

# NYU Washington, DC

## Writing as Critical Inquiry

### WRCI-UF 9102

**DC1: Blended DC2: In-person**

### Spring 2021

We know that you may be taking courses at multiple locations this semester. **Please contact your instructor or the site academic staff ([dc.academics@nyu.edu](mailto:dc.academics@nyu.edu))** if you have trouble accessing the NYU Classes site.

If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

### Instructor Information

- Alicia Gleason, 202.654.8324 (office line)
- All *office hours are virtual* and by appointment: <https://nyu.zoom.us/j/7860450201>

### Course Information

- WRCI-UF9102
- Writing as Critical Inquiry
- Prerequisite: WREX-UF 9101
- Meeting pattern:
  - DC1: T, TH 9:30am-10:45am
    - B205
  - DC2: T, TH 11:00am- 12:15pm
    - B205
- NYU DC [academic calendar](#)

### Course Overview and Goals

Writing As Critical Inquiry focuses principally on research: how to conduct it, where to conduct it, and how to use researched material with poise and authority in your own writing. Perhaps most importantly, this course aims to help you identify gaps in the scholarship about a topic so that you can add value to the field through analysis and research of your own.

Our theme for the course is “Stories,” so we’ll spent a lot of time this semester reading, researching for, and telling stories. We’ll think about how stories change our perceptions of the world, how to corroborate the stories of others, how research can enhance narrative strategies, and why some stories go untold. We’ll also discuss the ethics of research and your moral responsibilities as an academic writer and researcher.

Though we’ll spend some time reading, writing, and thinking about the course theme, this remains a writing class. We’ll spend much of our time this semester revising our own work, examining student writing in workshops, conferencing one-on-one, reverse engineering published writing, and solving writing problems.

### **Upon Completion of this Course, students will be able to:**

- Recognize the variety of resources a writer/scholar may use to challenge or support their own ideas: interviews, online research, library research, media, creative work, etc.
- Effectively evaluate the strength and utility of sources.
- Master citation skills and Works Cited pages in MLA and APA.
- Acknowledge and experience the creative nature of the research process.
- Learn to choose and refine a research topic, appropriate in size and scope.
- Produce final drafts that are polished and free of grammatical errors, that call upon logical thinking and analytical skills, that use research to enhance (not drown) ideas.

## **Course Requirements**

### **Class Participation**

Class participation is worth 2 points per day. *In order to earn the full 2 points each day you’ll need to be actively present when you’re in the classroom.* This implies cognitive awareness as well as the basic classroom courtesies. If you’ve accessed a reading online and we’re scheduled to discuss the reading in class, you should bring a copy of the document to class in paper, or on your e-reader. **Students who are sleeping, carrying on private conversations, using cell phones, or working on assignments for other classes are not wholly, actively present and will lose class participation points for that day.** If you are unprepared for class or group work—having not prepared a draft for a peer workshop, for example—you will lose class participation points for that day. You will assess your participation in the course twice: once before the midterm and again before the final paper.

### **Major Essays**

Essay 1: Profile, 2,000 words

Essay 2: Citation Chasing, 1,500 words

Essay 3: Research Project, 2,500 words.

#### **Major Essay Revision Policy:**

**Revising your work effectively is a major part of being a strong writer. In this course, you’ll be required to spend time revising**

most of your essays before they are graded. That said, sometimes students need time and distance from their work in order to revise effectively. **If you're unhappy with either of your first two essays, you can revise one or both of those papers to improve them further** (for a grade up to 10% higher than the original). Some notes about this:

- Your grade will never decrease by handing in a revision.
- For an increase in your grade, revisions must demonstrate substantial change to the focus, support, approach, and/or organization of the essay in addition to comprehensive error correction.
- Students who choose to revise a paper must schedule a revision conference with me.
- Revisions must include a reflective Post Script.
- Revisions must be completed within two weeks of your Revision Conference with me, and within a month of receiving your original paper grade.

## Journals, Reading Reflections, Pre-Writing

[SUBJECT TO CHANGE!] Each week you will write informally about a topic or idea in your personal electronic journal. We will use your journals to do in-class writing and to perform exercises and respond to prompts outside of the classroom. The journal is a semi-private space: I will have access to your entries, but your peers will not. Often, students and I have conversations through journal entries, or use the journals as an incubation space for major essays. That said, please note that I will not respond to every journal entry! **Since journal entries are intended to encourage risk-taking, experimentation, and unique thought, they are graded only on completion.** Journals should be completed and posted before the next class period.

In addition to the regular journal entries, you are required to attend one of the readings listed in the live schedule. For each of these, you will attend the event, then write a 300-500 word response to it and post it on your journal page. Full details in our NYU Classes, Google Drive, and Live Schedule.

## Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Essay 1	25%
Essay 2	20%

<b>Assignments/Activities</b>	<b>% of Final Grade</b>
Essay 3	30%
Journals	15%
Participation	20%

## Letter Grades

Letter grades for the entire course will be assigned as follows:

<b>Letter Grade</b>	<b>Points</b>	<b>Percent</b>
<b>A</b>	4.00	94-100
<b>A-</b>	3.67	90-93
<b>B+</b>	3.33	87-89
<b>B</b>	3.00	84-86
<b>B-</b>	2.67	80-83
<b>C+</b>	2.33	77-79
<b>C</b>	2.00	74-76
<b>C-</b>	1.67	70-73
<b>D+</b>	1.33	67-69
<b>D</b>	1.00	65-66

Letter Grade	Points	Percent
F	.00	Below 65

### View Grades

Grades for each essay will be available on the NYU Classes site. Midterm and final grades will be posted on Albert. Feel free to ask me for a grade update at any point in the semester.

### Tentative Course Schedule

The following schedule is subject to change. Please follow the “live” schedule in our Google Folder for updated information.

#### Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
Session 1 Thurs, Jan 28	Syllabus + Google Set up + Goals and Expectations + “The Room Where it Happens”	<a href="#">“The American Man at Age 10,”</a> Susan Orlean + <a href="#">“ The Life of an American Boy at 17”</a> Jennifer Percy	<b>Journal 1:</b>
Session 2 Tues, Feb 2	Reverse Engineering Percy and Orlean + Introduction to Essay #1	<b>PICK ONE:</b> <a href="#">“The Absolutist,”</a> Jeffrey Toobin OR, <a href="#">“Her Eyes Were Watching The Stars,”</a> Rachel Gahnsah OR <a href="#">“Frank Sinatra Has a Cold”</a> Gay Talese  *or read all three if you’re into it.	



Week/Date	Topic	Reading	Assignment Due
Session 3 Thurs, Feb 4	Essay 1 Interview Questions Group Brainstorm + Discuss Celebrity Profiles	<a href="#">“How to Write A Profile”</a> + <a href="#">“Maurice Sendak Interview”</a> by Terry Gross (this one is kind of a tear-jerker, FYI)	<b>Journal 2:</b> Terry Gross is a very masterful interviewer and often gets her subjects to open up to her. <i>As you listen to the interview, record all of the questions she asks Maurice Sendak word for word.</i> Also list any techniques you can gather about how she builds trust with her subject.
Session 4 Tues, Feb 9	How to Write a Profile (practice)— <a href="#">interview questions</a> + techniques	--	Dig into research/drafting for Essay #1
Session 5 Thurs, Feb 11	Turning research/info into story--Poetics	--	Continue research/drafting for Essay #1--full draft due Feb 25 for Peer Review
Session 6 Tues, Feb 16	Problems and Solutions Workshop + <a href="#">Quoting</a> + “Citation” in Journalism		
No Class - Thurs, Feb 18 is a Monday Class Schedule	No Class	No Class	No Class
Session 7 Tues, Feb 23	Kurt Davies— Telling your own story		
Session 8 Thurs, Feb 25	Peer Review Session	Finish reading and reviewing peers work by 11:59pm tonight	<b>Journal 3:</b> Read the feedback from your peers. Write a 200 word journal entry responding to a specific comment/critique. How can you solve this problem? Do



Week/Date	Topic	Reading	Assignment Due
			<p>you agree that it needs to be solved?</p> <p>Essay 1 Due March 2. Submit to NYU Classes by 11:59pm</p>
<p>Session 9 Tues, Mar 2</p>	<p>Essay 1 Due + Source Reliability</p> <p>1). Lynn Dicks, "Bees, lies and evidence based policy," Nature 494, no. 7437 (2013): 283283. <a href="http://www.nature.com/news/bees-liesandevidence-basedpolicy-1.12443">http://www.nature.com/news/bees-liesandevidence-basedpolicy-1.12443</a></p> <p>2). Jon Entine, "Bee deaths reversal: As Evidence Points Away From Neonics As Driver, Pressure Builds To Rethink Ban," Forbes, February 5, 2014. <a href="http://www.forbes.com/sites/jonentine/2014/02/05/bee-deathsreversalas-evidencepoints-away-fromneonicsas-driverpressure-buildstorethink-ban/">http://www.forbes.com/sites/jonentine/2014/02/05/bee-deathsreversalas-evidencepoints-away-fromneonicsas-driverpressure-buildstorethink-ban/</a></p>	<p>"Trouble at the Lab" The Economist (NYU Classes)</p>	



Week/Date	Topic	Reading	Assignment Due
	<p>3). Tapparo, Andrea, Daniele Marton, Chiara Giorio, Alessandro Zanella, Lidia Soldà, Matteo Marzaro, Linda Vivan, and Vincenzo Girolami. "Assessment of the environmental exposure of honeybees to particulate matter containing neonicotinoid insecticides coming from corn coated seeds." Environmental Science &amp; Technology 46, no. 5 (2012): 25922599.</p> <p><a href="http://www.ask-force.org/web/Bees/Tapparo-Assessment-Environmental-Exposure-Honeybees-2012.pdf">http://www.ask-force.org/web/Bees/Tapparo-Assessment-Environmental-Exposure-Honeybees-2012.pdf</a></p>		
<p>Session 10 Thurs, Mar 4</p>	<p>BEAM + Basic library Resources + Intro to E2</p>	<p>Read through the options for E2 and select an object of study:</p>	<p><b>Journal 4:</b> Now that you've handed in the Profile Essay, how would you assess your execution of the project? What are you proud of yourself for doing in this piece? What would you do differently next time?</p>



Week/Date	Topic	Reading	Assignment Due
		<p><a href="#"><u>"7 Benefits and Uses of CBD Oil"</u></a></p> <p><a href="#"><u>"7 Proven Health Benefits of Matcha Tea"</u></a></p> <p><a href="#"><u>"10 Evidence Based Health Benefits of Intermittent-Fasting"</u></a></p>	
Session 11 Tues, Mar 9	Writing Templates and Using NYU Libraries	[Explore NYU Libraries + Practice Citation Chasing with your article]	[Insert assignment]
Session 12 Thurs, Mar 11	APA Citations Overview		
Session 13 Tues, Mar 16	Sample Essays (2) for E2		Journal 5: (in class)  Full draft for Peer Review for March 18
Session 14 Thurs, Mar 18	Peer Review, Essay 2		Citation Chasing (Essay 2) Due on Tuesday, March 23 at 11:59pm.
Session 15 Tues, Mar 23	E2 Editing Workshop + Intro to Final Research Projects	Sample Podcasts:  <a href="#"><u>"Episode 1" of Serial</u></a> by Sarah Koenig + <a href="#"><u>"Soy Andres, A Tus Pies"</u></a> <i>Scattered</i> , by Chris Garcia	<b>Journal 6:</b> Choose one podcast episode to focus on (either Serial, or Scattered), and make a list of the sources the host had to consult to research the episode.



Week/Date	Topic	Reading	Assignment Due
<p>Session 16 Thurs, Mar 25</p>	<p>Researched Podcasts: how to make, research etc</p>	<p>Sample Researched Fiction:</p> <p>River Nemunas by Anthony Doerr (NYU Classes) + <a href="#">“Fall River Axe Murders” by Angela Carter</a></p> <p>(the link to the Carter story is a little sketchy. If you want a cleaner copy go to <a href="#">Hathi Trust website</a>.</p> <ul style="list-style-type: none"> <li>• On the top right of the page Log In with NYU.</li> <li>• Then search “Black Venus” in the search bar, or use the advanced search to put in her name and the title of the book.</li> <li>• Then click on “temporary access”</li> <li>• When the PDF opens, jump to page 104 and you’ll find the start of the short story there)</li> <li>• Note that with this service you only have 60 minutes to read the text.</li> </ul>	



Week/Date	Topic	Reading	Assignment Due
Session 17 Tues, Mar 30	Discussion: Researched Fiction	Sample Research Papers:  <a href="#">“The Really Big One,”</a> by Kathryn Shulz  Student paper: <a href="#">“Mukbang: A Cultural Phenomenon”</a>	
Session 18 Thurs, Apr 1	Discussion: Research Papers	<a href="#">“Developing a Research Question”</a>	Journal 7: prepare a draft research question for your project. We will work on these in class next session.
Session 19 Tues, Apr 6	Developing a Research Question + using it as a research guide	<a href="#">Annotated Bib Sample</a>	<b>Journal 8:</b> write a sample annotated bib entry for one of your sources. You can choose to use APA or MLA citations, depending on the nature of your project. Write the entry beneath the reference as three short paragraphs:  1). Summarize the source  2). Evaluate the strength of the source  3). Discuss how you could use the source in your final project
Session 20 Thurs, Apr 8	Annotated Bibliography How To +Plagiarism Tutorial	<a href="#">“Shadow Scholar”</a> by Ed Dante (NYU has a subscription for The Higher Ed Chronicle, so make sure you’re logged	



Week/Date	Topic	Reading	Assignment Due
		<p>in to access the full text)</p> <p>INSTRUCTIONS TO FIND:</p> <p>1). Go to NYU Libraries main site <a href="#">here.</a></p> <p>2). Click on the “Articles and Databases” tab</p> <p>3). In the EBSCO Host Discover Host searchbox, type in “higher ed chronicle shadow scholar</p>	
Session 21 Tues, Apr 13	Discussion of Dante		Outline/Sketch or fuller(er) Annotated Bib Due for Peer Review Session on Thursday
Session 22 Thurs, Apr 15	Peer Review Day 1 + Short Post-Peer Review Presentations	--	[Insert assignment]
Session 23 Tues, Apr 20	CONFERENCES during class time:	--	<b>Journal 9:</b> not all students find peer review useful. What can you do this time to ensure you get the feedback you need? What would be helpful to you at this stage in the writing process? Make a list of questions/concerns you have about your project and how peers could help you



Week/Date	Topic	Reading	Assignment Due
Session 24 Thurs, Apr 22	Catch Up Day	--	
Session 25 Tues, Apr 27	Peer Review Day 2		
Session 26 Thurs, Apr 29	Presentations		
Session 27 Tues, May 4	Presentations		
Session 28 Thurs, May 6	Last Class! Transferring Course Knowledge + Course Evaluations	--	<b>Journal 10:</b> what does your writing future look like? What have you learned about yourself as a writer in the class that you plan to develop in your remaining years at NYU and beyond?  Final Paper due Monday, May 11, 11:59pm
No Class - Tues, May 11 Reading Day	No Class	No Class	No Class
Weds, May 12 – Fri, May 14	Finals	Finals	Finals

## Course Materials

### Required Textbooks & Materials

- All readings are free and available through our Live Schedule or on NYU Classes.

### Resources

- **Access your course materials:** [NYU Classes](https://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](https://library.nyu.edu) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](https://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](https://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

## Course Policies

## Hygiene/Physical Distancing policies

- Students will be assigned/choose a seat on the first day of class. For NYU COVID-19 Safety protocols, please use the same seat for the duration of the semester.

## Attendance and Tardiness

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic experience, class attendance at the centers or online through NYU Classes if the course is remote synchronous/blended, is expected promptly when class begins. Unexcused absences will affect students' semester participation grade. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to discuss where at the Academic Center the remote course can be taken.** Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure.

### Reporting Absences:

1. Report the absence to NYU DC Academics via the [online absence form](#).
2. Contact your instructor of the class(es) affected.
3. Follow up with NYU DC Academics ([dc.academics@nyu.edu](mailto:dc.academics@nyu.edu)) to provide any necessary documentation regarding the absence.

Absences can ONLY be excused if they are reported using the form above (this is a key step, but there may be other conditions—see below—such as providing documentation, as well).

### You can use the online Absence Form to report absences for both medical and non-medical reasons (see below).

- Students should NOT approach their class instructor for an excused absence (you need to consult with a member of the Academics team instead). However, students should contact their class instructor to discuss catching up on missed work.
- Students are responsible for making up any work missed due to absence. This means they should initiate email and/or office hour discussions to address any missed lectures and assignments and arrange a timeline for submitting missed work.

### Medical Absences:

- If you are unable to attend a class due to ill health, you must provide details of your illness and class(es) missed to NYUDC staff using the online Absence Form WITHIN 24 HOURS of your first missed class.
- Please do not use the form to report a medical emergency or to request urgent assistance. In a medical emergency, call 911 and ask for an ambulance. NYU DC staff are available and happy to offer additional support, whatever time of day, especially if you're hoping to make a doctor's appointment. If you would like to speak to a member of staff to request support with a medical problem, please call the NYU Washington, DC emergency phone.

### Non-Medical Absences:



- If you have to miss class for an unavoidable, non-medical reason you must provide use the online Absence Form at least SEVEN DAYS PRIOR to the date(s) in question.
- If in doubt about whether your reason might be approve-able, please speak to a member of the NYU DC Academics staff ([dc.academics@nyu.edu](mailto:dc.academics@nyu.edu)).
- NYU DC adheres to the [University Calendar Policy on Religious Holidays](#)

NYU DC staff carefully monitor student attendance and absence records. In most cases, full completion of the online Absence Form will be sufficient to excuse your absence. However, in certain circumstances (such as a missed examination/presentation or missing multiple days of class) you will need to provide additional information and arrange a meeting with a member of NYUDC academics team about your absence before it can be excused.

## Suggested New Section: Classroom Etiquette/Expectations

Things to consider:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary)
- If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class. Consider using the chat function or “raise hand” function in order to add your voice to class discussions especially if leaving the video on presents challenges.

## Final Exams

Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the site Academic representative as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

## Late Assignment

- 1) Written work due in class must be submitted during the class time to the professor.
- 2) Late work should be emailed to the faculty as soon as it is completed.

### Emergency Pass

Each of you has one Emergency 3-Day Pass to use on any major *paper* this semester. Many of you will, at some point this spring, feel overwhelmed by other courses, family trouble, health concerns, etc. These interruptions are part of being an adult. Just contact me as soon as you know you'll want to use the 3-Day Pass (at



least 24 hours before the essay's deadline) and you'll turn your assignment in three days late, no questions asked, and without a grade deduction.

**I DO NOT OFFER EXTENSIONS ON PAPERS ONCE YOU HAVE USED YOUR 3 DAY PASS.**

- 3) Late work will be reduced for a fraction of a letter grade (e.g., A to A-, A- to B+, etc.) for every day it is late, including weekends.
- 4) Written work during the semester that is submitted 5 days after the submission date (including weekends) without an agreed extension fails and is given a zero.
- 5) Students who arrive to class late for an exam do not have automatic approval to take extra time to complete the exam.
- 6) Students who miss an exam (including the final) without previously arranged permission will receive a zero on that exam.
- 7) Assignments due during finals week that are submitted more than 3 days without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.

## Incomplete Grade Policy

An "incomplete" is a temporary grade that indicates that the student has, for good reason, not completed all of the course work. This grade is not awarded automatically nor is it guaranteed; rather, the student must ask the instructor for a grade of "incomplete," present documented evidence of illness, an emergency, or other compelling circumstances, and clarify the remaining course requirements with the instructor.

In order for a grade of "incomplete" to be registered on the transcript, the student must fill out a form, in collaboration with the course instructor and the academic administration at the site; it should then be submitted to the site's academic office. The submitted form must include a deadline by which the missing work will be completed. This deadline may not be later than the end of the following semester.

## Academic Honesty/Plagiarism

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." **Students at Global Academic Centers must follow the University and school policies.**

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

NYU DC takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. All your written work must be submitted as a hard copy AND in electronic form to the lecturer. Your lecturer may ask you to sign a declaration of authorship form.

It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

## Religious Observances

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday.

Students must notify their professor and the local Academics team in writing via email at least 7 days before being absent for this purpose.

## Inclusion, Diversity, Belonging and Equity

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, “...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” At NYU DC, we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavors.

## Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center **as early as possible in the semester for assistance**. Accommodations for this course are managed through the site sponsoring the class once you request it.