TUNI 110 (Honors Writing & Critical Inquiry)
Section: 0003, M,W,F 1:40-2:35 (ED 121)

General Education Requirements:

Writing and Critical Inquiry (TUNI 110) satisfies various General Education Requirements.
1) TUNI 110 is a **required course** that meets the University at Albany’s General Education requirement for writing and critical inquiry. TUNI 110 must be completed with a grade of C or better to fulfill the WCI requirement. (Students can also fulfill the WCI requirement by taking an approved TUNI 110 equivalent course; at present, the only such approved course is AENG 110Z.)
2) TUNI 110 (as well as its equivalent, AENG 110Z) meets the learning objectives for SUNY’s Basic Communication general education category as well as the SUNY “Competencies” in Critical Thinking and Information Management (which is referred to as “information Literacy” at UAlbany.)

Goals:

The main goal for TUNI 110 is to help students become more familiar with the rhetorical and compositional principles necessary to succeed at the college level. Students will participate in various rhetorical tasks to help bolster their writing and critical inquiry skills.

Required Materials:

There is no specific textbook for this class. Pdf files will be posted on Blackboard for our readings. **It is your responsibility to print them out and bring them with you each week for our class discussions.** Although it is environmentally irresponsible of me to require you to print the readings instead of having them digitally on a laptop or e-reader, the requirement is to print the readings using paper. **It is a requirement for class on that day, which means failure to bring the reading is a failure to be prepared for class.**

You must purchase one (1) single-subject notebook that will be used exclusively for this class. **I will not accept loose-leaf sheets—even if they are bound in a spiral case or in a folder. Failure to adhere to these guidelines will result in a zero for your textbook/in-class writing grade.**
Requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Group Work/Peer Review</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>15%</td>
</tr>
<tr>
<td>Group Project</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Textbook/In-Class writing</td>
<td>15%</td>
</tr>
</tbody>
</table>

Grading Scale:

- A = 94-100
- A- = 90-93
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C+ = 77-79
- C = 73-76
- C- = 70-72
- D+ = 67-69
- D = 63-66
- D- = 60-62
- E = 0-59

University and Classroom Policies:

**Assignments**: All assignments, excluding any in-class assignments, **must be typed**. There are NO exceptions. I will not accept handwritten essays. All typed assignments should be in the following format. They should be double-spaced with one inch margins, Times New Roman font, and in a font size of 12. You must have a header in the upper left corner of the first page with your name, my name, the title of the course and the date the assignment is due. (The header should be single-spaced, but the rest of the paper should be double spaced. If you don’t know how to create a header in MS Word, ask me.

All assignments outside of class will be uploaded to Blackboard through SafeAssign. (We will talk more about this at a later date.) **All assignments must be uploaded as .doc or .docx files.** The reason for this is because Blackboard does not work well with other formats. Therefore, if you are working with another filetype, you need to convert that filetype to a .doc or .docx file before you upload it. There are a bunch of programs and websites that will do this for you for free.
This will allow me to grade your papers much more quickly. If you are having problems converting your file, let me know at least two days in advance so I can help you. **Failure to adhere to this outline will result in a loss of five points to the overall grade of your paper.**

**Late Work:** All late work will be penalized one half of a letter grade for each class day that it is late. In other words, if the assignment is due on a Monday, you will only lose half of a letter grade provided that it is uploaded to me by that Wednesday. **Blackboard has a built-in timer for paper uploads.** If your paper is not uploaded by the correct time, it will mark the assignment as late. It is good practice for you to learn how to manage your time. I will NOT accept technical difficulty excuses for late assignments. Leave yourself enough time to be able to upload the assignments to Blackboard.

**Attendance:** Although attendance is not directly factored into your grade, you have in-class writing assignments and exercises that cannot be made up outside of class without a documented excuse. An excused absence requires documentation from a professional, such as a doctor or the like. You are adults. If you choose to miss a class for whatever reason, it is up to you. However, as an adult, you also need to accept the consequences for missing work. Missing one or two in-class assignments is not going to make you fail the class on its own; however, be mindful of the grading breakdown.

**Lateness and Leaving Early:** If you come into class late and I have already given out a quiz, you cannot make up that quiz; it is a zero. Accept this. If you are late more than twice, I will take half of a point off of your final grade for each subsequent lateness. If you finish the class with an 89.7, I would normally round this up to a 90. However, if you are late three times, I take .5 off of the grade. You now have an 89.2. This will not be rounded up.

If you leave early, you are subject to the same penalties as being late. If you leave early more than twice, I will take half of a point off of your final grade. Additionally, if we are working on an in-class assignment, you may be subject to a grading penalty for the day. **Having to catch a bus to go home is not a valid excuse for leaving early.**

You can find the University’s Medical Excuse Policy page at the following link: [http://www.albany.edu/health_center/medicalexcuse.shtml](http://www.albany.edu/health_center/medicalexcuse.shtml)

If there are special circumstances going on, please come and speak with me. I will do what I can to help.

**Courtesy:** I like to have open discussions; however, I do not accept rudeness in my classroom, either directed towards myself or anyone else. I consider it rude to have side conversations when either I am speaking or one of your classmates. Please refrain from doing so, or I will ask you to leave the class for the day. I also consider it rude for you to be playing with, answering or texting on your cell
phone. If you have an emergency that you need to address, politely excuse yourself and leave the room. If you are text messaging or answering a phone call while we are in session, I will politely ask you to leave and you will receive no credit for the day: no quiz grade, no groupwork grade, nothing.

**Academic Honesty and Plagiarism:** The policy for cheating on exams and plagiarism can be found in the “Standards of Academic Integrity” section of the Student Conduct Handbook, which can be located at the following link: [http://www.albany.edu/studentconduct/standards_of_academic_integrity.php](http://www.albany.edu/studentconduct/standards_of_academic_integrity.php).

A student who is caught being academically dishonest (cheating on assignments inside and outside of class, plagiarizing) will receive a numerical grade of a zero (0) for that assignment. If the student persists, it will result in a failing grade for the course and possibly dismissal from the University at Albany.

It should **NEVER** come down to cheating or plagiarizing. Always come and speak with me—or any professor—if you are having difficulty with an assignment. I encourage you to ask questions in order to help clarify an assignment. We will discuss plagiarism more fully in our course. By the end of the class, you should understand the concept of plagiarism more fully. The library also has information on plagiarism: [http://library.albany.edu/usered/plagiarism/](http://library.albany.edu/usered/plagiarism/)

**Educational Accommodations:** We want all of you to succeed. The University at Albany can provide certain accommodations based upon specific needs that you may have. Do not be shy about this; do not sit in class needlessly when you may need something as simple as a note-taker or extra time for an exam. This is your education. The process begins with you looking over the academic accommodations website at the following link: [http://www.albany.edu/disability/college.shtml](http://www.albany.edu/disability/college.shtml) Speak with me if you would like some more information about how this works.

**Withdrawal:** A student who wishes to withdraw from a course in which he or she is registered, should obtain the official form from the Registrar, and follow the proper procedure. Time is very important. Check the most current academic calendar to find out if you can still qualify for a refund of all or a portion of your tuition for the course.
Outline:

**Week 1: 1/23 – 1/27**  
1/23 - Introduce course, go over syllabus, what I expect of you, what you can expect of me.  
1/25 – Writing diagnostic  
1/27 – Let’s talk about writing as thinking: expressivism, cognitivism, and social construction.

**Reading:**

**Unit 1: Personal Narrative/Experiences**

**Week 2: 1/30 – 2/3**  
1/30 – **Lesson:** Observations  
   **Reading:** Early Settlers (pdf)  
2/1 – **Reinforce:** Discussion  
2/3 – **Group work:** Exercise #1  
   **Reading:**

**Week 3: 2/6– 2/10**  
2/6 – **Lesson:** Reflection  
   **Reading:** “Learning to Read” from Douglass’s autobiography  
2/8 – **Reinforce:** Discussion  
2/10 – **Group work:** Exercise #2  

**Week 4: 2/13 – 2/17**  
2/13 – **Lesson:** Contextualizing Personal Experience  
   **Reading:** Graduation (pdf)  
2/15 – **Reinforce:** Discussion  
2/17 – **Group work:** Exercise # 3

**Unit 2: Analysis**

**Week 5: 2/20 – 2/24**  
2/20 – **PAPER 1 IS DUE TODAY!!**  
   **Lesson:** Understanding Text  
   **Reading:** The Declaration of Independence  
2/22 – **Reinforce:** Discussion  
2/24 – **Group work:** Exercise # 4

**Week 6: 2/27 – 3/3**  
2/27 – **Lesson:** Generating Claims and Claim Trees  
   **Reading:**
3/1 – **Reinforce:** Discussion
3/3 – **Group work:** Exercise # 5

**Week 7:** 3/6 – 3/10
3/6 – **Lesson:** Analyzing Language  
**Reading:** Politics of the English Language
3/8 – **Reinforce:** Discussion
3/10 – **Group work:** Exercise # 6

**Week 8:** 3/13 – 3/17
3/13 – Spring Break!!!
3/15 – Spring Break!!!
3/17 – Spring Break!!!

**Unit 3: Argument/Proposing Solution**

**Week 9:** 3/20 – 3/24
3/20 – **PAPER 2 IS DUE TODAY**  
**Lesson:** Identifying the/a problem for further inquiry  
**Reading:** Manliness (pdf)
3/22 – **Reinforce:** Discussion
3/24 – **Group work:** Exercise # 7

**Week 10:** 3/27 – 3/31
3/27 – **NO CLASS**  
**Reading:** Why women smile
3/29 – **Lesson:** Primary and Secondary Research
3/31 – **Group work:** Exercise # 8  
**Assignment:**

**Week 11:** 4/3 – 4/7
4/3 – **Lesson:** Sorting through the discussion  
**Reading:**
4/5 – **Reinforce:** Discussion
4/7 – **Group work:** Exercise # 9

**Week 12:** 4/10 – 4/14
4/10 – **Lesson:** Asserting yourself into the discussion  
**Reading:**
4/12 – **Reinforce:** Discussion
4/14 – **Group work:** Exercise # 10

**Week 13:** 4/17 – 4/21
4/17 – **Presentation on Initial Findings #1**
4/19 – **Presentation on Initial Findings #2**
4/21 – **Presentation on Initial Findings #3**
Assignment: Peer Review due on 4/22 (Saturday)

Week 14: 4/24 – 4/28
4/24 – Lesson: Reflecting and analyzing peer comments
   Reading: Bring in the comments from your peers
4/26 – Reinforce: Discussion
4/28 – Group work: Exercise # 11 (Beginning the group project)
Assignment: Textbook due 5/5

Week 15: 5/1 – 5/5
5/1 – PAPER 3 IS DUE TODAY
   Group Meeting
5/3 – Group Meeting
5/5 – Group Meeting

**** 5/6**** Honor’s Symposium (Saturday) Required to attend

Week 16: 5/8 – 5/10
5/8 – Reflection on the semester
5/10 – Group work

The University Health Center (offers help for physical and mental health issues)
400 Patroon Creek Blvd
Suite 200
Albany, NY 12206
PHONE (518) 442-5454
APPOINTMENTS (518) 442-5229

The Counseling Center (help for feelings of anxiety, anger, depression, sexual assault, and more)
400 Patroon Creek Blvd.
Suite 104
Albany, NY 12206
Phone: 518-442-5800

Good Samaritan 911 Policy:
A student or student organization seeking medical treatment for him/herself, or for any other student who is in immediate medical need, or any student who is the recipient of this emergency medical help, will not be subject to disciplinary sanctions related to the violation of using or possessing alcohol or other drugs, as defined in Community Rights and Responsibilities (Prohibited Conduct Drugs and Alcohol). This policy applies to emergencies both on and off campus.