

WRT 104: Introduction to College Level Writing

Summer 2017, Monday - Thursday 2:00p-3:45 p.m., Bowne 108

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Office Hours: Wednesdays 1:00-2:00 p.m. and by appointment

COURSE OVERVIEW



In this course, we will be devoted to developing critical reading, thinking and writing skills necessary for college level success. Over the next six weeks, we will attempt to better understand the expectations of college writing in terms of genre, audience, and other academic conventions so that you will be able to engage with these conversations. Specifically, we will practice the skills involved with the genres of summary, analysis, argument, and digital argument.

Learning Outcomes:

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

Inquiry Topic:

Our readings and discussions will focus on how we understand communities and how communities function as networks of individuals and their writing. Exploring the concept of communities requires us to examine different expressive communication methods,

definitions, values, languages, and discourses. Whether through mass media, scholarship, or the city itself, we all engage in a complicated web of multiple literacies and writing practices. More specifically, our course will focus on how we experience, create, and shape place(s)/institutions and how we build/exclude communities - physical and digital, public and private, local and global - through writing. When we talk about writing, we will be attempting to understand it as both a noun (an object in front of us) and a verb (an activity we *do*). Writing, in all its forms, relies on and informs other writing, and it is through these complex networks that writing “does work” in the world. In engaging and reflecting on our explorations and experiences with our surroundings, we can come to understand our role in the networks that construct our lived reality.

GRADING

Individual Projects (50%):

Project #1: Personal Literacy Assemblage

Project #2: Network Mapped Song

Project #3: Current Event Report

Group Projects (30%):

Project #1: Network Mapped Academic Article

Project #2: Syracuse Place Map

Process Grade (20%):

In-Class Freewrites, Class Participation, Reflective Journals, Weekly Writing Assignments, Workshop Participation.

Grading Scale: 0-59: F; 60-63: D-; 63-66: D; 67-69: D; 70-73: C-; 74-76: C; 77-79: C+; 80-83: B-; 84-86: B; 87-89: B+; 90-93: A-; 94-100: A

***Please note that in addition to bringing paper and/or digital copies to class, many assignments will also require you to submit a digital copy to Blackboard by due dates.**

Reflective Journals

Journals are meant to be a direct dialogue between us in addition to attuning you to your own learning.

We will not have these assignments every week, but we will have them often. Journals will be graded for completion with 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.*

Weekly Writing Assignments

Every week you will have a writing assignment to complete outside of class. They are meant to be a space for you to practice skills and explore concepts we are working through in class. These writing assignments are comprehensive in the sense that they help you prepare for and make progress with the larger unit projects. It is important that **you complete these smaller writing assignments on time** as I will not be the only one providing you feedback on these assignments; you will be sharing and analyzing these assignments in class with your classmates.

Peer Reviews/Workshops

Several class periods will have time dedicated to providing each other feedback on your work. Some of these activities will be dialogue and feedback sessions in small groups and as a class. Other sessions will follow more of a workshop format and are dedicated to providing useful feedback as you draft your unit assignments. For workshop days, you should have a completed unit assignment draft prepared and ready to share; make the most of these days as your participation and learning during workshops are an important component of your self-assessments.

Paper Conferences

Periodically during the semester there will be times you will meet with me outside of class to discuss your work in this course, your assignments and class progress. Rather than a one-way dialogue from me, these are meant to be an active conversation. That being said, you should come to these conferences prepared with your own questions, comments, concerns, and ideas. These meetings will be held in lieu of a class meeting.

ATTENDANCE AND PARTICIPATION

Writing studios are courses in language learning, and language is learned in communities; therefore, it is essential that you attend class and participate. Absences and lack of preparation for class will affect your classmates work as well as your own. The work you do in class, the work you do to prepare for each class, is as important as any polished assignment you turn in for a grade. In addition, each unit calendar is only a projection and may be subject to occasional changes and revisions as it seems appropriate. That is another reason why your attendance is vital. If you must miss a class, you are responsible for work assigned. Please realize, however, that class time cannot be reconstructed or made up, and that your performance, your work, and your final course grade will be affected by absences. If you miss the equivalent of one week of classes or more without any official documented excuse you will not pass the course. I don't anticipate any of you will be in that position, however, so let's all agree to do the work, come to class, learn a lot, and make the course a meaningful experience.

LATE WORK AND EXTENSION POLICY

As a general rule, late work will not be accepted for smaller assignments; completing writing assignments on time are essential as your work directly informs course content. That being said, I understand that life continues to happen outside of the classroom and circumstances do arise. It is important that you communicate your circumstances **proactively**, as I am than willing to grant extensions when asked in advance (i.e. not the day of an assignment deadline). If you do not hand in an assignment on time and you have not been granted an extension, I will deduct a third of a letter grade for each day that it is late. For instance, if you were handing in an assignment that would have earned an ‘A’ but you handed it in two days late, that assignment will now be worth a “B+” I’d rather you have the time you need to complete quality assignments but you also need to be **accountable** for your own learning (especially when an extension is very much attainable).

ACCOMMODATIONS

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

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

COMPUTER USE

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

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 Sunday through Thursday from 07:00 p.m. to 10:00 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

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.

The Violation and Sanction Classification Rubric establishes recommended guidelines for the determination of grade penalties by faculty and instructors, while also giving them discretion to select the grade penalty they believe most suitable, including course failure, regardless of violation level. Any established violation in this course may result in course failure regardless of violation level.

For a more detailed description of the guidelines for adhering to academic honesty in the College of Arts and Sciences, go to: <http://class.syr.edu/academic-integrity/policy/>.

STUDENT WRITING

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

WRITING FOR CLASS ON VARIED MEDIA

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.

BLACKBOARD

Our course is loaded on blackboard, a University online teaching support system. I will teach you how to access our section of WRT 105 on blackboard, and will then expect you to be able to locate, download, and link to a range of course materials with some regularity throughout the semester. I will also contact you regularly via the blackboard course listserv, which has already been created using each student's "syr" email address. Please check your syr account at least once daily throughout the fall. The url for blackboard is: <http://blackboard.syr.edu>. Once you access the main page you will be asked for your user ID and password. The following is from the student help page of blackboard:

Once a student registers for a course that is using Blackboard, a student account is set up for them and they are automatically enrolled in the appropriate course(s). Users login to Blackboard using their NetID and password. Your NetID is the portion of your SU email that appears before the @syr.edu. Your NetID password is also your Blackboard password. **If you do not know what your NetID and password are, visit the ITS website at <http://its.syr.edu/netid/> to obtain this information.** You can also obtain this information by calling 443-2677, or by going to the Student Computing Support Center in your dormitory.

ORANGE SUCCESS

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.

RELIGIOUS OBSERVANCE

SU's religious observances policy, found at 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.