Intermediate Writing Workshop A: A Tentative Syllabus

Description: A study of strategies for extended academic writing assignments including critical analysis, argument or point of view, and multi-source, college-level research essays. Students continue to develop rhetorical awareness, analytical proficiency, and academic research skills. At the end of the course students create a multimodal ePortfolio of final revised essays to be evaluated by their instructor and at least one outside reader.

Prerequisites: WRT 101; 3 or higher on AP English exams; 580 or higher on the Evidence-Based Reading and Writing SAT or 1050 or higher on the combined Critical Reading and Writing SAT (last administered Jan 2016); 23 or higher on the English Language Arts ACT or 24 or higher on the combined English and Writing ACT (last administered June 2015); C or higher in an approved transfer course.

Satisfactory completion of this course satisfies the University’s D.E.C A requirement, or Skill 2. 3 credits, A through C/U grading.

Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Outcome Category</th>
<th>Description</th>
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<tbody>
<tr>
<td>Gen Ed Requirement: Write effectively in English</td>
<td>Produce coherent texts within common college-level written forms</td>
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<tr>
<td>Gen Ed Requirement: Write Effectively in English</td>
<td>Demonstrate the ability to revise and improve such texts</td>
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<tr>
<td>Gen Ed Requirement: Write Effectively in English</td>
<td>Research a topic, develop an argument and organize supporting details</td>
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<tr>
<td>Gen Ed Requirement: Prepare for the World Beyond Graduation</td>
<td>Evaluate and synthesize researched information</td>
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<td>Critical and creative engagement with texts</td>
<td>Analyze texts to understand how and why they communicate their messages and effects to audiences</td>
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<td>Rhetorical strategies</td>
<td>Achieve communicative purposes for different audiences and contexts</td>
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<tr>
<td>Grammar and usage</td>
<td>Show evidence of careful sentence-level editing in final drafts at acceptable levels of accuracy in syntax, grammar, semantics, and punctuation</td>
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<tr>
<td>Metacognition</td>
<td>Exhibit awareness of the relation of one’s writing practices and coursework to other academic, professional, and lived contexts</td>
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<tr>
<td>Multimodality</td>
<td>Evaluate, synthesize, and manage information from or in a variety of media</td>
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Section Topic: This semester, we will be exploring issues related to how/why we attach significance and value to “Education” in general, and a “College Education” in particular. We will be reading several fictional and non-fictional texts presenting varied, and often conflicting, arguments on the cultural importance of being an “educated” individual. I expect you to carefully and thoughtfully explore the issues we’ll be discussing and use your essays to try to situate yourself within the discourses we’ll be encountering. I’m not, and you shouldn’t be, concerned with finding “right” answers this semester—thoughtful engagement with, and reflection on, the course materials will be a far more fruitful direction for your energies.

Required Texts: Lanham, Richard. *Revising Prose*

The required texts for this course are available through Amazon.com. All other course reading materials will be available via Blackboard (abbreviated as BB throughout), or photocopy.

Course requirements:
- 2 analytical essays (minimum 4 pages each)
- 1 thesis-driven essay incorporating research (minimum 7 pages)
- 1 Informal essay (maximum 5 pages)
- Occasional quizzes
- 3-5 short writing assignments (1-2 pages each)
- Weekly blog postings
- Participation in in-class discussions, discussion boards, and peer-response workshop exercises
- Submission of a satisfactory final Portfolio (minimum 15 pages) via Digication

Grading:

<table>
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<tr>
<th>Course Work</th>
<th>60%</th>
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<tr>
<td>(includes drafts of essays to be included in Final Portfolio, class participation, and performance on workshop exercises, reflective journals, blogs, discussion boards, and quizzes.)</td>
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| Final Portfolio | 40% |

WEEKS TOPICS/ READINGS/ASSIGNMENTS

8/29-9/7 Introduction: Defining What’s at Stake
readings: Freire, “The ‘Banking’ Concept of Education” (BB)  
O’Connor, “Fiction is a subject…” (BB)  
Professor X, “In the Basement of the Ivory Tower” (BB)  
Zinsser, “College Pressures” (BB)

- NO CLASS ON 9/5: LABOR DAY
- Short-writing assignment (SWA) 1 due 9/7

Rev. 9/21/17 6:02:36 PM
9/12-10/31 “20 years of schoolin’ and they put you on the day shift…”: Education and the Popular Imagination

readings: Professor X, “An Anti-College Backlash?” (BB)
Barthelme, “The School” (BB)
Edmundson, “Dwelling in Possibilities” (BB)
Lanham, “Action” (RP, chapter 1)

Robbins, The Perfect Score. perfs Chris Evans and Scarlett Johannson

recommended: Ilgunas, “My Crushing Student Debt” (BB)
Taibbi, “Ripping Off Young America…” (BB)
Roosevelt, “Student Expectations and Grade Inflation” (BB)
Ryan, “Applying to College Shouldn’t Require…” (BB)
Shepard, “A’s for Everyone!” (BB)

• SWA 2 DUE 9/14
• Analytical Essay 1 (draft 1) DUE 9/21
• SWA 3 DUE 9/28
• Analytical Essay 2 (draft 1) DUE 10/5
• Proposals for Researched Essay must be cleared with me NO LATER THAN 10/20
• Analytical Essay 1 (draft 2) DUE NO LATER THAN 10/27

11/2-11/30 The politics of incorporating “research” into one’s “argument”: gathering and evaluating sources, moving from idea to essay, and then wrapping it all up with a pretty, little bow…

readings: Maimon, “Understanding Research” (M-HH)
Read, “Can Wikipedia Ever Make the Grade?” (BB)
Lanham, “Skotison!” (RP, chapter 4) and “Why Bother?” (chpt. 8)

recommended: TBD

• Researched Essay (draft 1) DUE 11/2
• Analytical Essay 2 (draft 2) DUE NO LATER THAN 11/3
• Researched Essay (draft 2) due 11/16
• NO CLASS 11/23: THANKSGIVING RECESS
• Informal Essay DUE NO LATER THAN 11/24

12/5-12/8 Where we finish: Polishing the Portfolio and Dolling Up Digication
readings: TBD

• LAST DAY OF CLASSES: 12/7
• Completed Portfolio must published in Digication NO LATER THAN 5:00PM ON 8 DECEMBER 2017
Course Policies

ASSIGNMENTS / POINTS

1. All assignments MUST be typed or word-processed. I WILL NOT ACCEPT HANDWRITTEN ASSIGNMENTS.

2. All assignments are due on the dates specified in the syllabus (unless I’ve changed the due date—I will always announce modifications in class and note the changes in red on the Google Documents version of the syllabus). If you cannot meet a deadline, you must see me AT LEAST ONE WEEK IN ADVANCE OF THE DUE DATE to make arrangements to submit the assignment without a grade penalty (I deduct two points for EACH DAY the assignment is overdue).

If you're not in class and submitting your essay or assignment electronically, the email submission should be timestamped NO LATER THAN the first ten minutes of class. I will only accept electronic submissions which are either email file attachments (DO NOT copy and paste your work into the body of an email) formatted as Microsoft Word documents (with a .doc or .docx extension), or links to a Google document (make sure you give me the ability to edit the document). **If I cannot open, or edit / comment on, your document, I will consider it late.**

3. If you’re submitting your essay or assignment as a Microsoft Word file, please remember to give your file a distinctive name when you’re sending it to me—do not simply label it “Analysis1.docx” or something generic: generic names make it more difficult for me to track which files I’ve already downloaded. If you label the file (select “Save as…” from the FILE menu in Microsoft word) something like “yourlastnameAnalysis1.docx” I’ll have a much easier time keeping track of what I’ve already downloaded/read.

4. Here is a breakdown of the minimum course-work points available during the course of the semester:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Blog postings</td>
<td>04 points each</td>
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<tr>
<td>Discussion boards (one for each assigned text)</td>
<td>08 points each</td>
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<tr>
<td>Short-writing assignments</td>
<td>10 points each</td>
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<tr>
<td>Analytical essay first drafts</td>
<td>15 points each</td>
</tr>
<tr>
<td>Researched essay first draft</td>
<td>15 points</td>
</tr>
<tr>
<td>Informal essay (first draft)</td>
<td>20 points</td>
</tr>
<tr>
<td>Analytical essay (2nd drafts)</td>
<td>20 points</td>
</tr>
<tr>
<td>Researched essay (2nd draft)</td>
<td>20 points</td>
</tr>
<tr>
<td>Reflective Journals*</td>
<td>??</td>
</tr>
<tr>
<td>Quizzes**</td>
<td>??</td>
</tr>
<tr>
<td>Peer-response Workshop exercises***</td>
<td>15 points each</td>
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*I intend the Reflective Journals to be semi-private (only you and I will be able to see entries) places where you can, as the name indicates, reflect on your specific writing assignments over the course of the semester. As such, I will not enter them into the Grade Book with a minimum number of points possible—I will assess your use of the space during the course of the semester and assign points at the semester’s end (this is as close as I come to offering “extra credit” in this class).

**Quizzes are variable and depend on your participation (if you’re not in class when I give a quiz, for instance, it will be recorded as a zero [0] out of whatever the quiz’s minimum points were. Or I might give a quiz unannounced because it seems to me that no one has been doing the assigned readings...).
***Workshops are also a special exception: you must complete the exercise during the allotted period in order to receive the minimum points. If you do not respond to every essay in your group during the period, you will receive points according to the number of responses you post.

You are guaranteed to receive at least the minimum amount of points for an assignment or essay draft if you meet my specified length requirements and submission deadlines.

There will be approximately 300 minimum course-work points (depending on the number of short-writing assignments and quizzes I actually assign/count) available over the course of the semester (you can track them through the grade book in Blackboard), and you must meet the minimum to receive at least a ‘C’ as 60% of your final grade (which would, when averaged with a “Satisfactory” portfolio, guarantee you at least a ‘C’ for the course).

The maximum points available for any given assignment, and for the course, will depend on my subjective assessment of your individual performances on assignments and essays.

The most important (and obvious) thing to remember as we move through the semester is this: it is crucial that you turn assignments in on time. The course work represents part of a larger process of idea generation, discursive engagement, and writing which will lead you to your final product (the completed Portfolio), and if you’re not keeping up with the “work” of the class, you will find it difficult (if not impossible) to create essays which reflect your ability to think and to write.

Having said that, I would also like to stress that receiving some points on an assignment is infinitely better than receiving no points, so even if you’re submitting an assignment a day or two late or commenting on Discussion Boards or Blogs after I’ve posted points, it’s still worth doing. You CANNOT, however, wait until the end of the semester and dash like crazy to complete assignments, blogs, discussion boards which were due weeks earlier in order to meet the minimum—that runs contrary to the value of the process.

5. The revision process is a major aspect of this class, and you will have ample opportunity to revise your essays this semester. After you workshop your first drafts, I expect each of you to work at your own pace, and see me often. Revision points are variable, and I assign them based on the quality of your revision: if you’ve merely “edited” your essay and made the changes I or your classmates suggested, I will assign it fewer (or no) points than a draft which demonstrates you “re-saw” / put more thought into your arguments and how you’re presenting them.

6. The semester, as some of you may already be aware, culminates in a Program-wide portfolio reading (we will discuss this process in detail as the semester progresses), if you do not submit a portfolio, or your portfolio is not deemed “satisfactory” by the external reader, YOU CANNOT PASS THIS COURSE.

7. This course is graded on an “A through C and U” basis (which means that the lowest passing grade I can assign is a ‘C’). It is possible to submit a ‘Satisfactory’ portfolio and still receive a ‘U’ for this course. The portfolio stands as the culmination (the product) of the work you did during the semester, and if you’re not participating in class discussions and discussion boards, blogs, and workshops (the process), your final grade will suffer for it (refer back to point number 4).

ACADEMIC INTEGRITY

I've given you a link to the Academic Judiciary's homepage (it’s in the COURSE INFORMATION area of Blackboard). Please make sure you're aware of what “academic dishonesty” is. I WILL REPORT attempts to submit work which is not your own, which you wrote for another class (and are trying to pass off as “new work” for my class), or which extensively borrows words, phrases, or ideas from another writer (or writers) without
giving proper attribution, and you will have to face some rather unpleasant consequences. **I will, at random points throughout the semester, use the Safe Assign feature in Blackboard to check for plagiarism.**

**ATTENDANCE**

1. Missing more than two weeks of class (which is **four** [4] class meetings) means that you **CANNOT** pass this course. You may be excused for observance of religious holidays or university-sanctioned events, but you **MUST** notify me in advance and make arrangements to submit any missed assignments / drafts.

2. If I give a quiz, you **MUST** be in class in order to submit it. I will try to give you advanced warning of quizzes, but I cannot guarantee that such a thing will always be possible. And quizzes, like assignment collection, always occur during the first ten (10) minutes of class—if you come in late, you **ONLY** get however much of the ten minutes remains to complete the quiz.

3. Because this is a **workshop** course and not a lecture, “showing up” for class isn’t enough: I expect you to arrive on time, ready to discuss whatever readings may have been assigned. If you show up more than ten (10) minutes late for class, I will count it as a quarter-absence.

4. **PLEASE REMEMBER TO SIGN THE ATTENDANCE BOOK:** I can’t guarantee that I will always remember you were in class, so if you forget to sign the attendance book (and I don’t remember you being there), that will count as an absence.

5. I will reduce your **potential FINAL GRADE** by **ONE FULL LETTER GRADE** for each **TWO** documented absences (you missed class for reasons other than religious observances or university-sanctioned events, didn’t sign the attendance book, or were more than 10 minutes late **eight** [8] times).

6. After **FIVE** (5) documented absences, **YOU WILL RECEIVE A ‘U’ FOR THIS COURSE.** This is Writing Program policy, and there is no room for discussion on this point. I will monitor absences (as should you), and I will try to let you know if you happen to come close; but remember: it is **YOUR RESPONSIBILITY** to know how many absences you have.

**NAMES AND PRONOUNS**

Stony Brook University 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. For further assistance with issues regarding name and pronoun usage, please contact Stony Brook **LGBTQ* Services** at *(631) 632-2941* or **lgbtqservices@stonybrook.edu**.

**Disability Support Services (DSS) Statement:**

“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, Room 128, *(631) 632-6748*. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.
Statement on 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/academicjudiciary/”

Statement on 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.”