

## Communication Skills 098 (355:098:section)

Meeting Days and Times, Location

Instructor  
Instructor Email  
Office Location  
Office Hours: Days and Times

Welcome to Communication Skills 098. This course is designed to introduce you to the processes of scholarly reading and writing and allow you to hone the skills you will need to be successful in your academic careers.

### Required Texts:

*They Say/I Say: The Moves that Matter in Academic Writing (with Readings)*. 3<sup>rd</sup> ed. (ISBN: 9780393937510)  
*A Pocket Style Manual*, 7<sup>th</sup> Ed., by Hacker (ISBN: 9781319083526)

### Course Description

Welcome to Communication Skills 098. This developmental course calls for intensive work in basic reading and writing, including systematic reviews of grammar. Students write and revise analytical, text-based essays, and emphasis is placed on effectively managing sentences, evaluating word choices, developing paragraphs, and maintaining coherence. The course also stresses reading with accuracy, recognizing main ideas, and drawing upon sources as a means of expressing and comprehending complex thinking.

### Learning Goals

At the successful completion of Communication Skills 098, students should be able to comprehend abstract ideas; to identify underlying assumptions and generalizations in readings and discussions; to read short texts with comprehension; to maintain an independent voice while extracting, manipulating, summarizing, and citing information from primary texts; and to demonstrate increasing proficiency in their control of grammar, syntax, and paragraph construction.

### Course Requirements and Grading

4 take-home essays	(70%)
• Essays 1 and 2 – 25%	
• Essays 3 and 4 – 45%	
4 full-period in-class writings	(25%)
• Essays 1 and 2 – 10%	
• Essays 3 and 4 – 15%	
Participation	(5%)

### Guidelines and Policies

- Students need a "C" to pass a writing course. A "C-" is not a passing grade; therefore, if you receive a "C-" on an assignment, you have not passed that assignment.
- After four absences, you lose half a letter grade for each additional absence. You cannot pass this course with more than six absences. Attendance will be taken at the beginning of each class – three late entries will count as one absence.
- You must submit all assignments to be eligible to pass this course. Any missed assignment (including make-up in-class writings you fail to arrange with me) will result in failure of the course.
- We'll be using web-based Blackboard software (<http://blackboard.newark.rutgers.edu>). The syllabus, reading schedule, course documents, and assignments will be posted there. Be sure that you have created a Net ID; you'll need it to access the site.

- All final drafts of take-home essays for this course will be submitted digitally, uploaded to the section labeled “Submit Papers Here” on our Blackboard course site. Rules for digital submissions:
  - The file name of each submitted file should read “FirstandLastName—098—Paper#” (Example: JohnDoe—098—Paper3)
  - Files must be in .pdf format. Files in other formats will not be opened.
  - Graded essays will also be returned via Blackboard email. It is your responsibility to view *all* comments attached to your take-home essays. If you encounter issues viewing and/or printing comments, please notify me immediately.
- Take-home essays are always due by the date/time indicated on individual assignment sheets. Due dates are also listed on the syllabus.
  - I will accept late papers but will deduct a letter grade for each *calendar* day that a paper is late (an A paper would become an A- after one day, a B+ after two days, etc.). Late penalties will be based on upload timestamps.
  - Any paper uploaded after the deadline should be accompanied by an email to me, alerting me to the submission, to ensure that it is graded in a timely fashion.
  - If you plan to submit a late paper, it is your responsibility to inform me of your plan and discuss any late penalty you may incur.
- Please format all papers according to the MLA guidelines presented in the *Pocket Style Manual*.
- **You are required to include the following pledge with your signature on all formal and full-period in-class assignments: On my honor, I have neither received nor given any unauthorized assistance on this assignment.**
- You must maintain a portfolio containing hard copies of all your work in this course. I’ll collect it at the end of the semester, and I ask that you also bring it with you to all individual conferences, office-hour visits, etc. You cannot pass this course without submitting a portfolio.
- You are required to have at least one conference with me before March 8. You should bring your portfolio and at least two *substantial* questions/concerns to this meeting. If you’ve already met with me by March 8, attendance is not required of you that day. Otherwise, you will be required to attend a conference during class time on March 8.
- You are responsible for all assignments given and information discussed in this course, even if you are absent. The syllabus is subject to change, so don’t depend solely on it to get caught up after an absence – consult another reliable student as well.

### Writing Program Academic Integrity Policy

The Rutgers University Academic Integrity Policy defines plagiarism as “the use of another person’s words, ideas, or results without giving that person appropriate credit.” In Writing Program courses instruction is given and emphasis is placed on attribution and citation skills. Intentionally committing plagiarism is a serious offense that results in severe consequences. Writing Program instructors are required to report students who intentionally violate this policy to the Director of the Writing Program and to the Office of Student Judicial Affairs.

The most common academic integrity violations by writing students are:

- “Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.”
- “Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own.”
- “Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.”

The Rutgers University Academic Integrity Policy establishes levels of violations and recommends sanctions. Depending upon the severity of the case and the level of the violation, the sanctions for these violations include: failure in the course, mandatory participation in a series of noncredit academic integrity workshops, and/or suspension.

If you are in doubt as to what constitutes plagiarism or are concerned that you are misappropriating someone's words or ideas, speak immediately with your instructor. For more information, you can also consult the Rutgers University Academic Integrity Policy, which can be found at [http://judicialaffairs.rutgers.edu/files/documents/AI\\_Policy\\_Effective\\_9\\_01\\_2011.pdf](http://judicialaffairs.rutgers.edu/files/documents/AI_Policy_Effective_9_01_2011.pdf).

### **Students with Disabilities**

Rutgers University is committed to providing equal educational access for individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. An individual with a disability who is qualified for admission will have the same access to programs, services, and activities as all other students. Any student requiring special consideration should contact Allen Sheffield, the Director of Disability Services. The office is located in Suite 219 of the Robeson Campus Center. The phone number is 973.353.5375, and the email address is [ODSNewark@Newark.Rutgers.edu](mailto:ODSNewark@Newark.Rutgers.edu).

### **Assignment + Reading Schedule** (Subject to Change)

- Jan. 16: Brief course introduction. Placement adjustment essay – “Too Much of a Good Thing” (handout).
- Jan. 18: Syllabus review. Review essays.
- Jan. 22: “Introduction: Entering the Conversation,” (*TSIS* 1). “Escape from the Western Diet,” Pollan (*TSIS* 420).
- Jan. 23: “Food as Thought: Resisting the Moralization of Eating,” Maxfield (*TSIS* 442) Paper assignment 1 given.
- Jan. 25: “Colleges Prepare People for Life,” Hrabowski (*TSIS* 259).
- Jan. 29: “Two Years Are Better than Four,” Addison (*TSIS* 255). Subject-verb agreement (Section 10 in *PSM*). Exercise G1-2 (on Bb).
- Jan. 30: Paper 1 rough draft due. Rough draft workshop.
- Feb. 1: Chapter Three (*TSIS* 42).
- Feb. 5: Sentence fragments and run-ons (Sections 14 and 15 in *PSM*). Exercises G5-1, G5-2, G6-2, and G6-3 (on Bb). Prep for in-class writing 1.
- Feb. 6: Full-period in-class writing 1.
- Feb. 8: Paper 1 final draft due. Review in-class essays.
- Feb. 12: “The Influencing Machines,” Gladstone and Neufeld (*TSIS* 330). Paper assignment 2 given.
- Feb. 13: “Is Google Making Us Stupid?,” Carr (*TSIS* 313).
- Feb. 15: “Better than Human: Why Robots Will—and Must—Take Our Jobs,” Kelly (*TSIS* 299).
- Feb. 19: Review of sample essays and prep for paper 2. Exercises TBD.
- Feb. 20: Paper 2 rough draft due. Rough draft workshop.
- Feb. 22: “How to Be a ‘Woman Programmer’,” Ullman (*TSIS* 726).
- Feb. 26: “The Plight of the Young Male,” Kaplan (*TSIS* 732).

Feb. 27: Full-period in-class writing 2.

Mar. 1: Pronouns (Section 12 in *PSM*). Exercises G3a-1 and G3a-2 (on Bb).

Mar. 5: Paper 2 final draft due.

Mar. 6: “Hidden Intellectualism,” Graff (*TSIS* 264). Paper assignment 3 given.

Mar. 8: Individual conferences. Your attendance is not required if you have fulfilled the conference requirement.

Mar. 12: Spring break – no class.

Mar. 13: Spring break – no class.

Mar. 15: Spring break – no class.

Mar. 19: “Bowie State University Commencement Speech,” Obama (*TSIS* 285).

Mar. 20: “Blue-Collar Brilliance,” Rose (*TSIS* 272). Parallelism (Section 3 in *PSM*). Exercise S1-1 (On Bb).

Mar. 22: “The New Liberal Arts,” Ungar (*TSIS* 226).

Mar. 26: Review sample essays. Prep for paper 3.

Mar. 27: Rough draft of paper 3 due. Rough draft workshop. Practice with catching some of the trickier mistakes.  
(Sections 4, 6, and 7 in *PSM*). Exercises S2-1, S3-2, and S5-1 (on Bb).

Mar. 29: Full-period in-class writing 3.

Apr. 2: The comma (Section 17 in *PSM*). Exercises P1-1, P1-2, and P1-3 (on Bb).

Apr. 3: Review of in-class essays. Prep for paper 3, con’t.

Apr. 5: Final draft of paper 3 due. Discussion TBD.

Apr. 9: “The Extraordinary Science of Addictive Junk Food,” Moss (*TSIS* 471). Paper assignment 4 given.

Apr. 10: “No Need to Call,” Turkle (*TSIS* 373).

Apr. 12: “Confronting Inequality,” Krugman (*TSIS* 561).

Apr. 16: “Learning to Be Gendered,” Eckert and McConnell-Ginet (*TSIS* 736).

Apr. 17: Prep for paper 4.

Apr. 19: Rough draft of paper 4 due. Rough draft workshop.

Apr. 23: Discussion TBD.

Apr. 24: Discussion TBD.

Apr. 26: Final draft of paper 4 due. Prep for final in-class writing.

Apr. 30: Final full-period in-class writing. Portfolios due.

## Rutgers University-Newark Writing Program: Essay Evaluation and Grading Criteria

The Writing Program grades holistically by evaluating the student's essay as a whole, balancing its strengths and weaknesses, in order to arrive at an overall grade.

**Grade of A:** An essay that earns an A demonstrates a high degree of competence and meets the following criteria:

- Presents an argument that responds to the writing assignment thoroughly and insightfully
- Demonstrates a nuanced understanding of the assigned texts
- Is very well focused, organized, and developed at the *essay level*, integrating assigned texts and/or research
- Is very well framed and developed at the *paragraph level*, including effective assertions, analysis, and textual evidence
- Demonstrates strong facility with language, using effective vocabulary, syntax, and sentence variety
- Demonstrates strong control of the grammar, rules of usage, and mechanics of standard English

**Grade of B:** An essay that earns a B is written in a clearly competent manner and meets the following criteria:

- Presents an argument that responds to all of the elements of the writing assignment effectively and thoughtfully
- Demonstrates a solid understanding of the readings
- Is effectively focused, organized, and developed at the *essay level*, integrating assigned texts and/or research
- Is effectively framed and developed at the *paragraph level*, including appropriate assertions, analysis, and textual evidence
- Demonstrates good facility with language, using appropriate vocabulary, syntax, and sentence variety
- Shows good control of the grammar, rules of usage, and mechanics of standard English, but may have some errors

**Grade of C:** An essay that earns a C demonstrates adequate competence but is limited in one or more of the following ways:

- Presents an argument that responds to the writing assignment adequately, but may be somewhat limited
- Demonstrates a competent, though sometimes superficial, understanding of the readings
- Is adequately focused at the *essay level*, though the paragraphs could be more effectively organized or explicitly connected and the assigned texts and/or research could be better integrated
- Is thinly developed at the *paragraph level*, inconsistent in its inclusion of assertions, analysis, or textual evidence.
- Demonstrates satisfactory facility with language, but may have limited control of syntax and minimal sentence variety
- Demonstrates adequate, though sometimes inconsistent control of grammar, usage, and mechanics

**Grade of D:** An essay that earns a D approaches competence, but has one or more of the following flaws:

- Presents an argument that is unclear or seriously limited in its response to the writing assignment, or does not present any argument
- Demonstrates an inadequate reading, or a misreading of the texts
- Is unfocused, disorganized, or underdeveloped at the *essay level*
- Is inadequately developed at the *paragraph level*, lacking assertions, analysis, and/or textual evidence
- Demonstrates errors in the use of language or syntax, which may interfere with meaning
- Demonstrates errors in grammar, usage, or mechanics, which may interfere with meaning

**Grade of F:** An essay that earns an F lacks competence, since it has one or more of the following flaws:

- Fails in its response of the writing assignment
- Is incomplete/severely underdeveloped
- Contains severe grammatical or syntactical errors that persistently obscure meaning