

**College Writing I** is “a course in academic writing, focusing on analysis, argument, and critical reflection using the tenets of rhetoric,” including “instruction in drafting, revising, and compilation of a final portfolio.”



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**Instructor:** Dr. Carl Schlachte

**Email:** cpschlac@uncg.edu

**Classes:**

Section 01N: Tu/Th, 9:30a-10:45a  
MHRA, Rm. 2204

Section 02N: Tu/Th 12:30p-1:45p  
MHRA, Rm. 3204

**Office:** Curry 335 A

**Office Hours:** Tu/Th, 11:00a-  
12:00p, Tu 3:30-4:30p  
& by appointment

**Mailbox:** MHRA 3114

### English 101 Student Learning Outcomes

**Learning outcomes for all GRD courses:**

1. Critically evaluate written, oral, and/or visual arguments;
2. Construct cogent, evidence-based arguments;

**Additional learning outcomes for English 101:**

3. Identify and employ fundamental rhetorical concepts including the rhetorical triangle, the canons, and/or the appeals in both formal and informal discourse;
4. Summarize, quote, paraphrase, and synthesize source material in support of an argument;
5. Employ drafting, peer review, and revision techniques in order to improve content, style, and structure of their own writing;
6. Appraise their own composing abilities and composing processes through critical reflection.

### Section Description:

This section of English 101 is offered for non-native English speakers and English language learners. I strongly value English 101 as a course which builds skills necessary for any academic career, and for your experiences beyond it, as well. This course highlights the skills of critical thinking, analysis, and information literacy, and the roles these skills play in communicating effectively in written, spoken, and multimodal forms. I believe that these skills are processes more than products, and they help us to explore, elaborate on, and enact our thoughts. Most importantly, I believe that failure (not in the narrow terms of grading, but in terms of attempting a goal) is a learning process, is beneficial, and should be encouraged. Because I regard writing as a process, it is more interesting to me if you aim for something a little out of reach and fail to obtain it (this time) than if you always opt for the comfort of the sure thing. Take risks in your work. If you achieve them, take more risks. If you don't, try again.

### Required Texts:

Schlachte, Carl, Daysha Pinto, and Beth Miller, eds. *Navigating Rhetoric: A Guidebook for College Writing*. Hayden-McNeil, 2019. ISBN: 978-1-5339-1376-0

Additional readings, posted as PDFs or links on our course Canvas site. (You will need sufficient printing funds or printer/paper for printing any required in-class workshop or in-class readings.)

## Important Class Policies

**Attendance:** I adhere to the departmental attendance policy: Students are allowed a maximum of 3 absences without penalty. Each absence over 3 results in a one-half letter grade deduction from your participation grade. Students who miss 6 or more classes will fail the course.

Students must attend every class, arrive on time with the necessary assignments and readings, and stay for the duration of the class. This attendance policy does not differentiate between "excused" and "unexcused" absences; it is your responsibility to plan for absences and to reserve your absences for unavoidable occurrences, such as illness, work-related events, advising sessions, childcare concerns, car trouble, minor emergencies, etc.

State law requires that students be allowed two absences due to religious holidays; please notify me at least 48 hours prior to your anticipated absence. Intercollegiate athletes should provide official documentation of anticipated absences early in the semester. Absences for religious holidays and documented athletic events will not count toward the maximums described above.

**NOTE:** I expect students to monitor their own absences. Please keep a record of your own absences.

**Extenuating Circumstances:** If you have extenuating circumstances such as a chronic illness/injury requiring prolonged medical treatment, prolonged psychological issues, etc., you should make your instructor aware of these circumstances as soon as possible and keep your instructor informed until you are able to return to class. You should also contact the Dean of Students Office, which can review documentation and notify multiple instructors on your behalf, especially if hospitalization or distress prevent you from properly doing so yourself. You should be aware, however, that the Dean of Students Office will not override any individual instructor's attendance policy and that decisions about whether and how to accommodate students in distress are made by individual instructors. The Dean of Students office is located on the top floor of the Elliott University Center, and can be reached by phone at 336-334-5514 or email at deanofstudentsoffice@uncg.edu.

**Use of Canvas and Email:** You are required to check and to use Canvas on a regular basis in this course. Our Canvas course site holds our class syllabus, resources and readings, as well as assignments. You will need:

- To check your UNCG email account daily.
- To check your Canvas announcements.

**Assignment Submission:** All assignments will be submitted electronically to Canvas. I will return feedback to you on Canvas. Do not email assignment submissions to me.

**Late Work:** Formal assignments (submitted to Canvas) are accepted up to two weeks late, with penalty (-5% per class session). Informal assignments are not accepted late.

**Note:** I do not discuss grades in email, nor do I discuss grades of a particular assignment until 24 hours after the grade has been given.

### If you must miss class,

- Check the course Canvas and with another student about what you missed in class.
- As a rule, I will not respond to questions about content or assignments from missed classes.

### If you come late,

- I take attendance at the beginning of class; if you come in after, see me so I can make sure you are marked present/tardy
- Every three tardies is equal to an absence
- If you leave class early or if you frequently depart class and come back in you will be marked tardy.

**Email Communication:** Outside of office hours, email is the best way to reach me. Note: I do not discuss via email weighty issues such as grades, grade appeals, or conflicts with other students or with me. These are important discussions best addressed face-to-face, so if you wish to discuss these, please schedule an appointment or come by during office hours.

### Grade Scale:

<b>A+</b> 98.0 and above	<b>C</b> 73.0 – 76.9
<b>A</b> 93.0 – 96.9	<b>C-</b> 70.0 – 72.9
<b>A-</b> 90.0 – 92.9	<b>D+</b> 67.0 – 69.9
<b>B+</b> 87.0 – 89.9	<b>D</b> 63.0 – 66.9
<b>B</b> 83.0 – 86.9	<b>D-</b> 60.0 – 62.9
<b>B-</b> 80.0 – 82.9	<b>F</b> Below 60.0
<b>C+</b> 77.0 – 79.9	

**Accommodations:** UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) in 215 EUC, 336-334-5440, <http://oars.uncg.edu>.

**Electronic Devices:** All cell phones, smart phones, and iPods should be turned completely off and put away in your bag during exams or any other selected in-class assignments as determined by the instructor. If you foresee an emergency that will require you to access your cell phone, you must notify me at the beginning of class and I will use my discretion. The first time the electronics policy is violated (such as a phone ringing during class or a student is caught text messaging or surfing the web), that student will be given a warning. The second and subsequent times, the student will be asked to leave the class and will be counted absent for the day.

Regarding laptop computers, tablets, or other internet-enabled devices: certain class activities will require you to use one of these devices, while other class activities are best pursued without them. I will let you know which is which in advance. Please respect your peers' and my efforts in the classroom by following these directions. Please also print out all Canvas readings and bring these to class rather than accessing them online during class. Exceptions to this policy will be made in cases where there is documented evidence of a learning disability or other situation where a computer is necessary. In these cases, you must consult with the instructor and provide appropriate documentation.

**Behavior Policy:** Students are expected to demonstrate respect for their instructor and their colleagues. Those engaging in disrespectful or disruptive behavior will be asked to leave the class and, depending upon the severity, may be permanently withdrawn from the course. UNCG regards as "disruptive" any speech or action that (1) is disrespectful, offensive, and/or threatening; (2) impedes or interferes with the learning activities of other students; (3) impedes the delivery of university services; and/or (4) has a negative impact in any learning environment. Disruptive behavior includes physically, verbally or psychologically harassing, threatening, or acting abusively toward an instructor, staff member, or toward other students in any activity authorized by the University.

### **Academic Integrity:**

Each student is required to abide by the Academic Integrity Policy on all work throughout the course.

*Plagiarism is a violation of the Academic Integrity Policy.*

Violations of academic integrity are serious academic offenses that will not be tolerated in this class. I expect every student to review the guidelines and list of violations at <http://academicintegrity.uncg.edu> and to abide by the UNCG Academic Integrity Policy. As you will see, violations include but are not limited to plagiarism.

A person commits plagiarism when he or she represents someone else's words or ideas as his or her own. In writing your papers, you must take care to avoid plagiarizing the words or ideas of others. When you use sources such as books, web pages, articles, or primary documents in your writing, you must identify them to your reader. If you quote a source directly, you must put the borrowed material in quotation marks and include a proper citation. If you take an idea from another source but put it in your own words (i.e. paraphrase it), you must still give proper credit to the source.

Please use MLA-style documentation to document any sources used in written work, unless I have asked you to use another documentation style. Be scrupulous about documenting, quoting, and citing your sources even in first drafts. A draft that has been read by your instructor or classmates has not been 'checked' and given the okay; it is always your responsibility to make sure you understand and have successfully followed rules of citation and documentation in all your writing.

All suspected violations of the academic integrity policy will be reported to the Office of Student Rights and Responsibilities. In this class, a single violation will result in a zero on the assignment or exam. A second violation will result in an "F" for the course and you will be suspended or expelled from the University. You can avoid these consequences by 1. never deliberately misleading your instructors or being dishonest in your writing, and 2. asking for clarification about any rules or standards for source-use that you do not understand. If you are ever unsure about how to cite a source or whether an act would be considered plagiarism, please ask me about it before you turn in your work.

## Resources for Students

### *Writing Center*

The purpose of the Writing Center is to enhance the confidence and competence of student writers by providing free, individual assistance at any stage of any writing project. Staff consultants are experienced writers and alert readers, prepared to offer feedback and suggestions on drafts of essays, help students find answers to their questions about writing, and provide one-on-one instruction as needed. Sessions are available on a walk-in basis in MHRA 3211 or online; or you may schedule an in-person or online writing conference (either by email: [askthewc@uncg.edu](mailto:askthewc@uncg.edu) or phone: 336.334.3125). While you can always do an online "walk in," the Writing Center online facilities are limited, so it is advisable to make online appointments in advance. For more information, see: <http://writingcenter.uncg.edu/>

### *Speaking Center*

The University Speaking Center (MHRA 3211) is designed to help speakers further develop their own oral communication confidence and competence. We provide peer-to-peer feedback, guidance, and other support in the areas of public speaking preparation and delivery, interpersonal communication, and group or team communication. Hours and online resources can be found here: <http://speakingcenter.uncg.edu/>

Tip: Schedule your appointment at the University Speaking Center to take place not closer than two days before your presentation date.

### *Digital Media Commons (DMC)*

The DMC, housed on the lower level of Jackson Library, provides the space and resources for UNCG's students, faculty and staff to create and refine their multimedia projects, including web pages, digital images, digital video, digital audio, PowerPoint and more. Patrons can receive assistance with selecting, using, and citing media resources, as well as consult with experts on the technical "how to" aspects of developing and communicating their ideas through media. For more information, go here: <http://library.uncg.edu/spaces/dmc/>

### *Digital ACT Studio (DACTS)*

The Digital ACT Studio supports students, faculty, and staff in their effective creation or incorporation of digital media into projects. Digital ACT Studio consultants are a trained, engaged audience, providing feedback on presentations, video projects, podcast, digital photography, websites, and blogs by offering collaborative, dialogue-based consultations. Schedule an appointment here: <http://digitalactstudio.uncg.edu/>

### *Student Success & Tutoring and Academic Skills Programs*

The Student Success Center (<http://studentsuccess.uncg.edu/>) offers free services to the entire UNCG undergraduate community and is located in Forney, rooms 114 & 214. For information and support, contact the Student Success Center by phone: 336.334.3878 or email: [tasp@uncg.edu](mailto:tasp@uncg.edu)

The Tutoring and Academic Skills Programs (TASP) helps students become independent and successful learners. Services such as tutoring, academic skills instruction, and workshops help students:

- improve study skills,
- increase their understanding of course content,
- enhance self-confidence, and
- foster positive attitudes toward learning.

For help with study skills, go to <http://studentsuccess.uncg.edu/tasp/>

### *Technology Access: Computers, Printers, & More*

Computers and printers are available in the library, the Writing Center, and labs (<https://its.uncg.edu/Labs/Hours/>); as these computers and printers may be occupied, I strongly suggest you print out any work well ahead of class. — "My printer wasn't working" or "I didn't have printing money on my card" are not valid excuses for not having work or printouts.

### *MLA Citations and Format*

Your submissions must appropriately cite all outside sources used in your work. This course will use the Modern Language Association (MLA) documentation format, which requires in-text citations and a "Works Cited" page. Purdue University's OWL is a great resource for MLA style: <https://owl.english.purdue.edu/owl/resource/747/01/>.

### *UNCG Jackson Library*

The library offers a variety of resources that can help you, including study spaces, computers, technology checkout (voice recorders for transcription), scanners (scan printouts and texts and email them to yourself as an electronic copy): <https://library.uncg.edu/>

The library also offers an "Ask Us" service where you can ask for research and citation help: [http://library.uncg.edu/info/ask\\_us.aspx](http://library.uncg.edu/info/ask_us.aspx)

### *UNCG Information and Technology Services (ITS)*

Need help using Canvas? Have a computer virus? Can't get connected to the network? Need Microsoft Office software: (FREE to all UNCG students: <https://its.uncg.edu/office365/>) ITS can help online, by phone, or in person; see <https://its.uncg.edu/help>

## Assignments

These assignments all encourage different ways of engaging with the writing process, with the ultimate goal of ensuring your familiarity and comfort with each part of that process, including generating ideas, reading and gathering information, drafting, revising, and presenting your work.

Discussion Board Posts	10%	You will complete weekly discussion board posts on topics related to weekly material, to help you develop your thoughts and ideas.
Reading Quizzes	5%	Each class will begin with a brief reading quiz to ensure that everyone is on the same page. Each quiz is worth 2 points.
Essay 1: Drafts 1 and 2	10% (5% each)	In your first essay, you will address a topic of contemporary interest, adopting the conventions of academic writing commonly encountered in the contemporary university. You will revise this essay twice in response to a range of feedback.
Essay 1: Draft 3	10%	Your second revision of your first essay will be a more formal and honed iteration, assessing the depth of your revision skills.
Essay 2: Drafts 1 and 2	10% (5% each)	In your second essay, using the insights gained across our course, you will write a guide for effective communication, designed for an audience of college students. You will address what you believe the key elements of effective communication and information literacy are, with the goal of instructing others in the methods you think will make them the most effective communicators possible. You will revise this essay twice in response to a range of feedback.
Essay 2: Draft 3	10%	Your second revision of your second essay will incorporate multimodality, adopting the genre conventions of a how to guide.
Final Portfolio	30%	Your Final Portfolio, due at the end of the term, is comprised of the best versions of the work you have done throughout the semester. You will submit revised versions of your major assignments in the final portfolio; you must keep all drafts. The main components of the Final Portfolio are new revisions of your two essays, and your introduction essay. We will discuss the Final Portfolio in detail as a class.
Active Class Participation	15%	Being fully present and interacting in the class is essential to your learning. To ensure you receive credit, you should participate regularly in all discussions, course activities, and group activities.  While I provide instruction on research, critical thinking, and communication skills, much learning in this class results from student interaction (with me and the other students in class). Class participation includes: <ul style="list-style-type: none"> <li>___ bringing readings/textbook/writing implements; assigned work</li> <li>___ positive/respectful attitude to entire class</li> <li>___ being on time/staying the entire class/not sleeping in class</li> <li>___ doing individual and group work (writing, invention, responses)</li> <li>___ asking questions</li> </ul>

## Course Schedule

Reading Key: NAV: *Navigating Rhetoric*; (C): on Canvas.

\* This calendar is subject to change for weather or class pacing purposes. I will announce any changes in class / online.

**\*\*Readings/assignments are to be completed before class time on the day listed.**

**\*\* Bring your textbook/readings to class on the assigned days.**

Date	Topic	Reading	Due
<b>Week 1</b>			
T Aug 20	Welcome & Course Introduction	Course syllabus NAV: Beeson, "Understanding Course Materials as Part of the Classroom Conversation" (Ch. 4), McGuire, "Strategies for Active Reading" (Ch. 9)	Informational email to instructor
Th Aug 22	Rhetoric and the classroom	NAV: Blevins, "An Introduction to Rhetoric" (Ch. 1), Forrest, "Cultivating Your Ethos: Class Participation, Written Communication, and Student-Instructor Conferences" (Ch. 6)	Discussion Board #1
<b>Week 2</b>			
T Aug 27	Academic Writing: Learning the Rules	NAV: Blevins, "Rhetoric in Academic Settings" (Ch. 2), "Chapter 1 – They Say" and Rosenblum, "Leave Your Laptops at the Door" (C)	Discussion Board #2
Th Aug 29	Academic Writing: Learning the Rules	NAV: Miller and Schlachte, "The Rhetorical Canons and the Writing Process" (Ch. 3), "Chapter 2 – Her Point Is" and "Chapter 3 – "As He Himself Puts It" (C)	
<b>Week 3</b>			
T Sep 3	Academic Writing: Learning the Rules	"Chapter 4 – Yes / No / Okay / But" and "Chapter 5 – And Yet" (C)	Discussion Board #3
Th Sep 5	Academic Writing: Learning the Rules	No new reading; finish your essay drafts	<b>DUE: Essay 1, Draft 1</b> In class: Peer Review
<b>Week 4</b>			
T Sep 10	Academic Writing: Honing and Revising	NAV: Schlachte, "Re-Seeing the Revision Process" (Ch. 27), "Chapter 6 – Skeptics May Object" and "Chapter 7 – So What? Who Cares?" (C)	Discussion Board #4
Th Sep 12	Academic Writing: Honing and Revising	NAV: Dolive, "Thesis Statements: Keeping the Beat in Written, Visual, and Spoken Arguments" (Ch. 18), "Chapter 8 – As a Result" (C)	
<b>Week 5</b>			
T Sep 17	Academic Writing: Honing and Revising	NAV: Ellison, "Staking Your Claim: Strategies for Persuasive Argumentation" (Ch. 19), Schulz, "Evidence" (C)	Discussion Board #5 <b>CLASS CANCELLED,</b> Instructor at Conference
Th Sep 19	Academic Writing: Honing and Revising	No new reading; finish your essay drafts	<b>DUE: Essay 1, Draft 2</b>

**Week 6**

<b>T Sep 24</b>	Conferences	Conferences; Normal Class Cancelled	Discussion Board #6, <b>sign up for individual conference time</b>
<b>Th Sep 26</b>	Conferences	Conferences; Normal Class Cancelled	<b>Sign up for individual conference time</b>

**Week 7**

<b>T Oct 1</b>	Academic Writing: Breaking the Rules	No new reading; bring all your readings from <i>They Say / I Say</i> today!	Discussion Board #7
<b>Th Oct 3</b>	Academic Writing: Breaking the Rules	No new reading; finish your essay drafts	<b>DUE: Essay 1, Draft 3</b>

**Week 8**

<b>T Oct 8</b>	Guides to Effective Communication: Genre and Audience	NAV: Berbery, "Understanding Tone and Voice" (Ch. 24)	Discussion Board #8
<b>Th Oct 10</b>	Guides to Effective Communication: Genre and Audience	Devitt, Reiff, and Bawarshi, "Understanding Scenes of Writing", wikiHow contributors, "How to write a How To Article" (C)	

**Week 9**

<b>T Oct 15</b>	<b>No class today, Fall Break</b>		
<b>Th Oct 17</b>	Guides to Effective Communication: Genre and Audience	No new reading; finish your essay drafts	Discussion Board #9 <b>DUE: Essay 2, Draft 1</b> In class: Peer Review

**Week 10**

<b>T Oct 22</b>	Guides to Effective Communication: Sharpening Style	NAV: Van Rheenen, "Exploring Alternative Genres" (Ch. 26)	Discussion Board #10
<b>Th Oct 24</b>	Guides to Effective Communication: Sharpening Style	NAV: Sorenson, "Personalizing Academic Discourse" (Ch. 23)	

**Week 11**

<b>T Oct 29</b>	Guides to Effective Communication: Sharpening Style	NAV: Blevins, "Rhetorical Delivery" (Ch. 25)	Discussion Board #11
<b>Th Oct 31</b>	Guides to Effective Communication: Sharpening Style	No new reading; finish your essay drafts	<b>DUE: Essay 2, Draft 2</b>

**Week 12**

<b>T Nov 5</b>	Conferences	Conferences; Normal Class Cancelled	<b>Sign up for individual conference time,</b> Discussion Board #12
<b>Th Nov 7</b>	Conferences	Conferences; Normal Class Cancelled	<b>Sign up for individual conference time</b>

**Week 13**

<b>T Nov 12</b>	Guides to Effective Communication: Revising Delivery	Sample Student Guide to Effective Communication	Discussion Board #13
<b>Th Nov 14</b>	Guides to Effective Communication: Revising Delivery	No new reading; finish your essay drafts	<b>DUE: Essay 2, Draft 3</b> <b>CLASS CANCELLED,</b> Instructor at Conference

**Week 14**

<b>T Nov 19</b>	Revising and Reflecting	<i>NAV</i> : Hall, "Reflecting Back" (Ch. 29), Ward, "Writing About Your Composing Process" (Ch. 30)	Discussion Board #14
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<b>T Nov 21</b>	Revising and Reflecting	Read sample Student Portfolio	
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**Week 15**

<b>T Nov 26</b>	Revising and Reflecting	No new reading; finish your Portfolio Introduction Essay	<b>DUE: Portfolio Introduction Essay, Draft 1</b> In class: Peer Review
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<b>Th Nov 28</b>	<b>No class today, Thanksgiving</b>		
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**Week 16**

<b>T Dec 3</b>	Last class meeting	No new reading; finish your Final Portfolios	<b>DUE: Final Portfolios</b>
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**Week 17**

<b>Th Dec 12</b>	8.00a-11.00a	Final Exam, Section 01N	Class will not meet during this time slot.
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<b>Th Dec 12</b>	12.00p-3.00p	Final Exam, Section 02N	Class will not meet during this time slot.
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