

**WRT 104: Introduction to College-Level Writing  
Summer 2016**

Instructor: Dr. Jessica Corey

Office: H.B. Crouse 237

Office Hours: M,T,W,TR 11:45-12:15 (or by appointment) (in the lounge outside Tolley 104)

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**Required Texts & Materials:**

Kathryn Evans. *Real Questions: Reading and Writing Genres*. 1<sup>st</sup> edition. Macmillan Learning, 2013

The Freedom Writers (with Erin Gruwell). *The Freedom Writers Diary*. Broadway Books, 1999/2009

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:**

College-level writing involves critical reading, analysis, articulate and ethical expression of your ideas, and understanding of conventions appropriate to audience and context. This class helps you perform these tasks in a manner that is personal to you and effective for others. We will engage with writing theory and readings across disciplines and genres in order to strengthen your skills in responding to a variety of academic situations.

**Course Objectives/Learning Outcomes:**

- *Writing as Situated Process*  
Students will practice a range of invention, reading, revision and editing strategies with the goal of developing successful habits as writers.
- *Writing as Social Understanding*  
Students will analyze, reflect on, and practice the dynamic use of language in diverse academic, social, and technological contexts.
- *Writing as Rhetorical Action*  
Students will consider interactions between audience, situation and genre as part of their writing processes.
- *Writing as Reflective Learning*  
Students will practice self-reflection as a means of developing the awareness necessary to adapt to changing contexts.

**Assignments & Evaluation:**

Summary (100 points)

Analysis (100 points)

Revision &amp; Reflection (150 points)

Response Journals (50 points)

Quizzes/Homework/In-Class Activities (100 points)

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

## Grading Scale for Most Major Papers

A	93-100 pts.	B+	87-89	C+	77-79	D+	67-69
A-	90-92	B	83-86	C	73-76	D	60-66
		B-	80-82	C-	70-72	F	0-59

An **A** paper is an exceptional example of college writing. It demonstrates a clear main idea that can be followed throughout the development of the paper. It maintains a strong structure from the beginning to the end of the paper, with carefully defined connections between the paragraphs and sentences that consistently give the entire essay a definite sense of purpose. The writer obviously has much to say about the subject and has carefully selected specific supporting points that effectively reinforce the writer's thesis. The writer seems to be in control of the paper each step of the way; the language used is not only grammatically correct, but is vivid, precise, and interesting.

A **B** paper is a good example of college writing. It also contains a definite and original main idea. The organization of the paper is good, although the movement between supporting points may not always be smooth. The supporting points demonstrate the writer's thorough attention to the subject and relate closely to the central idea. The language is generally clear, and the paper contains few mechanical errors.

A **C** paper fulfills the basic requirements of the assignment. It also has a definite thesis that basically controls the essay's development. The paper has an organizational pattern, but it may be incompletely carried through in certain respects. There appears to be sufficient support for the thesis, but some details may be vague or inadequately explained. The language generally communicates with the reader, but there may be times when sentence structure or wording is somewhat awkward.

A **D** paper is barely acceptable college writing. Its main idea is present, but is difficult to follow through the paper's development. The paragraphs within the paper may deviate from the thesis, or may fail to help the paper move forward with a clear sense of progression. The paper may contain language that repeatedly becomes hard to follow, or major grammatical errors that seriously interfere with its meaning.

An **F** paper seriously falls short of the work appropriate for college level writing. There are major flaws in the content, organization, and mechanical elements of the paper.

**The Terms of Our Contract:**

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. Anyone not coming to class is not taking the same course as everyone else. **You cannot pass the course if you miss more than three classes.**

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.

Moreover, 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 department office and try to put them in my mailbox. If you come to class without your work, you will get a zero for that work. 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. I will let you know in advance which assignments will be shared and which will not be shared.

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:**

Orange SUscess: Syracuse University is using the Orange success Early Alert Program which is designed to support student success through coordination and communication amongst students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (in attendance, test scores, or participation, for example), I will very likely send an email to your syr.edu email account through the Orange SUscess Early Alert program. My message will tell you about my concerns and ask you to meet with an academic advisor. Your advisor or possibly your TA will work with you to create strategies for a Success Plan to address

difficulties you are having in the course. In addition, if I observe that you are doing well in my course, you will very likely receive a kudos from me acknowledging your performance or improvement.

This plan may involve taking advantage of various campus support services, such as academic tutoring or advising. If I recommend that you use campus support services, your advisor will redirect you to that support service department so they will be better prepared to assist you. Since the "Early Alert" program provides essential notices by email, a course requirement is that you check your syr.edu account frequently and respond quickly if you receive an email through the Orange SUCcess Early Alert Program. You will be contacted directly by the appropriate department, if you do not respond to any such request.

To get Started:

Login through MySlice (under Student Services >Ask for Help in Orange success) or Blackboard (under Tools >Ask for Help in Orange SUCcess (Students) and make sure your profile information on the system is accurate. Verify or enter your email address, cell number, text messaging preference, and upload a new photo if you wish.

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: You will submit some assignments in this class digitally, and others via hard copy. **It is crucial that you submit assignments in the form in which I ask for them (hard copy, Blackboard, email, etc.).**

Please click [here](#) to see how to format your papers. **Your paper should look exactly like this.** 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.

Use the above guidelines for all assignments, unless otherwise instructed. Depending on the type of composition, some assignments will require alternative formats, and I will make this clear to you.

### 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 (30 minute sessions recommended). This is a free resource to all students and highly recommended for every assignment you work on in this class. Sign-up sheets are located in the department's main office (HBC 239), and you can sign up for appointments any time between 8:00 a.m. and 4:30 p.m. Appointments run from 7 p.m. to 10 p.m., Sunday through Thursday.

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):**

#### Unit 1: Critical Reading

##### Week 1

- T 7/5 Introduction to the course; in-class writing  
 W 7/6 *RQ* “Strategies for Reading and Writing any Genre” (pp. 4-8); *FWD* (Fall 1994: Diary 6 and 10-14; Spring 1995: all)  
 TR 7/7 **Response Journal due**; *FWD* (Fall 1995: Entry 3 and Diary 24-29 and 31-32; Spring 1996: opening entry, Entry 4, and Diary 41-48)

##### Week 2

- M 7/11 *FWD* (Fall 1996: Diary 54-55 and 65-66; Spring 1997: Entry 6 and Diary 67-71 and 75-92)  
 T 7/12 *FWD* (Fall 1997: Entry 7 and Diary 99-101 and 108-109; Spring 1998: Entry 8 and Diary 114-128, 133-137, 139, and 142)  
 W 7/13 *FWD* (Epilogue and Afterward)  
 TR 7/14 **Response Journal due**; *RQ*: “Strategies for Critical Thinking, Reading, and Writing” (pp. 9-15 and 23-27)

#### Unit 2: Exploring Topics through Multiple Genres

##### Week 3

- M 7/18 *RQ*: section “How Can Relationships Change and Grow” (“Case Study...” (pp. 123-126); “Patching Holes” creative non-fiction (pp. 127-133); “From *You’re Wearing That?*” self-help book excerpt (pp. 163-169)); **Workshop**  
 T 7/19 *RQ*: section “How Can Relationships Change and Grow” (“When We Hurt the Ones We Love” scholarly journal article excerpt (pp. 183-189))  
 W 7/20 *RQ*: section “How Can Relationships Change and Grow” (“Cycle of Violence” brochure (pp. 174-179))  
 TR 7/21 **Response Journal AND Summary due**; *Secret Origin: The Story of DC Comics* documentary

##### Week 4

- M 7/25 *RQ*: “Writing Rhetorical Analyses” (pp. 31-40); *Comics with Problems* in-class activity  
 T 7/26 *RQ*: section “How is Social Media Affecting Our Relationship with the World

Around Us?” (pp. 561-62), “Case Study: Twitter” (pp. 562-63), “About the Readings” (pp. 564-65), “How to Survive the Age of Distraction” op-ed (pp. 566-69)

- W 7/27 RQ: section “How is Social Media Affecting Our Relationship with the World Around Us?” (“Is Google Making Us Stupid? magazine feature (pp. 574-83) “Response to Nicholas Carr’s ‘Is Google Making Us Stupid?’” critique (pp. 584-87))
- TR 7/28 **Response Journal due;** RQ: section “How is Social Media Affecting Our Relationship with the World Around Us?” (“From *Alone Together: Why We Expect More from Technology and Less from Each Other*” research argument (pp. 593-612))

#### Week 5

- M 8/1 **Conferences/Workshop**
- T 8/2 RQ: section “How is Social Media Affecting Our Relationship with the World Around Us?” (“*Pediatrics* Gets It Wrong about ‘Facebook Depression’” blog (pp. 644-54))
- W 8/3 RQ: section “How is Social Media Affecting Our Relationship with the World Around Us?” (“A Day without Media” web report (pp. 666-85))
- TR 8/4 **Response Journal AND Analysis due;** “Understanding Revision” (to be completed in class)

#### Week 6

- M 8/8 **Conferences/Workshop**
- T 8/9 **Peer Review**
- W 8/10 TBA
- TR 8/11 **Revision & Reflection due; Reading at E.M. Mills Rose Garden (tentative)**

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