based on the severity of the plagiarism. Please try to meet with the student to explain what you have found, and, if the student agrees to the sanction, get them to sign the form before you submit it to OAA and the Writing Program Director.

We don't encourage offering rewrites on final papers. English 125, 126 and Writing 300 are courses about using sources appropriately; if students have not understood that by the end of the semester (as evidenced by plagiarism in the final paper), then they should probably not pass the final paper.

For any case of plagiarism where you decide that a rewrite and resubmission is not appropriate, you must discuss the sanction with the student. If the sanction will affect the final grade in the course, and if a student does not agree to the sanction, you should give the student a grade of PEN in the course, submit the relevant paperwork, and the matter will be taken up by the York College Academic Integrity Committee. The Academic Integrity Officer will contact the student, and if the student pursues an appeal, you may be asked to appear before a subcommittee before the Academic Integrity Committee to discuss the case.