



Studio 2: Critical Research and Writing – Writing for College Health (WRT 205, Spring 2027)

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Office Hours	Monday & Friday 9–11am by appointment (invitations sent via Zoom)		

About our Place

As Syracuse University community members, we acknowledge with respect the Onondaga Nation, firekeepers of the Haudenosaunee, the Indigenous people on whose ancestral lands Syracuse University now stands. (Learn more at <https://native-land.ca> and <https://researchguides.library.syr.edu/theLand>.)

About Me as Instructor

Outside of Europe I've only ever lived on the Great Lakes, and sometimes jokingly identify as a "Great Laker." In school, I was never a good student—despite my dad's mom and my closest aunt having careers in higher education and despite growing up in a university town, I went through school half-disinterested and only got good grades when I was interested. I eventually turned this interest into a path, which became undergraduate and graduate school and then, a profession. I hope to help you find your path.

Course Catalog Description

Study and practice of critical, research-based writing, including research methods, presentation genres, source evaluation, audience analysis, and library/online research. Students complete at least one sustained research project.

Our Additional Course Description

Because college/university is such [a specific health setting](#) for many learners, our course focuses on writing, reading, and reflexive thinking around these questions: *What is college health? What is civic discourse about college health? And How can "critical research and writing" create healthier colleges?* Across these questions' theme, the course covers texts/media by authors and producers from varied perspectives, while covering college/university health contexts and preparing ourselves as academic citizens.

During the first unit, we explore public information about college health as a research area. Observing these conversations occurring across campuses, it's important to survey multiple (research) issues connected to colleges/universities as living and learning environments.

During the second unit, we reach out across college health topics, addressing the question "What is civic discourse about college health?". Thinking about our work across the

unit as a key part of collaborative learning and communication, we should feel encouraged to envision sharing a collection of resources with external (to campus) audiences about a specific college health issue.

Throughout the semester, we'll have identified/described various college health issues across a variety of resources. Toward addressing the question "How can 'critical research and writing' create healthy colleges?" for the Final, we'll both pursue personalized college health research over a sustained period and potentially recommend ways to improve campus/learner conditions.

Shared Competency: Communication Skills.¹ Effective individual, interpersonal, and collaborative presentation and development of ideas through oral, written, and other forms of expression to inform, persuade, or inspire.

Prerequisite/Co-requisite: WRT 105.

Audience: This course is intended for all first- and second-year learners at Syracuse University.

Credits: 3 credit(s) every Fall or Spring.

Learning Objectives

Every aspect of this course has been designed to help us successfully meet course learning objectives, which include the following:²

1. **Research Writing as Situated Process:** Students will recognize and act upon the ways methods, processes, and contexts shape research and writing.
2. **Researching and Evaluating Sources Rhetorically:** Students will develop reading strategies for invention, rhetorical engagement with sources, and critical dialogue.
3. **Research Writing Within and Across Genres:** Students will recognize the role genre plays in determining research forms and practices.
4. **Ethical Considerations of Rhetorical Choices in Research Writing:** Students will reflect on and enact rhetorical choices that attend to ethical considerations in conducting and representing research across a range of contexts.

Required Texts/Supplies:

- One way I can help you succeed in this course and at SU is by making course materials as open and accessible as possible—therefore, all course materials will be made available on Blackboard or by other electronic means.³

Course Requirements and Expectations

In line with our objectives, the work we explore and learn from throughout the course will include the following:⁴

Project 1: Evidence Summary. Working in a team across Unit 1, we'll address the question "What is college health?" through synthesizing and summarizing relevant

¹ Though WRT 205 isn't an elective course, it's matched to the "Communication Skills" Shared Competency [here](#).

² I changed this from "After taking this course, learners will practice [...]"

³ This section didn't previously contain the text appearing before "all course materials [...]"

⁴ This is intended to establish clearer continuity between objectives designed by the Department/Program and those of the course.

texts/media.⁵ One option entails a coauthored essay; a second option with the same goal involves a virtual presentation (doesn't need to be delivered during class) about college health.

This project meets learning outcomes 2, 4, and 5.

Project 2: College Health Article or Explainer. Throughout the second unit we'll work in pairs, learning to branch out across college health topics while addressing the question "What is civic discourse about college health?".⁶ We should feel encouraged in this unit to envision sharing a resource collection with external (to campus) audiences—with the resulting major project exploring a specific college health issue through an "[Explainer](#)" or [research brief](#).

Project 2 meets all learning outcomes.

Final: "Healthy Colleges" Portfolio. For the Final, we'll pursue independent college health research over a sustained inquiry period—also potentially recommending ways to improve campus conditions based on available resources. Addressing the question "How can 'critical research and writing' create healthy colleges?" the Final may be a public-facing college health writing sample, educational presentation, traditional research paper, [op-ed](#) or [personal essay](#), or another chosen research product.

The Final meets all learning outcomes.

Homework and Other Activities: Our homework and activities all build toward the Final and include informal writing, Journal Club responses, and process work (drafting, peer review, prewriting, etc.) across major projects.

Journal Club: During Unit 3, we'll engage in a graded Journal Club, to share/discuss (in small groups) resources discovered during the research phase of Portfolio projects. In Journal Club, we'll be exposed to a variety of learner-selected research on peers' topics, to generate ideas as well as receive/provide ideally usable feedback. We'll run Journal Club in groups of 4–5, with everyone taking a turn as a discussion leader.

Team Discussions: To prepare for our first major project, during Unit 1 we'll hold discussions initiated in teams, giving everyone opportunities to collaboratively reflect on unit readings/viewings. Teams are formed in small groups, with everyone taking a turn as discussion leaders/DLs (according to a designated schedule) and write-ups (I'll provide a template/example to help) due every Discussion session. The DL is responsible for facilitating team dialogue, and we'll have one (1) Team Discussion per week according to the course schedule.

Grading*

Assignment	Name	Points
Project 1	Evidence Summary	30
Project 2	College Health Article <u>or</u> Explainer	30
Final	"Healthier Colleges" Portfolio	30
Misc.	Informal/Process Work (peer reviews, Journal Club, etc.)	~50

Grading Table

⁵ Other changes like this one will move away from original language like "A resulting collaborative project from Unit 1..." into 3rd person plural communication, based on [this resource](#).

⁶ This was changed from "This project's objective is for learners to branch out..." Another change involves having Project 2 be completed in pairs rather than larger teams, to ease the transition to an independent Final.

Letter Grade	Grading Scale
A	96–100
A-	90–95
B+	85–89
B	80–84
C+	75–79
C	70–74
D	60–69
F	0–59

(More on University grading [here](#).)

* There's more on this under "Revising and Resubmitting," but you can revise and resubmit major projects to update your grades!

Course-Specific (WRT 205) Policies

I've implemented the policies below not only based on my teaching experiences at SU, but also toward your greatest chances of success re: moving through and beyond this course. This section is specific to our course, with University policies to follow.

Accessibility: This course has been outlined in a way that creates space for all of us to participate. This includes material types and due dates, as accessibility focuses on and breadth and specifics at once. While I do anticipate receiving letters from [CDR](#), the course aims to be broader than this.

AI Use: We'll talk about AI uses and disclosures for all your assignments, but I'll note here that I won't use AI tools to grade, develop course materials (ex. writing/discussion prompts or assignment ideas) or provide feedback. I take full responsibility for reviewing all your work to ensure it's accurate and aligned with our learning objectives, and all course materials and feedback represent my own understanding of your learning progress.⁷

Attendance: Firstly, life happens. There are flu seasons, injuries on an icy campus, etc., and this is on top of the unexpected. I want you to want to be here, while also acknowledging you can't always be. And while I won't keep a regular attendance grade and I cannot pass learners after three weeks of absences, please come to me if accrued absences begin feeling like a concern for you. I'll reach out for extra support via Orange Success after two weeks of absences; otherwise feel free to come to me with cumulative concerns.⁸

Course Readings/Viewings: My bias is pretty straightforward: I believe classroom communities aren't separate from those outside physical classroom spaces, and that this has a directly shared impact on our health. Readings/viewings are aligned both with

⁷ Indicated by the paragraph above, this is intended to inform learners that my responses throughout the course will be genuine—also hopefully serving as modeling.

⁸ This has replaced "While your attendance is important for doing the work of this course, life happens, and I understand you're trying to survive while also trying to learn. You aren't obligated to notify me when or why you're unable to attend class; let me know, however, whether we need to figure out together how to help you succeed in the case of absences. You won't be given a weekly attendance grade; however, you may not pass the course after missing the equivalent of three weeks of class. (You'll be flagged in Orange Success after two weeks missed.)"

learning objectives and with this belief, and I hope we can engage as much of what's assigned both regularly and collectively.⁹

General Content Warning: Our class sessions will cover difficult topics. This means a range of agreement and disagreement with the views of authors/producers of our course materials, and I ask that we engage these materials with care. This means considering classroom community members' perspectives alongside our own while also ensuring an environment that fosters curiosity and dialogue.¹⁰

Late and Make-Up Work: I understand you're prioritizing the best you can, so I accept late work without questions asked. To respect our schedule, though, you'll have up to one (1) week for a reduced grade, with work not received within a week being given a zero. You'll also revise much (that policy is below) in the course, so without accommodations or extenuating circumstances we won't rely on extensions—I'm looking for your best effort, not "perfect"—and, especially for major projects, please know we can talk about coursework as being in-progress.¹¹

Revising and Resubmitting: Even physicians call their work "practice." So, again being respectful of our schedule while also being as flexible as possible, major assignments receiving below an A- may be revised and resubmitted for an updated grade if resubmitted within fourteen (14) days of getting initial feedback. I want you to understand revision work as well as learn throughout the process, so feel free to employ [Writing Center](#) consulting and/or meet me during office hours.¹²

Self-Care Statement: Your health should be prioritized before this class. So, while the course should be challenging in multiple ways, you shouldn't lose sleep or skip meals because of it, and this is also relevant to our Attendance and Late policies. If you do feel the workload begins overburdening you, though, please come to me.

Writing Studies Department and SU Policies

The University and Writing Studies Department (as this course's home) have a list of other policies designed to guarantee you can live and study in a community that respects your

⁹ This replaced "It will be difficult to do well in this course without completing assigned readings/viewings. While some of these will be assigned ahead of class time and others may be completed during class, readings/viewings contribute to discussions and process work around the contexts necessary for all process work and major projects."

¹⁰ I've rewritten "Because of the nature of the topics (lived experiences of social and other violences) covered in this class, the course readings or discussions may generate intellectual and/or emotional discomfort. These responses are natural parts of intellectual growth. However, if your response becomes acute psychological distress (triggering) please communicate with me. I invite you to contact me if you have concerns in this regard."

¹¹ I've edited this from "Late work will be accepted for up to one (1) week for a reduced grade (work not submitted within 1 week receives a zero) in accordance with rubrics for projects/assignments. Because revisions and studio time are built directly into the course, extensions won't be granted without accommodations or extenuating circumstances. Please note that it may serve you better to submit your best effort and receive credit for the draft being on time, knowing it can be revised later. (See 'Revising and Resubmitting' below.)"

¹² This was changed from "While informal assignments and the Final are not eligible for this policy, if completed within fourteen (14) days of receiving initial feedback, major assignments receiving below an A- may otherwise be revised and resubmitted for an updated grade. This revision work may require meeting me during office hours or Writing Center consulting. While never a promise for a 100% on an assignment, revisiting work is key to this course."

needs and those of fellow learners. While a more extensive list follows, some of the most important of these policies concern:

Academic Integrity and Artificial Intelligence: As a pre-eminent and inclusive student-focused research institution, Syracuse University considers academic integrity at the forefront of learning, serving as a core value and guiding pillar of education. Syracuse University's Academic Integrity Policy provides students with the necessary guidelines to complete academic work with integrity throughout their studies. Students are required to uphold both course-specific and university-wide academic integrity expectations such as crediting your sources, doing your own work, communicating honestly, and supporting academic integrity. The full [Syracuse University Academic Integrity Policy](#) can be viewed by visiting the [Syracuse University Policies website](#).

Upholding Academic Integrity includes the protection of faculty's intellectual property. Students should not upload, distribute, or share instructors' course materials, including presentations, assignments, exams, or other evaluative materials without permission. Using websites that charge fees or require uploading of course material (e.g., Chegg, Course Hero) to obtain exam solutions or assignments completed by others, which are then presented as your own violates academic integrity expectations in this course and may be classified as a Level 3 violation. All academic integrity expectations that apply to in-person assignments, quizzes, and exams also apply online.

Students found in violation of the policy are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered. Students may not drop or withdraw from courses in which they face a suspected violation. Any established violation in this course may result in course failure regardless of violation level.

Based on the specific learning outcomes and assignments in this course, artificial intelligence is permitted on the following: [Claude](#) for brainstorming and drafting, and [Grammarly](#) for proofreading. See each assignment, quiz, or exam instructions for more information about what artificial intelligence tools are permitted and to what extent, as well as citation requirements. If no instructions are provided for a specific assignment, then no use of any artificial intelligence tool is permitted. Any AI use beyond that which is detailed in course assignments is explicitly prohibited except when documented permission is granted.

Attendance: Attendance in classes is expected in all courses at Syracuse University. It is a federal requirement that faculty promptly notify the university of students who do not attend or cease to attend any class. Faculty will use Early-Semester Progress Reports and Mid-Semester Progress Reports in Orange SUccess to alert the Registrar and Financial Aid Office on non-attendance. For more information visit:

Faculty: [Information for Faculty: Non-attendance or Stopped Attending](#)

Students: [Information for Students: Non-attendance or Stopped Attending](#)

If a student is unable to participate in-person or virtually for an extended period of time (48 hours or more), the student may request an absence notification from their home school/college Dean's Office or through the [Student Outreach and Support](#) office.

Instructors will be notified via the "Absence Notification" flag in Orange SUccess.

[Barnes Center at the Arch](#) (Health, Counseling, etc.) staff will not provide medical excuse notes for students. When Barnes Center staff determine it is medically necessary to remove a student from classes, they will coordinate with Student Outreach and Support case management staff to provide appropriate notification to faculty through Orange Success. For absences lasting less than 48 hours, students are encouraged to discuss academic arrangements directly with their faculty.

Additional information may be found at [Student Outreach and Support: Absence Notifications](#).

Blackboard Learning Management System: This class will use the Blackboard Learning Management to house the syllabus, course content, links to external course materials, assignments, quizzes, exams, feedback, and grades. Note when submitting materials that the University's Blackboard Learning Management System is on Eastern Time.

Information about Blackboard is available on [Answers Blackboard](#); alternatively, you can contact Information Technology Services by sending an email to help@syr.edu, calling 315.443.2677, or in-person at the ITS Service Center, located at 1-227 CST in the Life Sciences Complex. Business hours for the Service Center can be found on the ITS Website at http://its.syr.edu/its_service_center/

Disability: Syracuse University values access and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to contact me to discuss strategies and/or accommodations (academic adjustments) that may be necessary to ensure equitable access, and to collaborate with the Center for Disability Resources (CDR) in this process.

If you would like to discuss disability-related accommodations or register with CDR, please visit [Center for Disability Resources](#). Please call (315) 443-4498 or email CDRspecialist@syr.edu for more detailed information.

CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations are generally not provided retroactively, please contact CDR as soon as possible to initiate this process.

Faith Tradition Observances: [Syracuse University's Religious Observances Policy](#) recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their traditions. Under the policy, students are given an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors no later than the academic drop deadline. For observances occurring before the drop deadline, notification is required at least two academic days in advance. Students may enter their observances in MySlice under Student Services/Enrollment/My Religious Observances/Add a Notification.

Health & Wellness Considerations: Well-being and mental health are significant predictors of academic success. It is critical to take care of yourself physically and emotionally and to effectively navigate stress, anxiety, and depression. Please familiarize yourself with the range of resources the Barnes Center provides (<https://ese.syr.edu/bewell/>) and seek out support for mental health concerns as needed. Counseling services are available 24/7, 365 days, at 315-443-8000.

Learner Writing: Your work will be used for educational purposes during the current semester. For example, you may be asked to share your work with (a) peer(s), the classroom community, or with me during our activities or for homework. Your work may also be used in program assessment, and in subsequent semesters for educational purposes. Before using your work, I will either get your written permission or render the work anonymous. Your registration and continued enrollment constitute your permission.

The Writing Center: Experienced writing consultants at the Writing Center can teach you how to succeed on individual assignments and ultimately become a better writer. They're prepared to work one-on-one with you at any stage of your process and with any kind of writing you're attempting while attending SU. Whether you need help understanding an

assignment, brainstorming ideas, revising subsequent drafts, or developing editing strategies, online appointments are available for 25- or 50-minute sessions throughout the semester and can be reserved up to seven days in advance via their online scheduling program, WOnline. The Center offers face-to-face appointments as well as synchronous online appointments. For more information on hours and services, please visit <https://artsandsciences.syracuse.edu/writing-center/>. This is a free resource to all learners and highly recommended for every assignment you work on in this class.

***Other reminders can be reviewed at the web page of the Office of the Provost:**
<https://academicaffairs.syracuse.edu/important-syllabus-reminders/>

Tentative* Spring 2027 Schedule: Writing for College Health (WRT 205, McCrary)

* This schedule is a living document that may be updated weekly. Learners will always be made aware of any schedule changes in advance.

Unless stated "in class," readings/viewings are expected to be done ahead of time.

Week ¹³	Topic/Goal	Reading Due	Writing Due
1 1/12	Meet & greet; pie chart		
1/14	Assign Project 1; begin Unit 1.	Syracuse University Today, " Pioneering Publication " (in class); Liu et al., " An Integrated Health and Wellness Model in a College Setting " (optional)	Team discussion practice
2 1/19	Libraries searches	McClure, " Googlepedia "	
1/21	Begin team discussions	Berdahl, " Creating Student Connection and Belonging " (in class)	Team Discussion 1
3 1/26	Scholarly & popular sources	Rosen, " How to Understand a Research Study "; Rosenberg, " Reading Games " (optional)	
1/28		Kamenetz, " We're Missing the Good News about Youth Mental Health " (in class)	Team Discussion 2
4 2/2		Nyandoro, " Harvard College Social Prescribing Group " (in class)	Team Discussion 3
2/4		TBD	
5 2/9		Bergeron-Leclerc et al., " The Strengths Model " (in class)	Team Discussion 4
2/11	Studio time		
6 2/16	Studio time		
2/18	Peer review & studio day		Project 1 due
7 2/23	Assign Project 2; begin Unit 2; brainstorming.		
2/25	Plain Language principles	Digital.gov, Plain Language Guide Series ; Saffran, The Art of Translating Science (optional)	

¹³ The following dates are modeled on a prospective Tuesday/Thursday calendar based on [the Spring 2027 schedule](#).

8 3/2	Collaboration Statement; studio time.		
3/4	Peer review & studio day		Project 2 due
9 3/8–3/12	Spring Break – No Class	N/A	N/A
10 3/16	Assign Final Project; begin Unit 3; introduce Journal Club; research questions	CSU Libraries, “Developing Good Research Questions” (in class)	Journal Club 1
3/18	Academic Citizenship	Covillon, “Syracuse Needs to Replace Lead Water Pipes” ; Zayneh, Simprevil & Farkouh, “More on Lead in Syracuse”	
11 3/23	Begin Journal Club	Journal Club TBD	Journal Club 1
3/25		“	Journal Club 2
12 3/30	Begin Lit Review Table	“	Journal Club 3
4/1		“	Journal Club 4; Academic Citizenship Worksheet due
13 4/6	Final Project consulting		
4/8	“		
14 4/13	“		
4/15	“		Lit Review Table due
15 4/20		TBD	
4/22	Peer review & studio day		
Exam Week		N/A	Final Project due