

## Writing & Rhetoric Program Expanded Course Descriptions 2025

### Teacher of Record Assistantship Applicants Note:

TR's only teach regular sections of ENG160 or ENG170 (not Supplemental Writing Workshop version, or Advanced courses).

Courses are not literature or theory based and emphasize an interdisciplinary approach to serve a variety of majors. Some brief stories, poems, or literary excerpts may be included particularly in ENG170. All syllabi are reviewed and must be approved by the Program Coordinator.

Questions about our TRA Program or Courses? Contact Joann Dejudicibus: [dejudicj@newpaltz.edu](mailto:dejudicj@newpaltz.edu)

### ENG160/Composition I (3 credits; EPL 3)

Introductory writing course requiring 4 main writing assignments, engaging students in thinking/writing as process (brainstorming, researching, outlining, drafting, thesis development, revising, editing). Students will explore concepts of rhetoric and rhetorical situations, modes (narrative, informative, persuasive, analytical, etc.) and genres (essay, literacy narrative, proposal, letter to the editor, professional email, etc.) By the end of term, students should exhibit an understanding of basic academic research and ethical citation. \*ENG160 is by placement and is an ENG170 pre-requisite for some students depending on AP scores and other criteria (as reviewed by Academic Advising).

#### Course requirements

- Four main writing assignments (3-5 pages each)
- Oral presentation (low stakes practice in public speaking)
- Library session/module (research practice)
- Consistent participation (may include weekly quizzes, blogs, discussion boards, journals, short written responses)
- ePortfolio of writing via Hawksites (a Wordpress-based online platform) that illustrates basic understanding of rhetoric, persuasion, research and ethical citation

### ENG170/Writing & Rhetoric (4 credits; EPL4)

Introductory academic writing course requiring 6 main writing assignments, engaging students in thinking/writing as process (brainstorming, researching, outlining, drafting, thesis development, revising, editing). Students will explore concepts of rhetoric and rhetorical situations, modes (narrative, informative, persuasive, analytical, etc.) and genres (essay, literacy narrative, proposal, letter to the editor, professional email, etc.) By the end of term, students should exhibit

an understanding of academic research and ethical citation. This course emphasizes work in various genres, as well as a more sophisticated undertaking of research, academic argument, synthesis of ideas, and scholarly and professional discourse.

This course concentrates on a [wicked question](#) determined by the instructor that students will explore and research from various perspectives throughout the term.

**Examples of wicked questions include:** What should we eat? How to be human in a digital/AI world? What voices go unheard, and why? What is work? What is debt? What do we owe each other? What happens when we embrace our language/s? How do objects define us?

ENG170 can be taken following ENG160 or students may only be required to complete ENG170 based on placement (reviewed by Academic Advising).

### **Course requirements**

- Six main writing assignments (ranging from 2-8 pages each)
- Oral presentation (formal practice in public speaking)
- Library session/module (research practice)
- Consistent participation (may include weekly quizzes, blogs, discussion boards, journals, short written responses)
- Assignments convey a clear understanding of rhetorical situation and appeals, persuasion, critical thinking, research skills and ethical citation
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### **Supplemental Writing Workshop (SWW) ENG160/Composition I (3 credits; EPL2)**

Introductory writing course requiring 4 main writing assignments, engaging students in thinking/writing as process (brainstorming, researching, outlining, drafting, thesis development, revising, editing). Students will explore concepts of rhetoric and rhetorical situations, modes (narrative, informative, persuasive, analytical, etc.) and genres (essay, literacy narrative, proposal, letter to the editor, professional email, etc.) By the end of term, students should exhibit an understanding of basic academic research and ethical citation. \*SWW courses provide extra support and contact hours for working on assignments in class with instructor guidance. Tutoring may be provided based on availability.

### **Course requirements**

- Four main writing assignments (3-5 pages each)
- Oral presentation (low-stakes practice in public speaking)
- Library session/module (research practice)
- Consistent participation (may include weekly quizzes, blogs, discussion boards, journals, short written responses)
- ePortfolio of writing via Hawksites (a Wordpress-based online platform) that illustrates basic understanding of rhetoric, persuasion, research and ethical citation

Experienced instructors only will staff the following courses:

### **Supplemental Writing Workshop (SWW) ENG170/Writing & Rhetoric**

**(4 credits; EPL4)**

Introductory academic writing course requiring 6 main writing assignments, engaging students in thinking/writing as process (brainstorming, researching, outlining, drafting, thesis development, revising, editing). Students will explore concepts of rhetoric and rhetorical situations, modes (narrative, informative, persuasive, analytical, etc.) and genres (essay, literacy narrative, proposal, letter to the editor, professional email, etc.) By the end of term, students should exhibit an understanding of academic research and ethical citation. This course emphasizes work in various genres, as well as a more sophisticated undertaking of research, academic argument, synthesis of ideas, and scholarly and professional discourse. \*SWW courses provide extra support and contact hours for working on assignments in class with instructor guidance. Tutoring may be provided based on availability.

This course concentrates on a [wicked question](#) determined by the instructor that students will explore and research from various perspectives throughout the term.

ENG170 can be taken following ENG160, or students may take only ENG170 based on placement (reviewed by Academic Advising). Students in SWW ENG160 whose writing requires more support often complete SWW ENG170, or are placed into this course by faculty portfolio review.

#### **Course requirements**

- Six main writing assignments (4 brief, 2 major, ranging from 2-8 pages each)
- Oral presentation (formal practice in public speaking)
- Library session/module (research practice)
- Consistent participation (may include weekly quizzes, blogs, discussion boards, journals, short written responses)
- Assignments convey a foundational understanding of rhetorical situation and appeals, persuasion, critical thinking, research skills and ethical citation

### **ENG206/Advanced Writing & Rhetoric (4 credits; EPL5)**

- This course, an ENG170 equivalent, sharpens students' abilities to write grammatical and coherent sentences and to develop ideas more fully in an organized fashion. Students with an interest in writing and studying writing as an art (potential English, creative writing or journalism majors) should consider this course if recommended by placement or portfolio

review. Students will hone their abilities to write essays based upon selected readings and class discussions. Special attention is paid to research techniques (including MLA documentation/ethical citation), methods of argumentation, and critical reading skills. Additionally, students sharpen their abilities to conduct literary or rhetorical analysis and interpretation. Students completing the course are capable of producing expository, analytic, argument, and critical essays, as well as papers reflecting a variety of approaches to thinking. \*There is a strong application of rhetorical situation and appeals, persuasion, critical thinking, research skills, synthesis of ideas, and ethical citation.