

Mastering the Liberal Arts I

Fall 2011
50:606:301 Section 40, index 24907
Tuesdays from 6:00 to 8:40 p.m., ATG 205

Professor Maggie Piccolo
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Hrs. in class 5:30 – 5:55 p.m.

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) *The College Writer*, 4th edition. ISBN: 9780495915850 [CW]
- 2) *Seagull Reader Essays*, 2nd edition. ISBN: 9780393930924 [Essays]
- 3) *Sakai Course Management System*: <https://sakai.rutgers.edu/portal>
—requires an email account and (RUID), available at Impact Booth in Student Center
- 4) E-Reserve Fiction Readings, library, available through Sakai

Course evaluation

Facilitations of assigned readings—critical analysis	10%
Two position papers of one to two pages @5% each—September and October	10%
Short papers in MLA style with Works Cited page:	
Education Narrative, 3 to 4 pages, due October 4th	15%
Literary Analysis, 4 pages, due November 1st	20%
Grammar and Stylistics quiz	10%
Attendance, active participation, and group work	10%
Term Research Report of 5-6 pages with Works Cited page:	
Library Orientation – mandatory—November 8th	
Proposal and annotated working bibliography-November 22nd	5%
Final draft with Works Cited page, due December 6th	20%

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 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.
- Facilitations and in-class assignments will relate to 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.
- Unless you are dealing with an emergency situation that requires your immediate attention, cell phones are to be set to ‘vibrate’ and put away during class.

Assigned readings and Position Paper assignments

Each week, we will critically read and discuss several short essays that are gathered under a generalized theme. 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. You are expected to be prepared to engage in discussion with the topics addressed by facilitators. You are to submit two individual position papers of one to two pages each on three separate reading assignments of your choice through September and October. See [CW] pages 284-85 for checklist.

Facilitation

You will be responsible for leading class discussion on assigned readings. 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 assignments. Your facilitation should not just summarize the works, which we have read, but should include observations, insights, challenges, and questions about specific passages. You are welcome to make connections to other readings or to real world events, or to ask leading questions, but you should be prepared to respond and keep the discussion lively. A sign-up sheet for facilitations will be available during the second class meeting.



Formal papers

Unless you inform me of a major other than Liberal Studies, you are to write all formal drafts, including position papers and your research proposal, in MLA style, properly citing and documenting all sources used or consulted. MLA style, used in most humanities courses, will be reviewed in class. **Plagiarized materials will be failed and reported. If you are not sure of when, what, and how to cite, ask!** Papers submitted a week late will receive a substantially lowered grade. Instructions for all formal papers will be given in class and posted on Sakai well in advance of due dates.

I will not, under any circumstances, open email attachments. If you must miss a class on a night when a formal written assignment is due, put a copy of your written assignment in your drop box on Sakai before class. I will not print out your papers, so you will receive a grade without comments. Or, as a last resort, give your paper to another student to submit.

Paper #1, Education Narrative: Instructions posted to Sakai course site. **First formal paper; final draft due October 4th.**

Paper #2, Literary Analysis (2 cited sources). **Final draft of second formal paper due November 1st**

Paper #3, Term Research Report (analysis of argument): Using one reading from *Essays* as a springboard, you are to isolate a particular topic addressed by the author. Research the topic, showing strengths and weaknesses, by quoting, analyzing, and citing other authors who have commented on the same topic. All together, you are to have at least five documented sources. Leading up to the culminating paper, we will have a **library orientation on Tuesday, November 8th**, and you will be required to write and submit **a formal one-page proposal and briefly-annotated bibliography of at least five sources on November 22nd.** You will share with the class your field of inquiry and topics you will consider on that evening, and explain your interest and your plans for completing the assignment. The **final draft of your paper**, with a stamped, self-addressed envelope, will be **due on or before Tuesday, December 6th.** I will not accept any papers after the final class.

Liberal Studies Suppers

Two times during the semester, we will meet with the program director, Dr. Rich Epstein, [repstein@camden.rutgers.edu] for a Liberal Studies supper in the Dean's faculty Lounge, 3rd floor Armitage, and will return to class, briefly, after the supper.

The first supper is on **Tuesday, September 27th** at 6 p.m. Our guest speaker is Jim Marino, Director of the Campus Career Center, who will address the topic: 'Job prospects for college graduates. Dean Marino [jmarino@camden.rutgers.edu] will also give us an overview of the services available to students and alumni through the Career Center.


The second supper, devoted to academic advising, is to be held at 6 p.m. on **Tuesday, October 25th.** Dr. Epstein will review major requirements and sign off on necessary classes. Be sure to have your Academic Advisor course sheet penciled in with potential and completed courses.

Your success is important to me. If you have any questions, please do not hesitate to contact me via email: piccolo@camden.rutgers.edu questions about your major and minor concentrations should be addressed to Dr. Epstein, the program director, or, as applicable, to other advisors.

Syllabus of Assignments

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

9/06	Course Introduction. Review of requirements and online access to Sakai. Overview of Writing Process [CW] Chapters 1-6
9/13	Sakai: Education Narrative Assignment [CW] Ch. 10 “Narration, Description, and Reflection” (141-60); Ch. 31 “MLA Documentation Format” (491-528); exercises in class; Ch. 33 “Marking Punctuation” (561-70) exercises in class [Essays] Angelou “Graduation” (22-34); Douglass “Learning to Read” (96-102)
9/20	[CW] Chapter 8 “One Writer’s Process”; exercises in class; Ch. 33 “Marking Punctuation” (571-84) exercises in class [Essays] Kozel “The Human Cost of an Illiterate Society” (186-95); Malcolm X “A Homemade Education” (281-90)
9/27	Liberal Studies Supper. Jim Marino, Director of Career Center, guest speaker Bring an <i>informal outline</i> or idea map on your Education Narrative and be prepared to meet with me briefly after the supper [CW] Writing Guidelines (158-60) <i>*Position paper #1 due on or before this class</i>
10/04	Education Narrative Due. Literary Analysis assignment [CW] Chapter 12 “Comparison and Contrast”; Chapter 22 “Writing About Literature and the Arts” (349-64); Chapter 35, “Using the Right Word” E-Reserve through Sakai: print out, read, and bring to class Faulkner’s “A Rose for Emily”
10/11	Grammar and Mechanics Quiz [CW] “Avoiding Plagiarism” (474-81); review of citations E-Reserve through Sakai: print out, read, and bring to class Oates’s “Where Are You Going; Where Have You Been”
10/18	E-Reserve through Sakai: print out, read, and bring to class Poe’s “Cask of Amontillado” [CW] Chapter 16 “Strategies for Argumentation and Persuasion” (249-64) <i>Research Assignment:</i> Locate two articles that relate to your chosen literary work and theme. Be prepared to discuss your ideas with the class [Essays] Harris “The Myth of ‘Moderation’ in Religion” (123-28); Rodriguez “‘Blaxicans’ and Other Reinvented Americans” (270-76)

10/25	Liberal Studies Supper. Last day for final Position Paper. Academic Advising. Bring your scheduling sheet from Academic Advisor and your tentative course selections.
11/01	<i>Literary Analysis final draft with two secondary sources due.</i> Term Research Assignment; research ideas to be discussed; creating topics and lists [CW] Chapter 27 “Getting Started” [Essays] Ehrenreich “In Defense of Talk Shows” (103-05); Dawkins, Coyne, “One Side Can Be Wrong” (69-74); Applebaum “The Torture Myth” (35-38)
11/08	Library Orientation. Meet in Robeson Library lobby at or before 6 p.m. Bring a general topic idea and some research terms, as shown in [CW] (449-58), and discussed in class
11/15	[CW] Chapter 30 “Drafting a Paper with Documented Research” (473-88); Research Proposal Requirements [Essays] ; Jefferson “The Declaration of Independence” (146-50); Pitts “On 9/11, Innocence Was Lost Once Again” (251-53); Sedaris “Me Talk Pretty One Day” (285-90)
11/22	 No Class; follow Thursday schedule; Happy Thanksgiving!
11/29	Sakai: Proposal and Annotated Working Bibliography—instructions <i>One page proposal and one page of Annotated Bibliography due.</i> Be prepared to discuss your field of inquiry leading to your research project orally with the class.
12/06	Proposal and Annotated Bibliography returned. I will address global errors and questions about research; bring <i>Essays</i> text to class for in-class writing assignment. <i>Individual conferencing</i> about first draft of final papers.
12/13	<i>Final Term Research Paper due with self-addressed envelope and sufficient postage.</i> Closing comments and a look forward to next semester