Honors Writing and Critical Inquiry, TUUNI 110
University at Albany-SUNY
SPRING 2018

Instructor: Dr. Sarah Giragosian
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Class Meeting Time and Location: 5:45-7:05 pm ED126
Office Hours: TuTh 3-4 pm LIB96N and by appointment

COURSE DESCRIPTION

This course is designed to help students develop their writing skills across a range of
genres, including professional, academic, and literary writing. With an attention to style,
rhetoric, and argumentation, students will learn to read arguments in terms of their
 mediums and messages, to engage debates about issues of a local and global scale, and to
choose appropriate research methods to gain information on a topic of interest.
Moreover, through careful attention to the multiple stages of the writing process, which
include prewriting, writing, revising, and editing, students will gain the skills necessary to
articulate, defend, and challenge the ideas that both they and others produce. The course
will integrate a range of learning activities to promote critical thinking and writing, and
will take a process-based approach that will guide students through the steps of research-
based writing, such as gathering and organizing research materials, drafting and revising,
and analyzing and evaluating peer writing.

Students will have the opportunity to read and analyze a diverse range of texts,
including prose, poetry, literary analyses, narratives, personal and critical essays. This
course will help students develop analytical skills that will be carried over in other
disciplines and will prepare students for the different kinds of writing assignments they
will encounter in future courses.

LEARNING OBJECTIVES:

1) Learn to read images, narratives, and arguments in terms of their mediums and
messages
2) Learn to approach writing as a process of textual production, a form of inquiry, and a
social practice
3) Practice applying rhetorical principles to assess various rhetorical situations and
complete varied discipline-based writing tasks
4) Gain experience and develop competence in writing effectively for a variety of
purposes, to different audiences, and in different media (including traditional, digital, and
multi-media formats)
5) Learn appropriate concepts and develop a lexicon for discussing and analyzing writing

General Education Requirements
Writing and Critical Inquiry (UUNI 110) satisfies various General Education
Requirements.
1. UUNI 110 is a required course that meets the University at Albany’s General
   Education requirement for writing and critical inquiry. UUNI 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 UUNI 110 equivalent course; at present, the only such approved course is AENG 110Z.)

2. UUNI110 (as well as its equivalent, AENG110Z) 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.)

REQUIRED TEXTS


Both texts can be purchased at the campus bookstore or Amazon. Additional course readings will be available on Blackboard. You are expected to read these documents prior to class and bring them with you to class.

WORKSHOP PROCEDURE AND ETIQUETTE: Much of our class time will be devoted to workshopping your writing. You will be writing and submitting assignments to me throughout the semester, but your writing will be formally workshopped by the entire class once in the course. If you are on the schedule to be workshopped for the week, you will need to post your writing on the Blackboard Discussion Board by 4 pm the day before your workshop. It will be your responsibility to meet this deadline, otherwise your writing will not be workshopped and you will not receive full credit. The reason for this deadline is that your classmates need time to read and critique your work before your workshop session. If there are technical issues with Blackboard, you are expected to email the work to me by the scheduled time mentioned above, and I will send it to the rest of the class. If your writing is not being workshopped, your written work is due at the beginning of the class in hard copy.

If you are not scheduled to be workshopped, you will need to post on Blackboard a written critique of your peer’s work before our class meets. Provide constructive and non-aggressive feedback to the writer, remembering that each writing exercise is an opportunity to improve your critical and creative faculties as a critic and writer.

It is the responsibility of each writer to remain quiet during the critique. Once the workshop is over, the writer may pose questions or follow-up comments to the class.

CLASS ATTENDANCE AND PARTICIPATION: Attendance is mandatory and everyone is expected to participate in class discussions. Please be punctual and prepared for every class. Repeated lateness or tardiness over ten minutes will be counted as an
unexcused absence. The success of this course is contingent upon the energy and enthusiasm that you bring to our workshops and discussions. Much of the class time will be spent working in groups, giving and getting feedback from peers. We will be discussing in class helpful ways in which to do this. I can permit only THREE absences before your grade begins to suffer (I will deduct a letter grade for every subsequent absence). Please speak with me if there are extenuating circumstances.

Academic Integrity and My Expectations:
* All written assignments must be completed in order to pass the course.
* For assignments to be submitted via Blackboard, the name of your assignment file should be formatted as: your last name, assignment
* All assignments should be typed or word-processed in an academic 12-point font (such as Times New Roman), with numbered pages.
* Every paper must demonstrate basic writing skills, ranging from grammar to sentence mechanics to the organization and development of a focused critical argument
* Come speak to me during office hours about any possible problems with writing or the assignment before the due date.
* Also note that all papers must be word-processed, and late papers will not be accepted unless you speak to me beforehand about your circumstances and I grant you an extension.

Please abide by the provisions of the college’s Academic Conduct Code, which can be found below and online at http://www.albany.edu/undergraduate_bulletin/regulations.html:

“Examples of plagiarism include: failure to acknowledge the source(s) of even a few phrases, sentences, or paragraphs; failure to acknowledge a quotation or paraphrase of paragraph-length sections of a paper; failure to acknowledge the source(s) of a major idea or the source(s) for an ordering principle central to the paper’s or project’s structure; failure to acknowledge the source (quoted, paraphrased, or summarized) of major sections or passages in the paper or project; the unacknowledged use of several major ideas or extensive reliance on another person’s data, evidence, or critical method; submitting as one’s own work, work borrowed, stolen, or purchased from someone else.”

Plagiarism is a serious matter and can result in a failing grade for the assignment or for the course. It can also result in expulsion from the University. Please see me with questions.

Academic Conduct:
College classrooms are learning environments, and my classrooms are zero tolerance zones. Disruptive behavior will receive only one verbal warning. After that, dismissal from class will follow, counted as an absence. Disruptive behavior includes, but is not limited to: sleeping; chatting with neighbors; ringing phones; using laptops, smart phones, iPads, etc. inappropriately during class (surfing, texting, IM-ing, chatting via social networks, etc.); refusing to answer direct questions. No cell phones are allowed in class.

COURSE REQUIREMENTS:
Personal Inquiry Essay: Many of the personal inquiry essays that we have read in class are rooted in personal experience, but they reach beyond the boundaries of the individual to explore issues with social, ecological, and political meaning. Others are experimental and break the boundaries of the traditional personal essay, using second person or eschewing narrative. For your own personal essay, you can select your own approach. Consider some of the elements that we discussed in class that might help to animate your essay, such as dialogue, historical facts, and non-traditional formats.

The renowned essayist Philip Lopate writes that “the struggle for honesty” and “the harvesting of self-contradiction” are central elements of the personal essay genre, and we can see that several of the essays we read delve into the writer’s personal contradictions and hypocrisies to reveal a more profound truth about her/himself and the world in which we live. Write your own 4 page (double spaced) personal essay. The goal is to arrive at a greater understanding of the subject through the process of reflecting and writing about it.

Rough Draft Due Tues., Feb.13
Final Draft Due with the submission of the final portfolio

Analytical Essay: This essay is a thesis-driven paper that performs an analysis of one text or texts that we have read in class. I will supply additional instructions during the semester.

Discovery Draft Due on the day of your individual meeting during week 7
Rough Draft Due Thurs, March 22
Final Draft due with the submission of the final portfolio

Argument as Inquiry/Research Essay Proposal and Research Process Worksheet: In this thesis-driven essay and its corresponding exercises, you should present your perspective on an issue or text studied in the course. A primary goal of this assignment is to help you gain confidence as writers and thinkers who can take part in a sophisticated conversation about an issue of importance to you and to others in ways that are appropriate to academic discourse. In that regard, this assignment should build on previous ideas and/or research and might involve engaging with alternative perspectives on the issue at hand. Ultimately, the argument should be conceived as a mode of inquiry. You will be provided with essay prompts during the semester.

This argument as inquiry paper is an independent, original essay that seeks to make an intervention in a critical discussion. It is researched and will be developed throughout the latter half of the semester. To help you stay on track of the process, I will provide you with a research process worksheet that you will complete and submit to me, as well as a proposal that you will write that supplies me with your working thesis about your primary text(s). You should provide reasoning for your choice and establish the critical questions that you seek to answer.

Research Process Worksheet and Proposal Due Thurs, April 12
Argument as Inquiry/Research Essay Rough Draft Due Tues, May 1
Final Draft Due with the submission of the final portfolio

Collaborative Project: Collaborative Project: 2018 will be the second year of the WCI Honors Symposium, which will take place on Saturday, April 28th in the Lecture Center classrooms. Each honors student will be required to collaborate with a peer group
and participate in presenting their collective research. You will also be required to attend
the conference for the entirety of the day and attend sessions in which your classmates
and peers will be presenting their own research. This is an opportunity for you to get
exposure to a real research conference and present your research. Please dress
professionally and arrive on time, ready to present. This is a professional activity that
should be included in your resume. If you are planning to apply to graduate school in the
future, I recommend highlighting this experience in your application materials.

The project is intended to be a vehicle for your critical reflection on your experiences in
this course as writers, readers, thinkers, and researchers. The primary purpose of the
assignment is to encourage critical reflection on the nature of writing as inquiry and to
solidify your learning about rhetorical principles we have studied as a class.

With your group members, you will need to select a topic and prepare a 20 minute
presentation. Topics will be disseminated mid-way through the semester. Each member
of the group is required to participate in the organization and preparation of the
presentation, as well as its delivery. You will also be required to evaluate each team
member’s contributions to the group. Before your presentation at the Honors Symposium,
you will have an opportunity to practice your presentation with your group members and
receive feedback both from your instructor and your classmates.

WRITING PORTFOLIO:

Since this course is concerned with the process that students move through to reach
their final versions, you will be asked to attach to your completed work all preliminary
writing leading to your final copy when you submit your final portfolio. Please date all
such material and keep all writing in a folder that you will submit at the end of the
semester on **Friday, May 11**.

Your final portfolio should consist of the following items in the given order:

1. **2-page letter to me**
   This is your opportunity to evaluate your own evolution and growth as a writer. In this
   letter, please include a critical analysis of your work. What have you learned about
   yourself as a reader and writer? What significant revisions have you made in your essays?
   Discuss at least one significant revision that you have made in your writing and explain
   why you have made it. Finally, please discuss what problems you encountered as a
   writer at the beginning of the semester and what progress you have made in resolving
   them.

2. **Final drafts of all your works**

3. **All early drafts of your works, including the pieces that I critiqued and returned to
   you**

4. **A stamped mailing envelope with your home address if you would like your final
   portfolio and my commentary returned to you**

There should be no looseleaf pages in the portfolio that you submit to me. Please include
all items in a binder or packet.

**EVALUATION**
This course will be graded as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E (“E” being the designation for failure). The University does not use grades of A+ or F.

Personal Inquiry Essay
   Rough Draft 8%

Literary Analysis
   Discovery Draft 2%
   Rough Draft 8%

Participation: In-class Participation 15%

Peer Workshop Critiques 10%

Homework 5%

Collaborative Project 15%

Final Argument as Inquiry/ Research Paper, Final Paper Proposal and Worksheet
   Breakdown: Proposal and Research Worksheet 4%
   Rough Draft of Argument as Inquiry/ Research Essay 8%
   Final Draft of Argument as Inquiry/ Research Essay 10%

Final Portfolio, consisting of letter, rough drafts and final drafts of your personal essay, literary analysis, and final research paper 15%

ACCESSIBILITY STATEMENT:

In accordance with University at Albany policy, I am available to discuss appropriate accommodations that you may require as a student with a disability. Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

Tentative Schedule

UNIT ONE: The Personal Inquiry Essay

WEEK ONE:

Tues Jan. 23  Introduction to the Course
   HW: Read Philip Lopate’s The Art of the Personal Essay: Introduction and complete corresponding written homework (on Blackboard)

Thurs. Jan. 25  HW: Read Ch.2 of The Essentials of Writing. Paraphrase the 10 Core Concepts of Writing in your own words and provide an example of how you have applied or can apply each concept. Lastly, define the term “rhetorical situation”. Email the homework to me at sgiragosian@albany.edu by the end of the day on Tues., Jan. 30.
WEEK TWO:
Tues Jan. 30  NO CLASS
HW: Read Alice Walker’s “Am I Blue?” and complete corresponding written homework (on Blackboard).

Thurs Feb.1  HW: Read “Hot Dish,” “Subtotals,” and “How to Become a Writer” (on Blackboard). Explain how each of these essays bend the genre of the personal essay and analyze how their form complements their content.

WEEK THREE:
Tues Feb. 6  HW: Read WCI Personal Inquiry Essay Finalists (on Blackboard). Rank each according to which you think should win the prize. Write a brief rationale explaining your choice.

Thurs. Feb. 8  HW: Rough draft of personal inquiry essay and critiques of your peers’ essays due Tues. on Blackboard

WEEK FOUR:
Tues. Feb. 13  Personal Inquiry Essay rough draft due
WORKSHOP 1-Personal Essay
1. Mahnoor Amir
2. Sabba Dobronravov
3. Sana Effendi
HW: Critique your peers’ personal essays on Blackboard
Read Ch. 5 of The Essentials of Writing

Thurs Feb.15  WORKSHOP 1-Personal Inquiry Essay Continued
1. William Feerick
2. Nicole Gaglia
3. Tania Gonzalez
HW: Read Ch. 6 of The Essentials of Writing and excerpt from The End of Nature (on Blackboard)

UNIT TWO: The Analytical Essay
WEEK FIVE:
Tues Feb. 20  HW: Read Foreword, Introduction and Section 1: Living on Eaarth in Coming of Age at the End of Nature: A Generation Faces Living on a Changed Planet. Develop 5 open, exploratory questions based on your reading.

Thurs. Feb.22  HW: Read Section II. “Thinking Like a River” in Coming of Age at the End of Nature: A Generation Faces Living on a Changed Planet. Develop 5 open, exploratory questions based on your reading.
WEEK SIX:
Tues Feb. 27  HW: Read Section III. “Mindful Monkeywrenching” in Coming of Age at the End of Nature: A Generation Faces Living on a Changed Planet. Develop 5 open, exploratory questions based on your reading.

Thurs March 1  HW: Write a discovery draft with a thesis statement in preparation for the submission of your first draft of your analysis paper due on the day of your individual meeting.

WEEK SEVEN:
March 5-8  **Individual Meetings in my office (no class)**
HW: Analytical Essay rough draft due on Thurs. March 22
Read WCI Analytical Essay Finalists and rank each according to which you think should win the prize. Write a brief rationale explaining your choice due Tues. March 20.

WEEK EIGHT:
March 12-18  **Spring Break (no class)**

WEEK NINE:  **Mid-Term Point**
Tues March 20  HW: Analytical Essay rough draft due on Thurs. March 22

Thurs March 22  Workshop 2. Analytical Essay rough draft due
1. Haley Gronlund
2. Kaylie Johnson
3. Carly Lindsay
HW: Read and critique your classmates’ essays.
Read Ch. 7 of The Essentials of Writing and complete exercise 7B and D.

WEEK TEN:
Tues March 27  Workshop 2. Analytical Essay workshop continued
1. Chris Lownie
2. Jerry Millet
3. Megan Nelipowitz
HW: Read Ch. 9 and 10 of The Essentials of Writing

Thurs March 29  HW: Read Lewis’ “Greening Literature” (on Blackboard).
Summarize Lewis’ argument in a paragraph. Paraphrase and quote two moments in the text using MLA conventions.

**UNIT THREE: Argument as Inquiry/ Research Essay**

WEEK ELEVEN:
Then analyze how the image reinforces gender, racial, and/or species inequality, using Carol Adam's text to support your points. This should run to a page and should be submitted in hardcopy.

Thurs. April 5  HW: Read Ch. 11 and 12 of *The Essentials of Writing*
Research Process Worksheet due Thurs. April 12

**WEEK TWELVE:**

Tues April 10  HW: Research Process Worksheet due Thurs. April 12

Thurs April 12  HW: Read WCI Argument as Inquiry/ Research Finalists and rank each according to which you think should win the prize. Write a brief rationale explaining your choice.

**WEEK THIRTEEN:**

Tues April 17  HW: Prep for Collaborative Group Presentation Practice Run
Argument as Inquiry Research Essay Rough Draft due Tues. May 1

Thurs April 19  HW: Prep for Collaborative Group Presentation Practice Run
Argument as Inquiry Research Essay Rough Draft due Tues. May 1

**WEEK FOURTEEN:**

Tues April 24  Collaborative Group Presentation Practice Run
HW: Argument as Inquiry Research Essay Rough Draft due Tues. May 1

Thurs April 26  Collaborative Group Presentation Practice Run
HW: Argument as Inquiry Research Essay Rough Draft due Tues. May 1

Saturday April 28  Honors Symposium

**UNIT 4: Collaborative Group Project**

**WEEK FIFTEEN:**

Tues May 1  WORKSHOP 3- Argument as Inquiry/Research essay rough draft
1. Carli Pelletier
2. Andrew Punmoose
3. Evelyn Sarno
4. 
HW: Read and critique your peers’ essays on Blackboard
Thurs May 3  WORKSHOP 3- Argument as Inquiry/ Research essay workshop continued
1. Sophia Sburlati
2. Natalyn Walts
3. Celia Werner
4.

WEEK SIXTEEN
Tues May 8  Final Class

Final Portfolio due Friday, May 11. Deliver portfolio to me in my office by 5pm.