Syracuse University
Project Advance Summer Institute 2022

WRT 105: Practices of Academic Writing
(IDE 880: Selected Topics)

Jonna Gilfus (jigilfus@syr.edu)

Welcome to the WRT 105 Workshop for Project Advance! This workshop is designed to introduce you to the content, pedagogies, and materials necessary for teaching *WRT 105: Practices of Academic Writing*. WRT 105 is part of Syracuse University's core requirements and a regular SU Writing Program course offering that is open to qualified high school seniors through Project Advance, a concurrent enrollment partnership program.

As we proceed through the workshop, you will find yourself wearing several hats. You will, of course, participate in the workshop as a teacher, sharing teaching techniques with colleagues and designing your courses. From time to time you'll also participate in activities and writing projects just as your students will. Finally, you'll be a student yourself, learning critical perspectives and pedagogical approaches that are perhaps new to you. As your leader, I will function as a facilitator and colleague, rather than a lecturer, and our teaching/learning mode will be both informal and rigorous.

Texts

> Rosenwasser, David and Jill Stephen. *Writing Analytically, 8th ed*. Boston: Cengage Learning, 2019.

> (Optional) Howard, Rebecca Moore. *Writing Matters: A Handbook for Writing and Research, 2nd ed*. NY: McGraw-Hill, 2014. OR online resource Purdue Online Writing Lab (OWL) at https://owl.english.purdue.edu/owl/.

> Assorted other readings available on Bb.

Joining the Blackboard Organization

The Blackboard Organization will be used extensively for our class. To join the Blackboard group please follow these steps:

- Go to https://blackboard.syr.edu and click on where it says "SU Net ID Login."
- Login using the exact same NetID and password that you established when you acquired your NetID.
- Once logged in, click on the link in the top banner that says "Organizations"
- Enter "SU Project Advance English" in the box marked "Organization Search"
- A list with the organization ID and name should come up.
- Mouse over where it says "503c.org" under "Organization ID and click on the down arrow that appears.
- Click on "Enroll"
- On the next screen enter "orange" as the access code.

Requirements for Certification

Adjunct faculty status necessary to teach the Syracuse University courses is predicated upon successful completion of this workshop, thus attendance in all live sessions and active participation in the online work is mandatory. You will also need to complete a culminating reflective portfolio that includes the items below. Email your portfolio to Jonna (jigilfus@syr.edu) by **Friday, August 5, 2022:**

❏ Proposed syllabus for WRT 105 with detailed **calendar and assignments**
❏ **Selected "low-stakes" assignments** completed in the workshop (discussion board posts, activities, drafts, exit tickets etc). Choose at least 5 that you would like to share in the portfolio.
❏ A 500-word **reflective essay** on your workshop experience, featuring specific "flashpoints" from your experience. You may wish to reference materials from the low-stakes assignments.
❏ A 250-word written **demographic report** about your school district and proposal detailing how this Syracuse University Writing course fits into your school's departmental offerings (if the course already exists, you can explain how the course currently fits in the offerings of the department.

Syracuse University Student Works Policy
In compliance with the Federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at Syracuse University may be used for educational purposes, provided that the course syllabus makes clear that such use may occur. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitutes permission by the student.
After such a course has been completed, any further use of student works will meet one of the following conditions: 1) the work will be rendered anonymous through the removal of all personal identification of the work's creator/originator(s); or 2) the creator's/originator's written permission will be secured

Workshop Calendar
HERE IS THE AGENDA FOR THE WORKSHOP, WHICH MAY BE SUBJECT TO CHANGE:

Pre-Workshop Assignments (sent in June welcome letter)
Pre-Workshop Reading Assignments
We ask that you complete as much of the following reading and writing assignments as possible prior to the first live session on July 6. You will likely have other homework each day and will not have time to do all of these readings once the workshop begins. The following are available through these links, but are also available on the Blackboard site under "WRT 105 Resources/Course Texts" (see above for getting on Blackboard).

Freire "The Banking Concept of Education"

White, My 5-Paragraph Theme Theme

Bartholomae "Inventing the University"

Hjortshoj "Footstools and Furniture

Harris "Coming to Terms" (to page 33)

Melzer & Coxwell-Teague *Everything's a Text: Readings for Composition* Chapter 1

Genre Theory by Deborah Dean (to page 26)

"Genre in the Wild" Lisa Bickmore

Chapters 1-7 and 9 of *Writing Analytically* (and skim through rest of book).

> Note: Because *Writing Analytically* is the required textbook for WRT 105, you will want to have a working knowledge of its contents. This link is to the 7th edition, but will help you become familiar before the 8th is distributed at our workshop.

June Jordan "Nobody Mean More to Me than You and the Future Life of Willie Jordan"

Chimamanda Adichie's "The Danger of a Single Story" TED Talk

Jaylene Clark Owens, "My Voice, My Choice"

Carillo, "Reading and Writing are Not Connected" (From Bad Ideas about Writing) pp. 38-43

Pre-Workshop Writing Assignment

So that you can try your hand at the kinds of writing assignments you'll be asking students to undertake, please respond to the prompt below. We'll be working with your essays at some point during the first week. Here's the prompt:

> Read the materials above (or as much as possible) and then give the first assignment for writing 105 a try. It does not need to be placed on a blog (as assigned for students this summer)--a Google doc is fine. It also does not need to be perfect or even perfectly complete. The idea is to provide you with a sense of what it feels like to work on an assignment like this, to become familiar with the readings, and to prepare for our work in scaffolding the assignment in our course design work together next month.

> As you work on this assignment, it may be useful to review the course design that this assignment was associated with. Please be aware that this is an on-campus schedule (15 weeks).

DAY 1: MONDAY, JULY 18

8:30-9:45 Program-wide Welcome & Orientation

10:00- 10:30 a.m. Introductions & Getting Started
- Introductions and Overview of Plans
- Getting Online with "AirOrange" http://its.syr.edu/wireless/
- Accessing Blackboard Materials
- Bookmarking useful Websites

10:30-11:15 Overview of WRT 105
- General course pedagogies, structure & goals
- Shared Course Design Resource
- "Notice and Focus" as an analytic tool

11:15-12:00 Focus in WRT 105: Genre Awareness and "Literacy Situations"
- Work with Melzer, Dean, and Bickmore
- Share our attempts at the unit 1 assignment

12:00-1:00 Lunch Break (on your own)

1:00-1:30 Building Your Syllabus
- Important Considerations (scaffolding, timing, avoiding "HS" markers)
- Exploring Sample Syllabi

1:30-3:00 Unit 1
- Overview of structure & goals of the unit
- Sample Units
- Incorporating summer reading: possibilities

3:00-3:50 Working with Texts
- Discuss Carillo Essay "Reading and Writing are Not Connected" (From Bad Ideas about Writing) pp. 38-43
- Annotating; Paraphrase x3; Pointing; and other exercises from WA
- Moving beyond reporting/reacting—"doing things" with reading
- Establishing Context: "quick & dirty research"
- Small group work practicing identifying the writer's projects & flashpoints (summary heuristic)
- Share out responses/Discuss uses & challenges of strategies

* Further resources for teaching reading: A Writer's Guide to Mindful Reading:
https://wac.colostate.edu/books/practice/mindful/

3:50-4:00 Review of HW and Exit Ticket: QTI

HOMEWORK:
- Compose Syllabus (without calendar)
- Review Sample unit 1 assignments and plans, then begin working on your unit 1 calendar.
- Read and annotate Rosemary Garland Thompson's "The Politics of Staring" (* we'll actually be using this on Wednesday, but might be good to get a jumpstart)
- Review Chapters 1-7 in Writing Analytically
- Read Carillo's "Writing Knowledge Transfers Easily" p. 34-37 in *Bad Ideas About Writing*

DAY 2: TUESDAY, JULY 19

9-9:15 Review of QTI's/Additional questions
- What did you notice as you reviewed syllabi and sample unit 1 materials?
- What might you try to emulate or avoid?

9:15:9:45 Reflection for Transfer
- Discuss Carillo chapter: "Writing Knowledge Transfers Easily" p. 34-37 in *Bad Ideas About Writing*
- Designing reflection to encourage deeper engagement and transfer of knowledge across writing situations

9:45-10:30 SUPA Registration Conversation (tentative)

10:30-11:00 Mapping and Evaluating Unit 1 materials
- Review of Evaluation Criteria and Rubrics

- Small group work: Mapping & Grading Sample Work
- Share out impressions and ideas.

11:00-12:00 Workshop: Designing your Unit 1 Plans
- Pair/small group work:
  - Review available heuristics in *WA*, and on the Google sites
  - Continue to Plan Tentative Unit
  - Design one mini-lesson

12:00-1:00 Lunch Break

1:00-2:00 Share out Ideas for Unit 1 Design and Lessons
- Present and explain your tentative unit plan
- Present and explain your idea for a classroom lesson

2:00-2:15 Break

2:15-3:15 Introduction to Unit 2: Analysis
- Analysis—what is it? Why is it a central practice in WRT 105?
- Overview of the typical structure & goals of the unit
- Notice & Focus with Assignment template

3:15-3:30 Review Homework/Write QTI's

4:00 SUPA Program-wide BBQ at Schine Student Center

Homework:
1. Read/review *Writing Analytically* chapters 6, 7 & 8.
2. Review sample Analysis Unit materials.
3. Read & annotate Diana George's "Changing the Face of Poverty"
4. Review annotations from Rosemary Garland Thompson's "The Politics of Staring"
5. Check out Bird Library's research specific online tools at: http://researchguides.library.syr.edu/researchprocess and SUPA English & Writing Library Research Guide http://researchguides.library.syr.edu/supa

DAY 3: WEDNESDAY, JULY 20
Guest Facilitators:
Dr. Patrick Williams, Humanities Librarian, Digital & Open Scholarship Lead Librarian (Maybe)
Dr. Rae Ann Meriwether, SU Writing Program Associate Teaching Professor and SUPA Visitor

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9-9:15 Review of QTI's/Additional questions

9:15-9:45 The "Evolving Thesis"
- Mapping the "evolving thesis" with Garland Thompson's essay

9:45-10:30 Using Sources Analytically
- Review chapter 7 from Writing Analytically
- Return to Joe Harris chapter
- Develop/Locate/Repurpose an exercise to help students use sources more analytically

10:30-12:00 Introduction to the Syracuse University Library Resources

- Resources for primary and secondary research
- Database searches

Lunch Break 12:00-1:00

1:00-3:00 Practices of Analysis
Guest Facilitator: Dr. Rae Ann Meriwether,
SU Writing Program Assistant Teaching Professor and SUPA Visitor

3:00- 4:00 Rhetorical Sourcing: Building Claims
- Practice the rhetorical sourcing exercise

HOMEWORK FOR THURSDAY:
- Continue to explore unit 2 assignments and calendars, choose an assignment and begin building your unit 2 calendar
- Imagine you are a student who has been assigned the prompt that Rae Ann shared and worked with the images and Diana George's essay, then compose a working (good enough) thesis for the unit 2 project. Post to Bb Discussion
- Read Sample Unit 2 Student Essays

Note: Special Optional program-wide "College Learning Strategies: Thriving Beyond the Pandemic" session via Zoom from 4-5:15p W 6/20 with Dr. Janine Nieroda-Madden (School of Ed)

DAY 4: THURSDAY, JULY 21

9:00-9:15 Review of QTI/Time for Questions

9:15-9:45 Recognizing and Fixing Weak Thesis Statements
- Practice with working thesis statements from HW

9:45-10:15 Introduction to Argument
- Defining academic argument

10:15-11:15 Complicating Argument
- Practice examining stakeholder positions to build better arguments

11:15-12:00 Work with Argument Unit
- Share ideas for developing argument unit
- Choices for topic of inquiry
- Helping Students make good choices

12:15-1:15 Group Lunch

1:30-2:30 Primary Source Use in Argument
- Interviews, Observations, Visual Representations and other Artifacts

2:30-3:30 Thoughtful Reading and Analysis of Source Materials
- Practice with rhetorical precis and rhetorical summary

3:30-4:00 QTI/Exit Ticket

HOMEWORK:
1. Continue to review sample argument assignments and heuristics, chose and assignment and begin work on that section of your calendar.

2.   Continue developing your WRT 105 syllabus/calendar

DAY 5: Friday JULY 22

9:00-9:15 Discuss Exit Tickets, Time for Questions

9:15-10:00 Sample Argument Papers
- Review student work on argument assignment

10:00-11:00 Argument Unit Workshop
- Develop unit 3 calendars
- Share ideas

11:00-11:30 What still isn't clear about WRT 105?
- Review program-related policies and administrative issues
- Dealing with plagiarism & academic integrity concerns
- Time for questions and discussion

11:30-12:00 The Grand Finale
- Assignment reminder for the August 5 due date
- Workshop evaluations
- "Graduation" exercises

Thinking Ahead: Final Workshop Assignments: Due August 5

- **Proposed syllabus for WRT 105 with detailed calendar and assignments**
- **A 500-word reflective essay on your workshop experience, featuring specific "flashpoints" from your experience**
- **A 250 word written demographic report about your school district and proposal detailing how this Syracuse University Writing course fits into your school's departmental offerings (if the course already exists, you can explain how the course currently fits in the offerings of the department.**
- **Completed "low-stakes" assignments from workshop (discussion board posts, activities, etc).**

*Submit all final materials to jigilfus@syr.edu by Friday, August 5, 2022.