

# WRT 205: Critical Research and Writing - Writing and the Arts

Spring 2020, Online on Blackboard,  
Noah Wilson, [npwilson@syr.edu](mailto:npwilson@syr.edu), Office: 008 HB Crouse Hall  
Office Phone: 315-443-1857  
Office Hours by appointment

## COURSE OVERVIEW

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In WRT 205, students develop an extended inquiry project that integrates materials from varied sources and includes writing in multiple genres. Students compose, revise, and reflect on their writing with the support of their teacher and peers. Through applied practice and ongoing reflection, students learn to distinguish academic contexts; develop positions in relation to research, purposes, and settings; and attribute sources according to genre and situated convention. Polished compositions might assume a variety of forms including but not limited to presentations, reviews, proposals, essayistic arguments, and multimedia and Web-based projects. Students also use digital technologies to network, compose, and/or critique and disseminate their work. The course will use a portfolio to aid in learning and assessment.

This course will be structured around a topic of inquiry, that will afford us the opportunity to engage in sustained research throughout the semester as we work towards fulfilling the course outcomes both individually and as a community of writers. The topic of inquiry for this course is “Writing and the Arts” with an emphasis on popular culture and covering topics such as intertextuality and content curation, public art and activism, and composing with new media. To that end, we will read, view, hear and discuss several shared texts that explore this topic, but for the majority of the semester, students will conduct research and write about their own specific research topics within that umbrella topic. Students will write, revise, edit, and reflect both on their own and collaboratively with me and their peers. The work will be rigorous and challenging but well worth the effort.

## COURSE OUTCOMES

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- *Research Writing as Situated Process*

Students will recognize and act upon the ways methods, processes, and contexts shape research and writing.

- *Researching and Evaluating Sources Rhetorically*

Students will develop reading strategies for invention, rhetorical engagement with sources, and critical dialogue.

- *Research as Writing Within and Across Genres*

Students will recognize the role genre plays in determining research forms and practices.

- *Reflecting on Ethical and Rhetorical Choices*

Students will analyze and reflect on how rhetoric and issues of ethics (e.g., respect for and representation of research, engagement across differences of perspective, etc.) affect research across a range of situations within and beyond the classroom.

## REQUIRED COURSE MATERIAL

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Course readings are available on Blackboard and/or can be located via the library database.

## GRADING

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There are 2000 points available for this course

### **Projects (1300 points):**

*Unit 1 Project: Art Opinion Review [200pts]*

*Unit 2 Project: Contextual Review and Source Stack [300pts]*

*Unit 3 Project: "Re-Mediated" Review, Director's Commentary, and Project Proposal [400pts]*

*Unit 4 Project: Final Portfolio and Portfolio Retrospective [400pts]*

### **Participation and Discussion (700 points):**

*Module Discussions and Self-Assessments [480pts]*

*Module Activities and Participation [220 pts]*

### **Grading Scale:**

0-1180: F	1381-1460: C-	1661-1720: B
1181-1260: D-	1461-1520: C	1721-1780: B+
1261-1320: D	1521-1580: C+	1781-1860: A-
1321-1380: D	1581-1660: B-	1861-2000: A

All shorter assignments, the non-unit project module activities, are worth a specific amount of points but will be graded according to the following scheme:

✓ = *You completed the assignment, met expectations, and received full credit.*

✓+ = *You completed the assignment, met expectations, and received full credit. Something you shared went above and beyond and is worth noting.*

✓- = *You completed the assignment but did not meet the expectations to receive full credit.*

## ATTENDANCE AND PARTICIPATION IN ONLINE SECTIONS

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Writing studios are course in language learning, and language is learned in communities; therefore, it is essential that you participate in class. As you might suspect, online learning is a bit different than in-person learning. While we will not have a set, in-person meeting time due to the asynchronous nature of this course, we will be interacting with each other often on blackboard. Asynchronous online classes provide flexibility when it comes to completing your work, but they still require effort and for you to be proactive and diligent with deadlines. Online classes require you to be more responsible for your workflow. In other words, with this flexibility and independence comes additional personal responsibility and preparedness. This means completing the readings before your initial posts and subsequent responses to other students. This also means taking extra time to consider the readings and to formulate thoughtful posts. As with an in-person class, inadequate preparation and/or hasty responses will affect your classmates work as well as your own. That is another reason why it is important to be "present" on the discussion board. It may not be possible to be physically absent from an online class, but you can still be "absent" in the sense that you are disengaged in the conversation. Posting deadlines are there to make sure that we stay engaged with each other. If you miss a discussion, you cannot just post to the discussion board later on in the semester as the rest of the class has moved on and will not be expected to go back and engage with your contributions. As with too many absences in an in-person class, **if you miss the equivalent of three weeks (6 posts) without any official documented excuse it will be unlikely that you will pass this class.** I don't anticipate any of you will be in that position, however, so let's all do the work, participate in discussions, learn a lot, and make the course a meaningful experience.

## ACCOMMODATIONS

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

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

## COMPUTER USE

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We will also be using email for contact outside class. Use email to contact me about your coursework, to set up an appointment to meet with me outside class, or to ask a question.

While computers save us great amounts of time over typewriters and make corrections much simpler, they are also susceptible to crashing and freezing. Save your work frequently, always make backup copies, and plan your projects with extra time allowed for those inevitable glitches. I recommend saving your work in multiple places such as on your personal computer, an external hard drive/flash drive, and online (dropbox, google drive, etc.).

## THE WRITING CENTER

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Experienced writing consultants at the Writing Center (101 HB Crouse Hall, on the Quad) can teach you how to succeed on individual assignments and ultimately become a better writer. They're prepared to work one-on-one with you at any stage of your process and with any kind of writing you're attempting while attending SU. Whether you need help understanding an assignment, brainstorming ideas, revising subsequent drafts, or developing editing strategies, face-to-face and online appointments are available for 25- or 50-minute sessions throughout the semester and can be reserved up to seven days in advance via their online scheduling program, WOnline. In addition, drop-in appointments are welcome Monday through Thursday from 10:00 a.m. to 2:00 p.m. and brief concerns or questions can be emailed to consultants via the eWC. For more information on hours, location and services, please visit <http://wc.syr.edu>. This is a free resource to all students and highly recommended for every assignment you work on in this class.

## ACADEMIC INTEGRITY

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Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.

## ORANGE SUCCESS

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This class will participate in Orange SUccess, which promotes student success through coordination and communication among students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (attendance concerns, low test scores or participation, in danger of failing, etc.), I may send an email to your syr.edu email account through the Orange SUccess system. My message will tell you about my concerns and ask you to meet with me or an academic advisor. Your advisor, TA, and/or I will work with you to create success strategies to address any difficulties you are having. In addition, if I observe that you are doing well in my course, you may also receive “kudos” from me acknowledging your efforts. Orange SUccess may involve taking advantage of various campus support services, such as academic tutoring or advising. If I recommend that you use campus support services, I or your advisor will redirect you to that support office so they will be better prepared to assist you. Orange SUccess provides essential notices by email and/or text. Please check your syr.edu account frequently and respond quickly if you receive an email from Orange SUccess.

## STUDENT WRITING

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

## WRITING FOR CLASS ON VARIED MEDIA

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Please remember that any composing you do for the course, regardless of the media, falls under the Code of Student Conduct. If, for instance, you are writing on Blackboard or on a website or blog you have created for the course, the guidelines concerning harassment, threats, academic dishonesty etc. still apply.

## RELIGIOUS OBSERVANCE

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

Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class.