

ENGL 105.017: Composition and Rhetoric

Spring 2016, MWF 11:15-12:05pm, Greenlaw 318

Instructor: Adam Engel
Email: ajengel@email.unc.edu
Office: Greenlaw 506 (one of the Blake Archive offices)
Office Hours: MW 12:00-1:00 and by appointment via email
Course Website: <https://english.web.unc.edu>
PIT Journal Website: <http://pitjournal.unc.edu>

Required Materials (Available at the Bull's Head Bookstore):

1. Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. 2nd ed. W. W. Norton and Company: New York, 2010.
2. *Student Guide to English 105* (newest edition, carried by the Bull's Head).
3. Laptop with access to UNC's wireless network and Microsoft Word (available in the basement of the UL).

Course Description

Research begins with curiosity: to learn anything about the world, you must first ask questions. You must, however, ask the right questions, and sometimes these take time and effort to find. Suppose your refrigerator stops working. You may ask yourself, "Where can I store this food without letting it spoil?" Although such a thought may lead to a short-term solution, it fails to get at the heart of the matter. Instead you may ask, "How can I fix the fridge?" This, in turn, leads to supporting questions: "What went wrong with the fridge? Where is the problem located? Do I have access to the problem?" etc. In this class, you will fix a refrigerator of your choice, so to speak. You will find a topic that you find both useful and interesting, invent research questions to explore this topic, learn what others are saying about your topic, and create a thesis—a central claim—that you will defend using a logical argument supported by evidence. This topic does not have to fall within your chosen field of study, though it certainly can. Our goal is to learn *how* to follow the research process from beginning to end; how to invent questions, find sources, persuade an audience, enter the scholarly conversation, and—most importantly—participate in the peer-review process of the *PIT (People, Ideas, Things) Journal*, a support network that emulates the discourse community in which you'll find yourself in your professional career. In this class you will compose a conference proposal, a conference paper, and finally a video article, all on a single topic you will pursue throughout the semester. In other words, this class can be about whatever you'd like, so long as you learn the skills necessary to pursue that knowledge and to compose clear, purposeful writing about your discoveries. This course is about the *how*, not the *what*, of research: think of it as your toolkit for the rest of college and the beginning of your career.

Each unit will be divided into two "Feeder" assignments that build up to a "Unit Project." The Unit Project will always be a genuine academic or popular genre; these are types of pieces that writers in every field produce as vital parts of their career. The Feeders may or may not be authentic genres, but they will help you gain the research methods, writing practices, and experience necessary to compose the Unit Project. Detailed instructions for all assignments will be posted on the course website.

NOTE: The course's content and calendar are subject to change. I will let you know in advance if there will be any alterations.

Collaboration with the *PIT Journal*

Much of the writing you do in this class will be *public*—just like the professional writing you’ll do in whatever career you choose. Embracing the “read one, write one” philosophy of the *PIT Journal*, you will not only share your writing but you will read, rate, and review work submitted by other UNC students, many of whom will not be members of our class. By providing thoughtful, specific feedback to other ENGL 105 students, you will play a vital role in a process we call “peersourcing.” This means that I, the instructor, am *not* the only audience for your work. In fact, I am not even the most important reader. Your work will be evaluated—and eventually enjoyed—by PIT editors (graduate and undergraduate students), fellow classmates, and conference attendees. The goal of this scrutiny is not to make you feel self-conscious; rather, by participating in this social network, you will come to see that the creation of new knowledge is a collaborative process. You are just as vital to the success of your groupmates as they are to yours, and together, you are capable of making truly innovative discoveries.

Grade Distribution

Assignment	Percent of semester grade
Unit Project 1	15%
Unit Project 2	15%
Unit Project 3	20%
Feeder assignments	5% each x 6 assignments = 30%
Attendance and Participation	20% (20 points)

I will calculate your final grade according to this scale:

93-100%	A	78-79.99%	C+
90-92.99%	A-	73-77.99%	C
88-89.99%	B+	70-72.99%	C-
83-87.99%	B	62-69.99%	D
80-82.99%	B-	0-61.99%	F

Attendance and Participation

Lateness:

Class will begin promptly at **11:15 am**. Habitual tardiness is disrespectful and, more importantly, it impedes the ability of your group to function at the highest level possible. If you are late, you may knock and enter. Being late **two times = 1 absence** (see below).

Absences:

You begin the class with a participation score of 20 points. Tardiness, late or missed homework, or failure to contribute to group work in a meaningful way may result in a lowering of that score. You can ask me at any point in the semester about your current participation score. Missed classes, unless appropriately documented and excused, are considered absences and are calculated as follows:

2 classes: no penalty
3 classes: participation grade lowered to a C- (max. 14 pts)
4 classes: participation grade lowered to an F (max. 12 pts)
5 classes: participation grade lowered to an F **and** one letter grade dropped from your final grade
6 classes: participation grade lowered to an F **and** two letter grades dropped from your final course grade
7 classes: automatic failure to pass the course

You are responsible for checking-off your name on the sign-in sheet that will be on my desk at the beginning of every class. Forgetting is not an excuse. For any absence you wish to be marked as excused, you will need to submit appropriate documentation promptly. I will make the final decision about whether an absence is considered excused.

I expect email notification in advance of any absence. However, I realize that on occasion this is not possible. In those rare instances, notify me as soon as you possibly can. All documentation must be provided within 5 days of the absence except in extenuating circumstances when documentation is unavailable until a later date. If you are unable to secure appropriate documentation, don't assume this means that your absence will be unexcused. Consult with me on an individual basis to discuss the matter.

Late assignments:

If you miss class, it is your responsibility to find out what you missed and submit any missing work within a reasonable amount of time (as determined between the student and the instructor based on the nature of the absence). **I reserve the right to refuse to accept any assignments that are not submitted on time.** I won't accept an assignment after 7 calendar days (Saturday and Sunday count as "calendar days"). An absence does not alter deadlines.

Meetings:

Please meet with me at least once during the semester, either by emailing me for an appointment or dropping in to office hours. If you know you're going to miss an appointment, please let me know in advance.

In-Class Participation:

Complete any required reading, print required handouts, and bring whatever materials (laptops, drafts, revisions, or research) I have specified. Speak regularly during class discussions, and participate actively during every workshop. Be respectful to me and to each other: this includes using respectful language, taking each other's ideas seriously, and refraining from distracting behaviors, such as falling asleep, texting, checking email, doing work for other classes, or checking Facebook during class. Turn your cell phone OFF when you come in the room. If you must keep your phone on for urgent personal reasons, please speak to me before class.

Respond and revise:

Use the feedback provided by myself and by your group mates to improve your writing. You do not have to make every change suggested by your readers, as readers will sometimes disagree. But you must take feedback seriously. Revision means substantially clarifying your ideas, reorganizing your argument, rethinking your claims, strengthening your evidence, deepening your research, adjusting your style, and/or re-imagining your relationship to your audience. You must do much more than simply edit for typos and spelling mistakes, though you should do this as well.

University Policies

The Honor Code: As a member of the UNC-Chapel Hill community, one of the leading research institutions in the country, you are required to adhere to the University's Honor Code: <http://honor.unc.edu/>. Section II.B.1 of

the Code identifies plagiarism as an unacceptable offense. *The following plagiarism policy applies to drafts as well as final manuscripts:* Any time you quote from, paraphrase, or otherwise borrow text, images, ideas, etc., you are required to document each source correctly according to MLA style (or another applicable citation style). Failure to do so will result in either intentional or unintentional plagiarism and is not acceptable. Should you have questions about whether something needs to be cited or how it should be cited and you have exhausted your resources independently, always check with me before submitting your work. 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. If you think you are running into trouble with a paper, PLEASE come and speak with me.

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/>)

Non-Discrimination Policy: This university does not discriminate against its students or employees based on race, color, national origin, religion, sex, sexual orientation, age, or disability. In this class we will strive to maintain an open atmosphere with shared respect for all people. Such respect is VITAL for your success in this classroom and in your professional career.

Resources

The Writing Center: If you need extra help with your writing—aside from coming to see me—I encourage you to make an appointment with The Writing Center. *This is a free service staffed by graduate students, and you can schedule up to two appointments each week.* The Writing Center tutors won’t edit, revise, proofread or write your papers for you. But, tutors will help you organize your writing, think through your ideas, and improve your arguments. You must come prepared with a draft and specific questions. The Writing Center is located in Suite 0127 in the Student & Academic Services Building (SASB), on South Campus near Morrison dormitory. For more information, or to schedule an appointment, please visit the Center’s website at <http://www.unc.edu/depts/wcweb> or contact them at 919-962-7710. You can also send drafts of papers to the Online Writing Center; tutors usually respond with written comments within 48 hours. Please note, the Writing Center tutors will **not**, under any circumstances, assign nor discuss grades with you.

Reference Librarians: We will be visiting the library throughout the semester, but always feel free to try reference librarians if you get stuck or don’t know where to start on a project or feeder: <http://www.lib.unc.edu/ask.html>. I find the “Set Up a Research Consultation” option exceedingly helpful in my own work.

The Learning Center (962-3782) is available for students who need help with basic reading problems, students who are good readers but wish to become better, and students who wish to improve their study skills. For more information, visit <http://learningcenter.unc.edu/>.

Finally, your success in this class is important to me. If you have any particular circumstance that may have an impact on your work in this class, please contact me early in the semester so that we can work together to meet your needs.

Course Calendar

Unit 1: The Conference Proposal

Week 1

M, 1/11: Introductions and syllabus overview, course website, PIT
W, 1/13: Icebreaker, group Q's, etiquette, intro to Unit 1 and Feeder 1.1
F, 1/15: Groups formed, model proposal, model source map, topics/intro to library website, CRAAP Test

Week 2

M, 1/18: *No class.*
W, 1/20: Library session (in our usual classroom)
F, 1/22: **Feeder 1.1 DUE**, *They Say, I Say (TSIS)* Intro and Ch. 1, intro to Feeder 1.2, topics brainstorm

Week 3

M, 1/25: *TSIS* Ch. 2, academic genres and publishing, avoiding plagiarism
W, 1/27: *TSIS* Ch. 3, rhetorical triangle, citation styles
F, 1/29: **Feeder 1.2 Draft DUE**, workshop: finding central ideas

Week 4

M, 2/1: *TSIS* Ch. 4, anatomy of an article
W, 2/3: **Feeder 1.2 DUE**, intro to Unit Project 1, models, working with faculty
F, 2/5: OUR Website, workshop, effective theses

Unit 2: The Conference Paper

Week 5

M, 2/8: **Unit Project 1 Draft DUE**, *TSIS* Ch. 5, workshop: rhetorical effect and style
W, 2/10: Workshop
F, 2/12: **Unit Project 1 DUE (final version of proposal)**, intro to Unit 2 and Feeder 2.1 (models)

Week 6

First Read, Rate, Review (RRR) cycle begins this week: submit your proposal to PIT!

M, 2/15: **Feeder 2.1 Draft DUE**, *TSIS* Ch. 13, Create PIT accounts, workshop: praise burger
W, 2/17: **Feeder 2.1 DUE**, intro to Feeder 2.2, in-class RRR
F, 2/19: Intro to Unit Project 2 (watch PIT videos), visual rhetoric

Week 7

M, 2/22: *TSIS* Ch. 14, logical arguments, outline workshop
W, 2/24: Logical fallacies, model presentations, prezi demo
F, 2/26: **Unit Project 2 Draft #1 DUE (just intro)**, workshop: introductions

Week 8

First RRR cycle ends this week: final proposals due to PIT by 3/4.

M, 2/29: *TSIS* Ch. 6, in-class RRR
W, 3/2: **Unit Project 2 Draft #2 DUE (intro and first section)**, workshop: paragraphs
F, 3/4: Workshop

Week 9

M, 3/7: **Unit Project 2 Draft #3 DUE (with conclusion)**, integrating quotes, method section, workshop: logic (full draft)

W, 3/9: Workshop: conclusions, independent work

F, 3/11: **Unit Project 2 DUE (final version of paper)**, pick presentation slots

Week 10 (Spring Break): No class 3/14, 3/16, and 3/18

Unit 3: The Video Article

Week 11

M, 3/21: *TSIS* Ch. 8, intro to Unit 3, JOVE models, my models

W, 3/23 Intro to Feeder 3.1, Camtasia demo, **EARLIEST day to download Camtasia trial**

F, 3/25: *No class.*

Week 12

M, 3/28: **Feeder 3.1 Draft DUE**, *TSIS* Ch. 9, Camtasia demo continued, [watch ads](#)

W, 3/30: **Feeder 3.1 DUE**, intro to Feeder 3.2, tips for oral presentations, conference etiquette, [watch revised ads](#)

F, 4/1: *Class canceled: Attend the PIT Conference!*

Week 13

Second RRR cycle begins this week.

M, 4/4: **Feeder 3.2 Draft DUE**, *TSIS* Ch. 10, workshop: cutting clips

W, 4/6: **Feeder 3.2 DUE**, *meet at Media Resources Center*

F, 4/8: Workshop, in-class RRR

Week 14

M, 4/11: [Presentations #1](#)

W, 4/13: [Presentations #2](#)

F, 4/15: [Presentations #3](#)

Week 15

Second RRR cycle ends this week (date TBD).

M, 4/18: [Presentations #4](#)

W, 4/20: [Presentations #5](#), **Unit Project 3 DUE (export movie file before Camtasia trial ends)**

F, 4/22: ([Finish remaining presentations](#)), *TSIS* Ch. 11, watch videos

Week 16

M, 4/25: *TSIS* Ch. 12, [Evaluations](#), watch videos

W, 4/27: Watch videos, [last day of class debriefing](#)