English 102-01: College Writing II, Writing and the Performing Arts
9:00-9:50 MWF; MHRA 2204

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Course Description:

English 102 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 102 is designed to meet 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 English 102 student learning outcomes, each of which correspond to both the GRD goals and to LG1:

A. English 102 Student Learning Outcomes:

At the completion of this course, students will be able to:
1. Locate and evaluate primary and/or secondary sources;
2. Employ sources to advance an informed, cogent argument;
3. Construct research-based writing projects that demonstrate focused, independent inquiry.

B. English 102 Speaking Intensive Learning Outcome:

At the completion of this course, students will be able to:
1. Speak in genres appropriate to the disciplines(s) of the primary subject matter of the course.

The following writing and reading guidelines are designed to facilitate the achievement of the above objectives, while allowing instructors considerable freedom in designing their individual course trajectories.
C. English 102 Course Guidelines:

1. Writing
Students write 22-25 pages of polished (revised) prose, completed across three to four formal assignments, each of which engages with outside sources (primary and/or secondary) beyond those provided as course texts. All of these assignments focus on developing research and inquiry skills, and employ peer review as part of the drafting and revising process.
Students may 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 or Canvas).

2. Reading, Research, and 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 102 is a course in research-based writing and inquiry; therefore, if course texts include literature or film(s), student work on these texts (including written assignments) is explicitly rooted in research and inquiry.

Students also complete assignments focusing on research methods, including but not limited to those involving the library and its databases, and employing a responsible survey of relevant sources. Students produce written work that illustrates the ability to collect, synthesize, and evaluate primary and secondary sources, which may include non-print and/or live sources (from interviews or ethnographic research). This written work may also be represented within electronic venues (blogs, web pages, wikis).

3. Speaking Intensive Designation:
All English 102 sections are automatically designated speaking-intensive (SI). What this means is that speaking plays a major role in the course in individual, small group, and whole class situations. See http://utlc.uncg.edu/genedu/proposals/guidelines-for-a-speaking-intensive-course.

4. Conferences:
You will have one conference during the semester with me. The conference time is outlined in the syllabus, and accounted for via the cancellation of classes. Typically, one week of class is cancelled in order to accommodate conferences with 22 students.
5. Attendance Policy for Writing Courses (ENG 101, 101N, 102, 103, 230):
Students in MWF classes are allowed a maximum of three absences without a grade penalty. Attendance at the final exam period is included in this maximum allowance. Four absences will incur a half letter grade deduction from your final grade; five absences will cost you a full letter grade. Students who miss six classes on a MWF schedule will fail the course. In addition, during conference weeks, if you fail to show up for your scheduled conference time, this counts as three absences since class is cancelled for the full week of conferences. 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. Unless you have an extenuating circumstance and have cleared it with me ahead of time, TARDINESS EXCEEDING 10 MINUTES COUNTS AS AN ABSENCE. Tardiness from 1-10 minutes will affect your participation grade for the day. Three tardies (1-10 minutes) equals one full absence.

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/). 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).

Required Text:

Writing and the Performing Arts
This is a themed section of ENG 102 entitled Writing and the Performing Arts. Therefore, we will be focusing on how rhetorical concepts apply specifically to the field of performing arts (music, theatre, and dance). While this course was created with Performing Arts majors in mind, it is open to all students; however, you should have a vested interest in the Performing Arts in order to enjoy and succeed in this course. If you are not a Performing Arts major, you should select either music, theatre, or dance as your major area on which to focus in this course. Your focus area will be indicated by your choice of topic for your first major assignment.
Resources for locating performances and venues:
Several of your assignments ask you to attend live performances. Here are some resources to help you locate performance schedules and venues within the Triad:

UNCG performance calendars: http://performingarts.uncg.edu/

Other local performance venues:
Triad Stage http://triadstage.org/
Guilford College http://www.guilford.edu/
A&T http://www.ncat.edu/academics/schools-colleges1/cas/vpa/theatre-program/index.html
NC School of the Arts (Winston-Salem) http://www.uncsa.edu/
High Point University http://www.highpoint.edu/theatre/2013-2014-production-season/
any local music venue
Full local performance calendar: http://www.yesweekly.com/triad/events

University Resources:

Speaking Center:
The University Speaking Center provides students with consultation support and instructional workshop services. Our support is designed to help speakers further develop their own oral communication confidence and competence. We provide peer-to-peer feedback, guidance, and other support in the areas of public speaking preparation and delivery, interpersonal communication, and group or team communication. Both the Speaking Center and the Writing Center are located in the Moore Humanities and Research Building, room 3211. Hours and online resources can be found here: http://speakingcenter.uncg.edu/resources/index.php#students.

Writing Center:
The mission of our Writing Center is to connect writers with readers. This helps to make good writers better writers. It also encourages writers to develop an awareness about themselves that will help them after they leave the Writing Center. To support this philosophy, our center practices a collaborative approach to sessions, where students and consultants engage in one-on-one conversations about writing—conversations that center on shared knowledge and expertise, as opposed to hierarchical instruction that treats writing center sessions as remediation. Understanding our center as a place where collaboration and shared knowledge guide our practices supports a view of writing center work that grants both students and consultants authority, rather than consultants alone, which is critical. If we are truly to help students become better writers over time, they must be in control of that process and participate actively in their writing center sessions.
http://writingcenter.uncg.edu

Digital ACTS Studio:
The Digital ACT (Action, Consultation, and Training) Studio supports students, faculty, and staff in their effective creation or incorporation of digital media into projects. Consultants act as a trained, engaged audience, providing feedback on slide presentations, video projects, podcasts, digital photography, websites, and blogs by offering collaborative, dialog-based consultations
The Digital ACT Studio is located in the lower level of Jackson Library, within the Digital Media Commons.
http://digitalactstudio.uncg.edu

Digital Media Commons:
Located on the lower level of the Jackson Library, we provide the space and resources for UNCG students, faculty and staff to create and refine their multimedia project.
http://library.uncg.edu/spaces/dmc/

Classroom Expectations:
Absolutely no cell phones should be visible at any time during class. If your phone rings, or if you are caught texting, you will automatically receive a 0 for your daily participation grade. No exceptions. Any inappropriate or disrespectful actions or speech towards any of your classmates or myself will not be tolerated. If your behavior is disruptive or disrespectful you will be given a warning before you are asked to leave the classroom. If the behavior is repeated, you will be referred to another faculty member for further disciplinary action, up to and including your removal from the course. I expect mutual respect and tolerance of everyone regardless of race, gender expression, sexual orientation, ethnicity, national origin, age, and physical ability. I hold both myself and you to this standard, across the board.

Course Requirements and Grade Distribution:
Essays 35%
Presentations 35%
Participation 30%
Participation includes in-class writing and any short take-home writing assignments, peer review, group work and discussion, and any reading quizzes you may receive. In other words, I will not generally assign individual grades for small assignments, but they will collectively count towards your participation grade.

Evaluation:
You will be graded on a standard 10-point scale (90-100% A; 80-89% B; 70-79% C; 60-69% D; below 60% F); however you should be aware that in this class, work that is considered average will receive a C grade. I consider B’s and A’s to be marks of work that is good or excellent; in other words, work that goes beyond the basic requirements of the assignment.

Late and Missed Work:
The penalty for late assignments is one letter grade per day. While I will of course take extreme circumstances into account, exceptions to this policy will rarely be granted.

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.

**Disability 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: oars@uncg.edu.

**Course Schedule:**
*I reserve the right to make changes to the daily schedule as needed.*

**Week One (Jan 11-15)**
Monday  Intro & Welcome, go over syllabus
Check-in: What did you learn about research in ENG 101? What do you feel you still need to work on in terms of your writing and research skills?
Wednesday  Canvas: “Genres – Profile,” discuss first assignment, and all subsequent assignments – you will need to start planning for the performances you will attend; RACW “Reading an Assignment Sheet”
Friday  RACW “An Introduction to Rhetoric and the Rhetorical Triangle”

**Week Two (Jan 18-22)**
Monday  NO CLASS; MLK DAY
Wednesday  RACW “Finding a Conversation to Find Research”; Canvas: “Genres: Profile”; discuss first assignment
Friday  RACW “Situating Evidence Through Contextualization”

**Week Three (Jan 25-29)**
Monday  RACW “How the Thesis Guides Effective Writing”; Mock Profile Exercise; bring a report of your research so far
Wednesday  RACW “Arrangement as Rhetorical Composing”;
Friday  RACW “Viewing Peer Review as a Rhetorical Process”; peer review – bring essay drafts

**Week Four (Feb. 1-5)**
Monday  RACW “The Genre of Academic Discourse”; peer review of presentation (bring laptops)
Wednesday  FIRST MAJOR ASSIGNMENT DUE (ENG 102 SLOs 1,3; SI SLO 1) -- presentations – artist profile
Friday  presentations
**Week Five (Feb. 8-12)**

**Monday**  
*RACW* “Writing with the Rhetorical Appeals”; Canvas: “Genres – Review”; assign and discuss next project

**Wednesday**  
*RACW* “Reading for the Rhetorical Appeals”; have your performance selected (can be a live or videotaped performance)

**Friday**  
*RACW* “Instructor Feedback as Part of the Rhetorical Conversation,” *RACW* “Conferencing Rhetorically”

**Week Six (Feb. 15-19)**

**Monday**  
Conferences

**Wednesday**  
Conferences

**Friday**  
Conferences

**Week Seven (Feb. 22-26)**

**Monday**  
SECOND MAJOR ASSIGNMENT DUE w/ presentations: Review of a performance outside your discipline (ENG 102 SLOs 2,3; SI SLO 1)

**Wednesday**  
presentations

**Friday**  
presentations

**Week Eight (Feb. 29-Mar. 1)**

**Monday**  
Canvas: “Genre – Lit Review”; discuss third assignment; *RACW* “Organizing Research by Synthesizing Sources”

**Wednesday**  
*RACW* “Conducting Academic Research”

**Friday**  
**LIBRARY ORIENTATION:** Meet in CITI lab in Jackson Library

**Week Nine (Mar. 7-11)**  
**SPRING BREAK**

**Week Ten (March 14-18)**

**Monday**  
*RACW* “Rhetorical Elements of Academic Citation”

**Wednesday**  
*RACW* “Rhetorical Analysis and Visual Media”

**Friday**  
bring drafts for peer review

**Week Eleven (March 21-25)**

**Monday**  
**THIRD MAJOR ASSIGNMENT DUE:** Literature review on a topic in your selected field (ENG 102 SLOS 1,3); discussion of fourth and fifth major assignments (to be drafted simultaneously), select groups for fourth and fifth assignment; discussion/lesson on group work

**Wednesday**  
*RACW* “Analyzing Film Rhetoric”;

**Friday**  
**SPRING HOLIDAY**

**Week Twelve (March 28-April 1)**
Monday begin viewing film in class;
Wednesday film
Friday finish film, write rhetorical analysis; with groups – decide what type of performance you will design and all of the elements needed to do so (ex: sound, lighting, choreography, venue selection, etc.)

Week Thirteen (April 4-8)
Monday DMC orientation
Wednesday RACW, “It’s All – Well, a Lot – in the Delivery”
Friday work on Assignments 4&5 in class with your groups; RACW “Pre-Writing Strategies: Ways to Get Started”

Week Fourteen (April 11-15)
Monday continue work on Assignments 4 & 5
Wednesday FOURTH MAJOR ASSIGNMENT DUE: Cross-disciplinary group project that includes a proposal and presentation to design and “pitch” a performance (ENG 102 SLOs 2,3; SI SLO 1), presentations
Friday presentations

Week Fifteen (April 18-22)
Monday RACW “Understanding Tone and Voice”
Wednesday RACW “The Play of Style”
Friday RACW, “Revision is Writing”

Week Sixteen (April 25-29)
Monday FINAL PROJECTS DUE: cross-disciplinary group analysis of a performance (ENG 102 SLOs 1-3, SO SLO 1); please give a very brief explanation of your project to the class