

# ENGW 1111 Spring 2026

## First-Year Writing

**Instructor Name:** Dr. Michael McCluskey

**Office Location:** 405 Holmes Hall

**Office Hours:** W 9-10, 12-1 and Th 9-10 in my office or via Zoom.

Just email me if you have a specific question or to set up another time if these hours don't work for you.

**Email:** m.mccluskey@northeastern.edu

NOTE: I check my email regularly when I'm not teaching though don't expect a reply after about 5 PM until the next morning. I check on weekends but not a regularly as during the week. If you email asking for an extension on an assignment after about 5 PM just assume you'll get the extension. Don't wait for me to reply or worry if you haven't heard a confirmation of the extension.

### COURSE DESCRIPTION

First-Year Writing teaches you to communicate through different *genres*, or "types," of writing. You'll see that "writing" includes more than just essays and encompasses the types of communications you'll need to produce in your classes at Northeastern, your work on Co-op, and in the professional and personal activities you pursue beyond college.

As you learned in high school, English classes are about stories. First-Year Writing takes this approach to the next level by showing you how [storytellingLinks to an external site.](#) structures [human communicationsLinks to an external site.](#) and by teaching you strategies for telling effective stories across disciplines. You'll learn how good stories are designed and use this knowledge to design your own work. In short, First-Year Writing takes a literary approach to understanding how we communicate and teaches you how this approach can make you a better communicator in all of your classes and future Co-ops.

**There are no books to buy.** Readings will be available on the course Canvas.

### Major Assignments:

		<b>Due:</b>
Homework and Engagement	25%	Weekly
Self-Portrait	10%	Jan 29
Op Ed	15%	Feb 18
Site Analysis	10%	Mar 12
Story Map	15%	Mar 19
Ethnography	10%	Apr 01
Comparative Essay	15%	Apr 20

### Grades:

A	100-95	C	75-74
A-	94-90	C-	73-70
B+	89-86	D+	69-66
B	85-84	D	65-64
B-	83-80	D-	63-60
C+	79-76	F	60

**NOTE: I round up at .5 and above so a 94.5 will be a 95 (A) but a 94.4 will be an A-**

**Grades are final after the Engagement Commentary due date.**

**You cannot ask to have your grade changed by doing extra work.**

**You cannot make up missed assignments after the Engagement Commentary due date (which is a week after our final class meeting).**

### **Engagement (25% of your Final Grade)**

Preparation: complete the assignments for each class

Presence: be aware and involved in the class discussions

Curiosity: ask questions; pursue original ideas

Synthesis: make connections between assignments and between this course and others

Experimentation: take risks and try new approaches to writing, thinking, learning

Attendance: arrive to class on time and do not miss class unless you have a specific reason.

**Engagement Grade and Policies: You start with 10 points**

If you miss more than 4 classes without letting me know then your Engagement grade will be lowered by 1 point. It will then be lowered 1 point for each additional absence. Missing more than 9 classes (for a 3 day a week class) or 6 classes (for a 2 day a week class) without informing me will most likely lead to failing the class.

Arriving to class 10 minutes after class has started will be treated as an absence unless you have emailed me in advance that you will be late. However, you can only email in advance that you will be late for 3 classes in the semester. After those 3 with emails, each late arrival will count as an absence even if you email in advance.

**Engagement Grades: 10-0**

10 = no more than 4 absences, no missing HW, no late assignments (unless an extension had been agreed to before due date)

I deduct 1 point from the 10 for each absence over 4 absence and for each missing HW assignment.

I deduct 1 point if any of the major writing assignments are late and you have not previously asked for an extension

I deduct .5 points if you do not do the Engagement Commentary or if it is incomplete.

Phone policy: keep it hidden/off your desk. If you need to watch your phone because there is something personal going on: let me know (though you do not have to share the personal reason). Reminding you to be off your phone more than 3 times will result in lowering the Engagement grade by 1 point for each successive reminder.

Messaging policy: Do not message with others while on your laptop. Reminding you to stop messaging more than 3 times will result in lowering the Engagement grade by 1 point for each successive reminder.

### **Homework**

Homework assignments are due at 8 AM.

(In-class assignments are those due at 11:59 PM. So if you miss class: look on Canvas to see what assignments we did in class and what you need to do for homework.)

Daily assignments are graded 1 if complete, .75 if something is missing, or 0 if not completed by the deadline.

**If you submit an assignment late, I will change the 0 to a .90 no matter when you complete it. The point is to do the work and not be “punished” if it’s late.**

Major assignments will be lowered by 1/3 a grade (ex. A to A-) for each day they are late.

If you need an extension: email me before the due date, let me know what’s up, and suggest the day/time you can have the work completed.

## **LEARNING GOALS**

### **Rhetorical Practices**

- Students write both to learn and to communicate what they learn.
- Students negotiate their own writing goals and audience expectations regarding genre, context, and situation.
- Students formulate and articulate a stance through and in their writing.
- Students reflect on their writing processes and self-assess as writers.

### **Engagement with Critical Perspectives**

- Students explore diverse experiences, perspectives, and ideas--such as intersections of race, ethnicity, gender, sexuality, class, language, and ability--in campus, societal, disciplinary, professional, or historical contexts.
- Students engage in activities that help them understand and critique systemic inequity to foster a commitment to justice at Northeastern and globally.

### **Use of Sources and Evidence**

- Students generate and pursue lines of inquiry and search for, collect, and select sources that effectively support their writing projects.
- Students effectively use and cite sources in their writing.
- Students use multiple forms of evidence to support their claims, ideas, and arguments.
- Students practice critical reading strategies.

### **Revision**

- Students provide feedback to their peers to help them revise.
- Students revise their writing using responses from others, including peers, teachers, writing center tutors, and community members.

### **Accessibility**

I assume that all of us learn in different ways. If there are circumstances that may affect your performance in this class, please talk to me as soon as possible so that we can work together to develop strategies for accommodations that will meet your learning needs and the requirements of the course. Whether or not you have a documented disability, Northeastern provides many support services that are available to all students.

If you have a disability that interferes with your learning (whether visible or invisible, physical or mental), you are encouraged to register with this office: <http://www.northeastern.edu/drc/>.

## **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 Northeastern's Learning Management System, Canvas.

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.

### **Minimum Grade Requirement to Pass a Writing Program course**

A student must receive a grade of C or better in order to pass a required writing course 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 student receiving lower than a C will be reviewed and signed off on by a committee of 3-6 Writing Program instructors or a writing program director.

If the university allows students to select the pass/fail grading option for writing program courses, students must receive the equivalent of a “pass” to fulfill the writing requirement.

All work to be graded must be uploaded to Canvas by the last day of class this semester. You may not re-submit any work at the end of the semester.

### **Grade Appeals**

Students who wish to appeal final course grades should follow the policy outlined in the student handbook: <https://northeastern-preview.courseleaf.com/graduate/arts-media-design/academic-policies-procedures/grade-appeal-policy/>

### **Student Handbook:**

Student policy and procedures are detailed in the Student Handbook, which can be found here:

<https://northeastern-preview.courseleaf.com/handbook/>

### **Attendance**

According to the official [Northeastern University Attendance Requirements](#), students have the right to a limited number of excused absences, including absences due to specific university-sponsored activities, religious holidays, military deployment, and jury duty.

“Class participation is essential to success no matter the course format or its delivery; therefore, attendance is mandatory. Individual instructors may have additional, course-specific, attendance policies. **It is the student’s responsibility to ascertain what each instructor requires.**”

Please email me in advance when you know you will be missing a class. Or email me the day of class when you realize you won’t be able to attend. Look at the course Canvas to see what work you have missed.

If you miss more than 4 classes without contacting me, your Engagement grade will be lowered. See above for specifics.

**NOTE:** This includes any absence. If you email to say you are sick, if you take a Wellness Day, etc.: these all count towards the 4 absences.

There is no distinction between excused and unexcused absences.

You are responsible for keeping track of your absences though I also keep attendance.

Writing classes require regular engagement with the class materials and the instructor. 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.

If you have a special obligation that will require you to miss classes (ex, religious observances, varsity athletics), please talk with me at the beginning of the semester.

### **Wellness Days**

Northeastern has implemented a Wellness Day Pilot Program aimed at prioritizing student mental health. Wellness Days can and should be used when a student wishes to be absent from a day of classes, whether it's due to mental health, emotional wellbeing, physical illness, or personal circumstances. Taking a day to perform some self-care or seek assistance from available resources will allow students to return to class with renewed purpose.

A description of Wellness Days and how to apply for them can be found at <https://wellnessdays.studentlife.northeastern.edu/overview/>. Students can request Wellness Days through Student Hub by navigating to the Classes tab to find a link to the Wellness Day Request Form.

*Wellness Days are a part of, and not an addition to, the class attendance policy. In other words: they count towards your total of 4 absences allowed without lowering your Engagement grade.*

### **Late Submissions of Written Work for Major Assignments (see top of syllabus)**

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.

*Major assignments will be lowered by 1/3 a grade (ex. A to A-) for each day they are 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 <https://osccr.sites.northeastern.edu/academic-integrity-policy/>

The Office of Student Conduct and Conflict Resolution (OSCCR) website (<https://osccr.sites.northeastern.edu/>) 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. The OSCCR website also offers a useful [Citations and Integrity Policy](#), and the Writing Center offers [Resources for Research and Citation](#). We will discuss effective and responsible use of sources throughout the semester.

### **Use of ChatGPT and AI Content Generators**

As expressed in the [Writing Program's learning goals](#), we value the deeply human process of writing as inquiry, knowledge generation, and expression. The writing process itself is a means of organizing our thinking, exploring and understanding our world, and engaging with one another.

Instructors have the right to establish policies for the use of ChatGPT and AI content generators within their individual classes. Those policies may include: guidelines to acknowledge their use, defined uses for individual projects and exercises, and/or prohibition or restriction of their use. **It is the responsibility of the student to review and understand the policy established by their instructor regarding the use of ChatGPT and AI content generators.**

**Any AI-written assignments will not be accepted and cannot be rewritten and resubmitted.**

### **Recording**

Students are not allowed to record classes whether in visual or audio forms without the consent of the instructor and all class participants. As per Massachusetts Recording Laws:

“It is a criminal offense to use any device to record and/or disseminate communications, whether they’re wire, oral or electronic, without the consent of all contributing parties. Mass. Ann. Laws ch. 272, § 99(C). This means that in Massachusetts you are not legally allowed to record a conversation you are taking part in unless all parties are in agreement.”

More information can be found at <https://recordinglaw.com/party-two-party-consent-states/massachusetts-recording-laws/>

### **Respecting Diversity**

Writing program instructors seek to foster inclusive learning environments and cherish 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 to respect diverse perspectives.

We also 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, 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. 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 Laurie Nardone, Writing Program Director, at [l.nardone@northeastern.edu](mailto:l.nardone@northeastern.edu)

### **Technology Assistance**

Canvas is Northeastern University's Learning Management System (LMS). For technology issues, please call the Northeastern HELP desk (617-373-4357) or email them at [help@northeastern.edu](mailto:help@northeastern.edu). For Canvas Help, visit <https://canvas.northeastern.edu/support-and-resources/>.

### **Chosen Name**

This course aims to support students of all gender expressions and identities. While class rosters provide instructors with students' legal names, please let me know if you would like to be addressed by a different name than that listed in the StudentLink and/or if your name changes during the semester.

**Course Schedule.** This schedule is intended as a blueprint and is subject to change based on the needs of the class. Any changes will be announced in class.

### **NOTE:**

You will be getting complete assignment sheets for each writing assignment.

I encourage you to attend "office hours" which are times listed at the top of the syllabus that I have set aside to meet with you. If these times do not work, we can schedule other ones and even meet via Zoom. I also look forward to your feedback on this syllabus and discussing ways I can make the course more accessible, engaging, and relevant to your own goals.

## **MODULE ONE: EGO MEDIA**

### **Jan 7: Course Overview**

- Discuss syllabus and major assignments: what questions do you have?
- Hand in printed copy of your letter (aka Literacy Narrative)
- Discuss Literacy Narrative purpose.
- Narrative = Storytelling
- Storytelling as a way of understanding the world.
- ChatGPT/ AI and storytelling.

#### **HW:**

- Review syllabus.
- Watch "The Future of Storytelling" and read "This is Your Brain on Storytelling" and respond to questions.

### **Jan 8: The Effects of Storytelling: Focus and Feelings**

- Discuss "The Future of Storytelling" and "This is Your Brain on Storytelling"
- Stories need to provide focus and evoke feeling.
- Discuss Critical Review assignment.
- Critical Review as a genre.

#### **HW:**

- Read “Why Fahrenheit 451 is the Book for Our Social Media Age”

### **Jan 12: Critical Review**

- Discuss “Why Fahrenheit 451 is the Book for Our Social Media Age”
- Discuss Critical Review assignment.
- Free write about topic.
- Writing Lesson 1: Clear and Concise
- Start Critical Review assignment.

#### **HW:**

- Finish Critical Review assignment.

### **Jan 14: Critical Review Presentations**

- Present the stories and storytellers for each Critical Review.

#### **HW:** No HW

### **Jan 15: Critical Review Presentations**

- Present the stories and storytellers for each Critical Review.
- Complete the Stories and Storytellers Response on Canvas.

#### **HW:**

- Read William James’s “The Self” and respond to questions on Canvas.

### **Jan 19: NO CLASS**

### **Jan 21: Self-Analysis and Alter Egos**

- Discuss William James and “The Self.”
- Introduction to Ego Media
- Close Reading/Practical Criticism exercise.

#### **HW:**

- No HW

### **Jan 22: Media Analysis**

- Close Reading/Media Analysis assignment
- Discuss Critical Lens and filters.

#### **HW:**

- Read Self-Portrait assignment

### **Jan 26: Self-Portrait**

- Self-Portrait/Selfie as a genre.
- Discuss Self-Portrait assignment.
- Writing Lesson 2 and 3: Signposting and Sentence Variety
- Work on Self-Portrait assignment.

#### **HW:**

- Finish First Draft of Self-Portrait assignment.

### **Jan 28: Self-Portrait Revision**

- Practice Signposting and Sentence Variety.
- Review examples of Self Portrait.
- Revise your Self-Portrait.

#### **HW:**

- Final Draft of Self-Portrait assignment.

### **Jan 29: Social Media Rhetorics**

- Rhetoric: The Art of Persuasion
- Logos, Pathos, Ethos and Focus/Feelings
- Genre Analysis: The Rant (Logos), The Apology (Pathos), The Tutorial (Ethos)
- Find Examples of a Rant, Apology, Tutorial
- Group work: Genre Analysis of The Rant, The Apology, The Tutorial

#### **HW:**

- Finish Genre Analysis of Rant, Apology, Tutorial

### **Jan 29: Social Media Rhetorics**

- Rhetoric: The Art of Persuasion
- Logos, Pathos, Ethos and Focus/Feelings
- Genre Analysis: The Rant (Logos), The Apology (Pathos), The Tutorial (Ethos)
- Find Examples of a Rant, Apology, Tutorial

#### **HW:**

- Find Examples of Rant, Apology, Tutorial

### **Feb 2: Rants, Apologies, Tutorials**

- Genre Expectations of Rant, Apology, Tutorial

#### **HW:**

- Group Analysis of Rant, Apology, Tutorial

#### **Feb 4: Present and Analyze Rants, Apologies, Tutorials**

- Share examples.
- Writing the Rant: The Op Ed

#### **HW:**

- Read and analyze 2 examples of the Op Ed from Huntington News.

#### **Feb 5: Writing the Rant: The Op Ed**

- Writing the Rant: The Op Ed
- Discuss the Op Ed genre
- Analyze Logos, Pathos, Ethos
- Discuss Sources

#### **HW:**

- Choose Topic and Quotes for the Op Ed

#### **Feb 9: The Op Ed**

- Introduce Story Map Assignment: Sites and Photos due
- Introduce Southwest Corridor Park Assignment due
- Writing Lesson 4: Using Quotes
- Writing Lesson 5: Imperatives
- Read examples of Op Ed assignment.

#### **HW:**

- Finish First Draft of Op Ed.

#### **Feb 11: Revise Op Ed**

- Revise Op Ed: Intro and Arrangement
- Produce alternative Op Ed: re-arrange and start with different section.

#### **HW:**

- Finish Op Ed Revision

#### **Feb 12: Peer Review Op Ed**

- Peer Review Op Ed.

#### **HW:**

- Finish Op Ed Assignment.
- Story Map Assignment: Sites and Photos due Oct 23.

- Choose your topic and have at least one photo.
- Southwest Corridor Park Assignment due Oct 16.

## **Feb 16: NO CLASS**

## **MODULE TWO: PSYCHOGEOGRAPHY**

### **Feb 18: What is Psychogeography?**

- Introduce Psychogeography: stories in the landscape
- Discuss Story Map Assignment: Sites and Photos due Mar 16.
- Discuss Southwest Corridor Park Assignment due Feb 23.
- Uncovering Boston's Past.

#### **HW:**

- Finish Uncovering Boston's Past assignment.
- Story Map Assignment: Sites and Photos due Mar 16.
- Southwest Corridor Park Assignment due Feb 23.

### **Feb 19: Reading the City as a Story**

- Present Uncovering Boston's Past assignments.

#### **HW:**

- Read ["The Palimpsest in Urbanism"](#) and ["Boston: A Palimpsest of the Old and New."](#)
- Respond to questions on Canvas.
- Read [Segregation by Design: Boston](#)
- Respond to questions on Canvas.

### **Feb 23: Landscape and Narrative**

- Discuss Segregation by Design
- Discuss City as Palimpsest
- Discuss Accessibility Audit.

#### **HW:**

- Complete Southwest Corridor Park Assignment
- Read article on accessibility and do audit.

### **Feb 25: Accessible Spaces**

- Discuss Southwest Corridor Park

- Discuss accessibility

**HW:**

- Read articles on Non-place and Hyperlocal
- Watch this [video](#) on Non-places and respond to questions.

**Feb 26: Non-places and Supermodernity**

- Discuss hypermodernity.
- Discuss non-places.
- Discuss elimination of time and space.

**HW:**

- No HW

**Mar 2-5: NO CLASS**

**Mar 9: Site Studies**

- Reminder about Story Map
- Discuss Site Analysis
- Read Examples of Site Analysis

**HW:**

- Complete First Draft of Site Analysis

**Mar 11: Site Studies**

- Peer Review Site Analysis

**HW:**

- Final Draft of Site Analysis

**Mar 12: Psychogeography and Boston**

- Analyze different Boston tours
- De Certeau: Maps vs. Tours
- Wandering and the Dérive

**HW:**

- Submit Story Map photos and list of sites

**Mar 16: Introducing Boston**

- Writing Lesson 6: Questions
- Writing Lesson 7: Clarification
- Work on Story Map Introduction

**HW:**

- Finish First Draft of Story Map

**Mar 18: Story Map Peer Review**

- Peer Review Story Map Drafts
- Create Story Map

**HW:**

- Final Draft of Story Map

**Mar 19: Story Map Presentations**

- Present Story Maps.

**HW:**

- No HW

**Mar 23: Story Map Presentations**

- Present Story Maps.

**HW:**

- Finish Story Map Response
- Read “Forms of Capital”

**MODULE THREE: IMAGINED COMMUNITIES**

**Mar 25: Imagined Communities**

- Discuss “Imagined Communities”
- Discuss “Forms of Capital”

**HW:**

- Read Ethnography samples
- Choose topic for your Ethnography

**Mar 26: Ethnography as Genre**

- Read and review samples of Ethnography assignment

- Submit planning notes for Ethnography

**HW:**

- First Draft of Ethnography

**Mar 30: Ethnography Peer Review**

- Peer Review Ethnography: Crowdsourced

**HW:**

- Finish Final Draft of Ethnography Assignment
- Read The Lottery and respond to questions

**April 1: Dystopias**

- Discuss The Lottery

**HW:**

- Read Foucault and respond to questions

**Apr 2: Society and Discipline**

- Discuss Foucault and Panopticon
- Apply Foucault to The Lottery

**HW:**

- Read The Machine Stops and respond to questions

**Apr 6: Utopias**

- Discuss The Machine Stops

**HW:**

- Read Essay

**Apr 8: Alternative Perspectives**

- Discuss Essay
- Apply to the Machine Stops
- Discuss Comparative Essay

**HW:**

- Read Examples of Comparative Essay

**Apr 9: Comparative Essay Analysis**

- Analyze Samples of Comparative Essay

**HW:**

- Choose topic for Comparative Essay

**Apr 13: Essay Topic Discussions**

- Present Topics for Comparative Essay

**HW:**

- First Draft of Comparative Essay

**Apr 15: Essay Peer Review**

- Peer Review Comparative Essay

**HW:**

- Final Draft of Comparative Essay

**Apr 20: Final Draft of Comparative Essay Due**

**Apr 23: Engagement Commentary Due**

**WRITING PROGRAM and UNIVERSITY RESOURCES**

**The Writing Center**

The Northeastern University Writing Center offers free one-on-one writing consultations to support Northeastern community members with any writing project—from research papers to personal statements to creative texts. Writing Center consultants are experienced undergraduate and graduate students who are excited to help writers achieve their goals. We work with writers in any discipline and at any stage of the writing process, from brainstorming and researching to drafting and revising. Sessions are held in-person at 412 Holmes Hall or online; evening and weekend appointments are also available online. Sessions last for 45 minutes and are tailored to serve each writer's goals and concerns, with the understanding that writing growth is a continual process that cannot be completed in a single session or day.

The Writing Center opens on the first day of class and runs through the finals period. Visit the [Writing Center](#) to book an appointment or email [writingcenter@northeastern.edu](mailto:writingcenter@northeastern.edu) with any questions.

**Peer Tutoring**

Northeastern has partnered with Knack to connect students with tutors and you can find more information here: <https://northeasternpeertutoring.sites.northeastern.edu/>. For directions on joining Knack and getting started, visit <https://northeasternpeertutoring.sites.northeastern.edu/find-a-peer-tutor/>.

For questions about Northeastern Peer Tutoring on Knack you can reach out at [peertutoring@northeastern.edu](mailto:peertutoring@northeastern.edu).

### **International Tutoring Center**

The International Tutoring Center (ITC) provides current Northeastern University international and non-native English speaking students with free, comprehensive English language and academic support. The ITC includes student centered one-on-one tutoring sessions, Reading, Language and Culture, and Writing Workshops. For more information on available workshops and tutoring opportunities, please visit:

<https://international.northeastern.edu/itc/tutoring/>

### **Snell Library**

The Snell Library ([library.northeastern.edu](http://library.northeastern.edu)) collaborates with both the First-Year Writing and Advanced Writing in the Disciplines programs to support students' information literacy. The library also houses the [Digital Media Design Studio](#), which offers a variety of resources for multimedia projects:

<https://camd.northeastern.edu/architecture/digital-media-design/>

### **Disability Access Services**

The University's Disability Access Services 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. Usually, instructors will receive electronic notification of students receiving such accommodations at the beginning of the semester. Students have the right to disclose or not disclose their disabilities to their instructors. For more information about DAS, go to

<https://disabilityaccessservices.sites.northeastern.edu/>

### **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. For more information see <https://we-care.studentlife.northeastern.edu/>. 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/uhrs/counseling-services/>), Northeastern offers Find@Northeastern, which is a "24/7 mental health support" and can be reached at 1-

877-233-9477. For more information see <https://www.northeastern.edu/uhcs/find-at-northeastern/>. The service also offers free unlimited counseling sessions.

### **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](#) staff and the [Center for Spiritual Dialogue and Service](#) clergy members. For reporting options and clarity on confidential and non-confidential options, please consult [this website](#) for the Office for University Equity and Compliance.

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 page](#).

### **WRITING PROGRAM ADMINISTRATION**

The Writing Program comprises

- First-Year Writing
- Advanced Writing in the Disciplines
- The Writing Center

Director of the Writing Program: Laurie Nardone [l.nardone@northeastern.edu](mailto:l.nardone@northeastern.edu)

Director of the Writing Center: Laura Beerits [l.beerits@northeastern.edu](mailto:l.beerits@northeastern.edu)

Director of Advanced Writing: Laurie Edwards [l.edwards@northeastern.edu](mailto:l.edwards@northeastern.edu)

Director of First-Year Writing: Dan Metzger [d.metzger@northeastern.edu](mailto:d.metzger@northeastern.edu)

Assistant Director to the Writing Program, Angela Muir [muir.an@northeastern.edu](mailto:muir.an@northeastern.edu)

Assistant Director to the Writing Center, Corie Mesa [alvarado.c@northeastern.edu](mailto:alvarado.c@northeastern.edu)

### **LAND ACKNOWLEDGEMENT**

We recognize these lands as the traditional homelands of the Mashpee Wampanoag and the Aquinnah (a-QWIN-ah) Wampanoag, among many other indigenous peoples.

The Mashpee Wampanoag Tribe of 2,600 enrolled citizens located on Cape Cod is also known as the People of the First Light. They have inhabited present day Massachusetts and Eastern Rhode Island for more than 12,000 years. After an arduous process lasting more than three decades, the Mashpee Wampanoag were re-acknowledged as a federally recognized tribe in 2007. In 2015, the federal government declared 150 acres of land in Mashpee and 170 acres of land in Taunton as the Tribe’s initial reservation, on which the Tribe can exercise its full tribal sovereignty rights.” (<https://mashpeewampanoagtribe-nsn.gov/>)

We recognize the Aquinnah Wampanoag Tribe of Gay Head, MA. “The Wampanoag Tribe of Gay Head (Aquinnah) received Federal Acknowledgement as an Indian Tribe in 1987, creating a government-to-government relationship with the U.S. federal government. Currently 1364 citizens are enrolled, of which 319 live on Martha’s Vineyard and 98 live on tribal lands in the Town of Aquinnah and the remainder live throughout the U.S.A.” (<https://www.wampanoagtribe.org/>)

The New England area includes many more indigenous peoples and their nations, such as the Nipmuc and Massachusett, the Pequot (PEE-quot), Mi’kmaq, Mohegan, Penobscot, and the Haudenosaunee Confederacy (hoe-dee-no-SHOW-nee) to name a few. In recognizing these lands as the original homelands of indigenous peoples, we acknowledge the painful history of genocide and forced removal from this territory. We honor and respect the many diverse Indigenous peoples still connected to this land on which we gather.