

WRT 101: Academic Writing  
Psychological Narratives of Undergrad Life  
Fall 2018

Instructor: Dr. Jessica Corey

Office: Bivins 106B

Office Hours: Wednesdays and Fridays, 10:00-11:00, or by appointment

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**Required Texts & Materials:**

Losh, E. M., Alexander, J., Cannon, K., & Cannon, Z. (2017). *Understanding rhetoric: A graphic guide to writing* (2nd ed.). Boston: Bedford/St. Martins.

Readings and additional materials posted on [Sakai](#) (please print readings)

A means to back up your work (flashdrive, Dropbox or OneDrive account, etc.)

Access to a printer and stapler

**Recommended Materials:**

A planner (digital or print)

**Course Overview:**

By examining common cultural narratives of undergraduate identity (in terms of psychological concepts like self-actualization, archetypes, mental health and mindfulness, and the psychology of technology), we will explore the following questions: What does it mean to be human, according to psychologists, scientists, educators, and lay people? How are notions of “humanity” constructed rhetorically in relation to understandings of mental health, mindfulness, well-being, and technology? How does the “undergraduate student” identity align or not align with these notions? To respond to these questions, we will read, listen to, and analyze a variety of texts (e.g. book chapters, journal articles, essays, social media posts, podcasts, and TED Talks), and produce texts such as essays, websites, tee shirts, infographics, and podcasts.

More specifically, students will learn to identify, articulate, and reflect on the rhetorical choices informing any text; analyze and develop their own arguments from multiple points of view; articulate and support their positions with research in a variety of forms; respond critically and ethically to others’ ideas; adjust their writing for multiple audiences, purposes, and contexts; and develop prose that is thoughtful, organized, exact in diction, and structured in a clear manner. While this course examines these skills through the disciplinary lens of psychology, these are skills required for successful creation of any text (alphabetic or visual) in the academy and in daily life.

**Course Goals:**

\* Engage with the work of others (In pursuing a line of inquiry, scholars need to identify and engage with what others have communicated.)

\* Articulate a position (The point of engaging with the work of others is to move beyond what has been said before.)

- \* Situate writing for specific audiences (In order to effectively advance their position within their fields of inquiry, scholarly writers need to be aware of disciplinary conventions and expectations.)
- \* Transfer writing knowledge into situations beyond WRT 101 (Even as scholarly writers situate their writing for specific audiences, they also need to transfer knowledge and practices across disciplines and contexts.)

### **Assignments & Evaluation:**

#### *Myers-Briggs Type Indicator (MBTI) Response Paper (10%)*

Students will write a reflection on their MBTI results. The MBTI will be completed in class.

#### *Rhetorical Cultural Analysis (20%)*

Students will choose and analyze a “text” (alphabetic, visual, architectural, or material) related to mental health, mindfulness, and/or well-being.

#### *Argument Essay (25%)*

Students will select an issue of mental health, mindfulness, or well-being that is of interest to them and conduct research that leads to making an argument about that issue.

#### *Portfolio (30%)*

Students will revise (and annotate their revisions for) one of their previous major papers, create an alternative representation of the research they conducted for their Argument Essay (a website, blog, tee shirt, infographic, comic, conference proposal, etc.), and write a Self-Assessment detailing their experiences with the course and potential future applications of course material.

#### *Reading Responses/In-Class Activities/Quizzes (15%)*

|                 |            |            |            |         |
|-----------------|------------|------------|------------|---------|
| A 930-1000 pts. | B+ 870-899 | C+ 770-799 | D+ 670-699 | F 0-599 |
| A- 900-929      | B 830-869  | C 730-769  | D 663-669  |         |
|                 | B- 800-829 | C- 700-729 | D- 660-662 |         |

\* For each assignment, you will receive a detailed assignment sheet.

### **The Terms of Our Contract:**

Accommodations: Duke University is prepared to make reasonable academic adjustments and accommodations to allow students with documented disabilities full participation in the same programs and activities available to students without disabilities. Documentation is established through the Disability Management Service / Student Access Office, which is responsible for determining eligibility for accommodations under the Americans with Disabilities Act, informing a student's academic dean and instructors of the need for accommodation, and providing guidelines for working with a student with a recognized disability.

If you believe you may have a physical or mental impairment that substantially limits one or more of your major life activities, you should consult the [Student Disability Access Office website](#), specifically the undergraduate (or prospective) student information. The documentation process to establish disability may be complicated and take time, so you would do well to begin the process early, perhaps even before you matriculate at Duke.

Note: Some students who are not eligible for services under the Americans with Disabilities Act may be eligible for services offered through the [Academic Resource Center](#). The ARC also

offers academic support services (including tutoring and academic skills instruction) and AD/HD counseling for any student with a documented learning disability and/or attention deficit disorder.

Attendance & Promptness: Responsibility for class attendance rests with individual students. Since regular and punctual class attendance is expected, students must accept the consequences of failure to attend. Anyone not coming to class is not taking the same course as everyone else. Every unexcused absence over **three** may result in a reduction of your final grade by a full letter grade for each absence. **Six** absences is grounds for failure of the course. **STINP absences count toward your maximum of three absences. Upon your second absence, your dean will be notified.** As for tardiness, habitual tardiness to any extent will lead to a discussion between student and professor; this same policy applies to leaving class early.

Absences from class and missed work are accommodated (excused) in five circumstances: 1) significant illness, 2) personal instances of distress or emergency, 3) religious observance, and 4) varsity athletic participation and 5) required court or legal appearances. Detailed information about these policies and notification procedures can be found at <https://trinity.duke.edu/undergraduate/academic-policies/class-attendance-and-missed-work>

Late & Make-up Work: **Late work will not be accepted.** Assignments are due by the deadline (both day and time), whether or not you attend class that day. An absence does not give you an automatic extension or excuse you from work due that day.

Academic Integrity: Intellectual and academic honesty are at the heart of the academic life of any university. It is the responsibility of all students to understand and abide by Duke's expectations regarding academic work. Students found guilty of plagiarism, lying, cheating or other forms of academic dishonesty may be suspended. Recall the [Duke Community Standard](#): 1. I will not lie, cheat, or steal in my academic endeavors, nor will I accept the actions of those who do; 2. I will conduct myself responsibly and honorably in all my activities as a Duke student.

Please ask me if you have any questions about what constitutes plagiarism. You may also consult: <http://library.duke.edu/research/plagiarism>.

For more information see:

- the [Academic Integrity Council website](#)
- the Duke Library System's [discussion of plagiarism and proper citation practices](#)

Also, as a note of clarification, plagiarism occurs when a writer incorporates an author's words, thoughts, and/or graphic representations into his or her work without properly citing the original author/creator. This definition includes re-using your own work for multiple classes (self-plagiarism), using another student's work as your own, and inadequately referencing other sources in your work. (Citations do not only apply to quotes.) Again, if you are unclear about the policy or whether or not you are plagiarizing, please see me for help.

### Student Writing

Your work will be used for educational purposes during the current semester. For example, you will be asked to share your work with a peer, the class, or with me during classroom activities or

for homework. Your work may also be used in subsequent semesters for educational purposes. I will let you know ahead of time when you will be asked to share your work with others. Also, before using your work for professional purposes, I will ask for your written permission.

Computer Problems...are inevitable; but with careful archiving of your work (preferably on your computer, in your e-mail, and on your USB drive), you can avoid losing important documents. Computer problems will not serve as an excuse for an incomplete or missing assignment; **you should always have a back-up.**

Technology in the Classroom: I expect your cell phones to be silent and kept out of sight (including the “vibrate” setting). If an emergency situation occurs and you need to have your cell phone close to you, please let me know and quietly leave class if you must answer your phone. Texting, checking email, playing games, or any other nifty thing you can do with your phone and other electronic gadgets can be disruptive and disrespectful. When using computers for note-taking or other class activities, please avoid engaging in irrelevant activity (e.g. checking Facebook or Twitter, planning vacation, shopping the latest fashions, etc).

\*Alterations to these policies will be made at my discretion. Remember, when possible, it is best to bring concerns to my attention ahead of time.

#### **Additional Course Information:**

Participation: You will need to do more than just show up to class; you will need to actively participate. Active participation involves: coming to class prepared, with annotated reading materials and assignments; engaging in discussion (this includes remaining attentive if you do not feel comfortable speaking); remaining focused and productive during workshop periods; taking notes; asking relevant questions; sharing sources; and visiting the Writing Studio. **Please note that I expect all readings to be annotated.**

Formatting Assignments: You will submit most assignments in this class digitally on Sakai, and some via hard copy. **It is crucial that you submit assignments in the form and location in which I ask for them.**

Please click [here](#) to see how to format your papers. Unless otherwise indicated, **your paper should look exactly like this (in terms of header, spacing, and page numbers; your citations will be written in APA format, which we will review).** If you do not have an electronic version of your syllabus available, go to Purdue OWL (it will come up in Google) and then click on “MLA Guide” and then on “MLA Sample Paper.” In addition, make sure to have 1-inch margins and to eliminate any extra white space between paragraphs. Please do not turn in printed papers with ink smears or crooked text. You may turn in double-sided papers. Please staple papers in the upper left-hand corner. **When submitting electronic papers, include your name in the file name and in the document itself.**

Drafts, Conferences, and Workshops: You will receive feedback on major work in progress, in either the form of a written response from me, a conference with me, or a workshop/peer review session with fellow classmates. I highly recommend you make great effort to attend conferences and workshops. Given that writing is a social practice, these opportunities are invaluable to your growth as a writer. While excused absences may allow you to make up points for missed conferences and workshops, there is no way to make up for loss of the experience itself.

Grade Disputes: Though I make a sincere effort to provide extensive comments on your work, there may be some element(s) of my grading that you struggle to understand. In the event that this happens and you would like to discuss the issues, I ask that you wait 24 hours (from the time you receive your graded assignment) to meet with me. I will not change your grade—unless I’ve made some sort of obvious mathematical error. I will, however, always meet with you, before or after an assignment has been graded, to aid your success. Before contacting me, please see the syllabus and assignment sheet; often, reasons for my grading can be found here. In addition, please remember to maintain your professionalism as a student. A discussion of your grade should be professional and productive. I will explain, but not defend, the reasons for my grading. You must take responsibility for addressing these matters in a timely manner; approaching me near the end of the semester most likely will not yield the results you hope for.

### **WRT 101 Resources**

Course Librarian: Our course librarian is Ciara Healy (ciara.healy@duke.edu). Your librarian has partnered with us to familiarize you with Duke’s library system and to assist you with formulating and pursuing your research project(s). Ciara has tailored a Library Guide for our course (see Sakai), will lead us in a library workshop, and is available for individual consultations.

The Writing Studio: I encourage you to visit the Writing Studio where you will find a place beyond our classroom to work collaboratively with an attentive, non-evaluative reader. You can visit at any stage in your writing process, including before you have even started writing. Visit <http://twp.duke.edu/twp-writing-studio> to schedule a face-to-face or online appointment and to learn more about Studio resources.

International and Intercultural Writers, DukeWrites Enrichment Suite: An online suite of videos and quiz tutorials about U.S. classroom and U.S. English academic writing practices (essay structure, verbs, citation practices, intercultural norms, etc.) designed by TWP experts in intercultural communication. To access and explore the site, go to: <https://dukewritessuite.com/>

Counseling and Psychological Services (CAPS): Each of you will face some level of challenge during your time at Duke – whether it be a challenge like procrastination, or a more profound challenge that impairs your ability to function. The CAPS staff includes psychologists, clinical social workers, and psychiatrists experienced in working with college-age adults. Information about their services and workshops is available here: <http://studentaffairs.duke.edu/caps/about-us>

The Academic Resource Center: The ARC provides academic support and programming for all Duke undergraduates. Their services include one-on-one consultations and peer tutoring, and they work alongside the Student Disability Access Office to serve students with diagnosed learning disabilities. Their programs include opportunities for students to study together in structured groups ("learning communities"), as well as workshops offered throughout the semester. Further information and resources are available on their website. <http://duke.edu/arc/index.php>

The Center for Sexual and Gender Diversity: This center provides education, advocacy, support, mentoring, academic engagement, and space for lesbian, gay, bisexual, pansexual, transgender, transsexual, intersex, questioning, queer and allied students, staff, and faculty at Duke. The Center for Sexual and Gender Diversity also serves and supports Duke alumni/ae and the greater

LGBTQ community. Further information and resources are available on their website.  
<https://studentaffairs.duke.edu/csgd>

*Deliberations: A Journal of First-Year Writing at Duke University*: *Deliberations* is published annually, in the fall semester. The Thompson Writing Program invites submissions of student writing, of any type or length, from any Writing 101 course. For submission guidelines, visit: <http://twp.duke.edu/deliberations/submission-information>

### **Schedule (Tentative):**

**\*Please note that you will be writing in every class or nearly every class.**

#### Unit 1: Understanding the Rhetorical Nature of Writing

##### Week 1

- W 8/29 Course Introduction; In-Class Writing
- F 8/31 Ronald, “Another Competing Theory of Process: The Student’s”

##### Week 2

- W 9/5 UR, “Why Rhetoric?” (pp. 37-67)
- F 9/7 UR, “Writing Identities” (pp. 119-149); Subject Positions In-Class Writing

##### Week 3

- W 9/12 Lawrence, “Type is a Four-Letter Word: Uses and Abuses of the MBTI Instrument”
- F 9/14 MBTI

##### Week 4

- W 9/19 MBTI paper Workshop
- F 9/21 MBTI paper Workshop; **Myers-Briggs Type Indicator (MBTI) Response Paper due Monday, September 24.**

##### Week 5

- W 9/26 UR, “Strategic Reading” (pp. 71-115); Annotations In-Class Writing
- F 9/28 Multimodal Text Analysis/RCA paper Workshop

##### Week 6

- W 10/3 Conferences for RCA paper
- F 10/5 Conferences for RCA paper

## Unit 2: Exploring Narratives of the Human Condition

### Week 7

- W 10/10 Maslow, "Self-Actualizing and Beyond"  
F 10/12 *UR*, "Argument Beyond Pro and Con" (pp. 153-189); Writing Workshop;  
**Rhetorical Cultural Analysis due**

### Week 8

- W 10/17 *UR*, "Research: More Than Detective Work" (pp. 219-255);  
Brainstorming/Research Workshop  
F 10/19 Library Workshop

### Week 9

- W 10/24 Eiseley, "The Gold Wheel"  
F 10/26 Center for Humans & Nature, "What Does It Mean To Be Human?"  
[Click here](#); Source Evaluation Workshop

### Week 10

- W 10/31 Chatfield, "What does it mean to be human in the age of technology?"  
[Click here](#); Argument Essay Workshop  
F 11/2 Argument Essay Workshop (**AE draft due**)

## Unit 3: Exploring (and composing) Narratives of Undergrad Life

### Week 11

- W 11/7 Gutting, "What Is College For? AND Edmundson, "On the Uses of a Liberal Education"  
F 11/9 **No Class (Professor at Conference); Argument Essay due Monday, 11/12**

### Week 12

- W 11/14 Henig, "What Is It About 20-Somethings?"  
F 11/16 Cummins, "What's Making Students Less Resilient" [Click here](#). AND  
Beresin, Schlozman, & Abdu-Glass, "The college mental health crisis: focus on overall wellbeing [Audio blog post available [here](#)]; Portfolio Workshop

### Week 13

- W 11/21 No Classes: Thanksgiving Break  
F 11/23 No Classes: Thanksgiving Break

Week 14

- W 11/28 Wong, “The Renaissance of Student Activism” [Click here](#). AND Student Activism album on Duke University’s Flickr site: [here](#); Multimodal Composing Workshop (for Portfolio)  
F 11/30 Portfolio Workshop

Week 15

- W 12/5 Portfolio Workshop  
F 12/7 **Portfolio due**

\*The instructor reserves the right to amend the syllabus, course schedule, and course documents.