

English 105.976: Rhetoric & Composition

Johnston Correctional Institution

Term: **Spring 2020**

Instructor: **Rachel Warner**

Time: **Mondays & Thursday 5:00-8:00 pm**

Email: **warnerr@live.unc.edu**

Course Description:

This course is designed to prepare students to write and publish across three major academic disciplines: Natural Sciences, Social Sciences (or Business), and Humanities. Throughout the semester, students will learn the rhetorical conventions of these academic discourse communities and how to use rhetorical standards to effectively communicate their ideas. Students will also learn how to distinguish between and successfully write in a variety of real-world genres by adopting a particular role and thinking through an implied audience. The emphasis on research methods (i.e. locating, interpreting, and properly citing academic sources) will also prepare students to conduct scholarship across the disciplines and familiarize them with UNC's various resources. Overall, students will participate in writing activities that call upon them to think about and place themselves in realistic rhetorical situations; their writing will become dynamic by actively responding to practical situations common to academic communities and engaging with those communities. This semester, I want you to view your writing, as well as yourself as a writer, as a work-in-progress. This course is more than a series of essays for grades; it is a progression of encounters with rhetorical situations and genres that will prepare you to be a successful writer.

Course Objectives:

By the end of this course, you should be able to:

- Employ conventions, genres, and rhetoric practiced in the natural sciences, social sciences, and humanities
- Conduct research using a variety of methods, databases, and sources
- Discuss and present research-based arguments and information
- Identify how best to use research and evidence in discipline-specific compositions
- Compose using written, oral, and multimedia modes
- Review and revise one's own work and assist others in revising their work
- Develop writing strategies, awareness, and self-assessment skills to help you confidently approach future writing challenges that you encounter in your academic and professional lives
- Treat writing composition as a process and feel comfortable with writing at every stage: prewriting, composing, revising, etc.

Required Texts:

The Tarheel Writing Guide [printed by instructor]

They Say, I Say: The Moves that Matter in Academic Writing by Gerald Graff and Cathy Berkenstein

Song of Solomon by Toni Morrison

Course Requirements:

Unit 1: Popular Science Blog Post

1.1: Annotate & Summarize a Scientific Journal Article

1.2: Analyze Popular Sources

Unit 2: Professional Resume

2.1: Job Listing Analysis

2.2: Elevator Pitch

Unit 3: Literary Analysis

3.1 Close Reading of a Passage/Quote

3.2: Annotated Outline

Evaluation: Point Grading

While you will be writing frequently, I will not be grading everything that you produce this semester. Often, you will rely on your groupmates for feedback. **I will provide a grade and written feedback for each feeder and unit assignment.** As a class, we will review the grading rubric that I will use to assess your writing.

Points break down as follows:

| Assignment | Percentage Per Assignment | Total |
|---------------------------------------|--|--------------|
| Unit 1 | Feeders – 5% each (x2) Unit Project – 15% | 25% |
| Unit 2 | Feeders – 5% each (x2) Unit Project – 15% | 25% |
| Unit 3 | Feeders – 5% each (x2) Unit Project – 15% | 25% |
| Participation & Attendance | | 25% |
| Total | | 100% |

Grading Scale:

A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (<60).

Course Policies:

Please remember that the syllabus functions as a contract between the instructor and the students. You are responsible for knowing and abiding by these policies. Everyone has an “off” day now and then, but when you are here, your brain should be working.

Attendance Policy: You are permitted two absences, no questions asked, without penalty. I make no distinction between excused and unexcused absences, barring emergencies and official university business. For each subsequent absence, you will lose .5% from your class participation grade. Per the UNC’s Writing Program policy, you may receive an F in this course if you miss more than seven class sessions. If you miss class for any reason, you are not excused from the assignments due or completed during that class period.

Due Dates: All assignments are due at the beginning of class, unless otherwise noted.

Late Assignments: Feeders will not be accepted more than one class period late (and you will lose 50% for being one class late). Your Unit Project will be docked a letter grade for each day it is late. I will not accept work more than two class periods late.

University Policies:

Plagiarism/The Honor Code: The honor code applies to everything that we do at this university, including our use of outside sources in our research and writing. Our work in this class will conform to the principles and procedures defined in the *Instrument of Student Judicial Governance* (<http://instrument.unc.edu/>). The research that we do this semester, whether primary or secondary, print or online, formal or informal, will require careful documentation on your part. We will review citation guidelines early and often throughout the semester. The need to cite your sources applies to all your work, including drafts as well as final versions of your feeders and projects. When in doubt: CITE.

Non-Discrimination Policy: We can never guarantee that a classroom will be a completely “safe” space. However, I believe that **our classroom should be a sacred space where students can share their thoughts and ideas without fear**. The University is committed to providing an inclusive and welcoming environment and to ensuring that educational and employment decisions are based on individuals’ abilities and qualifications. Consistent with these principles and applicable laws, it is therefore the University’s policy not to discriminate on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation or veteran status as consistent with the University’s Policy on Prohibited Discrimination, Harassment and Related Misconduct. No person, on the basis of protected status, shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination, harassment, or retaliation under any University program or activity, including with respect to employment terms and conditions. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and support applied to offenses against other protected categories. If you or someone you know has been harassed or assaulted, I encourage you to investigate these resources alongside those provide for you at the correctional facility:

- SAFE@UNC
- UNC Campus Conversation on Sexual Assault
- Know Your IX

Accessibility Statement

Disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in my course. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. If you have information you wish to share with me about a disability, disorder, or neurodiversity issue, if you have emergency medical information you think I should know about, or if you need special arrangements in case the building must be evacuated, please set up an appointment with me to discuss this during office hours.

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 psychological, physical, and other 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 and/or have concerns that should be discussed, please notify me as soon as possible so that appropriate arrangements can be made.

Course Schedule:

| Date | Class Activities | Assignment Due |
|--------------------|---|--|
| Mon. 1/13 | Syllabus review Discuss core class concepts Review <i>THWG</i> 1-1 “Writing in the Natural Sciences” | |
| Thurs. 1/16 | Introduce unit project: Popular Health Science Blog Post Topic selection exercises <i>THWG</i> 2-3 “Conducting Primary & Secondary Research” | |
| Mon. 1/20 | MLK day; No class | <i>TSIS</i> Introduction, “Entering the Conversation”; Chapter 1, “Starting with What Others Are Saying” & Chapter 2, “The Art of Summarizing” |
| Thurs. 1/23 | Discuss <i>TSIS</i> Reading Final discussion of summarizing best practices How to Read Scientific Articles The CRAP Test Independent work: distribute, read & annotate journal articles | |
| Mon. 1/27 | Popular Science Articles vs. Scholarly Articles Distribute student pop-sci articles Summary vs. analysis How to write scientific introductions | Feeder 1.1 due |
| Thurs. 1/30 | REGISTER STUDENTS Discuss paragraph formation Workshop one paragraph in-depth according to model discussed <i>THWG</i> 2-5 “Digital Literacy” Places to publish discussion | Feeder 1.2 due |
| Mon. 2/3 | <i>THWG</i> , Writing as Self-workshop: color coding; reverse outlining; grammar check | Unit 1 Project draft due |

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| Thurs. 2/6 | Class cancelled due to inclement weather | Unit 1 Project due |
| Mon. 2/10 | Introduce unit 2: Writing in Business Conventions, values and standards of writing in business contexts Genre exploration: emails; memos; and letters of inquiry Sign up for specific field/job type | |
| Thurs. 2/13 | <i>THWG</i> 1-4: "Writing in Business" Discuss first feeder assignment (analysis of job postings); pass out job postings SMART goals Begin feeder 2.1 drafts: job listings analysis | |
| Mon. 2/17 | Begin work on professional resumes Brainstorm qualifications Oral presentation exercises, tips & tricks; pass out rubric for feeder 2.2 Look at cover letter examples | Feeder 2.1 due |
| Thurs. 2/20 | Snow day; class cancelled | Feeder 2.2 due |
| Mon. 2/24 | Student presentations: 3-minute 'elevator pitch' | |
| Thurs. 2/27 | Review action verbs Workshop resume IN DETAIL Reflect on public speaking: strengths & areas for growth | Unit 2 draft due |
| Mon. 3/2 | <i>THWG</i> 1-3 "Writing in the Humanities" Discuss humanities core disciplinary principles Review unit assignment sheet; begin work on feeder 3.1 [choose one literary passage | Unit 2 Project due Read Morrison ch.1 (pg. 1-30) |
| Thurs. 3/5 | Close reading: short lecture <i>TSIS</i> , "The Art of Quoting" Discuss drawing on quotes as evidence Practice close reading & review PowerPoint | Read Morrison chapters 2 & 3 (pgs. 30-90) |
| Mon. 3/9 | Titles, introductions & thesis statements Review paragraph formation | Feeder 3.1 due |

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| | Free write thesis statements Review models | Read Morrison chapter 4 & 5 (pgs. 90-151) |
| Thurs. 3/12 | More close reading exercises Workshop feeder 3.2 Discuss Morrison | Feeder 3.2 due Read Morrison chapters 6 & 7 (pgs. 152-172) |
| Mon. 3/16 | Evaluations & semester review | Unit 3 Project due |

Step 3: Feeder Assignment #2: Create a Cover Letter

The cover letter is a short space to make a big first impression. It is a story of you – but not just any story: it is a story of *why you're interested in the company and how the company will benefit from employing you*. Audience awareness is *critical* here. Your cover letter must convince the recruiter that you are a fabulous candidate, and that it will be worth his or her while to interview you. Your cover letter must:

- Be addressed to the appropriate individual (by name, if possible).
- Indicate why you're writing in the first place, the position you're applying for, and how you found out about it.
- Demonstrate your awareness of the job requirements and the company's needs by highlighting relevant experiences and qualifications.
- Follow the "6Cs" of business communication (clear, concise, courteous, correct, consistent, and complete).
- Be free of surface errors. Spelling and grammar mistakes will immediately eliminate you from consideration.
- Be kept to 1 page and formatted in APA style.

Unit Project: The Interview

Congratulations! You caught your potential employer's attention, you've written an impressive resume and cover letter, and and you've landed an interview! The interview may be your *only* chance to make a good personal impression on your potential employer, so it is important that you conduct yourself well and communicate effectively.

You will be interviewed by a member of the Carolina Women in Business organization. You will be scored on all aspects of the interview process, including professional email etiquette when contacting your assigned interviewer, interview skills that we will practice in class, and thank-you note writing. A successful interviewee will:

- Respond quickly and in a professional manner when corresponding with the interviewer.
- Arrive to the interview promptly (arriving early never hurts!)
- Wear appropriate business attire. (Yes, you need to dress the part.)

- Maintain proper body language during the interview (i.e. have a firm handshake, show interest, no hands in pockets, demonstrate that you are listening, etc.)
- Demonstrate that you have done some research on the company and the position being offered.
- Have given some thought to commonly asked interview questions.
- Follow up with a prompt email thank-you note.