

Mastering the Liberal Arts II Spring 2013

50:606:302, Section 40

Tuesday evenings 6:00 to 8:40 p.m.

Armitage 106

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<https://sakai.rutgers.edu/portal>

Course Description

A range of topics and methods used to challenge students to further develop the array of advanced skills needed to master the material taught in upper-division liberal studies courses; emphasizes developing reading, research, and quantitative skills appropriate for the social sciences and the natural sciences, with particular attention to psychology, sociology/urban studies, and ecology/biology. Regular writing and research assignments; writing intensive course designation

Required Resources

- VanderMay, Randall, Verne Meyer, John Van Rye, and Pat Sebranek. *The College Writer: A Guide to Thinking, Writing, and Researching*. 4th Edition. ISBN:978-0-495-91585
- *The Seagull Reader: Essays*. 2nd Edition. Ed. Joseph Kelly. NY: Norton, 2008. ISBN 978-0-393-93092-4
- *The Seagull Reader: Stories*. 2nd Edition. Ed. Joseph Kelly. NY: Norton, 2008. ISBN 978-0-393-93091-7
- Sakai course management system: <https://sakai.rutgers.edu/portal> requires an email account and (RUID) [Rutgers User ID]
- RUID – Student Identification card for library, email, Sakai and other student privileges—available at Impact Booth in Student Center
- Attendance at Liberal Studies Supper; Career Center Presentation

Course Evaluation

Analysis of Image and presentation	5%
Reading Facilitation	10%
Business Letter	5%
Formal résumé (15%) submitted to Career Center and Professor	10%
Three Forum Responses on Sakai	15%
Research assignment on general topic – “Effects of Modern Technologies”	
Proposal and Working Bibliography 5%/5%	10%
PowerPoint Presentation	15%
Final draft of Research Paper	20%
Active participation in all facets of class-assigned work	10%

Grade spread

>90 A >85 B+ >80 B >75 C+ >70 C >60 D <59 F

Student Learning Outcomes

In this course, students are expected:

- To extend the skills of critical analysis and expository writing
- To grasp the concept of writing as a process with various steps: finding and narrowing an appropriate topic, arriving at a thesis, outlining, drafting, revising, and editing
- To understand the difference between a topic and a thesis, between summary and analysis; and to advance an argument supported by textual evidence.
- To realize the importance of accurate citation of sources and academic integrity
- To understand how to integrate both direct quotations and paraphrasing into a critical paper
- To understand the importance of classroom participation: speaking as well as listening carefully and responding to others' ideas

Class policies

- It is your responsibility to stay informed. Assignments are to be completed before class, except where otherwise noted.
- You are expected to be in class and **on time** for all sessions. As we meet only once weekly, three absences or more, regardless of reason, will result in failure for the course.
- If you have a serious emergency that prevents attendance, please send me an email and let me know you will not be in class. Do not wait until the next class to contact me.
- In the event of severe weather, check the Rutgers homepage for campus closures or KYW school closings (2605). If it is necessary for me to cancel class, you will receive notification through Sakai and I might post a makeup assignment.
- You are responsible for meeting due dates listed on the syllabus. All work must be completed and submitted by or before the last class day of the semester. Unless you are dealing with a serious emergency, a death in the family or your documented illness, either of which should be reported to Provost Daisey, I do not give makeup work for any incomplete or late assignments. If I arrange a makeup assignment, it must be submitted, as assigned, in your Sakai drop box at least one day before the next class meeting you will attend. **I will not open email attachments.**
- If you need to improve your writing skills, from development and organization, to thesis and support, or if you need a refresher on grammar and mechanics or any other learning strategy, additional help is available! Please make an appointment for writing or learning assistance at the Learning Center in Armitage Hall at least a week before papers are due. You can also make appointments at Robeson Library for assistance with research.
- If you have a documented disability on file with Student Affairs, please provide a letter of accommodation for specific needs.
- Grades for individual assignments will be posted to Sakai.

Assignments will be evaluated based on the following, as-needed, measures:

- Content:** title, argument, thesis, evidence, logic, persuasion, coherence
- Organization:** paragraph divisions, clarity, development of ideas
- Format:** MLA format, double-spaced, headers, page numbers, proper source integration and citation;
- Language:** diction, syntax, spelling, grammar, sentence variety

Formal Assignments are to be done in MLA format, the style appropriate for the humanities; there is a copy of a pro-forma MLA paper on Sakai. Be sure to proof your work **before submission to Sakai drop box.**

Reading Facilitation—During the semester, you are expected to lead the discussion on one assigned reading. Your facilitation should not summarize the work, as we have all read the work; rather, you should direct us to particular critical aspects of the work. You should follow a rubric which makes text to self, text to other texts, and text to global concerns. Your facilitation should also include questions directed to the class to generate class response. Facilitation is intended as a preliminary in public speaking and audience awareness. A sign-up sheet will be circulated in the second class. If you are absent, you will be given an assignment.

Cover Letter and Résumé Writing: You are expected to attend the workshop provided by the Career Center and to create a dynamic letter and résumé as directed. Your documents will be ‘handed in’ to the instructor and the Career Center for critique. The goal is to prepare official documents that can be used for Career Days (early spring on campus) and employment or grad school opportunities.

PowerPoint Presentations, used today in most public speaking venues, will be generated by your specific research topic related to the “effects of modern technologies.” You will choose one technology, conduct research on the good and ill effects of that technology, and create a PowerPoint presentation that ties into your research. The presentation should incorporate visual media and generate discussion on your topic. Evaluation will be based on the quality of the slides and reception by the class.

Your **Semester Research Paper** is, in effect, a long comparison and contrast essay, incorporating at least five primary, scholarly, researched sources, and will illustrate the good and ill effects of the technology you choose to evaluate. There will be further discussion on ideas, in class, and a sequential set of instructions for completion,

beginning with generating an idea and submitting your idea to the Sakai Forum, doing preliminary research, following up with a proposal (which acts as a preliminary mini outline), a Working Bibliography (set up as a Works Cited page with a change in title) that shows the works you are considering, a Power Point presentation, which will allow you to get feedback from your peers, and the final paper to be submitted by the last day of class. Remember that you can seek assistance from the library and the Learning Center.

Syllabus of Reading and Writing Assignments

Week of January 22nd

- Review of syllabus, Sakai course site

Week of January 29th

- Read *College Writer* [CW] “Critical Thinking Through Reading, Viewing, and Writing” (3-17) and (18-26). Select one advertising image. In a single page, analyze the image (see CW, pages 13-15). Make sure you acknowledge the source for your image. Be prepared to present your image and analysis to the class – analysis to be handed in.
- Read “Everyday Use” (*Stories* 459-68). Short Story handout (Sakai)

Week of February 5th

- Look over CW “Avoiding Plagiarism” (474-79); review of MLA style and documentation (491-528).
- Look at Robeson Cartoon on Plagiarism; be prepared to discuss what you didn’t know about plagiarism.
- In *Essays* read “Bodies in Motion and at Rest” (220-24) and “On 9/11, Innocence was Lost Once Again” (251-53)
- Discussion of readings; group work on quoting, citing, and analysis from readings

Week of February 12th

- Read CW “Writing for the Workplace” (377-88).
- Meet in Campus Center for orientation by Dean Jim Marino, Career Center.
- Research two job advertisements for a job you’d like to secure after graduation.
- Using the model (CW 382), write a letter for one of the researched advertisements. At start of Dean Marino’s facilitation, you will hand in your letter and the job advertisement to professor.

Week of February 19th

- Using distributed guides from Career Center facilitation, begin preparation of Resume or CV and edited cover letter (above) to be submitted as a package to professor and Career Center for critiques on February 26th.
- Read *Stories*: “The Story of an Hour” (120-23) and “Hills Like White Elephants” (203-08).
- Respond to Forum #1 on Sakai.

Week of February 26

- Read CW “Persuading Readers to Act” (287-304); pay particular attention to “I Have A Dream” (292-95);
- Group work: creating a Works Cited page
- Discussion of term research assignment (TBA) and PowerPoint presentations
- Read CW “One Writer’s Process” (113-30); mapping and Clustering ideas

Week of March 5th

- Read *Essays*: “Paying for Freedom” (53-56) and “Why Don’t We Complain?” (60-66) and CW “Taking a Position” 265-86
- Respond to Forum #2 on Sakai.

Week of March 12

- Read *Stories*: “A Loaf of Bread” (280-99) and “Guests of a Nation” (389-401).
- Respond to Forum #3 on Sakai.

Week of March 19th – No class; *spring break*

Week of March 26th

- In class~ Liberal Studies Supper, Academic Advising with program director, Dr. Epstein
- Read CW “Writing a Research Proposal” (420-21). Prepare and bring to class a one-page proposal on your research idea (no credit for late submission).
- Brief, individual conferencing regarding proposal

Week of April 2nd

- Read CW “Conducting Primary and Library Research” 446-47, 449-58, 459-69. “Preparing Oral Presentations” (401-410).
- Submit a Working Bibliography (model in CW 430) set up as a Works Cited page (no credit for late submission).
- Read *Essays*: “One Side Can Be Wrong” (70-74).

Week of April 9th

- Read *Essays*: “Daddy’s Philosophy” (132-38).
- Review of logic (inductive/deductive) and logical fallacies (*Essays* 12-21)
- Submit PowerPoint Presentation to Drop Box on Sakai; make sure you can open it from Sakai and save a copy to a flash drive for use in class.

Week of April 16th

- First drafts of Term Research Papers due in Sakai drop box
- PowerPoint presentations – first half of class; peer review

Week of April 23rd

- Second half of class – PowerPoint Presentations – peer review; individual conferencing

Week of April 30th - final class

- Final draft and first draft of paper due in Sakai drop box. No papers accepted after this date. Grades will be posted by or before Tuesday, May 14th.