

# English Composition 102

Spring 2016

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Office: ATG 477

Office Hours: Tues. 2–2.30; Thurs. 3–3.30 and by  
appointment

Meeting Place: ATG 206

Meeting Time: TTh 11 a.m. – 12.20 p.m.

## “Home”

### WHAT IS THIS COURSE ABOUT?

As they say, “Home is where the heart is”. It is also at the heart of this course. How do the homes we come from make us who we are – among friends, among peers, or in the way we see ourselves? Is home a shelter, a prison, or an idea we carry around with us? Is it a house, a set of relationships, a community in which we feel accepted?

In this course, we will consider the many ways of answering this eternal question as we familiarize ourselves with research and research-based writing. We will learn to connect our personal experience with larger, global events, and research-based data; identify sources, and apply them to support or challenge ideas; and document and cite sources using the MLA format.

### REQUIRED TEXTS

These are the primary texts for the course. I recommend you buy print copies.

- Andrea Lunsford, *Everyone’s an Author*. ISBN-13: 978-0393932119.
- Gerald Graff and Cathy Birkenstein, *They Say, I Say: The Moves that Matter in Academic Writing*. ISBN-13: 978-1469028613.
- Alison Bechdel, *Fun Home*. ISBN-13: 978-0618871711

Other recommended readings for the class will be put up electronically on Sakai. It will be useful for you to take out prints of these texts, and write in your own observations. These texts will include, but will not be limited to:

- C. P. Cavafy, “Ithaka” (poem)
- Ta-Nehisi Coates, “The Case for Reparation” (essay)
- Rana Das Gupta, “Capital Gains” (essay)
- Ursula Le Guin, “The Ones Who Walk Away from Omelas” (short story)
- Adrienne Rich, “Living in Sin” (poem)
- Salman Rushdie, “Imaginary Homelands” (essay)
- George Saunders, “Home” (short story)

- David Foster Wallace, “9/11: The View from the Midwest” (essay)
- Jonathan Watts, “A Long Way from Home: Syrians Find Unlikely Refuge in Brazil” (news report)
- James Wood, “On Not Going Home” (essay)

## **LEARNING GOALS**

By the end of English 102, you should be able to:

- Continue and develop the skills you learnt in English 101;
- Articulate your curiosities in the form of research questions;
- Find, read and analyze sources, and use them to forward your our research;
- Use different media and different genres of writing to address a wide range of audience and contexts.

## **COURSE POLICIES**

### **Attendance**

The classes depend on discussion and class work, so I require you to be present, both physically *and* mentally. The official attendance policies allow you to miss two classes per semester. Any student missing more than six classes is at the risk of failing the course.

### **Accommodations**

If you have a documented disability that requires accommodation, please speak with me as soon as possible so that together we can make appropriate arrangements.

### **Papers and Submissions**

**All assignments are due on Thursdays.** Submit an electronic copy (.doc, docx and .pdf only) on Sakai by 5 p.m. No print submissions required. Late submissions will lose a letter grade for each class date.

### **Electronics**

Please put your cell phones, tablets, laptops and other electronic devices away while in class. Electronic devices may be used for class work and assignments, but only with permission. Ringers should be strictly turned off during class.

### **Academic Integrity**

I expect all the work you submit for your assignments to be your own, i.e. not done by or copied from a classmate, anyone else you know, or any other already existing material.

You can read the official Rutgers academic integrity policy here:

<http://academicintegrity.rutgers.edu/academic-integrity-policy/>

If you have any doubt about the way you use sources or ideas, come and discuss them with me.

### **Resources**

You are encouraged to access the **Paul Robeson Library** for books and other research support, and the **Writing and Design Lab** for help with your assignments.

## EVALUATION

### Grading

The course is designed into four (4) units, and 90% of your grades depend on the major assignments for these units. For the percentage of grades carried by individual assignments, please consult the next section.

10% of your grades will depend on class participation and exercises. Attendance will not be graded, but you will receive zero points for participation and exercises done in the classes you missed.

### Assignments

- **Unit 1: Composing Our Literate Lives**

*20% of final grade*

*Report of 4-5 pages*

*Due on 09 February 2016*

In our introduction to research work, we begin with creating a literacy narrative – a first-person account of how one acquires expertise in different subjects. You can choose any field in which you have received training – a sport, a foreign language, a musical instrument, anything else – and discuss the process of education, and how it has enriched you. This is somewhat similar to the “This I Now Believe” assignment from English 101, but in this unit you not only write about your personal experience, but also study and comment on the processes through which your literacy is achieved.

- **Unit 2: My Hometown**

*20% of final grade*

*Report of 4-5 pages OR audiovisual presentation of 5-7 minutes*

*Due on 03 March 2016*

The intention of this unit is to introduce you to primary research, i.e. research that goes beyond reading and analyzing texts. For the report, you are required to write an essay about your hometown, with researched material on its social and economic conditions, population, levels of education, local attributes, linguistic peculiarities, and social life.

- **Unit 3: Research Project**

*25% of final grade*

*Due on 14 April 2016*

*Report of 7-8 pages, class presentation of 5-7 minutes, and annotated bibliography*

This unit is dependent on multi-staged research, in which you start with presenting a research question, followed by conducting primary and secondary research, writing and revising drafts, and finally creating a written report and a class presentation. The research question and the first draft of your report for this unit will each carry 5% of the final grade.

For this unit, we will do close readings of several texts that approach the meaning of “home” in various ways. We will discuss how to connect opinions and ideas to evidence; how to argue, collect data and interpret their meanings; and how to present all our findings in ways that reach out to our audience.

- **Unit 4: Digital Portfolio (Capstone)**

*25% of final grade*

*Due on 28 April 2016*

*Mixed-media online portfolio, which can consist of PDF, MS Word, Powerpoint files, or posts on a blog; and a reflective statement of 2-3 pages*

This unit is largely geared towards revision. During this period of the semester, you will return to all the work you have done for the previous three units, and reflect on how doing them has made you a more skilled researcher, and which parts you would do differently a second time. Summarize all your work in the form of a portfolio, and present them in a combined manner. For the benefit of your portfolio, I encourage you to keep a record of all your work through the earlier units as you do them.

You are also required to write a reflective statement of 2-3 pages on the entire process. We will discuss the first draft of the statement in class.

## **SCHEDULE (This is subject to change.)**

### **Week One**

**01/19:** General introductions. Discussion about ideas of home.

Reading due: “Entering the Conversation” (p. 1), *They Say, I Say*

**01/21:** Introduction to **Literacy Narrative**.

Reading due: “Writing a Narrative” (p. 101), *Everyone’s An Author*

### **Week Two**

**01/26:** Class discussion on beginning to write.

Reading due: “Starting with What Others Are Saying” (p. 19), *They Say, I Say*; “Writing Analytically” (p. 137), *Everyone’s An Author*

**01/28:** Class discussion on making your point; also finalizing your topic

Reading due: “I Say” (p. 55–92), *They Say, I Say*

### **Week Three**

**02/02:** Library visit; class discussion of how to add secondary sources to the assignment.

Reading due: *They Say, I Say*; “Starting Your Research” (p. 329), *Everyone’s An Author*

**02/04:** **First draft and peer review of Literacy Narrative.**

Reading due: “As He Himself Puts It” (p. 42), *They Say, I Say*

### **Week Four**

**02/09:** Submission of Literacy Narrative.

Reading due: "Capital Gains" by Rana Dasgupta

**02/11:** Introduction to **My Hometown**. Class discussion on primary sources

Reading due: "Conducting Field Research" (p. 354), *Everyone's An Author*

### **Week Five**

**02/16:** Class discussion on political perspectives, how your home relates to the world

Reading due: "9/11: The View from the Midwest" by David Foster Wallace; "Analyze This" (p. 221), *They Say, I Say*

**02/18:** Class discussion on combining memory, personal impression and research

Reading due: "Home" by George Saunders; "Imaginary Homelands" by Salman Rushdie

### **Week Six**

**02/23:** Class discussion of home as an idea/saudade

Reading due: "Ithaka" by C. P. Cavafy; "On Not Going Home" by James Wood

**02/25:** First draft and peer review of **My Hometown**.

### **Week Seven**

**03/01:** Second library visit/class discussion on resources

Reading due: "Keeping Track/Managing Information Overload" (p. 362) and "Evaluating Sources" (p. 367), *Everyone's An Author*

**03/03:** Submission of **My Hometown**.

Introduction to the **Research Project**; class discussion on academic voice

Reading due: "What's Your Style?" (p. 515), *Everyone's An Author*; "Ain't So/Is Not" (p. 121), *They Say, I Say*

### **Week Eight**

**03/08:** Class discussion of home with respect to gender and race

Reading due: "The Case for Reparations" by Ta-Nehisi Coates; "Living in Sin", Adrienne Rich

**03/10:** Class discussion of home as a paradise/site of oppression

Reading due: "The Ones Who Walk Away from Omelas" by Ursula Le Guin; "A Long Way from Home: Syrians Find Unlikely Refuge in Brazil" by Jonathan Watts

### **Week Nine**

**03/15:** No class.

Reading due: --

**03/17:** No class. Submission of **Research Question for the Project**.

Reading due: --

### Week Ten

**03/22:** Class discussion of writing the personal in academic discourse

Reading due: *Fun Home* by Alison Bechdel

**03/24:** Writing and Design Lab presentation; class discussion on using multiple media formats

Reading due: “Designing What You Write” (p. 570) and “Taking Advantage of the Writing Center” (p. 673), *Everyone’s An Author*

### Week Eleven

**03/29:** Research Topic Workshop 1

Reading due: “I Take Your Point” (p. 163), *They Say, I Say*

**03/31:** Research Topic Workshop 2

Reading due: “What’s Motivating this Writer?” (p. 173), *They Say, I Say*

### Week Twelve

**04/05:** Discussion of annotated bibliography

Reading due: “Annotating a Bibliography” (p. 377), *Everyone’s An Author*

**04/07:** First draft and peer review of **Research Project**

### Week Thirteen

**04/12:** Introduction to **Digital Portfolio**.

Reading due: “Assembling a Portfolio” (p. 643), *Everyone’s An Author*

**04/14:** Submission of **Research Project** and in-class presentations.

Readings due: --

### Week Fourteen

**04/19:** Class discussion/workshop on blogging, photo editing and using other digital material for the **Digital Portfolio (May be conducted in association with the WDL)**

Readings due: --

**04/21:** First draft and peer review of **Digital Portfolio**

### Week Fifteen

**04/26:** Reflections, free-write on the class and its activities; portfolio workshop if necessary

**04/28:** Submission of **Digital Portfolio** and in-class presentation