
REQUIRED READINGS

All readings are available as downloadable pdfs on course Google Drive site.

PROJECT DESCRIPTIONS/GRADING

Engaged Participation (10%): This is a small writing course and our class time will be devoted mainly to discussion and activities. Therefore, I expect everyone to contribute *regularly* and *productively*. Moreover, I expect everyone to help shape a learning environment that promotes this level and quality of participation by all members. This kind of learning environment features open discussion and inquiry, the confrontation of hard questions and controversial ideas, and respect for intellectual, linguistic, and cultural diversity.

Besides regular, productive contributions to class, peer-review activity, while not graded separately, is especially important to your participation grade. Because feedback is important to writers, and because reading and providing response to other writers can help us improve our own writing, failure to participate in a peer review session will result in a final participation grade not higher than a “C” and two missed peer review sessions will result in an “F” for participation

Research response journal (15%): The purpose of the journal is to provide you with a space where you can *make sense* of our readings, conversations, and experiences in this course—by reflecting on our work together, working with the readings, commenting or extending classroom discussion, generating ideas for and drafts of projects, trying out ideas that strike you without warning, etc. Your grades for the journal will be based upon your thoughtful completion of this informal but substantive writing; I won’t grade individual entries or evaluate the writing for grammar, mechanics, organization, etc., but I will give you a holistic grade on the depth of your analysis and engagement with the reading materials. You will submit your journal 3 times during the semester.

Reading quizzes (10%): In order to ensure that everyone keeps with the readings, I will give 11 reading quizzes. I will drop your lowest quiz grade at the end of the semester when calculating your final grade.

Writing in the Archives (20%): Northeastern’s institutional archives contain alumni papers, student publications, course catalogs, syllabi and assignments, and other holdings that await our attempts to discover students’ stories. These stories, accumulated over 100+ years, offer insight into a range of topics, from the focus of instruction, to the experience of co-op, to the realities of student life. Exploring the Northeastern University experience from the perspective of what students wrote, studied, and did helps us make sense of current experiences, as well as offers direction for future initiatives. To engage in this work, you will learn the materials and methods of archival research and conduct hands-on inquiry in NEU’s archives.

Proposal: 5%

Draft: 5%

Final Project: 10%

Writing Development Study (20%): There has been more than 50 years of research on how writers change—i.e., how we become “better writers” over time. For example, we know that develop is uneven (no one changes at the same rate), that writers become better writers within communities in which they are given guided participation, and that writers must learn content expertise along with process knowledge, genre knowledge, and rhetorical knowledge. Studying how writers change over time is my favorite kind of study because we get to see the marvel of learning in action. This assignment will ask you to identify a research question about writing development that interests you, interview one or two fellow writers, and then follow those writers over the course of several weeks to see how they negotiate the writing demands of college and personal life. **Software coding**

Proposal: 5%

Draft: 5%

Final Project: 10%

Writing in the Community (25%): Using one or several tools of writing research we have read about and discussed, you'll identify a site of writing activity or a community for in-depth study. These could include a writing center or tutorial setting, a writing class to observe, or a non-academic site in which writing plays a central role. This assignment will require that you complete a proposal for your study, understand the Institutional Review Board (IRB) process. **GIS mapping technology**

Proposal: 5%

Draft: 5%

Final Project: 15%

We will discuss specific grading criteria for each project; for now, please note that **A**s are reserved for truly outstanding work (insightful, distinctive, exceedingly well-written); **B**s indicate work that is very good (thoughtful, thorough, generally well-written); **C**s indicate work that completes the assignment but may be thin, unimaginative, superficial, and/or perfunctory; **D**s indicate work that is incomplete, that betrays a misunderstanding of the assignment, or is otherwise significantly flawed; **F**s indicate work that is incomplete, missing, or deeply flawed.

ADVICE ON TACKLING ASSIGNMENTS CHECK **NUPath Tags**

Our course will function as a **writing course**. In a writing course, we talk about writing as well as reading, and you have lots of opportunities for writing. You must come to each class prepared to discuss and write on the day's reading. You should plan to read the required reading carefully before class discussion. You will need the course readings to help you complete the writing for this course.

How to tackle the reading assignments: Work closely with each text, identifying specific passages that are difficult, obscure, provocative, insightful. Mark these and record questions and comments that come to mind. Bring your notes and text to class always.

How to tackle the research response journal: Use the readings to help you develop your responses to your weekly writing blog entry. Pick a key idea or passage from the texts and use that confined space to work deeply. Working deeply is much better than trying to answer in broad-brush strokes. You simply won't learn as much by glossing over the readings in your responses.

How to tackle the project written assignments: Before beginning a draft, you'll complete brief preliminary exercises to launch your inquiry. You'll write and submit a proposal that builds on these preliminary exercises. You'll then confer with fellow students in peer review on a rough draft; you are expected to read each other's work carefully and assess it in specific ways. With specific responses from your readers in mind and your own strategic thinking, you'll revise your rough draft into something polished and powerful.

Please feel free to talk to me about any difficulties or concerns you may have. And let me know what you think is going well. Remember, your teachers are here to help, and I welcome talking with you.

ATTENDANCE

Regular attendance at class meetings is expected. Students are allowed two unexcused absences in classes that meet for two days. Significant and/or frequent tardiness may be counted as unexcused absences at the instructor's discretion. Also, if you are not prepared for class, I reserve the right to count you absent.

Students have the right to a limited number of excused absences for conditions listed in the Northeastern University Attendance Requirements, including absences due to specific university-sponsored activities, religious holidays, military deployment, and jury duty. Students are responsible for notifying instructors in writing when facing an extended leave of absence or extenuating circumstances. Please note that University Health and Counseling Services will not issue documentation of students' illnesses or injuries.

LATE SUBMISSIONS OF WRITTEN WORK

If you need an extension on a project, ask me in advance of the due date.

ACADEMIC INTEGRITY

Northeastern University is committed to the principles of intellectual honesty and integrity: the Northeastern Academic Honesty and Integrity Policy may be found at <http://www.northeastern.edu/osccr/academic-integrity-policy/>

The Office of Student Conduct and Conflict Resolution (OSCCR) website (<http://www.northeastern.edu/osccr/>) provides extensive information on student conduct, the disciplinary process, and the range of available sanctions. All members of the Northeastern community are expected to maintain complete honesty in all academic work, presenting only that which is their own work in tests and assignments. In writing program classes, this definition of plagiarism applies not only to borrowing whole documents, but also to borrowing parts of another's work without proper acknowledgment and proper paraphrasing or quotation. We will discuss effective and responsible use of sources throughout the semester.

CLASSROOM ETIQUETTE

Students are expected to behave with respect in the classroom, both to each other and the instructor. Inappropriate language or tone of voice, interruptions, dominating class discussion, and other behaviors that might impede the creation of a safe and comfortable learning environment will not be tolerated, and could result in an instructor's dropping a student from a class, as well as a referral to the Office of Student Conduct and Conflict Resolution. Focusing on the events of the class rather than on events that might be occurring on your laptop or smart device is also essential.

EMAIL

All students in Writing Program classes must use their Northeastern email addresses in order to receive email from their instructors and to access Blackboard sites for their writing courses. This ensures your emails will not mistakenly end-up in a spam folder and protects you against security attacks.

NU SERVICES AVAILABLE TO STUDENTS

The Writing Center

The Northeastern University Writing Center offers free and friendly tutoring and for any level of writer, including help with conceptualizing writing projects, the writing process (i.e., planning, researching, organizing, drafting, and revising), and using sources effectively. The Writing Center has two locations: 412 Holmes Hall (617-373-4549) for advance appointments and 136 Snell Library (617-373-2086) for walk-in appointments. Online appointments are also available. Hours vary by location. To make an appointment or learn more about the Writing Center visit our website at <https://www.northeastern.edu/writingcenter>, or email WritingCenter@northeastern.edu. For writing tips and updates about the Writing Center, follow us on Facebook at [NEUWritingCenter](#) and Twitter [@NU_Writes](#).

Peer Tutoring

The Peer Tutoring Program offers a wide range of tutoring services to meet the academic needs of the undergraduate students by providing FREE peer tutoring in many of the introductory level courses including NUpath. The goal is to create synergy among students, faculty, and tutors where the student's personal and academic growth and development is a priority. Students can book one-on-one or small group tutoring sessions through myNortheastern on the Self-Service page under TUTORING. If you are in need of academic assistance, contact the Peer Tutoring Program Monday thru Friday from 9:00AM to 6:00PM. Peer tutoring begins the second week of classes and ends the last day of classes. For more information see <https://undergraduate.northeastern.edu/peer-tutoring/>. You can also visit the Peer Tutoring Program at 1 Meserve Hall, call 617-373-8931, or email peertutoring@northeastern.edu

International Tutoring Center

The International Tutoring Center (ITC) provides current Northeastern University international students with free, comprehensive English language and academic support. The ITC includes English as a Second Language Tutoring (ESL), Language and Culture Workshops, and Reading Workshops. For more information on available workshops and tutoring opportunities please visit <https://cps.northeastern.edu/academic-resources/global-student-success/international-tutoring>.

Snell Library

In addition to providing research resources typical of a major university library, the Snell Library (<https://library.northeastern.edu/>) collaborates with both the First-Year Writing and Advanced Writing in the Disciplines programs to support students' information literacy. The library also houses the Digital Media Design Studio, which offers a variety of resources for instructors and students regarding multimedia projects: <https://library.northeastern.edu/services/digital-media-commons>

Disability Resource Center

The university's Disability Resource Center works with students and faculty to provide students who qualify under the Americans With Disabilities Act with accommodations that allow them to participate fully in the activities at the university. Ordinarily, students receiving such accommodations will deliver teacher notification letters at the beginning of the semester. Students have the right to disclose or not disclose their disabilities to their instructors. For more information about the DRC, go to <http://www.northeastern.edu/drc/>.

WeCare

WeCare is a program operated through the Office for Student Affairs. The mission is to assist students experiencing unexpected challenges to maintaining their academic progress. WeCare works with students to coordinate among university offices and to offer appropriate on and off campus referrals to support successfully resolving the issue. WeCare also provides information to faculty and staff to identify Northeastern resources and policies to help students succeed.

The WeCare program is located in the Student Affairs Office in 104 Ell Hall. The hours are Monday through Friday 8:30 am – 5pm, with extended hours Thursday 8:30am - 7pm (summer hours 8:30 to 5:00). For more information see <https://studentlife.northeastern.edu/we-care/>. Call 617.373.4384 or email wecare@northeastern.edu.

Diversity & Inclusion**Title IX Protections and Resources**

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal funding. Any NU community member who has experienced such discrimination, sexual assault, relationship violence, stalking, coercion, and/or sexual harassment, is encouraged to seek help. *Confidential* support and guidance can be found through [University Health and Counseling Services](#) staff and the [Center for Spiritual Dialogue and Service](#) clergy members. For reporting options and clarity on confidential and non-confidential options, please see [Boston Campus Resources](#) and [Reporting Options](#).

Faculty members are considered “responsible employees” at Northeastern University, meaning they are required to report all allegations of sex or gender-based discrimination to the Title IX Coordinator. For additional information and assistance please see the [Title IX](#) page.

COURSE CALENDAR

Histories of Writing in the U.S. <i>Archival Methods</i>		
Jan. 8	Welcome	<ul style="list-style-type: none"> • <i>Naming What We Know</i> (in class)
10	Where did Writing Studies come from? Introduce project #1: Archival Study	<ul style="list-style-type: none"> • Gold, Hobbs, and Berlin, “Writing Instruction in School and College English: The Twentieth Century and the New Millennium”
15	An introduction to archival research	<ul style="list-style-type: none"> • Archive visit • Connors, “Dreams and Play: Historical Method and Methodology”
17	Writing in colonial America	<ul style="list-style-type: none"> • Gordon and Gordon, “A Light in the Forest: Colonial New England” • Excerpt from <i>Early Native Literacies in New England</i>
22	Writing in school in 19 th century America: A case study	<ul style="list-style-type: none"> • Donahue and Falbo, “(The Teaching Of) Reading and Writing at Lafayette College” • Cornelius, “We Slipped and Learned to Read: Slave Accounts of the Literacy Process, 1830-1865”
24	Writing in 20 th century America: An Asian perspective on writing	<ul style="list-style-type: none"> • Mira Shimabukuro, “Me Inwardly, Before I Dared?: Japanese Americans Writing-to-Gaman”
29	Writing in 20 th century America: An African American perspective on writing	<ul style="list-style-type: none"> • Susan Kates, “Literacy, Voting Rights, and the Citizenship Schools in the South, 1957-1970” <p>Proposal due</p>
31	New approaches to archival research	<ul style="list-style-type: none"> • Pauszek, “Writing From ‘The Wrong Class’: Archiving Labor in the Context of Precarity” <p>Reading journal due</p>
Feb. 5	New approaches to archival research	<ul style="list-style-type: none"> • Enoch et al., “Decoding (a Woman’s) Diaries: The Transcribe-A-Thon as an Undergraduate Public Memory Project” <p>Draft of archival project. Peer review in class</p>
7	New approaches to archival research	<ul style="list-style-type: none"> • Ellen Cushman, “Language Perseverance and Translation of Cherokee Documents” <p>Final archival project due</p>
Writing Development of College Students <i>Interview/Longitudinal Methods</i>		
12	How writers change Introduce project #2: Writing Development	<ul style="list-style-type: none"> • Bazerman, “What do Sociocultural Studies of Writing Tell Us about Learning to Write?” • Bazerman et al., “Taking the Long View on Writing Development”
14	Studying how writers develop: A case study of an undergraduate history major	<ul style="list-style-type: none"> • Herrington & Curtis, “Composing a Self He Can Live With: Lawrence/Steven” <p>Proposal due</p>

19	Studying how writers develop: A case study of an undergraduate	<ul style="list-style-type: none"> • Roozen, “‘Fan Fic-ing’: English Studies: A Case Study Exploring the Interplay of Vernacular Literacies and Disciplinary Engagement”
21	Studying how writers develop: Considering past writing experiences	<ul style="list-style-type: none"> • Sommers and Saltz, “The Novice as Expert: Writing the Freshman Year” Project update
26	Studying how writers develop: Considering past writing experiences	<ul style="list-style-type: none"> • Artemeva & Fox. “Awareness Versus Production: Probing Students’ Antecedent Genre Knowledge”
28	Studying how writers develop: Considering community writing values	<ul style="list-style-type: none"> • Artemeva & Fox, “The Writing’s on the Board: The Global and the Local in Teaching: Undergraduate Mathematics Through Chalk Talk” Reading journal due Draft of writing development project. Peer review in class
Mar. 4	Spring Break	
6	Spring Break	
<p>Writing in the World <i>Ethnographic Methods</i></p> <p>Fashioning Lives: Black Queers and the Politics of Literacy</p> <p>Negotiating Disability: Disclosure and Higher Education (Corporealities: Discourses Of Disability)</p> <p>Writing on the Move: Migrant Women and the Value of Literacy (Composition, Literacy, and Culture),</p> <p>Literacy, Economy, and Power: Writing and Research after "Literacy in American Lives"</p> <p>Digital Latinx Storytelling: testimonio as Multimodal Resistance: https://ccdigitalpress.org/book/shorthand/chapter_medina.html#section0</p> <p><i>Tactics of Hope: The Public Turn in English Composition, Chapters 2-3</i></p> <p>Morton, “The Irony of Service: Charity, Project, and Social Change in Service-Learning”</p>		
11	Why study writing in the world	Gere, “Kitchen Tables and Rented Rooms: The Extracurriculum of Composition” Final writing development project due
13	What does it mean to study writing beyond school settings	
18	Sponsors	Brandt, “Sponsors of Literacy” Proposal due
20		
25 CCCC	Field research	

27 CCCC	Field research	
April 1		Reading journal due
3		Jackson with Delaune, “Decolonizing Community Writing with Community Listening: Story, Transrhetorical Resistance, and Indigenous Cultural Literacy Activism”
8		Draft of public writing project due
10	Presentations	Final public writing project due by April xx