

# Mastering the Liberal Arts I

Open only to Liberal Studies Majors or with special permission from Director

Fall 2013  
50:606:301 Section 40, index 24375  
Tuesdays from 6:00 to 8:40 PM. ATG 205

Professor Maggie Piccolo  
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Hrs. by appointment (5-5:45 PM M-W)

Mastering the Liberal Arts I is a writing-intensive course required for Liberal Studies majors. Enrollment is contingent on past completion of a technical degree and requires special permission from the program director.

## 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 the reading and writing skills needed in advanced humanities courses. Regular writing and research assignments [Writing Intensive designation]

## Required:

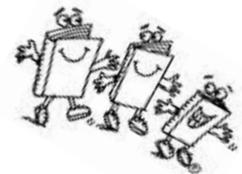
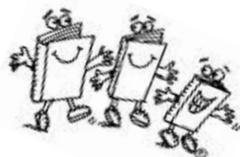
- 1) *How to Write Anything* A Guide and Reference, Bedford/St. Martins, 2010. [HWA]  
ISBN: 978-0-312-66830-3
- 2) Sakai course management system: <https://sakai.rutgers.edu/portal>  
requires an email account and (RUID) [Rutgers User ID]
- 3) RUID—Student Identification card for library, email, Sakai and other student privileges—available at Impact Booth in Student Center

## Course evaluation

|  |     |
|--|-----|
| Facilitation of assigned reading—critical analysis                         | 5%  |
| Four Sakai Forum informal responses @ 5% each, 9/17, 10/08, 10/22, 12/03   | 20% |
| Short, final draft papers in MLA style with Works Cited page, if required: |     |
| Literacy Narrative, 3 to 4 pages, due October 1st                          | 10% |
| Literary Analysis, 4 to 5 pages, due November 12th                         | 15% |
| Peer Editing; literary analysis – November 5 <sup>th</sup>                 | 5%  |
| Vocal participation (class and supper)                                     | 10% |
| Term Research Report of 6-8 pages with Works Cited page:                   |     |
| Library Orientation – mandatory—Tuesday, November 19th                     |     |
| Proposal and working bibliography- before November 26th                    | 10% |
| Final draft with Works Cited page, due December 10th                       | 25% |

## 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 reading, 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 documented 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 cogently as well as listening carefully and responding to others' ideas

### **Class policies**

- Assignments are to be completed before class.
- 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 let me know by email as soon as possible but before the end of the work week. **Campus closing Number: 2605**
- Facilitations and in-class writing assignments will relate to assigned readings and **cannot be made up**. If you miss class, it is your responsibility to get a synopsis of class activities from another student. I do not give “makeup” or “catch up” work for any missed, incomplete, or failed assignments. Your grade assessment will be what you earn during the semester.
- *Reasonable* use of technology for class-related activity is permitted

### **Assigned readings**

Each week, we will critically read and discuss several short works that are gathered under a generalized theme or a particular writing genre. As you read, determine the author's thesis, intention, support, style, and projected audience. Critically assess the author's success by considering viewpoints other than those mentioned.

### **Facilitations**

You will be responsible for leading class discussion on a reading assigned for Facilitations (see syllabus). Your facilitation should touch on the form, content, and larger implications addressed by the works, demonstrating that you have carefully read and critically evaluated the reading assignment. Your facilitation should not just summarize the work, which we have read, but should include observations, insights, opinions, and questions about specific passages. You are welcome to make connections to other readings or to real world events (critical thinking), or to ask leading questions of the class, but you should be prepared to respond to others' comments and keep the discussion lively. We will draw on readings and discussions for in-class rhetorical activities. A sign-up sheet for facilitations will be available during the second class meeting.

### **Sakai Forum Responses**

Although the forum allows you an opportunity to respond informally to the leading question or to one another's posts, please keep in mind that your writing is often the first locus by which you are professionally judged. Ideally, you should read over the posted question and the submitted posts *before* posting your individual response. Students generally find it helpful to write and edit their responses in Word before posting. Use jargon or fragments sparingly. Your goal is to be understood.

### **Formal papers**

Unless you inform me of a concentration other than Liberal Studies, you are to write all formal drafts and your proposal in MLA style, properly citing and documenting all sources used or consulted. MLA style, taught in most college writing programs, will be reviewed in class. **Plagiarized materials will fail and**

**be reported. If you are not sure of when, what, and how to cite, do research or ask!** All formal papers are to be submitted electronically to Assignments 2 in Sakai. Papers submitted late will receive a half letter grade deduction for each day late. Papers will not be accepted to Assignments 2 more than four days late, as the submission site will close. **I do not open email attachments under any circumstances.** Instructions for all formal papers will be given in class and posted on Sakai well in advance of due dates. Additionally, you can make an appointment, days or weeks ahead of time, at the Learning Center for writing assistance; tutors will help you develop your paper but they do not do proofreading.

Formal Paper #1, Literacy Narrative, Assignment #1, *How To Write Anything*, page 39.

- Informal outline due on September 29<sup>th</sup> for class discussion
- Final draft **due to Sakai Assignments 2 before start of class on October 1<sup>st</sup>**

Formal Paper #2, Literary Analysis (2 cited sources) **due to Sakai Assignments 2 before the start of class on November 12<sup>th</sup>.**

- Bring **two** printed copies to **peer review** on **November 5<sup>th</sup>.**

Formal Term Research Report on an arguable topic chosen from the list on Sakai:

- You are to post your specific thesis-inquiry to **Sakai Forum #4 before November 12<sup>th</sup>.**
- The **Library Orientation**, hosted by Professor Haynes at Robeson Library at 6 PM on **November 19<sup>th</sup>** will introduce you to Rutgers research sources. Bring your preliminary, arguable **thesis** and **five researchable subtopics** for further thinking, as you will be given some opportunity to do guided research at the end of the orientation.
- Within the following week, but **before Tuesday, November 26<sup>th</sup>**, you are to submit a one to two page **proposal and Working Bibliography** of six to eight sources. I will grade your proposal and bibliography and respond to your ideas via Sakai Grading.
- On Tuesday, **December 3<sup>rd</sup>**, you will share with the class your field of inquiry and topics you are considering, explaining your interest and plans for completing the assignment. I will critique, briefly and individually, those papers that are brought to class in **first draft** form on this night. Otherwise, if necessary, you are to seek assistance from the Learning Center or Robeson Library.

### **Liberal Studies Colloquia**

The Liberal Studies Supper, a seminar with mental and physical nourishment, is held in the Dean's faculty Lounge, 3<sup>rd</sup> floor Armitage Hall; please arrive promptly. **Professor Lauren Silver** from the Childhood Studies Program will address: "**Shadowing Youth: Adolescent Mothers and Child Welfare Trajectories.**" Professor Silver, whose work is informed by childhood and youth studies, will share with us her research as well as her advocacy with young mothers.

- In the week prior to Dr. Silver's presentation, please read her article "Spaces of Encounter," which is posted to Sakai, via e-Reserve link to Robeson Library. Be prepared to engage in discussion, ask questions, and share observations with Dr. Silver during her presentation.

If needed, we will have an **academic advisor** attend class in the last week of October prior to spring class registration. Please inform me if you need assistance.

Your success in the program is important. If you have any questions about the class, or the syllabus, or any other areas where I might be able to help, please do not hesitate to contact me via email: [piccolo@camden.rutgers.edu](mailto:piccolo@camden.rutgers.edu) During the work week [M-TH], you can expect a response within hours; if I haven't answered your email, I haven't received it. Any questions about your major and minor concentrations should be addressed to Dr. Epstein, the program director, at [repstein@camden.rutgers.edu](mailto:repstein@camden.rutgers.edu)

## Syllabus of Assignments

**N. B.: Relating to your participation grade, you are responsible for creating at least one discussion question or one observation to share for each reading.**

|       |   |
|-------|---|
| 9/03  | Course Introduction. Review of syllabus, course requirements, and online access to Sakai. Brief grammar and mechanics inventory and writing sample.   |
| 9/10  | “Smart Reading” (317-24); Review of the Writing Process – PowerPoint on Sakai; grammar review (531-36); (facilitation #1) Rodriguez “Strange Tools” (20-25); and (facilitation #2) Satrapi <i>Persepolis</i> excerpt (32-38); introduction to first formal paper: Literacy Narrative (4-19); <b>Assignments #1, page 39, due October 1st</b>                        |
| 9/17  | Thesis (336-39); Organization (340-41); Outline (342-45); MLA Documentation and Format (437-73); Barry “Lost and Found” (566-72); <b>Answer question #1 on Sakai Forum #1</b> ; (facilitation #3) Sedaris “Me Talk Pretty One Day” (559-564); in class exercises on thesis development, quoting and citing  |
| 9/24  | (facilitation #4) Frykholm “Enough” (589-92); class discussion and review of <b>literacy narrative informal outlines</b> (to be handed in); introduction to Report (40-55); conferencing on paper #1 where needed   |
| 10/01 | <b>Literacy Narrative due to Sakai Assignments 2.</b> Brody “Gene Altered Foods” (56-63); (facilitation #5) Begley “Learning to Love Climate ‘Adaptation’” (612-615); Gore <i>An Inconvenient Truth</i> (film in class; brief discussion)   |
| 10/08 | Transitions (350-53); <i>An Inconvenient Truth</i> (continued). . . <b>Sakai Forum #2 written response report after viewing film but before next class</b>  |
| 10/15 | Read Silver “Spaces of Encounter” posted on Sakai’s e-Reserve. <b>LIBERAL STUDIES SUPPER, 3<sup>rd</sup> floor Armitage Faculty Lounge; guest speaker Professor Lauren Silver,</b> Childhood Studies. Topic: "Shadowing Youth: Adolescent Mothers and Child Welfare Trajectories" ; be prepared to discuss article and contribute to colloquium                     |
| 10/22 | <b>Sakai Forum #3</b> – Response/Critique to “Shadowing Youth” report. Rhetorical Analysis (222-36) and Using Images (504-09). (facilitation #6) Quindlan “Uncle Sam and Aunt Samantha” (97-100); <b>choose and copy one print ad</b> ; be prepared to discuss how the ad shows sexism overtly or covertly. Introduction to Literary Analysis assignment (186-221)  |
| 10/29 | (facilitation #7) Chopin “Story of an Hour” and (Facilitation #8) and Poe “Cask of Amontillado” and (facilitation #9) Hurston “Sweat” posted to e-Reserve; <b>be prepared to discuss story elements from your notes</b>   |
| 11/05 | (facilitation #10) Borowski “This way for the gas, ladies and gentlemen” and (facilitation #11) De Maupassant “The Necklace” posted to e-Reserve; be prepared to discuss story elements from your notes. <b>Two copies of first draft</b> of Literary Analysis with two sources due for <b>peer editing</b> ; Peer Editing (392-97); Research and Sources (398-419) |
| 11/12 | <b>Literary Analysis due to Assignments 2.</b> Introduction to Argument (68-96); (facilitation #12) Klein “Pay to be Saved” (664-67). Post your chosen topic to <b>Sakai Forum #4</b> ; bring to class your general topic idea and some research terms, as shown in Research and Sources (398-419); review of final paper requirements                              |
| 11/19 | <b>Library Orientation. Meet in Robeson Library lobby at or before 6 PM.</b> Read: Proposal (160-62) and (180-84); submit Post <b>Proposal and Working Bibliography</b> to Sakai Assignments 2 <b>before 11/26</b> —See Sakai instructions  |
| 11/26 | <b>Observe Thursday schedule; no class</b>  |
| 12/03 | In class, I will address global errors and answer questions about research; be prepared to discuss with the class your field of inquiry leading to your research project. If available for review, your first drafts will be individually and briefly critiqued.  |
| 12/10 | <b>Final Research Paper draft due</b> to Sakai Assignments 2. Closing comments and a look forward to next semester  |

