

BOSTON COLLEGE

S U M M E R S E S S I O N

*Please note that this syllabus should be regarded only as a general guide to the course and is subject to change at the instructor's discretion.

ENGL1010 02 First-Year Writing Seminar, 3 credits

Boston College Summer Session 2, 2016

Monday, June 27, 2016 – Wednesday, August 3, 2016

Mondays and Wednesdays, 8:15am – 11:30am

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Office: Stokes South 470D

Office Hours: TBD

Course Description

The First-Year Writing Seminar is a workshop in which each student develops a portfolio of personal and academic writing over the course of the semester. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. Students read a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets twice a week to discuss the writing process, the relationship between reading and writing, conventional and innovative ways of doing research, and evolving drafts of class members.

Textbooks & Readings

I feel very strongly that writing isn't so much an art as a discipline, and that the best way to write (as with any discipline) is to practice. As a result, this course doesn't have a great deal of assigned readings. There will be some, which I will provide as early as possible via e-mail or Canvas, all of which will be chosen either because of how they say to write or because they provide a good example of a certain type of writing. That being said, the most important part of this course is that you keep up with the writing.

Course Schedule (Including writing schedule)

Monday, June 27

In Class Writing Activity 1: Observation and Description

Wednesday, June 29

In Class Writing Activity 2: Second-Person Personal Narrative

Monday, July 4 -- Independence Day, No Class

Wednesday, July 6

Source Analysis Draft Due (Needed For In-Class Work)

In-Class Writing Activity 3: Mars Business Plan

Monday, July 11

Source Analysis Due + Reflection

In-Class Writing Activity 4: News Article

Wednesday, July 13

Argumentative Essay Plan Due (Needed For In-Class Work)

In-Class Writing Activity 5: Invective/Speech

Monday, July 18

Argumentative Essay Draft Due (Needed For In-Class Work)

In-Class Writing Activity 6: Advertisement

Wednesday, July 20

Argumentative Essay Due + Reflection

Mini Research Paper Plan Due (Needed For In-Class Work)

Monday, July 24

Mini Research Paper Draft Due (Needed For In-Class Work)

In-Class Writing Activity 7: Film Review

Wednesday, July 27

Personal Narrative Draft Due (Needed For In-Class Work)

In-Class Writing Activity 8: Op-Ed

Monday, August 1

Mini Research Paper Due + Reflection

In-Class Writing Activity Draft Due (Needed For In-Class Work)

Wednesday, August 3

Portfolio Due (Includes: Revised In-Class Writing Activity (pick one); Source Analysis; Argumentative Essay; Mini Research Paper; and Personal Narrative)

Course Objectives

There are a number of things I'd like to see you come out of this course with, and these are just a few:

- A broader understanding and appreciation of writing in a wide array of contexts
- The ability to analyze, critically evaluate, and reconstruct ideas, arguments, and points of view
- A demonstrable competence for writing across cultural settings and an understanding of the impact of culture and privilege writ large as they pertain to the written word
- The ability to navigate the way our texts reflect our cultural beliefs back at us, as a means of self- and

cultural analysis

Grade Breakdown

Portfolio (see below)	90%
Studentship (see below):	10%

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the [Office of Student Services](#).

The Assignments / Your Portfolio (90%)

Your portfolio consists of **the five major assignments of the course**.

Source Analysis	– 20%
Argumentative Essay	– 20%
Mini Research Paper	– 20%
Personal Narrative	– 20%
In-Class Writing Activity (reworked)	– 10%

Because one significant goal of this course is to impress upon you the importance of drafting and re-writing, the portfolio also includes **a rewriting of one of the first two assignments of the course**. Both the Source Analysis and Argumentative Essay are worth 20% of your grade. For whichever assignment you choose to re-write, that 20% will be split up, so that your original submission is worth 8% and your resubmission is worth 12%. You will also choose **one** In-Class Writing Activity to rewrite (except #2), which will be worth 10% of your grade. I will be working with you one-on-one throughout the course to help you to decide which pieces to rework and on the rewriting process itself.

You will have the opportunity to rewrite either the first assignment (Source Analysis) or the second assignment (Argumentative Essay).

For example, if you choose to rework your Source Analysis, then your portfolio breakdown will be:

Source Analysis	
– Original :	8%
– Reworked:	12%
Argumentative Essay:	20%
Mini Research Paper:	20%
Personal Narrative:	20%
In-Class Writing Activity:	10%

Again, bear in mind that (one) you will be working with me one-on-one about these changes, and (two) that the changes you make when reworking **will be significant**. Changing a word here and there won't count.

Studentship (10%)

Instead of using the terms “attendance” and “participation”, I prefer the term “studentship” because it embraces more than just showing up and participating. Studentship means making an effort and

engaging with the class. It means taking things seriously and being professional. For the next four years, being a student is your job. Treat it, yourself, and your peers with respect.

Deadlines and Late Work

Because the summer semesters are so short, late work **will not be accepted** without a valid medical reason or an explanatory note from the Dean.

Attendance

Consistent with BC's commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Canvas

Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click [here](#).

Accommodation and Accessibility

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- [The Connors Family Learning Center \(CFLC\)](#) coordinates services for students with LD and ADHD.
- [The Disabilities Services Office \(DSO\)](#) coordinates services for all other disabilities.

Find out more about BC's commitment to accessibility at www.bc.edu/sites/accessibility.

Written Work

Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor's requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the [Connors Family Learning Center](#).

Scholarship and Academic Integrity

Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student's work. Please see the [Boston College policy on academic integrity](#) for more information.

Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.