ENGLISH 101 ONLINE: COLLEGE WRITING 1
SPRING 2015, SECTION 35

Instructor: Ms. Brenta Blevins
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Office: MHRA 3112A
Virtual Office Hours: Phone/Email: Tuesdays 2-3 pm EST, Thursdays 2-3 pm EST

If these hours need to change, I will notify you in writing. I will also be available for phone and iSpartan chat by appointment and will strive to answer email within twenty-four hours except from Friday 3 pm until Monday at Noon. (See Communications below for a fuller explanation)

I. 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).

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

English 101 Student Learning Outcomes (SLOs)
At the completion of this course, students will be able to:
1. Analyze the content and structure of complex texts (written, oral, and/or visual in nature);
2. Compose cogent, evidence-based, argumentative texts;
3. Identify and employ the rhetorical triangle, the canons, and the appeals in both formal and informal discourse;
4. Summarize, quote, paraphrase, and synthesize source material in support of an argument;
5. Employ drafting, peer review, and revision techniques in order to improve content, style, and structure of their own writing;
6. Appraise their own composing abilities and composing processes through critical reflection.

B. English 101 Course Requirements:

1. Writing
Students write 20-24 pages, which includes a 4-6 page critical rationale, 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 in-class or other assignments that may not be formally evaluated. These may include: prewriting, brainstorming, journaling, participation in asynchronous discussion threads, or other writing completed individually or in small groups, in class, out of class, or online (e.g., on Blackboard).

The culminating assignment for the course is a portfolio of the student’s work, worth 30-40% of the final grade. The portfolio includes an argument-based, 4-6 page rationale essay which analyzes the student’s writing processes and learning in relation to the student learning outcomes of English 101. In addition, it articulates, for the portfolio reader(s), the reasoning behind the choices made/selections included that demonstrate both processes of learning and polished writing. In this portfolio, students further revise the formal essays and make choices about the informal writing included. The portfolio also contains a demonstration of the student’s writing processes for one or more formal essay as decided by the instructor: the assignment, activities, peer comments, drafts, and revisions as well as any other material the instructor requires. This demonstration provides the proof of the student’s specific writing practices as referred to in the rationale. The rationale essay is included in the 20-24 pages of polished prose required for the course.

2. Reading/Textual Analysis:
Over the semester students read, on average, 25-50 pages per week from either a course reader/anthology, other course readings posted on Blackboard, internet-based texts, or a book-length text or texts. Texts may also be read multiple times for different rhetorical purposes, and instructors may allow multiple, comparable texts to be under discussion at any given time. In addition, student drafts and revisions for peer review may be included in this number. An assigned full-length feature film viewed in or out of class constitutes one week’s readings. Other online videos such as advertisements and YouTube videos work from the premise that 2 minutes equates to a page.

Course readings are primarily non-fiction prose, including argument-based essays and other examples of scholarly, socio-cultural/media/communications, or journalistic-based writing. English 101 is a course in rhetoric and writing; therefore, when course texts include literature or film(s), student work on these texts (including essay assignments) will be explicitly rooted in rhetorical analysis.

3. Conferences:
Students will have at least one conference during the semester with their instructors, preferably at or near midterm. The conference time is outlined in the syllabus.

4. Final Exam sessions:
Per university policy, all English 101 classes will state the final exam day and time on the syllabus. Many instructors choose to meet during their regularly scheduled final exam slot at the end of the semester. The final exam session may take the form of a final exam or engagement in a teaching and learning-related activity during this time slot. Examples of such activities include presentations, conferences, or return or receipt of course portfolios. University policy states that “Final examinations may be required at the discretion of faculty and must be scheduled in course syllabi with information available to students on the first day of class” (From 2014-2015 UNCG Undergraduate Bulletin [http://ungc.smartcatalogiq.com/en/2014-2015/Undergraduate-Bulletin/Academic-Regulations-Policies/Grading/Final-Course-Examinations]).
Unit Overviews

NOTE: Due to unforeseen circumstances, I reserve the right to make changes in the calendar schedule as needed. I will update the Announcements section on Blackboard with any such changes.

Unit 1: Processes of Writing, Rhetoric, Researching, and Technology (SLOs 1, 2, 3, 4, 5, 6)
Across these first weeks, we will learn about the upcoming semester and the course’s policies and schedule as well as meet each other. The first unit focuses on the interrelationship between our mental and physical processes and practices when writing, so we will be reading about how others conceive of those processes and reflect on how we individually read, think, and write. We will engage in analytical reading, writing, and communicating through technology in order to conceive of, draft, and revise an argument essay. We will come to understand rhetorical concepts and the means by which they operate in writing. We will review paraphrasing, summarizing, and quoting sources and MLA citation practices. We will work through Blackboard and Google Docs so that each of you will respond to others’ writings and receive multiple responses to your writing to aid your revisions.

Unit 2: Visual Rhetoric (SLOs 1, 2, 3, 4, 5, 6)
While our first unit focuses on writing, this second unit provides an opportunity for us to analyze how visual images work persuasively. Our readings provide us examples of visuals being incorporated into text as well as discussions of how to "read," analyze, and appreciate visual texts and texts that incorporate visuals.

Unit 3: Place-Based Rhetoric (SLOs 1, 2, 4, 5, 6)
This unit examines how location appears in persuasive writing and provides you an opportunity to make an argument about a place using the tools you’ve been learning about rhetoric. This unit’s readings explore how a place can be described and how description can function in persuasion.

Unit 4: Your Portfolio (SLOs 1, 2, 3, 4, 5, 6)
The concluding unit, Your Portfolio, asks you to analyze your writing styles and to experiment with, revise, expand, and reflect on your essays toward a more sophisticated and diverse syntax, to select and revise the texts that you have written across the semester into a portfolio that reflects your writing development and learning, and to reflect on your processes of reading, researching, thinking, and writing in relation to the texts in the portfolio. You’ll collect this material in both a print and online portfolio.

Students who do not submit a portfolio will automatically receive an “F” for English 101, regardless of the quality of work otherwise submitted prior to the portfolio.
II. Course Requirements

You have one required textbook for this course, *Rhetorical Approaches to College Writing*.


This is what your Book should look like.

You can purchase this from the UNCG Bookstore ([http://bookstore.uncg.edu](http://bookstore.uncg.edu)). All other readings are attached in Blackboard unless tied to your individual research.

All other readings will be made available as part of the course Blackboard site.

Assessment

As described above, there are four units in this course that equal to 100% of your course grade.

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For Units 1-3, the grading is organized as follows:

- Discussion postings and replies: 20%
- Activities and exercises/quizzes: 20%
- Culminating project activities: 20%
  - (inventing approaches, giving and receiving response to drafts, revision, and reflecting piece)
- Final written product of culminating project: 40%

For Unit 4: The portfolio by itself is worth 30% of your final grade, while the other activities in unit 4 are worth the remaining 5%.

I utilize the range of grades from A to F, 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 lowest passing grade; and an F as failure. In adherence to this scale, you should understand that a C means you successfully met the requirements of the course, not that the requirements were unsuccessfully met, which would be indicated by either a D or an F. Likewise, an A or B indicate that you met and 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
All unit culminating written (essay) projects will be evaluated using a version of the portfolio rubric (see Course Documents); the final portfolio itself will be evaluated using the full version of the portfolio rubric.

Within each unit, you will do readings, Blackboard discussion boards, activities, and a larger culminating project that you have drafted, revised, and reflected on. You must do and submit all assignments to receive a course grade.

Each unit is divided into weeks and all work for each week must be submitted by 7 p.m. EST on the following Tuesday (unless otherwise specified) to be considered on time. You may submit work early, and I suggest that you submit it as you complete it because your internet connectivity or Blackboard can go “down” or be unavailable rarely because of upgrades. If you have a computer or connectivity problem I suggest using a campus facility, public library, or a friend's computer to access the course. If you “crash” or are disconnected while taking a quiz during the first three days it is offered, notify me immediately and I can reset it for you to retake the next day. If you wait until the last day, you have assumed the risk of a technical problem precluding you from finishing the work on time.

Late work will work against your course grade. I will accept late work for the first 48 hours after the deadline (for weekly work that means Thursday by 7 p.m.). Anything submitted in that 48 hour window will be graded and will lose half the points assigned. After that 48 hour window, the work still must be submitted for a course grade, but it will receive no points or credit toward the 100 point unit total.

You will submit a final portfolio of your writing online and in print, as we will discuss further in the semester. It must be in final form for grading no later than 11:59 pm on Tuesday, 28 April 2015. Your print out of your online portfolio must be postmarked no later than Wednesday, 29 April 2015 (Reading Day). In addition, to receive your course grade, you must also do the online anonymous course evaluation no later than Saturday, 2 May 2015. All three requirements must be met for you to receive your course grade.

Regular Assignments in Each Unit

Videos and Presentations
These offer essential instruction in the concepts and strategies of each unit. They are related to the readings and to all of the other work you will do in the unit. In addition these presentations build across the semester, meaning that the information will be needed from the point you learn about it until the end of the semester, and I hope for your future writing and thinking.

Readings
The readings for each unit are either from Rhetorical Approaches to College Writing or attached in Blackboard in the unit and week that you need to read them. Many of the readings are directly connected to the discussion boards and the activities, so you will want to do them before proceeding to the discussion activities.
Blackboard Discussion Boards
You will be engaging in Discussion Boards on Blackboard. This requires both an initial posting and multiple responses (See Discussion Board directions in Course Documents). Specific prompts for each Discussion Board assignment can be found in the unit and week that it is due.

NOTE: You must post a minimum of three (3) discussion board posts for each discussion board assignment (an initial and two replies to your classmates) to receive credit for your discussion board work. Otherwise, you will receive a 0.

You must “Submit” to make your postings and replies available to other students and the instructor. “Saving” it only keeps it in the system, but does not display it. For your postings and replies to be “on time,” you must click on “submit.” It is your responsibility to verify that, like all assignments, your discussion boards successfully submit to Blackboard.

Activities
You will be engaging in multiple activities that will be submitted directly through Blackboard. Recognize that you will need time to do these in conjunction with the readings, presentations/videos, discussion boards, and peer review. They will take time, so plan ahead so that you do not miss the submission deadline.

Contact with the Instructor
You will be asked to communicate on a regular basis with your instructor through email, phone, online through Google Docs, etc. You will also be asked to do at least one online writing conference with the UNCG Writing Center. These required contacts are embedded in the unit instructions.

Culminating Writing Assignment: Essays
Each unit concludes with you doing a research and writing project tied to the focus of the unit. Before submitting this writing project for grading, every culminating assignment requires generating ideas, drafting, revising, reflecting on the entire process, and getting response to each stage in order to focus and revise effectively. These final writing projects may take several forms that are not only text based but also include sound and image. These essays must be a minimum of 1700 words (1700 words is a minimum of five full pages; I use the minimum word count because of the possible discrepancies between spacing, margins, word processors, and so forth); I will include additional specifications and requirements in each essay assignment.

Essay submissions must be submitted to Blackboard in the form of .doc, .docx, or .rtf files.

NOTE: When you submit your essay for a grade, you must submit it in the form of .doc, .docx, or .rtf files, standard Microsoft Word file formats. I will not accept .odt, .odf, .ods, .pages, .html, etc. It is your responsibility to verify and to convert if necessary the file format to one that Blackboard and your instructor can read.

As part of the work for each essay, you will work in peer groups to perform and to receive peer review. You must include this peer work as part of your essay submission.

NOTE: When you submit your essay for a grade, you must submit the peer review you performed for the other members of your group, as well as the peer review you received from your group members. If you do not include these file submissions, your essay grade will be dropped one letter grade.
III. Policies

Academic Integrity
“Academic integrity is founded upon and encompasses the following five values: honesty, trust, fairness, respect, and responsibility. Violations include, for example, cheating, plagiarism, misuse of academic resources, falsification, and facilitating academic dishonesty. If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated” (from UNCG’s Academic Integrity Policy). To ensure that you understand the university’s policy on academic integrity, review the guidelines and list of violations at http://academicintegrity.uncg.edu. I expect you to abide by the Academic Integrity Policy. Incidents of cheating and plagiarism are reported to the Dean of Students and sanctions are aligned with the policies at http://sa.uncg.edu/dean/academic-integrity/violation/plagiarism/

Depending on the severity of the violation and the significance of the assignment to the final grade, penalties for plagiarism, among other forms of academic dishonesty or unethical intellectual property appropriation, may range from an automatic zero on the assignment, to the student being dropped from the class or receiving expulsion from the university. 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/

Note regarding academic integrity policy regarding falsification: "Falsification also includes submitting work to meet the requirements of one course when it was done, in whole or in part, to meet the requirements of another course. Exceptions to this provision must be given prior approval by the instructor to whom the work is to be submitted." For more information, see http://sa.uncg.edu/handbook/academic-integrity-policy/

Behavior and Language
In addition to academic integrity, the exchange of ideas in civil communication requires a respect for others. Lewd, crude, sexist, and racist language and behavior is not excusable and will not be tolerated. See policies on hazing, disruptive behavior, and various forms of discrimination at <http://deanofstudents.uncg.edu/policy/>.

Late Work
As stated above, late work will work against your course grade. I will accept late work for the first 48 hours after the deadline (for weekly work that means Thursday by 7 p.m.) EST. Anything submitted in that 48 hour window will be graded and will lose half the points assigned. After that 48 hour window, the work still must be submitted for a course grade, but it will receive no points or credit toward the 100 point unit total.

End of Semester
As stated above, you will be submitting a final writing portfolio through an online portfolio site (I will be providing information on this as the semester progresses). It must be in final form for grading no later than 11:59 pm on Tuesday, 28 April 2015. Your print out of your online portfolio must be postmarked no later than Wednesday, 29 April 2015 (Reading Day). In addition, to receive your course grade, you must also do the online anonymous course evaluation no later than Saturday, 2 May 2015. All three requirements must be met for you to receive your course grade.
Send your printed portfolio to

Ms. Brenta Blevins  
Department of English  
3143 Moore Humanities  
1111 Spring Garden ST  
Greensboro, NC 27412

Please understand that your course evaluation is handled through a third party, and I cannot see it until I have posted grades for the entire class.

Extenuating Circumstances

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).

IV. Communications

Announcements
I will communicate with you as a class through Blackboard Announcements. Check Blackboard routinely for Announcements about the course. When each week is made available (each Monday), an announcement will be posted.

Communicating with the Instructor
By “Virtual Office Hours,” I mean that I will be available to speak/write to you real time. I will be available during my Virtual Office Hours in “real time” for Google chat or video/voice Hangout and/or email (sbblevin@uncg.edu). I will always strive to answer email every 24 hours. I will be especially vigilant to respond to email during “business hours”; as such, it would not be prudent to email me at 1 am EST and expect a prompt reply. While I will always strive to respond promptly, please keep in mind that I have other course obligations, meetings, and such that may prevent me from responding as quickly as we would like. In the hopefully unlikely event that illness or other emergency prevents me from responding, I will post a notice to Blackboard. It is always good practice to treat writing email as a situation that reflects on you as an individual.

For email, I correspond with students only using their official UNCG iSpartan email account (not Yahoo, gmail, etc.)

I gladly will do “real time” phone and text appointments at other times if you make them in advance. I will answer email every day during the semester except during weekends from Friday 3 pm EST until Monday at noon EST and on holidays (Labor Day, Thanksgiving, Fall Break Days, etc.). Phone will be less reliable. When we schedule online conferences over your writing, you will schedule your appointments through Starfish via Blackboard.
Keep in mind that we will also meet for required virtual conferences.

The Writing Center and the Online Writing Center
The purpose of the Writing Center (http://www.uncg.edu/eng/writingcenter/) 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 essays, help students find answers to their questions about writing, and provide one-on-one instruction as needed. You may schedule online writing conferences either by email (askthewc@uncg.edu) or phone (336.334.3125). While you can always do an online “walk in,” the Writing Center online facilities are limited, so the consultants would appreciate it if you made an appointment in advance.

For the spring 2015 semester, the Writing Center opens on Monday, January 26, 2015 at 9 am.

If you are on campus, you can also visit the Writing Center in person.

The Digital ACT Studio
The Digital ACT Studio supports students, faculty, and staff in their effective creation or incorporation of digital media into projects. The Digital ACT Studio consultants (the “Digiteers”) are a trained, engaged audience, providing feedback on slide presentations, video projects, podcast, digital photography, websites, and blogs by offering collaborative, dialog-based consultations. The Digital ACT Studio will be available to provide assistance for your online portfolio.

Schedule an appointment here: http://digitalactstudio.uncg.edu/contact.php

The 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. For help with study skills, contact Erin Farrior, Academic Skills specialist. Telephone: 334-3878; e-mail: lac@uncg.edu.

Other Types of Support
Please see the Course Documents folder in Blackboard for additional resources tied to writing and technology.

Accommodations
Students with documentation of special needs should arrange to consult with 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.