

**Writing Across The Curriculum  
Writing Fellows Certification Seminar  
Application Form**

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**Directions:** Please fill out this form and attach the syllabus for the course you intend to make more reading and writing intensive.

**Submit electronically in ONE CONTINUOUS DOCUMENT to:** Cheryl Smith and Jason VanOra

**Before filling out this application please be aware of the following:**

- The course you have listed to revise and pilot below must be at least 3 credits.
- You must have taught this course at least once.
- You must have satisfactorily participated in the Writing Fellows fall seminar.

Your name: Luke Elliott-Negri

Your home telephone number for emergencies: 718-710-0020

Name of the course you wish to revise (e.g., SOC 31: Intro to Sociology). SOC 31: Intro to Sociology

Please check (✓) Yes or No for the following statements:

- I am a full-time, tenure-track faculty member. \_\_\_\_\_ Yes     X  No
- If no, what is your current status? \_\_\_\_\_ Adjunct     X  Writing Fellow
- I have my Coordinator's support to participate in WAC.     X  Yes    \_\_\_\_\_ No

**How would you like to participate in WAC certification?**

Please check option A, B, or C below and submit this form with the syllabus checklist and your reflective statement, revised course syllabus, and assignments.

- A. **On-campus, face-to-face seminar.** I am able to attend all 9 sessions. I will post assignments to a blog and submit a course portfolio of my revised syllabus and assignments by mid-February.
- B. **Online tutorial.** I am able to do this work between December and February. I have the online skills and discipline to work independently on a personal blog. I understand the reading and writing assignments of the tutorial will take at least 50 hours, and I must maintain a schedule for module completion that allows me to interact with others online in a timely fashion. I will submit a course portfolio of my revised syllabus and assignments by mid-February.
- X  C. **Portfolio submission.** I intend to assemble a final certification portfolio according to WAC requirements and principles. I understand I will not receive compensation, and I do not have to pilot the course. After receiving certification, I may teach any of my sections/courses at KCC on a writing-intensive basis.

## **WAC Certification Course Portfolio Cover Sheet**

Your Name: Luke Elliott-Negri

Department: Sociology

**TABLE OF CONTENTS** (Please arrange your documents in the following order):

- 1. Reflective Statement**
- 2. Syllabus Checklist**
- 3. Detailed Syllabus**
- 4. Copies of Assignments** (what you give to the student)

## Writing Across Curriculum: Reflective Statement

Luke Elliott-Negri

The most straightforward way to summarize my WAC training at Kingsborough Community College is that before I arrived, I had no clue how to teach writing, and now I do. I taught at Baruch for three years before my recent exposure to WAC principles and practices. The intention I held for students was that they were capable of the engagement and critical reflection typical of advanced seminars. Yet I did not have the pedagogical tools at my disposal to bring this intention in to reality. Between the fall training with Cheryl Hogue Smith, classroom observations with Matthew Gartner, Dominic Wetzel and Emily Schnee, and support and feedback from Jason VanOra, I honestly feel like a different educator.

For my final project, I have radically revised my Introduction to Sociology syllabus, in order to make it Writing Intensive but also to be sure that it incorporates basic WAC principles. First, I adjusted assignments so that they are “scaffolded.” In the past, I had a series of unrelated writing assignments that did not go through drafting phases. Now, each assignment builds on the next substantively and involves a revision process.

I have also sharply reduced the number of readings required over the course of the semester, not just because KCC’s is shorter than Baruch’s. One of my most significant takeaways from classroom observation is the value of reading in class, out loud. In my teaching at Baruch, I ran the class under the assumption that students arrived having read. While some had, obviously many had not. But this is the most surface level to include in-class reading. In Matthew Gartner’s class, I witnessed public, collective acts of critical thinking. Students would read for a bit, and then Professor Gartner would pause and ask a question. The group would sit and think, present different ideas and theories, debate them. Sometimes he would weigh in with his own analysis, but more often he would push individuals who had spoken to deepen their own. I am embarrassed to admit that I witnessed more collective, critical learning in a single class with Mathew than I had been able to generate in an entire section of my syllabus in past semesters at Baruch.

I also learned another excellent tool from Mathew. In my previous teaching, I would tell students that I wanted to see their papers marked up, highlighted, dogeared and the like. But it had never struck me that I could teach and grade annotating. Professor Gartner gives his students common annotations, and then collects reading assignments each week to ensure that they have read and annotated them – an elegant, simple way to ensure reading as well as critical engagement with the text.

Another flaw in my past teaching was not being explicit about my grading rubric. Again, in part because I wanted to assume that students are capable of advanced seminar-level engagement, I constructed my syllabus accordingly. But of course, not being explicit about grading is not helpful to early college

students. I essentially “stole,” with minor modifications, a rubric that Cheryl uses in her English classes. The rubric still allows for the situation-specific analysis that I believe makes for good grading, but is explicit enough that students can know in advance what it will take to get an A, a B, etc.

Finally, while I used in-class peer review in fits and starts in my previous teaching, I witnessed the “real deal” in Emily Schnee’s class. She has constructed a very detailed worksheet for students to provide feedback to their peers, and she dedicates substantial class time to this process. In the class I witnessed, each student’s paper received 25 minutes of feedback, with students meeting in groups of three. A substantial portion of this time was dedicated to students filling out the detailed worksheet. The result of this was that each writer received strong, specific oral and written feedback. Witnessing this has changed how I will teach and conduct peer review.

For all of these reasons, the syllabus I present below does not just reflect WAC principles and the requirements of a writing intensive course – it reflects my growth as an educator.

**KINGSBOROUGH COMMUNITY COLLEGE**  
**WAC Syllabus Checklist for Writing Intensive (WI) Sections**

Course Name: Introduction to Sociology Course Number: SOC 31 # of credits: 3

Department: Sociology, the Department of Behavioral Sciences and Human Services

Prepared by: Luke Elliott-Negri Date: 4/30/2018

**INFORMAL WRITING:** Indicate which of the following informal “writing-to-learn” activities you plan to use in your WI course. After each item you check, indicate the frequency with which you plan to use each activity. In your packet, please provide some clearly labeled examples of your “writing-to-learn” assignments or activities.

	once/month	twice/month	1-2/week	2-4/week
Journal/log writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letter writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electronic discussion forum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Response to quotations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defining key terms or concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal response writing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary writing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**FORMAL WRITING:** WI guidelines suggest a minimum of 10 – 12 pages of formal writing in all WI courses. Indicate which of the following formal writing assignments you plan to use in your WI course. Indicate the number of pages of writing you require for each type of assignment.

Personal essay \_\_\_ Summary essay \_\_\_ Expository essay (Written Analysis) Book report

Lab report \_\_\_ Research paper 4 (Final Project: Social Problems and Solutions) Other \_\_\_

Total number of pages of formal writing: 10

**Revision:** Of the total number of formal writing assignments you plan to give in your WI course, indicate the percentage of assignments in which students will have the opportunity to revise and resubmit their work for evaluation.

10 – 25%     26 – 50%     51 – 75%     76 – 100%

What kinds of feedback will students receive?

Peer feedback     Required visit to the CAWS     Written comments from the teacher     A rubric for the assignment

Other (please specify) \_\_\_\_\_

Does your syllabus clearly indicate the type of written work to be completed at particular times during the semester?

Y  N

**ASSESSMENT:** Indicate the total number of exams you plan to give in your WI course. Then indicate what percentage of these exams requires writing by students. (Note: Exams do not need to require writing)

Total: 0                      With writing: n/a

In determining the final grade for your WI course, indicate what percentage of the grade involves written work by students.

10 – 25%     26 – 50%     51 – 75%     76 – 100%

### Syllabus

CUNY/Kingsborough Community College  
Behavioral Sciences Department  
Introduction to Sociology (Soc. 31)

Instructor: Luke Elliott-Negri  
Contact: lukeelliottnegri@gmail.com  
Office Hours: After class or by appointment

#### Course Description

Welcome to sociology, the study of society! While psychologists and biologists attempt to understand what is *inside* of people, sociologists attempt to understand what happens *between and among* people. This course will provide an introduction to many key contemporary social issues, from economic inequality to race and racism and more. In the process of reading about, reflecting on and discussing the topics in the course, you will be introduced to how sociologists tend to think and to produce knowledge.

This is a Writing Intensive course which means that you will be doing a substantial amount of writing – or put differently, that you will be doing a normally amount of writing but with more depth and focus. In addition, this course takes the view that writing is not a summary of what we have learned but is itself part of the process by which we learn. I should also add that I plan to learn from what you write, even as you learn in the process of writing – your assignments require you to become mini-experts on topics that are not my area of focus. In past semesters, I have learned a lot from students' final projects!

Sociology can also provide you the opportunity to reflect on the social forces that affect your day-to-day life—enjoy it!

## Course Objectives

1. To learn some of the common topics that sociologists address.
2. To think “sociologically.” Many of us are raised to blame individuals for problems that we see in the world (“If only s/he had worked harder/didn’t have mental health issues, maybe s/he wouldn’t be living on the street.”). At the end of this course, I expect that you’ll have a parallel instinct to reflect on the social origins of problems (“Has there always been mass homelessness in U.S. cities? If not, what changed?” [Hint: Ronald Reagan]).
3. To find pleasure in reading and writing, to experience both as integral elements of how you learn – and, even potentially, how you change your own life.

## Readings

All readings are available on Google Drive as PDFs: [hyperlink] A few of the readings in this course come from an Introduction to Sociology textbook. If you would like to own an inexpensive copy of a past edition of this book, one is readily available [online](#).

## Grading

### *Class participation—40%*

Class participation is the cornerstone of this class. To be clear, this does not mean that you have to be a talkative extrovert to get an A. Your participation grade has two equally weighted dimensions:

1. Reading and annotating. *20% of final grade.* Everyone is expected to have done the reading and to come to class with the reading *printed out* and with annotations. As you come in to the class, you will hand me your reading for the day. I will check that it is dogeared and annotated. We will discuss typical annotation techniques throughout the semester, so that you can most effectively engage with the material. The theory is that you cannot be an active participant in class discussions if you have not done the reading and engaged critically with it.
2. Attendance. *20% of final grade.* I will take attendance every day. You can miss two classes, and still receive full credit for this part of your participation grade. For every class over two that you miss, you have to write a two-page summary of the reading material that you missed – this is meant to make up for the “informal” in class writing assignments that we will do throughout the semester. If you do not complete these make up papers, the absolute best grade you can get in the class, if you get A+s on every other assignment, is 80% or a B-. In short, come to class!
  - a. I will shut the door 10 minutes after class begins, thus being more than 10 minutes late counts as an absence.
  - b. **No cell phones, tablets or computers.** Using any one of these during class will count as an absence!

Again, please note that none of this requires that you speak in class. My hope is that you’ll want to speak – even argue! – when you have engaged the material in a serious and profound way. But don’t stress if you feel shy – you can still get an A 😊

### *Written Analysis—15%*

This 5-page analytic paper on a class reading (and subsequent class discussion) will constitute 15% of your total grade (7.5% for first draft; 7.5% for final draft. Note: I will grade the final draft, in part, based on how seriously you worked to incorporate feedback from the first draft.). Your reflection must contain three key elements:

1. Summarize the reading, with **proper APA citation**, displaying that you understand the main concept or concepts. (≈1 page)
2. Critical analysis of the reading—at least one aspect of the reading that intrigues or confuses you or with which you disagree. (≈2 pages)
3. Discussion of how the material helps you to *reinterpret* a personal issue (like an experience of discrimination) or a contemporary social issue (like inequality). (≈2 pages)

The reflection must *actually* be five pages (more is OK). Please don't use clever tricks, like two-inch margins or absurd fonts, to avoid writing.

### *“Final” Project—45%*

By the midpoint of the semester, you will have selected a “social problem” that you find intriguing. The remainder of your work for the semester will build on this decision, so please pick something that genuinely interests you! The topic could be anything from Stop and Frisk to police in public schools to domestic violence. Your assignment has several components, which, combined, constitute your grade for this project:

1. One-page proposal – the social problem (5% of final grade)
2. Annotated bibliography (10% of final grade)
  - a. Include at least one reading from class and three readings that you find yourself.
3. Draft of two-page solution to social problem (10% of final grade)
4. Draft of final paper (5% of final grade)
5. “Pink sheet” showing that you've brought your draft to CAWS (5% of final grade)
6. Final paper (5% of final grade)
7. Final presentation (5% of final grade)

### *Extra Credit—5%*

Details will be provided and the assignment will be due no later than the second to last class—You will need to find a partner and conduct a “breaching” experiment. Then you will each write up your own 3-page reflection paper.

### Plagiarism

Don't do it. I will know. You will fail, and you could get booted out of the college. Here's how it works, FYI: I run your paper through a program that basically has access to everything that humans have ever written. You can't beat this program. And I'll know your voice from all the in-class, informal writing, so having someone else write it for you is gamble you don't want to take.

To learn more, head to the website below. It also has a link to a plagiarism tutorial: [http://www.kbcc.cuny.edu/studentaffairs/student\\_conduct/Pages/academic\\_integrity.aspx](http://www.kbcc.cuny.edu/studentaffairs/student_conduct/Pages/academic_integrity.aspx)

### Access-Ability Services

To receive Access-Ability services, students should fill out the Application for Academic Accommodation. Once you are registered, we can discuss your needs.

<http://www.kbcc.cuny.edu/access-ability/Pages/welcome.aspx>

Course Calendar – Tentative; in fact, expected to change.

First day: What is society? What is sociology? Why not biology or psychology?

***Week One. Social Problems: Race and Racism***

- Read: "The Case for Reparations, Coates"

***Week Two. Social Problems: Inequality***

- Read: from *Introduction to Sociology*: "GDAC Inequality"

***Week Three. Social Problems: Exploitation at Work***

- Video: Norma Rae

***Week Four. Social Problems: Gender and Gender Violence***

- Read: "Domestic Violence, Johnson"

***Week Five. Social Problems: Sexuality and Sexual Orientation***

- Video: The Times of Harvey Milk
- One-page proposal due (peer review – bring three printed copies!)

***Week Six. Addressing Social Problems: Service to the Rescue?***

- Read: "Teach someone to fish" (TBD)
- Draft of reflection paper due (peer review – bring three printed copies!)

***Week Seven. Addressing Social Problems: Social Movements***

- Video: *Freedom Riders* and the Civil Rights Movement
- Final draft of reflection paper due

***Week Eight. Addressing Social Problems: Labor Movements***

- Read: "MLK All Labor Has Dignity"
- Annotated bibliography due

***Week Nine. Addressing Social Problems: Politics***

- Read: from *Introduction to Sociology*: "GDAC Politics"
- Draft of two-page solution due (peer review – bring three printed copies!)

***Week Ten. Addressing Social Problems: Elections as Social Movements***



- Read “Bernie and Donnie”
- Draft of final paper due (peer review – bring four printed copies, including one for me!)

### **Week Eleven. Addressing Social Problems: Policy**

- Read: “Paid Sick Leave in New York.”

### **Week Twelve. Presentations.**

- Learn from each other!
- Final paper & CAWS “Pink Sheet” due

### **Assignment One: Written Analysis**

For this assignment, you have the freedom to choose one of the first three readings (on race from week one, inequality from week two or gender from week four) to explore in greater depth. Please choose a reading that you find personally or politically interesting!

The paper must contain the following:

1. Summarize the course reading, with proper APA citation (we will go over this in class) displaying that you understand the main concept or concepts. (≈1 page)
2. Critical analysis of the reading—at least one aspect of the reading that intrigues or confuses you or with which you disagree. For this section you may draw on debates that we had in class while discussing the reading, but the ideas should be your own! (≈2 pages)
3. Discussion of how the material helps you to *reinterpret* a personal issue (like an experience of discrimination) or a contemporary social issue (like inequality). Again, you may draw on the class discussion for this portion of the paper, but the ideas and words should ultimately be your own. (≈2 page)

A draft of this paper is due by the first day of week six. You must bring three printed copies of your draft to class for me to count it as complete! That week, we will spend a full class conducting peer review, so that you receive feedback on what works and what needs improvement.

A final draft of this paper is due the following week, that is week seven. I will use the same rubric for this paper as for your final project:

A = thoughtful and analytical engagement with ideas AND effective execution of the writing assignment

B = thoughtful and analytical engagement with ideas with significant need for improvement in the execution of the writing assignment

C = partial engagement with ideas with significant need for improvement in the execution of the writing assignment

D = serious limitation in engagement with ideas OR serious limitation in the execution of the writing assignment

F = serious limitation in engagement with ideas AND serious limitation in the execution of the writing assignment

At any point before week seven, you are free to schedule an appointment with me or with a Writing Fellow in the CAWS center or both in order to improve your paper. For context, I rarely submit articles for publication without going through approximately 10 drafts, at least half of which I ask trusted friends and colleagues to read. Writing is at once solitary and collective – make sure that you seek collective support!

### **Assignment “Two”: the “Final” Project**

I put quotes around “two” and “final” because this assignment has many smaller assignments inside of it, and you will complete much of the work before the final week of the semester. ☺ This assignment is how you will really take what we are learning in this class, and make it your own. The semester is split between a bunch of social problems, and a bunch of ways to solve social problems. Your assignment is to find a social problem that interests you and propose a solution!

This is your chance to do fun, original reading and research. To complete this assignment, you must select a topic, a social problem that we **do not** cover in class. This is more fun for everyone: for you because you get to pick a topic that interests you; for your classmates because they will get to learn about many different social problems during the final week of the semester; and for me, because I will learn from your work!

For the first three to four weeks of the semester, you should be thinking about social problems that you see in your world – perhaps an issue in your neighborhood like homelessness, or an issue at Kingsborough, like “temporary” buildings that are falling apart and not being replaced. Focus in on one that you find particularly intriguing or troubling and that you would like to learn more about.

By week four, you will have already done at least one in-class informal writing assignment where you reflect on a social problem in your life. Now it’s time to, begin writing a one page “proposal” for your final project. Explain the social problem that you have observed. Use (and cite!) any outside reading that you’ve done on the topic (this is suggested but not required).

- **During week five, we will conduct peer review in class. Bring in three printed copies to get credit for completing your first draft. This is 5% of your final grade.**

Between week five and week eight, you should read and learn about the social problem you have selected! Go to Google Scholar for academic articles and then use the Library’s online “One-Search” to get the PDF. (As a student, you should *never* have to pay. Ask a librarian for help.)” Go to the New York Times and good journalism. Explore the library. During week seven, create a “works cited” list of articles

that includes at least three readings you have found, as well as one relevant reading from class (remember, it will only be tangentially related, since you have selected a topic we are not covering). Below each citation write three or four sentences that summarize the information contained in the article. This is called an annotated bibliography. I will provide examples in class.

- **For week eight, bring a printed copy of your annotated bibliography to class to turn in to me. This is 10% of your final grade.**

By week eight, we will have been discussing how ordinary people seek to solve social problems for several weeks. During that week you should start to write a two-page proposal for how you think our society (or your neighborhood etc.) could resolve the social problem you have chosen. Who wants to see it resolved? Who benefits from it not being resolved? Who might have the power to change it? Who has the power to pressure the person with the power to change it? We will have been discussing questions like this throughout the semester, and your paper should attempt to answer them for the social problem you are studying.

- **For week nine, bring three printed copies of your two-page proposal to class. You will not get credit without these drafts, which are essential for in-class peer review. This is 10% of your final grade.**

Now it's time to put it all together. Expand your writing from the initial project proposal using what you learned creating your annotated bibliography. It should grow from one page to approximately three pages. By now you will know a great deal about your social problem – what it is, how long it has been around, its effects on the lives of people in the U.S. etc. The three pages should give the reader a good sense of the depth and contours of the problem. Then, combine it with the two-page solution project and put a “works cited” list (again, from your annotated bibliography) at the end.

- **For week ten, bring four printed copies of this final product three for peer review and one for me. This is 5% of your final grade.**

I will provide you feedback on your draft by the first day of week eleven. During the last week, you will turn in three things to me, but it actually won't be a lot of work. By now, you've done the work!

- **For week twelve, bring a “pink sheet” showing that you brought a draft of your final paper to CAWS (5% - please let your tutor know that I only care about grammar insofar as it gets in the way of understanding your point. I am far more concerned with ideas and structure.); bring in a single copy of your final paper for me (5%); and be prepared to tell your classmates about your project for five minutes (5% - note, this is an informal presentation, either you do it or you don't. Doing it = A.)**

Again, I will use the following grading rubric for your final product:

A = thoughtful and analytical engagement with ideas AND effective execution of the writing assignment

B = thoughtful and analytical engagement with ideas with significant need for improvement in the execution of the writing assignment

C = partial engagement with ideas with significant need for improvement in the execution of the writing assignment

D = serious limitation in engagement with ideas OR serious limitation in the execution of the writing assignment

F = serious limitation in engagement with ideas AND serious limitation in the execution of the writing assignment

And..... YOU MADE IT! The semester is over ☺ (You never have to see me again – unless, that is, you want to take a class on social movements.)