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Office hours: W 12:00-2:00PM

English 101.16
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M/W 2pm-3:15pm
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Course Description and Objectives:

**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).
**Required materials:** You *must* buy the editions of the textbooks that I ordered for us. This is one of the course requirements—that is, not optional! Any additional readings, designated by [Bb] on the schedule, will be provided for you as electronic reproductions.


—Selected readings posted on Blackboard as assigned. (Bb)

—Three-prong folder with dividing tabs for use as your writing folder (may need 2 if you choose to submit your portfolio in a folder versus comb binding).

—Regular printing of assignments, drafts, and handouts.

**Recommended material:** I strongly recommend using the following two resources as a grammar handbook (Strunk) and your guide for citation practices in written work (Gibaldi).


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.

**Grade Breakdown:**
Portfolio: 40%
Informal Writing Exercises: 10%
Reading/Grammar Quizzes: 5%
Attendance and Participation: 5%
Formal Essays (4 total): 10% each
- Cover Letter and Resume
- Advertisement Analysis
- Source Analysis
- Argument Essay

**Grading Scale:** In order to adhere to university grading policies, I utilize the full range of grades from A to F (including plusses and minuses). 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 lowest passing grade; and an F as failure.

<table>
<thead>
<tr>
<th>Grade Breakdown:</th>
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<tbody>
<tr>
<td>97-100 = A+</td>
<td>87-89 = B+</td>
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<tr>
<td>94-96 = A</td>
<td>84-86 = B</td>
</tr>
<tr>
<td>90-93 = A-</td>
<td>80-83 = B-</td>
</tr>
<tr>
<td>77-79 = C+</td>
<td>74-76 = C</td>
</tr>
<tr>
<td>67-69 = D+</td>
<td>64-66 = D</td>
</tr>
<tr>
<td>60-63 = D-</td>
<td>59 or LOWER = F</td>
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**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). Penalties for violation of academic integrity range from receiving an F on individual assignments to an F in the class to university expulsion ([http://sa.uncg.edu/dean/academic-integrity/violation/](http://sa.uncg.edu/dean/academic-integrity/violation/)).

**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 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: 334-5440; e-mail: ods@uncg.edu.

Readings: I will expect you to have the reading completed on the day it appears on the syllabus. The syllabus does not indicate the day you should start your assigned reading, but the day we will discuss it in class. For instance, on 1/28 you should come to class having already read “Writing with the Rhetorical Appeals,” 25-32, and “Reading for the Rhetorical Appeals,” 33-41, in Rhetorical Approaches to College Writing.

Turning in Your Work: Due dates for assignments are specified as “DUE TODAY” and will be due before class begins. In other words, a hard copy of your essay is due at the beginning of class, AND you must submit an electronic copy of your essay to jward2@uncg.edu before class on the due date. Any additional requirements will be listed on the syllabus and/or in the assignment rubrics. I do not accept any late work.

Participation: I expect every class member to take an active approach to learning in this course. This means I expect you to follow the attendance guidelines below, to have read the texts carefully, and to be alert and ready to contribute to our discussions and all other in-class activities. Obviously, if you are not in class, you cannot participate and will not receive credit for participation. Also, remember that good participation does not only mean talking a lot. I can tell if you are participating in other ways. Make sure you have all the materials we are scheduled to discuss for the day at hand. Listen attentively and ask questions about things you do not understand or agree with. You should be on time, pay attention, stay awake, remain in your seats until you are released, resist the lure of electronic equipment, and refrain from packing up until the end of class. The only reading material on your desk should be the reading assigned for this class. A simple rule of thumb: any behavior that is distracting to me or to the other students is discourteous and will not be tolerated. I retain the right to dock your participation grade for infractions against common courtesy, misuse of technology, for chronic lateness, or for absenteeism. Be reminded that 5% of the semester grade is based on class participation. Those who choose not to participate actively will receive a zero (0) for participation.

Attendance Policy: Ten (10) minutes after class begins each day, I will take attendance. Any student who enters after I have taken attendance will be counted absent for the day. If you are late to class and miss this deadline, I encourage you to come in and learn, but you will be counted absent. If you arrive late to a quiz/in class assignment, you will not be given any extra time or a make-up opportunity, but the lowest quiz score of the semester will be dropped.

As per the English department’s attendance policy, you can miss two (2) class
periods with no penalty; if you miss a third (3), your final grade will be lowered by half a letter grade; if you miss four (4) classes you will automatically fail the course. 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. For this English course, the College Writing Program's attendance policy supersedes any other.

State law allows students to have two (2) 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 by email at least 48 hours prior to the absence.

Also, Please Note:
- Absences due to causes other than university-sanctioned or religious events, such as illness, emergency, death in the family, car trouble, etc., are not excusable absences. In addition, absences for reasons other than official university holidays, inclement weather days, or religious holidays will count against students’ permitted absences for the semester and may also result in missed grades for quizzes, assignments, exams, or writing deadlines.
- Sleeping in class does not count as attendance. If I see you sleeping, I will mark you absent.
- If you miss a class, I suggest you contact a friend to find out what we covered. I will not go over in-class material with someone who misses class who has not been proactive about getting the notes from a classmate. This includes in email correspondence.
- You are responsible for keeping track of your own number of absences.

If at some point you think you will have a problem meeting this requirement due to 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 (http://sa.uncg.edu/dean/). You can use their 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).

Assignment Format: All of your assignments must be submitted in Times New Roman 12 point font (please note: this is not the default font setting for Microsoft 2007), with 1” margins. Your assignments should be double-spaced, with no additional space in between paragraphs. If your essay does not meet the length requirement, it will be docked points based on the number of words missing.
For example, if the assignment was to write 750 words and you only write 576 words, the highest possible grade becomes a 77. I come to this number by taking the highest grade possible, a 100, and dividing it by the word requirement, 750. Then, I multiply the result, .1333, times the number of words actually completed, 576.

**Advice:** I am happy to look over your paper in advance of a deadline to offer advice during my scheduled office hours. I will not, however, read papers during the 48 hours before a deadline.

**Email Etiquette:** I will check my email at least once a day. During the week, if you do not receive a response to an email within 24 hours, you should assume I did not receive the message. On the weekends (Friday-Sunday), please allow me 48 hours to respond.

Your emails to me must be professional. I am your English professor; consequently, you should not send me emails with no capitalization or strange Facebook grammar. Your emails must have the following:

- A specific subject line that lets me know what the email is about. “Question” is vague. “ENGL 101 Question about Assignment 4” is specific.
- Your first and last name in the body of the email.

**Late Assignments and Incomplete Work:** Assignments will not be accepted after the due-date. **Late work will receive a zero.** Likewise, assignments that have not been completed by 2 p.m. on the due-date will not be accepted and will receive a zero.

**Extensions:** I don’t give extensions for assignments. Don’t ask.

**Disruptions and Technologies:**

**Cell Phones:** Please turn your cell phones off before class starts and do not text message during class. I reserve the right to count you absent or ask you to leave class for the day if texting becomes an issue.

**Laptops and Tablets:** You are allowed to take notes on your laptop/tablet in class, but know that a recent UCLA study confirms that students who take notes by hand are more likely to recall and accurately apply information they have learned.

**Course Requirements**

**Writing:** Students write 20 pages of polished (revised) prose, completed across 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. These assignments will be discussed in more detail as their due dates approach. Since revision is the key to becoming a better writer, we will be spending plenty of in-class and out-of-class time forming drafts for each of these assignments. Assignments 1-4 constitute 40% of your final grade (10% each).

1. **Resume and Cover Letter (SLOs 2-6); 4-6 pages**
   This assignment has three major elements: a) Locate something to apply for, b) Write your cover letter that specifically addresses the job/application description you found online, and c) Include your resume.

2. **Rhetorical Analysis of an Advertisement (SLOs 1-5); 4-5 pages**
   Write a paper that rhetorically analyzes an advertisement of your choice. Discuss and analyze the advertisement’s use of logos, pathos, and ethos.

3. **Source Analysis (SLOs 1, 4, 5); 4-5 pages**
   Write an analysis on a scholarly source that demonstrates your ability to locate academic sources, showcase your understanding of key rhetorical terms, and introduce me to your topic of interest for the final, research-based essay.

4. **Argument Essay (SLOs 1-5); 6-8 pages**
   Write an essay that describes an arguable problem that concerns your audience and propose an actionable solution. The essay also needs to provide context and support for your argument.

**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 (Meets SLOs 1,3,4,5):** On peer edit days you will need to bring 2 typed copies of your completed paper to class and a hard copy of the peer review worksheet located on Blackboard. Failure to bring 2 copies of a complete or nearly complete paper and peer review worksheet will result in you receiving an F for the in-class assignment as well as being marked absent. 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. 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/grammar quizzes (SLO 1, 2, 3, 4, 5, 6):** I will sometimes begin class by giving a brief quiz designed to ensure that you have completed and comprehended the assigned reading and any assigned grammar rules. I will drop the lowest quiz grade for each student before calculating his/her end-of-semester average. In addition, informal writing exercises will be assigned for 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 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.

**Conferences (SLOs 5,6):** At mid-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.

**Writing Folder:** This should be a three-prong folder with divided tabs in which you keep all of the writing you do during the semester in relation to this class (excluding your notes). This should include 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. These will also come in handy if you find that a grade does not match the grade received on the assignment, exercise, quiz, etc. This way you can easily bring in your folder, show me the error in grading, and I can correct it immediately. Now, a piece of advice, rather than simply throwing everything into the folder, organize the work (by project, date, or type) so that you and I can easily find what we need. Typically, you do not need to bring these unless I specify tell you to do so.

**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 2-3 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 in 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.

**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: 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 Moore Humanities and Research Building, room 3211. The Writing Center also 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 along with the Writing Center in 3211 MHRA. Those seeking to utilize our consultation services need to arrange for their 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. That said, I will not, under any circumstance, discuss your grades with you in class or over email.