Course Overview

Instructor
Instructor: Dena Leshner
Email address: dena.leshner@rutgers.edu
Phone number: 848-445-8791
Office hours: By arrangement

Course Delivery
This course is fully online. To access the course, please visit sakai.rutgers.edu. For more information about course access or support, contact the Sakai Help Desk via email at sakai@rutgers.edu or call 848-445-8721.

Course Description
This course will provide you with all the skills you need to become a stronger and more proficient college writer. By critically reading a variety of complex texts, writing and peer reviewing drafts, and making revisions, students will learn to build original arguments, support them with textual evidence, and communicate effectively in writing. This course will prepare students to be effective writers in a range of college disciplines.

Prerequisites
None

Important Dates
The course begins on **9/6/2017** and ends on **12/2/2017**, and the last day to drop the course without a “W” grade is **10/1/2018**.
Course Learning Objectives
By the end of this course, students should successfully be able to:

- Develop active critical reading skills to apply to complex texts
- Formulate and articulate original arguments and ideas based on a variety of non-fiction texts
- Communicate ideas meaningfully and effectively in writing

Course Materials

Required Text(s)
- The Collegiate Reader, 10th Ed. (Print)
- Supplementary readings (Sakai)

Optional Materials
- The New Grammar Handbook, 3rd Ed. (Print)

Technology Requirements

Baseline technical skills necessary for online courses
- Basic computer and web-browsing skills
- Navigating Sakai

Required Software
- Microsoft Word

Assessment

Assignment Summary
Below are the assignments required for this course and the value of each assignment to the course grade as a whole. Please refer to the course calendar (on Sakai) and/or the course schedule (below) for specific due dates.
Assignment Overview

Essays 1, 2, 3
- Each essay will include a draft stage, followed by peer review, revision, and a final draft. The final draft will be the only version that contributes to your final grade, but will no be accepted unless all previous steps have been completed. Each essay will be worth progressively more points toward your course grade, and will increase in degree of difficulty.

Homework
- Each week you will have a variety of assignments designed to help prepare you to write your next essay. These include things such as reading journals, close reading activities, and outlines. It is essential that you complete these, as they are a major part of preparing to write.

Discussion Participation
- You are expected to participate in discussion with your peers as you move through the course. The topics for these discussions will vary on a weekly basis, but will often include discussion of the readings, and reflections on the challenges and experiences of writing. See the section on communication guidelines for details on the expectations for participation.

Grading Scale
(Source: Rutgers standard undergraduate grade scale)
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
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<tr>
<td>B+</td>
<td>85 – 89</td>
</tr>
<tr>
<td>B</td>
<td>80 – 84</td>
</tr>
<tr>
<td>C+</td>
<td>75 – 79</td>
</tr>
<tr>
<td>C</td>
<td>70 – 74</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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</tbody>
</table>

**Student Participation Expectations**

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:** **AT LEAST ONCE PER WEEK**
  Be sure you are logging in to the course in Sakai each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

- **Time Commitment**
  To be successful in this course, you should plan to dedicate approximately 8-10 hours per week.

- **Office hours and live sessions:** **OPTIONAL OR FLEXIBLE**
  All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.

- **Participating in discussion forums:** **4 OR MORE TIMES PER WEEK**
  As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

**Discussion and Communication Guidelines**

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.
• **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics. Please also refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting.

• **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Treat your instructor and fellow students with respect at all times, and in all communications.

• **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

• **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Sakai discussion.

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**Support and Policies**

**Late Work and Make-up Exams**

Late work will not be accepted. Please contact me at least 24 hours in advance in the event of extenuating circumstances.

**Faculty Feedback and Response Time**

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can email sakai@rutgers.edu or call 848-445-8721 if you have a technical problem.)

**Grading and Feedback**

For large weekly assignments, you can generally expect feedback within **7 days**.

**E-mail**

I will reply to e-mails within **24 hours on school days**.

**Discussion Board**

I will check and respond to messages within **48 hours on weekdays**.
Academic Integrity

The consequences of scholastic dishonesty are very serious. Please review the Rutgers’ academic integrity policy.

Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

If you are in doubt about any issue related to plagiarism or scholastic dishonesty, please discuss it with your instructor.

Other sources of information to which you can refer include:

- Rutgers’ Academic Integrity website
- Code of Student Conduct
- Eight Cardinal Rules of Academic Integrity

Academic Support Services

- Rutgers has a variety of resources for academic support. For more information, check the Academic Support website.
- Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. For information, check the Learning Center website.
- Rutgers also has a Writing Center where students can obtain help with writing skills and assignments. Learn more at the Writing Center website.
- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the Rutgers Libraries website.

Rutgers Health Services

- Rutgers Health Services is dedicated to health for the whole student body, mind and spirit. It accomplishes this through a staff of qualified clinicians and support staff, and delivers services at a number of locations throughout the New Brunswick-Piscataway area. For more information, check the Rutgers Health Services website.
Counseling, ADAP, and Psychiatric Services

- Undergraduate and graduate students experience a great many stresses in their lives - sorting out one's identity, establishing and maintaining important relationships, coping with anxiety and depression, working on changing relationships with parents and other family members, dealing with losses, handling new academic demands, and dealing with reactions to one's differentness. To help with these tasks, Counseling, ADAP & Psychiatric Services (CAPS) provides a variety of psychological counseling services for all students of Rutgers University in New Brunswick/Piscataway, undergraduate and graduate. Services are free, and confidentiality is guaranteed within legal and ethical guidelines.

Accommodations for Accessibility

Requesting accommodations

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. More information can be found in the Documentation Guidelines section of the Office for Disability Services website.

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 Office for Disability Services website.

Go to the Student section of the Office of Disability Services website for more information.

Accessibility and Privacy Links

Accessibility Statements

Sakai

Privacy Policies

Sakai
# Course Schedule and Deadlines

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<thead>
<tr>
<th>Week/Dates</th>
<th>Topic</th>
<th>Activities</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Reading Critically</td>
<td>Discussion and development of personal writing goals</td>
<td>Complete Reading #1 Note-taking Journal</td>
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<tr>
<td>9/6-9/12</td>
<td></td>
<td>Modeling of Active Reading and note-taking strategy</td>
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<tr>
<td>Week 2</td>
<td>Drafting</td>
<td>Write first draft of Essay #1 based on Reading #1</td>
<td>Essay #1 Rough Draft</td>
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<tr>
<td>9/13-9/19</td>
<td></td>
<td>Post in Online Discussion about challenges and ideas</td>
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<tr>
<td>Week 3</td>
<td>Peer Review (Essay #1)</td>
<td>Discussion of effective peer review methods</td>
<td>Essay #1 Revisions</td>
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<tr>
<td>9/20-9/26</td>
<td></td>
<td>Peer Review</td>
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<tr>
<td>Week 4</td>
<td>Final Drafting and Readings</td>
<td>Write final draft based on peer review revisions</td>
<td>Submit Final Draft (Essay #1)</td>
</tr>
<tr>
<td>9/27 – 10/3</td>
<td></td>
<td>Begin reading Readings #2 and #3 with notes</td>
<td>Complete Readings #2, #3 Note-taking Journal</td>
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<td>Post in Online Discussion about challenges and ideas</td>
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<tr>
<td>Week 5</td>
<td>Connecting Ideas Across Texts</td>
<td>“Authors in Conversation” activity/discussion: what might these authors say to one another about their ideas?</td>
<td>Create outline for Essay #2 based on activity</td>
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<td>10/4-10/10</td>
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<tr>
<td>Week 6</td>
<td>Drafting</td>
<td>Write first draft of Essay #1 based on Reading #1</td>
<td>Essay #2 Rough Draft</td>
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<tr>
<td>10/11-10/17</td>
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<td>Post in Online Discussion about challenges and ideas</td>
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<tr>
<td>Week 7</td>
<td>Reverse Outlining</td>
<td>Create an outline based on a peer’s draft. See if the outline your peer created matches what you intended in your original outline</td>
<td>Essay #2 Revisions</td>
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<td>10/18-10/24</td>
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<tr>
<td>Week 8</td>
<td>Final Drafting</td>
<td>Write final draft based on peer review revisions</td>
<td>Submit Final Draft (Essay #2)</td>
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<tr>
<td>Date Range</td>
<td>Activity</td>
<td>Description</td>
<td>Assignment</td>
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<tr>
<td>10/25-10/31</td>
<td>Readings</td>
<td>Begin reading Readings #2 and #3 with notes</td>
<td>Complete Readings #2, #3 Note-taking Journal</td>
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<td>Post in Online Discussion about challenges and ideas</td>
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<tr>
<td>Week 9 11/1-11/7</td>
<td>Mid-Course Progress Self-Check</td>
<td>Revisit Goals from first class – discuss progress and challenges along the way, as well as solutions</td>
<td>Reflection Assignment</td>
</tr>
<tr>
<td>Week 10 11/8-11/14</td>
<td>Outlining</td>
<td>Create outline of Essay #3 based on Reading #4, #5</td>
<td>Create outline for Essay #3</td>
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<td>Post in Online Discussion about challenges and ideas</td>
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<tr>
<td>Week 11 11/15-11/21</td>
<td>Drafting</td>
<td>Write first draft of Essay #3 based on Reading #4 and #5</td>
<td>Essay #3 Rough Draft</td>
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<td></td>
<td>Post in Online Discussion about challenges and ideas</td>
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<tr>
<td>Week 12 11/22-11/28</td>
<td>Peer Review (Essay #3)</td>
<td>Peer Review-Review: Discussion of what went well last time, and how the process can be improved</td>
<td>Essay #3 Revisions</td>
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<td></td>
<td>Peer Review</td>
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<tr>
<td>Week 13 11/29-12/5</td>
<td>Final Drafting /Readings</td>
<td>Write final draft based on peer review revisions</td>
<td>Submit Final Draft (Essay #3)</td>
</tr>
<tr>
<td>Week 14 12/6-12/12</td>
<td>Final Reflection</td>
<td>Write and submit final reflection</td>
<td>Final Reflection</td>
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**Note:** All dates and times are subject to change by the instructor. Be informed and routinely check the Schedule and Class Discussion topics for any changes or updates.