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English 21002: Writing for the Social Sciences | Spring 2020
G [45116] MW 5:00PM – 6:15 PM | NAC 1/301Z

Office Hours:
MW 3:45PM-4:45PM and by appointment
Office: NAC 6/222

Introduction and Course Description

Writing for the Social Sciences – Online Hybrid

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

- Zora Neale Hurston

Course Description

This dynamic English Composition course asks students to both create and engage with texts, in a variety of forms, that examine human societies and cultures through research and observation. In this class, students will read and write voraciously about ethnographic research and learn fundamental strategies for finding and honing a topic, taking notes, conducting research, and writing a fieldwork project. Research for this course will not be confined to the library or the Internet, rather students will be asked to observe, listen, interpret, and analyze the behaviors of those around them and include these perspectives in their own writing.

Throughout the semester, students will also consciously consider what it means to write academically at the college level via regular self-reflection and revision. In doing so, students will strengthen their rhetorical knowledge and further develop an iterative writing process that they can apply to written assignments across genres and disciplines throughout college and beyond. This course is uniquely designed for students who are interested in pursuing majors in the social sciences including anthropology, sociology, and cultural studies.

Note: This course will blend classroom and online instruction into a hybrid format. You will need to be able to complete a significant portion of the work online. While you can complete all of the work using campus computers, we recommend that you take this class only if you have computer and Internet access from home.

Course Learning Outcomes

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

Required Text

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

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

Course Policies

Student Code of Conduct

co·ex·ist (kō'ĭg-zĭst')

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

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

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

Plagiarism and Academic Integrity

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

Attendance

Students are expected to attend every class session of this course and to be on time. If you miss five classes, your final grade will be dropped by one-half of one letter (a 90 to an 85, for example). If you miss six classes, your final grade will be dropped one full letter. If you miss seven classes, you will not be able to pass the course. Consistent late arrivals and early departures will have a negative impact on your grade. I will notify you by email if course absences (for full or partial classes) are having an impact on your grade. If you have special circumstances, please see me. I'm happy to work with you to help you complete this course.

Late Work

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

Food and Drink

No eating or drinking is allowed in the active learning classrooms.

Phones, Devices, and Other Electronics

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

Resources

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

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

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

Gateway Advising Center, NAC 1/220

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

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

AccessAbility Center, NAC 1/218

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

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

SEEK Peer Academic Learning Center, NAC 4/224

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

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

Purdue OWL

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

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

Major Assignments

Essay #1: Feature Profile

Assignment Description

For this assignment, you will interview someone (a friend or acquaintance) who comes from a culture that is different from your own about a social, political, economic, or cultural issue of your choice. The goal for this assignment is to conduct an intimate inquiry into how one's cultural background shapes one's perspectives and worldviews. Your interview will be semi-structured: You will develop a series of formal questions that will help you gain deep insight into your interviewee's background and perspectives. Following your interview, you will compose **500-750 word** profile that:

- (1) describes and analyzes your informant's cultural background and viewpoints and
- (2) reflects on the similarities and differences between his or her experiences and your own.

Your essay should not be just a summary of your informant's responses, but rather an analysis of how your informant's culture influences his or her worldviews that compares and contrasts their perspective with your own. You are encouraged (but not required) to incorporate outside primary or secondary sources to create a broader view of your informant.

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

- **INFORMANT DESCRIPTION** - Provide a brief description (250-500 words) of the individual you intend to interview that includes his/her gender, approximate age, cultural background, and viewpoint on your chosen topic. Be sure to use a pseudonym (a made-up name) to protect the privacy of your interviewee unless he/she gave you written permission to share his or her identity.
- **INTERVIEW QUESTIONS** - Draft 8-10 interview questions to guide your discussion with your subject. Be sure to include a combination of both closed and open questions in order to gather background information and elicit your subject's perspective.

- **INTERVIEW TRANSCRIPT** - You are expected to have a voice recorder and notebook/pen with you during the interview. Record the whole interview and transcribe it word for word. **Note: Your subject must grant consent for you to record. Be sure to include the statement below at the top of your transcription: I have permission from my interviewee to record the interview. The following is an exact transcript of the interview recording.**
- **REFLECTION** - Along with your final draft, you will submit a short reflection (250-500 words) in which you address several questions about your experience conducting this interview including (but not limited to):
 - Were there any gender, class, race, or age differences that may have affected the way you approached your subject?
 - How did you try to either acknowledge or erase these differences and to what extent were you successful?
 - How did your interactions change over time in talking with and understanding your subject and his/her worldview?

Format

500-750 words; Size 12 font, Times New Roman, standard margins, double-spaced

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

Submission

You will submit both print and digital copies of this essay. Hard copies are due at the beginning of class on the designated assignment due date. Digital copies should be uploaded online via Blackboard before class.

Timeline

FEB 3	REVIEW ESSAY #1 ASSIGNMENT
FEB 5	INFORMANT DESCRIPTION DUE
FEB 19	INTERVIEW QUESTIONS DUE
FEB 24	INTERVIEW TRANSCRIPT DUE
MAR 2	ESSAY #1 FIRST DRAFT DUE
MAR 4	PEER REVIEW COMMENTS DUE
MAR 9	ESSAY #1 FINAL DRAFT + REFLECTION DUE

Essay #2: Field Observation - Online Community

Assignment Description

For this assignment, you will select an online community (social media page, website, hashtag feed, discussion forum, blog, message board, etc.) and observe the participants, their behavior, their demeanor, and their reactions/interactions to/with one another. You are encouraged (but not required) to engage in the community to inform their analysis.

Using field notes from your observation, you will write a **1000-1250 word** essay assessing trends and patterns of behavior that you noticed. Your essay should include **at least three primary and/or secondary sources** outside of your field notes in order to create a broader view of your online community and triangulate your

findings. Your response will address several questions related to the community culture including (but not limited to):

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

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

- **SUBJECT DESCRIPTION** - Provide a brief description (250-500 words) of the online community you intend to observe. **Note: The instructor must approve all subjects for this assignment.* Questions to consider:
 - *What goals or interests do members of the community share? Who are the gatekeepers?*
 - *Does the community invent special words or use words in specific ways?*
 - *What popular media or scholarly resources could you consult to understand more about the community?*
- **OBSERVATION FIELD NOTES** - Provide a typewritten transcription (750-1000 words) of the field notes from your observation. Note the date and time as well as specific details including (but not limited to):
 - *Information about your chosen online community (platform, core beliefs, rules, rituals, patterns of behavior, vibe/energy, etc.)*
 - *Use of language. Consciously observe, record, and analyze what is being said, how is it being said, and the tone of conversation among participants.*
 - *Information about members of the online community, not only their behavior but general information about their socio-demographic characteristics you are able to ascertain from their accounts (age, race/ethnicity, gender, SES, etc.)*
 - *How do they address one another? What names have they given themselves in the virtual world? What tone does each conversation take? How do participants seem to conceive of themselves as a community or culture?*
 - *Questions about participants or behaviors for future investigation.*
 - *Your thoughts and feelings while making observations.*
- **REFLECTION** - Along with your final draft, you will submit a short reflection (250-500 words) in which you address several questions about your experience writing this essay including (but not limited to):
 - *How did you select your online community for this assignment? Reflect on the process of adapting your focus and how you may have modified your subject given the scope of the paper.*
 - *What were some of the most interesting discoveries you made while working on this assignment? About the online community? About yourself?*
 - *What other primary and secondary did you consult to understand more out your online community?*

Format

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

Submission

You will submit both print and digital copies of this essay. Hard copies are due at the beginning of class on the designated assignment due date. Digital copies should be uploaded online via Blackboard before class.

Timeline

MAR 9	REVIEW ESSAY #2 ASSIGNMENT
MAR 16	SUBJECT DESCRIPTION DUE
MAR 23	OBSERVATION FIELD NOTES DUE
MAR 25	ESSAY #2 FIRST DRAFT DUE
APR 1	PEER REVIEW COMMENTS DUE
APR 6	ESSAY #2 FINAL DRAFT + REFLECTION DUE

Essay #3: Literature Review

Assignment Description

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

ABSTRACT	<ul style="list-style-type: none">- Summarizes your paper. Note that this section should not provide context or attempt to interest a reader in your paper the way an introduction does. Just simply state the main points you will cover.
INTRODUCTION	<ul style="list-style-type: none">- Defines and identifies the topic and establishes the reason for the literature review. (So what?)- Provides background information and points to general trends in what has been published about the topic.- Presents research questions and provides a succinct answer to that question in a 1-2 sentence thesis statement.
BODY OF THE REVIEW	<ul style="list-style-type: none">- Groups articles into thematic clusters, or subtopics and proceeds in a logical order from cluster to cluster.- Emphasizes the main findings or arguments of the articles in the student's own words.- Presents the research, knowledge, and analysis that the literature offers concerning your research question.- Interprets, evaluates, and makes connections between sources.- Keeps quotations from sources to an absolute minimum.
CONCLUSION	<ul style="list-style-type: none">- Summarizes the major themes that emerged in the review and identifies areas of controversy in the literature.- Pinpoints strengths and weaknesses among the articles (innovative methods used, gaps in research, problems with theoretical frameworks, etc.)

	- Concludes by formulating questions that need further research within the topic, and provides some insight into the relationship between that topic and the larger field of study or discipline.
WORKS CITED PAGE	- Note: This does page not count towards the word limit

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

- **RESEARCH TOPIC REFLECTION** - Identify a specific research question to guide your inquiry. Then, write a short reflection (250-500 words) on what inspired your desire for further inquiry on this topic, including how you came up with the question, why it might be important, and how you plan to explore the question in your research.
- **REPORT ON RESEARCH IN PROGRES** - Write a short reflection (250-500 words) on your research progress. Questions to consider:
 - *What credible sources have you found so far? How do they effectively answer your research question?*
 - *Were there any sources you found while conducting your research that you decided to exclude? Why?*
 - *Are there any sources you are still unsure about using? What about the source makes you uncertain?*
 - *What's missing in your research? What information are you still seeking from other sources?*
- **ANNOTATED BIBLIOGRAPHY** - Your annotated bibliography (500 -1000 words) should consist of at least 3 scholarly sources that you have deemed relevant to your topic and/or proposed research question. For each source you will need to:
 - *Cite the text in proper APA format*
 - *Write a brief annotation (approx. 150+ words) that summarizes the source in your own words and explains the source's relevance and importance to your topic.*
- **REFLECTION** - Along with your final draft, you will submit a short reflection (250-500 words) in which you address several questions about your experience writing this essay, including (but not limited to):
 - *How did you think about and refine your research question?*
 - *Did you have trouble finding some information and if so, how did you overcome this challenge?*
 - *Were there any sources you found while conducting the research that you discarded? If so, why?*
 - *What problems did you encounter in analyzing your text and how did you solve them?*

Format

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

Submission

You will submit both print and digital copies of this essay. Hard copies are due at the beginning of class on the designated assignment due date. Digital copies should be uploaded online via Blackboard before class.

Timeline

APR 6	REVIEW ESSAY #3 ASSIGNMENT
APR 8	RESEARCH TOPIC REFLECTION DUE

APR 20	REPORT ON RESEARCH IN PROGRESS
APR 22	ANNOTATED BIBLIOGRAPHY DUE
APR 27	ESSAY #3 FIRST DRAFT DUE
APR 29	PEER REVIEW COMMENTS DUE
MAY 4	ESSAY #3 FINAL DRAFT + REFLECTION DUE

Essay #4: The Portfolio and Self-Assessment

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

The Portfolio

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

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

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

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

The Self-Assessment Essay

The Self-Assessment Essay (1000-1250 words) is a kind of research paper. Your development as a writer is the subject and the writing itself is your evidence. As you write your Self-Assessment Essay, you'll be referring to the works you've included in your Portfolio. This essay answers two questions: *To what extent have I achieved the course learning objectives? In what ways have my perceptions on what writing is and does evolved this semester?* This essay will thus provide you with an opportunity to demonstrate how you've developed as a writer this semester and will serve as an introduction to your Portfolio.

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

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

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

Submission

Post Final Portfolio link to Blackboard before 11:59pm. on **Monday, May 18th**.

Other Assignments

Discussion Posts

Throughout the semester, you will be asked to respond to assigned readings on the course blog at <https://21002hybrid.commons.gc.cuny.edu/>. Overall, the course blog is a way for us to begin conversations about our work that we will continue offline in both small group and whole-class discussions. In addition to posting your original post (250-500 words), please also be sure to comment on at least two of your classmates' posts, which will count towards your participation grade.

Quizzes

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

Oral Report

For this assignment, you will prepare a **3-minute oral report** using research from your Literature Review to **take a stand on a social, political, economic, or cultural issue** that interests you. In addition to delivering your speech to the class, you will submit a short reflection (250-500 words) that identifies a realistic audience, purpose, and situation to deliver your presentation.

Individual Conference

Each of you will meet with for one 15-minute individual conference to discuss feedback on your writing and asses your goals for the semester. Attendance at all scheduled conferences is **mandatory** and absences are unacceptable and non-negotiable.

Peer Review

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

Grade Weights

Active Participation	5%
Discussion Posts	10%
Quizzes	5%
Oral Report	5%
Essay #1: Feature Profile - Subject Description - Interview Questions - Interview Transcript - Peer Review - Final Draft - Reflection	15%
Essay #2: Field Observation – Online Community - Subject Description - Observation Field Notes - Peer Review - Final Draft - Reflection	15%
Essay #3: Literature Review - Research Topic Reflection - Report on Research in Progress - Annotated Bibliography - Peer Review - Final Draft - Reflection	25%
Essay #4: Portfolio and Self-Assessment	20%

Grade Schema

A+ (97-100)	A (94-96)	A- (90-93)	
B+ (87-89)	B (84-86)	B- (80-83)	
C+ (77-79)	C (74-76)	C- (70-73)	
D+ (67-69)	D (64-66)	D- (60-63)	F (0-59)

Schedule of Classes

*F2F = face-to-face

Date	Location	Before Class	In-Class
Monday, Jan. 27	F2F		<ul style="list-style-type: none"> Course Introduction Diagnostic Essay

Wednesday, Jan. 29	F2F	<ul style="list-style-type: none"> • Review course site and syllabus • Sign-up for CUNY Academic Commons • Complete Mindset Survey https://forms.gle/UgfeHJzEyYTT14Ld6 	<ul style="list-style-type: none"> • Syllabus Review • Overview of Writing for the Social Sciences
Monday, Feb. 3	F2F	<ul style="list-style-type: none"> • Read “The Role of the Behavioral Scientist in the Civil Rights Movement” by Dr. Martin Luther King Jr. • Complete Writing Pre-Assessment Survey 	<ul style="list-style-type: none"> • Review Essay #1 Assignment • Peer Interviews
Wednesday, Feb. 5	F2F	<ul style="list-style-type: none"> • Read <i>Fieldworking</i> Ch. 1 pg. 1-18 • ESSAY #1 INFORMANT DESCRIPTION DUE 	<ul style="list-style-type: none"> • Discuss reading • Defining Culture, Fieldwork, and Ethnography
Monday, Feb. 10	F2F	<ul style="list-style-type: none"> • Read “A Report from Occupied Territory” by James Baldwin • DISCUSSION POST #1 DUE 	<ul style="list-style-type: none"> • Discuss Baldwin • Engaging the Ethnographic Perspective • Interview Strategies & Techniques
Wednesday, Feb. 12	<h1>College Closed</h1>		
Monday, Feb. 17			
Wednesday, Feb. 19	F2F	<ul style="list-style-type: none"> • Read <i>Fieldworking</i> Ch. 5 pg. 219-238, Ch. 6 pg. 271-274 • ESSAY #1 INTERVIEW QUESTIONS DUE 	<ul style="list-style-type: none"> • Discuss reading • Observing Body Language • Peer Review: Interview Questions-
Monday, Feb. 24	F2F	<ul style="list-style-type: none"> • Read <i>Fieldworking</i> Ch 2 pg. 55-65; Ch 5 pg 264-266 • ESSAY #1 INTERVIEW TRANSCRIPT DUE 	<ul style="list-style-type: none"> • Discuss reading • Using Character, Setting, and Theme to Create a Verbal Portrait • Field Writing, Point of View and Rhetoric
Wednesday, Feb. 26	Online	<ul style="list-style-type: none"> • Read “The Hustlers at Scores” by Jessica Pressler • DISCUSSION POST #2 DUE 	
Monday, Mar. 2	F2F	<ul style="list-style-type: none"> • Read <i>Fieldworking</i> Ch 8 pg 353-371 • ESSAY #1 FIRST DRAFT DUE 	<ul style="list-style-type: none"> • Peer Review: Essay #1 First Draft-

Wednesday, Mar. 4	Online	<ul style="list-style-type: none"> • Re-read each group members draft and take notes on the writer's main strengths and weaknesses. • Post peer review worksheets to Bb <u>no later than Wednesday, March 4th at 11:59pm.</u> 	
Monday, Mar. 9	F2F	<ul style="list-style-type: none"> • ESSAY #1 FINAL DRAFT + REFLECTION DUE 	<ul style="list-style-type: none"> • Review Essay #2 Assignment • Exploratory Writing
Wednesday, Mar. 11	Online	<ul style="list-style-type: none"> • Read <i>Fieldworking</i>, Ch 2 pg 66-71, pg. 80-84 • DISCUSSION POST #3 DUE 	
Monday, Mar. 16	F2F	<ul style="list-style-type: none"> • Read <i>Fieldworking</i>, Ch. 3 pg. 140-157 • ESSAY #2 SUBJECT DESCRIPTION DUE 	<ul style="list-style-type: none"> • Discuss reading • Notetaking Strategies • Double Entry Fieldnotes • Researching Online Communities
Wednesday, Mar. 18	Online	<ul style="list-style-type: none"> • Read <i>Fieldworking</i>, Ch 3 pg 101-117 • DISCUSSION POST #4 DUE 	
Monday, Mar. 23	F2F	<ul style="list-style-type: none"> • Read <i>Fieldworking</i>, Ch. 2, pg. 86-99, Ch. 6 pg. 276-282 • ESSAY #2 OBSERVATION FIELD NOTES DUE 	<ul style="list-style-type: none"> • Discuss reading • Positioning Yourself • Questioning Your Field Notes • Using Insider Language in your Writing
Wednesday, Mar. 25	F2F	<ul style="list-style-type: none"> • ESSAY #2 FIRST DRAFT DUE 	<ul style="list-style-type: none"> • Peer Review: Essay #2 First Draft
Monday, Mar. 30		<p>Class Cancelled – Individual Conferences by appointment only</p> <ul style="list-style-type: none"> • Re-read each group member's draft and take notes on the writer's main strengths and weaknesses. • Post peer review comments to Bb <u>no later than Wednesday, April 1st at 11:59pm.</u> 	
Wednesday, Apr. 1		<p>Class Cancelled – Individual Conferences by appointment only</p>	
Monday, Apr. 6	F2F	<ul style="list-style-type: none"> • Read <i>Fieldworking</i>, Ch 8 pg 379-382 • ESSAY #2 FINAL DRAFT + REFLECTION DUE 	<ul style="list-style-type: none"> • Discuss reading • Review Essay #3 Assignment • Accessing CCNY Academic Databases • What makes a good research question?·

Tuesday, Apr. 7	Online	Classes follow Wednesday schedule <ul style="list-style-type: none"> • Read “Coming up with a Research Question” by Kathryn Kinmond • ESSAY #3 RESEARCH TOPIC REFLECTION DUE 	
Wednesday, Apr. 8	<h1>Spring Recess</h1>		
Monday, Apr. 13			
Wednesday, Apr. 15			
Monday, Apr. 20	F2F	<ul style="list-style-type: none"> • Review Tips for Identifying Scholarly (Peer Reviewed) Journals and Identifying And Reading Scholarly Works Handouts • REPORT ON RESEARCH IN PROGRESS DUE 	<ul style="list-style-type: none"> • Discuss reading • Peer Review: Research in Progress • Workshop: The Annotated Bibliography
Wednesday, Apr. 22	F2F	<ul style="list-style-type: none"> • Read How to Write a Literature Review Paper? by Bert Van Wee & David Banister • ESSAY #3 ANNOTATED BIBLIOGRAPHY DUE 	<ul style="list-style-type: none"> • Discuss reading • Workshop: Writing a Literature Review
Monday, Apr. 27	F2F	<ul style="list-style-type: none"> • Read “Writers on Revising” by Joe Moxley • ESSAY #3 FIRST DRAFT DUE 	<ul style="list-style-type: none"> • Discuss reading • Essay #3 Peer Review • Revision Workshop
Wednesday, Apr. 29	Online	<ul style="list-style-type: none"> • Re-read each group member’s draft and take notes on the writer's main strengths and weaknesses. • Post peer review worksheets to Bb <u>no later than Wednesday, April 29th at 11:59pm.</u> 	
Monday, May 4	F2F	<ul style="list-style-type: none"> • Watch Kimberlé Crenshaw “The Urgency of Intersectionality” • ESSAY #3 FINAL DRAFT + REFLECTION DUE 	<ul style="list-style-type: none"> • Public Speaking • Review Essay #4 Assignment • Workshop: Academic Commons
Wednesday, May 6	Online	<ul style="list-style-type: none"> • Read “Why I Write” by George Orwell • DISCUSSION POST #5 DUE 	
Monday, May 11	F2F	<ul style="list-style-type: none"> • Sign-up for Oral Report • ORAL REPORT REFLECTION DUE 	<ul style="list-style-type: none"> • Class Surveys • Oral Reports - Part I
Wednesday, May 13	F2F	<ul style="list-style-type: none"> • Complete Writing Post-Assessment Survey. 	Last Day of Classes <ul style="list-style-type: none"> • Oral Reports Part II • Review Portfolio and Self-Assessment
Monday, May 18		<ul style="list-style-type: none"> • ESSAY #4 DUE 	