



INSTRUCTOR: Kym Weed, M.A.

EMAIL: kweed@unc.edu

OFFICE LOCATION: Greenlaw 322 or the HHIVE Lab (GL 524)

OFFICE HOURS: Tuesdays & Thursdays 11:00 a.m. – 12:30 p.m. in GL 322 and by appointment

COURSE DESCRIPTION

In this section of ENGL105, we will use health as an organizing theme to analyze the rhetorical and stylistic conventions that govern professional and academic writing in the natural sciences, social sciences, and humanities. We will study how genres function in each of these disciplines and learn how to adapt genres to fulfill our own purposes and meet the needs of a variety of audiences. From each of these disciplinary perspectives, we will discuss how language and rhetoric impact health and wellbeing.

Each unit will contain short “feeder” assignments and one substantial unit project. The feeder assignments are designed to give you practice with a particular skill, while the unit projects will ask you to synthesize the skills you have learned in that unit. At the end of the semester, you will compile and submit a final portfolio, which will include sample writing, a major revision of your unit projects and two feeders, and a written personal reflection that assesses your writing process and development in the class. In addition to these projects, each student will be responsible for writing a weekly journal entry and being a productive group member.

COURSE GOALS

The goals of this class are to teach you to

1. Understand genres, conventions, and rhetoric as they relate to the natural sciences, social sciences, and humanities,
2. Use models to assess the conventions of a genre of writing,
3. Generate discipline-specific compositions in appropriate genres,
4. Present research to different kinds of audiences,
5. Conduct secondary research using academic databases and library sources,
6. Review and revise your own work and assist others in revising their work through careful and critical reading and thoughtful feedback,
7. Communicate and present yourself professionally, and
8. Reconsider how you think about, talk about, and experience health.

REQUIRED MATERIALS

- *Tar Heel Writing Guide*, 2017-2018 edition
- A laptop equipped with Microsoft Word and Adobe Creative Cloud

COURSE DESIGN

To focus on your writing and your development as a writer, this course will be organized around the following principles:

Workshop format: Classes will be taught using a workshop approach that promotes interactive, experiential learning. My instruction will emphasize process—how to read, write, analyze, interpret, understand, and compose oral or written texts—and your texts will be central to this class.

Writing in a Community: Each of you will become a member of a small working group. These groups will serve as writing groups, discussion groups, and smaller cohorts in the larger community that will work together inside and outside the classroom, digitally and in person, on individual and collaborative projects.

Process-based approach: Unit projects will be supported by a sequence of daily assignments and activities that will build the necessary skills for each unit project. You will write multiple drafts, receive ongoing feedback from your peers and me, and participate in evaluating your own and others' writing.

COURSE REQUIREMENTS

Writing Journal: One of the best ways to improve your writing is to write. Therefore, you will be responsible for recording your thoughts and reflections about your writing process, class activities, or readings each week. Most weeks, I will provide a prompt to help you get started. You will maintain your Writing Journal as a Google Doc that you will share only with me. Each entry should be at least **300 words**, or about one double-spaced page. At the end of the semester, you will choose three representative journal entries to include in your final writing portfolio.

Unit Assignment Sequences: For each of the three units, you will complete two small feeder projects and one more substantial unit project. We will hold at least one draft workshop for each assignment during which you will be expected to give your peers thoughtful feedback on their drafts. I will offer feedback on your writing based on assignment-specific checklist that I will share with you before each assignment is due. You will include revised unit assignments and two revised feeder assignments in your final writing portfolio.

This is a sketch of the assignments you can expect this semester; I will provide you with detailed information about each unit assignment sequence at the start of each unit.

Unit 1	Natural Sciences
Feeder 1.1	Proposal: Send your supervisor an email that analyses the issue you chose.
Feeder 1.2	Infographic: Visually represent a key point in your report.
Unit 1 Project	Recommendation Report
Unit 2	Social Sciences (Group Project)
Feeder 2.1	Oral Presentation: Perform “Stopwatch Science” portion of <i>Hidden Brain</i> .
Feeder 2.2	Outline: Plan the content of your podcast, your roles, and timeline.
Unit 2 Project	<i>Hidden Brain</i> Podcast
Unit 3	Humanities
Feeder 3.1	Close Reading: Interpret a passage from a literary text.
Feeder 3.2	Abstract: Provide an overview of your anticipated conference paper.
Unit 3 Project	Undergraduate Research Journal Article

Final Portfolio: On the last day of class, you will turn in a Portfolio of your writing from the course that demonstrates your ability to write and revise. The Portfolio should include the following:

1. Personal Reflection that explains what you included in your portfolio, how you revised each piece, and how your writing process or writing skills have developed during the course,
2. Revised Unit 1 and Unit 2 Projects & Final Unit 3 Project,
3. Two revised Feeder Assignments,
4. Three representative Writing Journal entries,
5. Peer Review exhibit that demonstrates your engagement in your peers' writing.

EVALUATION

For this writing class, I will use the contract grading method. Rather than worrying about accumulating a grade throughout the semester by adding up scores from each and every assignment, this grading method frees you to focus on completing your tasks and improving your writing skills. It allows me to focus on giving you constructive comments attuned to your needs as a developing writer, rather than assessing everything you turn in for a grade. At the end of the syllabus, you will find a **grading contract** that you will read, sign, and return to me. It details the minimum requirements for participation and assignment completion. As long as you fulfill the contract, you are guaranteed no lower than a B. Grades higher than a B will be the result of the quality of your final portfolio. Failure to fulfill the contract will result in a grade lower than a B.

COURSE POLICIES

Technology: We will be using Sakai and Google Drive to complete daily class activities. Bring your laptop to class everyday so that you can access drafts, save in-class writing, share your work, and participate in collaborative writing. Please make sure that your laptop is working properly, with the battery charged, *before* coming to class. If you prefer to write on paper or read hard copies during workshops, you are welcome to do so, but you will be expected to electronically submit all assignments, including your final portfolio, to Sakai. I want you to use whatever combination of technology is necessary for your success in this course.

Student-Instructor Email Communication: To encourage you to get in the habit of composing professional emails, I will not respond to emails that do not meet basic professional standards. All email communication should have a subject line that begins with the course number followed by what the email is about (e.g. ENGL 105.081 Feeder 1.1 question). The email itself should include a separate salutation, body, and signature and should be written in complete sentences and maintain a professional tone. While I encourage students to ask questions outside of class, I will not check my email at all hours of the day and night so please do not expect an immediate response. I will do my best to respond to all emails in a timely manner.

Assignment Formatting: All assignments are expected to maintain 1" margins, use 12-point font with double space lines, and contain identifying information (name, course, instructor, date). When turning assignments in to Sakai, the file name must include your last name, first initial, and a brief description of the assignment (e.g. Weed K F1.1.docx). All assignments intended for me should be posted to Assignments. All drafts intended for your peers should be posted to Forums.

Late Work: Late work of any kind **will no be accepted**. You must make arrangements to turn in all assignments on time if you cannot be in class. If this is impossible, for whatever reason, contact me *before* the deadline to make alternative arrangements.

ADDITIONAL RESOURCES

Your Instructor: If you have questions about this course or any of its assignments, please come speak with me during my office hours or by appointment. If you have non-course-related concerns, I am happy to help you identify supportive resources on campus (many of which are listed below).

Your Peers: As you are getting to know UNC, you and your peers will likely have similar questions or concerns. Stay in contact with your classmates and share new information, campus resources, or writing strategies that you have found helpful.

Writing Center: The UNC Writing Center, located in SASB North and in Greenlaw Hall #221, offers free tutoring services for students. You may visit the Writing Center to ask for help with a specific paper. To make an appointment, browse the Writing Center's online resources, or send a draft online, please go to <http://writingcenter.unc.edu/>. To make best use of your time there, please bring a copy of your assignment sheet and your draft with you.

Learning Center: The UNC Learning Center, located in SASB North, works with students want to improve their academic performance. Call their office at 919-962-3782 or visit their web site at <http://learningcenter.unc.edu/>.

Undergraduate Library: The library system here at UNC has a number of dedicated reference librarians who are happy to help you find materials and learn how to locate resources. You can chat with a librarian or schedule a research consultation on their website (www.library.unc.edu) under “Contact Us.”

The Academic Advising Program: Academic Advising offices are located in Steele Building. In addition to providing guidance related to course enrollments and majors and minors, Academic Advising also can help with any problems you may be having in your courses. Contact Academic Advising at 919-966-5116 or visit <http://advising.unc.edu/>.

Office of the Dean of Students: Located in suite 1106 of SASB North, the Office of the Dean of Students provides personal support services for all students and assists with transitions or other challenges students may be having in and out of the classroom. Contact their offices at 919-966-4042 or via email dos@unc.edu or visit <https://deanofstudents.unc.edu>.

Counseling and Psychological Services: The staff as CAPS (located in the Student Health Building) is committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services. Visit <https://campushealth.unc.edu/services/counseling-and-psychological-services> or contact CAPS at 919-966-3658. Walk-in appointments are available Monday-Thursday from 9am-12pm and 1pm-4pm, and Friday from 9:30am-12pm and 1pm-4pm.

Safe at UNC: Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Contact any of the following to discuss your specific needs: Interim Title IX Coordinator (Katie Nolan, kbnolan@unc.edu, 919-445-1577), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu, 919-843-3878 or Rebecca Gibson, rmgibson@unc.edu, 919-445-1578), CAPS (confidential) at 919-966-3658, or Gender Violence Services Coordinators (confidential) (Cassidy Johnson, cassidyjohnson@unc.edu, 919-962-1343 or Holly Lovern, holly.lovern@unc.edu, 919-962-7430). Additional resources are available at <http://safe.unc.edu/>.

COURSE SCHEDULE

I reserve the right to make changes to the syllabus, including due dates, based on course progress and student interests. Daily assignments are not listed; be sure to check the “Daily Class Activities” Google Doc after every class for the most up-to-date information about readings and assignments.

**THWG* refers to the *Tar Heel Writing Guide*. All other readings will be posted to Sakai.

Date	Tuesday	Date	Thursday
8/22	Day 1: Introductions & Expectations Start Unit 1 Brainstorm Topics Read Syllabus & Unit 1 Assignments Read <i>THWG</i> pg. 1-9 (Ch 1) & 11-14	8/24	Day 2: Exploring a Topic Conducting Library Research Read Donna De La Cruz, “When the Prescription Is a Recipe,” <i>NYT</i>, 2017 Read <i>THWG</i> pg. 27-38 (Ch 3) & 69-72 (Ch 7)
8/29	Day 3: Email Professionalism Read <i>THWG</i> pg. 39-42 (CSE) WJ #1 due	8/31	Day 4: Feeder 1.1 Workshop Model Analysis: Infographics Feeder 1.1 Draft due Read <i>THWG</i> pg. 19-24
9/5	Day 5: Designing Infographics Feeder 1.1 due Read <i>THWG</i> pg. 51-58 (Ch 5) WJ #2 due	9/7	Day 6: Feeder 1.2 Workshop Feeder 1.2 Draft due
9/12	Day 7: Model Analysis: Policy Reports Synthesizing Sources Feeder 1.2 due WJ #3 due	9/14	Day 8: Outline Policy Report Making Claims
9/19	Day 9: Unit 1 Workshop #1 Small Group Conferences Partial Unit 1 Draft due WJ #4 due	9/21	Day 10: Unit 1 Workshop #2 Small Group Conferences Full Unit 1 Draft due
9/26	Day 11: Start Unit 2 Model Analysis: Podcast Brainstorm Topics Unit 1 Project due Read Unit 2 Assignments Read <i>THWG</i> pg. 79-85 (Ch 8) & 24-25 WJ #5 due	9/28	Day 12: Conducting Library Research Read <i>THWG</i> pg. 43-45 (APA)
10/3	Day 13: Feeder 2.1 Workshop Feeder 2.1 Draft due Read Tiffanie Wen, “Inside the Podcast Brain,” <i>The Atlantic</i> WJ #6 due	10/5	Day 14: Stopwatch Science Feeder 2.1 due Read <i>THWG</i> pg. 59-67 (Ch 6)

10/10	Day 15: Recording a Podcast *Meet in the MRC in the UL WJ #7 due	10/12	Day 16: Podcast Planning Group Drafting Listen to “In the Air We Breathe”
10/17	Day 17: Feeder 2.2 Workshop Group Revisions Feeder 2.2 Draft due WJ #8	10/19	No Class – Fall Break Feeder 2.2 due
10/24	Day 18: Podcast Drafting Mini Group Conferences WJ #9 due	10/26	Day 19: Unit 2 Workshop #1 Group Revisions Unit 2 Written Draft due
10/31	Day 20: Unit 2 Workshop #2 Group Revisions Unit 2 Recorded Draft due WJ #10 due	11/2	Day 21: Start Unit 3 Reading Stories about Health Unit 2 Project due Read Unit 3 Assignments Read Walter Rico Burrell, “The Scarlet Letter, Revisited” Read THWG pg. 87-95 (Ch 9)
11/7	Day 22: Model Analysis: Close Reading Read THWG pg. 45-47 (MLA) Read Charlotte Perkins Gilman, “The Yellow Wall-Paper” WJ #11 due	11/9	Day 23: Feeder 3.1 Workshop F3.1 Draft due Read William Carlos Williams’s “The Use of Force”
11/14	Day 24: Model Analysis: Journal Article Feeder 3.1 due Read W. H. Auden, “Surgical Ward;” Raymond Carver, “My Death;” Lucille Clifton, “scar;” & Oliver Wendell Holmes, “The Stethoscope Song” WJ #12 due	11/16	Day 25: Feeder 3.2 Workshop Introductions & Conclusions Feeder 3.2 Draft due
11/21	Day 26: One-on-one Conferences Feeder 3.2 due WJ #13 due	11/23	No Class - Thanksgiving
11/28	Day 27: Unit 3 Workshop Reverse Outlines Unit 3 Draft due WJ #14 due	11/30	Day 28: Portfolio Selection & Revisions
12/5	Day 29: Reflection Course Evaluations Final Portfolio due		

GRADING CONTRACT

This contract outlines requirements for participation and assignment completion that comprise your successful fulfillment of the contract and the infractions that constitute breaches to the contract. As long as you do not commit any infractions, you are guaranteed a final grade no lower than a B. You may earn a final grade above a B according to the quality of your final portfolio. Throughout the semester, I will provide detailed assignment instructions and ample feedback on assignments; your peers will provide feedback during draft workshops.

In the event of an infraction, your potential maximum and minimum grades will drop. Each infraction will lower your potential grade by 1/3 of a letter grade (i.e., A to A-). I will track actions that constitute infractions; in the event that your potential grade will be lowered, I will inform you when I return feedback on your unit projects. If extenuating circumstances (illness or other emergencies) prevent you from attending class, completing assignments on time, or otherwise fulfilling this contract, please let me know so we can make the appropriate adjustments. Plagiarism, other Honor Code violations, and excessive absences (7 or more) will be grounds for failure of this course.

Requirements:

- **Attend class regularly and on time.** You are permitted two absences, no questions asked, without penalty. If you miss class for any reason, you are not excused from the assignments due or completed during that class period.
- **Participate in daily activities.** You need to participate in all classroom activities to be prepared to complete assignments. Participation includes coming to class prepared and having completed the daily assignment(s) or reading(s). While working in writing groups, you should share the burden of group work equally and participate in all activities.
- **Give thoughtful feedback.** You are expected to participate actively during every workshop, and push yourself to provide your peers with consistently thorough, thoughtful, and helpful feedback. Thinking seriously about revision is crucial for quality feedback and for your own development as a writer.
- **Be respectful.** Individual attitudes have a major impact on the class, so I expect everyone to be courteous to one another, which means listening and responding respectfully to others. You are expected to show respect for your instructor, yourself, your classmates, and opinions that may differ from your own.
- **Stay on task.** Always use classroom time productively; refrain from non-related activities, such as texting, checking email and social media, carrying on extraneous conversations, doing work for other classes, sleeping, etc.
- **Complete and turn in six feeder assignments and three unit projects.** You are expected to sustain effort and investment on each draft of all assignments. This includes thoughtful revision that substantially clarifies your ideas, reorganizes your argument, rethinks your claims, strengthens your evidence, deepens your research, adjusts your style, and/or reimagines your relationship to your audience. While you are not obligated to incorporate all feedback in revisions, you should seriously consider any feedback you receive from your classmates and me.

- **Maintain a weekly writing journal.** By noon every Tuesday you will complete one 300-word journal entry based on a writing prompt or other topic related to your writing process.
- **Come to conferences.** You will meet with me at least twice during the semester for individual or group conferences. You can also meet with me anytime during my office hours or by appointment to discuss your work.
- **Complete a final portfolio containing all required elements.** The portfolio is your opportunity to showcase your development as a writer. For each feeder and unit project that you include, you should make at least one substantial revision.

Infractions:

- Missing more than two class periods (each absence thereafter constitutes one infraction). Per UNC’s Writing Program policy, you may receive an F in this course if you miss more than seven class sessions.
- Arriving to class late more than four times.
- Regularly failing to contribute in class, especially during group activities.
- Failing to complete two or more daily assignments.
- Missing a draft workshop, whether due to an absence or missing/incomplete draft, without making prior arrangements with me.
- Repeatedly being distracted by texts, social media, or other websites during class.
- Failing to turn in a feeder assignment.
- Failing to turn in a unit project (counts as three infractions).
- Failing to post two or more Writing Journal entries.
- Missing a scheduled conference without advance rescheduling.
- Failing to turn in a Final Writing Portfolio will result in an F for the course.

I, _____, have read and agree fulfill the requirements of this Grading Contract. I understand what is expected of me and how breaches to this contract will affect my grade.

Signature: _____ Date: _____