**English 21002: Writing for the Social Sciences**

**Fall 2017 Guidelines**

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

**Course Learning Outcomes**

Over the course of the semester, you will

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

**Suggested Reading and Writing Assignments**    
"Connected Literacies of Adult Writers: Workplace Ethnographies in College Composition." *Multiple Literacies for the 21st Century.* Ed. Charles Bazerman, Brian Huot, and Beth Stroble. New York: Hampton Press, 2004. 39-56. Print.    
  
“Urban Literacies and The Ethnographic Process: Composing Community at the Center for Worker Education.” *CityComp: Identities, Spaces, Practices*. Ed. Cynthia Ryan and Bruce McComiskey. Albany: SUNY Press, 2003. 189-202. Print.

**Field Research Projects**When you allow students to choose a community to research, your students can become highly engaged as researchers and writers. I have used this approach to teaching college composition for many years and found it to be highly successful.

**Documentation Style:** I suggest that you encourage students to use APA documentation style since APA is used widely in social science disciplines.

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**Library Visits**  
Field research projects allow students to use both primary sources and secondary sources. Once your students have selected the communities for their research, you could encourage them to read newspaper and journal articles about some aspect of their communities.

If you would like to schedule a library visit for your students, contact Professor Jacqueline A. Gill at jgill@ccny.cuny.edu or at (212) 650-6089. Alternatively, you can schedule a class meeting in one of our Tech Center computer classrooms and lead a discussion of your own on how to access library resources. This might be a more effective approach because you can tailor the class to the projects that your students are currently working on. To schedule the Tech Center, send a request to [schedule@ccny.cuny.edu](mailto:schedule@ccny.cuny.edu).