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WRT 200 COURSE DISCLOSURE

Course Number: Writing 200

Course Title: Analytical Writing

Section: 41-L, Semester: spring 2003

Number of Credits: 3

Prerequisites: Successful completion of WRT 175

Instructor: Alan Bigelow

Instructor Availability: M-Th 5:00-6:00, Room M229

Please note: Grading of student papers will reflect standard English usage. The MLA bibliographic style is generally used at Medaille.

Any student with a disability who believes he/she needs accommodation(s) in order to complete this course should contact the Office of Disability Services as soon as possible. The staff in the Office of Disability Services will determine what accommodations are appropriate and reasonable under the Americans with Disabilities Act. The Office of Disability Services is located in the Main Building, Room M021, and can be reached by phone at (716) 884-3281, ext. 280.

A. Catalog Description of Course:

This course is designed to follow WRT 175. It develops students' skills in critical thinking and in writing analyses using subject matter from across the curriculum. Each writing assignment requires research and writing from sources. Students will produce a portfolio of their writings, including a self-assessment.

B. Objectives:

Students will be able to:

Recognize and apply the elements of essay organization, as needed: introduction and thesis focus, subtopic focus, transitions, paragraph structure, and conclusion;

Recognize and apply the elements of grammar and punctuation appropriate to advanced college-level writing, as needed: sentence structure, subject-verb agreement, tenses, pronoun usage, parts of speech, commas, apostrophes, colons, semicolons, hyphens, dashes, brackets, and ellipses;

Use advanced research strategies and think critically about the pertinence and quality of secondary and primary sources before using them in written work; recognize and use a criteria for choosing quality sources;

Use both MLA and APA documentation styles;

Understand the problem-solving model: definition of problem; analysis of components of problem; evaluation of alternate solutions to problem; recommended solutions to problem;

Use the problem-solving model within a series of four written essays where: essay 1 defines the problem; essay 2 analyzes the components of problem; essay 3 evaluates alternate solutions to the problem; essay 4 offers recommended solutions to the problem. The course culminates in a final essay that compiles the previous four essays into a single long research essay;

Learn advanced vocabulary of composition theory/criticism and use it to critique their own and others' writing within workshops and/or peer editing sessions;

Revise and edit as a means of thinking analytically, as needed: refine thesis focus; check for logical continuity and coherency; test supporting evidence; enhance transitions; assess overall organization;

Develop ideas and share research sources in small groups and utilize that research within their individual essays;

Assess their own progress as writers within the context of the class.

C. Outline of Course Content:

Essay organization, as needed: introduction and thesis focus, subtopic focus, transitions, paragraph structure, and conclusion;

Review of rhetorical modes, as needed: argument-persuasion, comparison-contrast, process analysis, definition, exemplification, cause-effect, narration, description, and division-classification;

Review of grammar and punctuation, as needed: sentence structure, subject-verb agreement, tenses, pronoun usage, parts of speech, commas, apostrophes, colons, semicolons, hyphens, dashes, brackets, and ellipses;

Research: evaluate, interpret, and present primary and secondary data; use advanced library resources; use MLA and APA documentation formats; avoid plagiarism;

Paraphrase and summary, as needed;

Introduction to the concept and practice of problem-solving in researched-based writing: definition, analysis, evaluation, and recommendation;

Revision as a means of thinking analytically; emphasis, as needed, on refining thesis focus; checking for logical continuity and coherency; testing supporting evidence; enhancing transitions; assessing overall organization;

Workshops and/or peer editing sessions; use of vocabulary specific to composition theory/criticism;

Collaborative learning in small groups; use of shared research and ideas in individual essays;

Inductive and deductive reasoning as they apply to problem solving and the creation of strong arguments;

Audience analysis.

D. Method of Evaluating Students:

- 1) Four essays (and revisions, where necessary).
- 2) A final compilation and revision of the four essays into a single research essay.
- 3) Final self-assessment and portfolio.
- 4) In-class participation
- 5). Improvement

E. Attendance Policy:

Attendance at classes is expected. Assignments will encompass the full range of topics discussed in class. It is the student's responsibility to obtain the details of missed materials and assignments. The instructor reserves the right to lower a student's grade by one letter for each absence after the third.

F. Textbooks:

The texts this module are *On Writing Well* (Zinsser, William. Harper Collins, 1990, 6th. Edition) and *A Pocket Style Manual* (Hacker, Diana. St. Martin's, 1993).

My home phone number is 882-4990. I will be seeing all of you individually over the course of the module, but if you wish to talk with me at any other time, don't hesitate to see me in my office or call for an appointment.

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