Syllabus:

English 105: Writing in the Research University

Instructor: Ian Sawyer
Time: 2:40PM-3:30PM MWF

Student Hours: 11:40AM-2:40PM on Mondays
Email: isawyer@live.unc.edu

*Syllabus subject to change

Course Description

Welcome to English 105! In this class you will analyze the rhetorical and stylistic conventions that govern professional and academic writing in the natural sciences, the humanities, and business. You will study how genres function in each of these disciplines and learn how to adopt genres to fulfill your own purposes and meet the needs of an audience.

To those ends, we will move through a sequence of units designed to give you practice in many of the skills and techniques that professional researchers use to collect, organize, analyze, and present their research findings. You will have the opportunity to conduct your own research in these fields and to compose your own examples of the genres that professionals use to communicate their research findings. You will also be encouraged to submit your work for consideration to an undergraduate research publication or conference.

The goals of this class are to teach you the following:
- Employ conventions, genres, and rhetoric practiced in the natural sciences, business, 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.

We will move through three units, each one containing short "feeder" assignments and one substantial unit project. The feeder assignments are generally designed to give you practice with

a particular skill (such as doing fieldwork or analyzing secondary sources), while the unit projects will ask you to synthesize primary and secondary research.

I know that you will all come to this course with different experiences concerning writing and it will be part of my job to ensure that I meet you where you are at. As such, I encourage you to please ask as many questions as you need in order to understand the material. This course is meant to provide the foundation for much of the writing that you will produce while at UNC so please take full advantage of the opportunities that this class provides.

Course Design

The course will be organized around the following principles:

Online Learning

Due to the strain that COVID-19 continues to put on our community, I have decided to hold most – if not all – of our class sessions together online via Zoom. I will continue to list our course as "hybrid" in case we collectively decide that we need a classroom, but you should expect that for the most part we will be meeting online. As such, we will be making use of Zoom's various tools, especially breakout rooms which will allow us to separate into smaller groups that are more conducive to successful online learning.

Workshop Format

Though classes will often begin with a brief lecture, our time will primarily be spent using a workshop approach that emphasizes the role of writing in learning and promotes interactive, experiential learning. I will emphasize writing as a _process_: how to read, write, analyze, interpret, understand, and create oral, written or multimedia texts. Your voice will be central to this class through large and small group discussion, oral presentations, class leadership, and project demonstrations, and class leadership. You are responsible for both giving (and receiving) constructive criticism and feedback to your peers.

Social Networks

Each of you will become a member of a small working group. These groups will serve as writing groups, discussion groups, as smaller cohorts in the larger community. Your groups will function inside and outside the course via Sakai and Zoom.

Process-based Approach

The three major unit projects will be supported by a sequence of daily assignments. These sequences will lead you through intellectual projects proceeding from one week to the next. Using a process approach, you will write multiple drafts, receive ongoing feedback from peers (as well as myself), and participate in evaluating your own and others' composing projects.

Required Materials

- *The Tar Heel Writing Guide 2019-2020.* You will receive an email with a digital code from Student Stores. Use this email to opt in to gain access to the digital edition of the textbook.
- You will also need a laptop and a stable internet connection for our Zoom sessions. If this is a potential issue for you, please let me know!

Grading

Grading Scale

A	95-100%	C+	77-79%
A-	90-94%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D	60-69%
B-	80-82%	F	0-60%

1. Unit 1: Popular Science Article ……………………………………………………….. 25%
   - Feeder 1…………………….5%
   - Feeder 2…………………….5%
   - Final ……………………..15%
2. Unit 2: Business Presentation…....……………………………………………………..25%
   - Feeder 1…………………….5%
   - Feeder 2…………………….5%
   - Final ……………………..15%
3. Unit 3: Short Story Review ……………………………………………………………..25%
   - Feeder 1…………………….5%
   - Feeder 2…………………….5%
   - Final ……………………..15%
4. Participation & Attendance………………………………………………..………...25%

In order to receive full credit for class participation, you must be prepared for and engaged in class activities. For the class to be most effective, it is important that we all try to contribute equally. This means that you should attempt to contribute at least one time during most class sessions and that you should be regularly participating in your group discussions.

Due Dates

All assignments must be uploaded to Sakai before class on the day they are due.

Uploading Assignments

All assignments will be due on Sakai under Assignments, unless otherwise specified. We will discuss appropriate formats in class, based on our analysis of professional models.

When uploading documents to Sakai, please be sure your document is saved under the following naming conventions: [first initial][last name]-[assignment number]. e.g. JSmith-Feeder1.docx

Late Work

Each writing assignment will involve drafting and revision, and many involve research. Because writing is a recursive, unpredictable, and multi-step process, *careful advance planning* is essential to avoid falling behind. Late work—whether it is homework, a draft for a workshop day, or a project—will be automatically dropped by 5 points per day unless you make arrangements with me ahead of time. If you have extenuating circumstances, please let me know so that we can work out an alternative schedule.

The Honor Code

The honor code applies to everything that you—and I—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.

If I suspect you of plagiarizing all or part of a paper, even if you did it 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.

Access and Accessibility for Everyone

I am committed to helping all students succeed in this course. Please let me know whether you have any learning needs or circumstances that I can accommodate. We will work together to identify strategies to help you learn best in this course.

What are student hours for?

You can come to my student hours (as listed above, or by appointment) for any reason--even just to say hello! I'm available to answer questions, help you work through a research question or draft, or address any concerns that come up during the semester.

Parents and Caregivers

If you are a parent or caregiver, I am committed to supporting you. If you have a childcare emergency, you are welcome to bring your child to class. If you are a caregiver of any kind and anticipate absences, please let me know and we can work something out. You can contact the Women's Center at UNC (regardless of gender) for more resources (https://womenscenter.unc.edu/resources/parenting/). The closest lactation room is in Student Stores or the Carolina Union (additional information here: https://womenscenter.unc.edu/pregnancy-lactation/).

Students with Disabilities

You do not need to disclose specific medical information, diagnoses, or personal details. I am happy to work with you to address your learning style and needs, documented or not. Now, the boilerplate: UNC-Chapel Hill facilitates the implementation of reasonable accommodations for students with learning disabilities, physical disabilities, mental health struggles, chronic medical conditions, temporary disability, or pregnancy complications.. See the ARS website for contact and registration information: https://ars.unc.edu/about-ars/contact-us. You may also 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/).

Diversity

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students, and I encourage you to do the same. Please contact me if you have any questions, concerns, or suggestions.

Title IX

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance/Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu) to discuss your specific needs. Additional resources are available at safe.unc.edu.

CAPS

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Writing Center

Want help with a paper you are writing in this course? Check out the Writing Center! Writing Center coaches can assist with any writing project, at any stage of the writing process. You don't even have to have a draft to come visit. To schedule a 45-minute appointment in SASB North or Greenlaw, read tip sheets, request written feedback online, or ask a quick question via live chat, visit: http://writingcenter.unc.edu.

Want to get the most out of this course? Consider making use of The Learning Center's offerings. Their free, popular programs will help you optimize your academic performance:
- Academic coaching
- Peer tutoring in over 40 courses
- Reading and study skills workshops
- ADHD/LD support
- Coaching and study groups

- Test prep programming – Princeton Review courses/Free Study Groups
- Learning labs
- Online tools

The Learning Center staff is friendly, knowledgeable and ready to help! Drop by or make an appointment at: http://learningcenter.unc.edu.

Course Policies

Remember that the syllabus functions as a contract between instructor and students. You are responsible for knowing and abiding by these policies.

You should come to class having prepared the assigned reading, writing, or other homework, and you should be ready to engage with your classmates and the text(s) at hand. When you are here, your brain should be working. Not coming prepared for class will negatively affect your participation grade.

To be successful, you should:

Attend every class.

Barring illness or a personal emergency, you should make every effort to attend all classes. Your attendance is crucial to your success because of the amount of in-class work we will be doing. Each of you may miss 4 class sessions without penalty, no questions asked; subsequent absences may affect your overall participation and attendance grade for the course.

According to UNC's Writing Program policy, you may receive an F in this course if you miss 10 or more class sessions. It is very difficult to "make up" missed work in this course, due to the rapid pace and the range of written work expected. Therefore, it is important that you tell me in advance (or as soon as possible) if a medical, personal, or family emergency occurs where you will be missing multiple classes. You can also fill out a form on the Dean of Students website to get excused absences approved.

Be on time.

Being on time shows respect for both your instructor and your classmates. Arriving to class more than 15 minutes late will count as an absence. Habitual tardiness will damage your grade. 3 tardies=1 absence.