

English 102.09: English Composition II

Writing as Research

Spring 2016 M/W/F 10:10-11:05 / ATG 105

Professor: Tom Bertrand

Office: ATG 477

Email: thomas.bertrand@rutgers.edu

Office Hours: Monday 12:30-2:00

Wednesday 1:00-2:30

(by appointment)

Course Description: The second of a two-class sequence in writing composition, this course aims to prepare you for interdisciplinary college writing. By introducing you to new modes and models of writing, this course's assignments will challenge you to use research, personal narrative, and argument in a variety of mediums. Much of the semester will be spent on an eight-week research unit, which will build off preliminary research skills gained in ENGL 101. Revision and self-evaluation will highlight the course's culminating final project—the digital portfolio. After completing this course, students will have completed their English Composition requirements and will be ready for the academic rigors of advanced college writing.

Learning Goals: By successfully completing English 102 and the required composition sequence, students should be able to demonstrate:

- The ability to effectively incorporate various modes of writing such as narrative, research, and argument into single course assignments
- An introductory background in conducting primary research and a more developed skill-set in using secondary sources
- Initiative in topic selection, peer review, and revision.
- A mastery of one's own writing voice and an understanding of one's most effective writing processes

Texts: (please use editions ordered for class)

Graff, Gerald, Cathy Birkenstein, and Russel Durst. *They Say / I Say: The Moves that Matter in Academic Writing*. 3rd ed. New York: W.W. Norton & Co, 2015. Print.

Lunsford, Andrea, Lisa Ede, Beverly J. Moss, Carole Clark Papper, and Keith Walters. *Everyone's an Author*. New York: W.W. Norton & Co, 2013. Print.

Rose, Mike. *Lives on the Boundary*. New York: Penguin, 2015. Print.

Suggested Readings:

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 3rd Ed. Chicago: U of Chicago P, 2008. Print.

Requirements:	Class grade (preparation, participation, attendance)	20%
	Composing Our Literate Lives	15%

Profile of a Discourse Community	15%
Research Project	30%
Digital Portfolio	20%

Class Grade: Your class grade will be determined by how well you prepare—how sufficiently you completed each reading and are prepared to discuss and take notes in class; how well you participate—how you are willing to respectfully and appropriately demonstrate knowledge, lend input, listen to others in the classroom, and serve as a member in group discussions and class workshops; and how often you attend class—absences unexcused will result in zeros for daily participation. It is also expected that cell phones be turned off for the duration of the class period. Unexcused absence from seven or more classes will result in failure and loss of course credit. Excessive tardiness will also result in loss of participation points.

Office Hours: Office hours will be held in Armitage Hall 477 during the following times: Monday 12:30-1:30 and Wednesday 1:30-2:30. I encourage each of you to introduce yourself to me, to seek answers to any questions you may have about the course, to discuss any concerns regarding future or current assignments, or to bring up specific inquiries or issues you may have throughout the semester. If you have a course conflict with these hours, please speak to me or email me to schedule an appointment.

Plagiarism: Rutgers University defines plagiarism as the taking and using as one's own thoughts the thoughts, writings, or ideas of another. This class will demonstrate a zero-tolerance policy for all levels of plagiarism—from copying a classmate's work or failing to cite a secondary source, to purchasing to downloading an entire paper online or practicing classroom or exam impersonation. Punishments for plagiarism of any sort will be severe and for the most serious cases, suspension or expulsion can result. If you are unsure whether or not something constitutes plagiarism, please consult the school's policy on Academic Integrity or speak to me outside of class.

Late Policy: Assignments submitted late will lose 10% from their final grade for every day they are not submitted. If you have extenuating circumstances which prevent you from handing in a paper on its due date, speak to me on a case by case basis.

Accommodations: The Office of Disability Services (ODS) provides students with confidential advising and accommodation services in order to allow students with documented physical, mental, and learning disabilities to successfully complete their course of study at Rutgers University – Camden. The ODS provides for the confidential documentation and verification of student accommodations, and communicates with faculty regarding disabilities and accommodations. If you feel you are in need of accommodation, which can include readers, interpreters, alternate text, special equipment, and note takers, please contact the ODS by phone at 856-225-2717 or email the director at tpure@camden.rutgers.edu.

Assignments: The bulk of your grade will be determined by your performance on four major assignments. Their descriptions follow:

Composing Our Literate Lives

This assignment asks that you write a first-person account tracing your path to writing and reading as an individual today. Broadly defined as literacy, your own abilities and interests as a writer and a reader came from somewhere. Perhaps you enjoy creative writing but struggle with analytic or argumentative writing. Maybe you are starting to enjoy reading, but it has not always been that way. Each of you has a different story and different experiences that have shaped your literate lives. Using Mike Rose's *Lives on the Boundary* and selections from *Everyone's an Author* as models, this assignment gives you an opportunity to reflect on your development thus far. "Composing Our Literate Lives" stands as the first assignment in a course that fulfills your basic college writing requirements. For many of you, this may be the last formal composition course you ever take. This assignment encourages you to pause, take a look back, and situate yourself in the present as a writer and a reader before moving on.

Pre-Portfolio Draft: 3-4 pages, double-spaced due **F Feb. 5**

Profile of a Discourse Community

For this assignment, you will examine a discourse community—a club, church, organization, team, job, professional society, or major, to which you have a personal connection. You will engage in primary research by interviewing and surveying discourse community members, by collecting data, and through direct observation. In the course of your analysis, you will break down the modes, mediums, and genres through which the discourse community members communicate. Your submission will build toward a claim about the roles text and verbal communication play in that community. By asking you to gather data, compile evidence, and use what you find to make claims, this assignment will prepare you in part for the Research Project.

First Draft: 3-4 pages, double-spaced due F, Feb. 19

Pre-Portfolio Draft: 4-5 pages, double-spaced due **F, Feb. 26**

Research Project

Beginning midway through the semester, this unit will last eight weeks, culminating in a final paper of 8-10 pages and an in-class presentation of 5-7 minutes. Early in the unit, we will spend time brainstorming potential topics and positing preliminary research questions, which you will ultimately choose on your own. Selecting a topic of your own decision, you will submit formal project proposals and an annotated bibliography as part of an extensive pre-draft process. One-on-one conferences and a substantial amount of peer review workshops will guide you from first draft to final draft. Following submissions,

you will present your research, findings, and claims to the class in an oral presentation.

First Draft: 7-8 pages, double-spaced due F, Apr. 1

Pre-Portfolio Draft: 8-10 pages, double-spaced due **F, Apr. 16**

Digital Portfolio

In the time following Research Project presentations, you will gather up the three assignments you have written for this course, edit and revise them as needed, and publish your finished products online in a digital portfolio. Joining your revised submissions will be a short reflective statement on your development as a writer over the course of the semester.

"Composing Our Literate Lives" 3-4 pages, double-spaced

"Profile of a Discourse Community" 4-5 pages, double-spaced

"Research Project" 8-10 pages, double-spaced

"Reflective Statement" 2-3 pages, double-spaced

Final Draft: due **M, May 2**

Schedule:

Please Note: This schedule is subject to change in the event of class cancelations, snow days, assignment extensions, etc. You will be notified well in advance if any such changes occur.

W	Jan. 20	Introduction to the course—Guidelines, Expectations, and the Syllabus; <u>Rose, <i>Lives on the Boundary</i> (pp. 1-9); <i>They Say / I Say</i> Ch. 12 (pp. 163-166)</u>
F	Jan. 22	<u><i>Lives on the Boundary</i> (pp. 11-37)</u>
M	Jan. 25	"Composing Our Literate Lives" Assignment Overview; What is Literacy? What is a Literacy Narrative? <u><i>Lives on the Boundary</i> (pp. 39-83)</u>
W	Jan. 27	<u><i>Lives on the Boundary</i> (pp. 85-165); <i>Lives on the Boundary Student Profile Due</i></u>
F	Jan. 29	<u><i>Lives on the Boundary</i> (pp. 167-204); <i>Lives on the Boundary Classification System Due</i></u>
M	Feb. 1	<u><i>Lives on the Boundary</i> (pp. 205-254); <i>Lives on the Boundary Compare/Contrast Due</i>; Peer Review Policies and Expectations</u>

W	Feb. 3	<u>Lunsford, <i>Everyone's an Author</i> Ch. 8 (pp. 108-117, 132-136);</u> Peer Review Period (Bring 1 st Draft "Composing Our Literate Lives")
F	Feb. 5	Final Peer Review Period; Pre-Portfolio Draft "Composing Our Literate Lives" due to Sakai by midnight
M	Feb. 8	Library Orientation Day; "Profile of a Discourse Community" Assignment Overview
W	Feb. 10	What is a Discourse Community?; <u>"To Scratch, Claw, or Grope Clumsily or Frantically" by Roxane Gay</u>
F	Feb. 12	Conducting Field & Primary Research; <u><i>Everyone's an Author</i> Ch. 16 (pp. 354-361);</u> Topics, Field Surveys, Questionnaires, and Interviews due to Sakai by midnight
M	Feb. 15	Discussion on Real-World Discourse Communities; <u>"A Care Package" by Kenzi Allen; "Emo Was the Last Subculture"</u>
W	Feb. 17	How Discourse Communities Originate; <u>"Escaping the Rat Race" by Monica Tan</u>
F	Feb. 19	1st Draft "Profile of a Discourse Community" due for Peer Review (hard copy)
M	Feb. 22	1 st Drafts Returned; Class Review of First Drafts
W	Feb. 24	Review of Primary Research; How to Incorporate Primary Research into Final Draft; <u>"Phenomenal Women" by Beverly Moss</u>
F	Feb. 26	Final Peer Review Period for PDC; Pre-Portfolio Draft "Profile of a Discourse Community" due to Sakai by midnight
M	Feb. 29	"Research Project" Assignment Overview; <u><i>The Craft of Research</i> Ch. 2 (pp. 16-29); <i>They Say / I Say</i> Introduction (pp. 1-15); <i>Everyone's an Author</i> Ch. 15 (pp. 329-336)</u>
W	Mar. 2	<u><i>The Craft of Research</i> Ch. 3 (pp. 31-50); <i>They Say / I Say</i> Ch. 1 (pp. 19-29); <i>Everyone's an Author</i> Ch. 16-18 (pp. 337-371)</u>
F	Mar. 4	<u><i>The Craft of Research</i> Ch. 4 (pp. 51-67); <i>Everyone's an Author</i> Ch. 19 (pp. 372-376);</u> Project Proposals due to Sakai by midnight

M	Mar. 7	One-on-one Project Proposal Conferences; Research Period; <u><i>The Craft of Research</i> Ch. 5 (pp. 68-83); <i>They Say / I Say</i> Ch. 2 (pp. 30-41)</u>
W	Mar. 9	One-on-one Project Proposal Conferences; Research Period; <u><i>The Craft of Research</i> Ch. 6 (pp. 84-101); <i>They Say / I Say</i> Ch. 3 (pp. 42-51)</u>
F	Mar. 11	One-on-one Project Proposal Conferences; Research Period; Ten Quotes and Responses due to Sakai by midnight
M	Mar. 14	NO CLASS—SPRING BREAK
W	Mar. 16	NO CLASS—SPRING BREAK
F	Mar. 18	NO CLASS—SPRING BREAK
M	Mar. 21	Second Library Orientation Period; MLA Review; <u><i>Everyone's an Author</i> Ch. 20-21 (pp. 377-387), Ch. 24 (pp. 407-462)</u> Annotated Bibliographies due to Sakai by midnight
W	Mar. 23	<u><i>The Craft of Research</i> Ch. 7-8 (pp. 103-129); <i>Everyone's an Author</i> Ch. 7 (pp. 66-86); <i>They Say / I Say</i> Ch. 4 (pp. 53-67)</u>
F	Mar. 25	<u><i>The Craft of Research</i> Ch. 9-11 (pp. 130-170); <i>They Say / I Say</i> Ch. 5 (pp. 68-77)</u>
M	Mar. 28	First Draft Research Project due at the beginning of class; One-on-one Conferences (bring two hard copies of 1 st Draft)
W	Mar. 30	One-on-one Conferences (bring two hard copies of 1 st Draft)
F	Apr. 1	One-on-one Conferences (bring two hard copies of 1 st Draft)
M	Apr. 4	<u><i>The Craft of Research</i> Ch. 12-13 (pp. 177-202); <i>Everyone's an Author</i> Ch. 7 (pp. 87-88); <i>They Say / I Say</i> Ch. 6 (pp. 78-91)</u>
W	Apr. 6	<u><i>The Craft of Research</i> Ch. 14-15 (pp. 203-231); <i>They Say / I Say</i> Ch. 7 (pp. 92-102)</u>
F	Apr. 8	<u><i>The Craft of Research</i> Ch. 16 (pp. 232-248); <i>They Say / I Say</i> Ch. 8 (pp. 103-120)</u>
M	Apr. 11	Research Project Peer Review (bring revised copy of paper to class); <u><i>The Craft of Research</i> Ch. 17 (pp. 249-270); <i>They Say / I Say</i> Ch. 9 (pp. 121-128)</u>

W	Apr. 13	Peer Review Continued (bring revised copy to class); <u><i>They Say / I Say</i> Ch. 10 (pp. 129-138)</u>
F	Apr. 15	Final Peer Review Period; <u><i>They Say / I Say</i> Ch. 11 (pp. 139-159)</u> ; Pre-Portfolio Draft Research Project due to Sakai by midnight
M	Apr. 18	Research Project Presentations
W	Apr. 20	Research Project Presentations
F	Apr. 22	Research Project Presentations
M	Apr. 25	Digital Portfolio Assignment Overview
W	Apr. 27	Digital Portfolio Construction Period
F	Apr. 29	Digital Portfolio Construction Period; Student-Teacher Evaluations
M	May 2	Digital Portfolio Submissions due by the beginning of class