ENGLISH 101: COLLEGE WRITING I

Instructor: Dr. Tina Romanelli                 Email: c_romane@uncg.edu
Office: Curry 335-E/Mailbox: MHRA 3317       Class Time: MWF 10:00 – 10:50
Office Hours: MWF 8:00-8:50                  Classroom: GRAM 310

“I never had, and still do not have, the perception of feeling my personal identity. I appear to myself as the place where something is going on, but there is no ‘I’, no ‘me.’ Each of us is a kind of crossroads where things happen. The crossroads is purely passive; something happens there. A different thing, equally valid, happens elsewhere.”

~ Claude Lévi-Strauss, Myth and Meaning: Cracking the Code of Culture

“The principle of multivoicedness [is] the principle that every form of human interaction contains within it many different selves, arranged in multiple, overlapping and often-contradictory ways. The contradictions, experienced by us as conflicts, are a major source of change. It is diversity all the way down.”

~ Kris D. Gutierrez, P. Zitlali Morales, and Danny C. Martinez, “Remediating Literacy: Culture, Difference, and Learning for Students From Nondominant Communities”

“You must be able to suspend your own beliefs for a time and put yourself in the shoes of someone else. This means playing what the writing theorist Peter Elbow calls the ‘believing game,’ in which you try to inhabit the worldview of those whose conversation you are joining—and whom you are perhaps even disagreeing with—and try to see their argument from their perspective.”

~ Gerald Graff and Cathy Birkenstein, They Say/I Say: The Moves That Matter in Academic Writing

ENG 101 is designed to introduce students to academic discourse and prepare them for the writing and research they will do in college. In order to complete the course successfully, students will need to become familiar with the rhetorical situation, appeals, and canons; read and engage in scholarly conversations; write approximately twenty pages of prose; and revise fifteen pages of that prose for inclusion in a final portfolio. This section of College Writing focuses on cross-cultural communication about controversial issues with regards to gender, race, and class.

Student Learning Outcomes

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.smarctalogiq.com/en/2013-2014/Undergraduate-Bulletin/University-Requirements/General-Education-Program/General-Education-Core-Requirements).

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.smarctalogiq.com/en/2013-2014/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:

English 101 Student Learning Outcomes:
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.

Required Texts and Materials

Books:


In addition to these books, you will need to print or download readings from Blackboard. The handouts must be printed or downloaded onto an electronic device and brought to class on the day they are assigned in order to receive credit for participation.

Materials:
Electronic storage device
Access to word processing software that is compatible with MS Word 2007/2010
≈ $5 to have your portfolio comb-bound at the Kinkos on Tate Street

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](http://academicintegrity.uncg.edu).

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/](http://sa.uncg.edu/dean/academic-integrity/violation/plagiarism/).

I expect you to abide by the Academic Integrity Policy. Infractions will be handled on a case-by-case basis but will definitely include individual conferences with the instructor and not receiving credit for assignments that have been plagiarized in any way. Second-time offenders will be sent to the Dean of Students.

Attendance Policy

In addition to the valuable direct instruction you will receive from me, we will discuss our readings and writing as a class; therefore, attendance is mandatory. I expect you to come on time and remain for the entire period. You will not be able to make up any work done in class if you are absent.
It is very distracting for students to arrive late. If you must arrive late, come in quietly and begin working. Three tardies is the equivalent of one absence. You may not leave class early. Simply packing up your books and walking out of class will result in being marked absent for the day regardless of the time it occurs. Furthermore, if I must ask you to leave class because you are not meeting my behavioral expectations, you will be counted absent for the day.

There is no distinction made between an excused and an unexcused absence. If you have an emergency or illness you would like to discuss with me, please do so during my office hours or via email. I will not discuss make-up work, absences, or emergencies during class time or in front of other students.

Students in MWF classes are allowed a maximum of three absences without a grade penalty. Students who miss a fourth and/or fifth class will have a full letter grade deducted from his or her average in participation for each absence. Students who miss six classes on a MWF schedule will fail the course. For this English course, the College Writing Program’s attendance policy supersedes any other. Students are by state law allowed two excused absences due to religious holidays. These absences do not count toward the total maximums allowed above. If a student plans to miss class due to a religious holiday, he or she must notify the instructor in writing at least 48 hours prior to the absence.

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).

Evaluation

You will complete four polished essays and a final portfolio for this course. Each assignment has been specifically designed to help you meet the student learning outcomes for this course. All essay and portfolio assignments will be posted on Blackboard. Please ask questions until you feel you fully understand the assignment. I am always happy to clarify things for you.

The percentage breakdown of your grade is as follows and is subject to change if the needs of the course necessitate it:

**Participation and Classwork**  
SLO 1, 2, 3, 4, 5, and 6  
5%

Your full participation is required at all times in this course. This is not a class where you can sit back and be quiet. I will grade your participation based on active listening skills, appropriate projection when speaking, and productive group work. Your discussion leader presentation counts as part of your participation grade.

**Quizzes**  
SLO 1 and 3  
5%

Reading quizzes are on Blackboard. The quizzes for the week from *Rhetorical Approaches to College Writing* and *They Say, I Say* are due on the listed mornings by 10:00 a.m.

**Reader's Reports**  
SLO 1, 3, 5, and 6  
10%

For each assignment, we will work on responding to each other’s writing in discursive form. I will share some sample reader’s reports that will show you how readers/audience members provide comments and suggestions for improvement to writers. You will practice both giving and receiving this feedback throughout the course.

**Rhetorical Analysis**  
SLO 1, 2, 3, 4, and 5  
10%
This assignment asks you to analyze the use of rhetoric in an article about a controversial issue and make a claim about its rhetorical effectiveness. 1,800 – 2,500 words.

RAT (Rhetor, Audience, Thesis) Essay  
SLO 1, 2, 3, 4, and 5  
10%

This assignment asks you to write an argument modelled on one of three famous speeches. You will need to choose your role as rhetor, the audience to whom you would like to speak, and the message you would like to convey. 1,800 – 2,500 words.

Policing Poverty Argument  
SLO 1, 2, 3, 4, and 5  
10%

This assignment asks you to identify an organization or group specifically working with class issues in our area that could benefit from an extended argument and to compose that argument on their behalf. 1,800 – 2,500 words.

Ethnicity and Space Reflection  
SLO 1, 2, 3, 4, and 5  
10%

This assignment asks you to compose an argument that draws on your experiences with and reflections on ethnicity as your primary evidence. “Space” will be considered broadly and will include institutional, personal, political, and virtual spaces. 1,800 – 2,500 words.

Portfolio (including critical rationale)  
SLO 1, 2, 3, 4, 5, and 6  
40%

The portfolio assignment is required of all ENG 101 students and is posted on Blackboard with a standardized rubric. We will discuss this important assignment early and often throughout the course. The portfolio must be comb-bound by November 24th.

Total  
100%

The grading scale is as follows:

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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
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<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
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<td>F</td>
<td>59 and below</td>
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Notes about assessment and grading: I do not accept late work for my own sanity and to preserve the integrity of the work that is handed in on time. If you have an emergency, you will need to discuss it with me outside of class either in my office or via email. I will not discuss late work or class absences with you in front of other students.

I grade essays holistically on a rubric. The rubric is available to you on Blackboard under the Syllabus tab.

The portfolio requirements are also on Blackboard. You should print these documents in order to refer to them throughout the semester.

All your work must be typed in MLA format and delivered via email to romanellieng101@gmail.com by class time on the day that it is due. The only exception to this is the final portfolio, which must be printed, comb-bound and turned in by hand.

You are required to keep all your work for this course until after grades have been posted at the end of the term. Your final portfolio is a significant portion of your grade and requires evidence of drafting and revision. You must save your drafts with reader’s reports, and any brainstorming or process work you completed if you expect to receive a grade on the portfolio.
On Peer Review days, you must bring a printed copy of your draft to class to share for peer review. Peer review is a vital part of the writing process we are attempting to master in this course. If you do not participate in peer review, you are not eligible to earn higher than a C on your final paper grade.

You earn your grade in this course. I do not give grades. If you have questions about your grade at any point, please feel free to discuss them with me in my office or via email. Please be professional. I am very open to hearing your thoughts as long as we can keep the conversation polite and appropriate.

Expectations

Behavior

These “rules” are always in play:

- Each student has the right to learn in the classroom. Disruptions to the learning environment will not be tolerated.
- You must treat yourself, your peers, and your instructor with respect at all times.
- All personal issues discussed or read in this class must be kept confidential.
- You are responsible for your own success in this course. Try your best.

Electronic Devices

Cell phones and other electronic devices should be turned off or on silent during class. You may not text or make calls during class time. Emergencies must be discussed with the instructor.

We will have several opportunities to write in class, and we will have group work that we can complete and share on Blackboard. For this reason, it would be very useful for students to have either laptops or tablets in class. These tools should only be used for educational purposes during the time we have allotted for class. Note-taking is generally unnecessary in ENG 101, so laptops and tablets should be off and put away during class discussion. Failure to use the tools appropriately will result in a removal or electronic devices from the classroom environment.

Contacting the Instructor

I am available during my office hours to discuss any concerns or questions you might have about our course. Outside of my office hours, the best way to contact me is via email.

As a written form of communication, emails need to be written with care and in a professional manner. You should always include a greeting and a closing with your full name and your class and section. Be conscious of tone. Do not type in all capital letters. See the following example:

Dear Dr. Romanelli,

I will be unable to attend class today because I am ill. I will check Blackboard for my assignments. Please let me know if there is anything I need to do that will not be posted on Blackboard.

Thank you,

Student Name
ENG 101

If you have followed these guidelines, I will respond to your email within one school day unless I have an emergency. If you do not follow these guidelines, I will likely not respond at all.

Learning Accommodations

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 & 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: 334-5440; e-mail: oars@uncg.edu.

Learning Assistance Center

The Learning Assistance Center offers free services to the entire UNCG undergraduate community and is located in McIver Hall, rooms 101-104, and 150. Telephone: 334-3878; e-mail: lac@uncg.edu.

The Multiliteracy Centers

The Multiliteracy Centers offer free consultations to students at UNCG to help with writing and speaking. The University Writing Center is located in MHRA 3211. Telephone: 334-3125; e-mail: askthewc@uncg.edu. The University Speaking Center is also located in MHRA 3211. Telephone: 256-1346.

Course Calendar

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activities</th>
<th>What is due</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Aug. 18</td>
<td>Syllabus and rules discussion</td>
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</table>
| Wednesday | Aug. 20  | Ratcliffe – “Introduction: Translating Listening into Language and Action” (BB)  
Babb – “An Introduction to Rhetoric and the Rhetorical Triangle” (RA) | Rhetorical Analysis Assigned          |
| Friday    | Aug. 22  | Berrier – “Rhetorical Context Is (Almost) Everything” (RA) 
Dodson and Skelley – “The Canons of Rhetoric as Phases of Composition” (RA)  
Blades – “Reading Critically” (RA) |                                      |
| Monday    | Aug. 25  | Romanelli – “Writing with the Rhetorical Appeals” (RA) 
Graff and Birkenstein – Chapters 11 & 12 (TSIS)  
Thomson – “A Defense of Abortion” (BB) |                                      |
| Wednesday | Aug. 27  | Shook – “Reading with the Rhetorical Appeals” (RA) 
Callahan – “Abortion and the Sexual Agenda” (BB) |                                      |
| Friday    | Aug. 29  | Johnson – “Situating Evidence through Contextualization” (RA)  
Ray – “The Art of Summarizing, Paraphrasing, and Quoting” (RA)  
Ensor – “Viewing Peer Review as a Rhetorical Process” (RA) |                                      |
| Monday    | Sept. 1  | NO CLASS – LABOR DAY                                                        |                                      |
| Wednesday | Sept. 3  | Rhetorical Analysis Peer Review                                             | Rough draft of Rhetorical Analysis due 
Reader’s Report #1 due by 5:00 p.m. |
| Friday    | Sept. 5  | Ray – “The Portfolio Process” (RA)                                           | Rhetorical Analysis due               |
| Monday    | Sept. 8  | Morehead – “The Genre of Academic Discourse” (RA)  
Lee – “Instructor Feedback as Part of the Rhetorical Conversation” (RA) | RAT Essay Assigned                   |
| Wednesday | Sept. 10 | Leuschen – “Invention, Asking Questions to Find a Starting Point” (RA)       |                                      |
Wooten – “Finding a Conversation to Find Research” (RA)

Friday Sept. 12 Library Visit

Monday Sept. 15 McAlpin – “How the Thesis Guides Effective Writing” (RA)
Skelley – “Arrangement as Rhetorical Composing” (RA)

Wednesday Sept. 17 Jefferson – “Declaration of Independence” (BB)
Blanchard – “The Play of Style” (RA)

Friday Sept. 19 Wollstonecraft – “A Vindication of the Rights of Women” (BB)
Truth – “Ain’t I a Woman?” (BB)
Berberyan – “Understanding Tone and Voice” (RA)

Monday Sept. 22 RAT Essay Peer Review

Wednesday Sept. 24 Sentence Combining Workshop

Friday Sept. 26 Graff and Birkenstein – Introduction (TSIS)
Cottom – ‘Why Do Poor People Waste Money…’” (BB)

Monday Sept. 29 Graff and Birkenstein – Chapters 1-3 (TSIS)
Smith – “How a Government Computer Glitch…” (BB)

Wednesday Oct. 1 Graff and Birkenstein – Chapters 4-7 (TSIS)
Campbell – “Piedmont Second Hungriest…” (BB)
Research organizations on campus and in our area

Friday Oct. 3 Graff and Birkenstein – Chapters 8-10 (TSIS)
Bahrampour – “More College Students Battle Hunger” (BB)
Research organizations on campus and in our area

Monday Oct. 6 Spartan Pantry Description (BB)
Onion – “Woman Leading Authority…” (BB)

Wednesday Oct. 8 Poverty Essay Peer Review

Friday Oct. 10 Sentence Combining Workshop

Monday Oct. 13 NO CLASS – FALL BREAK

Wednesday Oct. 15 Blevins – “It’s All—Well, a Lot—in the Delivery” (RA)
Staples – “Black Men and Public Spaces” (BB)

Friday Oct. 17 Laminack – “Rhetorical Analysis and Visual Media” (RA)
Takaki – “The Harmful Myth of Asian Superiority” (BB)

Monday Oct. 20 Burns – “Analyzing Film Rhetoric” (RA)
Ortiz Cofer – “The Myth of the Latin Woman” (BB)

Wednesday Oct. 22 Smith – “How Social Media Can Help (Or Hurt) You in Your Job Search” (BB)
Saylin and Horrocks – “The Risks of Pre-employment Social Media Screening” (BB)

Friday Oct. 24 Ethnicity and Space Peer Review

Rough draft of Poverty Essay Due
Reader’s Report #3 due by 5:00 p.m.

Rough draft of Poverty Essay Assigned

Ethnicity and Space Essay Assigned

Rough draft of Ethnicity and Space Essay
Reader’s Report #4 due by
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Monday</td>
<td>Oct. 27</td>
<td>Voice Lessons</td>
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<tr>
<td>Wednesday</td>
<td>Oct. 29</td>
<td><strong>Sommers and Saltz</strong> – “The Novice as Expert: Writing the Freshman Year” (BB)</td>
<td><strong>Ethnicity and Space Essay Due</strong></td>
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<td>Friday</td>
<td>Oct. 31</td>
<td><strong>Meriwether</strong> – “Conferencing Rhetorically” (RA)</td>
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<td><strong>Lamott</strong> – “Shitty First Drafts” (BB)</td>
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<tr>
<td>Monday</td>
<td>Nov. 3</td>
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<td>Wednesday</td>
<td>Nov. 5</td>
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<td>Friday</td>
<td>Nov. 7</td>
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<td>Monday</td>
<td>Nov. 10</td>
<td><strong>Mullins</strong> – “Revision Is Writing” (RA)</td>
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<tr>
<td>Wednesday</td>
<td>Nov. 12</td>
<td><strong>Buck</strong> – “Style as Revision” (RA)</td>
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<td>Friday</td>
<td>Nov. 14</td>
<td><strong>Vonnegut</strong> – “How to Write with Style” (BB)</td>
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<tr>
<td>Monday</td>
<td>Nov. 17</td>
<td><strong>Larsen</strong> – “Disappearing into the World of Books” (BB)</td>
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<tr>
<td>Wednesday</td>
<td>Nov. 19</td>
<td>Critical Rationale (samples and drafting)</td>
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<tr>
<td>Friday</td>
<td>Nov. 21</td>
<td>Critical Rationale Peer Review</td>
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<td>Rough draft of Critical Rationale Reader’s Report #5 due by 5:00 p.m.</td>
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<td>Monday</td>
<td>Nov. 24</td>
<td><strong>Final Portfolio Due</strong></td>
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<tr>
<td>Wednesday</td>
<td>Nov. 26</td>
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<tr>
<td>Friday</td>
<td>Nov. 28</td>
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<td><strong>NO CLASS – THANKSGIVING BREAK</strong></td>
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<tr>
<td>Monday</td>
<td>Dec. 1</td>
<td>Portfolios returned to students</td>
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