

Accelerated College Writing and Rhetoric
UWRT 1103-15
Mondays/Wednesdays 3:30-4:45
Fall 2014

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Required Texts and Materials:

- *Writing About Writing: A College Reader*, Wardle and Downs (2nd ed)
- *Portfolio Keeping*, Reynolds and Rice (3rd ed)
- A writing notebook

Course Description:

In ENGL 1103, students develop an extended inquiry project that integrates materials from varied sources and includes writing in multiple genres. Students write, revise, edit and reflect on their writing with the support of the teacher and peers. Students also immerse themselves in a conversation about a topic through reading, questioning, and process writing. Polished writing might assume the forms of presentations, reviews of research, essayistic arguments, or multi-media and web-based projects. Students learn to distinguish rhetorical contexts, practice different conventions, and develop positions in relation to research. They also adopt digital technologies to network, compose, and/or critique and disseminate their work. Grades are derived primarily from portfolios that include work generated throughout the term.

Grading:

Final grades will be based on commitment to class participation, required reading, various writing assignments, and the compilation of a writer's portfolio. Final grades will be weighted as follows:

Literacy Memoir:	10%	Extended Inquiry Project:	30%
Writer's Portfolio:	50%	Participation, Blogs, etc.:	10%

Grades will be determined using a 10 point scale (90-100=A, 80-89=B, 70-79=C, etc.)

All formal papers and a final portfolio must be completed to receive a passing grade in the course. Plagiarism will result in failure of the course.

Assignments:

Throughout the semester we will be working on a number of formal and informal writing assignments, including work with digital composing and remediating some of your writing.

Everything you write for the class may be a part of your final portfolio, so it's important that you save all of your work for the semester, including all drafts of written work. Save all of your daybook entries, rough drafts, process memos, commented papers from me, your talk backs to me, etc. in a file so your work is easy to find at the end of the semester.

Anything that we do during or outside of class (even if it's pertaining to another class and subject) is fodder for the portfolio. If it is textual, it is fair game for inclusion in the portfolio. Having too much material and having to go back through it and cut is preferable to scrambling at the last minute to cobble something together from nowhere. Don't save over any files, don't throw anything away – become UWRT 1103 packrats!

Literacy Memoir: For the first major assignment of this class, you will use your own experiences with reading and writing as the subject of your research. You will do this through writing a literacy memoir.

Extended Inquiry Project: You will choose a topic within the first few weeks of the semester and explore it from various perspectives. There are four distinct assignments within the project:

1. Proposal
2. Annotated Bibliography
3. Genre Product (this will vary depending on your audience and purpose)
4. Presentation

Writer's Portfolio: Your digital portfolio is **due on our exam day** and is worth 50% of your grade for the course. At the end of the semester, you will select from the formal and informal writings you have completed, and you will analyze, synthesize, evaluate and reflect on your writing. **It is important that you start collecting materials for the portfolio from the first week of class** since you will need everything you work on throughout the semester to compile your portfolio. A good suggestion from former students: start a file on your computer (or better yet, your H drive, Google docs site, or Dropbox) and title it English. By the midterm of the semester you will begin to build a website to house your work. Additional details about this assignment will be given throughout the semester. *Please, please, please, save the various drafts of your work in separate files so that you are able to show your writing process and be sure to back up your work throughout the semester.*

Portfolios will be evaluated according to the engagement they demonstrate in all aspects of the class—daily writing, process work, reflection, etc.—not just the polished drafts. We will discuss the evaluation with more detail in class. **It is important that you start collecting materials in the portfolio from the first week of class.**

Class Participation: Class participation points will not be easily earned in this class. I believe that a class should have a relaxed but focused atmosphere; however, this cannot be achieved unless everyone in class is committed to certain standards of behavior and engagement. Coming to class is important, but it is not enough. The participation grade will be based not only on your daily presence but also your level of focus and preparation.

Class Elements:

Reflective Writing: Unlike high-stakes performance-based writing (essays, articles, etc.), reflective writing is introspective. Properly done, it allows you to "write through" ideas to gain a deeper understanding. It is essentially an act of exploration and/or discovery and is performed without consideration of conventional writing constraints, allowing you to freely practice grammar, structure, and voice.

Seminar Discussions: Because writing is dialogue, at key points throughout the semester there will be formal discussions of texts and ideas. Every student is expected to actively participate because multiple perspectives are essential to an individual's understanding.

Blogs: Blogs offer an effective platform for reflective writing, allowing you to think through writing and archive your development as a critical thinker over the semester. They allow you to experiment with word choice, voice, and perspective—all of which are essential building blocks of good writing. We will make use of the blogging feature in Moodle to do this.

Peer Response: An important part of each assignment, you will read and respond to classmates' essays and offer meaningful feedback designed to aid in revision. Detailed guidelines will be provided for each assignment phase.

Course Policies:

UNC Charlotte First-Year Writing Program Attendance Policy:

Up to three absences = no deduction in final course grade.

Every absence after the fourth = 10 point deduction from your final COURSE grade.

Three tardies = 1 absence (you are tardy if I take roll and you are not present)

Absent on final exam day = 10 points of final course grade

Religious Observance Policy: The UNC system allows students with a minimum of two excused absences each academic year for religious observances required by the faith of a student. If you have days you will miss this semester due to religious observances, please let me know those dates early in the semester, in writing, so that those absences will not count as part of regularly missed days. The form to submit can be found [here](#).

Academic Honesty: We will talk about plagiarism—what it is what it is not— throughout the semester. You will learn how to document your sources using MLA format and hopefully become comfortable doing so. If you intentionally use someone else's work without giving credit for that work, you will receive an F for the course. You are required to read and abide by UNC-Charlotte's Code of Student Academic Integrity, available online at <http://www.legal.uncc.edu/policies/ps-105.html> and linked through our class Moodle site.

Disabilities Statement: Students who have a disability or condition that may impair their ability to complete assignments or otherwise satisfy course criteria should meet with me to identify, discuss and document any feasible instructional modifications or accommodations. Please inform me as soon as possible after a disability or condition is diagnosed, whichever occurs

earliest. For information and auxiliary assistance, contact The Office of Disability Services:
<http://www.ds.uncc.edu/>.

Technology: You will need to check our class Moodle site and your UNCC email account regularly. Our class Moodle site is the hub of our class. Through Moodle you will find out information about class, see any updates to the syllabus, access assignments and various readings, engage in discussions, submit your work and receive my responses to it. In addition, some assignments will require working with digital composing tools. If you have a concern about using these technologies, please speak with me.

Statement on Diversity: The First-Year Writing Program strives to create an academic climate that respects people of varied cultural backgrounds and life experiences. As a community of scholars and teachers who study language, literature, and writing, we are committed to nurturing intellectual and aesthetic diversity. In all our activities, we invite participation by diverse groups, including, but not limited to, those who define themselves in the following terms: race and ethnicity; gender; political orientation; sexual orientation; special health needs; age; religion; country of origin; and socio-economic status. Finally, by fostering multiple perspectives in our coursework, we can help our students prepare to participate in our increasingly diverse society, as well as in the global community.

Daily Calendar will be posted on Moodle no later than 8/27

(University Holidays: Mon. 9/1, M&T 10/6-7, W-S 11/26-29, Last day: 12/3, Exam time: 12/10 2-4:30)

First two weeks of class:

Class Dates	Due Dates & Daily Topics	Homework for next class period	Portfolio Status
8/18	Syllabus, etc. ICW (In Class Writing)	Get texts	
8/20	Weebly tutorial. In class reading of Alexie (Superman). ICW	Blog 1 – Read and respond to Malcolm X “Learning to Read” (119); Student Draft, “Past Experiences” (191)	
8/25	Discuss Malcolm X and Student Draft. ICW	Read Ch. 1 (40) and Brandt, “Sponsors of Literacy” (43) and Strasser, “Writing What Matters” (199)	Create a Weebly account and basic site. Post portfolio web address to Moodle forum, if possible ☺
8/27	Literacy sponsors. Interrelation of literacy. Discuss readings. ICW	Blog 2: Read and respond to Villanueva, “Bootstraps”	