

Studio 2: Critical Research and Writing  
WRT 205: Sections M163 & M180  
Theme: Psychology and the Human Condition  
Spring 2016

Instructor: Dr. Jessica Corey  
Office: H.B. Crouse 237  
Office Hours: M & W 12:00-2:00 (or by appointment)  
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**Required Texts & Materials:**

Pearson, C.S. (2015). *The Hero Within: Six Archetypes We Live By*. Harper Elixir

Maslow, A.H. (1993). *The Farther Reaches of Human Nature*. Penguin Books.

Eiseley, L. (1997). *The Night Country*. Bison Books.

Materials posted on Blackboard

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

Access to a printer and stapler

**Course Overview:**

As students, consumers, citizens, employees, and individuals with other social roles, each day brings a demand for you to be informed and to inform others. This course focuses on forming critical questions, identifying methods of collecting and analyzing information that addresses those questions, and communicating findings via writing and multimodal composing. Engaging in *critical* research means moving beyond reporting what others have to say and, instead, using information to question ourselves and society, and contribute to various communities. In this course, we will read materials focused on the human condition (archetypes, self-actualization, and navigation of the darker side of the human condition). These materials examine how research has made an effort to account for a diverse examination of subject positions, both theoretically and empirically.

**Course Objectives/Learning Outcomes:**

- \* Research Writing as Situated Process  
Students will recognize and act upon the ways research varies according to the situation.
- \* Researching and Evaluating Sources Rhetorically  
Students will develop reading strategies for invention, rhetorical engagement with sources, and critical dialogue.
- \* Research Writing Within and Across Genres  
Students will recognize the role genre plays in determining research forms and practices.
- \* Research and Writing as Rhetorical Action  
Students will understand research as itself a rhetorical action.
- \* Research Writing as Social Practice  
Students will analyze, reflect on, and respond to the social nature and consequences of research beyond the classroom.

**Assignments & Evaluation:**

Analysis & Synthesis (100 points)  
 Extended Inquiry Project (400 points)  
     Proposal (100 points)  
     Multi-Form Research (200 points)  
     Multimedia Presentation (100 points)  
 Self-Assessment (100 points)  
 Drafts (25 points each/ 50 points)  
 Portfolio (200 points)  
 Quizzes/Reading Responses/In-Class Activities (150 points)

A	930-1000 pts.	B+	870-899	C+	770-799	D+	670-699
A-	900-929	B	830-869	C	730-769	D	600-669
		B-	800-829	C-	700-729	F	0-599

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

**The Terms of Our Contract:**

Registration: The official registration (add) deadline for this course is January 26, 2016. The financial deadline for dropping classes is February 9, 2016. You must be officially registered in order to attend classes. You may not attend, audit, be evaluated or otherwise participate in courses without being officially enrolled. An instructor may not allow you to attend classes and/or submit work unless your name appears on the official class list or unless you are attending with the instructor's approval for the purpose of making up an Incomplete. Registration may be prevented for financial, academic, or other reasons. You must register for classes in the semester in which you begin work for those classes. You may not attend a class without officially registering, and then register for the class as if it were taken in a subsequent term, either for financial reasons or for scheduling convenience.

Remaining enrolled in this course after knowing the policies and requirements means that you agree to abide by the terms of the contract set forth in this syllabus. If you think you will find the course too unpleasant, you may want to consider taking a different section of the course or taking the course in another semester. Please consider your decision to stay or leave.

Accommodations: If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), <http://disabilityservices.syr.edu>, located in Room 309 of 804 University Avenue, or call (315) 443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Syracuse University and I are committed to your success and to supporting Section 504 of the Rehabilitation Act of 1973. This means that in general no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination

under any program or activity, solely by reason of having a disability. You are also welcome to contact me privately to discuss your academic needs although I cannot arrange for disability-related accommodations.)

Attendance & Promptness: Attendance in classes is expected in all courses at SU. Class attendance requirements and policies concerning nonattendance are established by the instructor(s) of each class. Students are expected to arrive on campus in sufficient time to attend, starting with the first meeting of all registered classes. Students who do not arrive and attend classes starting on the first day of their classes may be academically withdrawn by their college or departments as not making progress toward degree by failure to attend.

Anyone not coming to class is not taking the same course as everyone else. Every unexcused absence over three will result in a reduction of your final grade by a full letter grade for each absence. You may not make up in-class work for unattended sessions (except for excused absences). If absent, you need to email me your work by the beginning of that class session (according to the scheduled time) or you will earn a zero on the assignment. An absence does not give you an automatic extension or excuse you from work due that day. 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.

Excused absences are those related to documented illness and injury, disability-related concerns, death in the immediate family, religious observance, academic field trips, participation in university concert or athletic event, or university disciplinary hearings and meetings.

SU's religious observances policy, found at [http://supolicies.syr.edu/emp\\_ben/religious\\_observance.htm](http://supolicies.syr.edu/emp_ben/religious_observance.htm), recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. For fall and spring semesters, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class.

**In all cases, please notify me as soon as possible so that I can best serve you and fellow students.**

Late & Make-up Work: As stated above, late work will not be accepted. Assignments are due at the start of class, whether you are present or absent. If aware of your absence ahead of time, please make arrangements with me as to how you will submit your work early rather than sliding papers under my office door. Also, do not take assignments to the Writing Program office and try to put them in my mailbox. In-class work cannot be made-up (except in cases of excused absences). Remember, when possible, it is best to bring concerns to my attention ahead of time.

Academic Honesty: Syracuse University's Academic Integrity Policy holds students accountable for the integrity of the work they submit. Students should be familiar with the policy and know that it is their responsibility to learn about course-specific expectations, as well as about university policy. The university policy governs appropriate citation and use of sources, the

integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same written work in more than one class without receiving written authorization in advance from both instructors. The presumptive penalty for a first offense by an undergraduate student is course failure, accompanied by a transcript notation indicating that the failure resulted from a violation of Academic Integrity Policy. The standard sanction for a first offense by a graduate student is suspension or expulsion. For more information and the complete policy, see [http://supolicies.syr.edu/ethics/acad\\_integrity.htm](http://supolicies.syr.edu/ethics/acad_integrity.htm).

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. This definition includes using another student's work as your own, as well as inadequately referencing other sources in your work. If you are unclear about the policy or whether or not you are plagiarizing, please see me for help.

### Student Writing

All texts written in this course are generally public. You may be asked to share them with a peer, the class, or with me during classroom activities or for homework. You will also be asked to consider signing a [consent form](#) requesting the use of your writing for professional development, teacher training, and classroom instruction within the Syracuse University Writing Program.

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. I suggest creating a folder for this course on your USB drive (in addition to another location) so that you have at least two copies of your work for this class. Furthermore, I encourage the use of an online server such as Dropbox or OneDrive; this way, you will have access to your files as long as you can access the internet.

Cell Phones and Internet: I expect your cell phones to be silent and kept out of sight—and by silent, I mean that I do not want to hear them vibrating. 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 is disruptive and disrespectful. When using computers for note-taking or other class activities, please avoid engaging in irrelevant activity (i.e. checking facebook or twitter, planning vacation, shopping the latest fashions, etc).

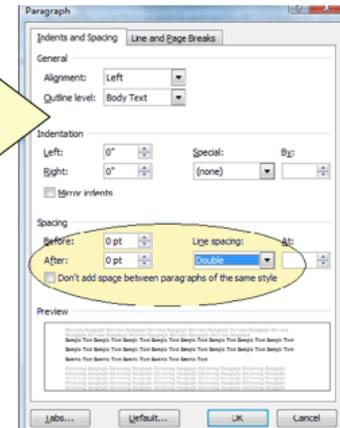
\*Alterations to these policies will be made at my discretion. Remember, when possible, it is best to bring concerns to my attention ahead of time.

### **Additional Course Information:**

Participation: You will need to do more than just show up to class; you will need to actively participate. Participation involves: **coming to class prepared, with 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 Center.

Formatting Assignments: When relevant, include proper citation of sources in the text and in a corresponding list of works cited/references. You will submit some assignments in this class digitally, and others via hard copy. Unless I communicate otherwise, assignments should follow the formatting presented below.

- If using Word 2007 or a later version (2003 is formatted correctly), please begin by going to the paragraph tab and changing the spacing before and after to **0 point**. **This will remove the extra space between paragraphs.** (See diagram at right)
- Change font to **Times New Roman 12**; use this font ONLY.
- All papers are to be **double-spaced** and in **black ink** only.
- Set margins to **left justify** only.
- **Name, class with section number, instructor name, date** (day month year – 30 Aug 2012) should be at the **top left** of first page, double-spaced) (see sample below).
- **Last name and page number** flush right on all pages, ½” from the top
- **Margins:** 1” at left, right, top, bottom of ALL pages
- Run **spell-check** for **all** assignments. You will need to proofread beyond this, however.
- **Do not** turn in printed papers with ink smears or crooked text.



1" margin on all four sides

Last Name 1

1" ← Your Full Name

1" →

WRT 105-Section #

Dr. Corey

15 September 2014

Title of Assignment  
(Do Not title this the name of the assignment, i.e. Narrative)

Indent and begin typing your paper in **Times New Roman Twelve**. Double space your writing. Follow these directions for all written assignments. Save in Word or similar program; do not save as a PDF (I cannot comment on the PDF document. If you need to email an assignment due to absence, label it as such: **Last Name-Course Name-Title of Assignment.**

Use these guidelines for all essay/research-type assignments, or unless otherwise specified by the teacher. Depending on the type of composition, some work will require alternative formats, and I will make this clear to you. When handing in printed papers, you may submit double-sided assignments. Staple papers in the upper left-hand corner of the paper. When submitting assignments electronically, include your name in the file name and in the document itself.

Drafts, Conferences, and Workshops: You will receive feedback on most major work in progress in either the form of a written response from me, a conference with me, or a 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.

Peer Review: You are required to attend all Peer Review sessions (unless you have an excused absence). Peer Review sessions require that you come to class with a complete, printed version of your paper.

### The Writing Center

Experienced writing consultants at the Writing Center (101 HB Crouse Hall, on the Quad) can teach you how to succeed on individual assignments and ultimately become a better writer.

They're prepared to work one-on-one with you at any stage of your process and with any kind of writing you're attempting while attending SU. Whether you need help understanding an assignment, brainstorming ideas, revising subsequent drafts, or developing editing strategies, face-to-face and online appointments are available for 25- or 50-minute sessions throughout the semester and can be reserved up to seven days in advance via their online scheduling program, WOnline. In addition, drop-in appointments are welcome Monday through Thursday from 10:00 a.m. to 2:00 p.m. and brief concerns or questions can be emailed to consultants via the eWC. For more information on hours, location and services, please visit <http://wc.syr.edu>. This is a free resource to all students and highly recommended for every assignment you work on in this class.

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 scholarly 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.

### Schedule (Tentative):

#### Week 1

M 1/18    **NO CLASSES: MLK DAY**  
W 1/20    Course Introduction; In-Class Writing

#### Week 2

M 1/25    Takayoshi et al., "The Construction of Research Problems & Methods" \*  
W 1/27    Pearson (Chs. 1 & 2)

#### Week 3

M 2/1     Workshop  
W 2/3     Pearson (Ch. 3)

#### Week 4

M 2/8     Pearson (Ch. 4)  
W 2/10    **Analysis & Synthesis Due**

#### Week 5

M 2/15    Pearson (Ch. 5)  
W 2/17    Pearson (Ch. 6)

Week 6

M 2/22 Pearson (Ch. 7); Myers-Briggs Type Indicator (in class)  
W 2/24 Creswell, "The Selection of a Research Design" \*

Week 7

M 2/29 **Draft of Proposal Due**; Conferences  
W 3/2 Conferences

Week 8

M 3/7 Workshop  
W 3/9 **Proposal Due**

Week 9

M 3/14 **NO CLASSES: SPRING BREAK**  
W 3/16 **NO CLASSES: SPRING BREAK**

Week 10

M 3/21 Workshop  
W 3/23 Maslow (Chs. 3 & 23)

Week 11

M 3/28 **Draft of Multi-Form Research Due; Peer Review**  
W 3/30 Maslow (Chs. 2 & 6)

Week 12

M 4/4 **Multi-Form Research Due**  
W 4/6 Maslow (Chs. 12 & 1)

Week 13

M 4/11 Maslow (Chs. 14 & 15)  
W 4/13 Eiseley (Chs. 1, 2, & 4)

Week 14

M 4/18 Eiseley (Chs. 5 & 8)  
W 4/20 **Multimedia Presentation Due**

Week 15

M 4/25 Eiseley (Chs. 9 & 11)  
W 4/27 Eiseley (Chs. 13 & 14)

Week 16

M 5/2     **Self-Assessment Due**  
W 5/4     **NO CLASSES: READING DAY**

**Portfolio Due May 11**

Final Exams: May 5-11

\*This material is posted on Blackboard.

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