Course Overview

As is stated in the Undergraduate Bulletin:

An introduction to the foundations of writing, offering students a variety of rhetorical strategies and helping them develop creative and critical thinking, fluency, and correctness. Coursework creates ample opportunities for significant practice in reading, writing, and critical analysis. Emphasis on writing as a revision-based process. WRT 101 prepares students for WRT 102 and postsecondary academic writing. Prerequisite: a grade of C or better in WAE 194; below 580 on the Evidence-Based Reading and Writing SAT or below 1050 on the combined Critical Reading and Writing SAT (last administered Jan 2016); below 23 on the English Language Arts ACT or below 24 on the combined English and Writing ACT (last administered June 2015). Prerequisite: see course description or http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/admissions/placementtests.php

DEC: A1
Partially fulfills: WRT
3 credits, ABC/U grading

In this course students explore, discover, and write about issues of personal, social, and academic significance. At the core of this class is the principle that to achieve academic success, students must possess the ability to skillfully navigate multiple texts in many contexts. Therefore, we will focus on research writing, argumentation, and analysis and evaluation of various genres of texts. Learning objectives include improving students’ critical thinking, rhetorical skills, academic essay genre knowledge, and sentence-level correctness.

Course Materials

- A lined notebook with pockets and detachable pages (required for every class period)
- Downloaded Handouts: It is critical that you print out all texts – these may be required readings or informational texts – and bring them with you to each class session. You will find these materials on our class on-line Blackboard site.

You can access class information on-line at: http://blackboard.sunysb.edu/. Your
Blackboard username is your NET ID (which can be obtained from your SOLAR homepage) and your original password is your SOLAR student ID number. For help or more information see: https://lt.stonybrook.edu/StudentServices/BbStudents/Pages/default.aspx.

SUGGESTED TEXTS:

Learning Outcomes

Upon successful completion of this course, students will be able to:

- demonstrate an awareness of language as a tool for learning and communication.
- develop self-evaluative strategies.
- apply a range of strategies for the composing process, such as invention, drafting, collaboration, revision, and peer review to produce quality writing.
- write a variety of well-organized essays with effective thesis statements, supported with valid reasons and evidence, a focused and informative introduction, a well-developed body, and an appropriate conclusion.
- Analyze the many facets of a writer’s use of argumentation techniques and apply these skills to their writing.
- incorporate research and documentation effectively into essays.
- demonstrate knowledge and application of rhetorical strategies and devices.
- effectively apply the standards of written English.

Skills You Will Learn in This Class:

1. The fundamentals of rhetoric (appeals, rhetorical techniques and strategies, rhetorical situation)
2. How to analyze texts rhetorically
3. How to identify and use strategies of argumentation
4. How to understand the expectations of a wide range of audiences
5. How to convey technical information to a general audience
6. How to craft a persuasive thesis claim
7. How to write powerful introductions and conclusions
8. How to outline, organize, and develop your ideas
9. How to construct cohesive and coherent paragraphs
10. How to select and narrow a topic
11. How to find and evaluate sources and how to assess scholarly research
12. How to navigate the library, its online catalogue, and its databases effectively for research
13. How to support your claims with evidence
14. How to integrate source material into your own argument
15. How to develop a powerful voice, persona, style, and stance
16. Correctness in grammar, punctuation and documentation conventions
17. The rhetoric of design and visual evidence
18. The benefits of participating in an active learning community

Attendance

1. Being a workshop, this course requires regular attendance. Students who do not pass usually have attendance trouble. Missing more than four classes disqualifies you from passing the course. This rule applies in all WRT courses and is strictly enforced. If you have more than two absences during the whole semester, your grade may be lowered. Students who miss the first week of classes will be deregistered.

2. If absent, you are responsible for submitting the work due that evening through Google. You must also complete the work covered in class on the day of absence. Find out on Blackboard and the syllabus what is due; email a fellow student if necessary.

3. In order to be marked present, you must be seated at your desk when I take attendance.

4. Being late or leaving early two times counts as an absence. If you are late, check after class that you have not been mistakenly marked absent. You are late if you come into class after I have begun.

Guidelines for Submitted Work

Each student will set up a Google account and create a folder, which will house most of the writing you complete for this class and which will be shared with me and your writing group.

“Finished” copies of essays must be submitted according to the following criteria:
• evidence of having been revised based on conferences with peers, the writing center, or me
• adherence to MLA format requirements as well as length requirements
• must include an original title and a heading with your name, our section number, the assignment type, and the date. Failure to fulfill any of these requirements may negatively impact your grade.
• You are required to bring to class drafts of these essays, as assigned. The process of revision is a central focus of this course and therefore, final papers will not be accepted without evidence of said revision.
• Any assignments submitted late lose credit. Late work will be graded down at the rate of half a grade per day. In addition, if you submit a draft late, I cannot guarantee that I will be able to return comments to you in time for you to use them in your revision.
• Homework and essay drafts serve the purposes of in-class exercises and are due at the beginning of their assigned class period. Such work is not accepted or given credit at any time after this point (including at a later time or date, by email, etc.), as its lateness defeats the work’s purpose.
• Please type all homework and drafts unless I announce otherwise. Put your name, our section number, the assignment type, and the date on top of the first page. Staple all pages together, please.

**Final Grade**

You will be eligible to pass the course if you attend class according to the above policies, participate constructively in class, and complete on time and correctly the required assignments, drafts, and essays. Final grades are comprised by the average of my assessments of the drafts, finished copies of your three major essays, and other short writing assignments.

70% - Three major papers
20% - Homework, drafts, informal papers, and reading assignments
10% - Group/Class Participation
A grade of A is outstanding.
A grade of B is better than average.
A grade of C means the assignment is acceptable.
A grade of U is unsatisfactory and not passing.

(I will provide you with more specific assessment criteria in class.)

CLASS PARTICIPATION:

This is not a lecture class; it is an active learning space within which you will develop skills in writing, critical thinking, research, and persuasion. Class discussion, peer review, and workshop-style writing are required parts of the Program in Writing and Rhetoric. You are expected to come to class with all assignments and required handouts and to participate in all class activities. Your thoughtful participation, engaged listening and respect for the instructor and for each other is critical to the flow of this class.

**Drafts of papers, reading responses, and writing reflections are not assigned a specific grade. They are assessed for the quality and completeness. No final drafts will be accepted unless all prior work has been done. If you do not complete ANY major essay, writing process assignments, turning in drafts, making revisions, participating in peer response activities, and conferences, you will receive a grade of U in the course.**

*Cell phones in the classroom are intrusive. Please keep them turned off and out of sight.*
**Essay Assignments**

You will be asked to complete various writing assignments for this class that will contribute to the three major writing assignments this semester. Each paper requires prewriting assignments that will help you learn about and refine your topic. As you compose and revise your drafts, you will practice applying rhetorical strategies and other effective writing techniques to your own writing. Most important are the opportunities you will have to conference with me and other students about your process. (All drafts will be written in Google and must satisfy the requirements of current MLA format.)

**Essay 1: Essay 1: Cultural Analysis Essay**—In a 1,000+ word essay, analyze and evaluate a nontraditional text such as a popular cultural artifact (a magazine, toy, or product), a Web site, a smartphone application, a commercial, a music video, a controversial advertisement/Public Service Announcement, or another text of your choice. Examine the rhetorical features of the text and develop an argument discussing its relevance and value in terms of the intended audience. In supporting your thesis/claim, you must evaluate the effectiveness of the techniques you see at work in this text, as well as the significance of the message. You must research and reference at least one outside source in supporting your argument. (Approximately four pages in length)

**Essay 2: Rhetorical Analysis of Paired Texts**—In a 1,000+ word essay, you will write a rhetorical analysis of two published arguments on the same issue and evaluate and support which is more effective. Your purpose in writing is to argue what you believe to be the writers’ intentions based on your analysis of how each writer employs rhetorical techniques and strategies to achieve the desired effect. You must explore the issue, and research and cite three outside sources to weave into your analysis. (Approximately four pages in length)

**Essay 3: Researched Argument** —In a 2,000+ word essay, identify a specific audience and present to them an argument about a problem or issue of your choosing that has been approved through our proposal process. This is your opportunity to explore a controversial issue that is important to you; a conversation in which you want to be included. As you plan and write this paper, you will be engaged in an extensive research process that includes an exploration of the social and historical contexts of your chosen issue. For this paper, you must provide at least six outside sources. (Approximately six pages in length)
COURSE SCHEDULE

The course is structured sequentially in that we begin with taking a close look at the elements of analysis starting with visual text and then moving on to written text, all within the context of argument. As you work towards your research paper, you will conduct research and demonstrate your ability to construct your argument and develop it using the strategies and techniques we study throughout the semester.

The following course schedule is tentative and thereby subject to change. Weekly assignments and writing reflections will be forthcoming.

Semester Overview

WEEKS 1 – 4 VISUAL ANALYSIS (ESSAY ONE)
(More information about assignments and due dates will be added to our Blackboard site as we progress through the semester. It is your responsibility to check the schedule and Blackboard to be sure you are prepared for each class.)

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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>M 8/28</td>
<td>Course Introduction</td>
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<td>W 8/30</td>
<td>Critical Reading</td>
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<td>M 9/4</td>
<td>NO CLASS LABOR DAY</td>
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<tr>
<td>W 9/6</td>
<td>Rhetoric: What is it?</td>
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<td>M 9/11</td>
<td>Visual Rhetoric</td>
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<td>W 9/13</td>
<td>Due: Your choice of text</td>
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<td>Prewriting: Notice and Focus – In-class assignment</td>
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<td>M 9/18</td>
<td>How to write a cultural analysis</td>
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<td>W 9/20</td>
<td>Cultural Analysis (cont.)</td>
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<td>Thesis Statements</td>
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<td>M 9/25</td>
<td>Due: Draft Cultural Analysis</td>
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<td>Peer Review</td>
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<tr>
<td>W 9/27</td>
<td>Conferences – No Regular Class</td>
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<tr>
<td>M 10/2</td>
<td>Conferences – No Regular Class</td>
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<tr>
<td>W 10/4</td>
<td>Introduction to Argument</td>
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<td>M 10/9</td>
<td>Due: Revised Cultural Analysis Essay in Google Drive (Essay One)</td>
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<td>Rhetorical Analysis of an Argument</td>
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<td>W 10/11</td>
<td>Class meets in the library – Introduction to scholarly research</td>
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| M 10/16 | Due: Self-selected article on a controversial topic critically read and annotated  
|         | Prewriting Assignment                                                   |
| W 10/18 | Due: Outline for Rhetorical Analysis                                   |
| M 10/23 | Rhetorical Analysis  
|         | Establishing an Inquiry Path for Researched Argument (Essay Three)  
|         | Introduction to an Annotated Bibliography                              |
| W 10/25 | Due: Draft of Rhetorical Analysis of an Argument  
|         | Peer Conferences                                                       |

### WEEKS 10-15 – RESEARCHED ARGUMENT (ESSAY 3)

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<td>W 11/1</td>
<td>Conferences – No Regular Class</td>
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<td>*Due: Annotated Sources 1 – 3 submitted to me through in Google</td>
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| M 11/6     | Class Meets in Library – Portfolio Workshop (Tentative)  
|            | Due: Revised Rhetorical Analysis of Argument in Google Drive (Essay Two)                 |
| W 11/8     | Establishing an Inquiry Path Assignment  
|            | Thesis Statement Review                                                                  |
| M 11/13    | Researched Argument Proposal – Narrowing the topic  
|            | Due: Annotated Bibliography Sources 4-6                                                  |
| W 11/15    | Planning for the Researched Argument/Crafting an Outline  
|            | Due: Researched Argument Paper Proposal                                                  |
| M 11/20    | Due: Researched Argument Outline  
|            | Peer Conferences  
|            | Workshop/Drafting                                                                        |
| W 11/22    | NO CLASS THANKSGIVING BREAK                                                              |
| M 11/27    | Due: Draft of Research/Inquiry Paper  
|            | Peer Conferences                                                                        |
| W 11/29    | Conferences/Drafting                                                                    |
*In addition to the assignments outlined in this syllabus, you are expected to complete and submit on time exercises to improve your language skills.

The Writing Center

The Writing Center (Humanities room 2009) offers free, confidential, one-on-one tutoring on weekdays. Call 631-632-7405 to make an appointment. Standing weekly tutoring appointments are available. Hours of operation and writing resources are offered online at http://stonybrook.edu/writrhet/writingcenter.shtml. Please note that Writing Center tutors will not edit your work for you, but they can help you to generate and develop ideas, organize your writing, and learn to find and correct your own sentence errors. When visiting the Writing Center, please bring this syllabus; the relevant writing assignment; and all corresponding readings, notes, and drafts. Proof of consistent work with the Writing Center may raise your participation grade, but you must ask your tutor to email me a report of your session each time. Plan ahead because availability can be scarce, especially toward the semester’s end.

Plagiarism Statement

Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information, even in drafts. Students are continually engaged with other people’s ideas: they read them in texts, hear them in lectures, discuss them in their classes, and incorporate them into their own writing. As a result, it is very important that writers give credit where it is due. Plagiarism, intentional or unintentional, is considered academic dishonesty and all instances will be reported to the Academic Judiciary. You must give credit whenever you use another person’s idea, opinion, or theory; any facts, statistics, graphs, drawings, or any other pieces of information, that are not common knowledge; quotations of another person’s actual spoken or written words; or paraphrase of another person’s spoken or written words. Citing all sources and putting direct quotations in quotation marks are required. For further information on policies
regarding academic dishonesty, consult the Stony Brook University Academic Integrity and Judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/.

**Disability Notice**

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact Disability Support Services at 631-632-6748 or http://studentaffairs.stonybrook.edu/dss/. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services; go to the following website for more information: www.stonybrook.edu/facilities/ehs/fire/disabilities.shtml.

**Critical Incident Management Policy**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students’ ability to learn.