

Stony Brook University
State University of New York, Korea
Fall 2022

I. GENERAL INFORMATION

Course: WRT 102 – Intermediate Writing Workshop

Location: TBA

Class time: TR 9:00-10:20 AM

Instructor: Adam Fletcher

Office Hrs.: MTuWTh 3:30-5:00; Writing Center TBA
or by appointment

Office: A512

E-Mail: timothy.fletcher@sunykorea.ac.kr

II. COURSE DESCRIPTION: A study of strategies for extended academic writing assignments including critical analysis, argument or point of view, and multi-source, college-level research essays. Students continue to develop rhetorical awareness, analytical proficiency, and academic research skills. At the end of the course students create a multimodal ePortfolio of final revised essays to be evaluated by their instructor and at least one outside reader. Prerequisite: WRT 101; 3 or higher on AP English exams; 580 or higher on the Evidence-Based Reading and Writing SAT or 1050 or higher on the combined Critical Reading and Writing SAT (last administered Jan 2016); 23 or higher on the English Language Arts ACT or 24 or higher on the combined English and Writing ACT (last administered June 2015); C or higher in an approved transfer course.

Prerequisite: see course description or

<http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/admissions/placementtests.php>

DEC: A2

SBC: WRT

3 credits, ABC/U grading

III. REQUIRED TEXTS:

-Little Seagull Handbook (4th ed) ([Aladin](#) | [Kyobo](#) | [Amazon](#))

-Handouts from instructor (readings and guides)

COVID Guidelines:

If a student develops symptom(s) and/or is confirmed to be infected with COVID-19 before class, she/he is required to report that to the instructors of all of her/his courses immediately, but no later than the start of the classes. Those students must not attend all the in-person classes he/she is enrolled in for one week (if confirmed) or be tested (in case of showing symptoms) prior to returning to class. Instructors must fully accommodate their needs during this period by providing all of the relevant course materials as well as online support for tests, office hours, etc. to ensure students remain up to date. These classes will continue to be held in person.

If an instructor identifies a suspected case in a class, the class should be dismissed immediately. The suspected student and those considered to have been in close contact with the suspected student (by government definition, as identified by the instructor) should be tested (RAT) prior to the next scheduled meeting of the class. Depending on the outcome of the tests, the class could continue in person or switch to online for a week.

If an instructor is confirmed to be infected with COVID-19, all of his/her class(es), will be held online for one week from the date of the positive test result.

All of the work will be done through Google Classroom regardless of the online/offline status of the course. You will be required to submit work the same way regardless, but we will not be able to meet in person when the social distance regulations are increased.

While we are in the classroom, you are required to wear a mask at all times. This is an official rule, and I can make no exceptions. If you refuse to wear a mask, I will be forced to remove you from the classroom and inform administration.

Whether the course meets online or offline, the course will require extensive use of a computer, as students will submit all assignments on Google Classroom. It is vital that students bring a laptop to class. If you do not have a laptop or there is some other issue with this requirement, please meet with your instructor to discuss this issue ASAP.

When we meet online, the following rules apply:

- 1. Your camera must be turned on and you must be visible throughout the class to be counted present for attendance. This means that if you join the Zoom class, but your camera is not on or you are not visible on it, you will be counted absent. If you turn on your camera late or only show up in frame late, you will be counted late for class. Three lates are an absence.**
- 2. Assignments should be submitted in Google Docs format on the classroom site. Any assignment submitted as a Word document or any other format will not be graded.**
- 3. Some other assignments are considered a major part of your attendance. You must complete these assignments to be counted present and to be considered an active participant in the course. The In-Class Writing grade is essentially for this purpose, acting as a class participation grade.**

Other changes and rules may be made as necessary, as we progress through the semester. Please be aware of the rules and the necessity to make changes when new needs arise.

IV. OUTCOMES AND OBJECTIVES:

This course is designed to improve your writing, specifically your fluency and comfort expressing yourself freely within the structure of academic essays. Throughout the course we will be reading and analyzing various perspectives and challenging the ideas. Students are expected to approach these ideas fairly and discuss them competently before providing their own perspective in writing. By the end of the course students will be able to:

- Develop an understanding of how to read and interpret a text through a literary analysis
- Read closely, understand a writer's perspective, and see how the text presents and supports their arguments
- Research a topic using the library website, databases, and other resources
- Present a cogent and considered argument within the context of a research essay
- Cite sources carefully and correctly in MLA format

IV. ASSIGNMENTS:

Final E-Portfolio

The most important assignment in this course is a collection of all previously written essays along with an introduction and conclusion. The E-Portfolio is submitted to the Stony Brook faculty through Digication by June. The structure should be as follows:

1. Introduction (100 words) - You should provide a brief introduction to yourself and your portfolio. You may include a photo of yourself or of something that represents you and your personality.
2. Summary Response Essay (800 words minimum, 1000 words maximum) - The essay is a summary and analysis of the assigned reading and must follow the assigned structure. After the final draft has been graded, students may resubmit the essay up to 2 more times for revision, provided they visit the writing center and provide a report on the visit. Revision specifically for the final portfolio is possible, but will not affect your Major Essays grade.
3. Textual Analysis (900 words minimum, 1200 words maximum) - This essay will analyze an argumentative essay that we will read together. It will be based upon the criteria discussed in class and should follow the prescribed structure. After the final draft has been graded, students may resubmit the essay up to 2 more times for revision, provided they visit the writing center and provide a report on the visit. Revision specifically for the final portfolio is possible, but will not affect your Major Essays grade.
4. Argumentative Research Essay (1400 words minimum, 1600 words maximum) - This essay is an argument essay using scholarly, peer-reviewed sources found on the Stony Brook library's database site or from a similar source. The essay should take a clear position and argue for and support that position. It should present a problem and then argue for specific solutions. Your essay should cite at least ten (10) sources in MLA format. After the final draft has been graded, students may resubmit the essay up to 2 more times for revision, provided they visit the writing center and provide a report on the visit. Revision specifically for the final portfolio is possible, but will not affect your Major Essays grade.
5. Essay Introductions (100 words each) - Each essay should have a short introduction that introduces the topic and explains what the essay is, why you chose to write about the topic, and what you learned when writing it.

In-Class Writing

This will include short essays that we will write in preparation for the larger essays. We will do short responses to arguments we will read and short argumentative essays in order to practice writing these correctly.

Journals

You must write a series of journal entries every week on Google Classroom. The assignments will be posted weekly, and you are required to write at least 4 entries per week. Each entry should be at least 150 words. Grades for journal entries are final and may not be resubmitted.

Peer Reviews

You will be required to review and discuss your writing in pairs. For one draft of each essay, you will trade, meet with a partner and discuss any problems and methods to improve the work. After each peer review you must fill out and submit a peer review worksheet.

V. GRADING STANDARDS AND CRITERIA:

A grade of less than C means the student must repeat the course

Composition of Grade	Percentage
In-Class Writing	10
Online Journals	10
Major Essays	20
Final Portfolio	60

Grading Scale and Policy:

A 94-100%

A- 90-93%

B+ 87-89%

B 84-86%

B- 80-83%

C+ 77-79%

C 75-76%

U 0-74%

VI. SCHEDULE OF ASSIGNMENTS:

*Readings should be read by the day upon which they are listed.

Week One

T 8/30	Course Introduction Explanation of Assignments	[Status]
R 9/1	Introduction to Summary and Critique Essay Reading Assignment - TBA	
S 9/3	Journal Due (by midnight)	

Week Two

T 9/6	Essay Reading Assignment - TBA	[Status]
R 9/8	Lecture: Writing and Essay Structure	
S 9/10	Journal Due (by midnight)	

Week Three

T 9/13	Summary and Critique Practice	[Status]
R 9/15	In-Class Writing of Summary-Response	
S 9/17	First Draft of Summary-Response Due (by midnight) Journal Due (by midnight)	

Week Four

T 9/20	Discussion of Common Errors Lecture: Revision	[Status]
R 9/22	Peer Review (Summary-Response)	
S 9/24	Second Draft of Summary-Response Due (by midnight) Journal Due (by midnight)	

Week Five

T 9/27	Individual Conferences (no class)	[Status]
R 9/29	Individual Conferences (no class)	
S 10/1	Final Draft of Summary-Response Due (by midnight)	

Week Six

T 10/4	No Class (correction day)	[Status]
R 10/6	Lecture: Research and Sources	
S 10/8	Journal Due (by midnight)	

Week Seven

T 10/11	Lecture: Bibliography and Using Sources Practice: Bibliography	[Status]
R 10/13	In-Class Writing of Research Essay	
S 10/15	First Draft of Research Essay Due (by midnight) Journal Due (by midnight)	

Week Eight

T 10/18	Discuss Common Errors Textual Analysis Essay 1 - TBA	[Status]
R 10/20	Peer Reviews (Research)	
S 10/22	Second Draft of Research Essay Due (by midnight) Journal Due (by midnight)	

Week Nine

T 10/25	Individual Conferences (no class)	[Status]
R 10/27	Individual Conferences (no class)	
S 10/29	Final Draft of Research Essay Due (by midnight)	

Week Ten

T 11/1	Introduction to Textual Analysis	[Status]
R 11/3	Textual Analysis Essay 2 - TBA	
S 11/5	Journal Due (by midnight)	

Week Eleven

T 11/8	Introduction to Digication and Final Portfolio	[Status]
R 11/10	In-Class Preparation of Textual Analysis	
S 11/12	First Draft of Textual Analysis Essay Due Journal Due (by midnight)	

Week Twelve

T 11/15	Introduction to Digication and Final Portfolio	[Status]
R 11/17	Peer Review (Textual Analysis)	
S 11/19	Second Draft of Textual Analysis Essay Due Journal Due (by midnight)	

Week Thirteen

T 11/22	Individual Conferences (no class)	[Status]
R 11/24	Individual Conferences (no class)	
S 11/26	Final Draft of Textual Analysis Essay Due Journal Due (by midnight)	

Week Fourteen

T 11/29	Discussion of Final Portfolio	[Status]
R 12/1	In-class work on Portfolio	
S 12/3	Final Day to Submit Late Work/Essay Revisions	

Week Fifteen

T 12/6	Answer Portfolio Questions (final day of class)	[Status]
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VII. COURSE POLICIES:

Major Essay Revisions

Students are free to revise any of the major essays after the final draft is submitted. **When submitting any revision made after the final draft, a writing center report must be included.** The revisions will be re-evaluated, and the student's grade will be increased accordingly. The grade can not be reduced below the grade received on the final draft. This applies to the summary-response, research essay, and textual analysis essays only.

Late work will significantly reduce your grade. Students are allowed three grace deadlines. These grace deadlines must be discussed with the instructor in advance (an email is sufficient) and will allow the student to turn in the assignment late. Failure to inform the instructor in advance means that no grace deadline may be used. Grace deadlines do not require a reason or excuse. The student only needs to let the instructor know they wish to use one.

Outside of the grace deadlines, each day an assignment is late will reduce the grade by five (5) points

Attendance Policy of SUNY Korea

- (1) All students of SUNY Korea are required to attend every class.
- (2) Unexcused absences will seriously affect the student's final grade in the course.
- (3) If a student has over 20% unexcused absence, the student's final course grade will be an 'F'.
- (4) Students should report the reason of absence to the instructor in advance or right afterward.
- (5) When a student has an excuse for his/her absence, the student must provide documentation of the reason for the absence to the instructor.
- (6) The instructor of the course reserves the right to excuse absences.
- (7) The course instructor may excuse the absence if the submitted documentation fulfills the conditions below.
 - i) Extreme emergencies (e.g. death in the family)
 - ii) Severe medical reasons with a doctor's note (Not a slight illness)
 - iii) Very important events (e.g. national conference, official school event)
- (8) At the end of semester, the course instructor should submit a copy of the attendance sheet to the Academic Affairs Office.

Absences in this Course

Students will be allowed five (5) absences total, excused or not. If a student's absences exceed 5, their grade will be reduced by one full letter grade per day over five. For example, a student with 6 absences total and a grade of B will receive a final grade of C in the course. Some leniency is possible in extenuating circumstances, but these situations must be discussed with the instructor and will be evaluated on an individual basis.

VIII. SUNY KOREA POLICIES:

Disabilities Act

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact the Department of Student Affairs, Campus Building A, Room 207, (032) 626-1190. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Academic Integrity

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty members are required to report any suspected instances of academic dishonesty to the Academic Judiciary Committee or the Department of Academic Affairs, Campus Building A, Room 201, (032) 626-1121.

Critical Incident Management

SUNY Korea expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Department of Academic Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.

A Two-Stage Contingency Plan

In the event of a crisis situation, we have a two-stage contingency plan to shift to the online class mode according to the MoE's recommendation.

Stage 1. If the rate of the confirmed case surpasses 5% of the members of the university community (enrolled students, faculty, and staff), most classes except essential major or lab courses* should be switched to online.

(*Those essential major or lab courses are designated by department chairs and approved by the provost.)

Stage 2. If the rate of the confirmed case surpasses 10% of the university community (enrolled students, faculty, and staff), all classes should be provided online.

Classroom Management

If a student develops symptom(s) and/or is confirmed to be infected with COVID-19 before class, she/he is required to report that to the instructors of all of her/his courses immediately, but no later than the start of the classes. Those students must not attend all the in-person classes he/she is enrolled in for one week (if confirmed) or be tested (in case of showing symptoms) prior to returning to class. Instructors must fully accommodate their needs during this period by providing all of the

relevant course materials as well as online support for tests, office hours, etc. to ensure students remain up to date. These classes will continue to be held in person.

If an instructor identifies a suspected case in a class, the class should be dismissed immediately. The suspected student and those considered to have been in close contact with the suspected student (by government definition, as identified by the instructor) should be tested (RAT) prior to the next scheduled meeting of the class. Depending on the outcome of the tests, the class could continue in person or switch to online for a week.

If an instructor is confirmed to be infected with COVID-19, all of his/her class(es), will be held online for one week from the date of the positive test result.

Instructor's Responsibility

Instructors must inform students of the two-stage contingency plan, and the class management procedures, with emphasis on students' responsibilities, in the first meeting of the class.

Instructors must report all of the confirmed case(s), including their own, to SUNY Korea's COVID-19 Task Force at covid19report@sunykorea.ac.kr immediately when a confirmed case is found.

THE ABOVE SCHEDULE AND PROCEDURES ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

COURSE OVERVIEW

Contact Information		
Instructor: Andrew Schenck		
E-mail: andrew.schenck@sunykorea.ac.kr		Office Hours: Tuesday and Thursday – 12:00 to 1:00 PM
Office: A712		
Course Number	Time	Room
102	Tuesdays/Thursdays	

Course Objectives: Through extended academic writing assignments including critical analysis, argument or point of view, and multi-source, college-level research essays, students will continue to develop rhetorical awareness, analytical proficiency, and academic research skills. This course aims to help you become proficient and comfortable writing English for academic purposes. Taking this course should improve your fluency, and help you become better able to explain and elaborate ideas in writing. An additional aim of this course is to develop your ability to examine and critique both your own writing and the writing of others. Further goals of this course include: developing vocabulary, strengthening speaking skills, and enhancing listening skills.

Course Materials and Texts:

You will need the following text:

There is no textbook for this class. Readings, videos, or audio files will be assigned throughout the course. These course materials will be accessible through Google Drive or Blackboard. All readings should be printed and brought to class.

You should also bring standard-size (letter or A4) lined writing paper and writing implements to every class. You may be asked to bring a laptop or tablet to class; these items are not necessary, but are helpful.

Late Work: Hand in assignments on time. If assignments are submitted late, or drafts are unsubmitted, there will be a significant negative impact on the student's grade.

Technology: Technology plays a vital role in the classroom. However, if you are found using technologies for activities not related to the course, you will receive an unexcused absence for the class period.

Academic Dishonesty: Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated. Students who engage in these practices may suffer any or all of the following consequences: lowered grade on the assignment in question, failure of the assignment, and/or failure of the course. All faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, please refer to the Academic Judiciary's website:

http://www.stonybrook.edu/commcms/academic_integrity/

SUNY Korea Attendance Policy

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2. Unexcused absences will affect seriously the student's final grade in the course.
3. If a student has over 20% unexcused absence, the student's final course grade will be an F.
4. Students should report the reason of absence to the instructor in advance, or immediately after the absence.
5. When a student excuses his/her absence, the student must provide documentation of the reason for the absence to the instructor.
6. The instructor of the course reserves the right to excuse absences.
7. The course instructor may excuse the absence if the submitted documentation fulfills the conditions below.
 - i) Extreme emergencies (e.g. death in the family)
 - ii) Severe medical reasons with doctor's note (Not a slight illness)
 - iii) Very important events (e.g. national conference, official school event)
8. At the end of semester, the course instructor will submit a copy of the attendance sheet to the Academic Affairs Office.

ASSIGNMENTS AND EXPLANATIONS

Assignments:	Percent of Final Grade:
In-Class Assignments, Participation, and	20%
Journals/Reading Responses/Homework	20%
Final Portfolio	60%

Course Scoring is as follows:

A (96-100); A- (92-95); B+ (89-91); B (85-88); B- (82-84);
C+ (79-81); C (75-78); C- (72-74); F (72 or lower)

In Class Assignments

In addition to lecture, there will be a variety of opportunities to complete activities and short writing assignments during class hours. The score for in class assignments will be based on the results of these activities and assignments as well as in class peer review and any other assessment that might occur. This score will come from the quality of work produced, not quantity, so it is important to focus on completing in class assignments properly and fully, rather than trying to produce as much work as possible.

Conferences and Participation

You are expected to participate cooperatively, constructively, and to the best of your ability in all class activities. A significant portion of this course will be spent on group and individual conferences.

A significant portion of this class will be spent on evaluating the essays that your peers write and the essays that you write. You are expected to come to conferences prepared to talk about what you have written, what you feel you need to work on with your writing, questions you have about ways to improve your writing, etc. You are also expected to be prepared to critically review your peers' work, and to give them constructive feedback on ways to improve their writing.

You must submit a second feedback draft to the instructor via Blackboard approximately three full days before your individual conference. The instructor will review this draft and provide individualized and specific feedback to you on your draft. Your essay and the feedback will be discussed during a one-on-one conference with the instructor. Come to the conference with a printed copy of your most recent draft of the essay. Be prepared to discuss any lingering questions or problems that you have with your essay.

Reading Responses

You are required to read several short stories and essays over the course of this class. For some reading assignments, you are required to complete a reading response journal. These responses should be submitted electronically before class on their due date.

Final Portfolio

Throughout this course, you will be working on essays to submit as part of your final portfolio. The following explains expectations for drafts submitted in advance of the final portfolio. Your portfolio must have a total of 3,250 words.

Three Feedback Drafts

This course requires you to write three full-length essays: A research proposal (1,000 words); an argumentative research paper (1,500 words); and a literary analysis (750 words). You must produce at least three feedback drafts of each essay. Feedback drafts are not given letter grades; however, each draft you fail to submit will negatively affect your final portfolio grade.

Additionally:

- All drafts should adhere to APA format
- All drafts should be submitted as Google Docs files
- You must submit every draft electronically on its due date
- In addition to adherence to the guidelines for each individual assignment, drafts will be reviewed on the basis of their content, organization, coherence, vocabulary, grammar, and adherence to writing conventions.

Your final portfolio is a compilation of these drafts in their most complete forms. It should also include:

- An introduction
- The three final versions of each essay that you have written
- Three short written reflections (one for each essay) wherein you briefly discuss some or all of the following: the difficulties you had writing the essay; what you learned about writing from writing the essay; and/or how you revised the essay in each of your drafts and why you made those revisions.

Grading Policy: Please note that if you receive a final grade lower than a C, you will be required to retake this course [Grading scale: ABC/U]. This course requires hard work and dedication. Please prepare yourself for that reality.

SCHEDULE

Week	Date		Assignments Due
1	Aug 30	Lecture: Research Methods I	Introduction to Research Methods
	Sep 1	Lecture: Research Methods II Research a Problem and Strategies for Generating Ideas	Review of Rhetoric, Thesis, and Analysis Annotated Bibliography: Part 1
2	Sep 6	Checking the Quality of Resources	
	Sep 8	Lecture: Writing a Research Proposal	Annotated Bibliography: Part 2
3	Sep 13	Lecture: Comparing and Contrasting	TED TALK – “Poverty Isn’t a Lack of Character; It’s a lack of Cash”
	Sep 15	DUE: Research Proposal Draft 1 • Proposing Solution A	Peer Review TED TALK – “The Problem with Trickle-Down Techonomics”
4	Sep 20	DUE: Research Proposal Draft 2	Review Research Guide in Stony Brook Library (WRT 102)
	Sep 22	Lecture: Finding a Problem • Find an Issue Start with a Question and a Thesis	Ha Jin Saboteur
5	Sep 27	Individual Conferences	Annotated Bibliography: Part 3
	Sep 29	Lecture: Stating a Thesis and Planning DUE: Research Proposal Final Draft 3	Annotated Bibliography: Part 4
6	Oct 4	Lecture: Looking for Logical Fallacies and Problems with Coherence	Outline for Argumentative Essay
	Oct 6	Lecture: Organizing your Ideas, Revising, and Editing DUE: Research Report Draft 1	Peer Review
7	Oct 11	DUE: Research Report Draft 2	
	Oct 13	Lecture: Organizing your Ideas, Revising, and Editing	Sandra Cisneros – “Barbie-Q”
8	Oct 18	Conferences	
	Oct 20	DUE: Research Report Draft 3	

9	Oct 25	Lecture: Responding to Literature	Shirley Jackson's "The Lottery"
	Oct 27	Lecture: Analyzing Literature – Historical Perspective	"The Hidden Truth: An Analysis of Shirley Jackson's 'The Lottery'" Chinua Achebe, "Civil Peace"
10	Nov 1	Due: Outline	
	Nov 3	Lecture DUE: Literary Analysis Draft 1	Kazuo Ishiguro, "A Family Supper"
11	Nov 8	Lecture: Analyzing Literature – Feminist Perspective DUE: Literary Analysis Draft 2	Andre Dubus, "The Fat Girl" Charlotte Perkins Gilman, "The Yellow Wallpaper"
	Nov 10	Lecture	"Everything is Green" by David Foster Wallace
12	Nov 15	Conferences	
	Nov 17	Lecture DUE: Literary Analysis Draft 3	"Use of Force" by William Carlos Williams
13	Nov 22	Lecture: Analyzing Literature - Formalistic Perspective	Graham Greene, "The Destructors"
	Nov 24	Lecture Draft Portfolio Letters	
14	Nov 29	Portfolio Group Review	
	Dec 1	Portfolio Group Review	
15	Dec 6	Portfolio Group Review	
	Dec 8	DUE FINAL PORTFOLIO (11:59:59pm; ALL)	

Schedule subject to change due to unforeseen circumstances.

FINAL NOTE

Please contact the instructor as soon as possible regarding any issues you have that may interfere with your ability to successfully complete the course.

§ 1. Disabilities Act. If you have a physical, psychological, medical or learning disability that may impact your course work, please contact the Department of Student Affairs, Campus Building A, Room 207, (032) 626-1190. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

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Also, please be aware of the following links:

Policy	Link/Description
Student Disability Services	https://www.fitnyc.edu/fitable/index.php
Academic Honesty and Integrity Policy	http://www.fitnyc.edu/documents/policies/aa007-academic-honor-code.pdf
FIT's Course Withdrawal Policy	http://www.fitnyc.edu/registrar/course-withdrawal.php
Attendance policy for the class	From syllabus
Children on campus	http://www.fitnyc.edu/policies/college/children-on-campus.php

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State University of New York, Korea
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If a student develops symptom(s) and/or is confirmed to be infected with COVID-19 before class, she/he is required to report that to the instructors of all of her/his courses immediately, but no later than the start of the classes. Those students must not attend all the in-person classes he/she is enrolled in for one week (if confirmed) or be tested (in case of showing symptoms) prior to returning to class. Instructors must fully accommodate their needs during this period by providing all of the

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THE ABOVE SCHEDULE AND PROCEDURES ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

Stony Brook University
State University of New York, Korea
Fall 2022

I. GENERAL INFORMATION

Course: WRT 102 – Intermediate Writing Workshop

Location: TBA

Class time: TR 2:00-3:20 AM

Instructor: Adam Fletcher

Office Hrs.: MTuWTh 3:30-5:00; Writing Center TBA
or by appointment

Office: A512

E-Mail: timothy.fletcher@sunykorea.ac.kr

II. COURSE DESCRIPTION: A study of strategies for extended academic writing assignments including critical analysis, argument or point of view, and multi-source, college-level research essays. Students continue to develop rhetorical awareness, analytical proficiency, and academic research skills. At the end of the course students create a multimodal ePortfolio of final revised essays to be evaluated by their instructor and at least one outside reader. Prerequisite: WRT 101; 3 or higher on AP English exams; 580 or higher on the Evidence-Based Reading and Writing SAT or 1050 or higher on the combined Critical Reading and Writing SAT (last administered Jan 2016); 23 or higher on the English Language Arts ACT or 24 or higher on the combined English and Writing ACT (last administered June 2015); C or higher in an approved transfer course.

Prerequisite: see course description or

<http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/admissions/placementtests.php>

DEC: A2

SBC: WRT

3 credits, ABC/U grading

III. REQUIRED TEXTS:

-Little Seagull Handbook (4th ed) ([Aladin](#) | [Kyobo](#) | [Amazon](#))

-Handouts from instructor (readings and guides)

COVID Guidelines:

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All of the work will be done through Google Classroom regardless of the online/offline status of the course. You will be required to submit work the same way regardless, but we will not be able to meet in person when the social distance regulations are increased.

While we are in the classroom, you are required to wear a mask at all times. This is an official rule, and I can make no exceptions. If you refuse to wear a mask, I will be forced to remove you from the classroom and inform administration.

Whether the course meets online or offline, the course will require extensive use of a computer, as students will submit all assignments on Google Classroom. It is vital that students bring a laptop to class. If you do not have a laptop or there is some other issue with this requirement, please meet with your instructor to discuss this issue ASAP.

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