ENG 101.27: College Writing I  
Course Syllabus  
Spring 2016

Section Instructor: Brian Butler  
Location/Time: MHRA 1211 2:00-3:15 P.M.  
Office: MHRA 3112F  
Office Hours: W 12:00-1:50 P.M.  
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Course Description:  
This section of College Writing I teaches students both to use rhetorical strategies effectively in their own writing and to develop their ability to identify and analyze such strategies in texts and in their own lives. The rhetorical strategies we will use are founded on the essential rhetorical concepts such as the rhetorical appeals, canons, and triangle. To achieve the goals of this course, students will read and compose critical essays in order to learn the numerous ways in which rhetoric can be employed.

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/2015-2016/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/2015-2016/Undergraduate-Bulletin/University-Requirements/General-Education-Program).

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.

Required Texts:
- Assigned Readings posted to Canvas.

Online/Technology Requirements:
- Active I-Spartan Email Address (checked daily)
- Canvas Account (checked daily)
Other Materials:
- A 3-ring binder that can serve as a place for handouts, returned essays, and quizzes. **KEEP EVERYTHING.**
- Loose-leaf or perforated paper and blue or black pens for in-class work that can easily be handed in and used for note taking.

Academic Integrity Policy:
“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 are reported to the Dean of Students and sanctions are aligned with the policies at [http://sa.uncg.edu/dean/academic-integrity/violation/plagiarism/](http://sa.uncg.edu/dean/academic-integrity/violation/plagiarism/)

**If evidence of plagiarism or any other violation of the academic integrity policy is found, penalties commensurate with the nature of the offense(s), ranging from reprimands to failure of the course, will be implemented.**

Attendance Policy:
**Students are allowed a maximum of two absences without a grade penalty. Students who miss three classes will receive a one letter grade reduction from their class participation grades. Students who miss four classes will 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.

Students are by state law allowed two 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 in writing at least 48 hours prior to the absence.

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/](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).

Classroom Conduct:
Behavior Tied to This Course

Respect for others and their ideas is expected in this course. Therefore, disruptive and disrespectful behavior will not be tolerated, and action to deter it will be taken. The UNCG Disruptive Behavior Policy describes words and deeds as follows:

“Disruptive is behavior which the UNCG regards as speech or action which 1) is disrespectful, offensive, and/or threatening, 2) impedes or interferes with the learning activities of other students, 3) impedes the delivery of university services, and/or 4) has a negative impact in any learning environment.”
Disruptive behavior includes physically, verbally or psychologically harassing, threatening, or acting abusively toward an instructor, staff member, or toward other students in any activity authorized by the University. Disruptive behavior also includes any other behavior covered by the Student Conduct Code.

Furthermore, if behavioral disruptions persist within a single class meeting (or, for that matter, across multiple meetings), the student in question will be asked to leave the class session with points deducted from his/her participation grade and an absence for the day. Types of disruptive behavior can include any form of disrespectful comment or action directed toward me, another student, and/or the subject matter we are studying for a given unit’s content focus. I reserve the right to interpret inappropriate behaviors as I see fit and address them accordingly, and it goes without saying that remaining enrolled in my class is a tacit acknowledgment of this right. Note: Repeated text messaging, cell phone eruptions, or laptop activity that does not directly address the class assignments will also result in a substantial reduction to your participation average. Furthermore, repeated disruptions, of any kind, will be reported to the Dean of Students for disciplinary action.

Laptops and Other Temptations:
- Laptops: Laptops may be used in class only to take notes pertaining to our class or to view documents on our Canvas website. Any student who uses a laptop for any non-classroom activity during class time will not be allowed to use a laptop in class again. To be perfectly clear: one violation means no laptop use.
- Cell Phones: Turn them off and put them away. No texting, no calls, no alarms.
- iPods: Turn them off and put them away.
- Food: Please do not bring food to class. You may bring bottled water if you need liquid refreshment.

Note: Repeated violations of any of the aforementioned items will result in a substantial reduction in your participation grade.

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 (OARS) 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.

Grading Scale: I utilize 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 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 you did poorly, which would be indicated by either a D or an F. Likewise, an A or B indicate that you met and exceeded course requirements.

Grades and Assignments:
- 3 Essays (SLOs 1-5): 45% of final course grade (Each essay is worth 15%)

Students will write two 5-7 page essays and one 6-8 page letter during the semester, each of which will go through at least one revision before being turned in for a grade. If a student fails to bring a draft of his essay on peer-review days, he or she will receive an absence. I will grade the essays using a rubric, which will be posted to Canvas.

1) Problem Essay: 5-7 pages in length demonstrating the rhetorical strategies we covered in class in support of a thesis you construct to define a particular problem that interests you. This first essay will serve as a foundation for all the other essays you write this semester, so be sure to choose a problem that you have a significant investment in. Examples: Why are women paid less than men in the United States? What role does racism play in policing in the United States? Why are people homeless in the United States? Should we have more or less gun control in the United States? Virtually anything of interest to you is fair game here.

2) Solution Essay: 5-7 pages in length demonstrating the rhetorical strategies we covered in class in support of a thesis you construct to provide a solution to the problem you identified in your Problem Essay.
3) **Action Letter**: 6-8 pages in length demonstrating the rhetorical strategies we covered in class in support of a thesis that addresses a particular person or organization that could act on the problem you have identified in your Problem Essay and implement the solutions you provided in your Solution Essay.

- **Independent Writing Assignments – Announced and Unannounced (SLOs 1, 2, 4, 6): 15% of final course grade**
  1) **Quizzes**: These assignments will be predominantly in the form of writing prompts that will test your understanding of the assigned readings. I will grade them for knowledge of the content of the readings as well as their rhetorical significance. I will provide at least 15 minutes of class time to complete the quizzes, and I expect, at a minimum, approximately 200 words in your responses. Although, I do not allow you to use your books for these quizzes, I will allow you to use notes you have taken on the readings. **NOTE**: I give quizzes at the beginning of class, so if you are tardy, you will most likely receive a 0 on that quiz, as you will in all likelihood require the entire 15 minutes allotted to formulate a cogent response to the prompt.
  2) **Project Proposals and Reflection Essays**: These are short essays ranging from 200-500 words each. For project proposals, you will present your plans for each of the major essay assignments, stipulating your thesis and supporting evidence, as well as any secondary research materials you plan to incorporate in the essay. Reflection essays will require you to discuss the strengths and weaknesses of your essays (after you receive those essays with grades and my comments) and how you plan to revise those essays for your final portfolio. Each of these short essays will be peer-reviewed prior to being turned in to me.

- **Participation (SLOs 1, 3-6): 10% of final course grade**
  1) **Participation in Class Discussions**: This seems obvious, but to clarify, if I don’t know who you are by the end of the semester, then you have obviously failed to fulfill this requirement. I realize that not everyone feels comfortable speaking all of the time (or maybe ever) and that there are days when you simply are not up to it; however, when you have an opinion or question, please share it with the class. You are all intelligent and we can all benefit from your input.
  2) **Peer Review**: Although writing is largely a solitary pursuit, it is my intention to create a writing community in our class, as every writer benefits immensely from constructive criticism. Therefore, I require you to write one page of comments and constructive criticism for your assigned peer’s paper. **Bullet points or lists of comments are not acceptable. These comments must be written out in essay form. If you fail to bring a draft of your essay, then you will receive an absence.**

**Final Portfolio (SLOs 1-6): 30% of final course grade**
The final portfolio is a required common assignment across all sections of English 101 in all academic sessions (Fall, Spring, Summer). Portfolios must include a 4-6 page critical rationale essay and an additional 12-15 pages of polished prose with evidence of drafting and substantial revision distributed throughout all texts in order to receive a passing grade (D- or above).

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.

A. **Required Components of the Final Portfolio:**
   1. A secure method of binding, such as a 3-ring binder or a comb binding with clear cover(s).
   2. A cover page with the student’s full name, section number, and the date of submission
   3. A detailed table of contents that guides the reader(s) of the portfolio.
   4. A critical rationale essay of 4-6 pages that assesses how individual pieces of writing as well as the collective contents of the portfolio illustrate the student’s experience as a writer throughout English 101; illustrates an awareness of rhetorical choices across contexts and an understanding of course materials, including the Student Learning Outcomes for English 101; and 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 12-15 pages of polished prose required for the portfolio. However, the rationale essay is included in the 20-24 pages of polished prose required for the
course. In addition, 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.

5. Assignment sheets/handouts/guidelines for each formal essay included in the portfolio.

6. At least 12-15 pages of polished prose, distributed across 2-3 formal essay assignments. The assignments/prose has been substantially revised, beyond any prior course-based instructor assessments, upon inclusion in the portfolio.

7. The drafts, peer comments, and any earlier graded versions of one or more of the included formal essays as the instructor requires. Students may also submit other evidence of process, such as outlining, brainstorming, or other notes or exercises.

B. Optional Elements of the Final Portfolio:

Upon consultation with the course instructor, a student may elect to include additional pieces of informal or ungraded writing that he or she has produced for the course and has revised for consideration as part of the portfolio’s assessment. Instructors may also ask students to submit particular pieces of writing beyond the required 12-15 page minimum, per their overall course trajectories, if such directives are included in the course syllabus.

Assignment Submission: All essays and homework assignments are due at the beginning of class or the designated date and times via email. All essay submissions should be double-spaced, Times New Roman font, 12-pitch. Anything else is unacceptable. All homework can either be typed or written by hand – just ensure that it is legible.

Late Work: I do not give credit for late work. I do accept early work; if you know you are going to miss a class, turn in your work before it is due. Computer problems do not qualify as cause for extra time. If your personal computer gives you trouble, allot enough time to work in one of the computer labs around campus. If you wait until the night before the assignment is due to write it, then you leave yourself vulnerable to the chaotic whims of technology.

Email Policy: Email is the best way to reach me. You can reasonably expect responses from me within twenty-four hours, excluding weekends and university holidays. It is good practice to treat email as a semi-formal writing situation. In other words, be professional. *I will only open and respond to emails from a valid I-Spartan student account.*

Conferences: We will meet for conferences in my office twice to discuss your writing. I cancel two class meetings for each round of conferences; therefore, if you miss a conference, you will receive an absence. Come to conferences prepared to discuss your work and ask questions about the course.

MLA 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. Purdue University’s OWL is an excellent resource for learning how to properly cite sources. ([http://owl.english.purdue.edu/owl/resource/747/01/](http://owl.english.purdue.edu/owl/resource/747/01/))

The University Writing Center: This free service exists solely to help you become a better writer. Take papers at any stage of completion to the center for a one-on-one consultation. The center is located in MHRA 3211. No appointment is necessary.

Course Schedule

RA: *Rhetorical Approaches to College Writing*
RW: *The Real World Reader*
CA: Canvas

*Please note: All reading assignments, indicated by text and page number, are due on the dates indicated below.*
** For a variety of reasons the need may arise for me to make changes to the syllabus and I reserve the right to do so.

Week One
M 1/11 – **Course Introduction:** Print syllabus and bring it to class.
W 1/13 – **Academic Integrity**

Week Two
M 1/18 – No Class; Martin Luther King Day.
W 1/20 – **Rhetorical Foundations**
**Essay Assignment #1:** Print out Assignment Sheet for Essay #1 posted to Canvas.

Week Three
M 1/25 – **Thesis, Audience, and Purpose**
W 1/27 – **Research, Summary, Paraphrasing, and Quoting**
**Due:** Project Proposals for Essay #1 via Email Friday 1/29 by 5:00 P.M.

Week Four
M 2/1 – **Rhetorical Modes of Writing**
RW: “Thinking Rhetorically about Different Modes of Writing” pp. 49-89.
W 2/3 – In-Class Writing Exercises

Week Five
M 2/8 – **Sentences: The Four Main Types of Sentence Structures**
In-Class Writing Exercises
W 2/10 – **Arrangement: Introductions, Transitions, and Conclusions**

Week Six
M 2/15 – **Revision and Editing**
W 2/17 – **Peer Review**
Bring Drafts of Essay #3 to class.
**Essay Assignment #2:** Print out Assignment Sheet for Thesis Essay #2 posted to Canvas.
**Due:** Final Drafts of Essay #1 via Email by Friday 2/19 by 5:00 P.M.

Week Seven
M 2/22 – **15-minute Individual Conferences:** Regular class meeting cancelled in lieu of individual conferences.
**Week Eight**

**M 2/29 – Argument and Credibility**

**W 3/2 – In-Class Writing Exercises**

**Reminder:** Last day to withdraw without academic penalty is Friday March 4.

**Week Nine**

**M 3/7 – No Class; Spring Break.**

**W 3/9 – No Class; Spring Break.**

**Week Ten**

**M 3/14 – Arrangement: Introductions, Transitions, and Conclusions**

**W 3/16 – Peer Review**
Bring Drafts of Essay #2 to class.
**Essay Assignment #3:** Print out Assignment Sheet for Essay #3 posted to Canvas.
**Due:** Final Drafts of Essay #2 via Email by Friday 3/18 5:00 P.M.

**Week Eleven**

**M 3/21 – Tone and Voice**

**W 3/23 – In-Class Writing Exercises**

**Due:** Project Proposals for Essay #3 via Email Friday 3/25 by 5:00 P.M.

**Week Twelve**

**M 3/28 – Audience and Purpose**

**W 3/30 – In-Class Writing Exercises**

**Week Thirteen**

**M 4/4 – 15-minute Individual Conferences:** Regular class meeting cancelled in lieu of individual conferences.

**W 4/6 – 15-minute Individual Conferences:** Regular class meeting cancelled in lieu of individual conferences.

**Week Fourteen**

**M 4/11 – Revision and Editing**

**W 4/13 – Peer Review**
Bring Drafts of Essay #3 to class.
**Due:** Final Drafts of Essay #3 via Email by Friday 4/15 5:00 P.M.
**Week Fifteen**

**M 4/18 – Preparing the Final Portfolio**

**W 4/20 – Critical Rationale Writing Exercises**

**Week Sixteen**

**M 4/25 – Peer Review of Final Portfolio Critical Rationale Essays**
**Due:** Critical Rationale Essay. Bring one printed copy to class

**W 4/27 – No Class.**

**Week Seventeen**

**W 5/4 – Final Exam Day. Due:** Portfolio. Students will deliver their portfolios to my office by NOON.