

ENGLISH COMPOSITION II

“Research is creating new knowledge.”- Neil Armstrong

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Office: 458 Armitage Hall

Office Hours: Tuesday/Thursday 12:30-1:00, Tuesday 3:00-3:30 (and by appointment)

Required Texts

Booth, Wayne C., Gregory G. Colomb, and Joseph W. Williams. *The Craft of Research*. 3rd ed. Chicago: U of Chicago, 2008. Print. ISMB-13: 978-0226065663

Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing (Third Edition)*. New York: W.W. Norton, 2012. Print. ISBN-13: 978-0393935844

Lunsford, Andrea, Lise Ede, Beverly J. Moss, Carole Clark Papper, and Keith Walters, eds.

Everyone's An Author. New York: W.W. Norton, 2012. Print. ISBN-13: 978-0393932119

Note: All texts can be found at the Rutgers-Camden Bookstore and online at various retailers. If you haven't purchased these books, do so immediately.

Course Description and Goals

Welcome to English Composition II. This course has been created to enrich your writing skills and cultivate your ability to discover and respond to inquiries. Here you will create questions, gather information, utilize sources, analyze the writing of yourselves and others, and present information to a variety of audiences. The purpose of this course is not to teach you how to respond to the research of others but create knowledge of your own. To successfully complete our class's purpose, we'll examine various texts, ranging from your textbooks, academic essays, digital media, and personal narratives. This course serves as a Gen-Ed Requirement and the second half the ENG Comp courses required by Rutgers Camden.

By completing this course, students will be able to:

- Understand the conventions and components of various genres of writing
- Reflect on previous experiences to create engaging topics
- Discover and work with their own research questions
- Utilize multiple forms of research methods (library based, internet research, interviews, etc.) in their writing
- Communicate effectively orally and in writing

Procedures, Expectations, and Resources

Attendance: The success of our course hinges upon engaged participation and the sharing of ideas. Students are allowed two (2) **unexcused** absences without penalty. Frequent tardies (3) will count as an unexcused absence.

Upon the third unexcused absence, your final participation grade will be lowered by a fourth. Similarly, a fourth and fifth unexcused absence will lower your final participation grade by half.

and three-fourths respectively. **Six or more unexcused absences will result in a failure for the course.** While your attendance is vital, I understand illnesses and family emergencies occur. Please provide a doctor's note for your illnesses so it can be excused.

You are responsible for completing work for all missed classes. Assignments due on a day missed will be considered late unless previously discussed with me. To make finding out what work was missed easier, please exchange contact information with two people sitting near you.

Name	Email	Phone Number

Expectations: While our opinions may differ, we will conduct ourselves respectfully and with understanding. Disrespect will not be tolerated and any number of penalties may result due to improper behavior. You are expected to have all work completed by the assigned date; this includes the readings and smaller writing assignments. If group discussions suffer due to a collective failure to complete readings, quizzes and extra writing projects will be assigned.

Late Assignments: With the exception of extreme medical and family emergencies (of which I will always require documentation) no major assignments can be turned in late without penalty. For each day an assignment is late, I will subtract 4 points from the total score. After four days, I will not accept the assignment at all, and you will receive an automatic F. *You must still complete the assignment if you wish to pass the course.* All assignments must be posted on Sakai and given to me in print copy by the start of class or they will be considered late.

Cell Phones: Shut them off. If you have an extenuating circumstance (waiting on the birth of a relative, for example) and require your cellphone on, discuss it with me before the start of class. If you're constantly on your phone during class, I will mark you absent as you aren't engaged with the discussion or your classmates. Laptops and other technologies, such as tablets, can and should be used as long as they're applicable to what we're doing in class.

Personal Safety and Comfort: If the subject matter of a specific presentation or assignment makes you uncomfortable, see me **immediately** and we can work out alternative arrangements. Your safety and comfort should always be a priority. If ever concerned about your mental health, contact Rutgers-Camden's Counseling and Psychological Services at (856) 225-6005.

Academic Integrity: While our class will include peer review, collaboration, and sharing ideas, all writing must be done by you alone. Plagiarism, including buying papers, stealing another student's work, and/or failure to cite sources, is strictly forbidden. Sources used in papers must be properly cited in MLA style citation. **All cases of intentional plagiarism will, at the very least, result in a failure of the assignment and will be filed to the Office of Student Conduct as Academic Misconduct.** For information on Rutgers-Camden's Academic Misconduct policy, visit <http://studentconduct.rutgers.edu/university-code-of-student-conduct/>.

Disability Statement: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Writing Resources: Rutgers-Camden has many resources to aid in the development of your writing, chief among them the Rutgers-Camden Writing and Design Lab (<http://wdl.camden.rutgers.edu/>). The WDL was specifically created to help on English class assignments and will be invaluable in creating and maintaining your electronic portfolios along with other writing assistant needs you may have.

Professor Absence: If I ever have to cancel class, check our Sakai page and your emails for alternative assignments and how this will affect the plans for the following course. Not checking the Sakai page is no excuse for not having work for the following class.

Writing Assignments and Calendar

OWA

Besides the major assignments listed below, **Other Writing Assignments (OWA)** will be due periodically during the semester. Typically, these short assignments will complement the major project due at the time (helping you generate ideas, audiences, analysis, etc.) or prepare you for the next assignment. Sometimes they will be reflections on readings from a specific week in the course. As long as you follow guidelines (page length, format, etc.) and try to address the topic, you will get full credit on the assignments. I will not accept any late OWAs.

Major Assignments

Note: A key component to our course is the freedom you all have in choosing your topics. During the first few weeks of your assignments, you'll need to inform me of your topic so we can discuss the feasibility of it and if it fits within the parameters of the assignment. I reserve the power to reject any topics deemed unfit.

Composing Our Literate Lives: January 19-February 4

Literacy narratives, first-person accounts where the authors reflect on their processes of acquiring literacy, are broad in scope. They can cover the subject learning to read from their parents and the books they grew up with or they can recount how watching hockey games and discussing their team with others gave them literacy of the sport. An important question to ask and answer in literacy narratives is how. How was this literacy sponsored, continued, hindered, and/or ultimately created? For this project, we will read a series of literacy narrative on a variety of topics so you understand the genre and conventions of the text. You will next choose a field you are an expert in and write four pages describing the development of your literacy.

- January 19 Introduction
Syllabus Distributed
- January 21 Readings: EEA Chapter 8, TSIS Chapter 12
Syllabus Quiz
What is Literacy?
- January 26 Readings: TSIS Preface, Introduction; Rose “Average”
Introduction to Literacy Narrative Assignment
- January 28 ~~LIBRARY VISIT~~
Readings: TSIS Chapter 15, “Hidden Intellectualism”; Alexie “Superman and Me”
OWA 1: Choose a Literacy
- February 2 Readings: EEA Chapter 32; TSIS Chapter 13
What is a Digital Portfolio?
- February 4 Readings: Straub “Peer Review”; Mirabelli “Learning to Serve”
Peer Review of Literacy Project

Draft of Project Due: February 4

Final Project Due: February 16

Profile of a Discourse Community: February 9-February 25

A discourse community examines how members of a chosen group interact and communicate. Discourse communities are incredibly varied in size, purpose, and importance. Your assignment will be to write a profile of a discourse community, getting resources primarily through first-hand resources, such as interviews, surveys, and evidence from personal experience. You should have a personal connection to this group if not be a member of it. The purpose of the assignment is for you to make a claim and prove it via evidence while questioning various aspects of your chosen group. This assignment, excluding your many notes and relevant documents, will be at least four pages.

- February 9 Readings: Swales “Discourse Community”, “Beginning of Reading and Writing”
Introduction to Discourse Community Assignment
- February 11 Readings: TSIS Chapters 1-3
Toy Story 2
OWA 2: Swales
- February 16 Readings: Craft of Research (CoR) Prologue; TSIS Chapter 14
Literacy Narrative Final Due

February 18 Readings: TSIS Chapter 10; Marro “The Genres of Chi Omega”
OWA 3: Your Discourses and Sources

February 23 Reading: Branick “Coaches Can Read”
Updating the Portfolio
Reflections
OWA 4: Toy Story Discourse Communities

February 25 Readings: CoR Chapter 1; TSIS Chapter 4-5; EaA Chapter 21

Draft of Project Due: March 1

Final Draft of Project Due: March 10

Research Project: March 1-April 28

The major assignment of our course, this project is made of various components: a project proposal, a written report, an in-class presentation, a digitalized annotated bibliography, and a dated log describing all of the research that allows you to complete these tasks. Choosing your own topic, your research project is not a report of information from various sources. Rather, you will enter conversations with other writers and ask questions you want answered. To complete this assignment, you’ll collect and work with a variety of sources, ones found in libraries, archives, interviews, and basic observations. The final copy of the assignment will be 8-10 pages with a large connection of research and effort you put into the process.

March 1 Readings: CoR Chapter 2, TSIS Chapter 6
Peer Review for Discourse Community
Introduction to Research Project

March 3 Readings: CoR Chapter 3-4
Brainstorming Topics

March 8 **LIBRARY VISIT**
Readings: CoR Chapter 5-6
OWA 4: Topic Ideas

March 10 Readings: EaA Chapter 19-20
Updating the Log
Final Discourse Community Due

March 15-17 Spring Recess (Continue reading sources)
Project Proposal Due (17th)

March 22 Readings: CoR Chapter 7, TSIS Chapter 7, Student Examples

March 24 Readings: CoR Chapters 8-10
Conferences with me

- March 29 Conferences with me
- March 31 Readings: CoR Chapter 12-13
Annotated Bibliography of 4 sources due
OWA 5: CoR Chapter Review
- April 5 Peer Review of Research Project
Update Log/Reflections
Discuss presentations
- April 7 Readings: CoR Chapter 14, Student Examples
OWA 6: Questions
- April 12 Readings: CoR Chapter 15, 17, Student Example
- April 14 Peer Review of Research Project
- April 19-26 Student Presentations
- April 28 Research Project Due
Final Comments
Work on Portfolio and Reflection

Draft of Project Due: April 5, 14
Final Draft of Project Due: April 28

Digital Portfolio: Entire Semester

Through the semester, you will consider how to edit your papers and continue to work on a digital portfolio, one that will act as your final for this class. In the portfolio, you will include revised versions of your three major assignments (listed above) along with a 3 page reflective statement on your development as a writer. By completing the portfolio, you will assess how you've grown as a writer and learn about digital tools.

Portfolio Due: May 9th by 12:00 PM

Evaluation Totals

Assignment	Percentage of Final Grade
Participation (OWAs, Class and Online Discussions, etc.)	15%
Literacy Narrative	15%
Discourse Community	15%
Research Project	40%
Digital Portfolio	15%