

Ms. Jessica Jacob

ENG 101-001: MWF, 8:00-8:50, MO 104

Office: MO 162

Office Hours: M 9:00-11:00 or by appointment

Email: jlj1360@uncw.edu

Required Texts and Materials:

- ❖ Atkins, Anthony. *Guide to First Year Composition*. UNCW, 2013. Print.
- ❖ McQuade, Donald and Christine McQuade. *Seeing and Writing 4*. Boston: BSM, 2010. Print.
- ❖ Flash drive to save and transport work.
- ❖ Reliable access to the internet and Microsoft Word.
- ❖ Intellectual curiosity.
- ❖ **Recommended:** The Modern Language Association. *The MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2007. Print.

Course Goals:

[CMP 1] 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.

[CMP2] Through a variety of writing and speaking opportunities, students will demonstrate how multiple assigned readings are “in conversation” with one another.

[CMP3] 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.

[CMP4] 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.

Course Work Point Breakdown:

Essay I (Descriptive/Personal)	100 points
Essay II (Visual Rhetorical Analysis)	125 points
Essay III (Persuasive)	125 points

Essay IV (Research/Argumentative)	200 points
Group Presentation	50 points
Conference I (with instructor)	50 points
Conference II (with writing tutor)	50 points
Peer Review (Essay I)	20 points
Peer Review (Essay II)	20 points
Peer Review (Essay III)	20 points
Peer Review (Essay IV)	20 points
Journals (7 total, 10 points each)	70 points
Participation (in-class exercises/discussion)	150 points

Total Possible: 1000 points

*It is important to note that **participation is 15% of your final grade!** In order to receive full credit for each day's participation grade, you must arrive to class on time with all necessary materials, and you **must** participate in class discussions. It is extremely important for you to demonstrate that you have read and that you understand the material. You must **talk** every class period to receive 100% of your participation grade (yes, I will be keeping track). This portion of your grade has the potential to drop you from an 'A' to a 'C,' and therefore is not to be taken lightly.

Final Course Grades: This course uses the plus/minus grading system on final grade reports. The breakdown is as follows:

- 93-100 = A
- 90-92 = A-
- 87-89 = B+
- 84-86 = B
- 80-83 = B-
- 77-79 = C+
- 74-76 = C
- 70-73 = C-
- 67-69 = D+
- 64-66 = D
- 60-63 = D-
- 0-59 = F

*It is your responsibility to keep up with your points throughout the semester. It may be helpful to write your grades in the margin of this syllabus to stay organized. Your grades will also be posted on Blackboard, but the Bb Grade Book columns are cumulative, so it might minimize confusion if you track your own grades.

Extra Credit:

Students will be given ample opportunities for extra credit, including the chance to receive up to 5 extra points per essay when they meet one-on-one with a writing tutor in the Writing Center (this does not include your mandatory meeting with a writing tutor). Other opportunities for extra credit will be announced throughout the semester.

Attendance Policy:

This is a discussion-based course, and therefore attendance for this course is mandatory. You are expected to show up **on time** and stay for the entire 50-minute period. **Do not begin to pack up your belongings until I have dismissed you!** This is rude, disruptive, and uncalled for. Failure to adhere to this directive will result in a deduction from your participation grade, and repeat offenders will receive a tardy each time they begin to pack up early.

You are allowed **two** absences with no penalty to your grade. Each additional absence will result in your final grade being reduced **half a letter grade**. Once you reach six absences, you will automatically fail this course. I do **not** differentiate between excused and unexcused absences.

If you are late to class twice, it will be counted as one absence against you. Excessive tardiness will not be tolerated, as it is disruptive to our learning environment. If you are more than 15 minutes late, you will be counted absent—please do not enter the classroom if you are more than 15 minutes late, as this will be extremely disruptive to your classmates. If you cannot make it to class on time, consider registering for a different section of ENG 101.

If, for any reason, you'll need to leave class early, let me know before class begins. If you let me know beforehand, you will receive a tardy for the class period. If you do **not** let me know beforehand, you will receive an absence for the day and a zero for the day's participation grade.

However, because my attendance policy is undoubtedly strict, I will extend to you the following courtesy: if, for any reason, I arrive more than 3 minutes late (by *my* watch), everyone will be “refunded” a tardy. Therefore, in all fairness, if I am late twice, everyone will be “refunded” an absence.

Participation and Conduct:

Students are expected to adhere to the *UNCW Code of Student Life*. This class will involve the sharing of individual thoughts and ideas, and **everyone's** contributions are to be respected. In a class of 20+ students, it is likely that we will not always agree on the topics we broach. However, we will **all** always listen to and show respect to our peers. This means that you are not to interrupt one another, hold side conversations, text while others are speaking, etc.

Disruptive behavior, bad attitudes, and/or rudeness of any kind will not be tolerated. I reserve the right to deduct points from your participation grade if your behavior negatively affects our learning environment. I also reserve the right to dismiss you from class until you are able to cooperate with and respect everyone in the classroom.

Late Work:

Late work will **not** be accepted under any circumstances. Be sure to save your work in multiple places, as technology is sure to fail you at the most inopportune times.

Personal Technology in the Classroom:

Laptops, cell phones, tablets, iPods, etc. are **not** to be used in class; they are not necessary for this class, and will only be a distraction. Please place your cell phones out of sight and on the “silent” setting, so they will not be a distraction to the class. **Do not text during class!!!** If, for some reason, any of our assignments will require you to bring your computers to class, I will notify you ahead of time. Failure to comply with this statement will result in a zero for the day’s participation grade.

Email:

I will communicate with students via UNCW email. If you are not already in the habit of checking your email on a daily basis, you need to begin to do so. Emails should be regarded as a formal form of communication, and should include the following: an apt subject title, an appropriate greeting, body text that accurately and concisely presents your question/comment and any actions you’d like me to take, valediction, and signature. Be sure to include your course and section number (e.g. ENG 101-001) within the body of the email.

Research:

Any research you do for this course will be conducted exclusively through Randall Library’s resources. If, for some reason, you feel that you need to use a source that is not available through our library’s databases, you **must request approval** of the source via email. Be sure to include the source as an attachment or a link within the email.

*Note: *CQ Researcher* and *Opposing Viewpoints*—two databases that are available to UNCW students—are off limits. No sources from either of these databases will be accepted.

Academic Honesty:

All members of UNCW’s community are expected to follow the academic Honor Code. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook and available at <http://www.uncw.edu/odos/honorcode/>). Academic dishonesty in any form will not be tolerated in this class. **Academic violations of the honor code will result in automatic failure of this course.** Please 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 you take someone else’s ideas and represent them as your own.

Students with Disabilities:

Students with diagnosed disabilities should contact the Disability Resource Center (962-7555, <http://uncw.edu/disability/>). Please give me a copy of the letter you receive from the Disability Resource Center detailing class accommodations you may need. If you require accommodation for test-taking, please make sure I have the referral letter no less than three days before the test.

Violence or Harassment:

UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the police at 911 or UNCW CARE (962-2273, <http://uncw.edu/care/>). Resources for individuals concerned with a violent or harassing situation can be located at <http://www.uncw.edu/wsrc/crisis.html>.

Religious Observances:

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.

Writing Services at the University Learning Center

DePaolo Hall 1003

910.962.7857

<http://www.uncw.edu/ulc/writing/index.html>

All writers need readers, and the more readers you have while drafting a paper, the better your paper can become. Writing Services provides experienced peer readers for all UNCW students as they develop and improve their writing skills. Writing services are not remedial, but designed for all student writers who want to improve their papers. Students can get help with their writing in three ways:

1. The Writing Center (DE1003) provides one-on-one writing consultations led by faculty recommended peer writing tutors who are trained to help students develop specific revision plans. Visit our website to schedule an appointment: <http://www.uncw.edu/ulc/writing/center.html>
2. Students can also receive electronic response to their developing papers through our Online Writing & Learning (OWL) program. Visit our website for a variety of writing resources: handouts, guides, useful links, and the Online Consultation link: <http://www.uncw.edu/ulc/writing/owl.html>
3. Students can drop-in at our Writing Lab (DE 1003) for help with quick questions about their developing papers. The Writing Lab is staffed with a writing tutor, and has a few computers and other writing resources for students. Check out the Writing Lab schedule here: <http://www.uncw.edu/ulc/writing/lab.html>

The ULC's hours are shorter at the beginning of the semester, during exams, and during the summer, but typically Writing Services are available:

Sunday	2pm – 9pm
Monday – Thursday	9am – 9pm
Friday	9am – 5pm

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*For this schedule, your textbooks will be denoted by the following abbreviations:

S&W 4= *Seeing and Writing 4*

GFYC= *Guide to First Year Composition*

Bb= Blackboard

Date	Class Assignment/Reading
August	
21	Introductions/Course Overview/Syllabus Homework: Obtain all materials necessary for this class, including copies of both <i>S&W 4</i> and <i>GFYC</i> .
23	Getting to know you & Syllabus Quiz Homework: Read and study the graphic intro foldout (<i>S&W4</i>); Journal 1: Read and respond to “College Pressures” by William Zinsser (found on Bb) and be ready to discuss.
26	Journal 1 due Homework: Read introduction “Writing Matters” pp. 3-23 (<i>S&W4</i>) Bring an object that you find “ordinary” to class on Wednesday.
28	Homework: Read “Ode to an Orange” pp. 48-50 (<i>S&W4</i>) *Last day for drop/add
30	Homework: Read “Joyas Volardores” pp. 81-83; Journal 2: Answer question 1 on p. 84 (<i>S&W4</i>) and be ready to discuss.
September	
2	No Classes- Labor Day Holiday
4	Journal 2 due Homework: Read “The Uncommon Life...” pp. 116-120 (<i>S&W4</i>)
6	Homework: Read “Seeing” pp. 96-109 (<i>S&W4</i>)
9	Homework: Read the poems on pp. 15, 112-113 (<i>S&W4</i>). Consider how revision is a necessary element of your writing process.
11	Peer Review Homework: Revise and polish Essay I
13	Essay I due Homework: Read Appendix B “On Reading Visual and Verbal Texts” pp. 736-739 (<i>S&W4</i>) (focus on “Reading an Image” and “Reading an Advertisement” and their subsections). Take notes and be ready to discuss.
16	Homework: Examine the images on pp. 132-139 (<i>S&W4</i>) Journal 3: respond to question 1 on p. 140 (<i>S&W4</i>).
18	Journal 3 due. Homework: Read “Never Just Pictures” pp. 367-373 (<i>S&W4</i>). Be ready to discuss.
20	Homework: Read “Looking Closer—Engendering Identity” and examine coinciding images pp. 377-389 (<i>S&W4</i>). Bring to class an image that you think signifies cultural perceptions of gender.
23	Homework: Read “The Veil” pp. 343-353 (<i>S&W4</i>) Journal 4: Analyze one page within the reading (both visually and textually). Look for all of the rhetorical tools that we discussed last week and describe how they are used in the frames of your choice. What is the author’s intention? How does the author convey political

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	significance? What rhetorical tools does the author use, and how does the audience respond?
25	Journal 4 due.
27	Peer Review Homework: Revise and polish Essay II
30	Essay II due Homework: Read “Argument” PDF (found on Bb).
October	
2	Homework: Read “Audience” PDF (found on Bb).
4	Homework: Read “Fallacies” PDF (found on Bb).
7	Homework: Read “Logical Fallacies” found on the Purdue OWL; Read Max Schulman’s “Love is a Fallacy” (found on Bb) and write a brief summary/analysis of the story. Be ready to discuss.
9	Homework: Journal 5: Complete the activity in the box titled “Responding Visually” on p. 140 (<i>S&W4</i>). Wilmington is rich in history, so you shouldn’t have an issue finding a place to do this. If you’re going out of town for the weekend, feel free to snap a photo in another town.
11	No Classes- Fall Break
14	Journal 5 due (submit on Blackboard). Scheduled Conferences
16	Scheduled Conferences
18	Scheduled Conferences
21	Homework: Bring a finished draft of Essay III
23	Peer Review Homework: Revise and polish Essay III
25	Essay III due Homework: Read “Wikipedia is Good for You!?” (found on Bb).
28	Homework: Bring 3 possible topics for your final research paper.
30	Library Day: Meet in Randall 1039
November	
1	Homework: Work on Essay II rewrite
4	Essay II Rewrite Due. Homework: Journal 6: Complete Text partners for two potential sources for your research paper.
6	Journal 6 Due. Homework: Read “Plagiarism and Citation Information” in <i>GFYC</i> (pp. 131-133), and complete the exercise at the bottom of page 133.
8	Homework: Read “MLA Documentation Information” in <i>GFYC</i> (pp. 117-129) and create a sample “Works Cited” page in MLA format. This page should include 5 sources. It will be most helpful to you if the sources you include are going to be used for your final paper.
11	Homework: Read the sample “Argument Essay” (71) and the sample “Research Essay” (77) in <i>GFYC</i> . Be ready to discuss the elements of the papers and what you found most and least effective.

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13	Homework: Write at least the introduction and conclusion of your final paper. Send these to me via email no later than 5:00 pm on Friday (November 15).
15	Homework: Review “Grammar Information” in <i>GFYC</i> (pp. 87-114).
18	Group Conferences
20	Group Conferences Homework: Bring a finished draft of Essay IV
22	Peer Review Homework: Revise and polish Essay IV
25	Essay IV due
27	No Classes- Thanksgiving Holiday
29	No Classes- Thanksgiving Holiday
December	
2	Homework: Journal 7: in 1-2 pages, reflect upon our semester as a whole. What is the most valuable thing that you’ve learned? What did you most improve upon? How has your writing process changed since the beginning of the semester? What would you change about the course?
4	Journal 7 due. Bring laptop to class if you have one available. Last Day of Classes

Final Exam:

ENG 101-001: December 11, 2013 8:00am-11:00am

ENG 101-008: December 6, 2013 11:30am-2:30pm

*Bring any rewrite attempts to our final exam period.