

English 101.01N College Writing I

Course Syllabus and Schedule

Instructor: Mrs. Stacy Rice

Class Meetings: TR 9:30-10:45 am

Instructor Contact Info:

Class Location: Stone 217

- ❖ office: MHRA 3210 E
- ❖ office hours: TR 11 am—12 pm, or by appointment
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I: General Overview

English 101 satisfies three of the six hours of the Reasoning and Discourse (GRD) requirement at UNCG, which asserts that students “gain skills in intellectual discourse, including constructing cogent arguments, locating, synthesizing and analyzing documents, and writing and speaking clearly, coherently, and effectively” (<http://uncg.smartcatalogiq.com/en/2015-2016/Undergraduate-Bulletin/University-Requirements/General-Education-Program/General-Education-Core-CategoryMarker-Descriptions>).

In addition, **English 101** is designed to address Learning Goal #1 (LG1) in the UNCG General Education Program. This is the ability to “think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies.” (<http://uncg.smartcatalogiq.com/en/2015-2016/Undergraduate-Bulletin/University-Requirements/General-Education-Program>).

The following are the English 101 Student Learning Outcomes, each of which corresponds to both the GRD goals and to LG1:

A. English 101 Student Learning Outcomes (SLOs):

At the completion of this course, students will be able to:

1. Analyze the content and structure of complex texts (written, oral, and/or visual in nature);
2. Compose cogent, evidence-based, argumentative texts;
3. Identify and employ the rhetorical triangle, the canons, and the appeals in both formal and informal discourse;
4. Summarize, quote, paraphrase, and synthesize source material in support of an argument;
5. Employ drafting, peer review, and revision techniques in order to improve content, style, and structure of their own writing;
6. Appraise their own composing abilities and composing processes through critical reflection.

Because the College Writing Program values writing processes and products, reading and writing, critical and reflective thinking, and rhetoric as a means of interpretation and composition, the following guidelines are to facilitate the achievement of the above objectives, while allowing instructors freedom to design their individual course trajectories.

Specifically, we will learn how to approach, invent, draft, collaborate, critique, revise, produce, and present argumentative and rhetorical materials throughout the semester. You will be challenged to improve your communication skills when attempting to persuade various audiences on a range of topics—some of which I will assign, and others of which you will choose.

Required materials:**Textbooks:**

- ❖ Graff, Gerald, and Cathy Birkenstein. *They Say/I Say*. 3rd ed. New York: Norton, 2014. Print. (ISBN 978-1-4690-2861-3) (Abbreviated on schedule as *TS/IS*.)
- ❖ McGuire, Meghan H., S. Brenta Blevins, and Alison M. Johnson. *Rhetorical Approaches to College Writing*. Plymouth: Hayden-McNeil, 2016. Print. (ISBN 978-0-7380-7732-1) (Abbreviated on schedule as *RACW*.)

***Make sure you purchase the correct edition—it has a blue cover.**

Other materials:

- ❖ Selected readings posted on Canvas as assigned.
- ❖ 3-ring binder for portfolio, if not submitting it electronically. (Alternatively, you may choose to bind your portfolio with comb binding.)
- ❖ Regular electronic access or printing of assignments, drafts, and handouts.
- ❖ Your own chosen method of keeping all class materials together. I recommend a 3-ring binder or sturdy folder.

Evaluation:

- *Project 1 (SLOs 1-5): 10%
- *Project 2 (SLOs 1-5): 15%
- *Project 3 (SLOs 1-5): 20%
- **Portfolio (SLOs 1-6) : 35%
- Presentation (SLOs 1, 2, 3, 6): 10%
- ***Participation (SLOs 1, 3, 5, 6): 10%

Percentage/Grade Equivalents:

A+: 98%+	C+: 77-79%
A: 93-97%	C: 73-76%
A-: 90-92%	C-: 70-72%
B+: 87-89%	D+: 67-69%
B: 83-86%	D: 63-66%
B-: 80-82%	D-: 60-62%
	F: 0-59%

*Each of the 3 projects are composed of multiple components— brainstorming/concept maps/outlines/idea webs, rough draft, peer review workshop, and final draft. I will not grade any final draft unless all these other assignments have been completed and submitted to me. For brief descriptions of each project, the presentation, and the critical rationale that will accompany the portfolio, refer to pages 6-7 of this syllabus.

**The portfolio includes a 4-6 page critical rationale, which is discussed at more length on page 6 of this syllabus.

***Included in your participation grade are the informal writing assignments such as homework and in-class activities, and quizzes (see section “Informal writings and reading quizzes,” page 8, for more details). The rubric I use to assess daily participation can be found in the “Course Documents” section on Canvas.

II. Course requirements:**Writing:**

You will write 20-24 pages, which includes a 4-6 page critical rationale, of polished (revised) prose, completed across three formal assignments, each of which engages with outside sources (primary and/or secondary). All of these assignments focus on developing argumentative and/or analytical discourse using the principles of rhetoric and employ peer review as part of the drafting and revising process.

You will also complete in-class or other assignments that may or may not be formally evaluated. These may include: prewriting, brainstorming, journaling, participation in asynchronous discussion threads, homework exercises, or other writing completed individually or in small groups, in class, out of class, or online (such as on Canvas). When formally evaluated, these assignments will constitute part of your participation grade, which is worth 10% of the total course grade.

The culminating assignment for the course is a portfolio of your work, worth 35% of your final grade for the course. The portfolio includes an argument-based, 4-6 page rationale essay in which you analyze your writing processes and learning in relation to the Student Learning Outcomes (SLOs) of English 101. In addition, you will articulate for your portfolio's reader(s) the reasoning behind the choices made/selections included that demonstrate both processes of learning and polished writing.

In this portfolio, you will further revise the formal essays and make choices about the informal writing included. The portfolio also contains a demonstration of your writing processes for your formal essays, assignments and activities tied to the essays, peer comments, drafts, and revisions, as well as any other material the instructor requires. This demonstration provides the proof of your specific writing practices as referred to in the rationale. The rationale essay is included in the 20-24 pages of polished prose required for the course.

You may submit your portfolio as a hard copy, bound in a binder or with comb binding, or as an electronic document on Canvas—whichever is most convenient for you.

Formal projects are a major writing component of this class. You will be assigned three formal essays, which we will discuss extensively as the due dates approach. Note that I firmly believe in revising to make better writers, so we will be spending plenty of in- and out-of-class time forming brainstorming, drafts, and other related pieces for and accompanying each of these projects. Together, the essays themselves and all the additional components composed en route to the final drafts will constitute your projects. Projects 1-3 combine to constitute your portfolio, which is worth 35% of your final grade; the end-of-semester presentation (10% of your final grade) is based on the process of inventing and composing, revising, and polishing these projects. (For more details see grade breakdown above. Additionally, rubrics for each project, the presentation, and the portfolio are on our course Canvas site.)

❖ **Project #1: Rhetorical Analysis of a Famous Speech** (3-5 pages. Meets SLOs 1-5):

For this assignment you will choose from a range of assigned speeches and thoroughly analyze how the rhetor uses rhetorical tools and strategies to convince his/her audience (both real and implied). You will also be required to conduct basic research in order to adequately describe and explain the context of the speech. You must formulate a solid argumentative thesis and structure your essay accordingly. You will be graded on your ability to recognize the rhetorical appeals, your clear articulation of the rhetor's stylistic choices (organization, diction, expression, content, etc.) for his/her audience, your assessment of the speech, and your ability to follow your thesis and organize a sound rhetorical analysis with sophistication.

The goal of this project is to recognize the rhetorical appeals and to introduce you to the process of conducting contextual research to better understand how a speech is a rhetorical situation.

❖ **Project #2: Comparative Media Rhetorical Analysis** (5-7 pages. Meets SLOs 1-5):

For this assignment you will choose two to three visual (ads, photos, etc.) OR multimodal texts (website, video, PSA, etc.) created and disseminated by a commercial company or a social organization (such as a charity like St. Jude's or advocacy group like ASPCA). You will then thoroughly analyze how the company or social organization uses rhetorical tools and strategies in each to convince their audience(s). You will also be required to conduct brief minimal research to adequately describe and explain the context of the company or social organization and how this affects their rhetorical situation. You will, in essence, compare the rhetorical choices of each text and evaluate the patterns you see the company or social organization using to articulate their message. Your essay must be thesis-driven. You will be graded on your clear articulation of the company or social organization's stylistic and rhetorical choices, your assessment of each text in the given contexts, and your ability to make a claim and follow it while organizing your analysis with sophistication.

The goal of this assignment is to recognize how rhetoric is remixed and presented to audiences in daily, real life situations, and to understand what rhetoric looks like when not on the written page.

❖ **Project #3: Argumentative Research Essay** (8-10 pages. Meets SLOs 1-5):

For this argument paper you will engage at least six scholarly sources wherein each author treats your chosen topic. You will analyze how each author makes his/her argument, summarize his/her argument and rhetorical choices, then enter the debate by arguing your own position on the issue. For this essay, you are required to summarize, synthesize, paraphrase, and quote the authors in support of your point of view and also thoroughly address the opposing view without undercutting your own position. You will also be expected to critically read, analyze, incorporate, and critique these scholarly sources. You will be graded on your ability to enter the conversation, understand the context, support your position, address the opposing side, clearly state your thesis, and on the sophistication of your writing style and paper organization. Proper MLA citation will also be a contributing factor in your grade for this project.

The goal of this assignment is to develop a rhetorical strategy and approach for persuading an audience, to conduct comprehensive research skills, and to demonstrate your mastery of sophisticated organizational and rhetorical strategies.

❖ **Critical Rationale** (4-6 pages. Meets SLOs 5, 6):

This essay prefaces your culminating portfolio for ENG 101. The critical rationale is an argument-based essay in which you analyze your writing processes and learning in regards to the student learning outcomes (SLOs) of ENG101. You will articulate the reasoning behind the choices you have made regarding your polished projects in order to demonstrate both your processes of learning and writing, and how they have developed and been impacted by the activities of the semester, including brainstorming and other informal writing exercises, drafting, and peer review workshops. The goal of this assignment is to reflect and discuss your writing process and approach, to recognize your own development as a writer, and to rationalize your rhetorical moves when creating and revising your portfolio.

❖ **Research or Reflective Presentation** (Meets SLOs 1-6):

For this assignment you will present to the class either your research and argument from Formal Project 3, or your writing and portfolio processes as discussed in your critical rationale. The presentation requires a visual element (Powerpoint, Prezi, video, photo slideshow, or other form of multimedia). You will discuss your Formal Project 3 or critical rationale for 4-6 minutes, and then you will field questions from your peers for at least 1 minute. I strongly recommend you prepare a script or some form of notes for your presentation. You may choose to use these written documents during your presentation if you desire, but are not required to.

The goal of this assignment is to prepare you for professional and public speaking engagements, to help you practice developing a scholarly ethos when presenting in academic contexts, and to demonstrate to your instructor and peers that you can argue a research-driven argument while accommodating counterarguments (if you present on FP 3), or to explain your growth as a writer, scholar, and rhetorician over the course of the semester (if you present your critical rationale).

Essay/Assignment Format: Turn in all work in MLA format (1" margins, double-spaced, Times New Roman 12 pt. font, 8 1/2" x 11" unlined white paper), with your last name and page number in the upper right-hand corner, and be sure to cite anything you do not come up with yourself. For a page to count as a full page, text must fill up at least 3/4 of the page. Assignments must be stapled, paper clipped, or otherwise attached by the time you hand it in at the start of class. I do not bring a stapler/paper clips, etc. with me to class; this is your responsibility.

Drafts of Essays (SLOs 2, 5): You will write, rewrite, and revise your essays en route to producing a final draft of each essay for your portfolio. Therefore, **keep all earlier versions and revisions of each assignment in your writing folder**; they may be requested for use in class discussion, conferencing, or for your portfolio. All other

written work should also be saved as they will be used throughout the semester and in your portfolio. **Save everything you write and everything I give you until the end of the semester.**

Please note that while rough drafts are not graded as individual assignments, I will not grade your final draft unless you first turn in a rough draft. Thus, not submitting a rough draft will automatically result in a 0% on a formal project.

Peer Workshops (SLOs 1, 3-5): In addition to writing essays, you will participate in peer workshops. You will read and comment on drafts of your classmates' papers. **You must bring in at least 2 hard copies of your draft for peer review. If you are not prepared for peer workshops (i.e. you do not have a draft of your own to share), then you will be asked to leave and you will be considered absent for that day. In addition, if you miss a peer review, the highest grade you can receive on a formal assignment (Projects 1-3) is a B.** If you know in advance that you must miss a scheduled peer review, then contact me prior to the peer review class period and we will make arrangements for you to electronically conduct a peer review with an assigned peer partner. Take this activity seriously. Not only will your classmates depend on your comments to strengthen their writing, but you also will depend on theirs.

Informal writings and reading quizzes (SLOs 1-6): Informal writing exercises will be assigned for almost every class. These usually consist of an in-class prompt (around 10-15 minutes) or a take-home writing exercise based on one of our assigned readings; however, this may also occasionally include a Canvas discussion board post or journal entry. Please use this time and these exercises to both reflect on the reading(s) and convince me that you have thoughtful ideas so that you may contribute to class discussion. If it becomes apparent that you are not prepared to think critically and creatively about the course material, or if I have any reason to doubt that you are reading the material, I will begin administering reading quizzes that will factor into your participation grade.

Conferences and Communication (SLOs 5,6): Near mid-semester, you will meet with me individually to discuss your work during a mandatory conference. This is a time for you to reflect on your progress, set goals, discuss challenges, and begin to make decisions regarding the final writing portfolio. You will be asked to prepare for this conference by reviewing all materials that have been graded, responded to, or in any way assessed by me over the course of the semester up to this point. While we will not meet for regularly scheduled class meetings on the days conferences are scheduled, you are to take this time seriously. Missing a conference will be counted as three absences, as conferences are important for evaluating your progress in the course and planning for the remainder of it and class is canceled for three class meetings. (The second round of conferences will only take two class periods, and so counts as two absences if missed.)

If you wish to meet with me at other times during the semester, please make use of my office hours. You may also email me with questions at any time. I will answer your email within 48 hours if sent Monday-Friday, usually sooner; on weekends, it may be up to 72 hours before you receive a response. If I have not responded within these time frames, please resend your email or speak to me before or after class, or during my office hours.

Remember to maintain an appropriate tone in all school-related correspondence; this means including an appropriate subject line and your name in all emails. I will not respond to emails that do not include the sender's first and last names, as I may not be able to discern the sender from their email address (i.e. a_johns2@uncg.edu). Also be aware that I will not discuss your grade with you via email; rather, you will need to schedule an appointment to discuss any aspect of your grade.

Regular use of Canvas and email: You are required to use Canvas in this course. I will post our class syllabus, resources & readings, as well as assignments, exercises, and announcements to the Canvas course site. Please familiarize yourself with the system and ask me for help if needed.

You are also expected to regularly check your email account. **Please note that I will only use your uncg.edu email account;** I will not send emails to any other account. I highly encourage you to **get in the habit of checking your uncg.edu email account at least once a day.** In the spirit of courtesy, I request that whenever we have exchanged emails, you send me an acknowledgement via email that you received my reply.

Writing Folder/Binder: Because creating the portfolio is a semester-long process, you will need to keep all the work you do for this class. I recommend you use a 3-ring binder, as folders can easily fall apart. Whatever method you choose, be sure to retain for the duration of the semester copies of essays during all stages of the writing and revision process, informal exercises, quizzes, etc. This will provide you with much of the material you will need to include in your writing portfolio and will serve as an invaluable resource when writing your critical rationale. A piece of advice: rather than simply throwing everything into the folder, organize the work (by project, date, or type) so that you can easily find what you need.

Writing Portfolio (Meets SLOs 1-6): The culminating assignment for the course is a portfolio of your work worth 35% of your final course grade. In this portfolio, you will further revise Formal Projects 1-3, totaling **at least 16 pages** of revised, polished prose between these three essays. The portfolio also includes previous drafts and revisions of the formal essays, as well as brainstorming/process notes and peer review workshop forms. Your portfolio may also include informal writing exercises if you find them beneficial, relevant, and significant to your portfolio process.

The portfolio opens with a critical rationale (4-6 pages), in which you analyze your progress in English 101 and articulate the reasoning behind the choices made/selections included, as well as the strengths and weaknesses of the portfolio. If you include informal writing assignments that I have not specifically required for the portfolio, be sure to address in your rationale why you chose to include these.

Portfolios must be either comb-bound or placed in a three-ring binder (not a folder), OR submitted electronically via Canvas. We will spend a great deal of time discussing the portfolio requirements, and you can also refer to the “Portfolio” section on Canvas for more information.

Participation Rubric: Toward the end of the semester you will submit an evaluation of your participation in this course using the same rubric I will use to assess your participation throughout the semester. In your evaluation, you will indicate what participation grade you believe you deserve and why. Your argument for a specific participation grade is valuable, as it supplies an alternative perspective to mine on the semester’s progress. This rubric is on our class Canvas site; I encourage you to refer to it often to ensure you are participating in a way fitting for the participation grade you desire. Keep in mind that participation counts as 10% of your total course grade.

Final Exam: Our final exam is scheduled for **Tuesday, May 3rd, 12:00 pm—3:00 pm, in Stone 217.** This meeting will count as a regular class meeting, so missing it will result in an absence. During this time frame, you will be presenting material that we have discussed and built upon on over the course of the semester. In addition, I will be returning your portfolios, and we will recap the material we have learned and discovered as both individual scholars and as a class. This is a time to both present as the professionals we have become, to reflect, and—most of all—to celebrate!

III. Course Policies:

Academic Integrity: “Academic integrity is founded upon and encompasses the following five values: honesty, trust, fairness, respect, and responsibility. Violations include, for example, cheating, plagiarism, misuse of academic resources, falsification, and facilitating academic dishonesty. If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated” (from UNCG’s Academic Integrity

Policy). To ensure that you understand the university's policy on academic integrity, review the guidelines and list of violations at <http://academicintegrity.uncg.edu>. I expect you to abide by the Academic Integrity Policy. Incidents of cheating and plagiarism are reported to the Dean of Students and sanctions are aligned with the policies at <http://sa.uncg.edu/dean/academic-integrity/violation/plagiarism/>.

If I have reason to believe you have not abided by the Academic Integrity Policy, I will meet you with outside of class to discuss the matter. **With one violation, you risk failing the assignment and being reported to the Dean of Students. With two or more violations, you risk failing the course and being reported to the Dean of Students.**

Attendance and Participation: You are expected to attend and be prepared for every scheduled class and conference. This means having read your assignments and having any required written work with you in class either in electronic or hard copy as instructed.

Furthermore, I expect you to be willing to respond to questions that are raised in class. You will receive credit according to your participation in the class activity each day (e.g. – contributing to class discussion, active listening, asking a question relating to the material, thoughtful engagement in class exercises, completing in-class writing exercises, filling out peer review sheets, etc.).

You must also perform all in-class writing exercises, even if the assignment itself is ungraded. **Obviously, if you are not in class, you cannot participate and will not receive credit for participation.** This component of your grade reflects my assessment of the thought you bring to your own work and to the work of other writers.

If you must be absent, understand that it is your responsibility to make up any work you may have missed. I recommend contacting a classmate to inquire about the day's work, changes to the calendar, and/or homework assignments. You can easily contact a classmate via the Email tool in Canvas.

As per the English department's attendance policy, **you may miss 2 class periods with no grade penalty.** If you miss a third, your final grade will be lowered by one letter grade; missing a fourth will result in failing the course. **I do not differentiate between excused and unexcused absences;** an absence is an absence. Thus, it is your responsibility to plan for absences within the policy concerning program fieldtrips, athletic events, work-related absences, advising sessions, minor illnesses, family and/or friend events, etc. **For this English course, the College Writing Program's attendance policy supersedes any other attendance policy.**

Let me reiterate: This attendance policy does not differentiate between "excused" and "unexcused" absences; thus, it is the student's responsibility to plan for absences within the policy concerning program fieldtrips, athletic events, work-related absences, advising sessions, minor illnesses, family and/or friend events, etc.

Note that the final exam period (Tuesday, May 3rd, 12:00 pm—3:00 pm) counts as a class meeting; missing this class will not only result in a 0% on your final presentation, but will also be considered an absence.

You are, by state law, allowed two excused absences due to religious holidays, which **do not** count toward your total allowed two absences. **If you plan to miss class due to a religious holiday, you must notify me in writing at least 48 hours in advance of your absence.** See the following link for a fuller description of this policy: <http://uncg.smartcatalogiq.com/en/2014-2015/Undergraduate-Bulletin/Academic-Regulations-Policies/Class-Attendance/Religious-Observance>.

If you have extenuating circumstances such as a death in the family, chronic illness/injury requiring prolonged medical treatment, prolonged psychological issues, etc., then you should immediately contact the Dean of Students Office for advocacy (<http://sa.uncg.edu/dean/>). You can use that department email (deanofstudents@uncg.edu) and provide your name, your UNCG ID number, a telephone number that you can be reached, and a general

description of why you would like to meet with a staff member. If your situation is urgent, you may opt for a walk-in appointment (Monday – Friday from 9:00 am to 4:00 pm), and the staff will connect you with the appropriate person as soon as possible. The Dean of Students office is located on the second floor of the Elliott University Center (EUC).

Tardiness: I do not tolerate tardiness. Be on time. **If you are more than 10 minutes late, I consider you absent.** Consistent tardiness of 1-9 minutes will negatively affect your participation grade. If you arrive late to a quiz/in class assignment, you will not be given any extra time or a make-up opportunity; you will have to complete that assignment with what time you have left.

Late Papers & Extensions: Papers are due at the beginning of class on the scheduled day, unless otherwise noted. If a major assignment is due on a specific day on which you are absent, you may email me your paper by the start of class on the due date, or have a fellow classmate bring me a hard copy on your behalf. If you do not abide by these rules, your paper is considered late, and you will get a zero for the assignment. Let me reiterate, again: **I do not accept late work.** If you know in advance that you must miss a class, you may submit your work early. **Extensions will only be granted in the most extenuating circumstances—typically only at the recommendation of the Dean of Students in the case of a death in the family, prolonged mental or physical health issue, etc.**

Behavior Tied to this Course and Classroom Interactions: Respect for others and their ideas is expected in this course. Therefore, disruptive and disrespectful behavior will not be tolerated, and action to deter it will be taken. The UNCG Disruptive Behavior Policy describes words and deeds as follows:

“Disruptive is behavior which the UNCG regards as speech or action which 1) is disrespectful, offensive, and/or threatening, 2) impedes or interferes with the learning activities of other students, 3) impedes the delivery of university services, and/or 4) has a negative impact in any learning environment.

Disruptive behavior includes physically, verbally or psychologically harassing, threatening, or acting abusively toward an instructor, staff member, or toward other students in any activity authorized by the University. Disruptive behavior also includes any other behavior covered by the Student Conduct Code.”

For the entire policy, go to http://sa.uncg.edu/handbook/wp-content/uploads/disruptive_policy.pdf

A supportive, constructive classroom environment will allow you to get the most from this class, so I am strict on “respect,” which means being fair to and mindful of your classmates. This standard of respect includes the use of laptops, tablets, or smartphones for class work (and putting them away when asked.). Repeated text messaging, cell phone interruptions, or laptop/tablet activity that does not directly address and/or contribute to the current class discussion/assignments will also result in a substantial reduction in your participation average. See the following section for more information on appropriate technology use.

Although students with disciplinary problems tend to be few and far between at the college level, if behavioral disruptions persist within a single class meeting (or, for that matter, across multiple meetings), you will be asked to leave the class with points deducted from your participation grade. You will also receive an absence for the day, regardless of what time you are asked to leave class. Types of disruptive behavior can include any form of disrespectful comment or action directed toward me, another student, the university, or the subject matter we are studying.

I reserve the right to interpret inappropriate behaviors as I see fit and address them accordingly, and it goes without saying that remaining in my class is a tacit acknowledgment of this right. Repeated disruptions of any kind will be reported to the Dean of Students for disciplinary action.

Additionally, while you may bring food and beverages into the classroom, you may not distract or disrupt classroom activity with your eating, and you are expected to clean up after yourself. If food and/or beverage become a hindrance to your learning and active engagement during class, you will forfeit your eating/drinking privilege for the remainder of the semester.

Electronic Technology: Typically, you may use your laptop, tablet, or smartphone (ringtones/sounds turned off) during my class for class related activities. In fact, there may be a day where I ask you to bring your laptops or other technologies, if available, for classroom use. If you prefer pen and paper for your notes or in-class exercises, that's fine, too. If you choose to bring a laptop or other technology, be aware that they may be used in class only to take notes or access electronic documents pertaining to our class, or to conduct Internet searches pertaining to our current class activities. Any student who uses a laptop for any non-classroom activity during class time will be dismissed from class and will be considered absent for the day.

Also, there will be no texting during class. If you have a situation such as a family emergency wherein you need to be accessible via your phone, please arrive to class a few minutes early and explain the situation to me. In these instances only, you may have your phone on vibrate. However, you may not answer the phone in class. Please excuse yourself from the classroom to take the emergency call.

Preparation: Always expect the best, but prepare for the worst—back up your work on a flash drive, external drive, or with old-fashioned hard copies. Technical issues are not an excuse to be unprepared for class. **Computer and/or printer access issues or failure, lack of toner, etc., are not acceptable excuses for being unprepared to turn your assignments in or participate in class activities.** Thus, it is your responsibility to ensure you are prepared by the start of each class period. Complete the readings and be ready for discussion, submit responses on time, and always bring your textbooks, along with any other requested documents. I highly recommend making notes beforehand that you can reference during class to remind yourself of what you have learned, as well as to maximize your potential for receiving full participation credit. **If it is apparent to me that you are not prepared for interactive class discussion and engagement, I will dismiss you from class, and you will be counted absent for that class meeting.**

Grades: I will email your final draft grades along with feedback and suggestions for continuing revisions. However, if you want to discuss the specifics of your grade for any particular assignment, or for the course in general, come to my office during regularly scheduled office hours, or make an appointment to meet with me in person. I will not discuss in-depth your grades with you in class, through email, over the phone or fax, or in any other manner that is not in person.

Additionally, I request that you wait at least **24 hours** after receiving a graded assignment to discuss it with me. This will give you ample time to read and process my feedback, and to compose yourself to discuss your grade.

IV. Student Resources:

Office of Accessibility Resources and Services: Students with documentation of special needs should arrange to see me about accommodations as soon as possible. If you believe you could benefit from such accommodations, you must first register with the Office of Accessibility Resources and Services on campus before such accommodations can be made. The office is located on the second floor of the Elliott University Center (EUC) in Suite 215, and the office is open 8am to 5pm, Monday - Friday. Telephone: (336) 334-5440; e-mail: oars@uncg.edu.

The Learning Assistance Center: This resource offers free services to the entire UNCG undergraduate community and is located in McIver Hall, rooms 101-104, and 150. For help with study skills, contact Erin Farris, Academic Skills specialist. Telephone: (336) 334-3878; e-mail: lac@uncg.edu.

The Writing Center: The purpose of the Writing Center is to enhance the confidence and competence of student writers by providing free, individual assistance at any stage of any writing project. Staff consultants are experienced writers and alert readers, prepared to offer feedback and suggestions on drafts of papers, help students find answers to their questions about writing, and provide one-on-one instruction as needed. Located in the Moore Humanities and Research Building, room 3211. The Writing Center conducts walk-in appointments, scheduled appointments, and online consultations. See their website for additional information: www.uncg.edu/eng/writingcenter

Please note that while I do work a handful of hours each week in the Writing Center, I cannot work with you should you take any assignment—even for another class—to the Writing Center. There are 2 reasons I do not work with my own students at the Writing Center: 1) the Writing Center functions on a peer-to-peer level for consultations. As your instructor, I cannot fill the role of a peer consultant when working with you; and 2) I am absolutely more than happy to discuss with you your assignments for this class, and that is why I observe weekly office hours. Please attend my set office hours, or schedule an individual appointment with me in my office, for discussion and assistance beyond the classroom.

The Speaking Center: The University Speaking Center provides consultation support and instructional workshop services designed to help speakers further develop their own oral communication confidence and competence. The staff provides peer-to-peer feedback, guidance, and other support in the areas of public speaking preparation and delivery, interpersonal communication, and group or team communication. Located along with the Writing Center in 3211 MHRA. Those seeking to utilize our consultation services need to arrange for their appointment to take place no closer than two days before their final presentation. See their website for additional information: speakingcenter.uncg.edu.

Digital Media Commons (DMC) and Digital ACT Studio (DACTS): The DMC provides the space and resources for UNCG's students, faculty and staff to create and refine their multimedia projects, including web pages, digital images, digital video, digital audio, PowerPoint and more. You can receive assistance with selecting, using, and citing media resources, as well as consult with experts on the rhetorical, aesthetic, and technical aspects of developing and communicating their ideas through media. The Digital ACT (Action, Consultation, and Training) Studio supports students, faculty, and staff in their effective creation or incorporation of digital media into projects. Consultants act as a trained, engaged audience, providing feedback on slide presentations, video projects, podcasts, digital photography, websites, and blogs by offering collaborative, dialog-based consultations. Both are located in the lower level of Jackson Library. See their respective websites for additional information: library.uncg.edu/spaces/dmc & digitalactstudio.uncg.edu.

Please note that in addition to the Writing Center, I also work a handful of hours each week at the Digital Act Studio (DACTS). I observe the same policy there as I do at the Writing Center. Should you choose to visit DACTS in preparation for your final presentation, I cannot work with you at the Studio; however, if you wish to discuss your presentation, I am more than happy to have that conversation with you during my regularly scheduled office hours, or during a scheduled appointment.

Me: I am available to meet with you during my regularly scheduled office hours to discuss your papers, grades, and/or concerns about the class. I highly encourage you to make use of this time—it's a chance for me to get to know you as my student, and allows me to see how you're understanding and relating to class material; it gives you the chance to receive clarification and additional support and guidance.

If your schedule is not conducive with my office hours, I am also available by appointment. Please email me at sfwilder@uncg.edu to request a meeting. Include possible meeting days and times, as well as what you would like to discuss. Please note that while I will make every effort to schedule an appointment with you, I may have other engagements that prevent me from meeting with you in the days immediately following your request.

***Final Note: Certain policies and sections of this syllabus are subject to change at my discretion. If I make any changes, I will notify you in class, and/or via our course Canvas site. Keep the entirety of this syllabus handy and refer to it often.**

Reading and Assignment Schedule

*Note: This schedule is subject to change at the instructor's discretion. All changes will be announced in class, and/or via Canvas.

Rhetorical Approaches to College Writing = *RACW*

They Say/I Say = *TSIS*

***All readings and assignments are to be completed by the start of class on the day listed.**

WEEK 1: Introduction to the Class and Rhetoric; The Importance of Context

T	Jan. 12	First Day of Class – Course Introduction & Syllabus Review
R	14	Signed Syllabus Agreement Due; “Composition as a Write of Passage” (Canvas); <i>RACW</i> pgs. 3-12, 13-16
F	15	Last day to withdraw for tuition & fees refund

WEEK 2: Rhetorical Appeals in Writing and Reading; Critical Reading; Canons; Academic Integrity

T	19	<i>RACW</i> pgs. 17-24, 25-33, 57-64
R	21	<i>RACW</i> pgs. 34-41, 42-48

WEEK 3: Beginning Composition Assignments; Rhetorical Analyses; Incorporating the Words of Others

T	26	<i>RACW</i> pgs. 134-140, 171-174; <i>TSIS</i> 1-16
R	28	<i>RACW</i> pgs. 175-183, 65-68, 69-76

WEEK 4: Theses; Arrangement; Review and Revision

T	Feb. 2	<i>RACW</i> pgs. 77-80, 81-85, 113-117
R	4	<i>RACW</i> pgs. 106-109, 184-188, 189-192; Peer Review Workshop of FP 1 Rough Draft

WEEK 5: Multimodal and Multimedia Rhetorical Analyses; Summaries

T	9	Formal Project 1 Due; “Backpacks vs. Briefcases: Steps toward Rhetorical Analysis” (Canvas); <i>RACW</i> pgs. 99-105
R	11	<i>RACW</i> pgs. 206-213; <i>TS/IS</i> pgs. 19-28, and 30-40

WEEK 6: More on Summaries; Responding to Others’ Ideas and Words

T	16	<i>TS/IS</i> pgs. 42-50, 55-67, 68-77
R	18	No Class Meeting; <i>TS/IS</i> 78-91; Watch PowerPoint Video on Canvas

WEEK 7: Answering the “So What?” Question; MLA Citations; Style, Tone, and Voice

T	23	<i>TS/IS</i> pgs. 92-102; <i>RACW</i> pgs. 154-168
R	25	<i>RACW</i> pgs. 86-91, 92-97, 193-195; Peer Review Workshop of FP 2 Rough Draft

WEEK 8: Conferences with Instructor

T	Mar. 1	Midterm Conferences; <i>TS/IS</i> pgs. 105-120, 121-128
R	3	Midterm Conferences; <i>TS/IS</i> pgs. 129-137, 139-160
F	4	Last day to drop without academic penalty

WEEK 9**SPRING BREAK****WEEK 10: Conducting and Reading Research; Participating in Scholarly Conversations**

T	15	Formal Project 2 Due; <i>RACW</i> pgs. 118-122, 123-133; Introduction to Formal Project 3
R	17	Library Instruction Day in Citi Lab (Jackson Library, 1st floor)

WEEK 11: Working with Evidence and Sources

T	22	<i>RACW</i> pgs. 141-147, 148-153
R	24	<i>TS/IS</i> pgs. 163-166, 173-183

WEEK 12: The Critical Rationale

T	29	Peer Review Workshop of FP 3 Rough Draft
R	31	Review Critical Rationale Samples (Canvas)

WEEK 13: The Critical Rationale, cont.; Compiling the Portfolio

T	Apr.	5	Peer Review Workshop of Critical Rationale Rough Draft
R		7	No Class Meeting; <i>RACW</i> pgs. 49-53; Watch PowerPoint Video on Canvas

WEEK 14: Conferences

T	12	Formal Project 3 Due; Portfolio Conferences
R	14	Portfolio Conferences

WEEK 15: Wrapping Up

T	19	<i>RACW</i> pgs. 226-232
R	21	Last Day of Class; Presentation Sign Ups; Course Evaluations; Portfolios Due

WEEK 16: No Class Meeting

W	27	Reading Day
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WEEK 17: Presentations and Portfolios Returned

T	May	3	EXAM: 12:00 pm—3:00 pm in Stone 217. Presentations Due; Portfolios Returned
R		5	Final Grades Posted by 3 pm