

English 102: Our Literate Lives

Spring 2016 (50:350:102)

MWF 9:05-10:00am, ATG 105

Instructor: Brynn Kairis

Office Hours: M 10-11am, W 2-3pm, or by appointment (ATG 476)

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Course Description

This is the second of a two-course sequence meant to prepare students for writing and conducting research in the academy. Throughout the semester, we'll focus on learning how to identify problems; ask questions; conduct research; select, evaluate, annotate, and synthesize sources; and write a response. We'll consider these vital research practices in the framework of a course theme centered on literacy. While most of us may think of literacy as simply the ability to read and write, the idea of "being literate" has broad implications. Literacy involves understanding and constructing meaning, not just receiving messages, but creating them in a variety of ways. We all engage in literate practice each and every day whether we text our friends, update social media, read a favorite graphic novel, work from a knitting pattern or recipe, or write a paper for class. This semester, we'll consider the ways that we develop *academic literacy* – the ability to read and understand academic conversations, as well as formulate our own thoughts and utilize the conventions of academic writing to advance our own ideas.

Learning Goals

When the course has ended, students will be able to:

- Navigate digital archives and examine primary sources
- Conduct ethnographic research and compose a report detailing findings
- Identify a research problem and craft viable research questions
- Find, evaluate, and synthesize secondary sources
- Design and conduct a research project utilizing primary and secondary sources
- Present conclusions based on their research and contribute knowledge to the academy
- Design and maintain a rhetorically-effective digital portfolio

Texts & Materials

Students are required to obtain all course texts and materials. The texts listed below are available for purchase from the Rutgers University bookstore. All non-listed materials should be accessed and printed from Sakai.

- Andrea Lunsford, *Everyone's An Author* (2013) ISBN 978-0-393-93211-9
 - Gerald Graff & Cathy Birkenstein, *They Say/ I Say* (3rd edition, 2014) ISBN 978-0-393-93584-4
 - Wayne C. Booth, Gregory G. Colomb, & Joseph M. Williams, *The Craft of Research* (3rd edition, 2008) ISBN 978-0-226-06566-3
 - Mike Rose, *Lives on the Boundary* (1989) ISBN 0-14-303546-0
 - 4x6 index cards
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CLASSROOM PROCEDURES

Attendance

Each class will begin with a brief free-write activity. Students will complete their free-writes on 4x6 index cards, which will be collected to track attendance. Prompts may ask students to write about fictional situations, assigned readings, class discussion topics, etc. Students who fail to submit a free-write will be marked absent for the day.

Accruing more than **6 absences** will result in failure of the course. Those who anticipate frequent or extended absences due to illness or family emergency should contact me as soon as possible, and report the situation to the Dean of Students at <https://sims.rutgers.edu/ssra/>.

Assignment Submission & Late Work

Soft copies of all final drafts should be submitted through Sakai **before** the start of class. Hard copies should be submitted in class with a signed peer-review draft and a reflection sheet.

Students who miss class are still responsible for submitting assignments due that day. Assignments will decrease one letter grade for each day they are late.

Electronics

Electronic devices are allowed in class, provided that students are on-task. Certain class activities, such as peer-review and free-writes, will require that students put their devices away for a time. Students may be required to put away electronics if they are off-task.

Academic Integrity

Rutgers University has a strict Academic Integrity Policy. Students who falsely represent someone else's work or ideas as their own may face failure of the course, academic probation, suspension, or expulsion.

Students should follow the MLA guidelines for source citation covered in class and outlined in Lunsford's *Everyone's an Author*.

Accommodations

Differently-abled students are welcome in this class, and I am happy to work with those who require accommodations to make the course accessible. Students on file with the Office of Disability Services should submit a letter of accommodation. Letters can be obtained at <http://learn.camden.rutgers.edu/disability-services>.

ASSESSMENT

Evaluation

Student performance will be evaluated based on a variety of low- and high-stakes assignments. Low-stakes assignments, such as free-writes, Sakai posts, reflections, and peer-editing, simply require that students complete them to receive full credit. High-stakes assignments are more formal, with evaluation depending on level of thought, engagement, and fulfillment of assignment goals. Specific evaluation criteria will be provided for each high-stakes assignment.

Participation	15pts
Literacy Narrative	15pts
Discourse Profile	15pts
Annotated Bibliography	15pts
Research Project	20pts
Presentation	10pts
Portfolio	10pts
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	100pts

Participation points significantly contribute to a student's final grade, and are accrued by attendance, participation in class discussions, and completion of low-stakes writing assignments. Students have the option to revise and resubmit ONE assignment at any point in the semester, provided that they arrange a draft meeting with me during office hours.

Assignments

More detailed assignment sheets and evaluation criteria will be provided at a later

Literacy Narrative

3-page narrative detailing your development of a literacy practice

Due 2.19

Discourse Profile

4-page profile of a discourse community, also including supplemental texts & documents

Due 3.18

Research Project

8-10 page report addressing a specific research question, synthesizing your conclusions/arguments with 6-8 sources, also including a research proposal and a research log

Due 5.5

Annotated Bibliography

A Prezi annotating 4-5 possible sources for the research project

Due 4.8

Project Presentation

5-7 minute presentation of the research project visually summarizing your information (Powerpoint, Prezi, website, etc.)

Due 4.27 - 5.2

Digital Portfolio

An online portfolio hosting revised, updated, and edited final copies of students' work for the semester

Due 5.5

date. A brief overview of major course assignments follows:

SCHEDULE

Subject to change. All changes will be uploaded to Sakai.

Unit One – Composing Our Literate Lives

- W 1.20 Syllabus & Introductions
- F 1.22 *Read* *They Say/I Say* Ch. 12 & 14, Tyre “The Writing Revolution”
- M 1.25 *Read* Rose, *Lives on the Boundary* Ch. 1 & 2
- W 1.27 *Read* *LOTB* Ch. 3 & 4
- F 1.29 *Read* *LOTB* Ch. 5 & Alexie, “Superman and Me”
- M 2.1 *Read* *LOTB* Ch. 6 & 7
- W 2.3 *Read* *LOTB* Ch. 8 & Epilogue, *Explore* The Digital Archive of Literacy Narratives (www.daln.osu.edu)
- F 2.5 *Visit* Library
- M 2.8 *Read/Watch* Driscoll “Literacy Narrative of a Deaf ASL Instructor”
- W 2.10 *Due* Rough Draft – Digital Portfolio
- F 2.12 *Due* Rough Draft – Literacy Narrative (Peer Review)

Unit Two – Profile of a Discourse Community

- M 2.15 *Read* *The Craft of Research* Part One (What is research?)
- W 2.17 *Read* Brandt “The Sponsors of Literacy”
- F 2.19 *Read* Gay “To Scratch, Claw, or Grope Clumsily or Frantically”
Due Literacy Narrative
- M 2.22 *Read* Moss, “Phenomenal Women,” Collaborative Literacies, and Community Texts in Alternative ‘Sista’ Spaces”
- W 2.24 *Review* Moss
- F 2.26 *Read* *Everyone’s an Author* p. 182-212 (Reporting Information)
- M 2.29 *Read* *EA* pg. 213-227 (Examples of reports)

- W 3.2 *Read EA* pg. 550-570 (Writing effective sentences)
F 3.4 *Due* Rough Draft – Profile of a Discourse Community (Peer Review)

Unit Three – Conducting and Writing Research

- M 3.7 *Read CoR* Ch. 3 & 4 (Topics to Questions to Problems)
W 3.9 *Read E.A.* Chapter 15 & 19 (Starting Research & Writing a Project Proposal)
F 3.11 *Visit* EGSA Graduate Conference *Due* Profile of a Discourse Community

M 3.14 NO CLASS – Spring Break *Due* Conference reflection on Sakai forum
W 3.16 NO CLASS – Spring Break
F 3.18 NO CLASS – Spring Break *Due* Research Proposal

M 3.21 *Read CoR* Ch. 5 & 6 (Engaging Sources)
W 3.23 *Read* “The BEAM of Research” & Mulcahy, “I Realize Writing is a Part of My Daily Life Now”
F 3.25 *Read E.A.* Ch. 20 (Annotating a Bibliography)

M 3.28 *Read CoR* pg. 105-151 (Making a Claim and Supporting It)
W 3.30 *Read They Say/ I Say* Introduction & Part One: They Say
F 4.1 *Read They Say/I Say* Part Two: I Say

M 4.4 *Visit* Library
W 4.6 *Read CoR* pg. 171-212 (planning & drafting)
F 4.8 NO CLASS *Due* Annotated Bibliography

M 4.11 *Read CoR* pg. 232 – 248 (Intros & conclusions) & Ashlock, “Literacy as Independence”

- W 4.13 *Read* E.A. Ch. 23 (MLA citation & plagiarism)
- F 4.15 *Read* E.A. Ch. 30 (Designing what you write – effective presentations)
- M 4.18 *Due* Research materials & draft – small group conferences
- W 4.20 *Due* Research materials & draft – small group conferences
- F 4.22 *Due* Research materials & draft – small group conferences
- M 4.25 *Due* Rough Draft of Research Project – Peer Review
- W 4.27 *Presentations*
- F 4.29 *Presentations*
- M 5.2 *Presentations*

Monday, May 5th – Final research project & digital portfolio due by 5pm

RESOURCES

Academic Integrity Policy: <https://fas.camden.rutgers.edu/faculty/faculty-resources/academic-integrity-policy/>

Office of Disability Services: <http://learn.camden.rutgers.edu/disability-services>

Paul Robeson Library: <http://www.libraries.rutgers.edu/robeson>

Purdue OWL: <https://owl.english.purdue.edu/owl/resource/747/01/>

Rutgers-Camden Learning Center: <http://learn.camden.rutgers.edu/>

Sakai: <http://sakai.rutgers.edu>

Student Health Services: <http://healthservices.camden.rutgers.edu/>

Writing & Design Lab: <http://wdl.camden.rutgers.edu/>

Writing & Literature Club: <https://rulinked.camden.rutgers.edu/organization/WALC>

