Instructor: Chelsea Skelley 
Instructor email: c_skelle@uncg.edu
(CORRESPONDENCE WITH INSTRUCTOR)
Class email: eng101Fall2014@gmail.com
(PAPER SUBMISSION ONLY)
Office: MHRA 3210B
Mailbox: MHRA 3317
Office Hours: TR 11:00am - 12:00 pm (or by appointment)

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/2014-2015/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/2014-2015/Undergraduate-Bulletin/University-Requirements/General-Education-Program).

A. 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 materials:
—Selected readings posted on Blackboard as assigned. (Bb)
—Regular printing of assignments, drafts, and handouts unless notified that you may use electronic documents.
Evaluation:
Portfolio: 40%
Assignment Drafts: 25% (Three assignments total)
Informal Writing Exercises: 15%
Reading Quizzes: 10%
Participation: 5%
Presentation: 5%

II. 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). 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/. To ensure that you understand the university's policy on academic integrity, review the guidelines and list of violations at the above URL. I expect you to abide by the Academic Integrity Policy. Penalties for violation of academic integrity range from receiving an F on individual assignments to an F in the class to university expulsion.

Attendance and participation: You are expected to attend and be prepared for every schedule class or 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, you should understand that there are no “excused” absences except in the circumstances described below. Further, understand that it is your responsibility to make up any work you may have missed. This means you must check the course’s Blackboard site AND contact 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 Blackboard.

As per the English department’s attendance policy, you can miss two class periods with no penalty; if you miss a third, your final grade will be lowered by half a letter grade; if you miss four classes you will automatically fail the course.

Students are by state law allowed two excused absences due to religious holidays. These absences do not count toward the total maximum allowed above. If a student plans to miss class due to a religious holiday, he or she must notify the instructor at least 48 hours prior to the absence.

Now, life often intervenes with the best plans. So, if you have extenuating circumstances such as a death in the family, chronic illness/injury requiring prolonged medical treatment, etc., then you should immediately contact the Dean of Students Office for advocacy. To speak with a staff member in the Dean of Students Office, make an appointment by contacting Heather Mitchell, Student Services Manager, at
Tardiness: Tardiness will not be tolerated in this class. Be on time. If you aren’t in class ready to go by the start of class, you are late. Being late three times constitutes an absence. If you are twenty or more minutes late for class, you will be counted absent. If a student arrives late to a quiz/in class assignment, s/he will not be given any extra time or a make-up opportunity.

Late Papers & Extensions: Papers are due at the beginning of class on the scheduled day. If a major assignment is due on a specific day, and you are absent, you may email me your paper by the start of class (8:00 AM) 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 work. Let me reiterate, 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.

RESPECT for all class participants: 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 and mindful to your classmates. This also includes using laptops, tablets, or smartphones for class work (and putting them away when asked.)** 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), the student in question will be asked to leave the class with points deducted from his/her participation grade and an absence for the day. Types of disruptive behavior can include any form of disrespectful comment or action directed toward me, another student, 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. **Repeated text messaging, cell phone eruptions, or laptop/tablet activity that does not directly address the class assignments will also result in a substantial reduction to your participation average.

Technology: Typically, you may use your laptop or tablet in this class or ONLY for class related activities. I even allow students to use smartphones to photograph the board to document notes, but this is really the only time you need to have your smartphone out in class (with the exception noted below). Now, 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/document notes pertaining to our class, to view documents on our Blackboard website, or other assigned purpose. Be respectful and attentive to what’s happening in our classroom; you cannot do this if you are texting or on Instagram, Facebook, etc. Any student who uses a laptop, tablet, or smartphone for any non-classroom activity during class time will not be allowed to use it for the remainder of the class, and the student’s participation grade will be lowered. Upon an additional violation, the student will not be allowed to use technology for the remainder of the semester. To be perfectly clear: if you abuse technology in my class by using it for purposes other than those clearly stated here, you will NOT be allowed to use ANY
technology for the remainder of the semester. This will make your time in this class more difficult than it needs to be, so use technology responsibly.

REMINDER: my technology policy does NOT allow you to take calls or text in my class. Now, 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. You may not answer the phone in class. Please excuse yourself from the classroom to take the emergency call.

**Back up your work.** You are responsible to make sure 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 and any other requested documents. Technical issues are NOT an excuse to be unprepared for class. Always back up your work with a flash drive, external drive, or old-fashioned hard copies. Computer failure, printer failure, lack of toner, etc. are not acceptable excuses for not having your work to turn in.

III. Course requirements:

**Writing:**
Students write 20-24 pages of polished (revised) prose, completed across three to four 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.

Students will also complete additional exercises that may or may not be formally evaluated. These may include: prewriting, brainstorming, journaling, participation in asynchronous discussion threads, or other writing exercises completed individually or in small groups, in class, out of class, or online (e.g., on Blackboard via the Blog or Journal tools). You will be notified about which of these exercises will be numerically evaluated in advance, but you are expected to complete all assigned exercises.

**Formal Assignments** are a major writing component of this class. You will be assigned four 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-class and out-of-class time forming drafts for each of these assignments. Assignments 1-3 constitute 20% of your final grade and the Presentation assignment constitutes 5%. (For more details see grade breakdown above).

- **Assignment #1 - Rhetorical Analysis of a Famous Speech (5-6 pages. Meets SLOs 1,2,3,4,5):** For this assignment you will read an assigned speech and thoroughly analyze how the rhetor uses rhetorical tools and strategies to convince his/her audience(s). You will 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 paper accordingly. You will be graded on your ability to recognize the rhetorical appeals, your ability to clearly articulate the rhetor's stylistic choices (organization, diction, expression, content, etc.), your assessment of the speech, and your ability to follow your thesis and organize a sound rhetorical analysis with sophistication.

- **Assignment #2 - Comparative Media Analysis (6-8 pages. Meets SLOs 1,2,3,4,5):** For this assignment you will choose two visual texts (ads, photos, etc.) AND one multimodal text (website, video, PSA, etc.) created and disseminated by a social organization advocating a specific issue. You will then thoroughly analyze how the organization uses rhetorical tools and strategies in each text to convince their audience(s). You will also be required to conduct brief minimal research to adequately describe and explain the context of the 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 organization using to articulate their message. Your essay must be thesis-driven. You will be graded on your clear articulation of the 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.

- **Assignment #3 Argument Paper (6-8 pages. Meets SLOs 1, 2, 3, 4, 5):** For this argument paper you will engage three assigned readings wherein each author takes opposing stances on technology. You will summarize his/her argument and rhetorical choices, then enter the debate by arguing your own position on the issue. For this paper, you are required to quote the authors in support of your point of view and thoroughly address the opposing view without undercutting your own position. 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 the sophistication of your writing style and paper organization.

- **Presentation Assignment (1-2 pages. Meets SLOs 1, 2, 3, 4, 5):** For this assignment you will present your portfolio process to the class, reflecting on your writing process throughout the semester and your final portfolio product. The presentation requires a visual element (Powerpoint, Prezi, video, photo slideshow or other form of multimedia). You will discuss your process for 4-6 minutes and also field questions from your colleagues for one minute.

**Essay/Assignment Format:** Turn in all work in MLA format (1" margins, double-spaced, Times New Roman 12 pt. font, 8 ½ x 11” unlined white paper), and be sure to cite anything you do not come up with yourself. You must bring in hard copies of your drafts for the peer review sessions, but you will submit ONLY electronic copies of your final paper to the following address: eng101.28CAS@gmail.com. Remember this email address is for paper submission ONLY.

**Drafts of Assignments:** You will write, rewrite, and revise your essays en-route to producing a final draft 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 & EVERYTHING I GIVE YOU UNTIL THE END OF THE SEMESTER.**

**Peer Workshops (1-2 pages per assignment – Meets SLOs 1, 3, 4, 5):** In addition to writing essays, you will participate in peer workshops. You will read and comment on drafts of your classmates' papers. Take this activity seriously. Not only will your classmates depend on your comments to strengthen their writing, but you also will depend on theirs. 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 given an absence for that day. In addition, **if you miss a peer review, the highest grade you can receive on a formal paper 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.

**Informal writing and reading quizzes (SLO 1, 2, 3, 4, 5, 6):** Informal writing exercises will be assigned for almost every class. These usually consist of an in-class prompt (around 10-15 minutes), a take-home writing exercise based on one of our assigned readings, a discussion board post, etc. 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. Reading quizzes will be administered approximately once a week. These will entail anywhere from 1 to 10 questions concerning the readings and will be 10 points each. (See grade breakdown above for details on how these are factored in your final course grade.)

**Conferences (SLOs 5, 6) and Communication:** At mid-semester and near the end of the semester, you will meet with me individually and informally to discuss your work. These are times 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 these conferences. **Missing a conference will be counted as a class absence.**

If you wish to meet with me at other times during the semester, please avail yourself of my office hours. **You may also email me with questions between 8 am and 8 pm during weekdays, using the correct email address for correspondence. Please note I will not be available before or after these times.** You can expect a response within 48 hours; if you do not receive a response within this time period, you should assume I did not receive your email and try again. If you email me during the weekend, I will not respond until Monday morning. Please plan accordingly. 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 name, 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 and appointment to discuss any aspect of your grade.

**Regular use of Blackboard and email:** You are required to use Blackboard in this course. I will post our class syllabus, resources & readings, as well as assignments, exercises, and announcements to the Blackboard course site. Please familiarize yourself with the system and ask me for help if needed. Also, the ITS department offers workshops on Blackboard on occasion. You are also expected to regularly check your email account, and I will regularly check mine (c_skell@uncg.edu) and respond to you within 48 hours. In the spirit of courtesy, you should also acknowledge via email that you received my reply.

**Writing Portfolio (Meets SLOs 1,2,3,4,5,6):** The culminating assignment for the course is a portfolio of your work worth 40% of the final grade. In this portfolio, you will further revise 2 or 3 formal assignments (listed above), totaling at least 15 pages. The portfolio also includes previous drafts and revisions of the formal essays, as well as any other material the instructor requires. The portfolio opens with an argument-based, rationale essay (4-6 pages), in which you analyze your progress in English 101 and articulates the reasoning behind the choices made/selections included, as well as the strengths and weaknesses of the portfolio. The rationale essay is in addition to the 15 pages of polished prose required for the portfolio or the 20 pages of polished prose required for the course. Your portfolio may also include informal writing exercises if you find them beneficial, but be sure to address in your rationale why you chose to include these in your portfolio. Portfolios must be either comb-bound at Fed Ex Kinko's or UNCG Graphics and Printing on Tate St. or placed in a three-prong folder (not a binder). We will spend a great deal of time discussing the portfolio requirements, and you can also see the handout on Blackboard for more information.

**Participation Rubric:** At the last class meeting you will submit an evaluation of your participation in this course, indicating the appropriate letter grade for your overall participation in the course and, specifically, where your grade falls along the range of a given letter's distribution. You will also account briefly for why you feel you deserve this grade, supplying an alternative perspective to mine on the semester's progress. The criteria are as follows:

| A | Superior communicative skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery, rigor, and intellectual curiosity regarding course readings and concepts while also introducing relevant independent insights to the discussion; student demonstrates enthusiasm and takes |
initiative, particularly during group activities; student completes all non-graded writing exercises and activities.

B Good communicative skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; student demonstrates positive attitude; makes meaningful contributions during group activities; student completes most non-graded writing exercises and activities.

C Adequate communicative skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities; student completes half of the non-graded writing exercises and activities.

D Limited communicative skills; uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; inattentive during class; rare contributions during group activities. [Performance may be marked by other flaws: consistent tardiness; disruptive; etc.]; student completes few non-graded writing exercises and activities.

F Weak communicative skills; little to no preparation for class; little evidence of reading assignments (this can include not buying or printing the course texts or not making up missed material); never volunteers, or doesn't respond when prompted; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to group activities; disruptive and/or disrespectful to classmates, teacher, or course subject matter; student does not complete or attempt non-graded writing exercises and activities.

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 is open 8am to 5pm, Monday - Friday. Telephone: 334-5440; e-mail: oars@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 MHRA 3211. The Writing Center conducts walk-ins, scheduled appointments, and online consultations as well.

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 with the Writing Center in MHRA 3211. Those seeking to utilize their consultation services need to arrange for an appointment to take place not closer than two days before their final presentation.

Digital Media Commons (DMC) and Digital ACT Studio: 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.

**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. If your schedule is not conducive with my office hours, I am also available by appointment. Please email me at c_skelle@uncg.edu to request a meeting. Include possible meeting times as well as what you would like to discuss.
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<th></th>
<th>Response to Prompt</th>
<th>Thesis</th>
<th>Support</th>
<th>Structure</th>
<th>Language</th>
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<tbody>
<tr>
<td><strong>A</strong></td>
<td>sophisticated analysis; original; shows command of interpretive and conceptual tasks; fulfills then exceeds the expectations of the assignment in some critical way</td>
<td>essay controlled by clear, precise, well-defined thesis; sophisticated in both statement and insight; attempts or achieves innovation of the argument or issue being studied</td>
<td>provides substantial, well-chosen evidence (quotations or specific examples) used strategically; connections between ideas are evident; thesis consistently supported</td>
<td>apt, seemingly inevitable sequence of paragraphs; appropriate, clear and skillful transitions between sentences and paragraphs</td>
<td>precise diction; syntactic variety and sophistication; clear command of Standard English; no or few errors; imaginative but mature use of vocabulary and sentence structure</td>
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<tr>
<td><strong>B</strong></td>
<td>shows good understanding of the texts, ideas, and methods of the assignment; goes beyond the obvious</td>
<td>clear, specific, argumentative thesis central to essay; may have minor terms undefined</td>
<td>pursues thesis consistently; clearly develops a main argument with clear major points and appropriate evidence; makes effort to link rather than stack ideas</td>
<td>distinct units of thought in paragraphs; clear transitions between developed, coherently arranged paragraphs</td>
<td>some stylistic difficulties; occasional problematic word choices or awkward syntax; some wordiness (or distracting diction); a few minor errors; some syntactic variety</td>
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<td><strong>C</strong></td>
<td>shows an understanding of the basic ideas and information involved; may have some factual or conceptual errors</td>
<td>general central thesis or controlling ideas; gives little indication of organization to follow; lacking some specifics</td>
<td>provides some evidence, but not always relevant, sufficient, or integrated into paper; undeveloped ideas or little analysis; limited use of textual evidence</td>
<td>some awkward transitions; some brief, weakly unified, or undeveloped paragraphs; uneven paragraphing</td>
<td>more than a few minor grammatical errors; imprecise diction; awkward syntax; wordiness; over-reliance on passive voice; quotations poorly integrated</td>
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<td><strong>D</strong></td>
<td>confuses some significant concepts; does not respond directly to the assignment</td>
<td>vague thesis; mostly factual rather than argumentative; unspecified elements</td>
<td>evidence scant, vague, or awkwardly incorporated; digresses without developing ideas; no analysis</td>
<td>tends to narrate or merely summarize; wanders; repetitive; illogical arrangement of ideas</td>
<td>some major grammatical errors (subject-verb agreement, fragments, etc.), numerous minor errors; repeated inexact word choice; inappropriate format</td>
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<td><strong>F</strong></td>
<td>no clear understanding of reading or concepts; inappropriate response to assignment</td>
<td>no discernable thesis; contradictory or unsustainable thesis</td>
<td>little or no development; evidence simply listed or missing; plagiarizes</td>
<td>arbitrary or no paragraph structure; illogical or no transitions</td>
<td>errors in almost every sentence; several major errors (subject-verb agreement, fragments, etc.)</td>
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