Course Description
This class emphasizes writing for academic purposes. Short papers and at least two major essays in a variety of academic genres are required. Students will do extensive revision on multiple drafts in a variety of genres, including a research argument and will be required to submit a final portfolio that must be judged acceptable by their teacher and an outside reader. A through C/U grading only (C- and D grades are not available as final grades).

Learning Outcomes
General Education Requirement: Write Effectively in English:
- Produce coherent texts within common college-level written forms
- Demonstrate the ability to revise and improve such texts
- Research a topic, develop an argument and organize supporting details

General Education Requirement: Prepare for the World Beyond Graduation
- Evaluate and synthesize researched information

Critical and creative engagement with texts:
- Analyze texts to understand how and why they communicate their messages and effects to audiences

Rhetorical strategies
- Achieve communicative purposes for different audiences and contexts

Grammar and usage
- Show evidence of careful sentence-level editing in final drafts at acceptable levels of accuracy in syntax, grammar, semantics, and punctuation

Metacognition
- Exhibit awareness of the relation of one’s writing practices and coursework to other academic, professional, and lived contexts

Multimodality
- Evaluate, synthesize, and manage information from or in a variety of media

Text
Thoughtful Writing, Third Edition by Gene Hammond, Kendall Hunt Pub. Co. Also, approx. 100 pages of essays, worksheets, and guidelines will need to be printed from the Blackboard documents list. Also needed is a 6-12 inch ruler.

Attendance
In-class exercises will include reading, analyzing, writing, and critiquing one another’s work. This makes attendance extraordinarily important. Please note that if you miss a class, you are responsible for contacting another student in the class to find out what you missed and for making up any work you missed.

If a student has more than three absences, his final grade may be lowered by one whole grade. Six absences will automatically result in a U grade for the course and the course will have to be repeated. This is a department policy and cannot be changed by the professor. An absence due to illness, a death in the family, family responsibilities, etc. is still counted as an absence.

Students who miss the first week of classes will be deregistered.
Late Arrivals
A student who arrives late (late is defined as after the professor has completed taking attendance) will, please, sign in at the front desk upon arrival, causing as little distraction as possible. Two late arrivals count as one absence.

Blackboard
Students are required to check their Blackboard email daily for email and/or announcements for class. Students are expected to have print outs of all the documents that have been placed on Blackboard, within the first six weeks of the course. Copyrighted documents will not be available after this time. Students will be told which of these to bring to the next class; however, MLA Guidelines and the syllabus should be brought to every class.

Classroom Etiquette and Practice
a) SBU affirms all gender identities and expressions. If you go by a name other than that on the class roster, and/or if you would like to be addressed with a specific pronoun, do not hesitate to inform your instructor.

b) All electronic devices (cell phones, ipods, ipads, laptops, etc.) should be off and put away. When in class students must work only on the assignment given.

c) Assignments must be typed (double-spaced, unless otherwise specified). **Handwritten homework will not be graded.** All pages of an assignment should be stapled together.

d) If an outline has been assigned: *it is important to note that if an assigned outline is not brought to class on or near (as determined by the professor) the date the outline is due, the paper may not be graded, resulting in zero points for the related essay. This would have a significant and negative impact upon the course grade.*

e) All assignments must be handed in on time. Being absent from class does not excuse a student from an assignment deadline. If a student is going to be absent, the assignment must be emailed **prior to the start of the class time in which it is due.** Students who will be absent due to an “excused” religious holiday or “excused” athletic or school function must notify the professor in advance, but **definitely before the final date of the ‘add/drop’ period** of their intention to be out for religious observance. They can discuss with the professor at that time how they will be able to secure the work covered.

If the professor grants special permission to hand in an assignment late, the earned grade will be lowered by one whole grade (e.g., from A- to B-); the assumed “late” deadline is the next class, unless another date is specified by the professor. Each “late” deadline missed will lower the grade further.

**A printer or computer problem does not excuse the lateness of an assignment.** Common problems: the SINC site isn’t open, the printer at the SINC site isn’t working, you’ve already used the maximum number of free pages to print, the printer is out of ink, or the computer has crashed. A prepared student prints an assignment hours before it is due and has a “Plan B” in case Murphy’s Law regarding printers and computers kicks in. **Always** back up your assignment to a virtual space.

f) Should class be cancelled, the homework scheduled to be done for the following class will still be expected to be done for the following class. Any later adjustments to the syllabus will be announced in class, by email (using students’ Blackboard email addresses), or by Blackboard announcement.

g) Please bring completed homework assignments to class until we have gone over them.
In-Class Activities
In-class activities include: participation in discussions about the course’s reading material and homework assignments; writing assignments; peer review of writing assignments; corrections for common grammar, punctuation and/or citation errors; and review of MLA citation standards.

Grading Structure
A) Four final papers/essays--Please note that a paper that is less than the required number of pages may not be graded (i.e., 4-5 pages means there must be a minimum of 4 full pages, not 3. 25 or 3.80 pgs.).
- 3 page personal narrative (15% of course grade)-first person
- 4-5 page argument essay (20%)-third person only
- 4 ½-5 ½ page textual analysis of non-fiction (20%)-third person, except conclusion
- 6-7 page research paper (30%)-third person only
Portfolio cover letter (not graded, required for the portfolio)

B) Class participation (15%)-Please note that students who do not complete their homework and/or do not bring the required number of copies of their homework assignments to class will see this reflected in this portion of their final grade.

C) Attendance may affect the final grade (also, see Attendance and Late Arrivals sections above).

Note: This syllabus and the Homework Assignments document are intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement, and make changes to these.

University Required Statements
The University Senate Undergraduate and Graduate Councils have authorized that the following required statements appear in all teaching syllabi (graduate and undergraduate courses) on the Stony Brook Campus.

Americans with Disabilities Act:
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, 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; for information go to http://www.stonybrook.edu/dss/index.shtml.

Academic Integrity:
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person’s work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/commcms/academic_integrity/index.html.

Critical Incident Management:
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. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.
Notification Required by the Program in Writing & Rhetoric-WRT 102 Portfolio
For students to pass WRT 102, they must receive a passing grade on the portfolio they are required to submit (see syllabus description). The portfolio is graded by a professor who is not their teacher. [Professor’s notation: only pass/fail grades are used for the portfolio. A “pass” grade allows the professor to submit the grade you earned for the course.]

Portfolio Requirements (May 2013)
The following checklist identifies student learning outcomes for WRT 102 and is used to evaluate WRT 102 portfolios. Each student should complete this checklist before submitting his or her portfolio at the end of the semester. Portfolio readers will use this same checklist to evaluate WRT 102 portfolios. If a reader evaluates a portfolio as meeting these requirements, the portfolio will pass. If two readers evaluate a portfolio as not meeting one or more of these requirements, the portfolio will not pass and the student must retake WRT 102.

1. I’ve included at least 15 pages (not counting Works Cited) of finished and thoroughly revised essays.

2. I’ve included a cover letter (roughly 500 words) addressed to my portfolio readers. Its purpose is to explain how I have fulfilled the portfolio requirements, what I have learned about writing from this course, and how I might use these skills in my other courses and/or in my personal and professional life.

3. I’ve included evidence in at least one of my essays that I can do skilled textual analysis, with fully elaborated and developed ideas, and correct quotation and citation. In particular, I have demonstrated my ability to move beyond summary or opinion about the text to an interpretation of it supported by evidence from the text.

4. I’ve included evidence in at least one of my essays that I can construct a meaningful argument or point of view, including a clear thesis, paragraphs with relevant supporting points, adequate evidence to substantiate my claims, and alternate viewpoints with appropriate counterarguments.

5. I’ve included evidence in at least one of my essays that I can do multi-source, college-level research, using an adequate number of authoritative and appropriate sources. I’ve demonstrated my ability to cite these sources correctly in my essays and to create a Works Cited [page] in appropriate format.

6. I’ve included evidence throughout my essays that I can present my ideas in a logical, organized manner, with coherent, unified paragraphs, each of which has a main guiding idea, and which are linked together with adequate transitions.

7. I’ve included evidence throughout my essays that I understand audience expectations and genre conventions through content, tone, word choice, sentence structure, and organization.

8. I’ve included evidence throughout my essays that I have a solid command of English syntax, grammar, and punctuation.
Check List for Essays

Following style guidelines is important to employers; what follows are your style guidelines.

Before You Begin to Type:

a. Set document to 12 character size, Times New Roman,

b. Set document to single line spacing--use these links: Page Layout, Paragraph, Line Spacing, Single and 0 pt. (if you do not change to 0 pt. you will not have single spacing!). USE OF AN ICON ONLY WILL NOT SET THIS CORRECTLY.

c. Set document margins to 1 inch for top, bottom, right, and left, use: Page Layout, Margins, Custom Margins, input numbers in correct blocks. NOTE: Only a printed page and a hand ruler will tell you whether or not you have set this correctly.

Next:

d. Place your personal information on the first page’s upper left corner (first and last name, SBU ID #, and course/section #). This should be single spaced to allow the title to be two inches from the top of the piece of paper. (You will have to “play” with this and use a hand ruler and perhaps several printed pages to get this right.)

e. Place your title two inches from the top of the piece of paper. Use correct upper and lower case. Your title should not be in bold, underlined, or in quotation marks. Every essay you write should have a title.

Then:

f. Change to double spacing, use these links: Page Layout, Paragraph, Line Spacing, Double. Double spacing is not the same as the default multiple spacing.

g. Add page numbers to the top right of each page (Insert, Page Number, Top of Page, select model)

h. Do not print on both sides of a page.

After Writing Your Paper

i. Read the assignment description again to be sure you have done what is expected.

j. Make sure your thesis statement ends the first paragraph and, for all essays except a narrative, your topic sentences must begin each of their respective paragraphs.

k. Check your thesis statement and topic statements against your outline.

l. Check the beginning sentence of each paragraph (beginning with paragraph 2) for appropriate transitional words/phrases.

m. Proofread your work as if you were the reader.

n. Then proofread your work by reading it out loud and listening for grammatical errors.

o. If you have done any research for your essay, be sure to follow MLA guidelines so that you provide correct in-text citations and a correctly developed Works Cited page.

p. Use a ruler to guarantee each margin is only 1 inch.

q. Following these steps will help you produce a properly formatted paper. Format influences the reader’s perception of the writing and, thus, the grade.
Research Paper-Requirements

a. This paper will be about a national, social problem—the topic approved by the professor. Only statistics and definitions may be quoted; all other information must be paraphrased.

b. A minimum of three full pages must be used in the beginning to explain the national, social problem and its ramifications; please note that minimal history can be used (no more than half a page). Then, a minimum of two full pages must be used to explain the solutions recommended by experts and any hurdles standing in the way of their implementation. A minimum of three separate solutions must be offered, from experts.

c. Following a discussion of the solutions recommended by experts, the student will select the solution he thinks is “best” (e.g., the best to start with or the best in general or the best with regard to efficiency, etc.), identify it as such and explain his reasoning for selecting it as “best.” The defense should also include reasons why the other options discussed are not the “best.”

d. The paper is written in the third person. When you have completed the paper, do a computer search (edit, find) for “you,” “our,” “we,” “us,” etc. Replace these with nouns or third person pronouns.

e. A minimum of six different academic sources will need to be cited in your research paper (only one of these can be a highly credible news source). Academic sources include books from academic publishers, articles from academic journals, or reports from respected organizations or government agencies. These will need to be cited in your paper and listed in the Works Cited page. Be sure to write down all the necessary MLA information you will need for in-text citation and for the Works Cited page as you use these. Please note that students may use quotations only for statistics or definitions. Everything else must be paraphrased (put in the student’s own words). Paraphrased information that is not common knowledge must have an in-text citation and be listed in the Works Cited page.

f. The credibility of your sources must be explained to your readers, e.g., Isabella Chen, Director of the Institute for X Research, explains to her readers that [your paraphrase] (citation=pg. number only because author is part of this sentence already).

g. For the purposes of writing this paper, academic sources do not include popular magazines, small town newspapers, or Wikipedia. Commercial and organization web sites should be carefully evaluated for credibility, bias, and vested interest before being selected as an appropriate source of information.

h. The minimum number of pages for this research paper is six full pages (not including the required Works Cited page). It should be no more than seven pages.

i. Upon request, students must be able to show the professor all the resources used in writing the paper. Failure to do so may result in zero points for the paper. All sources must be in English.
Monday, August 28  Homework (due for next class):
__Finish in-class work: write five sets of the use of ‘however’, using correct punctuation
__Write a sentence that begins with a prepositional phrase for each of the following prepositions (follow the prepositional phrase with a comma): in, after, near, at, of, around, on, after, before, between, since, except, despite, during, to, along, against, owing to, throughout, without, among, until, instead of, unlike, because of—e.g., In the morning, I rise excited about the day.
__Complete the Grammar Diagnostic and Numbers Diagnostic (from Blackboard docs.) and bring them to class to hand in.
__Read through the syllabus; highlight anything you think you might otherwise forget when doing homework assignments, e.g., type all homework that is not on a worksheet and the format for typing an essay assignment.
__Read the textbook’s Chapters 1 through 2. You do not have to do the exercises, but should read them through to see how the lessons are applied.
__Print out the syllabus (with its homework assignment pages) and bring this to each class.
__Begin printing or at least uploading all other documents on the Documents list in Blackboard; the essays and short stories will only be available for a few weeks so put your print outs or electronic files in a safe and accessible place. When you print out a document make sure the first page has the title that was given to it on the Blackboard Document List (if not, add the List’s title for the document). This will help you connect documents to homework assignments in the future.

**NOTE: Assignments are on Blackboard docs, unless they are to read chapters, in which case these refer to chapters in your textbook.**

Wednesday, August 30  Homework (due for next class):
__Read chapters 3, 4, and 5; read the exercises, but you do not have to do them. Think about what you’ve read; learn from it.
__Outline chapter 4 (make sure this is typed as it will be handed in.) If you do not know how to outline, then write a list (using complete sentences) of the important points that the chapter makes. Do not write paragraphs.
Friday, September 1  Homework (due for next class):
__Complete the handouts from class.
__Bring to class the document titled BMRs, Blow-Ups, and Implants: Generative Forms of Revision—by Prof. Richard Buchman
__Read and continue to ‘quiz yourself’ with “Grammar Counts” and read “How Scientists Are Learning to Write”
__Complete the Schedule Form in this order: a) put in class times, b) put in commuting times, c) put in 3 hours of study/homework time for each in-classroom hour, as close to the time you were in the classroom as possible, d) put in sleeping time, e) put in daily showering time, f) put in eating time. Your schedule will not be collected; it is personal and a tool for your success.

Monday, September 4-No Class (Labor Day)

Wednesday, September 6  Homework (due for next class):
__Read the other side of the handout on BMR.
__Read “Lifosuction” (an example of the use of exemplification).
__Write an evaluation of Lifosuction’s use of exemplification (Is it successful in making the author’s point? What makes it successful?). Please do not write a summary of the content of “Lifosuction.” Think about how you would grade the success of the author’s use of exemplification, e.g., poor, fair, good, excellent, and write down why you gave him the grade you did.
__Write a focused paragraph for topic sentence number 1 and a paragraph for topic sentence number 2 of the Focused Paragraph Worksheet. Remember that homework is to be typed.

Friday, September 8  Homework (due for next class):
__Read “Paraphrasing.”
__Read Chapters 6 and 7.
__Outline Chapter 6. If you do not know how to outline, then write a list (using complete sentences) of the important points that the chapter makes. Do not write paragraphs. This particular chapter is on Blackboard docs for students who have yet to get their textbook.
__Complete Redundancy, Repetition, and Mixed Metaphor Worksheet (located on Blackboard).
__Write a focused paragraph for topic sentence number 3 and one for topic sentence number 4 of the Focused Paragraph Worksheet. Remember homework that is not on a worksheet is to be typed.
**Monday, September 11**  Homework (due for next class):
__Read “How to Make It in College Now That You’re Here” by Brian O’Keeney and “Don’t Just Stand There” by Diane Cole (two examples of Process/Causal Analysis).
__Answer questions on How to Make It Worksheet (on Doc. List).
__Read “Burl’s” and “Mother Tongue” (personal narratives) and underline the wording in these essays that puts the reader “in the moment,” “with the author at that time.”
__Bring to class “Thoughtful Writing List.”
__Write (and type) a focused paragraph for topic sentence number 5 of the Focused Paragraph Worksheet.

**Wednesday, September 13**  Homework (due for next class):
__Memorize Thoughtful Writing Lists for exam on **Wednesday, Sept. 20th**. Please note, there is no make-up exam day.
__On the  Subj-Verb, Mispl. Mod., Frag./Run-ons Worksheet, delete the word “highlighted” (in the second section) and complete the worksheet.
Note, you will be writing a personal narrative for homework on **September 15th** and revising it for homework on **September 18th**, so do not wait until **September 19th** to prepare for the exam mentioned above.

**Friday, September 15**  Homework (due for next class):
__Memorize Thoughtful Writing Lists for exam on **September 20th (Wednesday)**.
__Write a thesis statement that reflects the fact that you learned a lesson from a single situation. The “situation” should not have lasted longer than three days (could even have taken place in just one day) and must have taken place when growing up (before you entered college). The thesis statement will be the last sentence of the introduction of your personal narrative essay. It should not specify what the lesson is-no “spoiler alert”.
__Then write a 3 page personal narrative, using the first person, about this lesson you learned growing up. The “situation” should not have lasted longer than three days (could even have taken place in just one day) and must have taken place when growing up (before you entered college).

TONIGHT’S HOMEWORK IS CONTINUED ON NEXT PAGE
Remember that you want the reader to “experience” this lesson as a result of reading your writing. No “flashbacks” please. After the introduction, all should be in chronological order and in past tense(s). Delete anything after the introduction that looks like “I didn’t know then but . . .” or “I should have known that . . .” Hindsight takes the reader out of “the moment.”

Do NOT use a lesson learned pursuing sports or while on a sports team or trying to get onto a sports team or playing a sports game; these all tend to take the writer into a boring list of actions, such as “Then x happened; then y happened; then z happened” or “I learned that if I try hard enough, I will succeed.” Neither of these typically leads to a college-level essay.

a. Do not “give a report” (e.g., first I, second we, etc.). You want the reader to experience what you experienced (remember the five senses) and learn “when” and “what” you learned “with you.”

b. Remember to reveal what your senses are taking in as the action unfolds ___

c. Be sure to include at least two similes/metaphors/analogies or a combination of these ___

d. Be sure to include at least three lines of dialogue ___

e. Be sure to use active voice ___

f. Watch for errors in past and past perfect verb tense. ___

g. Write in the first person (e.g., pronouns: I, me, my, we, us, our) ___

h. Use grammar check. ___

For your essay, be sure to reference the syllabus page titled, “Checklist for Essays”! This will explain the required format. You will need a hand ruler to measure the distance between the top of the paper and the title; it should be 2 inches. To do this you will need to print out the first page and measure the distance with a ruler (and adjustments to the margin commands will probably be necessary—note the adjustments for future papers).

___Bring 2 copies of your personal narrative to class. Less than 2 copies will be noted and affect your class participation’s influence on your final grade. All of the next class will be used for peer review of personal narratives.
Monday, September 18  Homework (due for next class):
___ Revise your personal narrative based on in-class feedback. The final version is due Friday, September 22nd.
___ Memorize Thoughtful Writing Lists for exam on Sept. 20th (Wednesday). Please note, there is no make-up exam day.
___ Study the corrections made on your Subj-Verb Agree., Mispl. Mod., Frag/Run-on Worksheet. For each correction make up examples of the corrected form or sentence, to learn from, e.g., if you had trouble correcting the misplaced modifier sentences, make up some sentences that correctly place modifiers.

Wednesday, September 20- THOUGHTFUL WRITING LISTS EXAM at the start of class-(20 min). Homework (due for next class):
___ Bring the final copy of personal narrative to hand in for grading.
___ Read textbook Chapters 8 and 9 (you do not have to do the exercises, but reading through them will be useful).

Friday, September 22  Homework (due for next class):
___ Read “What Should A Billionaire Give-And What Should You?” by Peter Singer (example of an argument essay from the NY Times magazine).
___ Type the author’s argument points and note how he supports each point, or does not.
___ Read “A Modest Proposal” and identify 3 of the satirical suggestions and 3 of the realistic suggestions that Jonathan Swift makes; give the page number for where each of these is made.
___ Type three possible thesis statements for an argument essay from the Argument Essay Thesis List. This list will be handed in so be sure to put your name on it. An argument essay will be expected to have two points that the opposition might make and a rebuttal for each of these. Neither of the rebuttals can count toward the minimum three reasons you will have to give for why something should take place (the thing you are arguing for). In addition, you will attempt a point in common with your opposition and response. These features of your argument essay will be explained and discussed in class. However, keeping them in mind may help you select an argument thesis from the list. Students will not be making up their own thesis for this essay assignment, though future essays will allow for this kind of flexibility. Absolutely no research may be done on the argument topic-
any appearance of research (as determined by the professor) will result in zero points for the essay.

**Monday, September 25** Homework (due for next class):

__Read: Transition-Intro-Phrases-Templates and Transitions-Paragraph to Paragraph (these two documents are on Blackboard).

Type an outline for your argument essay (the essay will be a min. of 4 full pages) using the format given in class: thesis, point in common with opposition (including a ‘response’), opposition point 1, rebuttal 1, opposition point 2, rebuttal 2, point 1 in favor, point 2 in favor, point 3 in favor (additional points in favor are welcome), conclusion use of an analogy or broader perspective.

Please note on your outline where you will use at least two writing tools (e.g., description, example, definition, narrative, comparison, contrast, etc.).

Please note on your outline where you will use pathos.

Please note: the thesis sentence and topic sentences must be written clearly and completely; subtopics may be written in incomplete sentences, but not the thesis or topic sentences.

Bring to class 2 typed copies of an outline for your argument essay. Less than 2 copies will be noted and effect your class participation’s influence on your final grade.

**Wednesday, September 27**-COPYRIGHTED BLACKBOARD DOCS NOT AVAILABLE AFTER October 11th. Homework (due for next class):

__Revise your argument outline based on in-class feedback.

Write the first page of your four-page argument essay—do not put your ‘points in favor’ in your introduction, nor in your thesis statement (if you do there’s no reason for the reader to read the rest of your paper). The introduction should ‘set the stage’ of the issue and gain the reader’s interest.

Bring 1 copy of your revised argument essay outline and the first page of your argument essay to class (we may have time to continue work on the latter in class).

__Read Warren Buffett’s “Stop Coddling the Super-Rich” and change this essay to third person; you can mark up your print out instead of typing it over.

__Read “Civil Disobedience” and answer the questions on the “Civil Disobedience” Worksheet.

TONIGHT’S HOMEWORK IS CONTINUED ON NEXT PAGE
__Bring “A Woman’s Beauty: Put Down or Power Source?” to class.
__When you get back your graded personal narrative, revise it so that it is the best it can be for your portfolio. My notes to you are merely suggestions for improvement; revisions are yours to produce.

**Friday, September 29 - COPYRIGHTED BLACKBOARD DOCS WILL NOT BE AVAILABLE AFTER OCTOBER 11th.**

Homework (due for next class):
__Write your four-page argument essay. Underneath your title, write “Argument Essay-No Research Allowed”—without the quotation marks.
__Bring 2 copies of this essay to class. Less than 2 copies will be noted and effect your class participation’s influence on your final grade.
__Remember to go through the Essay Checklist in this syllabus to make sure that your essay meets these requirements.
__Remember to bring an up-to-date outline for your argument essay to class.

On **Wednesday, October 4th**, students will have their research paper topic (see Research Topics List on Blackboard) confirmed by the professor. If some other long-term, social problem affecting a large portion of a nation (not on the topic list) is of interest, the student may suggest this as a topic in an email to the professor prior to Wednesday October 4th, no later. Before suggesting a topic that is not on the list 1) read Research Paper Requirements on the syllabus 2) do some research to see if it is a long-term problem 3) do some research to determine whether or not there are at least three different solutions experts have suggested to solve the problem. Keep track of where you are getting this information and make sure the websites are not .com or questionable .org websites. Instead, use academic journals or government websites (if from a democratic government). Remember all sources must be in English.

**Monday, October 2 - COPYRIGHTED BLACKBOARD DOCS WILL NOT BE AVAILABLE AFTER OCTOBER 11th.**

Homework (due for next class):
__Revise your argument essay using in-class feedback.
__Your argument essay will be handed in for grading at the start of class on October 6th (Friday).

TONIGHT’S HOMEWORK IS CONTINUED ON NEXT PAGE
__On the final copy of your argument essay, please hand write in the margins the place where each of the following exists: thesis, point in common, oppos. 1, rebuttal 1, oppos. 2, rebuttal 2, pt. in favor 1, PIF 2, PIF3, conclusion starts

__Read and complete the two Paraphrase and Plagiarism documents from Blackboard

__Review the Research Paper Topics list.

__Type and bring to class two or three research paper topics, from the research paper list, that you are interested in using for your research paper assignment. Only two students can have the same topic, so it’s important to have ‘backup’ topics from the list ready. Note: all sources used for the 6-7 pg. research paper must be in English and published within the past ten years.

__Bring to class (from the Blackboard documents list): Research Paper Parameters and Research Paper Checklist

**Wednesday, October 4** Homework (due for next class):

__Complete the Parallelism Worksheets on the Blackboard documents list.

__Test the pathos in your argument essay using fellow students who are not writing on the same topic as you. Ask them what emotion was evoked in them when they read your ‘pathos section.’
(Note, to be fair to you, the author, they should read the whole essay, before giving you feedback on the ‘pathos section.’)

__Bring the final copy of your argument essay to class to hand in for grading. On the final copy of your argument essay, please hand write in the margins the place where each of the following exists: thesis, point in common, oppos. 1, rebuttal 1, oppos. 2, rebuttal 2, pt. in favor 1, PIF 2, PIF3, conclusion starts

__Bring to class MLA Quick Reference From Purdue OWL

**Friday, October 6** Homework (due for next class):

__Create your own examples (writing by hand, not typing) of the MLA models assigned in class.

__Complete the MLA Worksheet

__Read Scholarly Research

__Read SBU Library Databases and Search Tips

__Bring the Blackboard document “Ellipses Guidelines” to class.

TONIGHT’S HOMEWORK IS CONTINUED ON NEXT PAGE
Research the topic of your research paper. When you are writing your 6-7 pg. research paper, add citations as you write, and add their information to a Works Cited page as you write. Write down the URL (or DOI, if one exists) of each web document on your Works Cited page. If you have not used information from a source in your essay, and thus cited it, do not add it to your Works Cited page.

If you have not already done so revise your personal narrative so that it is the best it can be for your portfolio.

**Monday, October 9**  
Homework (due for next class):

- When your argument essay has been returned, revise it based on feedback so that it is the best it can be for your portfolio.
- Bring to class “Little Adult Criminals” and “Adult Crime, Adult Time.”
- Bring four copies of the Generic Worksheet for Textual Analysis Notes (on Blackboard documents); they will be used during the next several classes/homework assignments.
- Review class notes and textbook’s explanation of ethos, logos, and pathos (Ch. 6).
- Learn the rules of in-text citation and how to create a works cited page.
- By 8:00 AM Wednesday, October 11th, create a Digication portfolio using the document Digication Instructions which has recently been added to the Blackboard documents list. Note: there are several ways to approach the creating of a Digication portfolio, please be sure to follow the directions exactly, e.g., do not select any template other that the one the instructions direct you to use.
- Once your portfolio has been created, upload your personal narrative to it. (This version of your personal narrative may be replaced by a further revised version later—any time before 5:00 PM on the last class day of our course.)
- Research the topic of your 6-7 pg. research paper. When you are writing your research paper, add citations as you write, and add their information to a Works Cited page as you write. Write down the URL (or DOI, if one exists) of each web document on your Works Cited page. If you have not used information from a source in your essay, and thus cited it, do not add it to your Works Cited page.

**Wednesday, October 11**  
Homework (due for next class):

- Review the questions on the Generic Textual Analysis Worksheet.
- Re-read “Little Adult Criminals”

TONIGHT’S HOMEWORK IS CONTINUED ON NEXT PAGE
Answer questions about “Little Adult Criminals” using the Generic Worksheet for Textual Analysis. Provide evidence to support your conclusions. Evidence comes in the form of quotations (with citations) from the piece and is followed by your explanation of how each quotation supports your evaluation. Be sure to put the author and page number in parentheses after each quotation (even on your worksheet). Use this structure for answering these questions, until you reach the question about pathos, then apply pathos steps into part three below:

First part: overall assessment: e.g., His knowledge is strong
Second part: signal phrase and quote
Third part: how does quote prove overall assessment?
Fourth part: transition to second quote
Fifth part: repeat second and third parts

Write about writing an authors/artists in the present tense

Bring to class “Adult Crime, Adult Time” and a blank Generic Worksheet for Textual Analysis. Research the topic of your research paper. When you are writing your 6-7 pg. research paper, add citations as you write, and add their information to a Works Cited page as you write. Write down the URL (or DOI, if one exists) of each web document on your Works Cited page. If you have not used information from a source in your essay, and thus cited it, do not add it to your Works Cited page.

**Friday, October 13** Homework (due for next class):

Review the questions on the Generic Textual Analysis Worksheet.
Re-read “Adult Crime, Adult Time” slowly and carefully.
Complete the worksheet for “Adult Crime, Adult Time.” Provide evidence to support your conclusions. Evidence comes in the form of quotations (with citations) from the piece. Each quotation should be followed by an explanation of how it supports your conclusion. Be sure to put the author and page number in parentheses after each quotation (even on your worksheet). First part: overall assessment
Second part: signal phrase and quote
Third part: how does quote prove overall assessment?

TONIGHT’S HOMEWORK IS CONTINUED ON NEXT PAGE
Fourth part: transition to second quote
Fifth part: repeat second and third parts

Write about writing an authors/artists in the present tense

Research the topic of your research paper. When you are writing your research paper, add citations as you write, and add their information to a Works Cited page as you write. Write down the URL (or DOI, if one exists) of each web document on your Works Cited page. If you have not used information from a source in your essay, and thus cited it, do not add it to your Works Cited page.

**Monday, October 16** Homework (due for next class):
__Re-read Transition-Intro-Phrases-Templates and Transitions-Paragraph to Paragraph__
__Bring to class the two essays in the file titled “Drug Rehab. Essays,” to be analyzed for the textual analysis paper. These will be brought to the next several classes.__
__Bring to class two of the blank Generic Worksheet for Textual Analysis (on Blackboard documents)__
__Research the topic of your research paper. When you are writing your research paper, add citations as you write, and add their information to a Works Cited page as you write. Write down the URL (or DOI, if one exists) of each web document on your Works Cited page. If you have not used information from a source in your essay, and thus cited it, do not add it to your Works Cited page.

**Wednesday, October 18** Homework (due for next class):
__Re-read “The Drug War’s Littlest Victims.”__
__Answer the questions on the generic worksheet for textual analysis notes. Provide evidence to support your conclusions. Evidence comes in the form of quotations (with citations) from the piece. Each quotation should be followed by an explanation of how it supports your conclusion. Remember the model:__

First part: overall assessment
Second part: signal phrase and quote
Third part: how does quote prove overall assessment?
Fourth part: transition to second quote

TONIGHT’S HOMEWORK IS CONTINUED ON NEXT PAGE
Fifth part: repeat second and third parts

Write about writing an authors/artists in the present tense

The information you provide by answering these questions will be an important step toward the development of your textual analysis of this piece. As writing a textual analysis is a new and challenging assignment, please do not assume you will be successful at writing such an essay without first completing this worksheet.

__Revise your argument essay so that the best version you can write can be uploaded this week to your Digication portfolio.

__Research the topic of your research paper. When you are writing your research paper, add citations as you write, and add their information to a Works Cited page as you write. Write down the URL (or DOI, if one exists) of each web document on your Works Cited page. If you have not used information from a source in your essay, and thus cited it, do not add it to your Works Cited page.

**Friday, October 20**

Homework (due for next class):

__Re-read “Seeing Criminal Addicts Through Middle-Class Eyes.”

__Answer the questions on the generic worksheet for textual analysis notes. Provide evidence to support your conclusions. Evidence comes in the form of quotations (with citations) from the piece. Each quotation should be followed by an explanation of how it supports your conclusion. Remember the model:

First part: overall assessment

Second part: signal phrase and quote

Third part: how does quote prove overall assessment?

Fourth part: transition to second quote

Fifth part: repeat second and third parts

Write about writing an authors/artists in the present tense

The information you provide by answering these questions will be an important step toward the development of your textual analysis of this piece. As writing a textual analysis is a new and challenging assignment, please do not assume you will be successful at writing such an essay without first completing this worksheet.
Research the topic of your research paper. When you are writing your research paper, add citations as you write, and add their information to a Works Cited page as you write. Write down the URL (or DOI, if one exists) of each web document on your Works Cited page. If you have not used information from a source in your essay, and thus cited it, do not add it to your Works Cited page.

**Monday, October 23** Homework (due for next class):

__Finish your outline for a 4 ½-5 ½ page textual analysis essay that compares and contrasts the persuasiveness of each author. The thesis statement and topic sentences are written in complete sentences and in the present tense.

__Make sure that your thesis identifies which author you think is the more persuasive and why (referencing ethos, logos, and pathos).

__List your “evidence” under each topic sentence. Provide the quotations (in quotation marks) you will use as evidence, with the citation. (Minimum Requirement= two quotations for each tool per author, no quotations should be used more than once in the essay, to support conclusions. Therefore, there will be at least six different quotations for each author used as evidence in your outline (a minimum total of 12 quotations in the essay). You may use more than the minimum number of quotations required.

__Bring one copy of your outline to class.

__Write your textual analysis essay ‘proving’ which piece is the more persuasive one.

NOTE: When writing your essay, use the present tense to talk about writing and authors. Do not teach rhetoric (e.g., no definitions of Aristotle’s tools of rhetoric).

__Bring 1 copy of your textual analysis essay to class. If you have not finished this essay, bring all materials you need to finish the essay (though, please note, you will lose class credit for not having a completed essay).

**Wednesday, October 25** Homework (due for next class):

__Revise your textual analysis essay by adding transitions (do not use ‘firstly, secondly, thirdly’, instead refer to content/point of previous paragraph and introduce topic of new paragraph).

__Revise your textual analysis essay-based on your work in class (e.g., delete all definitions of ethos, logos, pathos; delete “this paper will . . .,” delete “an author should . . .”).

__Bring the final copy of your completed textual analysis essay to class to submit for grading.
Homework (due for next class):

__Read Chapter 10.

__Bring 3 credible and recent (less than 10 yrs. old) sources of information for your research paper to class, at the SINC site! If it’s from a website: print it out and write on it the publisher of the web site, the web address, the date the site was last updated and the qualifications of the author/organization to write about your topic. If it’s from a book, bring the book. If it’s from a journal (online or on the shelf), bring a xerox copy of it and write the journal’s title, publisher, publication date, and credentials of the author.

__To stay on the right track for your research paper (research and writing), please take a few minutes to: Re-read the section of the syllabus titled Research Paper-Requirement, “Scholarly Research,” “SBU Library Databases and Search Tips” and Plagiarism and Paraphrase document (you do not want to receive a zero for your research paper as a result of accidentally plagiarizing; this paper is 30% of your final grade).

Note: The research paper will be handed in for grading on November 10th.

Remember that a research paper is not a string of quotations.

Your voice must be heard so learn the information you’ve found, put it into your own words, cite, and use the writing tools we’ve reviewed in the course (e.g., description, definitions, division, exemplification, narrative, analogy, metaphor, statistics, deductive reasoning, inductive reasoning, etc.). This is paraphrasing.

Providing information that is not common knowledge must be cited. Add citations as you write. Then add their information to a Works Cited Page as you write.

Use quotations (as opposed to paraphrasing) only for statistical information or definitions. Then remember to punctuate and cite the quotation properly.

When referring to information attained elsewhere, explain the credentials of the source of this information in your paper to show the reader that the information you are sharing is credible.
**Monday, October 30- SINC site=__________________**

Homework (due for next class):

__When you receive your graded textual analysis essay, make revisions to review with the professor at your individual meeting with the professor. **Bring the graded copy and your revisions to your individual meeting with the professor.**__

__Write the introduction to your 6-7 pg. research paper; compare it to the Introduction Section of the Research Paper Checklist. Have a fellow student (who is not writing on the same topic) give you feedback (e.g., does the introduction get the reader’s attention and carefully identify the problem?__

__Then write the first three pages of the paper which will describe/explain/exemplify the vast scope of the problem and its ramifications on society? Are both pathos and statistics being used to explain/describe/exemplify the problem and its ramifications, i.e., in what ways society is affected by this problem? Do you describe what makes your sources credible, e.g., “The Director of the XYZ Research Institute, John Smith, explains that . . . (Smith 14)”?__

__Bring your research paper resources to class to use class time to continue writing your paper."

**Remember that a research paper is not a string of quotations. Your voice must be heard so learn the information you’ve found, put it into your own words, cite, and use the writing tools we’ve reviewed in the course** (e.g., definitions, division, exemplification, narrative, analogy, statistics, etc.). This is paraphrasing and providing information that is not common knowledge must be cited. **Use quotations (as opposed to paraphrasing) only for statistical information or definitions.** Then remember to punctuate and cite the quotation properly. Include in-text citations as you write and add to your Works Cited page as you add in-text citations.

__All in-text citations must be referenced on your Works Cited page. (Remember that the titles of large works are typed in italics and the titles of small works are put in quotation marks.) Articles, etc. that you have used but have not cited do not get put on the Works Cited page.__

__When referring to information attained elsewhere, explain the credentials of the source of this information in your paper to show the reader that the information you are sharing is credible.__

Reminder: a minimum of 6 in-text citations of different sources are required for the paper. Don’t forget to explain what makes them credible sources. Research paper requirements are on a separate page of your syllabus. See also your Research Paper Checklist.
**Wednesday, November 1—INDIVIDUAL MEETINGS**-in my office, Humanities Building, Room 2038- Bring the graded copy and your revisions to your individual meeting with the professor. Homework (due for next class)

- When you receive your graded textual analysis essay, make revisions to review with the professor at your individual meeting with the professor. **Bring the graded copy and your revisions to your individual meeting with the professor.**

- Write the two pages of your research paper that explain the solutions offered by experts. There should be at least three different solutions offered. A combination of more than one solution is NOT counted as a singular solution. Compare this section to the Research Paper Checklist.

- Bring your research paper resources to class to use class time to continue writing your paper.

   *Remember that a research paper is not a string of quotations.* Your voice must be heard so learn the information you’ve found, put it into your own words, cite, and use the writing tools we’ve reviewed in the course (e.g., definitions, division, exemplification, narrative, analogy, statistics, etc.). This is paraphrasing and providing information that is not common knowledge must be cited.

*Use quotations (as opposed to paraphrasing) only for statistical information or definitions.* Then remember to punctuate and cite the quotation properly. Include in-text citations as you write and add to your Works Cited page as you add in-text citations.

- All in-text citations must be referenced on your **Works Cited page.** (Remember that the titles of large works are typed in italics and the titles of small works are put in quotation marks.) Articles, etc. that you have used but have not cited do not get put on the Works Cited page.

- When referring to information attained, explain the credentials of the source of this information in your paper to show the reader that the information you are sharing is credible.

Reminder: a minimum of 6 in-text citations of different sources are required for the paper. Research paper requirements are on a separate page of your syllabus. See also your Research Paper Checklist.
Friday, November 3  Homework (due for next class):
__When you receive your graded textual analysis essay, make revisions to review with the professor at your individual meeting with the professor. Bring the graded copy and your revisions to your individual meeting with the professor.
__Finish your argument in the research paper for which solution is best (don’t forget to define “best”); compare your work to the Research Paper Checklist.
__Write your research paper conclusion; compare your work to the Research Paper Checklist.
__Bring 2 copies of your research paper to class including your Works Cited page; put the URL as the last piece of information for web sources. The professor will review your in-text citations and works cited page(s), so that errors will not cause your portfolio to fail.

*Remember that a research paper is not a string of quotations.* Your voice must be heard so learn the information you’ve found, put it into your own words, cite, and use the writing tools we’ve reviewed in the course (e.g., definitions, division, exemplification, narrative, analogy, statistics, etc.). This is paraphrasing and providing information that is not common knowledge must be cited. Use quotations (as opposed to paraphrasing) only for statistical information or definitions. Then remember to punctuate and cite the quotation properly.

__All in-text citations must be referenced on your Works Cited page. (Remember that the titles of large works are typed in italics and the titles of small works are put in quotation marks.)

__When referring to information attained elsewhere, explain the credentials of the source of this information in your paper to show the reader that the information you are sharing is credible.

Reminder: a minimum of 6 in-text citations of different sources are required for the paper.

Monday, November 6  Homework (due for next class):
__When you receive your graded textual analysis essay, make revisions to review with the professor at your individual meeting with the professor.
__Bring the graded copy and your revisions to your individual meeting with the professor.
__Revise your research paper over the next several days.

TONIGHT’S HOMEWORK IS CONTINUED ON NEXT PAGE
The final copy of the research paper must be handed in for grading on Friday, November 10th. Reminder: a minimum of 6 in-text citations of different sources are required for the paper. Don’t forget to explain what makes them credible sources. Research paper requirements are on a separate page of your syllabus. See also your Research Paper Checklist. Note: students should keep their on-loan library sources until after they get their graded paper back.

Wednesday, November 8—INDIVIDUAL MEETINGS-in my office, Humanities Building, Room 2038— Bring the graded copy and your revisions to your individual meeting with the professor. Homework (due for next class):

___If they are not already in your research paper, add two analogies or metaphors or similes to your research paper where they will be the most effective.

___If it is not already there, add the use of comparison or contrast to your research paper, where it will make information clearer to your reader.

___Bring the final copy of your research paper to class to hand in for grading.

___When you receive your graded textual analysis essay, make revisions to review with the professor at your individual meeting with the professor.

___Bring the graded copy and your revisions to your individual meeting with the professor.

___Read “Why the Sky Is Blue” (example of the use of analogies). Write down the analogies the author uses to explain the science involved to a lay audience.

Friday, November 10 Homework (due for next class):

___When you receive your graded textual analysis essay, make revisions that revised copy to your individual meeting with the professor.

___Bring the graded copy and your revisions to your individual meeting with the professor.

___Practice writing an email or two, using the knowledge you gleaned in class and from the handout. These will not be collected, but the professor’s office hours may be used for one-on-one feedback on these emails.
Monday, November 13—INDIVIDUAL MEETINGS-in my office, Humanities Building, Room 2038-- Bring the graded copy and your revisions to your individual meeting with the professor. Homework (due for next class):
__When you receive your graded textual analysis essay, make revisions to review with the professor at your individual meeting with the professor.
__Bring the graded copy and your revisions to your individual meeting with the professor.
Work on making your portfolio essays the best they can be.
Make sure each essay’s pages are numbered in the top right corner; each essay starts with page one. Upload your essays to Digication when they are finished being revised.
ALL PORTFOLIOS MUST BE COMPLETED BY THE START OF OUR December 6th CLASS .

Wednesday, November 15—INDIVIDUAL MEETINGS-in my office, Humanities Building, Room 2038--Bring the graded copy and your revisions to your individual meeting with the professor. Homework (due for next class):
__Work on making your portfolio essays the best they can be.
__Make sure each essay’s pages are numbered in the top right corner; each essay starts with page one.
__Upload your essays to Digication when they are finished being revised.
ALL PORTFOLIOS MUST BE COMPLETED BY THE START OF OUR December 6th CLASS .

Friday, November 17 Homework (due for next class):
__Write a cover letter for your portfolio and bring a typed double spaced copy to class.
__When you receive your graded research paper, revise it so it is the best it can be for your portfolio. You are very welcome to make an appointment with the professor to ask questions you might have about the feedback on the research paper. ALL PORTFOLIOS MUST BE COMPLETED BY THE START OF OUR December 6th CLASS .
__Make sure each essay’s pages are numbered in the top right corner; each essay starts with page one. Upload your essays to Digication when they are finished being revised.
Monday, November 20  Homework:
__When you receive your graded research paper revise it so it is the best it can be for your portfolio. Note: The remainder of this semester’s homework assignments is to make all four essays and the cover letter the best they can be. The cover letter will be pasted onto the WRT 102 Portfolio Page and the essays will be uploaded, making each electronically accessible to the portfolio reader.

ALL PORTFOLIOS MUST BE COMPLETED BY THE START OF OUR December 6th CLASS. A complete portfolio will have: cover letter, essay links identified by assignment title, correct in-text citations and a correct works cited page on the textual analysis document, correct in-text citations and a correct works cited page on the research paper, a minimum of 15 pages (not counting cover letter or works cited pages), four assigned essays in this order, with these “titles”—Textual Analysis, Argument Essay-no research allowed, Research Paper, Personal Narrative.

Wednesday, November 22—No Class—HAPPY THANKSGIVING!

Friday, November 24—No Class

Monday, November 27  Homework:
__When you receive your graded research paper revise it so it is the best it can be for your portfolio. Note: The remainder of this semester’s homework assignments is to make all four essays and the cover letter the best they can be. The cover letter will be pasted onto the WRT 102 Portfolio Page and the essays will be uploaded, making each electronically accessible to the portfolio reader.

ALL PORTFOLIOS MUST BE COMPLETED BY THE START OF OUR December 6th CLASS.

Wednesday, November 29: Homework:
See previous day’s homework assignment.
**Friday, December 1** Homework (due for next class):

Reminder—Our next class is at a SINC Site

Bring any papers (and their electronic files via email or flash drive, etc.) you wish to finish revising to our next class which will be held in a SINC site so that you can immediately upload to your portfolio any revisions you are making to the final version of your papers.

**ALL PORTFOLIOS MUST BE COMPLETED BY THE START OF OUR December 6th CLASS.**

**Monday, December 4—SINC Site=_______________________**

Homework (due for next class):

Make final revisions to your portfolio. Reminder: The cover letter will be pasted onto the WRT 102 Portfolio Page and the essays will be uploaded, making each electronically accessible to the portfolio reader.

**ALL PORTFOLIOS MUST BE COMPLETED BY THE START OF OUR NEXT CLASS (that is, before you get to class).**

Students should check their Blackboard email each day through portfolio weekend and the following week, in the event there is a reason for the Department to contact a student.

**Wednesday, December 6—SINC Site=_______________________**

Homework:

If you make any changes to your portfolio documents after the teacher has reviewed it, please have a fellow student check that your portfolio is still complete and each item is accessible. Also have your fellow student check that your portfolio contains a cover letter, essays identified by assignment title, a works cited page on your textual analysis, a works cited page on your research paper, a minimum of 15 pages (not counting cover letter or works cited pages), a textual analysis, an argument essay, a research paper, and a personal narrative.

**YOUR PORTFOLIO’S WRT 102 SECTION MAY NOT BE REVISED FROM 5:00PM FRIDAY, December 8th TO THE POSTING OF THE SEMESTER’S GRADE.**

**Friday, December 8-SINC Site=_______________________**

YOUR PORTFOLIO’S WRT 102 SECTION MAY NOT BE REVISED FROM 5:00PM FRIDAY, December 8th TO THE POSTING OF THE SEMESTER’S GRADE.

*Have a wonderful winter break-happy holidays to all!*