**ENGW 1111 First-Year Writing**

Dr. Robert Lederer

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Office hours: Monday and Wednesday 10:30am-12pm

See Canvas for the Zoom link

Required Course Hardware and Materials

* Readings will be made available on Canvas or distributed in class. No books need to be purchased.
* Laptop, headphones, and reliable internet connection. Please always bring your laptop and headphones to class.
* Knowledge of whom to contact at NU for technology-related help  See [Student Resources on NU Digital Resilience page (scroll down to Contact the Service Desk)](https://digitalresilience.northeastern.edu/support-and-training/)

**About this course:**

Welcome to First-Year Writing! I look forward to getting to know you and working with you over the course of this term. Together we’ll form a writing community and establish a space to discuss ideas and to explore a range of writing practices and methods of critical thinking. We will take some risks, both in terms of the “kinds” of writing we do, and in the topics and ideas we investigate.

In this section of First-Year Writing, we will explore our relationship to a variety of communities—our local/home communities, our chosen communities, and our place within our global/“human” community. We will consider these communities both as subjects to write about and communities that come into being through our acts of writing. At the start we will focus on our individual writing “pasts”, considering the cultural practices and standards we bring to the task of writing, as well as the “baggage” we carry from our past experiences as writers. We will explore the ways our home languages, cultures, and value systems influence our sense of what has come to be defined as “good” writing, and the “rules” have come to govern our approach to writing.

We will then turn to some of the communities we have chosen to inhabit, working with the genre of the community profile to consider both how writing and writers can form a community, and how we can discover the contours of a community we care about and share that meaningfully with others. Lastly, we will explore how our human community intersects with the natural and cultural world and the technological systems we create. We will reflect on and make an argument about our own intellectual and ethical responsibilities when we define and redefine what it means to be “human”, which is a concept that is culturally and temporally inflected.

There will be a good deal of room in the course to examine subjects and topics that engage and interest you. For many of you, essay writing might be the composition of a kind of “report” to fulfil a requirement, a task to be completed for someone else, and only as the final product of some other kind of learning or activity. Some writing is certainly like that. But the writing that really inspires us, motivates us, gets us seeing things in a new way, is not just a product. It emerges from the writer’s own very personal set of values, interests, and paths to discovery. The most compelling writing comes from those who are excited about and fascinated by the topic they are writing about, and who use the act of writing as a way to shape their own knowledge, and to engage and excite their readers. An engaged writer’s unique perspective and process of discovery leads us, their readers, to see things that we could not have seen in just that way before. Over the course of this term you will explore the knowledge you bring to your own writing process, develop new practices, and discover the ways your voice can engage a range of ideas and readers.

We will read and view a variety of texts together, including selections from texts, articles, speeches, and even films. You also will write texts of several different types, or genres, drawing on our explorations of these different ways of communicating what we know. These will include: an experiential essay, a community profile, a long-form argument, and several reflections. As we explore each genre, we will consider the conventions of that particular form of writing, the purposes the genre meets, and the expectations audience brings with them. You will develop skills in genre analysis that you will be able to take with you into many other writing situations.

Throughout, we will do some thinking about thinking, reading about writing, and writing about what drives us and shapes our place in the communities we inhabit. The act of writing allows us to think critically, and open-endedly, about this broad range of issues and ideas.

**Learning Goals**

Writing Program Student Learning Goals:

1. Students write both to learn and to communicate what they learn.
2. Students negotiate their own writing goals and audience expectations regarding conventions of genre, medium, and situation.
3. Students formulate and articulate a stance through and in their writing.
4. Students revise their writing using responses from others, including peers, consultants, and teachers.
5. Students generate and pursue lines of inquiry and search, collect, and select sources appropriate to their writing projects.
6. Students effectively use and appropriately cite sources in their writing.
7. Students explore and represent their experiences, perspectives, and ideas in conversation with others.
8. Students use multiple forms of evidence to support their claims, ideas, and arguments.
9. Students practice critical reading strategies.
10. Students provide revision-based response to their peers.
11. Students reflect on their writing processes and self-assess as writers.

**Term Dates:**

9th September 2020 – 9th December 2020

**Assessments (or Projects):**

|  |  |  |  |
| --- | --- | --- | --- |
| [Experiential Essay](#Experiential) | 20% | 2nd October 2020 | 23:59 am |
| [Community Profile](#community) | 20% | 23rd October 2020 | 23:59 am |
| [Annotated Bibliography](#AnnBib) | 15% | 20th November 2020 | 23:59 am |
| [Long-form Argument](#Argumentative) | 20% | 24th November 2020 | 23:59 am |
| [Course Reflection](#Reflection) | 15% | 6th December 2020 | 23:59 am |
| Attendance and Participation | 10% |  |  |

**Weekly Schedule:**

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic** | **Assessments** |
| 1 9th Sept | Introduction and the basics of writing |  |
| 2 w/c 14th Sept | Narrative essay and presence in writing |  |
| 3 w/c 21st Sept | Experiential essay |  |
| 4 w/c 28th Sept | Introduction to community profiles (development, elements, etc.) | Assignment 1 is due by the end of Friday this week. |
| 5 w/c 5th Oct | Observing and interviewing |  |
| 6 w/c 12th Oct | Building a community profile (techniques and skills) |  |
| 7 w/c 19th Oct | Writing up your community profile (including citations) | Assignment 2 is due by the end of Friday this week. |
| 8 w/c 26th Oct | Introduction to argumentative writing |  |
| 9 w/c 2nd Nov | Research skills |  |
| 10 w/c 9th Nov | Arguments/counterarguments and Facts/opinions |  |
| 11 w/c 16th Nov | Annotated Bibliography and Long-form Argument assignment workshop | Assignment 3 is due by the end of Friday this week. |
| 12 w/c 23rd Nov | Thanksgiving Break 25th-29th November | Assignment 4 is due by the end of Tuesday this week. |
| 13 w/c 30th Nov | Introduction to reflective thinking and writing reflectively | Assignment 5 is due by the end of Sunday this week. |
| 14 w/c 7th Dec | Informal student presentations |  |

**Assessment details:**

**Experiential Essay**

**Length: 1500+ words**

**Audience: Includes, but is not limited to, your classmates. An audience of your peers, keeping in mind they may have experiences that are similar to, or may differ from your own. They have not necessarily read the texts we have read.**

The readings we have done and our discussions with one another have focused on the relationship between language/writing and our relationship to our home communities, new communities, and how we negotiate communication within those spaces. Several of those readings also model the form of the narrative essay, including Zadie Smith’s “*Their Eyes Were Watching God*: What Does *Soulful* Mean?”, Robin Wall Kimmerer’s “Speaking of Nature”, and Gloria Anzaldúa’s “How to Tame a Wild Tongue”. This form “often begins with a specific story or experience but has a distinct persuasive purpose. Though it may open with a vividly described moment or a series of vignettes, it often concludes with a claim about a broader issue and an explanation of how the author’s experience sheds insight into the problem” (Stephens). In other words, while it relies upon personal experience and a narrative crafted in the first-person (yes, you can use “I”!), it addresses a problem or issue you have identified and brings that issue to life with the use of vivid examples and lived experience.

For this project I would like you to identify an issue or a specific observation you would like to make that intersects with your own experience as a writer and speaker, as a person who actively uses language(s) in different settings, and is making unconscious and conscious choices about language use. We have seen the intersections of language and our relationship to the environment, to the academic and other power structures that determine “proper” language use, to self-awareness and identity. As you think about your own language home(s) and your current exploration of a new academic home, identify an issue or observation that engages you and will be of interest to your audience.

You will be required to engage with **at least two of the texts we have read,** quoting from and working with the issues raised in them. You do not need to develop long summaries of these texts, but will need to set them up, introducing title and author, and central concepts. In other words, do not assume a reader that has shared our same conversations.

**Community Profile**

**Final Project Length:  1600+ words (5- 6+ pages roughly)**

**Format:  Can be all text, or a combination of text/images/sound**

***Overview***

In this project we will focus on following a specialized interest, asking questions, and listening and observing carefully as part of the writing process. We will also consider our relationship to a specific community. The result will be a nonfiction profile of a community with specialized knowledge (perhaps a “subculture,” though I’m not crazy about that particular word for it). For most of you this will be a community to which you belong, but you can also choose one that you are curious about, but in which you do not participate.

The group you choose might be family- or community-based, from third culture kids to first generation college students to military families to close-knit neighborhoods to the Northeastern Latinx community. It might be “fan”-based, from *Harry Potter* to Manchester United to K-pop to Afrofuturism to the Marvel universe to underground hip-hop to car culture. Or perhaps the group will be team-based, from robotics to wrestling to the Red Sox. Or fashion-based, from Harajuku girls to urban street style to makeup stylists to sneaker fans to nail art. Or skill-based, from slack line walkers to ultimate Frisbee players to Overwatch experts. Or social justice-based, such as local Black Lives Matter or ACT UP or GlobeMed groups. There are quite honestly infinite possibilities and you will know many such communities, and likely belong to more than one.

***Genre***

To prepare for this project, we will first look at and listen to some examples of really good questioning. You will then spend some time observing and asking questions yourself.

We will also consider the conventions of this type of profile by reading and thinking about sample community profiles from a variety of publications. This will allow you to practice the skill of really considering the common conventions of the genre, and to develop your own project with that style and approach firmly in mind.

***Observing and Interviewing***

We will begin with some initial short assignments focused on asking questions and defining the community you want to explore. Once you have done that, you will do some research about the activity or subculture you’ve chosen. If at all possible, attend a group activity (either live or virtually)—a performance, a practice session, a group chat, etc. Observe, listen, and take notes.

You will also interview at least two members of the group. This can be done live if you can achieve that in the available timeframe and still follow social distancing and other COVID protocols. But you can do this very effectively ”virtually” as well through Zoom or other platforms, and even via email, though that does have some real constraints. You will develop interview questions, and you should plan to spend at least 30 minutes in conversation with each interview subject. During the interviews you will need to keep careful notes, and ideally, but only if your interviewee agrees, record the conversations. You will want to get a sense of the interviewee’s participation, what makes this community unique, and why it is meaningful to its members.

***Drafting and Development***

This project will develop through this process of gathering different types of information—interviews, research, in some cases personal experience—and studying the conventions of this particular genre. You will then synthesize the information you have gathered about the community (no small task!) and create a profile of your own that meets, or maybe consciously challenges, the genre we have been studying.

**Annotated Bibliography**

***Number of entries***: three, with at least one being scholarly

***Length***: Not a set number of words, but the summary should be one very well-developed paragraph. The Evaluation should be at least two paragraphs. The reflection should be one very well-developed paragraph.

***Citation System***: MLA. Each entry should begin with a properly formatted citation

**Long-Form Argument**

**Length:  1600+ words (5-6+ pages roughly)**

**Format:  Long-form argument.  Primarily text, but can incorporate relevant images and video.**

***Overview***

In this project you will enter into an ongoing debate, conversation, or argument about what it means to be “human,” and how those definitions tend to depend upon making distinctions from those labeled “not human”, including animals and forms of artificial intelligence. We will also consider the essential discussions of “othering” that are at the center of these conversations, and the relationship to America’s history of defining the “other” along racial lines.

There will be forays into ethics and opportunities to engage with questions about everything from the craving for a hamburger, to feeling empathy for a stranded turtle, to remembering real and imagined pasts, to struggling with our own identities, to robot-proofing your place in the business world. One reason for the diverse range of readings is to suggest the ways these questions can be informed by a wide variety of disciplines and experiences, and how they can intersect with our own experiences. Each of you will find your own way into the conversation, depending in part on which aspects of the discussion are most meaningful or perplexing to you.

You ultimately will be required to make a clear and complex argument about an issue related to this ongoing conversation. You may wish to focus on a single issue, such as the question of our ethical responsibility to the animals we eat, or to the technological systems we create and those who work with and within them. Or explore what it means to participate in social media, and how it aligns with your own sense of what it means to be a human contributor to complex economic and social systems. Or you may want to take on a more abstract idea, such as discussing the role of memory in defining what it means to be human. Or the power of naming as a means of control (recall Kimmerer’s “Speaking of Nature”). Or the patterns of engaging but still avoiding the conversations about racial and ethnic identity that inform the readings. You get the idea—there are many, many possible ways into this conversation, and your way in will be uniquely your own!

I’ll provide an updated and more detailed outline of the long-form essay closer to the deadline.

***Genre***

The genre for this project is a “long-form argument”. You will be making an argument, but not one that can be neatly tied up into a single-sentence thesis statement. Your argument will emerge through engagement with some of the texts we have read. It will also foreground the process of engaging in conversation with other texts and ideas, rather than tying up that process in a neat tidy thesis statement. Michael Pollan’s “An Animal’s Place” will serve as a model of this genre, though you may write on a subject that is quite different.

***Requirements***

See the assignment rubric, and the separate assignment for the annotated bibliography for additional specifics. But overall:

* develop a clear and complex argument that is clearly your own
* work closely with at least one of the texts we have read, though there is room for a good deal of cross conversation!
* Work thoughtfully with at least 2 relevant articles you have found and evaluated as credible
* quote thoughtfully and accurately from the relevant text(s)
* cite relevant sources appropriately
* embrace the long-form argument rather than falling back on the five-paragraph essay format

***Drafting and Development***

A good deal of the “thinking” here will be done in pre-work as you work with and discuss the texts we read/view. Keep note of the issues and ideas that you find interesting and compelling! Your own argument will emerge from those ongoing discussions, and you will then draft, peer review, and revise your own argument.

**Course Reflection**

***Elements:***

**1. Review your work for the semester.**

The first step to reflecting is to review your work. You’d be surprised what you forget as we forge ahead with new work and experiences. Start at the beginning and look at the work you did for each project—all of the elements! Explore your discussion board posts and your peers’ responses. Have a look at your drafts, and the comments you gave and received. Pay particular attention to your process reflections, as these provide a kind of snapshot of where you were in your learning experience at the time. Take notes as you work your way through this process. Where do you see yourself taking risks, getting stuck, learning something new, extending knowledge you already had, connecting with peers, engaging with the community and world around you?

If you composed in a Google docs, or used track changes in your drafting process, have a look at your “version history” to see how they developed. If not, take a look at the discrete drafts to get a sense of how you responded to and worked with feedback. And look back at peers’ comments on your drafts, and the changes you made as you went along.

This part of the process is important! It is very difficult to reflect in an ‘abstract’ way, based on your memory alone. The work you do in this review stage will ground your project.

**2.**  **Create a multimedia (audio/visual/text) *reflective* project**.

This new multimedia essay, or podcast, or video, or memory book, etc. is a reflection on your work as a writer in this class.  It is also a reflection on your experiences as a person and a student. It **MUST** include both elements.

1. *Your work as a writer*

I would like you to focus on how you define yourself as a writer. To get started thinking about that identity, here are some questions to consider:

• What is unique about your writing process?

• What is unique about your voice?

• What different writing forms did you use over the course of the term and how did they work for each project and for you? Traditional five-paragraph essay? Narrative? Argument? Article? Which forms were comfortable or uncomfortable for you?

• What projects really showcased your strongest skills?

• Do you see yourself as a writer who can take whatever material you are given and make decisions about the work you want to create?

• How have you evolved as a giver and receiver of feedback?

• Where do you see room to develop, push yourself further?

1. *Your experiences as a student/as a person*

I’d also like you to reflect on your experiences in this first term of college, at this very unique point in time, and as part of the N.U.in program. Feel free to highlight joys and challenges, to be funny, sad, thoughtful. This is a bit of a memory box, and a place where you can process some of the experiences of this year. Your audience is myself and your peers, and your future self. It is meant to be an expression of your experience that is shared with an audience, as opposed to a diary entry.

You can create your own narrative thread here. This is your story, and you can shape it as you like.

IMPORTANT NOTE: You can complete this project with materials you have right at your fingertips: a phone, a camera roll, a computer, an audio recorder, paper, pen, guitar, etc. Simple programs like Garage Band, iMovie, and even screen capture and recording tools like Studio and Panopto (built right into Canvas) or Zoom recording (if you have access) can be used. You do **not** need to buy anything to complete this project. Take a look at the Introducing Multimodal Tools video for some additional ideas.

You also do not need to go out to generate new material. If you have any challenges, technological or otherwise, just let me know!

**REQUIREMENTS FOR COURSE COMPLETION**

**ALL** projects must be completed in order to successfully complete/pass the course. You also must earn a final grade of C or higher.Any student earning a C- or lower will need to repeat the course in order to fulfil the writing requirement. The instructor makes the final decision with respect to any grade between A-C. Any portfolio receiving lower than a C must be reviewed and signed off on by a committee of three to six Writing Program instructors.

**Grading:**

**First, an important point**:  In a writing course, in general a C is considered satisfactory, meeting the minimum requirements for that particular assignment.  I do not begin reading with an “A” in mind and then “take off points” for errors.  I begin with a “C” in mind for satisfactory, and grade upward based on the quality of the work, your participation in the process, etc.  Projects may be more successful or have issues in different ways (think of a clearly written but not very intellectually engaging project, compared with a very compelling and interesting project that has some technical errors).   In general:

**A**  An A range grade reflects **excellent** final work and excellent participation in all aspects of the project.

**B** A B range grade reflects **very strong** final work and consistent and effective participation in all aspects of the project.

**C**  A C range grade reflects **satisfactory** final work, meeting the minimum standards for the assignment and for participation in all aspects of the project.

**D** A D range grade reflects **less than satisfactory** final work, not meeting the minimum standards for the assignment and/or for participation in all aspects of the project, but demonstrating effort and engagement.

**F**  A failing grade reflects **very poor** final work, not meeting the minimum standards for the assignment and/or for participation in all aspects of the project, and not demonstrating effort and engagement.  A failing grade for a project may also be earned for final work that is turned in late.

***Final Grade Scale***

Final Grades will follow this standard range in the Blackboard Gradebook:

A 93 and up

A- 90 to less than 93

B+ 87 to less than 90

B    84 to less than 87

B-   80 to less than 84

C+  77 to less than 80

C    74 to less than 77

C-   70 to less than 74

F  0

You must complete **all projects** to pass this course, **including the final course reflection**. Missing a project will result in a failing grade (F) for the course.

**Writing Program Minimum Grade Requirement**

You will need to repeat the class if you earn a C- or below.

A student must receive a grade of C or better in order to pass a required writing courses in the writing program (C is required for Graduation). Any student earning a C- or lower will need to repeat the course in order to fulfill the writing requirement. The instructor makes the final decision with respect to any grade between A and C. Any portfolio receiving lower than a C will be reviewed and signed off on by a committee of three to six Writing Program instructors or a writing program director. If you are close to the C range we should discuss!

**Grade Appeals**

Students who wish to appeal final course grades, should follow the policy outlined in the student handbook: <http://www.northeastern.edu/osccr/wp-content/uploads/2019/06/2019-2020-UG-Handbook.pdf>

**Course Philosophy and Procedures**

There are several course links that will be helpful to you throughout the semester in understanding the goals and structure of this course and Northeastern’s Writing Program. You can access the Writing Program Website at: <https://cssh.northeastern.edu/writing/>

The Writing Program also has several policies regarding attendance, grades, academic honesty, etc. You are responsible for reading and understanding the policies.  If you have any questions at all, you can ask me and I will clarify. We will, of course, discuss working with source material throughout the term.

**Contacting me**

**Email**: r.lederer@northeastern.edu

Email is the best way to get in touch with me. You can e-mail me throughout the week if you have questions or concerns about what is expected of you. General announcements will also be posted on the course sites on Canvas.

Please check your Northeastern email at least once a day and conduct all virtual correspondence with your lecturers from your Northeastern email address, or through Canvas.

**Office Hours:** My office hours are weekly on Mondays and Wednesdays from 10:30am until noon. Please find the Zoom link on the Canvas site. If you cannot make these times, please email me to book an appointment outside of these hours.

**WORKING TOGETHER**

**Our Online Course Environment**

This course is a community. I would like to stress that all members of a community should respect the work and the dignity of others.  In our discussions and in our engagement with a range of ideas I expect that each of you will treat your peers thoughtfully and with both empathy and respect. This is a space devoted to free inquiry and an open exchange of ideas and perspectives.  I expect everyone to help shape an inclusive learning environment that promotes regular, productive participation by all members, and is free from harassment and discrimination.  A diversity of opinions, approaches, and beliefs is beneficial and central to intellectual inquiry, and can be promoted while ensuring that all members of the community feel safe and free to participate. As NU President Aoun has written:

*“I want to emphatically reaffirm Northeastern’s longstanding policies to protect the rights of all races, ethnicities, religions, sexual orientations and identities that comprise the diverse Northeastern family. Discrimination and hate have no place in a community of learning, and we will take the most forceful actions to combat them. We strive to assure everyone at Northeastern—Muslim or Jewish, atheist or person of faith—of their safety and freedom to learn, work, and teach. . .  [O]ur core values of diversity and inclusion remain unalterable. These values are not airy abstractions, but are the mortar to our mosaic, cementing our strength as a diverse global community, and our resilience as an inclusive environment for all our members.”*

This can take on a particular significance when working in an online environment.  Online we may not be as able to read one another’s “cues” as we do when we are working one on one in our traditional classroom space. This is true even if you are in the same “place” but communicating online, as will often happen in this course.  So here are some guidelines regarding our communication with one another when working on-line. You’ll note that these suggestions apply to many “live” interactions as well.  As always, use common sense and the kind of basic respect and kindness you would show in a face to face conversation.

It is essential that you:

•  Contribute to all discussions in a collegial fashion.  When communicating online, begin your contributions by addressing your peers by their name of choice, and maintain a kind and collegial tone. Proper netiquette also means not typing in all CAPS, or using offensive or dismissive language. Sarcasm often doesn’t “read” well in an online conversation!

 •  Demonstrate good “listening” skills and active inquiry skills. This means that you are open to the ideas of others and you offer constructive responses, whether in the form of questions or statements. You might provide your own experiences, challenge ideas of others, or expand an idea further.

 • During times when we are working online, be sure to connect to the course on a regular basis and read material when it is posted. This is **not** **an independent study course**, but a paced online group learning experience.

 • Post your work by deadlines so you can benefit from and engage with the conversation of others. Posting late affects not only you, but also the others in the community.

 •  Share your insights honestly and in a spirit of intellectual curiosity. Ask open and thoughtful questions, assume your peers share your own interest in being thoughtful, engaged, insightful. Be open to multiple perspectives and treat those differences as an opportunity for thoughtful and respectful conversation

**Hybrid NUflex Classes**

Hybrid NUflex classes offer a great deal of flexibility because they can be accessed remotely as well as on-ground. Unlike in online classes, however, students enrolled in Hybrid NUflex classes should expect to meet in their scheduled class sequences. Students should expect to spend time on preparation, synchronous class attendance, and assignments.

You may attend a Hybrid NUflex class in person or virtually; your semester may include a combination of these forms of attendance. If you are attending a Hybrid NUflex class *virtually*, here are some things to do before class begins:

* To the best of your ability, find a location free from distractions to attend your class.
* To the best of your ability, ensure that you have adequate internet capacity to complete assigned tasks, download materials, and participate online. If at any time you do not have adequate internet access, let your instructor know. (If you have a temporary technical problem, please call the Help desk at 617-373-4357, or email them at [help@northeastern.edu](mailto:help@northeastern.edu).)
* Gather materials (headset, pens, paper, textbooks).
* Login early to test your camera and microphone.
* Follow the guidelines for online etiquette and participation set by your instructor.
* Your instructor will let you know whether a class is being recorded. Recording of classes, in whole or in part, is at the discretion of the instructor and with students’ permission.

***Platforms***

Canvas is Northeastern University’s Learning Management System (LMS). During this course, I anticipate using Zoom, GoogleDocs, and YouTube. Please let me know if these are not accessible to you.

***Help with Technology***

For technology issues, please call the Northeastern HELP desk (617-373-4357) or email them at help@northeastern.edu.

**Peer Review**

Peer review is an essential part of this course and building a true writing community. We will work with peer review in a variety of formats over the course of the term. Your engagement with the process, and with one another, is essential to our work here. You will be expected to post your work on time, provide in-depth responses to your peers, and work in a focused way. Your role as a reader and responder is vital in this class, a central part of our work as a writing community.

**WRITING PROGRAM POLICIES**

**Security and Privacy in Online Learning**

The Northeastern writing program strives to maintain your privacy while learning in online environments. For this reason, our instructors use one of Northeastern's Learning Managements Systems: Canvas and Blackboard.

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

**Attendance**

According to the official [Northeastern University Attendance Requirements](http://catalog.northeastern.edu/undergraduate/academic-policies-procedures/attendance-requirements/), students have the right to a limited number of excused absences for conditions, including absences due to specific university-sponsored activities, religious holidays, military deployment, and jury duty.

Writing Program policy requires regular engagement with the class materials and the instructor. This does not change because we are currently operating online or in a Hybrid NuFlex model. In all courses, “attendance” refers to regular, ongoing participation in discussions, weekly posted work, and other assignments. Students must also maintain regular communication with the course instructor. We understand that occasionally access may be limited, but you must stay in contact with your instructor to let them know about any accessibility issues. A student who loses contact with the instructor or loses contact with their peers will not be meeting performance expectations for earning course credit. In that case, the instructor may suggest that the student withdraw from rather than fail the course.

Please note that University Health and Counseling Services will not issue documentation of students’ illnesses or injuries.

**Attendance in Hybrid NUflex Class: *All students are expected to attend all synchronous components through Zoom or in person.***

**Late Submissions of Written Work**

Unless you have an accommodation provided by the Disability Resource Center that allows you extra time to complete an assignment or have discussed an extension with your instructor, you are expected to submit all materials by the assigned due date. Work received late will be penalised by 2 points for each day the work is late.

**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 (OSSCR) 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.

**Respecting Diversity**

Writing program instructors seek to foster inclusive learning environments and value our students’ multilingual funds of knowledge. That means, we respect differences in learning as well as cultural differences that arise during classroom interactions. We expect students in writing program classes also to respect diverse perspectives.

We respect any privacy concerns students may have, regarding joining classes remotely from overseas, country/region-specific accessibility issues, English language difficulties, and culturally informed genre styles. If you are a multilingual student and have specific concerns and questions, please feel free to contact Professor Qianqian Zhang-Wu, Director of Multilingual Writing, at [qzhangwu@northeastern.edu](mailto:qzhangwu@northeastern.edu)

**Collection of Student Work for Program Assessment**

Your instructor may be asked to submit one or more samples of your writing to the Writing Program Assessment Committee for the purpose of program assessment. Student work is randomly selected and used solely for the purpose of program-level assessment. Looking at student writing from a programmatic perspective helps us improve our program. Student writing collected for this purpose is never circulated outside the Writing Program for any reason. While we cannot guarantee that all identifying information will be removed from all materials read by Writing Program evaluators, we report only aggregate data to those outside the program; no teachers or students are identified in these reports. If you have any questions or concerns about our program assessment, feel free to contact Professor Mya Poe, Writing Program Director, at m.poe@northeastern.edu

**HEALTH AND SAFETY**

The university has put into place a robust plan to make the campus healthy and safe for all --- but you must do your part. On August 22, all students received an [email](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnews.northeastern.edu%2Fcoronavirus%2Funiversity-messages%2Funiversity-response-to-unsafe-behavior%2F&data=02%7C01%7Cc.fuchs%40NORTHEASTERN.EDU%7C6e9b37789bf34247ac5a08d8491333ea%7Ca8eec281aaa34daeac9b9a398b9215e7%7C0%7C0%7C637339694183084326&sdata=CRWo3qcoEgekktsdzc1oOFoiFfiIkLGsVRNWUpISzvM%3D&reserved=0) from Senior Vice Chancellor for Student Affairs Madeleine Estabrook on the expectations for behavior both on campus and off campus. Please read it carefully today.

  To summarize:

1. Gatherings on or off campus must conform to healthy practices as outlined by university and [Massachusetts state guidance](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.mass.gov%2Fdoc%2Frevised-gatherings-order-august-7-2020&data=02%7C01%7Cc.fuchs%40NORTHEASTERN.EDU%7C6e9b37789bf34247ac5a08d8491333ea%7Ca8eec281aaa34daeac9b9a398b9215e7%7C0%7C0%7C637339694183094283&sdata=vqybUbcHHr1wZR1iX1NxJPwTh6X91qx5RwjtnfZ7Wc0%3D&reserved=0). If you host or attend an inappropriate party or gathering, you run the very real risk of immediate removal from the community.
2. Wear a mask indoors and outdoors as you maintain a 6-foot distance from everyone.
3. Get tested every three days using the COVID-19 Test Scheduler ([Covid19-testing.northeastern.edu](https://nam12.safelinks.protection.outlook.com/?url=http%3A%2F%2Fcovid19-testing.northeastern.edu%2F&data=02%7C01%7Cc.fuchs%40NORTHEASTERN.EDU%7C6e9b37789bf34247ac5a08d8491333ea%7Ca8eec281aaa34daeac9b9a398b9215e7%7C0%7C0%7C637339694183094283&sdata=RjNwSlSiqeczBmkVCTTS1XH6sPvGlleQAByYvvJ0S8o%3D&reserved=0).) We may require more frequent testing as the semester progresses. It’s quick, easy and will help us to quickly identify and care for anyone who tests positive. I will not be told the identity of anyone who tests positive, and you do not need to share that information with me or anyone else unless you want to. If you receive a positive test result, you will be contacted by a member of the university’s telehealth team who will provide you with next steps.
4. Do a Daily Wellness Check ([wellness-check.northeastern.edu](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwellness-check.northeastern.edu%2F&data=02%7C01%7Cc.fuchs%40NORTHEASTERN.EDU%7C6e9b37789bf34247ac5a08d8491333ea%7Ca8eec281aaa34daeac9b9a398b9215e7%7C0%7C0%7C637339694183094283&sdata=Q1TlL4HgdYWkxoFxuV%2FhHuPKEOggOl0H3Dc5nku17QU%3D&reserved=0)), wash your hands well and regularly, and disinfect high-touch surfaces and spaces.
5. I will be wearing a [face covering](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnews.northeastern.edu%2Fcoronavirus%2Freopening%2Fpolicies-and-protocols%2F%23face-covering-protocol&data=02%7C01%7Cc.fuchs%40NORTHEASTERN.EDU%7C6e9b37789bf34247ac5a08d8491333ea%7Ca8eec281aaa34daeac9b9a398b9215e7%7C0%7C0%7C637339694183104238&sdata=2u7UppcHnFTzn0OahvrE7aUpB6%2BniCHBk2Dn7YGsv%2BM%3D&reserved=0) or mask as I teach and expect that you will do the same in class. If you come to class without a mask, I’ll ask you to go and [get one on campus](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnews.northeastern.edu%2Fcoronavirus%2Freopening%2Ffrequently-asked-questions%2F%23reopening&data=02%7C01%7Cc.fuchs%40NORTHEASTERN.EDU%7C6e9b37789bf34247ac5a08d8491333ea%7Ca8eec281aaa34daeac9b9a398b9215e7%7C0%7C0%7C637339694183104238&sdata=HCl9apAHbnr7meo0NAwcBS0%2BFNnoQv8gDmbmKf%2F0VMo%3D&reserved=0). You can get a mask at the Visitor Center or at the Curry Student Center Help Desk. If you refuse to wear a mask in class, I won’t be able to continue the class. If you are not sitting six feet apart from your classmate, I’ll ask you to do so. We won’t be able to eat or drink in class (except water). If you test positive, you will need to enter isolation as directed by the university’s telehealth team. I expect that you will not come in-person to class and that you will follow the guidance from the university telehealth team to isolate and get appropriate healthcare if needed.
6. Staying safe is a responsibility that we all must take seriously. Keep in mind the “Protect the Pack” theme. Remember that our individual actions will help everyone stay safe this fall.

**Masks and Physical Distancing**

Because of the necessary distancing imposed by COVID-19, we will have fewer occasions on campus to create and enjoy in-person spaces for learning and growth.  In order for us to preserve the opportunities offered by class meetings, students and instructors in the classroom *must* at all times follow the mandatory campus protocols for COVID-19 safety, including:

* Masks must be worn by students and instructors in classrooms and all other buildings;
* Six feet of distance must be maintained between persons;
* Students may come to class each week *only* on the days indicated by their Student Hub plan;
* Students must adhere to campus self-monitoring and testing protocols and should not come to class if they have any symptoms of illness.

For the sake of all our safety, if you come to class without a mask, I will direct you to the closest building where you can obtain one, after which you may return to class. If you are not able or willing to wear a mask, you may not be present in the classroom. If you come to class on a day on which you are not scheduled to be in the classroom, I will ask you to leave. In the unlikely event that any member of the class is unable or unwilling to comply with these mandatory safety precautions, the class will not be able to take place.

**COVID-19 UNIVERSITY RESOURCES**

COVID-19 Updates from the University: <https://news.northeastern.edu/coronavirus/university-messages/>

COVID-19 Resources for all Northeastern Students: [https://www.northeastern.edu/uhcs/covid-19-resources-for-all-northeastern-students/](https://nam05.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.northeastern.edu%2Fuhcs%2Fcovid-19-resources-for-all-northeastern-students%2F&data=02%7C01%7Chitchcock.m%40northeastern.edu%7C743c6ed3e90948bf6cf108d7eb91e0a8%7Ca8eec281aaa34daeac9b9a398b9215e7%7C0%7C0%7C637236884082327834&sdata=LC0mHGlAMlw2JGyLZeVYSRBq9%2FBoWHDninQ1HjC05e4%3D&reserved=0)

The Higher Education Emergency Relief Fund for affected students: FAQ at <https://studentfinance.northeastern.edu/applying-for-aid/financial-aid-faq/>

COVID-19 Resources for Northeastern Students in MA: [https://www.northeastern.edu/uhcs/covid-19-resources-and-information-for-students-in-massachusetts/](https://nam05.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.northeastern.edu%2Fuhcs%2Fcovid-19-resources-and-information-for-students-in-massachusetts%2F&data=02%7C01%7Chitchcock.m%40northeastern.edu%7C743c6ed3e90948bf6cf108d7eb91e0a8%7Ca8eec281aaa34daeac9b9a398b9215e7%7C0%7C0%7C637236884082327834&sdata=zjCqbl6efldo55Kd661mgF2GyX5lUUA8CsQ3JPpdsTU%3D&reserved=0)

Find@Northeastern is a wonderful resource if you need someone to talk to through these uncertain times: [https://www.northeastern.edu/uhcs/find-at-northeastern/](https://nam05.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.northeastern.edu%2Fuhcs%2Ffind-at-northeastern%2F&data=02%7C01%7Chitchcock.m%40northeastern.edu%7C743c6ed3e90948bf6cf108d7eb91e0a8%7Ca8eec281aaa34daeac9b9a398b9215e7%7C0%7C0%7C637236884082337828&sdata=1Lv5UkU%2FbIckknmRe7VWOPOUw8rlHTm7LaxTARXfhg0%3D&reserved=0)

Snell Library Resources: <https://library.northeastern.edu/accessing-northeastern-university-librarys-resources-and-services>

**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 will offer online appointments during the fall semester from September 21 to December 12. 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 [NUWritingCenter](https://www.facebook.com/NUWritingCenter/) 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.

This fall, The Peer Tutoring Program will be offering all tutoring online. Students can still request tutoring through myNortheastern on the Self-Service page under TUTORING. The online sessions will be generated through GoBoard. Now that The Peer Tutoring Program will be online, hours will also be more flexible.

If you are in need of academic assistance, contact the Peer Tutoring Program. For more information see<https://undergraduate.northeastern.edu/peer-tutoring/> 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://international.northeastern.edu/gss/tutoring/>

**Snell Library**

Snell Library will reopen in the fall of 2020 with reduced hours. Library resources are available online. For library resources, see the following link for ways to contact librarians, access resources, and for the most recent library news: <https://library.northeastern.edu/accessing-northeastern-university-librarys-resources-and-services>

**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](mailto:wecare@northeastern.edu).

**Mental Health Resources**

In addition to existing mental health resources available through Northeastern’s University Health and Counseling Services (<https://www.northeastern.edu/uhcs/counseling-services/>), Northeastern also has Find@Northeastern, which is a “24/7 mental health support” and can be reached at **1-877-223-9477**.  For more information see <https://www.northeastern.edu/uhcs/find-at-northeastern/>. The service also makes available 5 free counseling sessions per Fall and Spring semester.

**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](https://www.northeastern.edu/uhcs/) staff and the [Center for Spiritual Dialogue and Service](http://www.northeastern.edu/spirituallife/) clergy members. For reporting options and clarity on confidential and non-confidential options, please see [Boston Campus Resources](http://www.northeastern.edu/titleix/resources/main-campus-resources/) and [Reporting Options](http://www.northeastern.edu/titleix/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](http://www.northeastern.edu/titleix/) page.

**OPPORTUNITIES FOR PUBLISHING**

*NU Writing* is an online journal that publishes compositions made in First-Year Writing and Advanced Writing in the Disciplines, courses that are part of Northeastern University’s Writing Program. *NU Writing* helps students to find a wider audience for their compositions and to experience publishing, both by learning about the submission and review process and by participating on the journal’s board. Compositions published in *NU Writing* are alphabetic and multimodal—written in verse or prose, or composed in multiple modalities, such as image and sound. *NU Writing* welcomes traditional essays as well as texts from alternate genres: for example, poems, photo-essays, digital narratives, and films. All currently matriculated students who have taken, or are taking, courses in the Writing Program are encouraged to participate, by submitting a composition or serving on the journal’s board or both.

Any undergraduate may submit a composition made in First-Year Writing or Advanced Writing in the Disciplines if she or he is enrolled at Northeastern University at the time of submission. For more information visit<http://www.northeastern.edu/writing/nu-writing-journal/>  Any questions may be emailed to the Assistant Director to the Writing Program, Cara Marta Messina, messina.c@northeastern.edu

**Writing Program Contact Information**

Director of the Writing Program: Mya Poe m.poe@northeastern.edu

Director of the Writing Center:  Isabel Sobral Campos [i.sobralcampos@northeastern.edu](mailto:i.sobralcampos@northeastern.edu)

Director of Advanced Writing: Laurie Nardone l.nardone@northeastern.edu

Director of First-Year Writing: Kelly Garneau [k.garneau@northeastern.edu](mailto:k.garneau@northeastern.edu)

Assistant Director to the Writing Program, Cara Marta Messina, messina.c@northeastern.edu

Assistant Director to the Writing Center, Tieanna Graphenreed, graphenreed.t@northeastern.edu

Coordinator of Multilingual Writing: Qianqian Zhang-Wu [qzhangwu@northeastern.edu](mailto:qzhangwu@northeastern.edu)