

WRT 101: Academic Writing
Psychological Narratives of Undergrad Life

Instructor: Dr. Jessica Corey

Required Texts & Materials:

Losh, E. M., Alexander, J., Cannon, K., & Cannon, Z. (2017). *Understanding rhetoric: A graphic guide to writing* (2nd ed.). Boston: Bedford/St. Martins.

Readings and additional materials posted on [Sakai](#) (Please print readings.)

A means to back up your work (flashdrive, Dropbox or OneDrive account, etc.)

Access to a printer and stapler

Recommended Materials:

A planner (digital or print)

Course Overview:

By examining common cultural narratives of undergraduate identity (in terms of psychological concepts like self-actualization, archetypes, mental health and mindfulness, and the psychology of technology), we will explore the following questions: How are notions of “humanity” constructed rhetorically in relation to understandings of mental health, mindfulness, well-being, and technology? How does the “undergraduate student” identity align or not align with these notions? To respond to these questions, we will read, listen to, and analyze a variety of texts (e.g. book chapters, journal articles, essays, social media posts, podcasts, and TED Talks), and produce texts such as personal and research-based essays and multimedia.

More specifically, students will learn to identify, articulate, and reflect on the rhetorical choices informing any text; analyze and develop their own arguments from multiple points of view; articulate and support their positions with research in a variety of forms; respond critically and ethically to others’ ideas; adjust their writing for multiple audiences, purposes, and contexts; and develop prose that is thoughtful, organized, exact in diction, and structured in a clear manner. While this course examines these skills through the disciplinary lens of psychology, these are skills required for successful creation of any text (alphabetic, visual, and/or auditory) in the academy and in daily life.

Course Goals:

- * Engage with the work of others (In pursuing a line of inquiry, scholars need to identify and engage with what others have communicated.)
- * Articulate a position (The point of engaging with the work of others is to move beyond what has been said before.)
- * Situate writing for specific audiences (In order to effectively advance their position within their fields of inquiry, scholarly writers need to be aware of disciplinary conventions and expectations.)
- * Transfer writing knowledge into situations beyond WRT 101 (Even as scholarly writers situate their writing for specific audiences, they also need to transfer knowledge and practices across disciplines and contexts.)

Course Practices:

* **Researching.** Research is often ongoing and recursive, rather than a discrete, initial step of the writing process. Depending on the field, this research may include locating primary and secondary sources; conducting fieldwork; questioning methodology; collecting, analyzing, examining, or organizing data/evidence; identifying social or political contexts; or considering the implications of an academic work.

* **Workshopping.** Academic writers re-read their own writing and share work-in-progress with colleagues in order to reconsider their arguments. You learn how to become a critical reader of your own prose through responding to others in classroom workshops, seminar discussions, or conferences.

* **Revising.** You are asked to rethink your work-in-progress in ways that go beyond simply fixing errors or polishing sentences in order to extend, refine, and reshape what you have to say and how you say it.

* **Editing.** As a final step in preparing documents for specific audiences, you learn how to edit and proofread.

Assignments & Evaluation:

Myers-Briggs Type Indicator (MBTI) Response Paper (20%)

Students will write a reflection on their MBTI results. The MBTI will be completed in class.

Cultural Analysis & Argument (25%)

Students will select and analyze a cultural artifact. The analysis will serve as a springboard for generation of a research question that you will then respond to through secondary research. Your CAA research question, therefore, may or may not directly relate to your cultural artifact.

Portfolio (30%)

Students will revise their CAA draft and annotate their revisions, create public scholarship based on the research they conducted for their CAA, and write a Self-Assessment detailing their experiences with the course and potential future applications of course material.

Reading Responses/In-Class Activities/Quizzes (25%)

A 930-1000 pts.	B+ 870-899	C+ 770-799	D+ 670-699	F 0-599
A- 900-929	B 830-869	C 730-769	D 663-669	
	B- 800-829	C- 700-729	D- 660-662	

* For each assignment, you will receive a detailed assignment sheet.

Schedule (Tentative):

***Please note that you will be writing in every class or nearly every class.**

Unit 1: Understanding the Rhetorical Nature of Writing

Week 1

M 8/26	Course Introduction; In-class writing
W 8/28	Ronald, "Another Competing Theory of Process: The Student's"; UR, "Why Rhetoric?" (pp. 37-67)

Week 2

M 9/2 *UR*, “Writing Identities” (pp. 119-149); ‘Subject Positions’ In-class writing; MBTI Response Paper introduction

W 9/4 Lawrence, “Type is a Four-Letter Word: Uses and Abuses of the MBTI Instrument”; MBTI

Week 3

M 9/9 MBTI Response Paper workshop

W 9/11 MBTI Response Paper workshop

Week 4

M 9/16 NO WRT 101 CLASS MEETING: MBTI Response Paper conferences; **Myers-Briggs Type Indicator (MBTI) Response Paper full draft due**

W 9/18 NO WRT 101 CLASS MEETING: MBTI Response Paper conferences

Week 5

M 9/23 *UR*, “Strategic Reading” (pp. 71-115); ‘Annotations’ In-class writing;

W 9/25 MBTI Response Paper workshop; **MBTI Response Paper due**

Week 6

M 9/30 Maslow, “Self-Actualizing and Beyond”

W 10/2 Guentert-Baldo, “What Is Toxic Positivity?” podcast; Cultural Analysis & Argument introduction and workshop (part 1)

Unit 2: Exploring Narratives of the Human Condition

Week 7

M 10/7 NO CLASSES: FALL BREAK

W 10/9 CAA workshop (part 1 continued)

Week 8

M 10/14 *UR*, “Argument Beyond Pro and Con” (pp. 153-189); CAA workshop (part 1 moving into part 2: identifying variables and forming questions)

W 10/16 Library workshop (for part 2 of CAA)

Week 9

M 10/21 *UR*, “Research: More Than Detective Work” (pp. 219-255); CAA workshop (part 2)

W 10/23 CAA workshop (part 2)

Week 10

- M 10/28 CAA workshop (part 2); Chatfield, “What does it mean to be human in the age of technology?” [click here](#)
- W 10/30 CAA workshop

Unit 3: Exploring (and composing) Narratives of Undergrad Life

Week 11

- M 11/4 NO WRT 101 CLASS MEETING: CAA small-group workshops; **CAA full draft due**
- W 11/6 NO WRT 101 CLASS MEETING: CAA small-group workshops; **Peer Review due Friday, November 8**

Week 12

- M 11/11 Gutting, “What Is College For?” AND Edmundson, “On the Uses of a Liberal Education”
- W 11/13 CAA workshop; **CAA paper due**

Week 13

- M 11/18 Henig, “What Is It About 20-Somethings?”; Portfolio assignment introduction
- W 11/20 Cummins, “What’s Making Students Less Resilient” [click here](#) AND Beresin, Schlozman, & Abdu-Glass, “The college mental health crisis: focus on overall wellbeing [[click here](#)]

Week 14

- M 11/25 Wong, “The Renaissance of Student Activism” [click here](#); Portfolio workshop (Revision or Public Scholarship)
- W 11/27 NO CLASSES: THANKSGIVING BREAK

Week 15

- M 12/2 Portfolio workshop (Self-Assessment)
- W 12/4 Evaluations; Portfolio workshop (Revision or Public Scholarship); **Portfolio due**

*The instructor reserves the right to amend the syllabus, course schedule, and course documents.