

Course Name: Reading, Composition & Research

bCourses: [bcourses.berkeley.edu/courses/1506563](https://bcourses.berkeley.edu/courses/1506563)

Email: Please use bCourses inbox

Margi's Online Office Hours: M 2-4p, T 7-9p (Weeks 1-10); See schedule (Weeks 11-15)

Teaching Assistant: Ronnie Rose

Zoom Link: <https://berkeley.zoom.us/my/margiwald?pwd=ZFg3L1JJSndraDlZyWN2WmQweExmdz09>

Meeting ID: 510-642-2652 Passcode: Equity

## Course Description

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This writing seminar satisfies the second half of the Reading and Composition Requirement. It offers students structured, sustained practice in the processes entailed in reading, critical analysis, and composing, as well as the stages involved in creating a research paper.

Through a combination of small-class discussion, in-class workshops, and online forums, students will

- (a) develop critical reading/viewing strategies necessary for research
- (b) craft essays that analyze and apply information from course texts
- (c) hone revision strategies
- (d) gather primary and secondary outside sources on a topic related to our course theme
- (e) create a research portfolio including an annotated bibliography, research notes and progress reports, annotated bibliography, a project proposal, and final paper.

## Course Theme

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*Inequity and Change: Health Care in the U.S.*

This class explores crucial questions about health care, medicine, and social inequality in the U.S. Students will research (a) cultural/ethnic/racial differences in the experiences of illness and practices of healthcare and (b) biases and disparities in access created by social, political, and economic forces. Special attention will be paid to current issues surrounding the Black Lives Matter movement, COVID-19, and mental health on college campuses.

Students will also conduct their own virtual fieldwork, examining local agencies that work toward lessening disparities, resolving conflict, and thus creating social change. The final project will ask students to view a particular issue of their choice through the theoretical lenses provided by course texts -- and perhaps make recommendations for addressing it.

## Texts (subject to change)

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- *Fresh Fruit, Broken Bodies* (Seth Holmes) - available in e- and paper versions
- *The Craft of Research* (Booth, Colomb, & Williams) – available online at <https://ebookcentral-proquest-com.libproxy.berkeley.edu/lib/berkeley-ebooks/detail.action?docID=4785166>
- *Rewriting: How to do Things with Texts* (Joseph Harris) – available at <https://muse-jhu-edu.libproxy.berkeley.edu/book/9248/>
- Online Readings at [bCourses.berkeley.edu](https://bcourses.berkeley.edu)

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**Grading**

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Short Assignments/Engagement	20%
Problem/Solution Drafts and Planning	20%
Op-ed Drafts and Planning	20%
Research Portfolio (RP)	40%

This course must be taken for a letter grade in order to fulfill the R&C requirement.  
A grade of C- is required in order to pass.

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**Reading**

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This course focuses on helping you hone your strategies for critical reading: recognizing the structure of a text; identifying the thesis; distinguishing the primary argument from secondary arguments; uncovering authors' purposes, evaluating evidence; framing questions for a second reading; preparing a discussion outline, etc. This course will also help you develop skills such as paying attention to footnotes, sources, and rhetorical devices. Note: All reading, observations, interviews, and media sources are potential source material for the research paper.

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**Writing**

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**Padlets and Other Short Assignments (1-3 pages):** As part of the drafting process, you will write a variety of short responses to the readings/videos/podcasts. This type of writing is part of the process of generating ideas and analyzing sources, as well as practicing revision strategies.

**Problem (Solution) Analysis (6-7 pages):** Based on *Fresh Fruit, Broken Bodies* and at least two outside sources, you will do an analysis of (one of the) problems raised in the text. You will work on several drafts of this paper, along with a number of peer planning and response assignments.

**Op-ed (2-3 pages):** Based on issues presented in BLM, COVID-19, disability studies, or mental health readings, this paper-set requires that you synthesize outside texts to create an op-ed, samples of which we will analyze in class. As with the problem/solution analysis, you will work on several drafts of this paper, along with a number of peer planning and response assignments.

**Research Portfolio:** The research portfolio documents the stages of your research, including research notes, outlines and plans, prospectus or proposal, infographic, annotated bibliography, and multiple drafts. Final paper should be 10-14 pages. Your focus should be a topic that connects course themes/frameworks to your own interests. At the end of this process, you will also write a 2-3 page reflection on your research process. You may use one of the issues you outlined in your problem/solution paper and/or policy brief. All stages of the research paper must be turned in on time in order to receive credit.

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**Peer Response**

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A good writer considers an audience's reaction. And a good writer learns to be a good reader of his or her own text. For all out-of-class essays, you will use the comments made by both your classmates and me to help you in the revision process. You are expected to give written feedback on the work of others, as well as read and interpret comments made on your own work. Sharing your writing and your ideas makes peer response work. On days when peer response is part of class, come prepared to provide helpful feedback on your classmates' writing.

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**Attendance and Engagement**

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Attendance is mandatory, as this course is based on a workshop model.

- Completing assignments due on Tuesdays, on Fridays, and on Sundays at 11:59 PM (Pacific time).
- Attending (bi-)weekly draft conferences or research team meetings – schedule TBA.
- Engagement is key. See [Engagement Rubric](#) on bCourses for details.
- Assignments involve working together to discuss readings, respond to each other's work, and generate strategies. It is impossible to duplicate class discussions, group work, mini-lectures, etc. Thus, attendance and active participation are required in order for you to complete graded assignments and receive peer and teacher feedback.
- You all have a range of reading and writing skills and can learn from each other, so cooperation is highly valued as part of a positive environment. Feel free to ask each other and me questions.

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**Late work**

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To receive full credit for the major assignments, you must complete each assignment on time, including drafts for peer feedback and conferences. Keep all of your work on bCourses or gDrive -- do not trash anything, even previous drafts.

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**UC Berkeley's Honor Code**

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"As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others."

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**Original Work and Academic Honesty/Integrity (by Michelle Baptiste)**

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UC Berkeley students are to abide by an honor code created by the ASUC: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." Academic honesty is integral to the university community that we belong to. In this course you will learn the appropriate ways to use, integrate, and cite sources you summarize, paraphrase, and/or quote. If you take any part of another writer's words, research, or ideas without giving proper credit to the original author, you will be plagiarizing. Additionally, if—instead of making your own decisions about how to revise (perhaps in consultation with a tutor or peer)—you have someone revise or edit an essay *for you*, the piece you submit is no longer your own work, and you are plagiarizing. A friend can give you suggestions on an essay, but you must make the ultimate decision and type in those changes.

You must always cite when using another's words with quotation marks or even another's ideas (summary, paraphrase, statistic, example, or generalization)—be they from a website, book, lecture, film, article, essay (including a classmate's), or any other print or non-print source. If you have questions about how to cite another's work or about how much help you can receive from a friend or tutor, please talk to me.

The College Writing Programs has a zero-tolerance policy regarding plagiarism. Students who submit plagiarized work will be subject to consequences ranging from a grade of "F" on the assignment to suspension from the University. The Center for Student Conduct has produced a comprehensive guide to academic honesty: <http://sa.berkeley.edu/conduct/faculty-staff/violations>. Visit our website for details: <http://writing.berkeley.edu/students/academic-honesty>.

The following excerpt from that document outlines the elements of plagiarism. Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source, for example:

- Wholesale copying of passages from works of others into your homework, essay, term paper, or dissertation without acknowledgment.
- Using the views, opinions, or insights of another without acknowledgment.
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment.

Always include parenthetical citations and references even for an idea or in a rough draft to avoid charges of plagiarism and to keep yourself from sliding down a slippery slope towards unintentional plagiarism.

You will submit essays via bCourses Turnitin as well to help you check your own work. Click on the dialogue bubble with the percentage to see which portion of your work is highlighted. We will be using Turnitin not for surveillance and punishment but as a tool to help you check your writing for varied source use and for unintentional plagiarism.

In this course you will use American Psychological Association (APA) citing guidelines. For APA citation examples and details on using sources ethically, visit bCourses "APA Guidelines for Using Sources." Whenever referencing another person's idea in summary or paraphrase or when quoting another person's words, use this format to cite: (Last Name, Year of Publication, p. #). Here's an example, borrowed from a student paper -- with permission to cite without the student's name:

Mankiller (1993) describes not only the cultural devastation but also the personal betrayal when President Andrew Jackson—whose life was saved by a Cherokee warrior in an 1814 battle—later pushed through US Congress the devastating Indian Removal Act of 1830 (pp. 86-87).

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### **Optional Tutoring**

Good writers seek feedback from a variety of sources. You can meet up to once a week with a trained tutor from the Student Learning Center if you want. If you are interested in requesting a weekly tutor, go to <http://slc.berkeley.edu/weekly-service>. Or use the Drop-in or By-Appointment services. Don't miss this opportunity. Sign up early. Also, the SLC offers workshops for R & C courses, research workshops and an RRR week writing retreat (see <http://slc.berkeley.edu/writing>).

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### **Special Notes**

There are many campus resources to support students.  
**Please see the [current list of campus resources](#) on bCourses.**

**Content Overview**

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Week 1	<b>Course Overview</b>
Weeks 2-6	<b>Unit 1: Social, Political, and Economic Mechanisms of Inequity (Holmes)</b> <ul style="list-style-type: none"><li>● Short Assignments: Reading Responses, Journal Entries on Coming to Terms, Forwarding, and Countering, and Taking an Approach, among others (Harris)</li><li>● Problem or Problem-Solution Paper</li><li>● RP: Brainstorm research topics (Booth et al.)</li></ul>
Week 7-10	<b>Unit 2: Current Events</b> <ul style="list-style-type: none"><li>▪ Black Lives Matter: Readings and videos on microaggressions</li><li>▪ COVID-19: Readings and videos on pandemic inequalities</li><li>▪ Mental Health: Readings and videos on “stigma”</li><li>▪ Op-ed</li><li>▪ RP: Library tour</li><li>▪ RP: Brainstorm research topics (Booth et al.)</li><li>▪ RP: Narrowing and Focusing (Booth et al.)</li></ul>
Week 11-14	<b>Unit 4: The Research Portfolio (RP)</b> <ul style="list-style-type: none"><li>● Annotated Bibliography</li><li>● Research Prospectus/Proposal</li><li>● Updated Annotated Bibliography</li><li>● Idea Plan / Outline</li><li>● Infographic</li><li>● Research Notebook</li></ul>
RRR Week	<b>Research Fair (Monday, 06 December - times TBA) - REQUIRED</b> Conferences
15 December	Research Paper and Portfolio Due
17 December	Reflection Due