

Boston University
College of General Studies
Team A
Office Hours: M 12-1, Tu 1-2
Th 9-10 (and 1-2 in the writing center), F 12-1,
and by appointment

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Rhetoric 102: Writing and Research

Course Description:

Rhetoric 102 is designed to continue to develop the close reading, critical thinking, and expository writing skills in response to academically challenging texts we practiced in Rhetoric 101, but with an additional emphasis on academic research skills. The course will provide a practical introduction to the fundamentals of academic research, from formulating and refining an appropriate research question, to using library resources, reading, evaluating, and documenting sources, taking notes, preparing an annotated bibliography, and finally developing an outline, drafting, and revising a final paper.

Required Texts and Materials:

Bartholomae, Donald and Petrosky, Anthony. Ways of Reading: An Anthology for Writers. 9th Edition. Boston: Bedford 2011..

Brittenham, Rebecca and Hoeller, Hildegard. Key Words for Academic Writers. New York: Pearson Education, 2004

Lunsford, Andrea. The St. Martin's Handbook. 6th Edition. Boston: Bedford 2005.

Writer's Help. writershelp.com. An online handbook from Bedford/St. Martins.

A rhetoric notebook and a folder for collecting draft materials for your writing projects.

An electronic portfolio. Keep your portfolio up to date by posting all assignments and reading notes to your portfolio as they are completed, on an ongoing basis throughout the semester.

Course Requirements and Policies:

Writing assignments: You will complete two research projects of approximately 8 pages for this course, both of which will include multiple graded components, including a proposal, an annotated bibliography, a formal outline, and a final draft. Topics will be of your choosing, but should be based on issues arising from class discussion. You will be asked to draw from at least ten relevant and reliable outside sources.

All writing assignments should be typed or word-processed and submitted in hard copy, using a plain font (such as Times New Roman), one-inch margins, double spacing, and 12-point type. We will use both MLA and Chicago style at different times during the semester.

Note that deadlines for turning in rough and final drafts are firm, and that you will be penalized for turning work in late. Essays will be graded down one half-grade for each day the paper is late. NOTE: Your paper will not be accepted unless you have submitted each of the required preliminary components on the dates specified. Required peer review takes place in class and cannot be made up.

Class Participation: I expect you to come to class having completed all reading and writing assignments and prepared to participate. I expect that your contributions will be informed not only by your preparation outside of class, but also by thoughtful consideration of the contributions of others. Do not neglect this important aspect of the course. (See the document “Guidelines for Effective Class Participation” on Blackboard 8 for a description of how your class participation is evaluated as part of your course grade.)

Using cell phones, Blackberries, iPods, iPads, or laptops in class may be highly distracting to others and is detrimental to your own participation efforts and grade. Please refrain from using any of these technologies in class.

Electronic Portfolios: You will create and maintain an electronic portfolio of your work this semester using software provided by Digication. I will periodically assign work to be added to the portfolio and ask you to reflect on your progress as a writer at various stages. Additionally, I will ask you to keep a log of reading notes and reflections in your electronic portfolio to help you keep track of your development as a reader. Beyond these minimum requirements, I encourage you to use the portfolio as a way to record your academic and creative achievements throughout the semester. Each time you turn in written work, you should also add an electronic copy to the e-portfolio. It is your responsibility to keep your portfolio up to date as we go along.

Attendance: Class attendance is mandatory, and is essential to your success in Rhetoric 102, as is active participation in class discussion and activities. More than three absences will lower your final grade by one letter grade, and excessive absences will result in a failing grade.

Classroom Etiquette: Please arrive on time for class, ready to participate in the day’s activities. Have the course materials you need for the day out of your book bag and open to relevant assignments before class begins, so that we can make the best possible use of class time. Cell phones (and other technological distractions) should be turned off and put away during class.

Plagiarism: Never try to represent another person's words, ideas, or opinions as your own. Such academic dishonesty will not be tolerated, and can result in your dismissal from Boston University. Please refer to the Student Handbook of the College of General Studies for a detailed policy statement on plagiarism. We will spend a good deal of class time discussing when and how to properly document sources and continue our discussion of the appropriate use of quotation, paraphrase, and summary to show how you have incorporated your sources into your argument.

Grading: I will calculate your final grade for this class based on the following percentages:

First research project: 25%
Second research project: 25%
Class Participation: 15%
Midterm: 10%
Quizzes and response papers: 15%
Electronic portfolio: 10%

Schedule of Assignments

Week One: January 16-20

Course Introduction and discussion of first research topic

Readings: Tompkins, "Indians: Textualism, Morality, and the Problem of History" (See Blackboard 8 for a link to this article on JSTOR)

Week Two: January 23-27

Readings: Tompkins, "Indians: Textualism, Morality, and the Problem of History"; Conversation among and with one's sources

Chapter 13, "Conducting Research" in the St. Martin's Handbook

Writing: 2-page response to Tompkins due in class Tuesday, January 24

Week Three: January 30-February 3

Readings: Patricia Nelson Limerick, "Haunted America"

Introduction to Mugar Library and electronic resources

Readings: "Evaluating Sources and Taking Notes," Chapter 14 in SMH

Week Four: February 6-10

Readings: Nochlin, "Renoir's Great Bathers"

"Integrating Sources into Your Writing," Chapter 15 in SMH

Writing: 2-page response to Nochlin due in class Thursday/Friday
paper proposal and annotated bibliography due

Week Five: February 13-17

Readings: "Acknowledging Sources and Avoiding Plagiarism" and "Writing a Research Project" Chapters 16 and 17 in SMH

Writing: outline and draft of research paper #1 due

Week Six: February 20-24

*no class Monday, February 20 (Monday schedule on Tues., Feb. 21)

Readings: "Documenting Sources: MLA Style" Ch. 18 in SMH

Writing: research project #1 revision due

Week Seven: February 27 – March 2

Readings: Harriet Jacobs, "Incidents in the Life of a Slave Girl"
in Ways of Reading

Writing: Research project #1 due, final version

Week Eight: March 5-9

Midterm Activity (time and place TBA)

Exam on library skills, MLA style and Chicago style

Week Nine: **Spring Break** (March 12-16)

Week Ten: March 19-23

Readings: Geertz, "Deep Play: Notes on the Balinese Cockfight"

Writing: 2-page response to Geertz

Week Eleven: March 26-30

Readings: Renato Rosaldo: "Grief and a Headhunter's Rage"

"Understanding Disciplinary Discourse" and "Writing for the Humanities" in SMH

Writing: paper proposal for research project # 2 due (topic and outline)

Week Twelve: April 2-6

Film: Wordplay

Writing: 2-page response to film; annotated bibliography due

Week Thirteen: April 9-13

Wordplay

Writing: draft of research project #2 due

Week Fourteen: April 16-20

*no classes Monday, April 16

Substitute Monday schedule on Wednesday, April 18

Oral presentations of research

Week Fifteen: April 23-27

Oral presentations of research

Week Sixteen: April 30-May 2

Writing: **Second research project due, final draft**

***Post ethnography projects and final reflections to electronic portfolios**

Course Conclusion