

## SYLLABUS – The Writing Studio

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Instructor Susan Eleuterio

Course Number GRW 601 (On-Line)

Term and Dates: Spring 2025 Term 2 March 24-May 16, 2024

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or Teams

### Welcome to our Course!

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This course is designed to provide a studio format where we will work together on assessing and improving critical reading and writing skills, especially those necessary for academic writing and thinking. As a lifelong writer, I still employ certain strategies to draft, edit, and review my work. I have found these tools make it easier to say what I mean when I'm writing. We will workshop your writing, either something you are working on for another course, or a new piece, in order to practice with these tools, co-create a rubric for measuring our success in writing, and develop a final piece.

### Main Course Topics

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1. Reading and writing critically
2. Thinking about writing - metacognition
3. Reading for content by workshopping writing
4. Planning, organizing and using evidence in academic writing and thinking
5. Making a supported argument
6. Editing and reviewing writing for clarity and effectiveness

### Course Objectives

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At the conclusion of this course, you will be able to do the following:

- 1) Read for content by workshopping your writing with each other and course instructor
- 2) Demonstrate improved critical reading and writing skills using a class created rubric
- 3) Demonstrate increased understanding of strategies for planning, organizing, and using evidence in academic writing and thinking in order to make supported arguments
- 4) Engage in editing and reviewing your own and each other's writing for clarity and effectiveness

## Required Readings and Web based materials (all available in Canvas)

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### Articles

Editing and Proofreading- The Writing Center. University of North Carolina at Chapel Hill PDF

Written Communication VALUE Rubric AACU PDF

Ramage, John. Bean, John C., Johnson, June. "Reading Rhetorically" (Excerpt from Chapter 5). "The Allyn & Bacon Guide to Writing. Concise Edition (6<sup>th</sup> Edition). 2011. Longman Press. PDF

Critical Thinking VALUE Rubric AACU PDF

Welch Center Writing and Discussion Forum Rubrics PDF

Irvin, L. Lennie. What Is "Academic" Writing? From: Writing Spaces: Readings on Writing, Volume 1. Parlor Press.

### Websites/Web based Resources

*What is Critical Thinking?* [https://www.youtube.com/watch?v=9oAf3g5\\_138](https://www.youtube.com/watch?v=9oAf3g5_138) You Tube –

*How To Improve Your Reading Comprehension-*  
<https://www.youtube.com/watch?v=WgbG5lo5Usg>

*Listen and View Rogerian Argument* <https://www.youtube.com/watch?v=Z9knvRXU8zQ>

If able to access, this next resource is a very good outline of using argument in Academic Writing which we will cover in the class as well:

*Madeline Walker. Argument in Academic Writing.* (Based on "Writing your Journal Article in 12 Weeks." Wendy Belcher.) Audio lecture-slide show. **(Need Adobe Flash to watch)**  
[https://www.uvic.ca/hsd/nursing/assets/docs/undergraduate/transfer/writing/argument\\_writing.swf](https://www.uvic.ca/hsd/nursing/assets/docs/undergraduate/transfer/writing/argument_writing.swf)

*Writing Process Animation- covers planning, research, writing and revision*  
<https://www.youtube.com/watch?v=V1pnpl8295E>

### Course Format

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- 4 workshop /Zoom meetings with instructor plus 2 individual sessions at a minimum to workshop final paper
- 1 Asynchronous Studio reading/response
- 6 Discussion Board Posts
- Final paper which must be posted to your Portfolium page
- Assigned readings

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- Online links to videos and reading resources

### Assignment Descriptions

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Students will write a mini-memoir of their experience with academic writing.

Past, new, and current course writing will be written/revised demonstrating mastery of supported arguments, editing, revision and critical thinking techniques.

Students will co-create a writing rubric that they will use to review their own and each other's papers using drafting and editing strategies from the course.

Final paper for the course will be well organized, clearly written, and free of technical writing errors and will be posted to the student's portfolio.

**Grading PLEASE NOTE: This is a PASS/FAIL course You must have a C to pass.**

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Course components (Due Dates in Schedule)	Percent (or points)
Discussion and participation (Zoom meetings/Studio/discussion board posts)	25%
Assignment 1 Memoir	5%
Assignment 2 Draft 1 of final paper	10%
Assignment 3 Draft 2 of final paper	20%
Group exercise – create a writing rubric	10%
Final Paper (includes uploading to Portfolium)	30%
Total	100%

### Grade Scale

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A	93 or more points
A-	90 - 92 points
B+	87 - 89 points
B	83 - 86 points
B-	80 - 82 points
C+	77 - 79 points
C	73 - 76 points
C-	70 - 72 points
D	60 - 69 points
F	59 points and below

## Course Policies

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### ACADEMIC INTEGRITY:

All final work products are to be the independent work of each student original to this course. Suspected violations of the [Academic Honor Code](#) will be referred to the Academic Honor Board.

### ACCESSIBILITY SERVICES:

Please inform your instructor about any accommodations you need to participate fully in the course. Goucher College makes reasonable academic accommodations for students with documented disabilities. Students requesting accommodations must make their request and provide appropriate documentation to the Office of Accessibility Services (OAS). Because classes change every semester, eligible students must obtain a new accommodation letter from the Disabilities Specialist every semester and review this letter with their professors so the accommodations can be implemented. The Director of OAS is available by appointment to answer questions and discuss any implementation issues you may have. For more information, please visit Goucher College's [Academic Accommodations](#) site.

### COMMUNICATION:

- Faculty will be available at their Goucher email address and will respond to queries within 24 hours.
- Course participants are responsible for maintaining continuous involvement with faculty, fellow students and student groups. In particular, participation in all online discussions is required. Ongoing communication allows you to gain deeper insights into the content, activities and assignments in the course. Please give notice of any obstacle that prevents this.
- You are encouraged to ask questions whenever information needs clarifying.
- For questions pertaining to your assignments: send an email directly to the instructor (please do not post personal questions in a discussion forum).
- For questions about assignments that may be interesting and helpful to other class members: please use a discussion forum.
- For problems with technical aspects of the Canvas course website: chat with [Canvas Support](#).

### E2CAMPUS EMERGENCY NOTIFICATION SYSTEM:

In an ongoing effort to better disseminate information during emergencies and campus closings, Goucher has implemented the e2Campus Notification System. The notification system will only send information regarding emergencies and campus closings as text messages to your mobile phone. To receive these messages, you must be registered in the system. Click the following link for information about how to create your [E2Campus account](#).

### INCLEMENT WEATHER:

Online courses will not be cancelled for inclement weather when the college campus is closed. Students and faculty are expected to access their courses just as they would if the campus were open. Each faculty member and student is expected to have a contingency plan for attending online courses in case their primary computer is unavailable or out of service. Additionally, the online component of a residency or hybrid course is not affected when the college campus is closed for inclement weather, although if the residency or hybrid course has a face-to-face meeting scheduled on the closed campus, the meeting will be rescheduled for another day. The course instructor will notify students of the makeup day and time. Only in extreme situations, such as wide spread power outages, may exceptions to this policy be made by the Office of the Provost/Vice President of Academic Affairs. In such severe cases, an official statement concerning online activities will be issued via normal emergency channels.

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### LATE POLICY:

For proper graduate student learning to occur, pacing of content mastery is critical. Therefore, assignments are to be completed on time. If extreme circumstances prevent an assignment to be completed in a timely fashion, please notify me before the assignment is due so a new date can be negotiated. Only follow-ups completed by the due date can be redone. Late assignments without such notification will be docked one point per day.

### MISSED WORK:

You are responsible for material covered in the course. It is your sole responsibility to obtain any materials missed.

### NONDISCRIMINATION POLICY:

Goucher College does not discriminate on the basis of race, color, national origin, ethnicity, sexual orientation, gender identity, religion, sex, age, disability, marital status or genetic information in its programs and activities. The college has adopted a [Nondiscrimination Policy](#). Further details and contact information for the college's Title IX coordinator can be found on [Goucher's Nondiscrimination Notice and Policy page](#).

### RELIGIOUS OBSERVATION POLICY:

If you need to request accommodation for religious observance, fill out the [Religious Observation Form](#) and submit it to your instructor as soon as possible and at least two weeks before the observance. If you communicate in a timely manner and complete any mutually agreed upon make-up work, any such absences or schedule changes will be excused and will not adversely affect your grade.

### RESOURCES:

Students in Goucher College's graduate programs are provided with and encouraged to use the following resources:

- [Academic Accommodations](#)
- Academic Assistance and Advising - contact your program director
- [Kristen Shonborn](#) Library Services 410-337-3289
- [Scott Farquhar](#) Financial Aid Counselor 410-337-6142
- [Career Education](#)
- [Student Support and Outreach - Cameron Cox](#)
- [Writing Center](#)
- [myGoucher](#) Registration, Classes, Schedules, Transcripts
- [Distance Learning Resources](#)
- [Student Tutorials and Resources](#)

## SCHEDULE

Opening Dates	Description	Due Dates
<b>WEEK 1 - Introduction to course and Organizing Our Thinking About Writing</b>		
Week of March 24	<b>Introduction to course concepts.</b> <b>Watch :</b> Writing Process Animation- planning- research writing and revision <a href="https://www.youtube.com/watch?v=V1pnpL8295E">https://www.youtube.com/watch?v=V1pnpL8295E</a> Be prepared to discuss in class and respond in discussion post	Please watch before first class
	<b>Week One Zoom Meeting TBD</b> Social Model of Writing-What is Academic Writing?	Please post your memoir to

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	<p>Argument, Analysis, Characteristics/Standards and Discussion of Writing Process Share goals for course</p> <p><b>Read “What is “Academic Writing” – and write a mini-memoir about academic writing.</b> Did you ever (or still) believe any of the seven myths about writing? If yes, which ones? Provide an example of how believing these myths has impacted your writing. If not, continue to this question: what has been your social model of writing as <b>both a writer and a reader</b>? Include the influences, purposes, and interpretations you’ve experienced up to now. Also describe the physical, social and cultural context of your academic writing as we discussed in class. Include a response to these 3 questions:</p> <ol style="list-style-type: none"> <li>1. How did your college writing compare to what you are doing in your academic writing at Goucher?</li> <li>2. Think of two different writing situations you have found yourself in. What did you need to do the same in these two situations to place your writing appropriately? What did you need to do differently?</li> <li>3. Think of a <a href="#">writing assignment</a> that you will need to complete for another course or that you are workshoping for this class. Who's your audience? What's the occasion or context? What's your message? What's your purpose? What documents/genres are used?</li> </ol>	Discussion Board by Week 2 class
<b>WEEK 2 - Reading Critically</b>		
Week of March 31	<b>WEEK 2 Zoom Meeting-</b> Preview of Reading Rhetorically, How to Improve Reading Comprehension	TBD
	Watch "How To Improve Your Reading Comprehension." Read “Reading Rhetorically.” Post comments to Discussion Board and be prepared to discuss in Week Two Zoom meeting <a href="https://www.youtube.com/watch?v=WgbG5lo5Usg">https://www.youtube.com/watch?v=WgbG5lo5Usg</a>	Post to Discussion board by Week 2 Zoom meeting
	Draft 1 of Final Paper-This can be something for another course, a piece from a previous course or a topic you’d like to explore through writing. Minimum of two pages.	Upload by Week 3 class
	Read mini-memoir of your assigned partner. Concentrate on your role as a reader, not as an editor, but you can suggest revisions and/or ask questions or make suggestions.  <b>Post your comments to the discussion board.</b>	Post to Discussion Board by Week 3 Zoom Meeting
Week 3	<b>Planning, Organizing and Using Evidence- Critical Thinking</b>	TBD
	<b>WEEK Three Zoom Meeting:</b> Read Drafts aloud, workshop writing together. Discuss critical thinking and writing.	
Week of April 7	<b>Work on Draft 2 of final paper. Incorporate suggestions from the Zoom meeting and comments from your partner.</b>	Post Draft 2 by Week 4 Zoom meeting
Watch "What is Critical Thinking?" <a href="https://www.youtube.com/watch?v=9oAf3g5_138">https://www.youtube.com/watch?v=9oAf3g5_138</a> What concepts from this framework can you apply to your writing? Post comments to Discussion Board. Be prepared to discuss in Week Three Zoom meeting .		
<b>WEEK 4 - Making Supported Arguments</b>		

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Week of April 14	<b>WEEK Four Zoom meeting</b> Read second Drafts aloud, discuss argument in academic writing.	Date TBD
	<p>Listen and View Rogerian Argument <a href="https://www.youtube.com/watch?v=Z9knvRXU8zQ">https://www.youtube.com/watch?v=Z9knvRXU8zQ</a></p> <p>If possible, Listen to "Argument in Academic Writing" by Madeline Walker <a href="https://www.uvic.ca/hsd/nursing/assets/docs/undergraduate/transfer/writing/argument_writing.swf">https://www.uvic.ca/hsd/nursing/assets/docs/undergraduate/transfer/writing/argument_writing.swf</a> NOTE: you may need to click on two links to get to the audio slide show (need Adobe Flash)</p> <p><b>Post reflection to Discussion board</b></p>	<p>Post reflection on making supported arguments to Discussion Board before Week 4 Zoom meeting</p>
<b>WEEK 5 - Editing and Revising for Clarity and Effectiveness</b>		
Week of April 21	<p>Watch Studio recording: Review of Editing and Proofreading "from The Writing Center. University of North Carolina at Chapel Hill. Note any mistakes in the document (there are 7 errors) as you listen. Then correct the mistakes using video tools and check your work in the corrected version of the document.</p> <p>Proofread and edit the "Reflections on Material Culture" or "ChatGPT on Material Culture" piece listed under Resources. Make at least three suggestions for edits for clarity/effectiveness.</p>	Complete by Week 6
	Continue working on final paper- meet with instructor individually to workshop paper. Set up meetings for Weeks 6 and 7	
<b>WEEK 6 – Assessment and drafting</b>		
Week of April 28	Meet individually with instructor to workshop paper this week.	
	Co-create class rubric for final papers in Wiki using Rubrics in Resources as a model	Upload by May 16
	<b>Note:</b> Make sure to include all of the criteria in the Welsh Center Rubric for Writing in your rubric	
<b>WEEK 7 – Week 8 Working on Final Draft Must Meet with Instructor to individually workshop final Paper</b>		
Week of May 5	Meet with instructor to review final draft	
May 16	<p><b>Upload final paper to Canvas</b></p> <p><b>Post a reflection on your goals for the course.</b></p> <p><b>Once you receive my final comments, Post your final paper to Portfolium</b></p> <p><b>Please note this is a course requirement.</b></p>	By Midnight May 16