

## **Rutgers University-Camden**

Spring 2016

Prof. Stephen Kopec

English 100: English Composition I for Non-Native Speakers

Mondays/Wednesdays/Fridays, Armitage 108

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Professor Kopec's Office: Armitage 480

### **Course Goals and Student Learning Objectives**

The primary goal of English 100 is to assist you in refining your abilities to express your ideas and opinions coherently through engaging with texts. In this course, you will be asked to pose questions and to frame responses while interacting with different texts through writing activities that stimulate critical thinking. Throughout the course, you will be challenged to engage with texts and media to take risks, to develop new ways of seeing the world through writing and texts, and to apply your evolving writing skills to the local academic and civic spaces. Special emphasis is given to the development of critical thinking skills through the Rutgers Writing Program theme of "Writing as Argument" as well as the ENG 100 course theme of "Change, Adjustment, First Year of College, and Critical Thinking Skills."

### **ENG 100 Learning Outcomes:**

Upon successful completion of this course, you will be able to:

- Close-read any given passage in a primary text (i.e. derive meaning from passages in a primary text and trace implications through the language of that text).
- Engage with texts of different modalities (print, multimedia, visuals) in order to engage rhetorically with argumentation to develop multiple, critical perspectives
- Write five main assignments ranging from reflection, summary, analysis, position paper, and open letter; write five smaller assignments to experiment with new reading/writing strategies/engaging with texts
- Distinguish between a strong and weak argumentative thesis in their own and others' writing.
- Apply pre-reading skills to understand and locate different perspectives in texts.
- Understand the various stages involved in constructing a written argument.
- Coherently express your ideas and opinions about a given passage/idea in writing.
- Distinguish between summary and analysis in their own and others' writing
- Distinguish between strong and weak topic sentences in their own and others' writing.
- Know academic integrity expectations at Rutgers University

## **Required Texts/Readings (please purchase the texts early)**

### **Textbook**

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*. New York: W.W. Norton & Co., 2014.  
[ISBN: 978-0-393-93580-6]

Lunsford, Andrea, Lisa Ede, Beverly J. Moss, Carole Clark Papper, and Keith Walters. *Everyone's An Author*. New York: W.W. Norton & Co., 2013  
[ISBN: 978-0-393-93211-9]

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Random House, 2011.  
[ISBN: 978-1-4000-5218-9]

Moore, Wes. *The Other Wes Moore: One Name, Two Fates*. New York: Spiegel & Grau, 2011.  
Chaps 1-8 & Epilogue

### **Other Readings**

Web site/newspaper articles/journal articles about change, adjustment, and first year of college life. The goal of reading these articles/hearing the audioclips is to think critically about the content and decide whether you agree/disagree/have different perspectives than the authors:

#### First-Year College Experiences:

US News And World Report: 10 Tips On What College Freshmen Should Know  
<http://www.usnews.com/education/best-colleges/slideshows/10-tips-college-freshmen-should-know>

MLive.com: First Year For College Students Is One Of Upheaval  
[http://www.mlive.com/news/kalamazoo/index.ssf/2010/09/for\\_college\\_freshmen\\_first\\_year.html](http://www.mlive.com/news/kalamazoo/index.ssf/2010/09/for_college_freshmen_first_year.html)

Transitionyear.org: Emotional Health and Your College Student: A Guide For Parents  
[http://www.transitionyear.org/downloads/parent\\_pdf\\_guide.pdf](http://www.transitionyear.org/downloads/parent_pdf_guide.pdf)

The Duke Chronicle: Freshmen Face Different Levels of Adjustment To College Life.  
September 30, 2010.  
<http://www.dukechronicle.com/articles/2010/09/30/freshmen-face-different-levels-adjustment-college-life>

Go Ask Alice – Columbia University. Homesickness (response to letter).  
<http://goaskalice.columbia.edu/homesick-having-trouble-adjusting-college-life>

## **Classroom Expectations - Classroom Participation**

The following rules will be enforced, and reflected, as a part of your classroom participation:

- Showing up to class ON TIME (No exceptions - lateness will count as absence)
- No use of cell phones or computers; after warning, you will have points deducted from your participation grade.
- More than one absence (barring unforeseen circumstances) could affect the dropping of your grade by one grade
- Handing in of writing assignments ON TIME
- **AVOID ALL PLAGIARISM – COPYING, CHEATING, CUTTING/PASTING, “GOOGLE TRANSLATING”; ALSO AVOID SPARKNOTES, WIKIPEDIA, OR OTHER SOURCES FOR PAPERS > NO EXCEPTIONS!!!!!!!!!!**
- **USE LIBRARY ELECTRONIC DATABASES FOR ALL RESEARCH!**

## **Assignments and Grading Policy**

Since there will be an emphasis on written work in this class, you will see the breakdown of the grade below, based on the activities in the course. It is expected that you will work together in groups in class, and this work will help you with your reading and writing outside of class. Here is the breakdown:

### **Grading Criteria: (see separate handout for writing assignments grading criteria)**

Written assignments (major writing both in class and at home): 65%

Classroom participation: 10% (including attendance)

On-line writing assignments (using multimedia/social media/video analysis): 25%

Grading of Writing Assignments: Note the increased emphasis on EDITING throughout the semester:

(First and second assignments):

- 50% Organization
- 20% MLA Citations/Format
- 10% Grammar/Vocabulary
- 10% Spelling
- 10% Editing

(Third and fourth assignments):

- 40% Organization
- 20% MLA Citations/Format
- 10% Grammar/Vocabulary
- 10% Spelling
- 20% Editing

(Fifth assignment):

- 30% Organization
- 20% MLA Citations/Format
- 10% Grammar/Vocabulary
- 10% Spelling
- 30% Editing

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current guidelines at the Registrar's web page.

## **Attendance**

Note that you will be allowed three unexcused absences. **Lateness to class is considered an absence and after 4 unexcused absences, you will only be able to reach a 'B' maximum.** Please keep this in mind. **DO NOT E-MAIL ME THAT YOU WILL NOT BE ATTENDING. THAT WILL NOT BE A SUBSTITUTE FOR MISSING CLASS.**

## **University Policies**

### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at Rutgers-Camden. The university's academic integrity website is located at <http://academicintegrity.rutgers.edu/> and requires you to be honest in all your academic course work. Additional resources for you can be found at <http://academicintegrity.rutgers.edu/students.shtml>.

Instances of academic dishonesty will not be tolerated. Plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by you and only you. We will address this importance of this throughout the class.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please contact Associate Dean Thomas DiValerio, (856) 225-2663.

[tdivaler@camden.rutgers.edu](mailto:tdivaler@camden.rutgers.edu)

Campus Center, Room #326 (stairs by the third street entrance, elevator located behind the corner convenience store and down the hall from the main campus lounge and multipurpose room) .

Additional information: <http://studentaffairs.camden.rutgers.edu/disabled.html>

### **Student Technology Resources**

Wi-fi access is available in the Student Union Center. Computers are also available in the Paul Robeson Library. There is also a video series available on-line through the Robeson Library titled "American History In Video."

We will also be utilizing the Sakai web site for this course, so plan to visit it regularly. I will be posting assignments, links, websites, and useful resources to help you develop and cultivate your writing skills. The computers in the Robeson Library are available for your use. You can also print there with your Rutgers ID as well as staple papers if necessary.

### **Rutgers-Camden Learning Center**

The Rutgers-Camden Learning Center is located on the second floor in Armitage Hall. It is designed to assist you in the development of your full potential. You will be required to meet

with me several times during the course and to visit the Learning Center during the session. The Learning Center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, and workshops. The Learning Center is located at [http://learn.camden.rutgers.edu/index\\_files/main.html](http://learn.camden.rutgers.edu/index_files/main.html).

**Syllabus Schedule: Mondays/Wednesdays/Fridays**  
**Spring 2016: ENG 100: English Composition I for Non-Native Speakers**

**(Topics, Assignments, and Due Dates)**

DATE	TOPIC/ACTIVITY	ASSIGNMENT DUE
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**Unit I – Close Encounters with our First Year Book: “Ebola”**

DATE	TOPIC/ACTIVITY	ASSIGNMENT DUE
Jan 20	Overview of syllabus, course expectations and assignments. Discussion of course theme: “Change, Adjustment, First Year of College, and Critical Thinking Skills” and Rutgers Writing Program theme – “Writing As Argument”	Begin reading “Everyone’s An Author” – Chaps 9 & 12
Jan 22	Conduct classroom writing exercise to identify individual writing needs (i.e., organization, grammar, spelling, thesis development, citing sources). Begin “Focus On Friday” – weekly language/editing exercises. <b>Bring “Little Seagull” to class every Friday.</b>	Review important sections of “Little Seagull” and watch video about arguments; Read Chaps 1-2 of “Little Seagull”
Jan 25	Overview of writing an effective/persuasive argument/evaluative thesis  Discuss “Everyone’s An Author” – Chaps 9 & In-class activity: begin note-taking exercise (see Assignment List attached) with thesis on your experiences speaking several languages/living in different cultures.	Discuss critical reading and writing from multiple perspectives. Begin taking notes on campus and at home about living life in two languages (see assignment instructions for Assignment 1)
Jan 27	Overview of “logos,” “ethos,” and “pathos” in written appeals/argumentation/rhetoric	Analyze your Assignment 1 in class with peer editing; draft Assignment 1

DATE	TOPIC/ACTIVITY	ASSIGNMENT DUE
Jan 29	In-class activity: work in small groups to discuss the obstacles to writing an argumentative thesis; focus on the comparing and contrasting process involved in considering multiple points of view; editing exercise for accuracy, fluency, and organization; revise Assignment 1 again for final edits	<b>Hand in Assignment 1</b>

**Unit II: “Analyze This!”: Rhetorical Analysis of a textual artifact**

Feb 1	Discuss concepts of “Analyze This!” rhetorical analysis – relevance to unit and assignments; notions of digital media and voice in writing Begin discussing notions of rhetoric, argument, articulation of positions, multiple perspectives in preparation for <b>Assignment 2</b>	Read “Everyone’s An Author” – chap 1-3  Begin writing a five-page composition ( <b>Assignment 2</b> ) about aspects of identity and culture that you have identified during your readings and discussions.
Feb 3	Discuss current events regarding culture and notions of assimilation and accommodation in Europe/current refugee crisis; discuss issues and techniques of close reading and reading for deeper meaning. Introduce concepts of “ethics” and “empathy” – compare “Ebola” and context of “Immortal Life of Henrietta Lacks”; discuss our role as citizens to engage in issues raised in both texts (locally and globally)	HW: Introduction to “Immortal Life of Henrietta Lacks” - Find social media clips (e.g. YouTube) about Henrietta Lacks/Ebola virus
Feb 5	Focus on identifying symbolic/metaphorical language; using your own voice in your own writing; interpreting text as a critical reader; work on “writing what you want to say (argument) vs. what your reader wants to hear”	Write brief summary of multimedia texts about Henrietta and Ebola ( <b>Assignment 3 – multimedia – see instructions</b> )

**DATE**

**TOPIC/ACTIVITY**

**ASSIGNMENT DUE**

Feb 8	Explore the themes of “change, adjustment, adaptation, and critical thinking skills” through reading of “The	Begin reading “The Immortal Life of Henrietta
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Feb 10	<p>Immortal Life"; apply your personal reactions/reflections to reading; defend your argument from objections; focus on supporting claims and details.  <b>Discuss ethics in health care and "The Immortal Life of Henrietta Lacks"</b></p> <p>Discuss "The Immortal Life"; what is the perspective from which the author writes? What obstacles does she face writing the story? Practice taking notes in class on multiple interpretations of ILHL context. Utilize peer-editing to practice your editing skills of your own writing.</p>	<p>Lacks" (ILHL) – chaps 1-6</p> <p>HW: Practice writing a draft summary of the author's experiences  <b>(Assignment 4)</b> Refer to "Little Seagull", Chaps. 3-4</p> <p>Begin researching context of 1950s Baltimore in which ILHL takes place; include notions of identity and culture among characters in "Immortal Life" and your perspective of the main character's experiences.</p>
Feb 12	<p>Identify common obstacles in writing arguments and defending positions through writing; discuss use of rhetorical strategies to develop multiple, alternative perspectives and translate these into viable arguments</p>	<p>Read ILHL – chaps 7-12</p> <p><b>Assignment 5:</b> "Developing Multiple Perspectives: Ethics in Health Care"; Read "Everyone's An Author", Chaps 5-6</p>

**DATE**

**TOPIC/ACTIVITY**

**ASSIGNMENT DUE**

**Unit III: "This I (Now) Believe"**

Feb 15	<p>Discuss background of radion program "This I Believe" – 1950s radio program; read article about short stories/close reading; watch example of TED.com 20-minute video and listen for speaker's main idea/thesis/argument and support. Discuss similarities in the organization of TED.com talks vs. structure of writing papers.</p>	<p>Utilize note-taking and brainstorming strategies for TED.com video; translate to brief argument exercise</p>
Feb 17	<p>"Immortal Life of Henrietta Lacks";</p>	<p>HW: Read ILHL – chaps 13-16; <b>begin Assignment 6</b> by making a case about a policy, principle, or perspective through an open letter (see assignment instructions)</p>

Feb 19	Continue discussion of rhetorical spaces such as an open letter; an editorial; an advertisement; a political debate – what do these rhetorical spaces communicate to you?	HW: Sakai quiz on editing
Feb 22	Prepare for writing your open letter about ILHL	HW: editing practice; Read “Everyone’s An Author”, chaps. 7-8
Feb 24	Practicing paraphrasing and citing sources from texts	
Feb 29	Brief overview of issues arising from writing assignments – parallel structure, subject/verb agreement, wording, repetition, consistent verb usage, argument/thesis development, revision strategies	HW: SAKAI quiz on MLA format; Read ILHL – chaps 17- end of text; prepare for textual analysis of ILHL; <b>hand in Assignment 6</b>
Mar 2	Review of rhetorical strategies and analyzing multiple texts/types of texts (traditional vs. electronic); begin discussing expectations of audience; notion of “audience”; tone and mood in writing;	
Mar 4	“Focus On Friday”: subject/verb agreement and parallel structure	HW: grammar exercises/review
Mar 7	Review of notions of academic integrity; review of MLA citations and format; exercise in class on MLA citation; review of academic integrity hypothetical situations	HW: SAKAI – complete an outline of an argumentative essay
Mar 9	Watch Malcolm Gladwell TED.com talk; break down the presentation into an outline format, noting main arguments, argumentative stances, rhetorical strategies, Gladwell’s “ethos,” “pathos,” and “logos” and supporting points/info/details	HW: Read handout about college adjustment – start a three-page essay about the process of adjustment to college
Mar 11	Making a claim and writing a thesis; judging the appropriate wording of a thesis  ***NO CLASS MAR 14-18: SPRING BREAK**	HW: Continue finishing your three-page analysis of “Icarus”
Mar 21	Peer editing of three-page essays for “college adjustment”; discuss progress in summarizing an analysis of the U.S. News Report/MLive.com articles on first year of college; explore multiple perspectives of first-year college students’ expectations	HW: Begin three-page compare/contrast essay of one mystery short story of your choice  HW: SAKAI quiz of third

Mar 23	<p>Compare/contrast techniques and organizing information from written material; focus on autobiography (in preparation for “The Other Wes Moore” (TOWM))</p> <p>Utilizing the third person in informative/argumentative essays to make claims/statements</p> <p>“Little Seagull” – read sample essays in class to compare writing effective theses</p>	<p>person wording for essays;</p> <p>Begin “The Other Wes Moore” (TOWM); Chaps 1-4</p> <p>HW: Sakai thesis development exercise-writing the most concise, clear thesis</p>
Mar 25	<p>Work in class to review writing a thesis statement; what to include and how to write it so that it is persuasive</p>	<p>HW: Read “TOWM”, Chaps 5-8</p>

**Unit IV: “My Take: An Open Letter To...”**

Mar 28	<p>Begin discussing the concept of an “open letter”; discuss expectations for Writing Assignment 7 – An Open Letter in which you address a policy, law, institutional reality as witnessed in “The Other Wes Moore” Wes Moore’s rhetorical strategies and perspective shifting (his life and main protagonist’s life- the “other” Wes Moore); his methods of adopting an objective tone in writing. Begin brainstorming ideas for an analysis of perspective shifting (<b>Assignment 7</b>)</p>	<p>HW: Begin drafting <b>Assignment 7</b> – bring to class Nov. 9 for peer editing (see instructions)</p> <p>Refer to “Everyone’s An Author” for rhetorical strategies</p>
Mar 30		
Apr 4	<p>Discuss methods of citing sources.</p> <p>Work in pairs to peer-edit the drafts of Assignment 7. Discuss pitfalls/obstacles to writing topic sentences; focus on strong vs. weak topic sentences</p>	
Apr 6	<p>Evaluating compositions for coherence, organization and strength of argument – define all three components and cite examples in class.</p>	<p>HW: Read TOWM, chaps 13-15; <b>hand in Assignment 7</b></p>

<b>Unit V: “To Think That, One..”</b>		
Apr 8	Discuss unit concept “To Think That, One...”; imagining perspectives that run counter to your own beliefs; questioning/inquiring alternative perspectives; reading texts with alternative perspectives; capturing a multiplicity of views in argumentation;	HW: <b>Assignment 8 drafting</b> : Reflective essay using vision board – “How I Communicate Best” (see instructions)
Apr 11	In-class activity: How do people vary in the ways they use language? How do you communicate best?  Begin exercises on practicing synthesis of ideas in writing/revising/paraphrasing.	HW: <b>Review Assignment 8</b> for final edits; finish TOWM – chaps 16- Epilogue
Apr 13	Address the key differences between analysis and synthesis in writing; do in-class activities in which the focus is on summarizing what you read and putting it in your own words. Focus as well on unintentional plagiarism - know when to cite using MLA format (Use Purdue OWL if needed)!	Hand in <b>Assignment 8</b>

**Unit VI: “Take Two: From Open Letter To Article in the Scarlet Review”**

Apr 15	Review previous unit of open letter; prepare discussion about moving from open letter genre to more nuanced, academically situation revision of open letter ( <b>Assignment 9</b> ) – 6-8 pages final assignment	HW: Read
Apr 18		HW: Begin drafting <b>Assignment 9</b> (due final class day)

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Apr 20	Developing your voice – looking at some strategies to identify, capture, and put into words some of your best ideas and perspectives	HW:
Apr 22	- Brainstorm exercise and discussion for writing an analysis: What appear to be several possible interpretations of what is happening in your argumentation? Nuance? Identifying murky areas of argumentation/rhetoric	
Apr 25	Work with a partner to peer-edit your <b>Assignment 9</b> . Discussion about transition sentences, focus on sustaining the argument throughout the paper.	<b>Last minute revisions for Assignment 9</b> . Use all writing books for reference.

Apr 27	Focus on writing transition sentences between paragraphs. See "Little Seagull" for tips on transitioning between ideas and making claims  Work on editing practice in class for transition and grammar improvement.	Do homework exercise on transitions  Keep revising <b>Assignment 9</b>
Apr 29/May 2	Review homework exercise on transitions; do peer-editing work in class on five-page composition	<b>Final Revision- Assignment 9</b>

May 4

Wrap up semester discussion – submit FINAL FINAL  
Assignment 9 -CONGRATULATIONS – YOU MADE IT!!