

ENGL 101

English Composition and Rhetoric

General Description

Introduction

Welcome to ENGL 101! This is the first of a two-semester writing requirement at the University of North Carolina at Chapel Hill. Like on-campus sections of this course, you will draft and revise nine writing assignments that ask you to think critically about a topic, craft an interpretation or argument about the topic, and then support this position with evidence that is meaningful to your audience. In other words, this is not a grammar course, but rather a course about thinking.

We will move through three “discourse communities” in this course, sharpening our collective understanding of audiences and effective communication. In the first section, Popular Culture, we will explore how a text constructs its intended audience. In the second section, Public Issues, we will grapple with the ways citizens in a democracy debate solutions to community problems. In the third and final section, Professional Communities, we will discuss how scholars and students of various disciplines decide what is important and accurate within their academic communities.

Like your on-campus peers, you will explore how writing is a social act, an interaction between a writer and an audience (real or imagined) as mediated by a text such as an essay, a scientific lab report, a grocery list, or a love letter. This course provides you the opportunity to grow as a writer through draft workshops. In these workshops, you will approach a person you trust—someone other than your instructor—to be your audience. This person does not need to be an expert writer, just someone you can bounce ideas off of and who will give you honest feedback. This feedback will provide you with a starting point to begin improving your draft.

In addition to growing as a writer through sharing, you will have frequent opportunities to practice and experiment with assignments

that are not graded. These submissions will help you prepare for the graded assignments and reflect on the work you have done.

Warning: Ungraded assignments cannot be skipped; you must complete them to successfully complete this course.

Draft workshops and ungraded practice assignments are included in this course to help you think about writing as a process, rather than a product. You'll be asked to stop seeing your work as an essay, written in one sitting from the first word of the introduction to the last word in the conclusion. You will be asked to acknowledge and make the most of how a piece of writing evolves. It may not start at the beginning and end at the conclusion, but instead, it may go through stages of procrastination. It may include thoughts that occur to you in the shower or notes you jot down on a napkin, and it can radically change the more you time you spend with it.

Course Objectives

The Writing Program Staff Manual defines the following four goals for ENGL 101 students:

1. understand and practice the principles of effective written communication
2. develop a confident working knowledge of how discourse communities function
3. understand and practice those oral communication skills necessary to participating effectively in small groups and in situations requiring public speaking
4. become familiar with a variety of research methods and resources, including electronic sources.

Intersecting with the goals above, this course aims to enable you to use writing as a tool to achieve success inside and outside the classroom.

Textbooks

You will need the following books and materials for this course:

- Lunsford, Andrea A. *The St. Martin's Handbook*, 6th edition
- *Student Guide to English 100, 101, and 102*
- ENGL 101 Supplemental Coursepack (for incarcerated students only).

Note: If you are not an incarcerated student but are for some reason unable to access the Internet or visit a local library, and you

would like permission to purchase the supplemental coursepack for incarcerated students, send a letter to me explaining why accessing a public library or municipal Internet connection is not feasible for you. Exceptions will be made for special circumstances.

Optional: A hardbound, current edition of a college dictionary. You have the option to purchase *The American Heritage Dictionary of the English Language* through Friday Center Books & Gifts.

The books may be purchased from Friday Center Books & Gifts at the Friday Center, using the book order form in this manual, or online at <https://s4.its.unc.edu/HigherGrounds>.

Course Structure

There are three section projects in this course and a number of supporting ungraded assignments. There is no final examination. Instead, your capstone experience in this course will be a portfolio of revised work. The portfolio, which reflects the strengthening of your work over the duration of the course, is the largest consideration in your final grade.

Popular Culture Project Final Draft	10 percent
Public Issues Project Final Draft	10 percent
Professional Communities Project Final Draft	10 percent
Portfolio	70 percent

Grading and Feedback

In this course, you will receive two kinds of feedback on your writing from me. First, you will receive one or two general comments on an ungraded assignment that points out strengths, patterns, or opportunities to improve your work. I will not “correct” your writing line-by-line using a red pen. Instead, my general comments will direct you to avenues for your own editing. Rather than pointing out everything “wrong” with your essay, I will help you become a critical reader of your own writing.

The second kind of feedback you will receive from me will be your grades. When I grade a submission, I will not provide general comments. The grading scale, which represents the general expectations of college writing, is as follows:

A—Outstanding work. So well written that the reader might recommend it to others. Insightful, “meaty,” and absorbing. A

fresh argument skillfully supported with well-chosen and relevant evidence that is fully explained. Engaging introduction and memorable conclusion. Virtually no spelling, citation, or mechanical errors.

B—Good work. Better than competent, not quite outstanding. A pleasurable read. Clearly identifiable thesis, conclusion, and introduction. Logical organization. Lacks the grace and flair of the “A” assignment. Supporting discussion is reasoned but may be underdeveloped or irrelevant in a few places. Few distracting errors.

C—Competent work. Meets requirements of assignment. Reasonably organized. Contains a thesis, introduction, and conclusion, but these may be largely ornamentation. Development exists but may be thin or lack any real information. Discussion may be lacking in content or overly mechanical. Points don’t necessarily relate to each other or the main idea in a meaningful way. May be plagued by generalities or vagueness. Some distracting errors.

I will not assign **D** and **F** grades to work that falls below the level of competency. Assignments deserving these grades will be returned to the student to revise and resubmit. These assignments show one or more of the following characteristics:

- incompleteness
- inappropriate genre, such as a poem when the assignment calls for an essay
- triteness or lack of original thought
- disorganization to the point of rambling
- excessive irrelevant detail
- overwhelming mechanical, grammatical, or spelling errors.

If I feel a student is not yet educationally ready to successfully complete this course, I will recommend that the student transfer to ENGL 0.

Submitting

Because each lesson in this course builds on the one before, it will behoove you to submit one assignment at a time, reviewing

Assignments

feedback before submitting the next lesson. A good pace might be a lesson a week. This way, you are working consistently, keeping your writing in the front of your mind, and doing an hour or two of work a day. If you primarily devote time to academic work on the weekends, you might do three to four hours of work on Saturday and Sunday. If, due to other obligations, you have only two or three hours a week to concentrate on this class, consider submitting one assignment every two weeks.

Here is some friendly advice: One of the skills required for college success is time management. This does not mean you should sacrifice employment, time with friends and family, or precious rest to devote yourself monastically to this course. Instead, it means that you should make academic work a habit, something you do regularly. It is better to spend fifteen minutes a day, five days a week for nine months, than it is to work around the clock for a straight month. You'll receive greater benefits from the course, and you'll also stay sane. A healthy academic work life is a lot like a healthy eating schedule—small portions, frequent, and regular.

Other things to keep in mind when submitting a lesson:

1. Complete the reading assignments in a lesson before moving on to the writing assignments. The reading will help you complete the writing portion.
2. Always include the submission cover sheet that follows each lesson. Your assignment will pass through many hands before it reaches me. Accurate identification will smooth the path.
3. Include your first and last name on each page of your submission. This will protect your work from going astray if a staple or paper clip fails to do its job.
4. Save all your prewriting, drafts, notes, and returned assignments. You'll need these as you continue to draft, revise, and develop your portfolio.
5. You may handwrite or type your assignments. I ask that you make format margins, line spacing, fonts, and letter size reasonable so that it may be read without eye strain. Keep in mind that there is a human being at the other end of your assignment who spends much of the day reading and writing. Squinting over tiny, blurred, or neon pink print is unlikely to

put me in a generous mood. (For those of you who do not use computers, see an additional note in the “Useful Resources and Information” section.)

6. You can expect your submission to be returned to you in approximately two weeks, depending on postal deliveries and holidays. Your assignment first travels to the Friday Center where it is opened, documented, routed to the appropriate course, and then mailed to me. I may be responsible for a large number of students in this course, and it is likely that I am also teaching other courses or may have other papers to read and respond to before attending to yours. Once assessed and documented, your assignment will be mailed back to the Friday Center where it will be documented and then mailed to you. If you have a tight completion deadline, you should start submitting your assignments early so you will not be at the mercy of necessary bureaucracy.
7. If you are interested in submitting lessons via e-mail, contact me to see if this is acceptable. If we both agree that e-mail will work, be sure to carbon copy each submission to stuserv@unc.edu.

Academic Integrity

In accordance with the University of North Carolina at Chapel Hill Honor Code (see it on the Web at <http://honor.unc.edu>), students should avoid even the appearance of plagiarism. Plagiarism consists of representing the words or ideas of someone else as one’s own. Some examples of plagiarism are asking someone else to write an essay for you (whether this person is an anonymous person behind a paper mill or a well-meaning friend), cutting and pasting sections of another’s work into your own, and failing to cite paraphrases or quotations.

I will routinely check assignments for plagiarism. If I suspect plagiarism, I will first consult with the director of the University writing program and/or Friday Center staff before contacting the student writer. Common penalties for students who are found guilty of plagiarism in a self-paced course include an immediate “F” grade for the course and suspension from eligibility for further UNC courses.

Some plagiarism is born out of frustration or desperation, and some out of ignorance of the rules. All plagiarism can be avoided.

If you are struggling in the course, you should contact me before making a mistake that could jeopardize your academic career. Often some individual attention can help you see your way around the problem that faces you. If you feel unable to complete the course in the standard nine-month period, you may arrange an extension. If you are unsure of what constitutes plagiarism or how to avoid it, consult *The St. Martin's Handbook*, relevant handouts in the Appendix (in the back of this manual), or one of the tutorials on the Web at <http://bcs.bedfordstmartins.com/plagiarismtutorial>.

About Your Instructor

There are several things you should keep in mind about me, your instructor. First, I have been trained by leaders in the field of Rhetoric and Composition in the Department of English and Comparative Literature at the University of North Carolina at Chapel Hill. In addition, I have also taught on-campus sections of ENGL 101, so I am very familiar with the expectations of college writing. Finally, keep in mind that I am far from being an adversary and am your most zealous advocate. I want to see you succeed in this course and beyond. Sometimes, this advocacy means allowing you room to make mistakes and find answers independently.

You should feel free to stay in touch with me through the comment section of your lesson submission sheets. Contact me about communicating through e-mail or other means.

Computer Use

You are welcome and encouraged to use word processors to type your assignments. In addition, you may use credible Internet sources (see “Evaluating Websites” at <http://www.lib.unc.edu/instruct/evaluate/web>) for research purposes. All research should be appropriately cited and attributed.

Useful Resources and Information

The Writing Center

The UNC Writing Center offers appointments to support students at any stage in the composition process. Self-paced students may use the Center once a semester and then as it is available. Appointments and submissions should be made online at <http://www.unc.edu/depts/wcweb>, or call 919-962-7710.

UNC Libraries

The librarians and staff of the UNC libraries are advocates for you as writing students. As a self-paced student, you may use your Personal Identification number (PID) to check out materials, access the electronic databases, and receive help with your research. See www.lib.unc.edu for more information.

For Students Who Do Not Use a Word Processor

If you do not have reliable access to a computer and so on, you are welcome to submit assignments in longhand. To ease strain on your instructor's eyes, please make sure your writing is legible and in an ink that is easily visible, such as black or blue. In addition, please avoid submitting materials on flimsy or small paper. You should also consider writing on only one side of the page and skipping lines.

For Returning and Nontraditional Students

If you have not been in a classroom for a few years, do not feel intimidated about returning. You are welcome in this course. In addition, feel free to contact the instructor if you are unsure how to proceed or seek help.

For Students with Disabilities

UNC Disability Services contacts instructors of students with disabilities covered by the Americans with Disabilities Act (<http://disabilityservices.unc.edu>; 919-962-8300). However, if you are a person living with ADHD or a different learning disability, you may find Learning Disability Services a valuable resource (www.unc.edu/depts/lds; 919-962-7227).

For Multilingual Students

If you speak English as a second language, you may experience different challenges in this course than native English speakers. (There is no doubt that you will experience some of the same challenges, too.) Please note the text boxes in *The St. Martin's Handbook* dedicated to helping multilingual students overcome these challenges. In addition, you should read Part 11, "For Multilingual Writers," before you begin coursework. From time to time, I may suggest you explore some grammatical issues such as articles, subject-verb agreement, and idiom use.

For Incarcerated Students

Many of you may not have access to a networked computer or public library. To avoid handicapping you from taking full advantage of this course, your educational liaison will provide you with a supplemental coursepack that contains materials with which you can complete the research components of this course.

**Suggested
Calendar**

The calendar below illustrates a proposed pace for completing the course in a four-month period. (Although you have nine months to complete the course, many students indicate that they would like to finish in a semester’s time.) The calendar is based on the assumption that you will spend about five hours a week (one hour a day, Monday through Friday) working on course assignments and that it will take about a week for a submitted assignment to be returned to you. It does not account for the realities of living in the world—like family or work emergencies, vacations, and illnesses—that arise in all of our lives. In addition, different people move at different paces, and some students will spend more time on a particular assignment than others. All that said, you may think of the calendar below as a guide for how to plan your time in this course. Pulling it out of your course manual and taping it next to your work area may help divide the course into small, manageable chunks.

Month 1	Week 1: Submit Lesson 1	<ul style="list-style-type: none"> • Read <i>Student Guide</i> • Lesson 1 reading • Plagiarism exercise • Writing inventory and information sheet • Diagnostic essay
	Week 2: Submit Lesson 2; begin Lesson 3	<ul style="list-style-type: none"> • Lesson 2 reading • Process reflection • Lesson 3 reading • Free-writing • Begin and complete Popular Culture Short Essay 1
	Week 3: Submit Lessons 3 and 4; begin	<ul style="list-style-type: none"> • Lesson 4 reading • Free-writing • Begin and complete

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	Lesson 5	<p>Popular Culture Short Essay 2</p> <ul style="list-style-type: none"> • Lesson 5 reading • Begin Popular Culture Project Draft 1
	Week 4: Submit Lesson 5; begin Lesson 6	<ul style="list-style-type: none"> • Complete Popular Culture Project Draft 1 • Lesson 6 reading • Soliciting draft feedback
Month 2	Week 1: Submit Lessons 6 and 7	<ul style="list-style-type: none"> • Begin and complete Popular Culture Project Draft 2 • Lesson 7 reading • Final draft of Popular Culture Project • Reflection paragraph
	Week 2: Submit Lesson 8; begin Lesson 9	<ul style="list-style-type: none"> • Celebrate finishing the first section! • Lesson 8 reading • Begin and complete Public Issues Short Essay I • Lesson 9 reading
	Week 3: Submit Lesson 9; begin Lesson 10	<ul style="list-style-type: none"> • Begin and complete Public Issues Short Essay 2 • Lesson 10 reading • Begin work on Public Issues Project Draft 1
	Week 4: Submit Lesson 10; begin Lesson 11	<ul style="list-style-type: none"> • Complete Public Issues Project Draft 1 • Lesson 11 reading • Soliciting draft feedback • Begin Public Issues Project Draft 2
	Week 1: Submit Lessons 11 and 12; begin Lesson 13	<ul style="list-style-type: none"> • Complete Public Issues Project Draft 2 • Complete Final Draft of Public Issues Project • Reflection paragraph • Lesson 13 reading
Month 3	Week 2:	<ul style="list-style-type: none"> • Begin and complete

	Submit Lesson 13; begin Lesson 14	Professional Communities Short Assignment 1 <ul style="list-style-type: none"> • Lesson 14 reading • Begin Professional Communities Short Assignment 2
	Week 3: Submit Lesson 14; begin Lesson 15	<ul style="list-style-type: none"> • Complete Professional Communities Short Assignment 2 • Lesson 15 reading • Begin Professional Communities Project Draft 1
	Week 4: Submit Lessons 15 and 16	<ul style="list-style-type: none"> • Complete Professional Communities Project Draft 1 • Lesson 16 reading • Soliciting draft feedback • Begin and complete Professional Communities Draft 2
Month 4	Week 1: Submit Lesson 17	<ul style="list-style-type: none"> • Lesson 17 reading • Begin and complete Final Draft of Professional Communities Project • Reflection paragraph • Only two more lessons! Take a break!
	Week 2: Submit Lesson 18	<ul style="list-style-type: none"> • Lesson 18 reading • Begin and complete Portfolio
	Week 3: Submit Lesson 19	<ul style="list-style-type: none"> • Reflection paragraph • Student evaluation • Celebration!
	Week 4	<ul style="list-style-type: none"> • Treat yourself and await your final grade!