

English 101: Composition I

Fall 2022 Course Syllabus

Daniel J. Pizappi, PhD

Section 005	8:00-8:50 MWF	BEC 202
Section 086	1:50-2:40 MWF	BEC 425

FACULTY CONTACT INFORMATION

- Email: dpizappi@vols.utk.edu
- Drop-in / office hours: M/W 11:00-12:00 and T 10:30-12:30
- Location and Zoom link: Dunford Hall 2341

<https://tennessee.zoom.us/my/dpizappi>

The best way to contact me is through email. Please make sure that you put the course number (ENGL 101) in the subject line and that you send from your UTK email account. Please allow a response time of one business day to all emails.

If you would like to meet with me but cannot make it to my office hours, I am happy to arrange a time that works for both of us.

COURSE DESCRIPTION

English 101 provides students with intensive instruction in writing, focusing on analysis and argument. Strategies for reading critically; analyzing texts from diverse perspectives; developing substantive arguments through systematic revision; addressing specific audiences; integrating sources; and expressing ideas with clarity and correctness. Students wishing additional help with writing should also register for English 103.

- 3 credit hours. Satisfies General Education Requirement: WC
- Grading restriction: ABC/N grading only
- Credit restriction: Students with credit for ENGL 118, ENGL 131, or ENGL 198 may not receive credit for ENGL 101.
- Students wishing additional help with writing should also register for ENGL 103.

ENGLISH 103

I strongly recommend that you enroll in English 103, a 1-credit elective that will provide you with writing assistance on your English assignments. You receive credit for English 103 by attending online for an hour each week and talking regularly (in person or online) with a tutor from the Judith Anderson Herbert Writing Center. See

<https://writingcenter.utk.edu/writing-support/writing-workshops/> for more information.

Enroll via MyUTK during the regular drop/add period. If you need assistance with registration or have questions, contact writingcenter@utk.edu.

COURSE OUTCOMES

By the end of English 101, you should demonstrate the ability to:

- Read texts critically and analyze the varied situations that motivate writers, the choices that writers make, and the effects of those choices on readers;
- Analyze how writers employ content, structure, style, tone, and conventions appropriate to the demands of a particular audience, purpose, context, or culture;
- Write persuasive arguments that articulate a clear, thoughtful position, deploy support and evidence appropriate to audience and purpose, and consider counterclaims and multiple points of view, including international and intercultural perspectives;
- Respond constructively to drafts-in-progress, applying rhetorical concepts to revisions of their own and peers' writing;
- Analyze multiple modes of communication and the ways in which a wide range of rhetorical elements (both written and visual) and cultural elements operate in the act of persuasion;
- Evaluate sources and integrate the ideas of others into their own writing (through paraphrase, summary, analysis, and evaluation);
- Reflect critically on the ways that social, cultural, and historical contexts shape perceptions of language, then make informed rhetorical choices about grammar, usage, and mechanics by using their own linguistic repertoires to effectively reach personal, social, and political priorities in their writing; and
- Write correctly, employing appropriate conventions of grammar, usage, and mechanics.

Additionally, because this is a WC (Writing Intensive) course, there are additional outcomes, including the ability to:

- Focus material to convey a clear, unified point or effect;
- Shape content, organization, style, and/or documentation conventions to correspond with appropriate disciplinary expectations and rhetorical contexts, including audience and purpose; and
- Locate and use relevant, credible evidence to support ideas.

REQUIRED TEXTS & MATERIALS

The following books are required:

- Glenn, Cheryl, and Loretta Gray. *The Writer's Harbrace Handbook*. 6th ed., Cengage, 2017.
- Ringer, Jeff, et al., editors. *Rhetorical Choices: Analyzing and Writing Arguments*, 3e. Pearson, 2018.

Additional readings will be posted on Canvas. I expect you to print PDFs / have a laptop or tablet to read documents during class so we can easily refer to and discuss materials in class. You'll also need access to the Internet, a UT email account, and Canvas for course readings and assignments.

Inclusive access course fee for textbooks

Purchasing the textbooks for this class works on a course fee model. The fee will be added automatically to your student account. By paying that fee, you get access to the eBook versions of *Rhetorical Choices* and *The Writer's Harbrace Handbook*. Once you pay the fee, you can request a free hardcopy of *The Writer's Harbrace Handbook* directly from the publisher through a link and code that will be provided to you after the add/drop period ends.

You will get access to the eBook versions of both texts via Canvas.

If you are enrolled in ENGL 101 at UT for the first time, then you should leave the course fee on your account.

If you paid the course fee in an earlier semester and already have the books for this class, you'll want to opt out of the fee on your student account by September 2, 2022. You can opt out at shop.utk.edu. You most likely paid the course fee if you were previously enrolled in 101. You'll know this is the case if you previously had eBook access to *The Writer's Harbrace Handbook* and *Rhetorical Choices*.

GRADING

Grades in this course will be determined by using a method called *ungrading*. The purpose of this method is to better reflect the work that you put into the course, rather than assigning you with an (often arbitrary) assessment of its quality (i.e. 31/35 points). For more information about this grading policy, see the **Grading Memo** and **Grading Matrix**.

Assignment	Length
Comparative Rhetorical Analysis	1000 words
Debate Analysis Annotated Bibliography	750 words
Academic Position Paper	1000 words
Multimodal Project / Public Argument	750 words
Homework / In-class Writing	Varies

You will need to earn at least a C to pass English 101. Any grade below C will not earn you credit for the course, so you will have to retake it. Non-passing grades, which are prefaced by an “N,” will not affect your GPA, but they will be used to calculate eligibility for scholarships (e.g., the Hope Scholarship).

Grades are determined by the **Grading Matrix** and are equivalent to the following scale:

	A (93-100)	A- (90-92.9)
B+ (87-89.9)	B (83-86.9)	B- (80-82.9)
C+ (77-79.9)	C (73-76.9)	NC- (70.0-72.9)
ND+ (67-69.9)	ND (63-66.9)	ND- (60-62.9)
NF (0-59.9)		

Due to FERPA guidelines, I do not discuss grades over email. If you want to discuss your grade with me, visit me during office hours or make an appointment.

While you can monitor which assignments you’ve completed on Canvas, Canvas’s gradebook is not intended to play nicely with an ungrading system. As such most assignments on Canvas will be graded Complete/Incomplete or Pass/Fail. You are able, welcome, and strongly encouraged to keep track of your progress by comparing the work you’ve completed as shown in the gradebook to the **Grading Matrix**. Please let me know if you want to talk about where you stand in the class.

Revisions

You may revise any of the first three major projects in this course (we run out of a time for a revision to be possible for the fourth, final project, sorry!). If you choose to revise a project, a higher grade will completely replace your original grade. (It’s really rare to

make your project worse by revising it, but if for some reason it happens to you, your grade will remain the same; a revision will never lower your grade, except in cases of plagiarism.)

If you wish to revise you must:

- Schedule an appointment with me to discuss plans for revision, and
- Complete and submit a revision memo along with your revision.

Written Homework & In Class Writing Grades

I grade homework using the Canvas's complete/incomplete grading scale.

- A "complete" indicates that you successfully completed the assignment in a timely, thoughtful, and thorough manner.
- An "incomplete" suggests [that either your homework was too brief or superficial to demonstrate learning, doesn't really respond to the prompt, shows evidence of not reading, is too hasty or brief, or is missing altogether.

ATTENDANCE

- Students are expected to attend and participate in class every day. Success in this course is highly dependent upon interaction with peers and the professor. If a student is experiencing difficulty with attendance or participation, they should reach out to the professor to let him know so he can make an accommodation.
- Students who are absent due to illness or other emergencies **do not** need to submit documentation for that absence. Please email the professor as soon as you are able to let him know about your absence and reach out to a classmate to get notes. If you require any other materials from the missed class, please reach out to the professor *with a list of what you need*.

Missed Work

- Students who plan to miss class for pre-planned or anticipated absences for planned doctor appointments, sports or school events, etc. must complete assignments prior to their absence as to ensure that their classmates can complete their tasks.

SUBMITTING WORK & LATE WORK

This course requires extensive reading and writing, with overlapping assignments and daily written homework; please keep tabs on the syllabus so that there are no surprises. Due dates are to help us all work at a manageable pace. But I accept all late work, and I grant all extensions. Any paper can be turned in late with the only penalty being no

timely feedback. As I expect growth from feedback as part of grading criteria, this can be a significant disadvantage. Please come talk to me if you're falling behind.

THE JUDITH ANDERSON HERBERT WRITING CENTER

Getting feedback while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. All students are encouraged to talk with the Judith Anderson Herbert Writing Center's trained tutors about getting started on a paper, organizing ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see <https://writingcenter.utk.edu/> or email writingcenter@utk.edu.

Website: <https://writingcenter.utk.edu>

Email: writingcenter@utk.edu

Social media: Twitter: @UTKWritingCtr; Instagram: utkwritingctr; Facebook: Judith Anderson Herbert Writing Center

COMMUNICATION POLICY

There is a lot of material packed into this 15-week course, and you should plan to work on course material every day of the week. Please plan to

- Log into Canvas at least three times per week.
- Check your UT email at least three times a week.
- Check the Announcements page on Canvas for important announcements; an email will also be sent out.
- Please adhere to the proper netiquette when communicating with me and your classmates.

There are three ways to contact me: office hours, email, and the course Q&A discussion board. My office hours are M/W 11:00-12:00 and T 10:30-12:30. During those hours, you can contact me at my office in Dunford Hall (2341) or via Zoom at <https://tennessee.zoom.us/my/dpizappi>. If you wish to meet via Zoom, please just send me an email to set up the meeting.

You should feel free to drop by my office hours as often as you'd like to chat, review an assignment, or discuss any questions or concerns. Dropping by office hours is often one of the most effective ways to resolve any confusion you might encounter.

UNIVERSITY CIVILITY STATEMENT

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <https://civility.utk.edu/>.

ACADEMIC INTEGRITY & PLAGIARISM

You are expected to abide by UTK's Honor Statement:

An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.

~From Hilltopics

All work you turn in must be your own; appropriating others' work, cutting and pasting from the internet, failing to properly acknowledge sources, turning in work that was substantially written or rewritten by a friend, family member, or tutor, providing false attributions of source material, falsifying data, or other forms of plagiarism or academic dishonesty will result in failing the assignment and other penalties, up to and including failure of the course and possible additional university action. All plagiarism and academic dishonesty is reported to the Office of Student Conduct and Community Standards and the Dean's Office of your College. Plagiarism is serious; we'll talk about what it is and how to avoid it throughout the semester.

UTK's Policy on Plagiarism as Stated in Hilltopics

Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else's words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University. Some specific examples of plagiarism are:

- copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;

- summarizing or paraphrasing without proper documentation (citation) ideas and phrases from another source (unless such information is recognized as common knowledge);
- borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
- collaborating on a graded assignment without the instructor's approval;
- submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

In addition to the types of plagiarism listed above, I consider recycling work from another class to be academic dishonesty and doing so will result in failing the assignment.

As a UTK student, you are held to all the standards and regulations stated in Hilltopics, and I recommend that you read it (<https://dos.utk.edu/hilltopics/>).

THE UNIVERSITY LIBRARIES

The University Libraries are staffed by knowledgeable and helpful professionals and should be one of your first research resources throughout your time at UTK.

Here are the two tips for letting the Library make your life easier:

- You can chat with a reference librarian to ask a quick question (about almost anything); see the "Chat" function at <https://www.lib.utk.edu/>
- And you can request a book for pickup at Hodges rather than weeding through the stacks (see <https://www.lib.utk.edu/>).

One of your homework assignments during the semester will be to complete one of the Library's online tutorials. More information will be handed out separately.

THE COUNSELING CENTER

The Counseling Center's mission is to promote students' psychological, educational, and social well-being. They provide a variety of services, including crisis intervention, individual counseling, workshops, and more. If you or someone you know could benefit from their assistance, contact them anytime.

Location: 1800 Volunteer Blvd (in the Student Health Building)

Phone: 865-974-2196

24-Hour Helpline: 865-974-HELP (4357)

Email: counselingcenter@vols.utk.edu

EMERGENCY ALERT SYSTEM

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. You can learn more about what to do in an emergency and sign up for UT Alerts here:

<https://www.utk.edu/utalert>

Check the emergency posters near exits and elevators for building-specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

STUDENTS WITH DISABILITIES

Any student who feels they may need course adaptations or accommodations because of a documented disability should contact the Student Disability Services:

<https://sds.utk.edu/>. You can also call the office at 865-974-6087 or visit the office in 100 Dunford Hall to document eligibility / register for services, or if you have emergency information to share. Student Disability Services will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

ACCESSIBILITY

UT values accessibility for everyone in our community and has expressed this value in system-wide policy. All communications, learning material, and technology at UT should be accessible. For more information about accessibility including the full policy and opportunities for training, visit the UT accessibility webpage: <https://accessibility.utk.edu/>

TITLE IX

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources.

For additional resources and information, visit <https://titleix.utk.edu/>.

SCHEDULE

Schedule and assignments may be subject to change. If so, I will post an announcement and updated syllabus.

All readings available in the textbooks or via Canvas, unless otherwise noted.

Unit 1: CRA

	<p>8/24: Welcome</p> <ul style="list-style-type: none"> • Introductions and get to know you • Walk thru syllabus • Establish course policies 	<p>8/26: Why a Writing Class?</p> <ul style="list-style-type: none"> • Discuss prior writing experiences • Set goals for writing • Discuss linguistic diversity <p><i>Read: You Can Learn to Write in General</i></p>
<p>8/29: Intro to Writing</p> <ul style="list-style-type: none"> • Intro to CRA • Intro to message and purpose (sum up articles) <p><i>Read: Rhetorical Choices, Chp. 1-2</i></p>	<p>8/31: What is rhetoric?</p> <ul style="list-style-type: none"> • Rhetorical situation • Audience • Exigence <p><i>Read: WHH 1 (pg. 3-16); "It's Hard to Have Faith in a State That Can't Even House Its People"</i></p>	<p>9/2: What is rhetoric, cont?</p> <ul style="list-style-type: none"> • Logos/ethos/pathos <p><i>Read: Rhetorical Choices 3 (pg. 29-45); "\$12 billion to house the homeless, but 'housing first' doesn't work"</i></p>
<p>9/5: NO CLASS (Labor Day)</p>	<p>9/7: Rhetorical analysis</p> <ul style="list-style-type: none"> • Intro thesis statement and outlining • Work together on creating the first rhetorical analysis. <p><i>(Re)Read: "It's Hard to Have Faith in a State That Can't Even House Its People"</i></p>	<p>9/9: Rhetorical analysis</p> <ul style="list-style-type: none"> • Work together on starting the second rhetorical analysis • Discuss: Which article(s) are more effective? In what way? <p><i>(Re)Read: "\$12 billion to house the homeless, but 'housing first' doesn't work"</i></p>

<p>9/12: Conferences (No class) Students bring a rough idea of their thesis + outline to the conference.</p> <p><i>Read:</i> WHH 2c-2g (p. 29-48); 11c-11d (226-230)</p> <p>Due: Thesis and Outline; Rhetorical Analyses 1 and 2</p>	<p>9/14: Conferences (No class) Students bring a rough idea of their thesis + outline to the conference.</p> <p><i>Read:</i> WHH 2c-2g (p. 29-48); 11c-11d (226-230)</p>	<p>9/16: Conferences (No class) Students bring a rough idea of their thesis + outline to the conference.</p>
<p>9/19: Grading Criteria</p> <ul style="list-style-type: none"> Analyze sample paper(s) Discuss / co-write a rubric for the project Share writing tips <p><i>Read:</i> RC p. 46-51, 219-225; WHH 3a-3d (49-70)</p> <p>Due: Rubric Creation Discussion</p>	<p>9/21: Peer Review</p> <p><i>Read:</i> Wordsmithing</p> <p>Due: Crappy first draft CRA</p>	<p>9/23: Revise CRA</p> <ul style="list-style-type: none"> In-class writing <p><i>Read:</i> "The Ones Who Walk Away From Omelas" by Ursula Le Guin</p>
<p>9/26: CRA due</p> <ul style="list-style-type: none"> Intro DAAB <p>Due: Submit CRA</p>		

Unit 2: DAAB

	<p>9/28: Intro to DAAB</p> <ul style="list-style-type: none"> What is stasis? An annotated bib? Practice annotation on one article (CRA) <p><i>Read:</i> RC Chp. 4; WHH 11a-b (221-226)</p>	<p>9/30: Stasis theory.</p> <ul style="list-style-type: none"> In-class annotation work (main idea + rhetorical situation) Generating MLA citations <p><i>Read:</i> WHH Chp. 13</p>
<p>10/3: Stasis theory Intro</p> <ul style="list-style-type: none"> Defining stasis theory terms 	<p>10/5: In-class work on stasis theory chart</p>	<p>10/7: NO CLASS (Fall Break)</p>

<ul style="list-style-type: none"> • Generating example <p><i>Read: “We Should Be Building Cities for People, Not Cars”; “Hostile Architecture Is Evil and Should Be Banned”</i></p>	<ul style="list-style-type: none"> • Read/analyze articles for each level of stasis • Fill out stasis theory chart. <p><i>Read: “Since When Have Trees Existed Only for Rich Americans?”; “Climate Change Is Making the Affordable Housing Crunch Worse”</i></p>	
<p>10/10: Writing a Conclusion</p> <ul style="list-style-type: none"> • Stasis Theory Chart due • Discuss agreement/disagreement among articles. • Where to intervene? <p><i>Read: RC Chp. 5</i></p>	<p>10/12: Grading Criteria</p> <ul style="list-style-type: none"> • Informal (in-class) peer review of annotation + conclusion discussion • Discuss/Co-write a grading rubric <p>Due: Rubric Creation Discussion</p>	<p>10/14: Conclusions due</p> <ul style="list-style-type: none"> • In-class writing • Instructor review of conclusions <p>DAAB due Oct 17</p>

Unit 3: APP

<p>10/17: Starting the APP</p> <ul style="list-style-type: none"> • Intro to APP directions • Brainstorming <p><i>Read: RC Chp. 6</i></p> <p>Due: DAAB</p>	<p>10/19: What is a research question?</p> <ul style="list-style-type: none"> • Strong questions / weak questions • Practice writing questions / write your own question 	<p>10/21: Using Library Resources</p> <ul style="list-style-type: none"> • Reading academic articles • Tracking/documenting academic articles • Evaluating academic articles <p><i>Read: RC Chp. 9</i></p>
<p>10/24: Synthesizing Your Library Resources</p> <ul style="list-style-type: none"> • Wrap up finding sources 	<p>10/26: Writing the Proposal</p> <ul style="list-style-type: none"> • What is a proposal? • IDing your own logos/pathos/ethos 	<p>10/28: Structuring Your Project</p> <ul style="list-style-type: none"> • Thesis statement • Outlining/ setting up a project

<ul style="list-style-type: none"> • Connecting ideas among sources • Your rhetorical situation (audience + genre analysis) <p>Due: Library Tutorial</p>	<ul style="list-style-type: none"> • Your rhetorical situation (audience + genre analysis), cont. <p><i>Read: RC Chp. 7, 10</i></p>	<ul style="list-style-type: none"> • Avoiding plagiarism <p><i>Read: RC Chp 8; WHH 11e-11h (231-242)</i></p>
<p>10/31: Conferences (No class) Students bring a rough idea of their thesis + outline to the conference.</p>	<p>11/2: Conferences (No class) Students bring a rough idea of their thesis + outline to the conference.</p>	<p>11/4: Conferences (No class) Students bring a rough idea of their thesis + outline to the conference.</p>
<p>11/7: Preparing to Write</p> <ul style="list-style-type: none"> • Integrating quotations • Analyzing a sample paper <p><i>Read: RC 109-115, 223-240</i></p>	<p>11/9: Preparing to Write</p> <ul style="list-style-type: none"> • Analyzing a sample paper • Discuss/Co-write a grading rubric <p>Due: Rubric Creation Discussion</p>	<p>11/11: Writing the APP</p> <ul style="list-style-type: none"> • In-Class Writing
<p>11/14: Peer review</p> <p>Crappy first draft of APP</p>	<p>11/16: APP due</p>	

Unit 4: PAMM

		<p>11/18: Intro to Public Argument / Multimodal Project (PAMM)</p> <ul style="list-style-type: none"> • What is multimodality? • Remediation? • How do different kinds of texts work for different audiences?
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		<i>Read: RC Chp 11 OR RC Chp 12</i>
11/21: Designing a MM Text <ul style="list-style-type: none"> • Design tips for multimodality • Copyright considerations • Privacy considerations <i>Read: See readings on Canvas</i>	11/23: NO CLASS (Thanksgiving)	11/25: NO CLASS (Thanksgiving)
11/28: Genre Analysis Pick a multimodal text in the same format (infographic, website, etc) that you want to do yours. Conduct an analysis.	11/30: Proposal due (Work on proposal in class) Due: Proposal (at the end of class)	12/2: In-class work day
12/5: Peer review + optional conferences	12/7: Wrap up class	

PAMM due on the assigned day/time of finals.

- **Section 005:** Wednesday, December 14, 8:00 AM
- **Section 086:** Tuesday, December 13, 10:30 AM