--------English 101-N-01: College Writing---------

**Instructor:** Ms. Amy Berrier  
**Email:** adberrie@uncg.edu  
**Office:** MHRA 3112A  
**Mailbox:** MHRA 3317  
**Office Hours:** 12:30-1:30 T/R  
**Classroom:** SOEB 212  
**Class Time:** 9:30-10:45 T/R

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**Required Materials:**
- We will be reading chapters from the online composition book *Writing Spaces* and watching various TED talks and podcasts. The links or PDF’s will be posted on Canvas under their corresponding week.
- Composition notebook, pen/pencil, and a hard copy of all daily readings.

*You will save all drafts and writing and thinking documents throughout the semester;*

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**Class Description:**
Welcome to English 101-N! This course focuses on developing your ability to write with intention and confidence, to inquire and do research as support for your ideas, and to locate the most effective rhetorical strategies for communicating with your audience. We all come to this class with different abilities and skill sets and this class will help you develop these abilities by exploring various rhetorical strategies and applying them to both your own writing and the writing of others. This class also places importance on thoughtful and deliberate revision of your own writing and providing useful feedback to your classmates; writing is a process of constant revisiting and revision.

**Course Description:**
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.”

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

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

----------------------------- UNCG Course Policies
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**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. If I find evidence of plagiarism, I will judge what is best for the situation, from a very stern reprimand to giving you an F for the semester.

**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.
Classroom Policies

Attendance:
Because this is a participation-based course, I expect you to attend class regularly. You are allowed two absences without a grade penalty. A third absence will result in a half of a letter grade reduction from your overall course grade. **If you miss four classes, you automatically fail the course. I do not differentiate between excused and unexcused absences.** It is your responsibility to plan for absences within the attendance policy concerning program fieldtrips, athletic events, work-related absences, advising sessions, minor illnesses, family and/or friends events, etc. For this English course, the College Writing Program’s attendance policy supersedes any other.

Tardiness: If you aren’t in class ready to go by start of class, you are late. Being late three times constitutes an absence. If you are 20 minutes or more late to class, you will be counted absent.

If you arrive unprepared for class (not reading, not bringing peer review documents etc., expect to be excused from class and marked absent.

*You are by state law allowed two excused absences due to religious holidays. These absences do not count toward the total maximum 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.

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).

Grading Scale:
In keeping with university grading policies, I utilize the full range of grades from A to F (including plusses and minuses). 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.
Assignment Submission: All essays will be submitted electronically to adberrie@uncg.edu. Please name your file as follows; Last name, Project #, ENG 101. Unless instructed otherwise, you will also bring a hard copy to class.

Late Work: I do not accept late work. Projects and other assignments are due at the beginning of the class. If you know you are going to miss a class, turn in your work before it is due. If you are ill or have other extenuating circumstances, you may email me your assignment or give a hard copy to a classmate to turn in. Computer, printer, etc. problems do not qualify as causes for extra time. If your personal computer gives you trouble, leave time to work on one of the computer labs around campus.

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. If you have not received a response in twenty-four hours, please email me again.

Conferences: We will meet for a conference in my office twice to discuss any questions/concerns you would like to address; I cancel a class meeting for conferences. A missed conference results in an absence. You direct the flow and content of our conference; come prepared to discuss your work and ask any questions you have about your work or the course.

Citation and Format: I expect you to responsibly cite all material you use in your work. (See “Academic Integrity.”) Both in-text citations and references must be in MLA or APA format. Purdue University’s OWL is an excellent resource for learning how to cite sources; we will also continue learning about citation in class. I also expect you to use 1” margins, double-spaced, 12 pt. Times New Roman font.

Technology: We will use technological devices (laptops, tablets, e-readers, smartphones) for specific classroom activities. If we are not as a class engaged in an activity requiring these devices, then all devices should be placed where they are not visible or useable to anyone (including yourself). This policy allows all of us to be respectful and attentive to what’s happening in our class; we cannot do this if students are texting, on Instagram, tweeting, etc.

If you choose to abuse this policy you will receive one warning and have your participation grade lowered for the day. On subsequent abuses of this policy you will be marked absent for the day.

*Students may use laptops in class due to a special need for purposes of note-taking or other classroom activities. Students with such a need should make specific arrangements with me.
Course Requirements and Project Descriptions:

You will regularly turn in writing assignments, each of which will receive a grade. Late assignments receive no credit, but you still need to turn them in to receive my feedback. Each assignment is designed to meet the Student Learning Objectives for English 101. Below are brief descriptions of the formal assignments. Each assignment has a corresponding full assignment prompt on Canvas.

*With each assignment you are required to turn in an early, intermediate, and (of course) a completed draft, as well as any other writing or thinking documents pertaining to this project. Failure to turn in the early and intermediate drafts for each paper (dates are on calendar) will result in a letter grade drop for each paper. Your final course grade will be based on the following components that make up our work for the semester:

• **Project 1: Communicating in our Personal Communities (SLOs 1,2,5,6):**
  (15% of final course grade)
  
  This **4-5-page** essay will focus on the skill sets necessary in inventing an insightful thesis using personal experience. The purpose of this project is to critically examine how you use writing in one of your discourse communities. This project will also begin your exploration of how different communities use rhetorical strategies to communicate their message.

• **Project 2: Communicating in Professional Communities (SLOs 2,3,4,5,6) (15% of final course grade)**

  **Part 1:** The first part of this assignment requires you to write a **1 to 1½ single-spaced** page letter persuading the university to make a change regarding an issue of concern. You will research the issue thoroughly via the university’s website and may wish to contact the appropriate department(s) to get more information regarding the issue. You may also compare policies at another university. Your letter must bring your chosen issue to light and propose a solution. You must also address any reason you feel the university may argue against your solution.
  
  **Part 2:** For the second part of the assignment, you will write a **4-5 page** reflection outlining how you used the rhetorical appeals to effectively make your argument. You will be graded on how effectively you argue for a change; address the university’s current policy and possible reservations about making the change; how well you actively understand how to
employ the rhetorical triangle and appeals; as well as your letter’s style and organization.

- **Project 3: Communicating in Our Digital Communities (SLOs 1, 3-6): (25% of final course grade)**
  **Part 1: (15% of Project Three)**
  This 5-6 page essay requires you to explore how digital technology is shaping how we communicate. This assignment will synthesize many of the skill sets you’ve learned this semester including research methods and documentation, accurate assessment and response to the rhetorical situation, and a critical examination of your chosen topic.

  **Part 2: Visual Presentation: (1-2 pages. Meets SLOs 1, 2,3,4,5,6) (10% of Project 3):**
  For this assignment you will present your Project Three to the class. This assignment asks that you craft a visual presentation from the information that you provided in the written portion of Project Three. The presentation requires a visual element (Powerpoint, Prezi, video, photo slideshow or other form of multimedia). You will discuss your project for 4-6 minutes and also field questions from your colleagues for one minute.

- **Final Portfolio (SLOs 1-6): 30% of final course grade**

  The Final Portfolio, due at the end of the semester, is composed of representative pieces of your work this semester. Your portfolio will include a critical rationale essay and revisions of at least two major writing assignments. All work must be substantially revised over the course of the semester. **Keep all drafts of your work.** At minimum, I want to see your first graded draft, the revised peer review draft, and the revised final draft. When you have all of the components prepared and printed, you will place them in a binder.

**UNCG Writing Program’s Portfolio Guidelines:** 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.
   - 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.
• 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.

**Participation (SLOs 1, 3-6): 15% of final course grade**

Much of the learning in this class is discussion-oriented, a result of students interacting with each other and myself. To ensure you receive credit, you need to participate regularly in all discussions and course
activities. In order to facilitate our class discussions, we will begin each class period with writing and reflecting in our daybooks about our readings and current projects. These reflections will center our thoughts and help guide our class discussions and activities.

**Participation Rubric:**

**A:** Superior communicative skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery, rigor and intellectual curiosity regarding course readings and concepts while also introducing relevant independent insights to the discussion; student demonstrates enthusiasm and takes initiative, particularly during group activities.

**B:** Good communicative skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; student demonstrates positive attitude; makes meaningful contributions during group activities.

**C:** Adequate communicative skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities.

**D:** Limited communicative skills; uneven preparation for class; rarely volunteers; student demonstrates indifference or irritation when prompted; inattentive during class; rare contributions during group activities. (Conduct may be marked by consistent tardiness; disruptive; etc.)

**F:** Weak communicative skills; little to no preparation for class; little evidence of reading assignments (this can include not buying the course texts; or not making up missed material); never volunteers, or doesn't respond when prompted; student demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to group activities.
Student Assistance

The University Writing Center: The WC is a place for writers at all levels and at all stages of the writing process to receive thoughtful feedback from active readers. If you have a writing assignment from any class the WC can assist you in everything from understanding the assignment to polishing a completed draft. The center is located in MHRA 3211. No appointment is necessary.

*You can take advantage of the Online Writing Center to work with a consultant on work is a maximum of five pages in length. You can access this service by using Meebo Chat on the Writing Center’s website or by messaging uncgaskthewc@gmail.com through your iSpartan account.

Digital ACT Studio: The Digital ACT Studio 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. The Digital ACT Studio is located in the lower level of Jackson Library, within the Digital Media Commons. Walk in or schedule appointments; see the website for information on scheduling appointments http://digitalactstudio.uncg.edu/

The Speaking Center: The University Speaking Center supports UNCG students, staff, faculty, and community members of Greensboro in their ongoing process of becoming more confident and competent oral communicators through instruction, collaborative consultation, and feedback. This center has a two day policy - 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. The Center is located in 3211 MHRA.

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
Course Calendar

Our course calendar is a life jacket not a straitjacket. If I think your learning experience will be improved or as a class you find some concepts difficult or not challenging, I may remove or add course readings and activities. Any changes made to the calendar will be announced in class and the changes will be made to our class calendar posted on Canvas.

Complete all readings and assignments before the class period on which they are assigned.
Key to Readings: *Rhetorical Approaches to College Writing (RACW)*, PDF files or links on Canvas (C).
*Remember to bring a print copy of all PDF’s to class*

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**WEEK 1:**

**T: 8/18**  
**TOPIC:** Class Introduction  
**READ:** Syllabus/Calendar (C)

**R: 8/20**  
**TOPIC:** Rhetoric and College Writing  
In-class writing activity  
**READ:** “An Introduction to Rhetoric” RACW  
“‘What is ‘Academic’ Writing’? RACW

**DUE:** Being a Writer (informal essay)

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**WEEK 2:**

**T: 8/25**  
**TOPIC:** Personal Experience as Invention  
*Introduce Project One*  
**READ:** “3 Ways to Speak English” and “Don’t Kill your Language.” TED talks  
“Critical Thinking in College Writing: From the Personal to the Academic” C

**R: 8/27**  
**TOPIC:** Drawing a Map for your Reader
READ: “From Topic to Presentation: Making Choices to Develop your Writing” C
“Pre-Writing Strategies: Ways to Get Started”
DUE: Proposal for Project One

WEEK 3
T: 9/1   TOPIC: Reading Rhetorically
         Peer Review
READ: “Viewing Peer Review as a Rhetorical Process” RACW
       “Arrangement as Rhetorical Composing” RACW
DUE: Printed copy of your current draft of Project One

R: 9/3   TOPIC: Revisiting our Rhetoric
         Peer Review
READ: “Style as Revision” RACW
       “How to Read Like a Writer.” C
DUE: Printed copy of your current draft of Project One

WEEK 4
T: 9/8   NO CLASS: INDIVIDUAL CONFERENCES
READ: “Conferencing Rhetorically”
DUE: Printed copy of your current draft of Project One

R: 9/10  TOPIC: Reflection as a Rhetorical Act
          Introduce Project Two
DUE: Project One

WEEK 5
T: 9/15  TOPIC: Genre and Conventions
READ: “Context is (Almost) Everything.” RACW
“Genres Other than Essay Writing in Academic Discourse”
RACW
“Navigating Genres” C

R: 9/17  TOPIC: Rhetoric and the Art of Arguing
READ: “Finding the Good Argument OR Why Bother With Logic?” C

“Arguing to Agree.” C
DUE: Proposal for Project Two

WEEK 6

T: 9/22  TOPIC: Arguing for a Solution
Peer Review of Part One
READ: “Understanding Tone and Voice.” RACW
“The Play of Style.”
DUE: Printed copy of Part One

R: 9/24  TOPIC: Mapping our Rhetorical Strategies
READ: “Reading for the Rhetorical Appeals.” RACW

WEEK 7

T: 9/30  TOPIC: Revisiting and Reflecting on our Rhetorical Strategies
Peer Review
DUE: Printed copy of Part Two

R: 10/1  TOPIC: Rhetorical Reflection

*Introduce Project Three*

READ: “Connected, but Alone?” and “Texting is Killing Language.” C
DUE: Project Two: Part One and Two

WEEK 8

T: 10/6  TOPIC: Researching Rhetorically
*Meet in Jackson Library CiTiLab*

**READ:** “Wikipedia is Good for You!?“ C
“Googlepedia.” C

**DUE:** Proposal for Project Three

**R: 10/8**

**TOPIC:** Source Analysis

**READ:** “The Art of Summarizing, Paraphrasing, and Quoting”

**RACW**

“Annoying Ways People Use Sources” BB

**DUE:** Sources for Project Three

**DUE:** Proposal for Project Three

*Last day to withdraw without academic penalty is Friday, October 9*

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**WEEK 9**

**T: 10/13**

**FALL BREAK: NO CLASS**

**R: 10/15**

**TOPIC:** Revisiting our Rhetoric

Peer Review

**DUE:** Draft of Project Three

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**WEEK 10**

**T: 10/20**

**TOPIC:** Visual Rhetoric

**READ:** “It’s All—Well, a Lot—in the Delivery” RACW

**DUE:** Proposal for presentation

**R: 10/22**

**TOPIC:** Body Rhetoric

**READ:** “Your Body Language Shapes Who you Are” C

**DUE:** Draft of Project Three

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**WEEK 11**

**T: 10/27**

**TOPIC:** Project Three Presentations

**READ:** Portfolio Documents BB
R: 10/29  TOPIC: Project Three Presentations Continued

Introduce Portfolio Project

READ: Portfolio Project Documents BB

DUE: Project Three Part 1

WEEK 12
T: 11/3  TOPIC: Revising and Editing as Rhetorical Choices

READ: “The Portfolio Process” RACW

“Reflective Writing and the Revision Process: What Were You Thinking?” BB

DUE: Bring all previous writing and thinking documents to class

R: 11/5  TOPIC: Revising and Editing as Rhetorical Choices

READ: “An Introduction to Rhetoric” RACW

DUE: Bring all previous writing and thinking documents to class

WEEK 13
T: 11/10  TOPIC: Crafting the Critical Rationale

READ: “Writing with the Rhetorical Appeals” RACW

R: 11/12  NO CLASS: INDIVIDUAL CONFERENCES

DUE: Proposal for Critical Rationale

WEEK 14
T: 11/17  TOPIC: Peer Review of Critical Rationale Essay

READ: “An Introduction to Rhetoric” RACW

DUE: Printed copy of critical rationale draft

R: 11/19  TOPIC: Rhetorically Analyzing the Portfolio Project

DUE: Draft of Critical Rationale and revised Projects

WEEK 15
T: 11/24  DUE: PORTFOLIO PROJECTS
R: 11/26  THANKSGIVING HOLIDAY

WEEK 16

T: 12/1  READING DAY: NO CLASS
*Last day the Writing Center is open

R: 12/3  FINAL EXAM: 8-11am
Portfolios Returned