

**Writing in the Disciplines
at
LaGuardia Community College
A Guide for New Writing Fellows
2010-2011**

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INTRODUCTION

Welcome to your first semester as a LaGuardia Community College Writing Fellow.

The following chapters will summarize some basic information that will help you get started and provide context for your ongoing experience:

- Chapter one briefly reviews the history and rationale behind Writing Intensive WID and WAC programs throughout CUNY as well as at LaGuardia.
- Chapters two and three look at the faculty's experience of WID at LaGuardia and how Writing Fellows support them. Your responsibilities as Fellows are outlined in detail in chapter three.
- Chapter four introduces you to some of the most important features of LaGuardia College itself—especially those that directly impact the teaching of student writing.
- Chapters five and six provide further useful information and links to additional resources.

Hopefully your experience in LaGuardia WID will be valuable in many ways: as a student, scholar, and educator. It is impossible to learn everything you need to know before you start, and you may often feel “unprepared” during the first few weeks. That feeling is completely understandable. This handbook aims to at least acquaint you with the big picture and can also serve as a resource to return to throughout the year for further information and clarification.

In the meantime, please feel free to ask any questions of your WID leaders or returning Fellows.

1) WRITING-INTENSIVE PEDAGOGY & PRACTICE

CUNY History

In 1999 the CUNY Board of Trustees announced a “Writing Across the Curriculum” (WAC) initiative throughout the CUNY system in order to “ensure that writing would be regarded as a common responsibility and that the development of writing proficiency would become a focus of the entire undergraduate curriculum.” The board’s “Master Plan” defined the goals of WAC/WID as follows:

The Writing Across the Curriculum program will... [emphasize] classroom and college based activities including the following:

- Informal writing to learn activities, which will take place throughout the semester;
- The requirement, in writing intensive classes, of a minimum of 10-12 pages of formal writing which can be satisfied in a variety of ways;
- A variety of short, less formal assignments which integrate writing into the writing intensive courses throughout the semester;
- Opportunities for revision in all assignments;
- Research papers that require the use of footnotes, bibliographies and other tools of formal research;
- Instructional mediation and feedback to encourage student growth;
- Campus-based professional development plans for faculty and Writing Fellows;
- Grading in writing intensive classes, in substantial part, on assessment of students’ written work.

To help facilitate implementation of these objectives, this initiative called for the subsidizing of graduate-student Writing Fellows “to be mentored by faculty members while assisting in a variety of capacities in support of intensive writing instruction.”

About WAC/WID

According to the CUNY WAC/WID Planning Committee, since its introduction into educational theory in the 1970s, this philosophy has

effected an important change in higher education by promoting the teaching of writing as the responsibility of the entire academic community—and not the sole domain of the English department. Writing in the Disciplines [WID] emerged as a corollary to WAC, with an insistence that writing is shaped by disciplinary perspectives and discourse conventions....

Broadly speaking, the central premise behind WAC is that students need to write, informally and formally, in all of their courses (not just in English and composition classes), in order to develop expertise as academic writers. WAC is often considered a pedagogical movement, working to change modes of learning and teaching, particularly the reliance on multiple choice and short answer modes of assessment.

(source: 2009-2010 WAC Handbook, CUNY Office of Undergraduate Education, 2-3)

Another important principle of this pedagogy is conveyed in the often used term “Writing to Learn”—i.e. the goal of student writing is not only the end product of a completed essay assignment (like a term paper) but the activity of writing for its own sake, which can stimulate thought and engagement. WAC and WID techniques are therefore concerned as much with process as with product.

WID at LaGuardia

In the decade since CUNY’s initiative, WID at LaGuardia has trained over 400 full- and part-time faculty. This institutional commitment to writing-intensive pedagogy has made WID a central component of the strategic vision of the College.

LaGuardia's program is called "Writing in the Disciplines" (WID) rather than "Writing Across the Curriculum" (WAC) in order to emphasize the fact that we view writing as a discipline-specific activity—that writing in a chemistry class or in a statistics class, for example, is not the same as writing for an English or History class. The way assignments are conceived and developed should depend on the kinds of thinking skills the specific disciplines require. It is for this reason that the first question we ask when developing writing assignments is: "What do we want the students to learn?"

“LaGuardia’s WID program is a localized version of the Writing Across the Curriculum (WAC) program that Writing Fellows CUNY-wide are hired to help implement. I really didn’t understand this distinction at first and the jargon that goes along with it was confusing for me (i.e., “Has he/she been ‘WIDed’ yet?”, etc.). Despite the CUNY-wide seminars’ efforts to try to come up with a definitive role for us to claim as our own, the fact is that our positions vary from campus to campus and even from fellow to fellow. The LaGuardia program emphasizes discipline specific language use and structures its faculty and fellow groupings accordingly. One of our major tasks is to work with WID leaders who are experienced in WID pedagogy to help faculty make their courses “writing intensive”. Unlike many other campuses, LaGuardia gives faculty a course release for participating as well as a twenty-five student cap for their writing intensive courses - as a result, I don’t feel like we meet the resistance from faculty that fellows on other campuses experience so strongly. Whether or not I truly felt committed to the various strategies and theories we read about and suggested to faculty, I generally felt that all of the faculty we worked with benefited from and appreciated the time spent rethinking existing syllabi and writing assignments. Likewise, the experience definitely helped me rethink my own teaching practices.”

-Lynn Horridge, 2004-2006 Writing Fellow

2) THE FACULTY PERSPECTIVE

In order to implement WID principles throughout the college, select faculty members are chosen each year to be trained in Writing-Intensive pedagogy and practice. Each year many teachers apply and the WID leaders select 12 to participate during the following school year. Faculty may be interested in WID for many reasons. For most, completing the WID program is a requirement for teaching certain LaGuardia courses that are classified “Writing Intensive” (e.g. the Urban Studies curriculum, departmental “capstone” courses). In exchange for participating and committing time to the WID training, full-time faculty are granted course relief and adjunct faculty are provided a stipend.

Writing Fellows, under the supervision of faculty Small Group leaders, are paired with individual teachers to assist in their gradual assembling of portfolios that will document their experience with WID techniques.

Criteria for a Writing Intensive Course

The requirements for a successful writing intensive syllabus are:

- Students write every week
- Writing activities include both informal and formal, discipline-specific assignments
- Students complete frequent, low-stakes writing assignments
- A substantial, staged assignment of 10-12 typed pages
- Students receive feedback on their writing from the instructor and peers
- Students have the opportunity to revise more than one paper
- Writing counts for at least 20% of the course grade
- Grading criteria are clearly indicated on the syllabus

Faculty Portfolio Requirement

Each faculty participant in LaGuardia's WID program produces at the end of the academic year an instructional portfolio: a collection of materials that documents their participation in the program and their development of a writing-intensive syllabus.

Each portfolio includes:

- a pre- and post-WID syllabus
- copies of all the writing assignments included in the "WIDed" syllabus
- samples of both well-executed and poorly-executed student work
- excerpts from the participant's teaching journal.
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Upon successful completion of the program, both the faculty and the course are considered to be “WID-ed.”

3) THE FELLOWS' PERSPECTIVE

Workload & Schedule

All CUNY Writing Fellows are required to work 225 hours per semester, which at LaGuardia averages out to 18 hours per week. At the beginning of each term you will have to submit a Workload Reporting Form to CUNY Human Resources, signed by both your LaGuardia WID Director and the Executive Office of your department at the Graduate Center.

Most colleges require 15 hours per week, but LaGuardia runs on a different academic calendar, consisting of two 12-week terms (Fall I and Spring I) and two 6-week terms (Fall II and Spring II). LaGuardia fellows are only in residence during Fall I and Spring I, which are shorter than the 14-week semesters elsewhere in CUNY. While LaGuardia fellows may work more hours per week, this is offset by the long break between the Fall I and Spring I semesters—which lasts approximately from the second week in December through the first week in March. LaGuardia fellows are still expected, however, to attend any CUNY-wide fellows meetings scheduled in January or February.

LaGuardia Fellows should count on coming to campus three days a week (even if not full days) for scheduled group meetings, observing classes, collaborating with other fellows, and meeting one-on-one with faculty. A private office (M119F) with computers and printers is provided to work from while on campus. Fellows are strongly discouraged from taking on extensive outside jobs (such as adjuncting at other colleges) since the fellowship itself requires significant time and effort, and the fellowship is designed to allow you to commit maximum personal time to your dissertation.

To ensure they are meeting all responsibilities, Writing Fellows are evaluated at the end of the fall and spring semesters. For the spring evaluation, each of the faculty who has worked with the Writing Fellow sends the WID Director a written evaluation of the fellow's work. Also, each fellow writes a self-evaluation. This is often a good opportunity to discuss workload and/or any concerns you may be having with your fellowship.

The essential components of the LaGuardia Fellows' schedule and responsibilities are: as follows:

Weekly Fellows Meetings

Each week for two hours, Writing Fellows meet with the WID Director. These meetings typically have three purposes: (1) training in the various Writing Fellow tasks; (2) updating each other and the WID Director on the work fellows are doing; and (3) trouble-shooting various issues and tensions that inevitably crop up during the semester.

Large Group Meetings

There are usually two “Large Group” meetings per semester. These meetings include all participating WID faculty members, all Writing Fellows, the WID Director, and all coordinators. The WID Director and Writing Fellows work together to plan agendas for these meetings, which usually include presentations and/or hands-on exercises.

For the 2010-2011 academic year, the Large Group will meet on: October 18, December 6, March 28, and June 6.*

Small-Group Meetings

“Small-Group” meetings will typically consist of four WID faculty members, two Writing Fellows, and a WID coordinator (aka “Small Group Leader”). WID Small Groups meet for two hours approximately every other week. Small Group meetings give faculty a grounding in the philosophy of “writing-to-learn” pedagogy through readings and discussion. Some of the issues discussed will be theoretical, while others will be specific to the disciplines taught by the faculty members in the meetings. Coordinators may also workshop specific ideas for integrating writing-intensive principles into course syllabi.

The fall Small Group Meetings help professors develop a new, writing-intensive version of their syllabus that adheres to the principles of WID. During the spring semester, the work shifts from the planning stage to actually trying out the new writing intensive syllabi. Small Groups continue to meet in the spring to discuss how the new writing assignments are working and whether faculty would like to revise any for their final portfolio.

See your WID Program Syllabus for more details this year’s Small Group meetings, including reading assignments. These readings—to be done by both faculty and Fellows—will provide the theoretical backbone of Writing Intensive pedagogy, as well as practical case studies from the field.

For the 2010-2011 academic year, Small Groups will meet on: September 20, September 27, October 4, October 25, November 8, November 22, March 14, April 11, and May 9.

Special Projects

Each Writing Fellow is encouraged to think of a special individual project to work on throughout the year that will help maintain—and perhaps enhance—the WID program at LaGuardia. Past projects have included: administering the WID website, managing student and faculty assessment, projects to document WID activities (e.g. a video brochure, newsletter), revising the WID syllabus, and giving presentations at conferences.

* Mondays 3:30-5:30 are set aside for both Small and Large Group Meetings. Please keep this time open whenever you are in residency at LaGuardia.

WID Assessment

In order to assess the effectiveness of the WID program in improving student writing, each college is required by CUNY to administer a 30-minute, disciplinary-specific “assessment” to students in a WID faculty member’s class at the beginning and at the end of the term (to get “before and after” data). Fellows are responsible for administering, grading, and collecting data on these exercises. Fellows also work with the WID faculty to create discipline-specific “prompts” (questions) that the students will write about in each class. The prompt needs to be applicable to the courses the faculty member will teach in both the fall and spring semesters. (Prompts need to be settled on right at the beginning of the semester, so faculty will hopefully agree to use already-existing prompts for their discipline.)

You can reassure your faculty that this assessment is only of the students for “sampling” purposes and not linked to institutional performance review of individual professors. If faculty wish to see their students’ assessment exercises in order to gauge general student progress, they may request from the Writing Fellows anonymous copies (with the student names blanked out).

CUNY-Wide WID Institute

All CUNY Writing Fellows are required to attend periodic day-long colloquies during the year that bring together Fellows from all the CUNY colleges. An example of how the fellowship provides professional development, these events typically feature guest speakers, workshops, and presentations from individual WAC/WID programs.

After a a two-day orientation on August 26-27, the remaining Fall Semester meetings will be held at Hostos Community College on: October 22, 1:00-4:00 & November 19, 1:00-4:00.

“As a writing fellow, the “Writing In the Disciplines” program has changed how I understand the process of teaching, as well as the challenges professors face in a community college setting. I came to the writing fellows program willing to learn how to be a better teacher and WID not only gave me tangible information through weekly readings and meeting, but it gave me first hand experience in teacher’s classrooms. Together, this has proven invaluable and I feel that I will draw on WID principles in the year to come and throughout my academic career.

“Perhaps the most valuable insight the program gave me was a body of literature that illuminated the relationship between the incorporation of writing into a course and improving the quality of the course. I have found John Bean’s Engaging Ideas to be a tremendous source of practical knowledge that resonates with my own classroom experiences, as well as appeals to the professor with whom I work. Through Bean, professors and I have found a common language and a set of practices and exercises that we can test and modify. These readings become a foundation for the writing fellows and they have helped me to become clearer in my intentions as a teacher.”

-Karen Gregory, 2007-2008 Fellow

ADDITIONAL FIRST SEMESTER DUTIES

In addition to the above, all new Writing Fellows also do the following in their first semester only:

“Super Teachers”

Each new Writing Fellow is assigned a “Super Teacher,” a professor whose class will model some of the WID principles in action. You might be asked to help out during the class in various ways (working with small groups, for example), but the Fellow is meant to be an observer, not a TA. Your experience observing your Super Teacher’s classroom can be a great opportunity to learn not just about teaching but also about the students at LaGuardia.

Writing Center Tutoring

New Writing Fellows spend two hours per week tutoring in the LaGuardia Writing Center (located at E-111). The Writing Center provides tutoring for LaGuardia students for all writing-related issues. Typically, students come to the Writing Center with either a draft of an essay that they want feedback on or a revision of an essay that has already been graded. There is, as you will learn in your training at the Writing Center, a set of rules as to what you are allowed to do with a student’s paper. These rules depend on two factors: the class for which the paper is being written and whether the paper is a first-draft or a revision. Not only will you get a sense of the writing problems of LaGuardia students, you will also get to see a range of professors’ assignments and feedback. For more see: <http://www.lagcc.cuny.edu/English/writingcenter/> .

“One of the activities I have enjoyed most is working as a tutor in the Writing Center. Working one-to-one with students at the Writing Center, and learning from more experienced tutors, I feel that I now have a better understanding of the way in which factors such as second language interference and writing anxiety can obstruct a student’s progress, even when he or she is putting considerable effort into a class or a particular assignment. I believe that my tutoring experience will make me better able to detect and encourage students who are trying hard yet struggling with their writing, and I hope that the opportunity to see assignments from a student perspective will help me to write clearer and more manageable assignments for my own students in the future.

“Another key experience for me has been the chance to spend time in the classroom of a “super-teacher,” an experienced member of the LaGuardia faculty who is experienced in applying WID pedagogy. Although I found the various WID techniques quite straightforward to grasp in our various seminars, the idea of integrating them effectively into a course remained quite intimidating to me. However, hanging out in my super-teacher Leonard Vogt’s English classroom enabled me to see how various approaches such as journal-writing and staging assignments can be put together to create a cohesive and student-centered syllabus, where writing helps students to make meaningful connections between their own experiences and the course content.”

-Abby Schoneboom, 2005-2007 Fellow

WORKING WITH FACULTY

Always remember that your chief mission as a Writing Fellow is to aid the faculty in their progress through the WID program. However, professors might sometimes be unsure of what your role is and as a consequence might expect more assistance than you can reasonably accommodate or ask you to do things that are not part of your job description (for example, grading papers or leading the class). Other professors might under-utilize you. If you think either of these is happening, talk to the WID Director or your Small Group Leader.

Also keep in mind also that your role is not supposed to be that of “Writing Instructor” while the professor deals with “content” only. It is always useful to remember that the goal of the faculty development aspect of the WID program is that faculty members be able to teach writing on their own (that is, without a fellow) in future semesters. Of course, course goals and course content are entirely up to the instructor.

During the fall semester, you will work with your Small Group faculty toward the creation of a writing-intensive syllabus to be implemented in the spring. This work can take a variety of forms. You might meet with the faculty member one-and-one and occasionally sit in on the target course. Some teachers will have too little spare time to meet with you, while others will be eager to meet. Some are uncomfortable having Fellows observe their classes, while others welcome it and enjoy involving them in classroom activities. Overall, most instructors will appreciate your enthusiasm and encouragement.

During the spring, while WID faculty implement their new syllabi, Fellows should continue to offer their services to discuss how the assignments are working and to advise on the assembling of final faculty portfolios.

While it is possible that some faculty members may occasionally offer resistance to Fellows’ suggestions or demonstrate reluctance to the general principles of WID, rest assured that all faculty selected for this program have committed to the stated goals. (Also remember they have a vested interest in meeting the expectations if they want to teach certain courses.) Patience and adaptability with all faculty are especially important virtues for the Writing Fellow. Still, never be shy about offering sound proposals based on your understanding of Writing Intensive pedagogy and practice. Each professor, of course, has final say on how they teach their class; but they usually appreciate hearing all the possible options to consider in adapting to WID.

“WID is first and foremost a teaching pedagogy and I know I have internalized a lot of its principles. As writing fellows we work like consultants to the faculty regarding their teaching. It is probably not just the faculty in our small groups that we find ourselves helping, though. I have also assisted some of my friends who are teaching with the papers they assign to their students or with their syllabi. It seems like we are ready to make suggestions like “hey, have you ever considered staging your assignments?” to whomever we hear is having trouble with their teaching.”

-Ayse Akalin, 2004-2006 Fellow

4) ABOUT LAGUARDIA COMMUNITY COLLEGE

As a dynamic, diverse, and multifaceted urban college, LaGuardia is a stimulating place to work—and also quite unique compared to most university experiences. Therefore, some general knowledge of the institution will be helpful in doing your job as a Fellow. While you will have only limited direct involvement with the students and curriculum, you will need to become well versed in certain terms and concepts in order to communicate effectively with your faculty and understand their courses.

OVERVIEW

Here are some basic facts and data about LaGuardia today, excerpted from the college's website: (<http://www.lagcc.cuny.edu/why/>):

Academics 31 Majors, 3 Certificates plus an Honors Program for highly motivated students. In 2003, LaGuardia was 1 of 13 colleges nationally to be chosen by the Policy Center on the First College Year as an Institution of Excellence, along side West Point, Purdue University in Indiana and Texas A&M. Only 2 community colleges received this honor. We also have student exchange and transfer programs with Columbia University, Barnard and Vassar Colleges.

Students Annual enrollment is approx. 13,000 students. LaGuardia students come from the United States and more than 160 countries. Our students have high educational goals: 34% plan on earning a Bachelors degree; an additional 45% plan on earning a Masters degree. Most students have part-time or fulltime jobs during at least part of their matriculation.

LaGuardia has:

- * the 3rd largest graduating class of Business majors in the country.
- * the largest graduating class of Health Sciences majors in New York City
- * the 2nd largest graduating class of Computer & Information Systems majors in New York City
- * the largest graduating class of Latinos in New York City
- * the 2nd largest graduating class of minorities in New York City
- * the 3rd largest graduating class of Asians in New York City
- * the 4th largest graduating class of African-Americans in New York City

Tuition As part of the City University of New York, LaGuardia has the lowest college tuition in New York City. Our graduates often transfer LaGuardia course credits to more expensive 4-year colleges where they can earn their Bachelors Degree 2 years later.

Financial Aid 50% of our student body is awarded Financial Aid.

Faculty 231 fulltime professors. 45% of LaGuardia faculty have a doctorate or first professional degree, compared to 20% of community college faculty nationally.

Post-Graduation Plans 52% of our graduates transfer directly to a 4-year college, a rate that is higher than the national average. 55% are in the workforce; some graduates work while also continuing their education.

Entrance Requirements High School Degree or GED. The S.A.T. is not required but a satisfactory score can exempt a student from certain placement tests.

LaGuardia also houses Adult/Continuing Education and Pre-College/High School programs, but you will not be as interfacing with those as part of the WID, which pertains to the undergraduate degree-granting divisions only.

CURRICULUM

As a two-year college, LaGuardia offers the following degrees: Associate in Arts (AA), Associate in Science (AS), and Associate in Applied Science (AAS).

According to the college's website:

The college offers over 50 [degree programs](#), 3 [certificates](#), an [Honors Program](#), and an [Internship Program](#), where students explore career options through educational experiences in the workplace. Degree programs can be geared to students who want to start working in that industry immediately after graduation or those who will [transfer](#) to 4-year colleges and go on to earn a Bachelors Degree.

Students enter LaGuardia with varying levels of preparation. Therefore, our curriculum includes non-credit basic skills courses in Math, English, Reading and [ESL](#) for those who need extra attention in those areas, as well as our rapidly growing [Honors Program](#). The Honors Program features rigorous classes and is affiliated with the colleges [Phi Theta Kappa](#) International Honor Society, one of the largest chapters in the country. Many students who start out in basic skills courses ultimately qualify for the Honors Program and after graduation transfer to top 4-year colleges. This attests to the quality of a LaGuardia education and the dedication and fortitude of our faculty and students.

(source: <http://www.lagcc.cuny.edu/academics/>)

Here is a complete list of possible departmental majors, with the degrees offered, as well as certificate (CERT) programs. The WID faculty every year attempts to draw from a variety of these departments, so it is good to be familiar with the range of the curriculum.

Business and Technology	Digital Photography	AAS
Accounting	Fine Art Photography	AAS
Accounting & Computers	Fine Arts	AS
Administrative Assistant	Media Studies	AA
Business Administration	Music Recording Technology	AAS
Business Management	Theater and Communication	AA
Business Finance	Education & Teaching	
Entrepreneurship/Small Bus.	Childhood Education	AA/BS*
International Business	Education Associate:	
Travel & Tourism	The Bilingual Child	AA
Word Processing Specialist	Secondary Education	AA/BA*
Computer Programs	Engineering	
Computer Science	Civil Engineering	AS**
Computer Operations	Electrical Engineering	AS**
Computer Technology	Mechanical Engineering	AS**
Microcomputer Systems & Applications	Foodservice Management	
New Media Technology	Commercial Foodservice Mgmt	AAS
Programming and Systems	School Foodservice Mgmt	AS
Creative Arts	Health Sciences	
Commercial Photography	Dietetic Technician	AS
Commercial Photography	Emergency Medical Technician/Paramedic	AAS
Commercial Photography	Gerontology	AA
Commercial Photography	Human Services	AA
Commercial Photography	Mental Health	AA

Mortuary Science AAS†	Deaf Studies	AA
Nursing AAS	Humanities	AA
Occupational Therapy Assistant AS	International Studies	AA
Radiologic Technology AAS	Latin American Studies	AA
Physical Therapist Assistant AAS	Liberal Arts & Sciences	AA/ AS
Practical Nursing CERT	Philosophy & Critical Thinking	
Veterinary Technology AAS	Social Science	AA
Law & Labor Organizing	Writing and Literature	AA
Labor/Community Organizing AA	Math & Science	
Paralegal Studies AAS	Mathematics	AS
Liberal Arts / General Studies	Science	A
Criminal Justice AS		

* Joint Associate/Bachelor's Degree Program with Queens College

** Dual/Joint Associate/Bachelor's Degree Program with City College of New York

† Joint Associate Degree Program with American Academy/McAllister Institute

(source: <http://www.lagcc.cuny.edu/majors/default.aspx>)

Full descriptions of LaGuardia academic programs from the college catalogue are available in PDF format at: [http://web.laguardia.edu/catalog/pdf/Academic-Programs-\(65pages\).pdf](http://web.laguardia.edu/catalog/pdf/Academic-Programs-(65pages).pdf)

ESL at LaGuardia

LaGuardia students who are recent immigrants and/or non-native English speakers face additional obstacles in learning to write well in a second language. LaGuardia's English as a Second Language Program (http://www.lagcc.cuny.edu/admission/esl_programs.aspx) is an integrated language skills program offering intensive instruction in reading, writing, speaking and listening. The sequence ranges from a beginning-level course, designed for students with little or no English, to an advanced course focusing on expository writing and critical reading skills. In addition, there is an ESL lab that provides individual and small group tutoring.

Writing in the LaGuardia Curriculum

The LaGuardia curriculum emphasizes student writing in many ways. The beginning "Basic Skills Program" assesses students' entry level and prepares them for Writing Intensive courses that are required for graduation and/or their majors.

Here are excerpts from the college course catalogue's "Academic Requirements and Policies" describing the various writing courses offered.

Basic Skills Program

To be successful at LaGuardia, all students must be able to use reading, writing, and mathematical skills. The college offers a comprehensive basic skills program to help students achieve success in their college careers. The Basic Skills Program includes:

1. careful evaluation of each student's basic skills needs;
2. a variety of courses in reading, writing, and mathematics geared to specific skill levels; and
3. extensive counseling help in making academic, vocational, and personal decisions.

Since basic skills courses are designed to teach skills needed in other subjects, students are required to attend these courses regularly and to complete these courses during their first 36 credits earned at the college....

Evaluation and Placement

The basic skills course requirements for each student are determined by scores on placement tests, unless the student is exempt.... Students who do not pass one or more of the three parts of the placement test must take a retest when they complete their basic skills courses in that area. All tests must be passed while at LaGuardia if a student wishes to transfer to a four-year college in CUNY.

Basic Skills Courses

There are generally two Basic Writing courses: Basic Writing (ENA099) for those students who are placed into CSE095, and Basic Writing (ENG099) for those students who are placed into CSE099. Students who receive an “R” or “F” grade in ENA099 cannot repeat this course but must take ENG099 instead. Students taking ENG099 who are waived from or have successfully completed CSE099 may also register for an introductory course in their major.

Tutorial Laboratories and Services

Each of the basic skills departments provides, in addition to classroom instruction, individual or small-group tutoring services. The Writing Center offers help in all areas of writing, from grammar through complex essays and reports. Peer tutors, students who have successfully completed ENG104, provide a portion of the tutoring services....

Courses designated by the college “Writing Intensive” are limited to 25 students and require more regular formal and informal writing from students, including a final longer written assignment.

Writing Intensive Courses

In writing-intensive (WI) courses, writing is used to help students gain a deeper understanding of the material they are studying. The variety of formal and informal writing activities with which students engage serves as a means for students to become better writers as a result of instructional support and guidance. Students in writing-intensive courses are required to write both in and outside of class regularly, and written assignments must count for at least 20% of the final course grade. Class size in WI courses is limited. All Urban Study and Capstone courses are writing intensive.

Every LaGuardia degree student is required to take at least one Writing Intensive class offered under “Urban Studies” to graduate. The Urban Studies offerings draw from a variety of courses each semester in various disciplines and many of the faculty in WID are teaching such classes.

URBAN STUDY REQUIREMENT (<http://www.lagcc.cuny.edu/urbanstudies/index.htm>)

LaGuardia Community College is proud of its unique urban study graduation requirement. It reflects the college's commitment to the communities it serves and to its students as future leaders of those communities. Urban study courses promote a multi-disciplinary understanding of the urban environment enriched by a hands-on, experiential approach to learning in and through the city. At least one urban study course must be completed by each degree candidate for graduation.....

Urban study courses:

- Focus primarily on aspects of urban life that help students understand the dynamics of cities and related controversies.
- Explore systematically the resources of New York City in order to reinforce and expand upon course concepts. Students will be required to participate in at least two field trips or hands-on, out-of-classroom research projects.
- Are scheduled in a mode that promotes using the city as a learning laboratory and that permits follow-through of conceptual material taught in the classroom.
- Are designated as Writing Intensive courses.
- Are designated as e-Portfolio courses.

E-PORTFOLIO

Although you probably won't need to ever use it, LaGuardia encourages the use of the online E-Portfolio program by both students and faculty for submitting student work. So it is helpful to be familiar with the general use and purpose of the program.

From the course catalogue

LaGuardia is committed to helping students learn to effectively use multiple technologies. Through an ePortfolio students save work from different courses and activities into their electronic portfolios, and then select their best work for display in a personal web space. By also creating a digital/online resume, students have a wealth of materials available to showcase for potential employers and senior colleges.

For more see: <http://www.eportfolio.lagcc.cuny.edu/>.

THE CUNY PROFICIENCY EXAM (CPE)

LaGuardia students must pass the system-wide CUNY Proficiency Examination in order to graduate. CUNY wants the faculty to be familiar with the nature of the exam and to encourage them to ensure that students in their classes are learning the types of skills (summarization, compare/contrast, integration of textual analysis and personal experience, appropriate use quotes, and interpretation of information presented in graphs) that the exam is testing them on.

All CUNY students seeking a degree, or those who wish to transfer to another CUNY college at, or after, 45 credits must take and pass the CUNY Proficiency Examination.... CUNY's Board of Trustees have mandated that all students within the university must demonstrate proficiency in reading, writing and critical thinking commensurate with sophomore (second year) college level skills. The CPE was developed by Educational Testing Services and CUNY faculty from across the university as a means of measuring CUNY students' performance in reading, writing and critical thinking. The university is committed to helping students strengthen skills that will help them achieve success in further academic studies and, subsequently, in their professional lives. (source: <http://www.lagcc.cuny.edu/cpe/faq.html>)

5) ADDITIONAL RESOURCES

LAGUARDIA WID WEBSITE (<http://laguardia.edu/wac/>)

This past year LaGuardia's WID website underwent a major redesign to tailor it specifically to both faculty and Fellows' needs. It also documents the history and current activities of the WID program, including a recent video portraying the progress of one class's staged writing assignment. For faculty the site offers a guide to assembling a WID portfolio, as well as definitions and examples of syllabi and assignments. Fellows can find more details about the history of WID at LaGuardia, including testimonials from former Fellows, and links to resources both within CUNY and beyond.

OUTSIDE WEB RESOURCES

Here are some other websites within CUNY, at other universities, and outside internet resources recommended by the CUNY WAC/WID planning committee:

WAC at CUNY: <http://web.cuny.edu/academics/oa/uei/wac.html>
WAC Clearinghouse, Colorado State: <http://wac.colostate.edu/>
Online Writing Lab at Purdue: <http://owl.english.purdue.edu/owl/>
WAC at George Mason University: <http://wac.gmu.edu/>
National Writing Project: www.nwp.org/cs/public/print/doc/resources/topics.csp
Journal of Basic Writing: <http://www.asu.edu/klas/english/composition/cbw/jbw.html>
College Composition and Communication: <http://www.ncte.org/cccc/pubs/ccc>
The WAC Journal: <http://wac.colostate.edu/journal/>
Computers and Composition: <http://www.bgsu.edu/cconline/home.htm>
College English: <http://www.ncte.org/pubs/journals/ce>
Across the Disciplines: <http://wac.colostate.edu/atd/>

READINGS

The core reading of the WID seminars is John C. Bean's book, *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. You will be provided with a complimentary copy of the book and are encouraged to consult it regularly and explore beyond the assigned chapters. Another seminal text in WID/WAC pedagogy is Mary Deane Sorcinelli and Peter Elbow's *Writing To Learn: Strategies For Assigning and Responding to Writing Across the Disciplines*. The Small Group meetings will cover many individual articles as well (provided to you as PDF files) that will fill out your knowledge. At the beginning of the year, the WID website will also be updated to include links to other readings and educational resources.

6. LAGUARDIA ACADEMIC CALENDAR 2010-2011

2010 FALL SEMESTER - SESSION I

Friday Sept. 3 Start of the Fall Semester – Faculty returns
Tuesday Sept. 7 Opening Sessions for Faculty and Staff
Saturday Sept. 11 First Day of Saturday Fall Classes
Sunday Sept. 12 First Day of Sunday Fall Classes
Monday Sept. 13 First Day of Weekday Fall Classes
Thursday Sept. 16 Last Day to Add a Course or Change a Course Section
Friday Sept. 17 Irregular Day - Day classes only – no evening classes
Saturday Sept. 18 No Classes
Tuesday Sept. 21 Commencement – No Day or Evening classes
Monday Oct. 11 No Classes
Wednesday Nov. 24 Irregular Day - Friday evening classes only – no day classes
Thursday-Sunday Nov. 25, 26, 27 & 28 No Classes
Sunday Dec. 5 Last Day of Sunday Classes
Friday Dec. 10 Last day of Weekday Classes
Saturday Dec. 11 Last Day of Saturday Classes
December 14 – 20 Final Examinations

2011 SPRING SEMESTER - SESSION I

Wednesday Mar. 2 Start of the Spring Semester
Thursday Mar. 3 Opening Sessions for Faculty and Staff
Monday Mar. 7 First Day of Weekday Spring Classes – Session I
Thursday Mar. 10 Last Day to Add a Course or Change a Course Section
Saturday Mar. 12 First Day of Saturday Spring Classes – Session I
Sunday Mar. 13 First Day of Sunday Spring Classes – Session I
Monday April 18 – Sunday April 24: Spring Break – No Classes
Monday May 30 No Classes
Saturday June 4 Last Day of Saturday Classes
Sunday June 5 Last Day of Sunday Classes
Monday June 6 Last Day of Weekday Spring Classes
June 8 - 14 Final Examinations