English 101.42 College Writing I
Course Syllabus
Fall 2014

Instructor: April Williams
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Office Hours: M 2:15-3:15, Th 2:15-4:15, or by appointment
Class Days & Time: TR 12:30-1:45 p.m.
Classroom: MHRA 2206

Required Course Texts

- **Rhetorical Approaches to College Writing**
  This book is available only through the UNCG bookstore. Be sure to get the new 2015 edition (ISBN: 978-073806838-1). This book is revised and reissued every year, so a copy from a previous year will not be the correct text.

- **Blackboard readings**
  Many of our readings for this course will be posted on Blackboard. You should print out and make notes on hardcopies of each reading (printing week by week is fine) and collect them in a binder, which you will bring to every class meeting. (Tip: A good way to save money is to print two or more pages of the reading on one 8.5x11 sheet of paper.)

- **Composition notebook**
  One of the most important texts for this course is your own writing. To keep it all in one, secure place, you should acquire a composition notebook for in-class freewriting assignments.

General Course Description

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).

Course Description of Section (ENG 101.42)

English 101 is a course in critical reading, writing, and thinking via the principles of rhetoric. It is discussion-based and student-centered, meaning it is up to you to make the most of the time we have together by bringing to class your thoughts and questions and actively participating in all activities. As your instructor, I will guide and facilitate your learning as writers and readers throughout this course and provide instruction in the areas of rhetoric and formal academic discourse. Ultimately, it is your work and efforts that will determine your level of success and growth as writers at the college level.
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.

Course Requirements

Reading: Per UNCG English Department policy, ENG 101 students must read an average of 25-50 pages of text per week. Because this is an average page count, some weeks will have more readings than others. I have structured the course schedule so that your reading assignments are typically lighter on the days formal writing assignments are due.

Writing: Per UNCG English Department policy, ENG 101 students must 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). 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.

Read, Write, Repeat: Your Reading and Writing Story
Assignment 1, 4-5 pp., 10% of final grade  
Fulfills SLOs 1, 2, 4, 5, 6  
We begin by examining our current views about reading and writing, specifically how we think of ourselves as readers and writers and how we understand our writing process. This self-reflective assignment draws on similar reflections by famous writers and respected scholars whose observations provide us with a context for thinking about our roles within a larger community of writers.

Rhetorical Analysis: Exploring Rhetoric through Children’s Books
Assignment 2, 5-6 pp., 10% of final grade  
Fulfills SLOs 1-5  
Based on Aristotle’s definition, rhetoric is our ability to figure out all of the ways we can persuade an audience in a particular situation. It’s instinctive, something we often do without even realizing we’re doing it. But taking the time to consider the various ways we influence other people’s thoughts, feelings, and actions is an important part of growing as writers. To help us understand some of the basic rhetorical concepts—including the rhetorical triangle, appeals, and canons—we will examine the highly sophisticated rhetoric of children’s picture books. Performing a close reading of both the pictures and text of a book of your choosing, you will draft and revise an essay that makes an argument about the rhetoric of the book (i.e., how it influences its readers to think, feel, or act a certain way).

Writing with Purpose: Researched Letter and Rhetorical Analysis
Assignment 3, 2-3 pp. letter (formatted as 1-1.5 single-spaced pages), 4-5 pp. analysis  
10% of final grade  
Fulfills SLOs 1-6  
We turn our attention from the rhetoric of others to the rhetoric of our own writing. You will conduct research into an issue or problem that is affecting your community, and then compose a letter to an individual you believe can bring about some positive change. You will send your revised letter to the intended recipient, either
by e-mail or regular mail, to demonstrate the power and importance of the words you use and how you use them, and you will compose a rhetorical analysis of your letter to gain greater insight into your own rhetorical choices.

**Pulling It All Together: Portfolio and Critical Rationale**

Critical Rationale, 4-6 pp., 35% of final grade

*Fulfills SLOs 1-6*

See “Portfolio Guidelines” (posted on Blackboard) for detailed information about the portfolio, the critical rationale, and its requirements.

**Save everything you write and everything I give back to you until the end of the semester. You will need these materials to put together your final portfolio, worth 35% of your grade.**

**Participation:** *Active* participation is essential to ENG 101 and, consequently, to your success as a writer and a student in this course. Actively participating means that you come prepared to class, having completed all reading and writing assignments—which you bring with you to class—and that you engage in thoughtful conversation with your classmates and with me about the work you are doing. All in-class and online class activities are also considered part of your participation, including (but not limited to) informal writing exercises, Blackboard discussion threads, journal writing and freewriting, group work, reading quizzes, peer review preparation and workshops, e-mail correspondence (specifically, the level of professionalism in your e-mails to me), as well as individual conferences you will have with me.

**Peer Review:** We will learn in this course that writing is a kind of conversation, and part of that conversation includes talking in-depth with your peers about your writing and theirs. Peer review is therefore a critical component of our class and a requirement for all sections of ENG 101. Because I will not look at initial drafts of your work, it is important that you take peer review seriously and provide *thoughtful* and *thorough* comments to your peer review partners—you will need as much from them, too! Successful peer review is a labor- and time-intensive process, so you will notice on the course schedule that I rarely assign any reading beyond informal writing assignments the class before we workshop. This is so you can put as much time into preparing for peer review (or even more) as you would for a class period with regular reading and writing assignments. If you miss a peer review deadline, come unprepared to help your partner(s), or miss a peer review session without letting me know ahead of time, your final grade for that formal writing assignment will be dropped by a full letter (e.g., if your paper warrants a C, your final grade for that assignment would then be a D). If you anticipate missing a peer review workshop, or become unexpectedly ill or have an emergency, let me know so that we can work out an alternate plan for you and your partner(s). Peer reviews are not graded activities, but rather are part of your class participation grade.

**Freewriting and Informal Writing:** To become a stronger writer, we must shed our fears of the blank page and harsh judgment (from others and from ourselves) and simply write. And write again. And then write some more. So you will have many, many opportunities to write informally in this class, and by this I mean without the expectations and grading of formal academic writing. Every time we meet, you will freewrite (more explanation to come about this—but get your paper and pen ready, no typing!) and throughout the semester I will assign various informal writings to be graded based on effort and not the sophistication of the writing. To this end, volume matters—you can’t learn and grow as a writer if you don’t put enough words down on the page! Any informal writing assignments that do not meet the minimum word or page requirement will cause your grade to suffer. I place a lot of value on freewriting and informal writing in this course because it gives you the chance to try new things, take some risks, and have fun with your writing without worrying (too much) about my opinion and your grade.

**Presentation:** At the end of the semester, to strengthen your skills as a writer and rhetor, you will give a brief, five-minute presentation on the work you have done for your portfolio.
**Evaluation:**

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<td>Informal and Freewriting</td>
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**Grading Scale:** I use the full range of grades from A to F (including plusses and minuses), in keeping with university grading policies. Your final course grade will be based on the following components that make up our work for the semester. UNCG defines an A as excellent, a B as good, a C as average, a D as the lowest passing grade, and an F as a failing grade. In adherence to this scale, you should understand that a C means you successfully met the requirements of the course, not that you did poorly, which would be indicated by either a D or an F. Likewise, an A or B indicate that you exceeded course requirements.

- **A** = 93-100
- **A–** = 90-92
- **B+** = 87-89
- **B** = 83-86
- **B–** = 80-82
- **C+** = 77-79
- **C** = 73-76
- **C–** = 70-72
- **D+** = 67-69
- **D** = 63-66
- **D–** = 60-62
- **F** = ≤59

**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](http://academicintegrity.uncg.edu). I expect you to abide by the Academic Integrity Policy. Incidents of cheating and plagiarism will be reported to the Dean of Students, and sanctions will align with the policies at [http://sa.uncg.edu/dean/academic-integrity/violation/plagiarism/](http://sa.uncg.edu/dean/academic-integrity/violation/plagiarism/).

**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 accommodations, you must first register with the Office of Accessibility Resources and Services (OARS) before such accommodations can be made. OARS is located on campus in Suite 215 of the Elliott University Center (EUC) and is open from 8 a.m. to 5 p.m., Monday through Friday. You can also contact OARs at 336-334-5440 and oars@uncg.edu.

**Attendance:** Per English Department policy, you are allowed two absences without grade penalty, and I do not differentiate between excused and unexcused absences. A third absence will result in a third of a letter grade reduction for the course (e.g., a final grade of B– would drop to a C+). If you miss four classes, you automatically fail the course. If extenuating circumstances arise, such as prolonged illness or a death in the family, you should immediately contact the Dean of Students Office (http://sa.uncg.edu/dean/, Elliott University Center 210, deanofstudents@uncg.edu, 336-334-5514) so that appropriate accommodations can be made. Additionally, 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 because of your faith, you must notify me in advance of your absence. If you are absent for any reason, you must ask another student about what you missed in class and consult your syllabus and Blackboard. It is your responsibility alone to get caught up. Also remember that attendance at the...
college level is more than simply being present in class; you must come prepared and actively engage in classroom activities or you may be counted absent and/or asked to leave.

**Tardiness:** Every third tardy will count as one absence. If you are more than twenty minutes late for a single class, you will be counted as absent.

**Late Work:** I do not give credit for late work; therefore, any assignment that is not submitted by the specified deadline will receive a failing grade of zero. I do, however, accept early work; if you know you are going to miss a class, turn in your work before it is due. Computer problems (e.g., computer crashes, printer failure, lack of toner, etc.) do not justify a missed deadline. If your personal computer gives you trouble, leave time to work in one of the computer labs around campus, and remember to save (and save, and save, and save again!) your work as you go. Back up everything; use a flash drive or external hard drive, online file saving/sharing services (including e-mailing documents to yourself), or duplicate hard copies—you will need all of these materials to put together your final portfolio project that is due at the end of the semester.

**E-mail:** Because we only meet twice a week, I will also frequently communicate with you via e-mail, so please check your e-mail daily and log onto Blackboard often to see if there are any new announcements. If you have any questions or comments for me, send them to anwilli7@uncg.edu. (Note: I will not respond to e-mails sent to the assignment submission address listed above. It is for turning in assignments only.) I will typically be available by e-mail between 8 a.m. and 5 p.m. weekdays. If you send an e-mail to my correspondence address, you can reasonably expect a response from me within 48 hours, excluding weekends and university holidays. If you do not receive a response within 48 hours, please assume I did not receive your message and e-mail me again, mention it to me during class, or stop by my office hours. I expect you to write e-mails that are clear and professional—include a salutation, clearly articulated questions and comments, and your name.

**Conferences:** We will meet for conferences in my office twice throughout the semester to discuss your writing. Since I use two weeks of regular class time to have these one-on-one sessions, a missed conference will count as two absences. Come to conferences prepared to discuss your work and ask questions about the course.

**Citation and Format:** I expect you to responsibly cite all material you use in your work. (See “Academic Integrity.”) Both in-text citations and references must be in MLA format. I also expect you to format your assignments using 1” margins, double-spacing, and 12 pt. Times New Roman font.

**Electronic Equipment:** Turn off or silence all electronics before class begins (this includes turning off the vibrating function on cell phones) and put them completely out of sight for the duration of the class period. Just to be clear: This means you cannot check your cell phone during class for any reason. Once class begins, electronic equipment should never be in your hands unless I explicitly make an exception. If you have an extenuating circumstance (e.g., a family illness or an ongoing emergency), talk to me before class so that I know you may need to check your phone, and if you have to take a call, leave class to do so. Do not bring your laptops, iPads/tablets, or e-readers to use in class unless explicitly instructed to do so. If you are found violating this policy, your participation grade will suffer and you may be asked to leave and counted absent for the day.

**Printing:** In order to keep your textbook costs low, I post a number of our readings to Blackboard as PDFs. Printing these documents is significantly cheaper than buying the books in which they are published. The cost to print one double-sided sheet using the library’s printers is $0.06 (so $0.03 per page of reading) (http://library.uncg.edu/services/printing.aspx). You are welcome, of course, to also print the assigned readings at home or elsewhere. The point is that you must bring hard copies of the readings with
you to class—annotated based on your observations as you read—and keep these documents until the course is over.

**Respect:** ENG 101 is an excellent opportunity to think creatively, challenge assumptions, and voice opinions that may go against the mainstream—in fact, this kind of thoughtful, intellectual inquiry is encouraged. However, it should go without saying (though I will put it in writing here) that all of your thoughts and opinions must be expressed with the utmost respect for your classmates, for the community at large, and for me. Any behavior or remarks that show a lack of respect for the feelings, remarks, and/or time of others, as well as comments that demean anyone by virtue of race, ethnicity, gender, religion, sexual orientation, physical appearance, political affiliation, and the like will not be acceptable in this class. You are welcome, even expected, to disagree with one another, but different views can be discussed in a manner that is not a personal attack or power-based. Likewise, I expect you to be respectful in all written communication as well, especially in peer review feedback. I reserve the right to interpret inappropriate comments and behaviors as I see fit and address them accordingly. Repeated disruptions or violations of this policy, of any kind, will be reported to the Dean of Students for disciplinary action.

**Additional Student Resources**

**Writing Center** ([http://www.uncg.edu/eng/writingcenter/](http://www.uncg.edu/eng/writingcenter/))
The Writing Center is an excellent resource for writers of all stages, ages, and abilities (even instructors and professors use the Writing Center!). Trained staff consultants are typically graduate and undergraduate students who can provide assistance at any stage of the writing process. Free one-on-one sessions are available either in person (MHRA 3211) or by phone/online. You can schedule a Writing Center session ahead of time by e-mailing askthewc@uncg.edu or calling 336-334-3125, or you can simply walk in and wait for the first-available consultant. Because the Writing Center offers a unique way of developing your skills as a writer, I offer extra credit for using its services. For each of the four formal writing assignments for this course (Assignments 1-3 and the portfolio), you may earn one extra point toward your final assignment grade for every Writing Center session you attend, with a maximum of three points per assignment. The Writing Center must send me e-mail documentation of your visit for the extra credit to count toward your grade. Please note that the Writing Center gets extremely busy toward the end of the semester; therefore, if you know you want to use their services for your last couple of assignments, you should schedule your appointments as early as possible.

**Speaking Center** ([http://speakingcenter.uncg.edu/about/index.php](http://speakingcenter.uncg.edu/about/index.php))
The Speaking Center helps students develop confidence and competence in their oral communication. Consultative support includes peer-to-peer feedback, guidance, and other support in the areas of public speaking preparation and delivery, interpersonal communication, and group or team communication. The Speaking Center is located in MHRA 3211 (with the Writing Center) and can be contacted at 336-256-1346. It is a great resource for preparing for your final portfolio presentation and for anyone who may be concerned about his or her ability to participate in class discussion.

**Learning Assistance Center** ([http://success.uncg.edu/lac](http://success.uncg.edu/lac))
The Learning Assistance Center (LAC) is an academic support program that provides tutoring, academic skills instruction, and workshops to help students improve their study skills, increase their understanding of course content, enhance their self-confidence, and develop positive attitudes toward learning. The LAC is located in McIver Hall, rooms 101-104, and 150. You can also call 336-334-3878 or e-mail lac@uncg.edu.
I reserve the right to alter this syllabus as necessary.  
I will inform you of any changes in writing and/or in class.

**By remaining in this course, you tacitly agree to abide by all policies outlined in this syllabus.**

**Course Schedule**

The following schedule will guide our work throughout the semester; however, it is a flexible document that I will likely revise as we progress. If adjustments are necessary, I will let you know in class and in writing.

*RACW = Rhetorical Approaches to College Writing*

If it is not a reading in RACW, it will be a reading posted on Blackboard. Print out and bring with you to class hard copies of all Blackboard readings.

**Week 1**

Tues., Aug. 19: Introductions, Syllabus, Peter Elbow’s “Freewriting,” Frank Smith’s “Reading the World”

Thurs., Aug. 21: Sonya Blades’ “Reading Critically” (RACW 57-64), Malcolm X’s “Learning to Read,” Eudora Welty’s “Listening”

**Week 2**


**DUE: 350-500 word reflection on early reading memory—bring three copies to class**

Thurs., Aug. 28: Alice Walker’s “Saving the Life that is Your Own,” Cara McConnell’s “To My Classmates: The Joy (or at Least Bearableness) of Essay Writing” (from G. Douglas Atkins’ “A Note on Writing the Essay: The Issue of Process versus Product”), Sumar Sparks’ “Reading an Assignment Sheet” (RACW 133-36), Assignment Sheet 1

**Week 3**


**DUE: Draft of Assignment 1—bring three copies to class**

Thurs., Sept. 4: Matt Mullins’ “Revision Is Writing” (RACW 79-82), Your Partners’ Papers, Peer Review Assignment 1

**Week 4**

Tues., Sept. 9: Jacob Babb’s “An Introduction to Rhetoric and the Rhetorical Triangle” (RACW 3-12), Christina Romanelli’s “Writing with the Rhetorical Appeals” (17-24); bring in a copy of your draft for Assignment 1

Thurs., Sept. 11: Kurt Vonnegut’s “How to Write with Style,” Matt Mullins’ “Revision Is Writing” (RACW 79-82)—yep, read through it again, Portfolio Guidelines

**DUE: Revised Draft of Assignment 1 – bring two hard copies and a highlighter**

Last updated 8/18/14
Week 5
Tues., Sept. 16: Lauren Shook’s “Reading for the Rhetorical Appeals,” Sojourner Truth’s “Ain’t I a Woman?”

Week 6
Tues., Sept. 23: Peer brainstorming—bring in the children’s book you plan to use for Assignment 2. You can check out picture books from the School of Education’s Teaching Resources Center for free. Go to the School of Education Building, Room 310, and don’t forget to take your Spartan Card so that you can check the book out. http://trc.uncg.edu
Thurs., Sept. 25: Chelsea Skelley’s “Arrangement as Rhetorical Composing” (RACW 88-92), Rae Ann Meriwether’s “Conferencing Rhetorically” (RACW 146-48); bring in your children’s book, your working thesis, and your close reading notes

Week 7
Tues., Sept. 30: CONFERENCES
Thurs., Oct. 2: CONFERENCES
DUE: Draft of Assignment 2 by 5 p.m.—e-mail to your partner and me

Week 8
Tues., Oct. 7: Your Partner’s Paper, Peer Review Assignment 2, Chelsea Skelley’s “Arrangement as Rhetorical Composing” (RACW 88-92)
Thurs., Oct. 9: Revisions, portfolio, introduction to Assignment 3
DUE: Revised Draft of Assignment 2 by 5 p.m. Friday in my mailbox (MHRA 3317)
OCT. 10 IS THE LAST DAY TO DROP WITHOUT ACADEMIC PENALTY

Week 9
Tues., Oct. 14: Fall Break, NO CLASS
Thurs., Oct. 16: Assignment Sheet 3, Kathleen T. Leuschen’s “Invention, Asking Questions to Find a Starting Point” (RACW 65-68), 250-350 words on your chosen topic for your letter (may be in paragraph or outline form)

Week 10
DUE: Draft of Assignment 3 letter—bring three copies to class
Thurs., Oct. 23: Ernst Stuhlinger’s letter to Sister Mary Jucunda; bring in a copy of your letter
Week 11 – Bring a Draft of Your Letter
Tues., Oct. 28: CONFERENCES
Thurs., Oct. 30: CONFERENCES DUE: Draft of Assignment 3 (letter and analysis) by 5 p.m.—e-mail to your partner and me

Week 12
Tues., Nov. 4: Peer Review of letter and analysis
Thurs., Nov. 6: Brian Ray, “The Portfolio Process”

DUE: Revised Draft of Assignment 3 (Letter and Analysis) by Friday at 5 p.m. in my mailbox (MHRA 3317)

Week 13
Tues., Nov. 11: Re-read most recent drafts of all three assignments; bring all in to class
Thurs., Nov. 13: Portfolio presentations and workshop

Week 14
Tues., Nov. 18: Portfolio presentations and workshop
Thurs., Nov. 20: Portfolio presentations and workshop
DUE: Draft of Critical Rationale

Week 15
Tues., Nov. 25: Peer Review of Critical Rationale, Final Questions
Thurs., Nov. 27: Thanksgiving Holiday, NO CLASS

Week 16
PORTFOLIOS ARE DUE MONDAY, DEC. 1, BY 5 PM OUTSIDE MY OFFICE MHRA 3210E

FINAL EXAM
Thurs., Dec. 4: 12:00 Noon to 3:00 p.m.—I will return graded portfolios at the beginning of our exam time; we will not meet for the entire three hours.