English 101: Composition I
“Putting in your Oar”
Spring 2012, Section 25

Instructor: L. Milne
Email: UNCG-ENG101@hotmail.com
Classroom: School of Educ 110
Office: MHRA 3210H
Office Hours: Wed 2-3PM, Fri 9-10AM, and by appt
Class Schedule: MWF 1:00 – 1:50 pm

Course description:
Using various readings and writing assignments, this course will investigate the following questions:
- How can we find and use our academic voices in writing, speaking and argumentation? How can we make these voices heard while in the company of other writers and thinkers?
- What steps are involved in the writing process? How do reading and writing fit in with the process of critical thinking? How can we enter the larger conversations of the world?
- In what ways can we use rhetoric to become better writers, readers, and scholars?

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://web.uncg.edu/reg/Bulletin/Current/UnivReq/GECDescription.aspx). 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://web.uncg.edu/reg/Bulletin/Current/UnivReq/GECProgram.aspx)

The following are English 101 student learning outcomes (SLOs), each of which correspond to both the GRD goals and to LG1:

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

Required Texts:
You are to bring TS/IS and TR every day, even when these are not assigned as readings for that day.


[BB] All additional course texts will be posted on Blackboard. Please print out each article and bring it along with notes and annotations on the assigned days.

English 101 Course Requirements:
1. Assignments (SLOs 1-5) (40% of your final grade):

   Reading for Rhetoric (5-6 full pages) – Using the readings and templates from They Say / I Say, you will use this essay to analyze the rhetoric of an author’s arguments. This assignment will help you apply the tools of rhetoric to scholarly sources, and increase awareness of how these tools can make your own arguments more convincing.

   Analyzing the Conversation (6-7 full pages) – You will evaluate two related readings to analyze how they contribute to a larger conversation about a topic of your choosing, and how rhetoric and scholarly discourse contributes to the persuasiveness of their argument. This assignment will help you examine how arguments are
constructed, and how scholars speak back to each other. You will also use this essay to flaunt your talents in incorporating sources and organizing fluid and coherent ideas.

*Entering the Conversation* (6-7 full pages) – This final work will be a way to display all of the learning and writing you have done this semester. Employing your skills in citation, research, organization, persuasion, and rhetoric, you will use our main texts to address a specific topic, integrating quotes into your argument, and using those quotes to recommend something to a specific audience. This essay will develop your skills in entering a conversation using specific texts and will allow you to incorporate the rhetorical canons into your writing process.

*Writing Reflection* (1-2 full pages each) – After turning in second drafts, we will reflect on the writing process. You will detail what aspects of revision you focused on in your papers, and the effect you feel it had overall on your writing. As an article in *TR* states, “Revision is writing” (66). These assignments will allow you to think about the writing process in general, and share whatever insights you gleaned from each essay-writing experience.

*Peer Editing Assessment* (1-2 pages each) - We will look at each other’s work and use this time to become both better writers and readers. Peer editing and writing workshops are neither time-fillers nor the perfect fix for your papers. Instead, they give you one more reader who can show you where you might need to improve clarity, focus, and structure. Reading each other’s drafts is important because often you will notice their strengths and weaknesses more readily than you can see your own, and this will further strengthen the ideas and structures of your own work. You will be required to bring in a printed copy of your paper for peer editing day, so be sure to budget this amount for printing. Writers who fail to do this cannot earn higher than a “C” on that draft.

2. *Portfolio* (SLOs 1-6) (40% of your final grade): At the end of the term, all ENG101 students submit portfolios containing selections from their written coursework. You will be responsible for managing and saving all stages of the drafting process, so KEEP EVERYTHING! All drafts and final copies should be double-spaced, 12-point Times New Roman font with 1-inch margins. Here are the required components of the final portfolio:
   a. A cover page with the student’s full name, section number, and the date of submission
   b. At least 15 pages of polished prose, distributed across 2-3 formal essay assignments. You will be revising your papers one more time to include in the portfolio.
   c. The drafts and any earlier graded versions of the included formal essay assignments, including peer comments. You may also include other evidence of process, such as outlining, brainstorming, or other notes or exercises if you wish.
   d. Assignment sheets/handouts/guidelines for each formal essay included in the portfolio.
   e. A critical rationale essay of 6-8 pages that:
      • Assesses how individual pieces of writing as well as the collective contents of the portfolio illustrate the student’s growth as a writer throughout English 101.
      • Explains the stylistic and organizational choices made in the portfolio, i.e., the thoughtful and deliberate arrangement of all portfolio components.
      • Illustrates an awareness of rhetorical choices across contexts and an understanding of course materials.
      • Offers a deep and sustained critical reflection on the writing and revision process that resulted in these polished essays and other writings.

   **Please note:** The rationale essay is not included in the 15 pages of polished prose required for the portfolio or the 20 pages of polished prose required for the course. Rationale essays do **not** evaluate the quality or validity of any individual assignment or course text, nor do they assess the capabilities of the instructor of the course. Rather, rationale essays should illustrate how students have met the Student Learning Outcomes for English 101.

3. *Textual Analysis and Class Participation* (SLOs 1-4) (10% of your final grade): Your participation grade rests on your contributions to discussions (ideas and questions), constructive comments on your classmates’ ideas, and demonstrated knowledge of reading assignments. This counts for both class discussions AND group work. **If you do not bring the texts for the day, you are not eligible for an “A” participation grade.** I will keep track of your participation, and occasionally check that you are making notes on the readings themselves. Participation grades are based on respect for others in discussions, and on the quality (not the quantity) of your comments and questions. Should it be deemed necessary, class participation will also include reading quizzes.
4. Informal Writing Assignments & Question of the Day (SLOs 1-5) (10% of your final grade): Similar to your participation grade, informal writing assignments allow you to engage in class discussion and reading assignments on a deeper, more engaged level. As part of our writing practice, you will sometimes write these assignments in class and revise them at home. You will also be required to keep a journal of your readings. Either in the margins of your readings, or in a separate binder or notebook, write down at least one meaningful and open-ended question you have for each of our reading assignments. Be prepared to discuss this Question of the Day in class.

5. Conferences (SLOs 5, 6): You will meet with me at least twice to discuss your writing. These conference times are indicated in the course schedule, and will take the place of class during that week. Therefore, if you do not show up to our conference, this will also count as an absence. We will review “Conferencing Rhetorically” in TR before the first conference, but please review the essay again each time before we meet to make the best use of our time. In addition to these formal conferences, I am also available through e-mail or during my office hours.

Grades: I employ the full grading scale in determining your grades for this course, with percentages as indicated above. UNCG defines an “A” as excellent; “B” as good; “C” as average; “D” as the lowest passing grade, and “F” as failure. Therefore, a “C” means you successfully met the requirements of the course and not that you did poorly, (which would be indicated by either a “D” or an “F”). Likewise, an “A” or “B” indicates that you met and exceeded course requirements. I have a 24-hour policy for discussing individual assignment grades. Blackboard contains the rubric used to grade your portfolio, a version of which is also used for all of your other assignments.

Attendance: It is in your best interest to show up for class, and to show up on time. You are responsible for all work whether you show up for class or not, so you should turn in work early if you know you will miss a deadline. I take attendance early in class, so being late may result in you being marked absent. Three late arrivals or early departures will count as one absence. Everyone’s voice matters here, so please be sure to arrive prepared and on time, ready to share your thoughts with the class.

There is no difference between excused or unexcused absences. Because this is a MWF course, you are allowed a maximum of three absences without a grade penalty. After your third absence, I will deduct a half-letter grade from your final grade for each absence, and a half-letter grade for each absence following that. Students who miss six class meetings will fail the course. State law allows two excused absences due to religious holidays, which do not count toward the totals allowed above. If you plan to miss class due to a religious holiday, you must notify me at least 48 hours prior to the absence via e-mail or in writing.

Classwork: In a letter to Henry Taylor, Robert Southey wrote that the “notion of writing everything exquisitely is nonsense…. It is by writing much that a man learns to write well” (Simmons 218). We will take Southey’s advice and use class exercises as the opportunity to practice, practice, and practice. Some assignments will save you time later on with bigger essays, and will help you create your portfolio at the end of the semester (40% of your final grade). Therefore, be smart and KEEP EVERYTHING, and then keep a back-up of everything on top of that! Essays must be typed and double-spaced. Please use 12-point Times New Roman font with 1-inch margins. Include your name, course number, and date in your essay heading, along with an informative and interesting title.

All essays (except for your portfolio, peer review, and when otherwise indicated) will be submitted electronically to UNCG-ENG101@hotmail.com as a Word attachment (.doc or .docx). These must be e-mailed BEFORE CLASS (1:00 pm) on the day the essay is due, unless otherwise stated. E-mails are time- and date-stamped, so do not submit your work late or your draft grade will be negatively affected. Follow proper e-mail etiquette or your assignment will be marked as late, which will negatively affect your grade (see “E-mail Policy”).

Save your Word attachments using the following format: Lastname AssignmentName Draft# (example: “Jones Analyzing Draft1.docx”). This is important; I am not responsible for lost work due to incorrect naming. I will return your draft with comments, using Track Changes.

On the days we do peer editing, you MUST bring a hard copy of your paper to class for your peer to review and e-mail a copy to UNCG-ENG101@hotmail.com. Failure to do so will affect your grade for the second draft of that paper. Please make sure to budget enough money to print Blackboard readings and drafts for peer editing.
Classroom Conduct: All electronic devices including cell phones and MP3 players must be turned off and put away prior to the start of class. First-time violators will be publicly shamed. Subsequent violations will require you to leave class and be marked as absent for the day. We have barely one precious hour together each class period; Facebook will still be there when class is over.

You may not use laptops in this class, except in documented cases of medical need. All other times will be at my discretion. Students should make specific arrangements with me on the first day of class.

Let’s try our best to make ENG101 a safe and open-minded space to discuss ideas without fear of ridicule or disrespect. To protect this space, I reserve the right to ask disruptive persons to leave the room and be marked as absent for the day. Please make an appointment to come see me as soon as possible if you find yourself struggling with the class. Do not wait until you fall behind in your studies.

E-mail Policy: You are expected to check your e-mail regularly for class-related announcements coming from either UNCG-ENG101@hotmail.com or via blackboard. (Update your junk e-mail filters!) When sending me e-mails, ALWAYS include your full name and section number. Include the relevant inquiry in the Subject line. Reread your e-mail before sending. Between Monday and Friday, you may expect a response within 48 hours of sending me a message. However, I typically do not check email over the weekend. I will thus address any inquiries made over the weekend as soon as possible the following week. If I do not reply within these timeframes, please resend the message.

Academic Integrity: This course is designed to help you refine your own academic writing and learn how to properly engage with other texts. Violations of the policy are thus a waste of time and will not be tolerated. “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. Anyone found guilty of an academic integrity violation will earn an “F” for the relevant assignment and could potentially fail the course. If you have any doubts or questions regarding proper citation or the use of another person’s ideas, please see me.

Accommodations: Students with documentation of special needs should arrange to see me about accommodations during the first week of class. If you believe you could benefit from such accommodations, you must first register with the Office of Disability 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.

The Writing Center (Hours: M-R 9am – 8pm, F 9am – 3pm, Sunday 5pm – 8pm) The Writing Center consultants are experienced writers and alert readers who offer free feedback and suggestions on drafts of papers, help find answers to their questions about writing, and provide one-on-one assistance. The Writing Center is located in the Moore Humanities and Research Administration building (MHRA), room 3211. For papers less than five pages long and/or for smaller writing-related issues, there is also the option of the Online Writing Center: http://www.uncg.edu/eng/writingcenter/online.html. You can receive a maximum of three extra credit points if you visit the Writing Center for a session. Please bring a copy of the assignment and what questions you have about the assignment with you, and have the consultant send me an e-mail at UNCG-ENG101@hotmail.com to notify me that you had a Writing Center session. Other than the rhetorical analysis film option (see BB under Courses → “Extra Credit options”), this is your only chance for extra credit in this course.

The Learning Assistance Center: The Learning Assistance Center offers free services to UNCG undergraduates and is located in McIver Hall, rooms 101-104, and 150. Telephone: 334-3878. E-mail: lac@uncg.edu.
# Course Schedule

*Read all readings before the class session in which they are listed. Bring annotated BB printouts on assigned days. Bring TR and TS/IS everyday, along with notes and annotations so that we can discuss them in class. On days when multiple readings are due, read them in the order listed. This syllabus is subject to change as needed.*

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<thead>
<tr>
<th>Week 1 – Putting in Your Oar (Why are we here, other than that this is required?)</th>
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| **Mon, Jan 9** | Syllabus  
In-class writing exercise |
| **Wed, Jan 11** | Introduction, “Entering the Conversation” [TS/IS 1-15]  
Kozol, “Preparing Minds for Markets” [BB] |
| **Fri, Jan 13** | **Revision of in-class writing due** (See Classwork and E-mail Policy on how to turn this in.)  
Dodson, “The Canons of Rhetoric as Phases of Composition” [TR 20-29]  
Lamott, “Shitty First Drafts” [BB]  
King, “What Writing Is” [BB] |

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<th>Week 2 – Fun with Rhetoric!</th>
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<td><strong>Mon, Jan 16</strong></td>
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| **Wed, Jan 18** | **Informal writing assignment due** (See Classwork and E-mail Policy on how to turn this in.)  
Chapter Twelve, “Reading for the Conversation” [TS/IS 145-155]  
Dodson, “Understanding the Rhetorical Appeals” [TR 3-10]  
Murray, “Are Too Many People Going to College?” [TS/IS 222-242] |
| **Fri, Jan 20** | Before class, **watch an ad** on TV or Youtube. **Be prepared to discuss the appeals.**  
Shook, “Reading for the Rhetorical Appeals” [TR 11-19]  
Truth, “Ain’t I A Woman?” [BB]  
Freeman & Merskin, “Having It His Way” [TS/IS 454-479]  
In-class writing assignment |

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<th>Week 3 – Presenting the Conversation</th>
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| **Mon, Jan 23** | **Informal writing assignment due** (See Classwork and E-mail Policy on how to turn this in.)  
Chapter 1, “They Say” [TS/IS 17-27]  
Guy-McAlpin, “How the Thesis Guides Effective Writing” [TR 50-54]  
**Also, reread/review Dodson & Shook in preparation for group presentations.** |
| **Wed, Jan 25** | PRINT OUT Assignment Sheet 1 from BB and bring to class  
Chapter Two, “Her Point Is” [TS/IS 30-41]  
Obama, “A More Perfect Union” [TS/IS 647-664] |
| **Fri, Jan 27** | Chapter 3, “As He Himself Puts It” [TS/IS 42-51]  
Ray, “Summarizing, Paraphrasing and Quoting” [TR 99-104] |

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<th>Week 4 – They Say</th>
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| **Mon, Jan 30** | **Informal writing assignment due** (See Classwork and E-mail Policy on how to turn this in.)  
Lancaster, “Beginning and Ending with Power” [TR 55-59]  
Ensor, “Viewing Peer Review as a Rhetorical Process” [TR 111-115] |
| **Wed, Feb 1** | PEER REVIEW  
**1st Draft, Reading for Rhetoric due** (For this session, you will e-mail to UNCG-ENG101@hotmail.com no later than 1pm, AND print a copy to bring to class.) |
**Fri, Feb 3**  
In addition to your Question of the Day on today’s readings, **prepare at least one question about rhetoric and/or the writing process**  
Mullins, “Revision is Writing” [*TR* 66-69]  
Murray, “The Maker’s Eye” [BB]

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**Week 5 – I Say, America…**

**Mon, Feb 6**  
2nd Draft, **Reading for Rhetoric due** (E-mail to UNCG-ENG101@hotmail.com by 1pm)  
Roberts, “How to Say Nothing in 500 Words” [BB]  
Heinrichs, “How to Teach a Child to Argue” [BB]

**Wed, Feb 8**  
Chapter 4, “Yes / No / Okay, But” [*TS/IS* 55-67]  
Zinser, “The Good, the Bad, and *The Daily Show*” [*TS/IS* 363-379]

**Fri, Feb 10**  
Chapter 5, “And Yet” [*TS/IS* 68-77]  
Kingsolver, “Household Words” [BB]

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**Week 6 – He Said, She Said**

**Mon, Feb 13**  
Informal writing assignment due (See Classwork and E-mail Policy on how to turn this in.)  
Gladwell, “Small Change: Why the Revolution Will Not be Tweeted” [*TS/IS* 312-328]  
Baron, “Reforming Egypt in 140 Characters?” [*TS/IS* 329-334]

**Wed, Feb 15**  
Zinzenko, “Don’t Blame the Eater” [*TS/IS* 391-394]  
Warner, “Junking Junk Food” [*TS/IS* 400-405]

**Fri, Feb 17**  
PRINT OUT Assignment Sheet 2 from BB and bring to class  
Peacocke, “Family Guy and Freud” [*TS/IS* 299-311]  
**Homework:** Add [http://owl.english.purdue.edu/owl/resource/747/01/](http://owl.english.purdue.edu/owl/resource/747/01/) to your Favorites.

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**Week 7 – Fun with Conferences!**

**Mon, Feb 20**  
Meriweather, “Conferencing Rhetorically” [*TR* 116-118]  
**Choose two related readings from *TS/IS* you may want to write on for Assignment 2**

**Wed, Feb 22**  
CONFERENCES  
**Bring your chosen readings in MLA format to your scheduled conference Wed or Fri.**

**Fri, Feb 24**  
CONFERENCES

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**Week 8 – Who Cares? (Hopefully you.)**

**Mon, Feb 27**  
Maratta, “Move Over Boys, Make Room in the Crease” [*TS/IS* 537-544]

**Wed, Feb 29**  
Chapter 6, “Planting a Naysayer in Your Text” [*TS/IS* 78-91]  
Writing Workshop – **Bring at least one question to discuss about Assignment 2**

**Fri, Mar 2**  
PEER REVIEW - 1st Draft, **Analyzing the Conversation due** (E-mail UNCG-ENG101@hotmail.com no later than 1pm, AND print a copy to bring to class.)  
*(Last day to drop courses without academic penalty)*

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**Week 9 – Fun, fun, fun (and revision)!**

**Mon, Mar 5**  
- Fri, Mar 9  
**Have a great spring break!!!**
Week 10 – Revising for Your Audience

Mon, Mar 12  Sommers, “Revision Strategies of Student Writers and Experienced Adult Writers” [BB]
Quiz and in-class writing assignment on Sommers article

Wed, Mar 14  2nd Draft, Analyzing the Conversation due (E-mail to UNCG-ENG101@hotmail.com by 1pm)
Babb, “Developing an Idea of the Audience” [TR 60-65]

Stevens, “Thinking Outside the Idiot Box” [TS/IS 295-298]
Consider audience in both texts.

Week 11 – Literacy and Academic Discourse

Mon, Mar 19  Informal writing assignment due (See Classwork and E-mail Policy on how to turn this in.)
Kozol, “The Human Cost of an Illiterate Society” [BB]
Freire, “The ‘Banking’ Concept of Education” [BB]

Wed, Mar 21  Bartholomae, “Inventing the University” [BB]
Graff, “Disliking Books at an Early Age” [BB]

Fri, Mar 23  Rose, “Blue-Collar Brilliance” [TS/IS 243-255]
hooks, “Keeping Close to Home: Class and Education” [BB]

Based on the TS/IS readings, choose a topic that interests you and for which you can argue! Ideally, choose one related to a discourse community of which you are a member. IWA due Monday via e-mail.

Week 12 – Extending the Conversation Outward

Mon, Mar 26  Informal writing assignment due (See Classwork and E-mail Policy on how to turn this in.)
Chapter 8, “As a Result” [TS/IS 105-120]
Wooten, “Finding a Conversation to Find Research” [TR 89-93]
PRINT OUT Assignment Sheet 3 from BB and bring to class

Wed, Mar 28  Benson and Lyda, “Researching Rhetorically” [TR 94-98]

Fri, Mar 30  Assignment: Print/bring your possible topic(s) and related TS/IS readings to the library.
CLASS MEETS AT LIBRARY’S CITI LAB – Attendance is mandatory. Please see me if you have a scheduling conflict on this day.

Week 13 – Dear Writers…

Mon, Apr 2  Swift, “A Modest Proposal” [BB]
Jones, “An Open Letters to Fans of The Help” [BB]

Wed, Apr 4  PEER REVIEW
1st Draft, Entering the Conversation essay due (E-mail UNCG-ENG101@hotmail.com no later than 1pm, AND print a copy to bring to class.)

Fri, Apr 6  NO CLASS – SPRING HOLIDAY
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<th>Week 14 – Entering the Conversation</th>
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| **Mon, Apr 9** Chapter 10, “But Don’t Get Me Wrong” [*TS/IS 129-138]*  
Critical Rationale Workshop |
| **Wed, Apr 11** 2\textsuperscript{nd} Draft, **Entering the Conversation essay due** (E-mail me a copy by 1pm) |
| **Fri, Apr 13** Ray, “The Portfolio Process” [*TR 37-41]*  
PORTFOLIO WORKSHOP – **Print out and read Portfolio Rubric and Portfolio Guidelines from BB and bring to class, along with your question of the day** |

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<th>Week 15 – Writing about Writing</th>
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| **Mon, Apr 16** PEER REVIEW  
1\textsuperscript{st} Draft, **Critical Rationale essay due** (Print a copy to bring to class. Since this is only for your benefit, you do NOT need to e-mail this to me – I will see this when I grade your portfolio next week!) |
| **Wed, Apr 18** CONFERENCES |
| **Fri, Apr 20** CONFERENCES |

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<th>Week 16 – Congratulations – You Made It!</th>
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| **Mon, Apr 23** PORTFOLIO DUE!!! (Bring to class)  
Evaluations |

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<th>Week 17 – Finals Week &amp; Portfolio Pick-up</th>
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| **Mon, Apr 30** Portfolio Pick-up, **3:00 to 4:00 pm**  
(Please note university policy requires me to take attendance on this day!) |