

ENGLISH 105
T/Th, 8:00-9:15, Murphey #202

Instructor: Robyn Le Blanc
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Office Hours: T/Th, 9:15-10:30 & M/W, 6:30-7:30

Office: Murphey #114

Welcome to English 105! This semester we will focus on analyzing the rhetorical conventions that govern both professional and academic writing in scholarly disciplines. We will focus on writing real-life/practical genres and how a writer adapts their writing style, goals and conventions to fit these situations. The class is designed around three different units, each of which is focused on a particular academic area (natural sciences, social sciences, humanities). The writing style and skills associated with each unit will be different, and based on the rhetorical situation defined in the unit project.

At the end of the course you should:

- Be able to clearly and effectively communicate your ideas and opinions in a variety of different situations
- Be able to recognize different rhetorical situations and genres in all three major academic disciplines
- Have the facility to adapt your writing to suit the needs/conventions of the rhetorical situation
- Be able to conduct research on primary and secondary sources using academic databases and library sources
- Be a successful college writer who understands that your greatest success in college writing will come from practicing the following sentiment: **revise repeatedly based on informed feedback!**

Required Materials (available at the Bulls' Head Bookstore):

- Ruskiewicz, John. *How to Write Anything*, Second Edition, with UNCCH supplement. (*Write*, on syllabus)
- Student Guide to English 105 (*SG*, on syllabus)
- Graff & Birkenstein, *They Say, I Say (They Say)*, on syllabus)
- Laptop with Microsoft Word

Course Format:

This course uses a workshop approach that promotes interactive, experiential learning. My instruction will emphasize the processes of interpreting, creating, revising, and collaborating on oral, written, or multimedia texts. Your participation through group discussion and oral presentations will be central to this class.

At the beginning of the semester, I will divide you into small groups, in which you will stay throughout the semester. Your group will serve as a writing group, as a discussion group, and as a smaller cohort within the larger community

Assignments:

Three major unit projects will be supported by a sequence of two smaller assignments called feeders. Using a process approach, you will write multiple drafts, receive ongoing feedback from peers and teacher, and participate in evaluating your own and others' projects. Additionally, you will have a number of in-class and homework assignments.

All assignments are due on Sakai at the beginning of class unless otherwise notified. Late feeders and unit projects will lose one letter grade for each day late. Late homework (other than feeders and unit projects) will earn half credit if turned in late.

Grading:

I will grade your unit project assignments using a traditional letter grade based on a unit project rubric (100 points). I will grade your feeders on a point scale from 1-25 based on rubrics discussed in class prior to the completion of each feeder. I will grade your participation based on a contract in which each student who meets the basic participation requirements outlined below will receive a B. If you exceed requirements, you may receive an A. The grading breakdown is as follows:

Unit Assignments: 50%	100 points each
Feeders: 30%	25 points each
Participation: 20%	100 points total

I will calculate your final grade according to the following scale:

A	95-100%	C+	77-79%
A-	90-94%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D	60-69%
B-	80-82%	F	0-60%

Participation:

Your classmates and I are relying on you to contribute meaningfully and positively to discussions and activities. In order to fulfill your grading contract, you must meet the following requirements:

- 1) Volunteer meaningful contributions to class at least once a day.
- 2) Come to class prepared with all of your materials.
- 3) Demonstrate serious engagement in all peer review activities.
- 4) Demonstrate effort in your homework assignments.

- 5) Avoid disrupting the class. This includes disruptions caused by cell phones.
- 6) Stay off any website not directly relevant to class discussion. This includes email and any social networking site.

Attendance:

We will do a significant amount of work in class, so your attendance is crucial to your success. **You are allowed one unexcused absences.** Each unexcused absence will negatively affect your participation grade (1/2 grade per absence). Each unexcused tardy counts as half of an unexcused absence. A tardy is defined as being late to class; there is no grace period. You may miss class without penalty in order to observe religious holidays; however, you must inform me of your intentions during the first week of class.

If you are absent from class, it is your responsibility to make up in-class work you miss by the next class session. You must turn in any homework or papers that may be due electronically no later than the start of class on the day you are absent. After that, your assignments will be considered late.

Also, you must follow this protocol when you will miss a class:

- 1) Email me that you will miss class. I need to receive this email by 9:00 am that day.
- 2) In this email, you need to tell me which student you have asked to take notes for you while you are gone and confirm that you are aware of and will make up the work. If there is homework due that day, be sure to it is turned in.
- 3) When you return to class, provide the documentation about your illness or emergency.

As indicated in the UNC Student Guide, excessive absences are grounds for failure of this course.

Conferences:

Each student will be required to sign up for two individual writing conferences during the semester. Conferences will be approximately 15 minutes long and will include a personalized discussion of a unit assignment on which you are currently working (see schedule for more details). You are also strongly encouraged to come and see me any time during my office hours, or by appointment.

Sakai:

We will be using the Sakai online course site frequently throughout the semester. I will post the syllabus, assignments, and important announcements/reminders to our course page. You are responsible for checking Sakai daily.

Honor Code:

Every single person at the University is bound by UNC'S Honor Code. Please familiarize yourself with the Honor Code, and conduct yourself accordingly.

Academic dishonesty, including cheating, plagiarism, and inappropriate academic collaboration, is inexcusable; therefore, the research that you do this semester, whether primary or secondary, print or

online, formal or informal, will require careful documentation on your part. If I suspect you of plagiarizing all or part of a paper, even unintentionally, I am required to report the offense to the Honor Court, so, if you are running into trouble with a paper, PLEASE come and speak with me. It is much, much better to take a late penalty on an assignment than to risk Honor Court proceedings.

The library website also contains the following helpful links:

<http://www.lib.unc.edu/instruct/plagiarism/>,

<http://www.lib.unc.edu/instruct/citations/>.

Non-Discrimination Policy:

This university does not discriminate against its students or employees based on race, color, national origin, religion, sex, age, or disability. The University's policy states that sexual orientation be treated in this same manner. In this class we will strive to maintain an open atmosphere with shared respect for all differences.

Students with Disabilities:

The University of North Carolina at Chapel Hill 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 so that appropriate arrangements can be made. Additionally, you may seek out student support services at the Department of Disability Services (DDS) (<http://disabilityservices.unc.edu/>) and through the Learning Center (<http://learningcenter.unc.edu/>)

Writing Center:

The UNC Writing Center offers free tutoring services for students. You may visit the Writing Center to ask for help with a specific paper, whether you are concerned with developing ideas and content, organizing your assignment, or working on style issues. To make an appointment, browse the Writing Center's online resources, or send a draft online, please go to (<http://www.unc.edu/depts/wcweb/>). To make best use of your time there, bring a copy of your assignment sheet and your draft with you. The Writing Center will not proofread papers or talk with you about grades.

Final Thoughts:

This course will be challenging, but the benefits will also be well worth your efforts. Be prepared to work hard, but also make sure to have fun at the same time. I look forward to getting to know each of you throughout the semester, and remember that I am always happy to meet with you during office hours to discuss any relevant academic concerns.

*I reserve the right to alter the drafted schedule of assignments in accordance with class needs and interests. You will be expected to keep track of any changes in schedule.

Schedule

DATE	COMPOSITION TOPIC	ASSIGNMENT DUE	READING & HOMEWORK “DUE”
Tues Aug 20	Introduction & Writing Diagnostic		1) Look over syllabus 2) <i>SG</i> pp. 1-33)
Thurs Aug 22	Writing in the Natural Sciences & Genres	Writing diagnostic	1) Writing diagnostic 2) <i>Write UNC Supplement</i> (end of <i>Write</i>) pp. 2-6, 9-10 3) Watch <i>TED</i> talk (link on Sakai under the folder “Unit 1” in “Resources)
Tues Aug 27	Library Day; citation exercises	Citation Exercises from <i>SG</i>	1) Bring list of 2 possible sources 2) Citation exercises in <i>SG</i> (pp. 39-50) 3) <i>Write</i> pp. 466-477
Thurs Aug 29	Critically Analyzing & Reading <i>Reliable</i> Sources	Topic Selection	1) Finalize topic and <u>bring in two sources to class</u> 2) <i>Write</i> pp. 296-300; 487-496 3) <i>They Say</i> pp. 19-41
Tues Sept 3	Feeder 1.1 Workshop; CSE Citations	Feeder 1.1 RD	1) <i>Write</i> pp. 482-486; 450-463
Thurs Sept 5	Outlining	Feeder 1.1	1) <i>Write</i> pp. 398-427 (focus on “Organization”, “Outlines”, “Introductions” and “Conclusions”) 2) 1 paragraph reflection on feeder 1.1 (staple to back of feeder)
Tues Sept 10	Feeder 2.1 Workshop; Presentations and Rhetorical Writing (Technology)	Feeder 1.2 RD	1) <i>Write</i> pp. 577-599; 346-353 2) <i>They Say</i> pp. 121-128 3) List of 3 things you want peer reviewers to focus on for workshop feedback
Thurs Sept 12	Unit 1 RD Workshop	Feeder 1.2; Unit 1 Project RD #1	1) Unit project rough draft—should include at least 2 minutes of talk, outline of powerpoint slides
Tues Sept 17	Unit 1 RD Workshop #2	Unit 1 Project RD #2	1) Unit project RD #2—should be entire 4 minute talk, with powerpoint 2) List of 2 things you want peer reviewers to focus on for feedback
Thurs Sept	Unit 1 Presentations—Group A	Unit 1 Project	

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Tues Sept 24	Unit 1 Presentations— Group B; Introduction to Unit 2		<ol style="list-style-type: none"> 1) What is New Urbanism? 2 sentence definition (look up online) 2) <i>Write UNC Supplement</i>, pp. 11-13 3) <i>SG Social Sciences</i> citation exercise, pp. 51 4) List of 4 skills you acquired in Unit 1 that you want to continue to improve upon in Unit 2 (post to Sakai forum)
Thurs Sept 26	Library Day		<ol style="list-style-type: none"> 1) General impressions: from your brief research, what do you think about the New Urbanist movement? Can you see any benefits? Any negatives? Post your response (c.300 words) to Sakai forum by 7:00am, Sept 26. 2) List of 3 aspects of New Urbanist communities that you think might be controversial and want to investigate further
Tues Oct 1	Genre Writing (Recommendation Report & Surveys)	New Urbanism Outline	<ol style="list-style-type: none"> 1) Read sample recommendation report (link in “Unit 2” folder under “Resources”) 2) Take online survey (link in “Unit 2” folder under “Resources”) 3) <i>They Say</i> pp. 17-52 4) <i>Write</i> “Writing Recommendation Reports” Supplement (end of book), pp. 512-562
Thurs Oct 3	Approaching & Forming Arguments & Opinions		<ol style="list-style-type: none"> 1) Find 3 sources that have different opinions about NU; read at least 2 <u>and bring to class</u> 2) <i>Write</i> pp. 106-137
Tues Oct 8	Feeder 2.1 Workshop; Surveys & Data	Feeder 2.1 RD	<ol style="list-style-type: none"> 1) <i>Write</i> pp. 72-105; 356-364; 478-481 2) Review survey results (in “Unit 2” folder under “Resources” in Sakai) 3) Post RD to Sakai forum by 7am
Thurs Oct 10	CONFERENCES (10/6-10/10)	Feeder 2.1 (Sakai by 7pm)	
Tues Oct 15	Implications of Data & Relationship to Rhetoric	Survey Questions	<ol style="list-style-type: none"> 1) <i>Write</i> pp. 584-591 (review) 2) Come up with two possible survey questions and post them to Sakai by 7am
Thurs	NO CLASS—FALL	FALL BREAK	FALL BREAK

Oct 17	BREAK		
Tues Oct 22	Feeder 2.2 Workshop & Recommendations	Feeder 2.2 Data	1) Submit Feeder 2.2 Data by 10/21 at 7pm
Thurs Oct 24	Unit 2 RD Workshop	Feeder 2.2; Unit 2 RD	1) Unit 2 RD should include 3 pages of text, a clear recommendation and at least an outline of the problems and benefits of NU (including sources you will use to support conclusions, positive and negative aspects of NU). Post to Sakai forum by 7am
Tues Oct 29	Unit 2 RD Workshop #2	Unit 2 RD	1) Identify two aspects of report that you want peer reviewers to focus on in workshops; post RD #2 and two aspects to Sakai forum by 7am
Thurs Oct 31	Introduction to Unit 3	Unit 2 Project	1) Read background info on Old Chapel Hill cemetery (link posted in “Unit 3” folder under “Resources” on Sakai) 2) We’ll be going to the Old Chapel Hill Cemetery for the second half of class—plan accordingly (i.e. for the weather)
Tues Nov 5	Writing in the Humanities, and Genre Conventions		1) Look over sample websites (2 links in “Unit 3” folder under “Resources” on Sakai) 2) List of 5 components you should include in your own project; post components to Sakai forum by 7am 3) <i>Write UNC Supplement</i> pp. 14-16 4) Register for your Wilson Library ID by Wednesday, November 6! (see directions in Unit 3 assignment sequence)
Thurs Nov 7	Library Day (meet in front of Wilson Library)		1) Narrow down your list of three possible subjects to just one; post your choice to the Sakai forum with the name of your subject in the thread subject line. If someone else has already chosen your subject you must reselect! 2) Meet in front of Wilson Library
Tues Nov 12	Feeder 3.1 Workshop	Feeder 3.1 RD	1) Feeder 3.1 RD (at least 6 events); post to Sakai by 7am 2) <i>Write</i> pp. 4-43
Thurs	Biographies	Feeder 3.1	

Nov 14			
Tues Nov 19	Feeder 3.2 Workshop	Feeder 3.2 RD	<ol style="list-style-type: none"> 1) Feeder 3.2 RD (at least 5 components); post to Sakai forum by 7am 2) List of 3 aspects you want peer reviewers to focus on in workshop; post with RD to Sakai forum
Thurs Nov 21	Rhetoric and Web Publishing; Writing Introductions	Feeder 3.2	<ol style="list-style-type: none"> 1) <i>Write</i> pp. 568-598
Tues Nov 26	Unit 3 RD Workshop	Unit 3 RD	<ol style="list-style-type: none"> 1) Unit 3 RD should be at least 2 pages long; post to Sakai forum by 7am
Thurs Nov 28	NO CLASS-- THANKSGIVING	NO CLASS	NO CLASS
Tues Dec 3	Unit 3 Projects Due/Last Day of Class	Unit 3 Project	<ol style="list-style-type: none"> 1) Bring laptops for evaluations 2) 1 page personal evaluation (print and hand-in)
