

English 101 – College Reading and Writing I

Fall 2011 - Section 031
Morton Hall 106
TR 2:00-3:15

Instructor: Ms. Ashley Bissette Sumerel
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Office Hours: TR 3:30 – 4:30 and by appt.

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COURSE OVERVIEW

Required Texts and Materials:

- *The McGraw-Hill Reader*- Eleventh Edition
- *Easy Writer Handbook*
- Microsoft Word and PowerPoint (If you do not have access, you can use [“Tealware”](#))
- A saving device such as a flash drive

Course Description:

Prerequisite: Evidence of competence on an English placement test. Introduction to the composing process through practice in analysis and rhetoric as well as narrative and expository forms appropriate to academic writing. Students also conduct research using print and online sources, correctly document sources, and write persuasively.

Course Goals:

This course will introduce students to the basics of composing. While the course will focus on rhetorical analysis and argument, students will also gain some experience with writing mechanics, personal/narrative writing, expository writing, and research writing. Students will be exposed to writing for the broad public sphere and receive preparation for English 201: College Reading and Writing II, which will require additional research writing. Specific goals are below.

- Students will identify the structural components, including thesis, supporting evidence, and various rhetorical strategies, for all essays read and written. Students will articulate in a variety of venues how audience expectation shapes purpose in their own writing and in the essays they read. [CMP1]
- Through a variety of writing and speaking opportunities, students will demonstrate how multiple assigned readings are 'in conversation' with one another. [CMP2]
- Students will summarize an array of viewpoints they have read on a given topic. Students will synthesize these viewpoints as a means of 'mapping' a field of perspectives. Students will analyze these viewpoints in order to assess how and where their own views and experiences relate to those they've encountered in their reading. [CMP3]
- Students will demonstrate a familiarity with the stages of the composing process. Students will engage in rubric-guided peer review. Students will demonstrate through proofreading and editing an awareness of the difference between a working draft and a polished version of an essay. Students will enact a revision of their writing, thereby demonstrating an awareness of the ongoing nature of the writing process. [CMP4]

Course Requirements:

Participation – 10 points
Response Papers – 10 points (2 points each)
Narrative Essay – 15 points
Definition Essay – 20 points
Rhetorical Analysis Essay – 20 points
Research Essay – 25 points

Final Grading Scale:

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

BLACKBOARD

We will be using Blackboard quite a bit in this course. This is where important materials for the course will be posted. To login, go to learn.uncw.edu. If at any point during the semester you have problems with Blackboard, you can receive assistance from the Technology Assistance Center. The email address is tac@uncw.edu and the phone number is 910-962-HELP (4357). If you do email the TAC, be sure to put "Blackboard" in the subject line.

PARTICIPATION

Participation in this course is worth 10 points of your final grade. I will judge participation on the following:

- Evidence of having read the required material
- Participation in discussion, workshops, and other class activities
- Attentiveness during class
- Performance on occasional quizzes
- Assigned classwork and homework
- Coming to class prepared. This means having completed all assignments before the class period, and bringing all necessary materials. For each class meeting, you should bring the following:
 - ✓ *The McGraw-Hill Reader*
 - ✓ *The Easy Writer Handbook*
 - ✓ This syllabus
 - ✓ Pen and paper for taking notes
 - ✓ Other materials as requested

RESPONSE PAPERS

Part of your grade will be based on periodic response papers. These typed responses should be **1-2 pages**, double spaced. Prompts and due dates can be found on the schedule of assignments at the end of this syllabus. Responses must be printed and on your desk by the time class begins, as we will often begin class by sharing and discussing them. Responses that are not ready by the beginning of class will be considered late. If you are going to be absent, you may leave your response in the box outside my office door **before class**. Emailed responses will not be accepted. *At the end of the semester, I will drop your lowest response grade.*

ESSAYS

You will be writing four formal essays for this class. Essays should be emailed to my campus email address, bissettee@uncw.edu as a .doc or .docx attachment. You may also be asked to email essays to our graduate teaching assistant at ncs3221@uncw.edu. *Essays that are not turned in as a .doc or .docx attachment will be considered late until they are turned in correctly.* The subject line of your email should include your last name, class, section number, and the assignment. For example: "Smith, English 101-030 Rhetorical Analysis Essay 1."

For these essays, we will be focusing on content and style, along with the writing process. Peer Editing workshops and scheduled conferences are vital to this process, so you must be present on these days. Failure to attend a workshop or scheduled conference with a typed, complete rough draft will negatively affect your grade for that assignment.

The Writing Center:

I encourage all students to obtain help from the Writing Center for their essays. Take care to make these appointments several days in advance. http://www.uncw.edu/stuaff/uls/writing_newconsultation.htm

Deadlines:

All deadlines in this class are firm. Be sure to plan wisely and save all work in at least two places. For each day that an assignment is late, the grade for that assignment will be reduced by **2 points**.

REVISIONS

Students will have the opportunity to revise any **one** of their first three essays in this class. All revisions should show clear progress from the original essay. Instead of merely “fixing” errors and making changes based on instructor comments, you should re-think the essay or response paper. Obviously, revisions should be completely free of grammatical errors, style issues, typos, and formatting mistakes. Revisions will be due on **Thursday, December 15th**.

COMMUNICATION

Email / Phone:

Sometimes, I will send information via campus email, so you should check your email often. All students will be responsible for knowing this information. “I forgot to check my email” is not an excuse. Email is also the best way to contact me if you have questions throughout the course. While I do check my email often, students should be aware that **I usually only check email Sunday – Thursday before 6:00pm**. Therefore, it is a good idea to work on assignments ahead of time in case you have questions. My cell phone number is listed at the top of this syllabus. Students are welcome to call or text this number in cases when email is insufficient. **However, I do ask that students only call or text Sunday – Thursday between 10:00am and 6:00pm.**

*When using text messaging or voicemail, include your full name, course title, and section number.

*For email, include course title, section number, and a few words about your question in the subject line. Also, be sure to use proper etiquette, including a greeting such as “Dear Ms. Sumerel” and concluding with a salutation such as “Sincerely, John Doe.”

ATTENDANCE

Attendance in this course is mandatory. You may miss 3 classes without penalty. After that, your grade will be reduced by 2 points for each missed class, **regardless of the reason**. I recommend that you save your absences for when you really need them, as **I do not make distinctions between excused and unexcused absences**. *Arriving to class late, leaving early, or leaving during class for an extended period of time will count as half an absence.*

Religious Observance Policy:

In accordance with NC SL 2010-211, you are entitled to two excused absences for religious observances **per academic year**. You must inform me in writing the first week of class if you will be missing any classes due to religious observance. In addition, please inform the Registrar the first week of class who will then confirm your intentions with the impacted course instructors. *Please note that an absence due to religious observance WILL count as one of your 3 permitted absences. However, submitting this information in writing will make it possible for me to work with you if the religious observance falls on class periods such as peer editing days, conferences, etc.*

Student Athletes:

While I recognize that student athletes often need to miss class for sporting events, they are still held accountable for the attendance policy. In the event that an athlete needs to miss more than 3 classes for sporting events, that student must speak with me as soon as they are aware. *Student athletes must inform me in writing with a signature from their coach of the class days they plan to miss. This will make it possible for me to work with you if the sporting event falls on class periods such as peer editing days, conferences, etc.*

If you do miss class, it is **your** responsibility to find out what you have missed from another classmate. I will not respond to any email that asks what was missed in class on a particular day. In the space below, write down the names, phone numbers, and email addresses of three people near you. **I do not give make-up quizzes.*

1. _____

2. _____

3. _____

POLICIES

Classroom Behavior:

It is imperative that the classroom be an environment that lends itself to discussion and learning. My expectation is that all students will behave in a way that is respectful to everyone. Students must adhere to the following guidelines:

- Unless given permission for a particular assignment, do not use laptops in the classroom.
- **Turn off cell phones before entering the classroom; cell phones should remain off for the duration of the class period.** Use of cell phones for any reason will not be tolerated.
- Ipods/mp3 players and other distracting objects are prohibited.
- Do not work on assignments for other courses during class time.
- There should be no talking while the instructor, graduate teaching assistant, or a fellow student has the floor.
- Be open-minded and respectful to each other during discussions, peer editing, and the sharing of written work.
- Students should be awake and attentive during class. Sleeping during class is unacceptable.
- Students are expected to come to each class period with all required materials.
- Class is not over until the instructor or graduate teaching assistant dismisses it. **Students should not begin putting away their materials until this time.**

Failure to adhere to these guidelines will negatively affect your participation grade. Significantly disruptive students will be asked to leave the classroom, and will be counted absent for the day.

Zero Tolerance Policy:

UNCW practices a zero tolerance policy for violence and harassment of any kind. For emergencies, contact UNCW CARE at 962-2273; Campus Police at 962-3184; or Wilmington Police at 911. For University or community resources visit: <http://www.uncw.edu/safe-relate/campusResources.htm>. Violence prevention information and resources are available at <http://www.uncw.edu/safe%2Drelate/>.

Disabilities:

If you have a disability and need special accommodations, you should let me know *within the first week of classes*. You will also need to register with Disability Services for proper documentation. The phone number for Disability Services is 910-962-7555.

Academic Dishonesty and Plagiarism:

Academic Dishonesty is unacceptable and is grounds for failure for this course. All students are responsible for knowing the guidelines listed in this UNCW Academic Honor Code:

http://www.uncw.edu/policies/documents/03_100FINALHONORCODE_Aug2009.pdf

Please be especially familiar with UNC-W's position on plagiarism as outlined on in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else's ideas and represent them as your own. Examples of plagiarism include:

1. You write about someone else's work in your paper and do not give them credit for it by referencing them.
2. You give a presentation and use someone else's ideas and do not state that the ideas are the other persons.
3. You get facts from your textbook or some other reference material and do not reference that material.

Tentative Schedule of Assignments

Thurs.	8/25	First Day of Classes - Introduction
Tues.	8/30	College Pressures (online) "Reading and Responding to Texts in the 21 st Century" 2-7 Response 1 Due: In what ways can you relate to the essay, "College Pressures"? Include at least one quote from the text in your response.
Wed.	8/31	<i>Last day for drop/add</i>
Thurs.	9/1	"How to Mark a Book" p13-17 "Reading and Responding to Texts in the 21 st Century" 18-30 EW: Comma Splices and Fused Sentences 85-87; Commas 106-115
Tues.	9/6	Academic Writing: Some Basic Do's and Don'ts (online) "Writing: Process and Communication" 44-55 "Freewriting" 82-85 *Visit from the Writing Center
Thurs.	9/8	Salvation p642-645 Shooting an Elephant (online) Response 2 Due: Respond to any aspect of "Shooting an Elephant" that you wish. Remember to think critically and avoid telling whether or not you liked the essay. Include at least one quote from the text in your response.
Tues.	9/13	"Revising" 69-70 Narrative Essay Draft 1 Due – Peer Editing
Thurs.	9/15	Narrative Essay Draft 2 Due – Conferences
Tues.	9/20	Sex, Lies, and Conversation 100-105 EW: Consistency and Completeness 92-94 Narrative Essay Final Draft Due
Thurs.	9/22	I Want a Wife (online) Ain't I a Woman (online) Response 3 Due: Comment on some aspect of style in "I Want a Wife." Then explain why you think Syfers made that choice. You might consider repetition, capitalization, sentence length, etc.
Tues.	9/27	"Obama VS. Marx" 424-429
Thurs.	9/29	Just Walk on By (online) Creating an Outline (online) Response 4 Due: Rather than confront the fears and prejudice of the strangers he encounters, Staples explains that he goes out of his way to accommodate them. How does he do so? Why does he do so? How do you respond to his actions and motives?
Tues.	10/4	Writing Workshop Day Definition Essay Outline Due
Thurs.	10/6	"Mother Tongue" 76-81 Response 5 Due: Identify places in "Mother Tongue" where Tan uses definition. What is her purpose in providing such basic definitions? Explain.

<i>Tues. 10/11</i>	<i>Fall Break – No Classes</i>
Thurs. 10/13	Definition Essay Draft 1 Due – Peer Editing <i>Last day to drop with grade of W</i>
Tues. 10/18	“Superman, and Me” 580-584 “Finding Neverland” 588-593 EW: Semicolons 115-117 Definition Essay Final Draft Due
Thurs. 10/20	“Nutcracker.com” 800-804 EW: Conciseness 98-100; Parallelism 100-102
Tues. 10/25	Writing Workshop Day Summary and Rhetorical Analysis Outline Due
Thurs. 10/27	Summary and Rhetorical Analysis Draft 1 Due – Peer Editing
Tues. 11/1	Summary and Rhetorical Analysis Essay Due
Thurs. 11/3	Writing a Research Project in the 21 st Century 166-190
Tues. 11/8	Sample Student Paper: “The Courage of Intimacy” 232-252 Response 6 Due: TBA
Thurs. 11/10	Library Instruction Day
Tues. 11/15	Research Day
Thurs. 11/17	Writing Workshop Day Research Essay Outline Due
Tues. 11/22	Research Essay Draft 1 Due - Conferences
<i>Thurs. 11/24</i>	<i>Thanksgiving Break – No Classes</i>
Tues. 11/29	Research Essay Draft 2 Due – Peer Editing
Thurs. 12/1	Reading Assignment TBA Research Essay Draft 3 Due – Peer Editing
Tues. 12/6	Research Essay Final Draft Due
Thurs. 12/15	Revisions Due