WRT 102: Intermediate Writing Workshop
Course Syllabus, Spring 2016

Instructor: Kevin Clouther
Email: kevin.clouther@stonybrook.edu
Office Hours: (2:30 pm-4 pm T/Th)
Office: Humanities 2106
Section: 61 (1 pm-2:20 pm T/Th)
Room: Humanities 3013

Course Description
This class is designed to prepare you for the reading, writing, and thinking that you will engage in at Stony Brook University and well beyond the classroom. You will be asked to write creatively and, to a greater extent, for critical purposes. We will consider a number of short stories with a goal toward assembling a portfolio of clear and convincing prose. The course operates from the premise that before you can write well, you must first learn how to read various types of writing, understand the writing’s place in larger contexts, and harness the fundamental tools of the English language. You should come to class prepared to interact with both the readings and the community of the classroom, a willingness to improve, and the knowledge that writing is hard and valuable work. This course satisfies the University DEC A2 and Skill 2 requirements, as well as the WRT Write Effectively in English requirement (Prerequisite: WRT 101; 3 or higher on the AP English Comp Lit exams; 1050 or higher on the combined verbal and writing SAT I components; 24 or higher on the combined English/Writing ACT components; C or higher in an approved transfer course).

Required Books (available through university bookstore)
Chekhov, trans. Pevear and Volokhonsky, *Stories*
Hacker, ed., *Rules for Writers* (7th ed.)

I will provide handouts—in class or on Blackboard—throughout the semester. I recommend purchasing a notebook for in-class writing, prompts, prewriting, etc., as well as a reputable dictionary (e.g. Merriam Webster or American Heritage).

Course Requirements
Analytic Essay (first draft): 10%
Research Essay (first draft): 10%
Short Story (first draft): 10%
Participation (contribution, thinking questions, workshops): 20%
Final Portfolio (cover letter, three assignments): 50%

Grading Policy
This course will use a grading system of A through C/Unsatisfactory. The Pass/No Credit option may not be used. I will do my best to explain what my expectations are for each aspect of the class. Students who do not complete all of the major essays will not pass the course; students who do not thoroughly and substantially revise each major essay will not pass the course. Please keep hard copies of all assignments with my written comments. There will be no final examination.
Attendance Policy
The participation grade is based on active contribution, but every other aspect of the class is linked to being in the classroom. If you miss a class, it is your responsibility to contact either a classmate or me in order to receive the readings or any modifications to the syllabus. Your final grade may be lowered for more than two absences; if you miss more than four classes for any reason, you cannot pass the course. Students who miss the first week of class will be de-registered automatically. In tallying total absences, I do not distinguish excused from unexcused. It should be noted that excessive tardiness is also a form of absence. Absences for medical leave, religious holidays, or authorized university activities should be handled on an individual basis with me.

Late Work
All assignments are to be turned in on the day that they are due in class. Do not be a victim of technology: Printer malfunction does not justify late work! If you know in advance that you will not be able to finish the assignment on time, it is best to contact me as soon as possible.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gen Ed Requirement: Write Effectively in English</td>
<td>Produce coherent texts within common college-level written forms</td>
</tr>
<tr>
<td>2. Gen Ed Requirement: Write Effectively in English</td>
<td>Demonstrate the ability to revise and improve such texts</td>
</tr>
<tr>
<td>3. Gen Ed Requirement: Write Effectively in English</td>
<td>Research a topic, develop an argument, and organize supporting details</td>
</tr>
<tr>
<td>4. Gen Ed Requirement: Prepare for the World Beyond Graduation</td>
<td>Evaluate and synthesize researched information</td>
</tr>
<tr>
<td>5. Critical and Creative Engagement with Texts</td>
<td>Analyze texts to understand how and why they communicate their messages and effects to audiences</td>
</tr>
<tr>
<td>6. Rhetorical Strategies</td>
<td>Achieve communicative purposes for different audiences and contexts</td>
</tr>
<tr>
<td>7. Grammar and Usage</td>
<td>Show evidence of careful sentence-level editing in final drafts at acceptable levels of accuracy in syntax, grammar, semantics, and punctuation</td>
</tr>
<tr>
<td>8.</td>
<td>Metacognition</td>
</tr>
<tr>
<td>9.</td>
<td>Multimodality</td>
</tr>
</tbody>
</table>

Writing Center
The Writing Center, a peer-tutoring facility, provides another valuable outlet for help on written assignments. Tutorials are offered on an appointment basis at Humanities 2009. Current hours and further information can be accessed at the following website:

http://www.stonybrook.edu/commcms/writhet/writing_center/writing.html

Disability Support Services (DSS) Statement
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential. Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website:

http://www.stonybrook.edu/ehs/fire/disabilities

Academic Integrity Statement
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 are required to report any suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website:

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

Critical Incident Management Statement
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.

Reading Schedule
While this syllabus provides an outline for what we will do in the class, it is important to remember that it is subject to change, and that the only sure way to know what we will be doing is through regular attendance. Please finish the day’s reading before you arrive to class.
Week One  
T, Jan 26  
Introduction  

Th, Jan 28 (SINC)  
Digication Introduction  
Blackboard, “Remnants of Carnival” (Lispector, trans. Dodson)  

Week Two  
T, Feb 2  
Stories, “Gusev” (Chekhov)  

Th, Feb 4 (SINC)  
Rules for Writers (127-39)  
Stories, “The Bishop” (Chekhov)  

Week Three  
T, Feb 9  
Stories, “In the Ravine” (Chekhov)  

Th, Feb 11 (SINC)  
Rules for Writers (180-93)  
Blackboard, “Babylon Revisited” (Fitzgerald)  

Week Four  
T, Feb 16  
Stories, “The Lady with the Little Dog” (Chekhov)  

Th, Feb 18 (SINC)  
Writing Workshop  
Analytic Essay Due  

Week Five  
T, Feb 23  
Stories, “A Boring Story” (Chekhov)  

Th, Feb 25 (SINC)  
Rules for Writers (479-83, 523-32)  
Stories, “Rothschild's Fiddle” (Chekhov)  

Week Six  
T, Mar 1  
Blackboard, “Paul’s Case” (Cather)
Th, Mar 3 (Library)
Library Tour

Week Seven
T, Mar 8 (Office)
Conferences

Th, Mar 10 (Office)
Conferences

Week Eight
T, Mar 15
Spring Recess (No Class)

Th, Mar 17
Spring Recess (No Class)

Week Nine
T, Mar 22
Stories, “The Darling” (Chekhov)

Th, Mar 24 (SINC)
Writing Workshop
Research Essay Due

Week Ten
T, Mar 29
Stories, “Ward No. 6” (Chekhov)

W, Mar 30
Eugene Hammond Reading, 1-2 pm (Poetry Center, Humanities 2001)

Th, Mar 31 (SINC)
Rules for Writers (196-221)
Stories, “The Black Monk” (Chekhov)

Week Eleven
T, Apr 5
Stories, “The Fiancée” (Chekhov)

Th, Apr 7 (SINC)
Rules for Writers (292-320)
Blackboard, “Puppy” (Saunders)

Week Twelve
T, Apr 12
Blackboard, “Primum Non Nocere” (Nelson)

Th, Apr 14 (SINC)
Blackboard, “Reunion” (Cheever)
Blackboard, “Reading Comprehension: Text No. 1” (Zambra, trans. McDowell)

Week Thirteen
T, Apr 19
*Rules for Writers* Review

Th, Apr 21 (SINC)
Writing Workshop
Short Story Due

Week Fourteen
T, Apr 26 (Office)
Conferences

W, Apr 27
Sarah Azzara Reading, 1-2 pm (Poetry Center, Humanities 2001)

Th, Apr 28 (Office)
Conferences

Week Fifteen
T, May 3
Cover Letter Workshop

Th, May 5 (SINC)
Digication Workshop
Final Portfolio Due