

English 105.059: Rhetoric & Composition

Spring 2020

Time: **Tu-Th 9:30-10:45 am**

Place: **Mitchell 305**

Instructor: **Rachel Warner**

Email: **warnerr@live.unc.edu**

Office: **Dey 340**

Office Hours: **Tu 11-1 pm**

Course Description:

This course is designed to prepare students to write and publish across three major academic disciplines: Natural Sciences, Social Sciences (or Business), and Humanities. Throughout the semester, students will learn the rhetorical conventions of these academic discourse communities and how to use rhetorical standards to effectively communicate their ideas. Students will also learn how to distinguish between and successfully write in a variety of real-world genres by adopting a particular role and thinking through an implied audience. Furthermore, the emphasis on research methods (i.e. locating, interpreting, and properly citing academic sources) will prepare students to conduct scholarship across the disciplines and familiarize them with UNC's various resources. Overall, students will participate in writing activities that call upon them to think about and place themselves in realistic rhetorical situations; their writing will become dynamic by actively responding to practical situations common to academic communities and engaging with those communities. This semester, I want you to view your writing, as well as yourself as a writer, as a work-in-progress. This course is more than a series of essays for grades; it is a progression of encounters with rhetorical situations and genres that will prepare you to be a successful college writer.

Course Objectives:

By the end of this course, you should be able to:

- Employ conventions, genres, and rhetoric practiced in the natural sciences, social sciences, and humanities
- Conduct research using a variety of methods, databases, and sources
- Discuss and present research-based arguments and information
- Identify how best to use research and evidence in discipline-specific compositions
- Compose using written, oral, and multimedia modes
- Review and revise one's own work and assist others in revising their work
- Develop writing strategies, awareness, and self-assessment skills to help you confidently approach future writing challenges that you encounter in your academic and professional lives at UNC and beyond
- Tailor compositions to specific audiences and rhetorical situations by analyzing and adapting genre conventions in multiple communities
- Treat writing composition as a process and feel comfortable with writing at every stage: prewriting, composing, revising, etc.

Required Texts:

The Tarheel Writing Guide (THWG); now available digitally through a download code!
All additional course readings will be uploaded to Sakai under the “Resources” tab

Course Policies:

Please remember that the syllabus functions as a **contract** between the instructor and the students. You are responsible for knowing and abiding by these policies. Everyone has an “off” day now and then, but when you are here, your brain should be working.

Technology

Computers: Please bring your computer to class every day. Be sure that it is fully charged because our classroom has limited and inconveniently placed outlets.

Other Devices: Tablets and any other devices are welcome as long as you are using them for work related to this course.

Cell Phones: Keep your cell phones off and out of sight when in class. Texting during class is obvious, disruptive and rude; excessive cellphone use will negatively impact final participation grade.

In this class, we will use **Sakai** (www.sakai.unc.edu), UNC’s online course management system for a number of course assignments. If you have difficulty accessing our Sakai page, please let me know ASAP.

Remember: If I notice that your participation is suffering due to technological distractions, I will ask you to come in for a conference so that we can discuss a plan of action.

Assignment Formatting: All of your papers (drafts and final copies) must adhere to appropriate style and format guidelines for the genre and discipline in which you are writing. As a general rule, assignments are expected to **maintain 1” margins, use 12-point Times New Roman font, double space lines**, and contain appropriate identifying information (name, course, instructor, date).

Attendance Policy: You are permitted two absences, no questions asked, without penalty. I make no distinction between excused and unexcused absences, barring emergencies and official university business. For each subsequent absence, you will lose .5% from your class participation grade. Per the UNC’s Writing Program policy, you may receive an F in this course if you miss more than seven class sessions. If you miss class for any reason, you are not excused from the assignments due or completed during that class period.

Participation Policy: Whether we are doing group work, peer editing, having a class discussion, or taking a trip to the library, **you should be alert and willing to participate in all the activities.** Not being on task, checking Facebook, or failing to bring a draft to class will significantly lower your participation grade. Participation grades may also be lowered for inappropriate or disruptive behavior during class, repeated tardiness, or consistent failure to meaningfully participate in class activities.

Due Dates: All assignments are due at the beginning of class. For drafting workshops and other assignments, you will be directed to submit an electronic copy to Sakai before the beginning of class on its due date. For all feeders and final unit projects, submit an electronic copy to the proper tab on Sakai (“Assignments”) at the beginning of class unless otherwise directed.

Late Assignments: Each assignment should be completed and prepared in the correct format for submission on the day it is due. This includes homework, feeder assignments, drafts, presentations, and unit projects. **Feeders will not be accepted more than one class period late (and you will lose 50% for being one class late).** You cannot revise them. Please backup your work! I will provide extensions only if you notify me 48 hours before the assignment is due. Late work will hurt your final grade. If you anticipate difficulty meeting a deadline, please talk to me in advance in office hours or schedule an appointment through email. **Your Unit Project will be docked a letter grade for each day it is late.** I will not accept work more than two class periods late.

University Policies:

Honor Code: Our work in this class will conform to the principles and procedures defined in the *Instrument of Student Judicial Governance* (<http://instrument.unc.edu/>). The research that we do this semester, whether primary or secondary, print or online, formal or informal, will require careful documentation on your part to ensure that you are accurately citing all materials. We will review citation guidelines early and often throughout the semester and you will be responsible for reading and understanding the honor code as outlined in your Student Guide. You must cite your sources in all your work, including drafts as well as final versions of your feeders and projects. If I suspect you of plagiarizing all or part of an assignment, I am required to report the offense to the Honor Court.

Plagiarism: At UNC, plagiarism is defined as “the deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise.” ([Instrument of Student Judicial Governance](#), Section II.B.1.). Plagiarism consists of, but is not limited to, the intentional or even *inadvertent* submission of another’s work as your own. It is the student’s responsibility to be apprised of the UNC Honor Code and the proper methods for citation, paraphrasing, and synthesizing the words of others. I expect all the students in this course to have familiarized themselves with the university’s guidelines on plagiarism before handing in any piece of writing. Failure to adhere to, and respect this policy will result in your failing of this course and possible suspension from the university. Therefore, if you have any questions regarding the university policy or format, I invite you to bring those questions to my attention for clarification before you hand in any written work.

Students with Disabilities: UNC ensures that no qualified person shall by reason of a disability be denied access to, participation in, or the benefits of, any program or activity operated by the University. In compliance with UNC policy and federal law, qualified students with disabilities are eligible to receive “reasonable accommodations to ensure equal access to education opportunities, programs, and activities” (<http://www.unc.edu/depts/lds/faculty-policies.html>). If you anticipate such accommodations, please notify me as soon as possible. You may also seek out student support services through the Learning Center (<http://learningcenter.unc.edu/>) and at the Department of

Accessibility and Resource Services (formerly known as the Department of Disability Services)
(<https://accessibility.unc.edu/>)

****Please note** that accommodations are not retroactive. However, as soon as you have obtained the proper documentation we can discuss accommodations accordingly.

Non-Discrimination Policy: The University is committed to providing an inclusive and welcoming environment and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with these principles and applicable laws, it is therefore the University's policy not to discriminate on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation or veteran status as consistent with the University's Policy on Prohibited Discrimination, Harassment and Related Misconduct. No person, on the basis of protected status, shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination, harassment, or retaliation under any University program or activity, including with respect to employment terms and conditions. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

Course Requirements:

Unit 1: Popular Science Blog Post

For feeder 1.1, students will write an extended summary of one scholarly journal article. All students must discuss with the instructor to ensure they have chosen an appropriate article. For feeder 1.2, students will analyze two to three popular science sources pertaining to their topic. Each student's final unit project will then be published as a digital blog post on our class WordPress site.

Unit 2: Professional Resume & Cover Letter

Students will begin this unit assignment by analyzing two to three job postings relating to their chosen career path. Students will then use this information and their ongoing research to craft a 3-4 minute oral presentation using some visual aid (i.e. powerpoint, prezi, etc.) explaining how their skills and experience make them a strong candidate for their field for feeder 2.2. Finally, students will complete a professional resume and cover letter tailored toward one specific job.

Unit 3: Ackland Art Analysis Journal Article

For this final unit assignment, students will first choose one piece to conduct their analysis on from the Ackland Art Museum and complete a visual analysis (feeder 3.1). For feeder 3.2, students will write the introduction and first body paragraph of their final journal article. For the final unit project, students will produce a sophisticated analysis of their chosen artwork.

Evaluation: Point Grading

While you will be writing frequently, I will not be grading everything that you produce this semester. Often, you will rely on your groupmates for feedback. **I will provide a grade and**

written feedback for each feeder and unit assignment. As a class, we will review the grading rubric that I will use to assess your writing.

Points break down as follows:

Assignment	Percentage Per Assignment	Total
Unit 1	Feeders - 5% each (x2) Unit Project - 15%	25%
Unit 2	Feeders - 5% each (x2) Unit Project - 15%	25%
Unit 3	Feeders - 5% each (x2) Unit Project - 15%	25%
Participation and Attendance		25%
Total		100%

I will calculate your final course grade as follows:

Grade	Percentage
A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	63 - 66
D-	60 - 62

F	< 60
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I will use traditional rounding to determine grades that fall between whole values. Any mixed number with a decimal value of five tenths or higher will round up to the next whole number. (For example, 92.5 will round up to an A as a 93, but 92.4 will not.)

Course Schedule:

Our course schedule will be posted in a shared Google Drive folder. I reserve the right to make changes to the syllabus and course schedule, including due dates. These changes will be announced as early as possible. I may assign additional day-to-day reading or homework. I will announce any changes either in class or via an announcement on Sakai or email.

Natural Sciences Unit Schedule:

Date	Class Activities	Assignment Due
Thurs. 1/9	Syllabus review; writing group selection & activities; brief <i>THWG</i> review Introduction to college writing: genre	
Tues. 1/14	Introduce unit project: Popular Health Science Blog Post Exercises on writing & reading in the natural sciences Office Hours sign-up	<i>THWG</i> 1-1 "Writing in the Natural Sciences"
Thurs. 1/16	Working with sources Introduction to annotated bibliographies & CSE style citation	<i>THWG</i> 2-3 "Conducting Primary & Secondary Research"
Tues. 1/21	Library Instruction Day; meet in the UL	Topic Selection homework due (Dropbox)

Thurs. 1/23	Workshopping 101: strategies & resources; brief CSE review; practice reading science articles Workshop feeder 1.1	<i>TSIS</i> Introduction, “Entering the Conversation”; Chapter 1, “Starting with What Others Are Saying” & Chapter 2, “The Art of Summarizing” Feeder 1.1 drafts due
Tues. 1/28	Exploring the genre: popular science blogs & writing for a digital audience Wordpress Review: complete first practice blog post	Feeder 1.1 due
Thurs. 1/30	Summary vs. Analysis Workshop feeder 1.2	Feeder 1.2 drafts due
Tues. 2/4	Organization; style & grammar exercises Blogging: images & infographics	Feeder 1.2 due
Thurs. 2/6	Workshop PRINTED paper drafts	<i>THWG</i> 2-5 “Digital Literacy” Blog post drafts due
Tues. 2/11	Wordpress & unit review	Blog posts due

Social Sciences Unit Schedule:

Date	Class Activities	Assignments Due
Thurs. 2/13	Introduce unit 2 project: Professional Resume & Cover Letter	<i>THWG</i> 1-4: “Writing in Business”

Tues. 2/18	Overview of genre, rhetorical situation & audience	<i>THWG 2-1</i> "Understanding Rhetorical Knowledge Through Genre Awareness"
Thurs. 2/20	Review summary vs. analysis Workshop feeder 2.1	Feeder 2.1 drafts due
Tues. 2/25	Oral presentation exercises Work on visual aids	Feeder 2.1 due
Thurs. 2/27	Introduction to elevator pitches Reading review	<i>THWG 2-4</i> "Publishing and Presenting Your Research"
Tues. 3/3	Workshop feeder 2.2	Feeder 2.2 drafts due
Thurs. 3/5	Groups 1 & 2 presenting	Feeder 2.2 due
Tues. 3/10 & Thurs. 3/12	Spring Break	
Tues. 3/17	Groups 3 & 4 presenting	
Thurs. 3/19	Workshop professional materials	Resume & CL drafts due
Tues. 3/24	Unit review Return to wordpress	Resume & Cover Letter due

Humanities Unit Schedule:

Date	Class Activities	Assignments Due
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Thurs. 3/26	Introduction to Humanities unit project Topic selection exercises	<i>THWG 1-3 "Writing in the Humanities"</i>
Tues. 3/31	Practice methods: close reading an artwork	<i>THWG 2-2 "The Writing Process"</i>
Thurs. 4/2	Ackland Class Visit	Review "The Art of Seeing Art" handout on Sakai
Tues. 4/7	Workshop feeder 3.1	Feeder 3.1 drafts due
Thurs. 4/9	MLA style citation Genre analysis: analytical journal article	Feeder 3.1 due
Tues. 4/14	Introductions & thesis statements Workshop feeder 3.2	Feeder 3.2 drafts due
Thurs. 4/16	Organization, paragraph formation & structure	Feeder 3.2 due
Tues. 4/21	Workshop final drafts	Journal article drafts due
Thurs. 4/23	Course evaluations & class wrap-up	Journal Articles due