

**WRT 205:**

**Critical**

**Research**

Sophomore Composition

**Catalogue Description: “**WRT 205 focuses on the rhetorical strategies, practices, and conventions of critical academic researched writing.”

**Detailed Description:** “In WRT 205 students develop an extended inquiry project that integrates materials from varied sources and includes writing in multiple genres. Students compose, revise, edit and reflect on their writing with the support of 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 genres and situated conventions. Polished compositions might assume a variety of forms, including but not limited to presentations, reviews, proposals, essayistic arguments, or multi-media and web-based projects. They also use digital technologies to network, compose, and/or critique and disseminate their work. The course will use a portfolio for purposes of learning and assessment.”

**Learning Outcomes:**

**1. Research Writing as Situated Process**

* Students will recognize and act upon the ways research varies according to the situation.

**2. Researching and Evaluating Sources Rhetorically**

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

**3. Research Writing Within and Across Genres**

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

**4. Research and Writing as Rhetorical Action**

* Students will understand research as itself a rhetorical action.

**5. Research Writing as Social Practice**

* Students will analyze, reflect on, and respond to the social nature and consequences of research beyond the classroom.

**Instructor:** C.C. Hendricks

**Contact:** crhen100@syr.edu

**Course Materials:**

-You do not need to purchase any textbooks for this course. Instead, I will post required readings to our Bb course site throughout the semester. Please familiarize yourself with the Bb course site as soon as possible, and be sure to visit the site regularly throughout the semester. I will also communicate with the class via the email feature on Bb, and it is imperative that you check your email *REGULARLY* before coming to class.

-You should be prepared to provide either hard copies of your draft OR be prepared to bring a laptop or tablet to class for members of your Writing Workshop group to read and comment on your work throughout the semester.

-Depending upon the genre of product you select for your Unit 2 research project, you *may* be required to create an *Expressions* website, to which every SU student has free access.

**Course Assignments:**

**Class Participation—**

You will devote time, thought, and energy to a variety of informal and formal reading and writing practices. During the course you might be asked to annotate readings, keep a record of ideas and responses, jot down observations, experiment with different styles and organizational choices, and engage in a variety of drafting and revision activities. All of these activities are important and will have an impact on your development and success as academic writers (and your final course grade).

In order to foster vigorous, respectful, and productive conversation in class, I will record daily class participation grades that reflect your participation in class discussions and activities completed that day. Satisfactory participation involves making thoughtful, respectful contributions to the discussion and asking substantial questions; it also involves making room for others to speak. Each day, I will record daily participation grades on a scale of 1-5, in which 5 = excellent quality of participation and 1 = very poor, unsatisfactory participation or lack of preparation for class (and, 0 = absent that day). If you are concerned about your participation in the course, you should contact me, and if I am concerned about your participation in the course, I will notify you either by email or in our individual conferences. **These daily participation grades will be averaged to count for 70% of your final Class Participation grade for the course.****Your total Class Participation grade accounts for 15% of your final course grade.** (Your final Class Participation grade will include these daily participation grades (70%), your Writer’s Notebook grade (20%), and your individual Rhetorical Analysis Presentation grade (10%)).

* **Individual Rhetorical Analysis Presentations**: Throughout Units 2 & 3, you will complete one brief, low-stakes presentation, in which you lead a collaborative rhetorical analysis of a piece of everyday rhetoric you bring to class, such as commercials, flyers, posters, advertisements, song lyrics, works of art, etc. Students should send me their selection and rationale for that selection *prior to* their presentation date. *(We will discuss these presentations in more detail together in class.)*

*\*\*A note about the importance of keeping up with reading assignments: writing well depends upon reading well. The course texts will provide you with ideas and arguments, concepts and key terms. They also enlarge the context for our class discussion and illustrate choices other writers have made as they composed. Writing and reading are interdependent practices, and you will move between the two regularly throughout the course; in addition, demonstration of having completed the readings will also influence your daily participation and Writer’s Notebook grades.*

**Writer’s Notebook—**

Throughout the semester, you will complete short, informal free writes, writing exercises, and double-entry reading responses. These assignments will be submitted on the Bb site, through the “Journal” submission tool, which I will demonstrate in class. **Writer’s Notebook entries should be completed 30 minutes prior to class time on the due date listed on the course calendar and Bb site**. Each Writer’s Notebook prompt, due date, and expectations for satisfactory completion will be listed on the Bb site for each individual entry to be completed. **Your Writer’s Notebook grade accounts for 20% of your total Class Participation grade.**

**Major Essays—**

You will complete three major essays throughout the semester—**a Research Inquiry Narrative (Unit 1), Disciplinary I-Search Project (Unit 2), and Rhetorical Analysis (Unit 3)—and a Reflective Portfolio Letter to be included in your Final Portfolio**. As writing is a process, each essay (with exception to the Portfolio Letter) will require *different* drafts to be completed, receiving feedback from both classmates and myself. This revision process will help you to develop your writing from the invention and planning stages into concise, clear, well-researched, and correctly formatted prose. **Drafts are to be completed by the assigned due dates, as indicated on the course calendar and Bb site**. (Instructions and further requirements for each draft and assignment will be provided and discussed in detail throughout the course.)

For each in-progress draft leading up to the final draft of each essay, you will be given a process credit grade on a scale from 1-5, in which 5 = meeting or exceeding the minimum draft requirements, and 1 = failure to meet minimum draft requirements in many ways. **The average of these in-progress draft grades and your Writing Workshop process credit grades will make up your total Process Credit grade, which accounts for 30% of your final course grade**.

For the final draft of each major essay before your Final Portfolio revisions, meaning the draft on which you receive extensive feedback from me (Papers 1.3, 2.4, and 3.4), you will receive a number grade, which represents the grade the draft would have received if submitted in your Final Portfolio. These grades are intended to help prepare you for revisions to these essays for your final portfolio, while also providing you with a better understanding of my expectations for final products submitted as part of your portfolio. **The final draft grades from each unit will then be averaged to account for 15% of your final course grade.**

*(You will revise two of the three major essays to be submitted and formally graded in your Final Portfolio, which is due at the end of the semester.)*

**Writing Workshops—**

For each essay, you will participate in Writing Workshops. I will provide specific directions for peer feedback during each Workshop completed. Attendance and participation in these workshops is vital to your success in this course and as a writer. (*Two heads are always better than one!*)

You will be expected to attend every workshop prepared with the appropriate draft completed. Depending on what your workshop group decides, you should attend every workshop with either a hard copy of your draft or a laptop or tablet to view your draft. Failure to attend your workshop, failure to attend your workshop prepared, failure to actively participate in workshops, and disrespectful or disrespectful behavior during the workshop (although highly unlikely in a college-level course) will result in loss of process credit for that workshop. For each workshop, you will be given a process credit grade on a scale from 1-5, in which 5 = active and reciprocal engagement with workshop partners and 1 = lack of preparation or failure to fully participate. **Once again, these Workshop process credit grades will be averaged, along with your in-progress draft grades, to account for your overall Process Credit grade, which is 30% of your final course grade.**

**Final E-Portfolio (Unit 4)—**

You will complete a Final Evaluative Portfolio due at the end of the semester. Portfolios should reflect your individual writing processes and successes throughout the course. You will be asked to make final revisions and polishes based on the feedback you receive from both your peers and myself to *two of your three major essays*, both of which will receive a final grade, resulting in the majority of your Final Portfolio grade. (Your portfolio will also include your Alternative Media Presentation materials, and this presentation grade will account for 5% of your Final Portfolio grade.)

At the very least, portfolios should include:

* Final, Revised Reflective Letter
* Instructor Response Sheets for the Final Draft of All Three Major Essays
* A FINAL, polished, and revised product for *two of the three major course essays* to receive a grade
* Alternative Media Presentation Materials and Individual Reflection
* Anything else you would like to include

*(I may alter this list of required materials as the semester progresses.)*

An incomplete portfolio will result in a lower grade; therefore, *you should save all drafts both electronically and in hard copy throughout the semester*. You will be submitting your final portfolio through the Bb course site, and will be given more specific instructions on revising, organizing, and uploading your portfolio as the semester progresses. The portfolio should reflect your overall progress as a writer throughout the course in a clear, organized, and imaginative manner, while also introducing the artifacts included in your portfolio. (Creativity is always appreciated!) **Your Portfolio grade accounts for 40% of your final course grade.** (Your portfolio grade will be determined by the grade received on your two Final Products (80%), your Reflective Portfolio Letter grade (10%), your Alternative Media Presentation grade (5%), and the overall organization, originality, and presentation of your Final Portfolio (5%)).

**Alternative Media Group Presentation—**

At the end of the semester, you will complete a collaborative alternative media presentation in a small group. As a group, you will present your topic or reflection using an alternative media, such as visual, audial, or performance mediums. These presentations will be given on the last day of class, May 3rd, 2016. You will write an individual reflection about your participation in this presentation to be included in your Final Portfolio, along with your presentation materials. I will refer to the quality of your in-class presentation and your individual reflections to calculate your Alternative Media Presentation grade. *I will provide a detailed presentation assignment sheet later in the semester.*

***\*\*ALL major course assignment sheets and rubrics will be made available on the Bb course site throughout the semester.***

**Conferences:**

During the semester, we will have two informal conferences (15 minutes) individual conferences (to be held outside of class time) throughout the semester to discuss your writing and overall progress. During class time, I will provide conference sign-up sheets. You MUST attend both of these conferences. Make-up conferences will only be permitted for extenuating circumstances or when prior arrangements have been made. I also encourage you to contact me at *any time* during the semester with questions or concerns you may have. ***Missing a conference will count as one absence. Classes will be canceled on individual conference days.***

**Feedback and Grading:**

You will receive many different kinds of feedback in this course. Some will come from fellow students and some will come from me. Both are important; they tell you in various ways how your readers are responding to your writing. This feedback will also help you learn how to assess your own work. Successful revision and satisfactory grades depend on your ability to revise and talk through your writing with both your peers and me based on this feedback.

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| Class Participation  {Your final Class Participation grade will include an average of your daily participation grades (70%), your Writer’s Notebook grade (20%), and your individual Rhetorical Analysis Presentation grade (10%).} | 15% |
| Final Draft Grades on Unit 1, 2, and 3 Essays  (Papers 1.3, 2.4, 3.4) | **15%** |
| Process Grade | **30%** |
| Final Portfolio  {Your portfolio grade will be determined by the grade received on your two Final Products (80%), your Reflective Portfolio Letter grade (10%), your Alternative Media Presentation grade (5%), and the overall organization, originality, and presentation of your Final Portfolio (5%).} | **40%** |

***Note on Grading:*** *You are welcome to meet with me in my office at any time during the semester to discuss your grades and standing in the course. When possible, please wait at least 24 hours before contacting me about a grade on a particular assignment.*

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**Late Work:** Every assignment should be completed and handed in by the assigned due date unless you have made *prior arrangements* with me or extenuating circumstances happen to arise. Should such circumstances arise, please contact me sooner rather than later so I can help you better accommodate future due dates. *So, if you are concerned about completing your class assignments in a timely manner, come see me right away.* If you are absent on the date an assignment is due, you should submit the assignment before or on the assigned due date, or you should make arrangements with me prior to your absence.

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**Attendance:** Writing studios are courses in language learning, and language is learned in communities; therefore, it is essential that you attend class. Absences and lack of preparation for class will affect your classmates’ work as well as your grade. In addition, each unit calendar is only a projection and may be subject to occasional changes and revisions, as it seems appropriate, necessary, or interesting. That is another reason why your attendance is vital. If you must miss a class, you are responsible for work assigned and should contact a classmate; I will not email the day’s assignments or activities if you are absent. All of your classmates’ email addresses are available on our Bb course site. *(In addition, the app “GroupMe” has been helpful for my previous classes in keeping up with missed assignments and group work)*.

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 three weeks of classes or more without any official documented excuse, it is unlikely you will 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. And, as with my late work policy stated above, should extenuating circumstances arise that require you to be absent from class, please contact me sooner rather than later so I can help you accommodate future due dates, assignments and activities.

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**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 Bb or on a website or blog you have created for the course, the guidelines concerning harassment, threats, academic dishonesty, etc. still apply.