

## English 103: College Writing and Reading (Advanced) Spring 2019

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Office Hours: Mon-Thur from 12-1 pm in Morton Hall 134 and by appointment.

### Course Description

Prerequisite: Special competence demonstrated in the English placement test. Advanced Placement or CLEP test. College-level writing and reading for advanced students. Extensive practice in composing processes and in gathering, analyzing, synthesizing, and documenting information from sources.

As the accelerated, one-semester version of the first-year composition sequence, English 103 seeks to give students practice in a variety of written forms, with primary attention given to writing for an academic audience. Academic audiences value inquiry, balance, and an understanding of multiple viewpoints.

Writing is a process, and we will use a process-based approach in the course to solidify students' developing knowledge of their individual processes. We will engage in peer and instructor review, revision, re-writing, and editing.

Reading and writing are interconnected activities, and we will engage in rigorous reading in this course. Be prepared to spend time reading and thinking about the reading prior to coming to class. You will also have ample opportunity to develop your skills in discourse in our class. The topics we discuss may be difficult to understand and talk about at times, but in those discussions we can all learn much. I do insist on respect for others and yourselves at all times. There will likely be moments when we disagree, and that is where true understanding can take place. We cannot grow into sophisticated scholars without explaining our perspectives and stances on controversial topics in a respectful atmosphere.

Two conferences with the instructor are mandatory.

### Course Objectives

Upon successful completion of English 103, students will:

Focus on a purpose and respond to the needs of different audiences in different kinds of rhetorical situations

Use writing and reading for inquiry, learning, thinking, collaborating, and communication

Employ a writing process that includes finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources, and successfully integrating personal knowledge with source materia

Enact writing as an open process that includes generating, revising, peer response, editing, and encouraging writers to use invention, feedback, and rethinking to revise their work

Be able to determine the nature and extent of information needed to solve problems

Access information effectively and efficiently from a variety of sources

Evaluating information critically and incorporate appropriate information into his or her knowledge base

### **Required Textbook and Course Materials**

Textbook: *Praxis* by Carolyn Lea Clark. This is a paperback book; please purchase it as a non-electronic product because there are times that I will collect your book in class. Be aware that you must have the 3rd edition, not earlier iterations.

Course handouts: Course handouts will be available on the Bb or Canvas site.

**You are responsible for printing and bringing all course materials to class when needed. This will be part of your participation and preparation grade. You may need to add money to your printing account or find a friend with a printer. Be aware of this and plan for it.**

Internet access: You will use Purdue University's Online Writing Lab's MLA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/747/01>

Preparation: Pen and paper for in-class writing and exercises. Printed copies of readings from Bb or Canvas. A dictionary. There are several excellent online free resources.

### **Feedback and Assessment**

The 25% for class prep includes in-class reading quizzes and other smaller assignments. Attendance is necessary, as this is a seminar class.

Class preparation, attendance, and participation	25%
First essay (Genre: Memoir)	10%
Second essay (Genre: Rhetorical Analysis)	15%
Third essay (Genre: Academic research)	20%
Fourth essay (Genre: Reflection)	10%
Annotated Bibliography	10%
Presentation	10%

### Grading Scale

A = 94-100%	C+ = 78-80%
A- = 91-93%	C = 71-77%
B+ = 88-90%	D = 61-70%
B = 84-87%	F = 0-61%
B- = 81-83%	

Reading and understanding feedback from the instructor and your peers is integral to learning how your writing impacts readers. You must make a practice of reading and thinking about the regular feedback you get on your writing in this class. Remember that standards vary across life, and that you are now engaged in a rigorous university curriculum that requires critical inquiry and analysis. Try to put away your preconceived ideas about your past writing—good or bad—and simply do your best.

### Course Schedule (subject to revision-check online for updated schedule)

Day	Topics and Assignments
M & T 1/14- 15	BEFORE CLASS: Print the syllabus and bring it to class with you.  IN CLASS: Course overview and introductions, in-class writing.
W & Th 1/16- 17	BEFORE CLASS: Purchase the book. Read Chapter 1 pages 1-14 and 27-33 (skip over the activities).  IN CLASS: Reading quiz. The Rhetorical Triangle Why Read? Annotations Assignment discussed.
M & T 1/21- 22	MLK No class

W & Th 1/22- 24	<p>Online class.</p> <p>Two Discussion Board Assignments:</p> <p>In an initial post on the discussion board, introduce yourself to the class. Include relevant information about yourself such as your intended major, where you are from, and your career intentions, if you have figured that out yet. You should also tell us a bit about yourself by mentioning any hobbies or interests that you have. In this initial post, discuss a book you read that had an impact on your way of thinking or that affected you in a profound way. The initial post is due by 11:59 pm on Friday, January 25.</p> <p>In a response post, reply to one of your classmates' initial posts. You can discuss the connection you have with the impact of the book they discuss. Extend the discussion that they initiated about the impact of a book on their way of thinking or about how the book affected them in a profound way. The response post is due by 11:59 pm on Sunday, January 27.</p>
Mon & Tues Jan 28 - 29	<p>BEFORE CLASS: Read and annotate "The Sleepover Question" by Amy Schalet in Chapter 1. Read Chapter 2 pages 48-50 and 58-61 and Chapter 3 pages 97-102.</p> <p>IN CLASS: Turn in annotations. Reading quiz. Logos Pathos Ethos Discuss reading. Discuss Essay #1 assignment. Pre-reading cautions, logical fallacies (if time).</p>
W & Th Jan 30-31	<p>BEFORE CLASS: Print, read, and annotate "After Amnesia" by Joyce Carol Oates from Bb. Write your idea for Essay #1 topic on a piece of paper and bring to class.</p> <p>IN CLASS: Turn in annotation, turn in topic, reading quiz. Discuss reading. Wrap up Logical Fallacies.</p>
M & T  Feb 4-5	<p>BEFORE CLASS: Draft Essay #1. Bring laptop to class.</p> <p>IN CLASS: Bring laptop to class for peer review.</p>
W & Th  Feb 6 -7	<p>BEFORE CLASS: Revise Essay #1. Read Chapter 2 pages 68-69. Turn in final draft of Essay #1 to Bb Dropbox.</p> <p>IN CLASS: In-class writing. Reading quiz. Song lyrics and music as rhetoric.</p>

M & T Feb 11-12	BEFORE CLASS: Identify a song that you think makes an argument. Find the lyrics online, print them out and annotate them. Be ready to explain what the songwriter's argument is in class.  IN CLASS: Collect annotations. Discuss, view and analyze arguments from song lyrics.
W & Th Feb 13-14	BEFORE CLASS: Print, read, and annotate "Torch Song" by Charles Bowden from Bb.  IN CLASS: Collect annotations. Reading quiz. Discuss Essay #2 Rhetorical analysis. Discuss reading.
M & T Feb 18-19	BEFORE CLASS: Find text to use for subject of your rhetorical analysis and bring to class. Print, read, and annotate Obama's speech about the death of Osama bin Laden.  IN CLASS: Collect annotations. In-class writing. Go over topics for rhetorical analysis. Discuss reading.
W & Th Feb 20-21	BEFORE CLASS: Draft your rhetorical analysis. Bring laptop to class for peer review.  IN CLASS: Discuss topic of research. Peer review.
M & T Feb 25-26	BEFORE CLASS: Upload final draft of rhetorical analysis to Bb. Write topic of research (approved by instructor), print, and bring to class.  IN CLASS: Collect topics. In-class writing. Discuss
W & Th Feb 27-28	BEFORE CLASS: Find one source for your bibliography and bring to class. Class will be held in Randall Library.  IN CLASS: Library session. Meet in Randall.
M & T Mar 4-5	BEFORE CLASS: Identify and bring two sources for your research paper to class. Read and annotate the sources.  IN CLASS: Develop annotations.
W & Th Mar 6-7	BEFORE CLASS: Draft complete (all required sources) annotated bibliography. Bring laptop to class for peer review.  IN CLASS: Peer review. Discuss MLA format questions.
M-Th Mar 11-15	SPRING BREAK No class meetings.

M- Th Mar 18-21	CONFERENCES
M & T Mar 25-26	BEFORE CLASS: Upload your final annotated bibliography to Bb.  IN CLASS: Research paper and rubric discussion.
W & Th Mar 27-28	Catch up day.
M & T Apr 1- 2	BEFORE CLASS: Work on the initial draft of your research paper.  IN CLASS: Discuss presentation and rubric. Finish discussion of previous reading.
W & Th Apr 3-4	BEFORE CLASS: Finish writing your initial draft (3-4 pages) and bring laptop to class for peer review.  IN CLASS: Peer review.
M & T Apr 8- 9	BEFORE CLASS: Read MLA section of UNCW handbook. Bring handbook to class.  IN CLASS: Review MLA format.
W & Th Apr 10-11	BEFORE CLASS: Finish writing your research paper draft (5-6 pages) and bring laptop to class.  IN CLASS: Peer review.
M-W Apr 15-17	CONFERENCES
M & T Apr 22-23	BEFORE CLASS: Print evaluation sheets. Upload final draft of your research paper to Bb.  IN CLASS: Presentations
W & Th Apr 24- 25	BEFORE CLASS: Print evaluation sheets.  IN CLASS: Presentations
M & T Apr 29-30	BEFORE CLASS: Print evaluation sheets.  IN CLASS: Presentations

Friday May 3	Essay #4 Reflection due to Bb Dropbox.
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## University and English Department Policies

Be sure to read the English department's guidebook on the class Bb site for an extensive explanation of resources and guidelines for the first-year writing program.

### Statement on Academic Integrity and Plagiarism

All members of the UNCW community are expected to follow the Academic Honor Code. Academic dishonesty in any form will not be tolerated in Composition classes. Composition students should be especially familiar with UNCW's position on plagiarism as outlined in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which a student presents someone else's ideas as his or her own. Here are some examples of plagiarism:

1. A student writes about someone else's work in a paper and does not give the original author credit through appropriate reference.
2. A student gives a presentation that uses someone else's ideas and does not state that they originate with another person.
3. A student draws substantive material from a resource and does not reference it appropriately.

### Services for Students with Disabilities

Students with diagnosed disabilities should contact the Disability Resource Center: Phone: 910-962-7555  
Email: [DRC@uncw.edu](mailto:DRC@uncw.edu)

Web: <http://uncw.edu/disability/>

Students should provide their instructors with a copy of the letter from the Disability Resource Center detailing necessary class accommodations. If you need accommodations for the course, please discuss privately with me. Any such conversations are confidential.

### Statement Regarding Violence and Harassment

UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. Students who experience an emergency of this type should contact the police at 911 or UNCW CARE at 910-962-2273. Resources for students concerned with a violent or harassing situation can be located at the UNCW Crisis Resources page (<http://www.uncw.edu/wsrc/crisis.html>).

Students should be aware that all university employees, including instructors, are legally obligated to communicate any report of alleged sexual misconduct, on or off-campus, to the Title IX office. Three university entities are confidential resources exempt from this obligation. They are CARE, the Counseling Center, and the Abrons Student Health Center.

### **Statement on Religious Observance Absence**

In accordance with NC SL 2010-211, students are entitled to two excused absences for religious observances per academic year. Students must inform the instructor in writing the first week of class if they will miss any classes due to religious observance. Additionally, students should inform the Registrar the first week of class who will then coordinate with the corresponding course instructors. Any absence for religious purposes will be considered unexcused unless a student submits the request in writing the first week to the instructor or Registrar.

### **University Learning Center**

#### **The Writing Center**

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments on an as-needed or weekly basis. There is also a drop-in Writing Lab. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats.

Obviously, the tutors will not necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback. Bring your assignment handout and other relevant materials to your appointments. The University Learning Center is in DePaolo Hall. Website: [uncw.edu/ulc](http://uncw.edu/ulc)

### **Attendance and Tardiness**

Attendance is crucial to your success in this class, and in your life. A famous comedian once said, "Ninety percent of life is just showing up." If you are absent more than three times, you run the risk of failing this class. Coming to class late twice equals an absence. I take attendance and I keep track of latecomers.

Students who have not attended class by the first regular class meeting after the last day to add will not be admitted to this class.

## Formatting and Submitting Work

### To Blackboard or Canvas:

Every assignment you submit should be in MLA format. Details about this format are available online at owl.english.purdue.edu

Each time you submit an assignment to the Bb Dropbox, you should follow the same procedure. Submit your assignment in the form of a pdf file, **not** a Word document. You should write your assignment in MS Word and when you are finished, then convert that file to a pdf file.

Each of your assignments should maintain the same naming convention:

Yourlastname.briefnameofassignment.pdf

So, if I were submitting my assignment for the rhetorical analysis, my assignment would be: BryantRichards.RhetAnalysis.pdf

### In class:

Whenever turning in short assignments or reading annotations in class, your work must be legible. Include your name and be sure to **staple multiple pages.**

**Submitting your work without using the above parameters will result in a grade deduction. If you have any questions about these instructions, it is your responsibility to ask.**

### **Housekeeping**

1. Students who are on their phones or texting during class annoy me. A lot. Do you want to annoy your teacher? No, I didn't think so. Put your phone on silent, put it away, and do not take it out during class. I have a strict no electronics policy during class. If I can't have my phone, you can't have yours. If you need to know the time during class, look at the clock. At times, we may be using laptops to work on assignments during class. When that occurs, you will use your laptops for classwork only.
2. I insist on an atmosphere of respect in class. Treat your classmates, any guests, and me with the utmost respect. No side conversations or whispering, please. I can only pay attention to one discussion at a time.
3. If you have a question, please try to remember to bring it up while the entire class is present. This helps everyone, especially me. I cannot read your mind or understand what you might be confused about unless you speak up. If you have a question for your classmates, use Bb or Canvas to email them or text a buddy.
4. You may bring refreshments to class. Your brain needs fuel to function. Nothing too malodorous, please.