

Mastering the Liberal Arts II Spring 2012

50:606:302, Section 40
Tuesday evenings 6:00 to 8:40 p.m.
Armitage 106

Maggie Piccolo, lecturer
piccolo@camden.rutgers.edu
<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 Suppers; Dean’s Conference Room, 3rd Floor Armitage, Career Center, Conference Room A, and Robeson library research orientation

Course Evaluation

Personal Narrative of three pages	10%
Position Essay—three pages, two copies	10%
Reading Facilitation	5%
Formal résumé (15%) and cover letter (5%)	20%
Research assignment on general topic – “Effects of Modern Technologies”:	
Proposal and Working Bibliography	10%
PowerPoint Presentation	10%
Final draft of Research Paper	20%
Active participation in all facets of class-assigned work	15%

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

- 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. If it is necessary to cancel class, you will receive notification through your Rutgers email.
- 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, 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, 231 Armitage at least several days 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 let me know early in the semester so that we can arrange accommodations.
- 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 Papers (Personal Narrative, Position Essay, Proposal and Working Bibliography, and Research Paper) 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.

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 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 the delivery to the class.

Your **Semester Research Paper** is, in effect, a long comparison and contrast essay, incorporating at least five primary 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, doing preliminary research (at library orientation,) 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.

Schedule of Assignments

Reading assignments to be completed by date assigned; instructions for formal assignments will be provided in advance of due date on Sakai. I reserve the right to modify this syllabus, as required.

1/17

Introductions; discussion of syllabus, course objectives, requirements, and materials, including the Sakai course management system; texts, ID cards and email accounts; review of Personal Narrative requirements. [CW]: Ch. 2-6, "The Writing Process."

1/24

Review Plagiarism cartoon on Robeson Library website and be prepared to discuss 'what I didn't know about Plagiarism.' [CW]: Ch. 31, pages 491-528; Ch. 10, (139-44); *Stories*: "Cathedral" 84-98; *Essays*: "The Movie That Changed My Life" (106-11). [CW] 48-54. Mapping, Clustering, and Outlining; arguable thesis; in-text citations; first formal writing assignment directions (Sakai)

1/31

Read in *Stories*: Introduction (xiii-xxviii,) characterization and plot development; "Digging" (231-65); "Once More to the Lake" (370-76); *Essays*: "Atonement" (217-19); **Formal personal narrative due—10%**

2/7

[CW] "Critical Thinking" (6-26). "Taking a Position" (265-86). **Liberal Studies Supper**: Guest Speaker: Professor Courtenay Cavanaugh; Topic: "Addressing the Needs of Women Affected by Interpersonal Violence"; Position essay on colloquium speaker's topic to be handed in on February 14th.

2/14

Position essay due—10%; (CW) "Peer Review" 89-91; in class Peer Review of Position Papers; introduction to résumés and cover letter; Read [CW] Ch. 24, (377-88): Business Letter, Resume, Personal Statement; research employment opportunities or graduate school requirements for your anticipated chosen field; **print out at least two potential advertisements** for cover letter and résumé preparation.

2/21

Career Center Introduction: Meet in Student Center lower level conference room across from Career Center Conference Room South A for an orientation with Dean Jim Marino, Director; website: <http://cc.camden.rutgers.edu/>

2/28

Read *Essays* "Virtues Versus Values" (377-80); *Stories* "The New Dress" (492-500) and "The Story of an Hour" (120-23). Read [CW] Ch. 26, 27, 28 (401-42). Introduction to research project and writing and documenting research; introduction to PowerPoint and media presentations; discussion of topics

3/06

Résumé, cover letter and attached advertisement or job description due to instructor and delivered to Career Center for critique; “Research and Sources” Ch. 35, 36, and 38. **Prepare and bring a list of topics on your research idea to library orientation** and research for sources; meet in lobby of Robeson Library

3/13

No class; spring break week

3/20

Read [CW] Persuasive Writing (249-64); continue research. Read *Stories* “The Open Boat” (124-48)

3/27

Formal Proposal and Working Bibliography of 5 to 7 scholarly sources due; discussion and individual conferences on topics; review of PowerPoint criteria; read [CW] Visual Aids (408-10)

4/3

Liberal Studies supper—academic advising—course selections for fall semester; bring your filled out Degree Navigator sheets and course selections; return proposals and working bibliographies, conferences where needed about end of semester work. Work on final drafts of research and PowerPoint presentations

4/10

First half of class (alphabetic last name) **PowerPoint presentations** on your research topic; informal peer feedback

4/17

Second half of class **Power Point presentations** on your research topic; informal peer feedback

4/24

Last class; in-class letter to future students at Rutgers Camden; **research project with a sufficiently-stamped, self-addressed, return envelope due**