

English 1051: Composition and Rhetoric



"Any fool can know. The point is to understand." - Albert Einstein

"Character is destiny." Heraclitus

[IDEAs in Action Gen Ed: <u>FY-Writing</u>] [Making Connections Gen Ed: <u>CR</u>] [Section #s: <u>003 & 021</u>] [Term: <u>Spring 2025</u>]

[Links: Save ALL Work Here] [Check Grades] [UNC Academic Calendar, Spring 2025]

Course Information

Credit Hours: [3]

Grading Status: [<u>Letter Grade</u>] Pre or Co-Requisites: [<u>NONE</u>]

Target Audience: [First-year pre-med or pre-health science/research students]

Meeting Pattern:

<u>Section #: 003</u> - [MW: 03:35 PM-04:50 PM] <u>Section #: 021</u> - TTH: 02:00 PM-03:15 PM

Instructional Format: [In-person]

Classroom or Location: [TBA- Students, please confirm the classroom location HERE on the first day of class]



Instructor Information

Name: [Dr. Brad Hammer]

Email Address: [bhammer@unc.edu]

Phone: [919.621.1000] - Call, do NOT text!

Office Location: [Greenlaw Hall, Room 419]

Office Hours: [Monday & Wednesday] 2:20 - 3:20 / [Tuesday & Thursday] 10:00-10:50, 12:30-1:45 & by

appointment]

COURSE CONTENT

Course Description

[This college-level course focuses on written and oral argumentation, composition, research, information literacy, and rhetorical analysis. The course introduces students to disciplinary context for written work and oral presentations required in Medicine. Students may not receive credit for both <u>ENGL 105i</u> and <u>ENGL 102</u>, 102I, or 105.]

Course Texts & Materials

[Bring a **charged laptop** to class **every day**. We'll also be reading 3 chapters from, *The Elements of Composition*. Do NOT buy the book. Copies available in Dr. Hammer's office: **Greenlaw 419**.]

Class Expectations

[Unlike regular 105, this course is designed to help you learn to write for a pre-med or pre-health/pre-PhD health science major. Additionally, we will spend some time discussing the processes by which an undergraduate student can become a standout candidate for medical/graduate school. Like all composition courses at UNC, English 105i is a workshop class that focuses on writing as a COLLABORATIVE (i.e., team-based) process of construction, with ongoing revision and no uses of AI on ANY assignment unless .stated specifically in the official unit descriptor. Consequently, if group work isn't for you (or you've become highly reliant on AI) -- this might not be the right section of 105i. When assigned group work, students will be able to self-select partners. Throughout ALL group assignments, I will closely monitor the labors of each member. If you are concerned about fair grading and an equitable distribution of group work, please note items #6 and #16 below, detailed in the "Mandatory Course Requirements" section.

*As you work in groups, learn to communicate with, and depend on your new friends. Be sure to pick partners wisely and assign roles to everyone in the group. Put someone that's not afraid to be tough, in charge. Also, be sure to ongoingly thank, not deride, that individual. Group leaders have the most direct access to the BONUS points (see below under "grading scale"). If you're concerned about others in the group not pulling their weight, note #'s 2, 4, 6, & 16 below under the heading, "Mandatory Course Requirements." Also, keep in mind, this is NOT high school. No one needs nor wants a slacker in the group. If you're not up for the task of being a good partner, then this is definitely not the section of 105i for you. Consequently, if you fail to do an equal share of the group work and don't disclose it to your professor-- you are, in effect, attempting to take credit for work that is not your own. As such, you will be considered in violation of the UNC Honor Code.]



Mandatory Course Requirements:

Engage actively during every class period by showing up every day with ALL the HW mastered, the reading completed and "points for debate" prepared. Simply, you MUST be prepared to speak in class (EVERY day!)—not merely to fulfill the "class participation grade" but rather to be an active member of the community. Everyone has lives and issues beyond the classroom—leave those at the door and show up ready to learn and contribute.

2. Participate actively during group work (both inside and outside of class) and push yourself to provide your groupmates with consistently thorough, thoughtful, proportional/equitable, and helpful feedback. DO NOT be the person who is "carried" by the group—presume that, without your hard work, the group will fail. In today's world, we all check our phones constantly so, if a groupmate tries to contact you, answer ASAP or, I'll assume you're avoiding your responsibility to the group. If you break contact with the group, the others will proceed w/o you, booting you from the assemblage. In these circumstances, you are in breach of our course requirements, and it will become VERY hard for you to pass the class. So, if you're considering whether this is the section of 105i for you, think carefully about your willingness to work hard and share responsibilities equitably w/in a group. Also, inform Dr. Hammer immediately if ANY group member fails to contribute fully. The group is required to kick out (and inform Dr. Hammer of) any member that is disruptive, unhelpful, unkind, or generally non-productive or worse, nonresponsive. If you add your name to any group assignment, you are making an attestation that you participated equally in all the work. Consequently, if your contribution to the assignment was not of equal participation, you must mark your % of contribution on the assignment to avoid an Honor Code violation. When an unequal distribution of labor arises, group members will be graded individually.

3. Show respect for your classmates and your instructor. This includes getting to class on time (EVERY)

day), using respectful language, listening, participating, and refraining from distracting behaviors, such as falling asleep, reading the Daily Tar Heel, or checking YouTube, Instagram, Pinterest, Snapchat, email, amazon.com for weekly sales, etc. during class. Check that your cell phone is never on during class. Further, show respect to others by doing your work well—not only on time but also with an actual degree of <u>self-motivation</u> and interest! Nobody wants to feel like they're the only one in class/group trying. This goes for Dr. Hammer too – i.e., If you feel like the professor isn't trying harder than everyone feel free to call me out in front of class.

As you <u>respond critically</u> to a peer's writing, you must give exhaustive and thoughtful feedback - <u>cursory commentary will NOT suffice</u> and will result in your work being marked "incomplete". Taking your peers' work seriously is crucial for both your success, and theirs. Do not stress, I will teach you how to give effective peer-feedback before I ask you to do so.

5. If you are revising something for a higher grade, demonstrate, in each revised draft that your work is greatly improved. Each new draft MUST show unambiguous evidence of your effort—with close and critical attention paid to the lessons gleaned from the course. Failure to revise complexly will result in your work being marked "incomplete". See #'s 12&13 below for more on revision.

Divide group assignments equitably and completely. Cajoling or schmoozing someone in your group to do your share of the work, avoiding the group so your peers have to do your work for you, or having a limited (i.e., less than equally proportional) contribution to the group's workload doesn't fulfill the terms of the assignment and, if you claim equal contribution to the assignment (*See #2 above), you will be in violation of the UNC Honor Code Avoiding your group members to get out of work will get you booted from the group, and you'll be responsible for the entire project yourself. Also, doing everyone's work for them makes you a poor leader and the other group members: plagiarizers-again, an Honor Code violation. Consequently, if you are in a group and fail to do your share, fail to respond to the group in a reasonable period when contacted, or push your share of the work onto others, you will be in breach of contract and, in some cases, in violation of the UNC Honor Code. For any/all group assignments, your name on the HW certifies that you completed an equitable and evenly distributed share of the work. If you are not prepared to do your share of the work, this is definitely not the class for you. As issues arise within groups, bring those concerns to Dr. Hammer's attention, immediately.

7. Produce complete and thoughtful drafts of EVERY assignment.

8. Have a saved draft copy of EVERY homework, paper, quiz, etc. available online, within your Dropbox Folder, for my ongoing review. Look for an email from me to join our class Dropbox folder and respond right away!! This will also help me to monitor your individual contributions to your group's work.

Come to class every day with your laptop, access to all past/present work, questions, and ANY reading that might be germane to the day's discussion. "I forgot my sheet/HW/laptop/book/etc." will count as an unexcused absence



- Take responsibility for your own learning. Do not expect the professor to act as your mother.
- Be open to feedback but be ready for fun!
- Revise all work thoroughly and earnestly. Revision means substantially clarifying your ideas, reorganizing your argument, rethinking your claims, strengthening your evidence, widening your lit review, adjusting your style, eliminating logical fallacy, defining your variables, roadmapping your posit, and addressing both the tenor and substance of your audiences' feedback. If you're in need of extra help, feedback, practice, etc., please feel free to come by Dr. Hammer's office or speak with your peermentor. Either of us will be pleased to help.
- Proofread ALL your work like a professional editor to eliminate distracting surface errors and typos. ALL drafts need to read essentially flawless from structural, syntactical, mechanical, and grammatical error—This is NOT high school—And, as such, you are being graded on your argument, analyses, reasoning, roadmap, and progress, NOT your grammar, mechanics, syntax, sentence structure, and spelling. So, if you are still struggling in these areas, take it upon yourself to visit my office and ask for a tutorial BEFORE any work is handed in or peer edited.
- 14. If I indicate that I would like you to schedule an appointment to speak with me, do so within the week. Call to schedule. <u>NEVER</u>text!
- 15. Never text me. If you have a question, concern, or need help with an assignment -- ALWAYS call me (919) 621.1000 or, stop by my office. Your simple question might necessitate a more thorough/exhaustive response then you anticipate. Consequently, the opportunity for a verbal discussion is always best. You can call me ANY time of the day or night, including weekends with serious questions. Do not call at 2am to ask for an extension or a simple clarification but, do call at any hour for serious concerns. If I don't answer your call, call back in a half hour. If I still don't respond, leave a message and you get an automatic extension. Please note that, for the countless years that I've been asking students to NOT text, I still get texts with endless excuses of why the student thought a text was ok <u>i**n their particular instance**.</u> So, for clarification purposes, <mark>texting me is NOT ever ok</mark>. Also, do not expect a quick response via email. So, if you have a question that requires a response before an assignment is due, be brave and pick up the phone.
- Avoid plagiarism by (a) making it YOUR business to know the rules, (b) cite all sources correctly, even in first drafts, (c) take NOTHING off the web that is not wholly yours or fully cited, (d) never attempt to disguise another's work as your own, (e) Do not <u>fabricate allusions to data that do not exist</u> (this was a SERIOUS problem last semester) in a dishonest attempt to buttress your arguments, (f) do not use assumption, belief, nor self-evident logic to drive analyses, (g) always do an equal share of the group work, (h) never use any form of AI or tech to disguise or represent work that is not wholly your own and - See AI Guidelines HERE, (i) never engage in any other act of academic dishonesty. If you are
- note-taker and **VERBAL** permission from Dr. Hammer.
- Always be prepared for class. Complete the required reading, print any required materials, and bring your laptop and whatever drafts, data sets, revisions, or research I've assigned. Always be ready to speak and be prepared to contribute **at least 2 meaningful point of interest per class meeting** or <mark>you</mark> will forfeit your class participation grade (i.e., 7.5% of the course).

 Submit, on time and consistent with any established rubric, all requirements for each of the "Unit
- Projects"
- 20. The "FINAL WEBSITE DOSSIER PORTFOLIO" assignment, IS DUE ANYTIME before the penultimate day of class.
- 21. Make sure ALL your work has your FULL name & assignment name/# on it. Also, if you do email me, make sure your email has a signature file with your complete name, university affiliation, and email
- 22. Work hard and be of good intent. I don't expect you to be perfect. I have a big heart for students that struggle—just stay focused in class, ask questions when you're lost, be mature, and come to me for help when needed. If you do these things, I'll make sure you don't get behind. Just show some real effort and I will be generous. As an example, any and all HW, tests, final papers, etc., can be re-worked and resubmitted for a higher grade. Consequently, if you need to re-submit, first take the time to meet with me so we can discuss my concerns before you get back to work. Regarding "good intent" - I expect you to treat all your classmates with respect and dignity. Remember that our class is populated with a diverse group of learners - many of whom will not share your background, academic preparation, politics, religion, gender, identity, beliefs, attitudes, and personal preferences. However, **EVERYONE** deserves respect. Consequently, have a big heart for others, apologize quickly to those you offend, and be gracious



and tolerant with those that seek your forgiveness. If I offend you, please let me know. I will be quick to apologize.

Format and Style:

*While many courses require specific formats and styles for papers (e.g., 12 pt. Times New Roman and MLA/APA format), students in this class should visit their Major Department and familiarize themselves with the formats and styles popular and/or required within their major and submit work consistent with that "professional" style (e.g., MLA (humanities), IEEE (engineering), ACS (chemistry), CSE (Biology), APA (Social Science), AIP (physics), Chicago (general use for humanists, social scientists, business and fine arts), etc.

Time Commitment

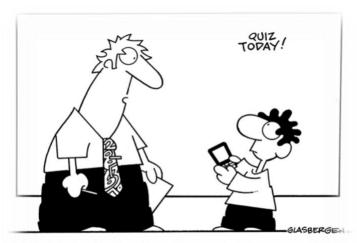
*Students should expect to work 9-12 hours weekly (including class/synchronous activities) to complete assignments. Simply, this course will be time-consuming but NOT busy work. MUCH of what you'll learn this semester will be new, exceedingly complex, and exceptionally challenging. However, it will also prepare you well for success at this university and beyond. Unlike the AP curriculum that many of you excelled in during high school, VERY little from that work will prove applicable to our endeavors with scientific writing. In my years assisting the College Board as a researcher, charged with examining the efficacy of the AP English Lit and Composition Exam, it's become clear that a disjuncture exists between their courses and the writing expectations of real academic work. Simply, composing in the fields of health and medicine require a skill-set rarely taught in HS or, as part of AP/SAT/ACT prep/curriculum. Consequently, be prepared for real intellectual struggle as you learn to employ a whole new set of writing skills, modes, research methods, processes for claim making and strategies for non-fallacious reasoning.

Peer Mentors: *Over the past several years, many former 105i students have volunteered to serve as one-on-one "peer-mentors" for current students. These mentors have all earned an "A" for the course and will make themselves available to mentor you throughout the semester. Mentors are typically paired with students that share their major and/or research focus. Mentors have also helped 105i students with getting into labs, volunteering in medical facilities, finding summer internships, and with general guidance in preparing for medical/graduate school. To sign up for a mentor, click HERE. Peer mentors will also lead 8 "optional Sunday-evening tutorials". See schedule and topics on our class calendar. Each of the 8 tutorials will cover the drafting of one element of your final dossier portfolio. These tutorial sessions, while optional, will be a great opportunity for students to get help with drafting/editing/revising and completing final portfolios at HIGH quality Students that attend a minimum of 7/8 SUNDAY sessions and 9/10 Saturday sessions can drop their 5 lowest HW grades which makes up 50% of their HW grade.



Attendance Policy

You will be required to be in class EVERY T/TH or M/W, submit ALL draft assignments on schedule, attend



"You have to attend classes. You can't just follow me on Twitter."

ALL group meetings (inside/outside of class), and participate in ALL homework and class activities. Please note: Unlike many college courses that don't require attendance, this section of ENGL 105i requires your daily presence. Consequently, before the first day of class, be sure you're ready to commit to the attendance schedule. In order to receive full credit for attendance, students will be on-time and present in EVERY class unless they receive verbal permission from Dr. Hammer (3 hours BEFORE class) to be absent. If I don't speak with you prior (NO text/email), your absence will be considered unexcused. As such, you will be recorded as absent in my gradebook. It is your responsibility to be in class, every day. If you are not on-time and fail to clear the absence with Dr. Hammer prior to class, you will lose full credit for the attendance portion of your semester grade. Even with an excused absence, all assignments are still due. If you need an

extension, you must request one, verbally (see extension policy above). I will be generous with extensions if you ask for them well in advance. However, simply emailing, or worse, texting Dr. Hammer -- asking, "What did I miss?" is NEVER an acceptable from of information gathering. I have rules about texting—please confirm what these are BEFORE YOU TEXT!

<u>University Policy:</u> As stated in the University's <u>Class Attendance Policy</u>, no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

- Authorized University activities
- Disability/religious observance/pregnancy, as required by law and approved by <u>Accessibility Resources and Service</u> and/or the <u>Equal Opportunity and Compliance Office</u> (EOC)
- Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

*The <u>UAAO</u> website provides information and FAOs for students and faculty related to University Approved Absences.

COURSE ASSIGNMENTS & ASSESSMENTS

Assignment Descriptions

Leach assignment will be a series of short writing and/or response assignments due for most class meetings. Each assignment will be graded. See" "HW Grading Scale" below. Your final HW grade will be 2x the sum of your top 5 and bottom 5 homework grades. Homework can typically be completed in groups, with peermentors, or in Dr. Hammer's office if you'd like feedback as you work. Many of the HW assignments will offer "challenge" problems, where students can receive bonus points to add to their final sum. Consequently, doing your HW well is the easiest way to offset lower grades from tests, projects, and other units.

40

percentage Points:



- 2. <u>Midterm I:</u> In this first midterm, students will demonstrate their facility with a series of editing/drafting skills learned during the first 3 weeks of the semester. Students will be given a sample paper and asked to identify issues with and redress a series of academic concerns within a scientific argument. <u>10 percentage Points</u>:
- 3. <u>Midterm II:</u> Using a series of steps outlined within our class's writing process, students will be given a prompt and asked to craft an academic lit review paper. <u>10 percentage Points:</u>
- 4. <u>Unit III: Medical Ethics Debates:</u> These debates will be the culminating work of our oral presentation unit. Using a set of rhetorical skills taught in the first week of the unit, students will work in teams and present research-driven verbal arguments in response to current medical ethics issues. <u>8 percentage Points:</u>
- <u>5.</u> <u>Quiz:</u> To make sure everyone understands the course requirements, there will be a syllabus quiz assigned on the first day of class. The quiz will be available on Canvas. Students can take the quiz up to 10 times in order to get a perfect score. <u>2.0 percentage Points:</u>
- <u>6.</u> <u>Final Exam:</u> In the penultimate week of the semester, student groups will create a short video debate of everything they learned throughout the semester. <u>2.5 percentage Points:</u>
- 7. Attendance: See attendance policy detailed above. 10 percentage Points:
- 8. <u>Class Participation:</u> We will be discussing your writing every day in class. Students will be expected to both share their work and comment on the work of their peers, in class, DAILY. <u>7.5 percentage Points:</u>
- 9. The Website Dossier Portfolio: This is a semester long unit that requires you to develop your own dossier website. No prior knowledge of website design or .html is required. Student websites will host several dossier materials (e.g., student resumes, bios, LinkedIn, research, and writing) that will be developed as small writing assignments throughout the semester. 10 percentage Points:
- <u>10.</u> Optional "BONUS" #1: The Personal Choice Project: From podcasting to the drafting of an Op-ed submitted to the DTH, students may pick one project to extend /alter the genre of their Midterm II final paper.
 <u>10 percentage</u>
 Points added to Final Exam:
- II. Optional "BONUS" #2: Sunday Evening Tutorials and Saturday check-ins with peer mentors: Peer mentors will lead 8 "optional Sunday-evening tutorials". And 10 "optional Saturday check-ins" to help you complete work and prep for exams and projects. This is FREE extra help from a peer mentor that earned an "A" in this course. See schedule and topics on our class calendar. Each of the 8 tutorials and 10 check-ins will cover a discrete topic. These tutorial sessions, while optional, will be a great opportunity for students to get help with drafting/editing/revising and completing HW and the completion of their final dossier portfolios at HIGH quality. Students that attend a minimum of 7/8 SUNDAY sessions and 9/10 Saturday sessions can drop their 5 lowest HW grades which makes up 50% of their HW grade. Since Homework is 40% of your FINAL Course Grade this is an easy way to both get help on assignments and dramatically raise your final course grade. NO "partial" extra-credit. You must attend 17 of these sessions to get the bonus. All or nothing.

Grading Scale & Schema

Late Work

No <u>unexcused</u> late work will be accepted. Turn in all work on time -- or, have permission from Dr. Hammer to take an extension. I will only provide extensions in appropriate cases. If you require an extension, you must call Dr. Hammer or come by office hours in Greenlaw 419 <u>at least</u> 24 hours BEFORE the assignment due date. Students can also receive "university approved absences" (see list and links above & below). All students with university approved absences will be treated fairly and equitably. Refer to this link for university approved absences.



Homework Policies and HW Grading Scale:

Daily HW is due Monday/Wednesday (for my TTH class) by 6:45 PM and Sunday/Tuesday (for my MW class) by 6:45 PM - HW is due the day before class so I can review it before we meet and prepare for any issues that arise. Email all HW to Dr. Hammer (bhammer@unc.edu) with the EXACT below:

105 Homework

HW is your opportunity to practice the lessons from each class meeting. I don't expect your HW to be perfect. Perfection is not, at all, your goal. If you're struggling, come by my office or call and we can work on the HW together. You'll also be assigned a peer-mentor (a former 105i student that earned an "A" in my class) – make good use of this volunteer. Feel free to come by my office with your peer-mentor as well. Oftentimes, you'll find multiple students in my office working on their HW. Also, feel free to complete the HW with a classmate — I don't mind the collaboration — I actually prefer it. If you work with a partner, put both names on top of the HW and hand in ONLY ONE copy – that's all I need. Again, hand in ONLY ONE copy and denote the % of effort for each contributor.

Do NOT rush through the HW to simply get it done - it is designed after each day's class discussion to address the specific issues present in your work! Be methodical -- your grade will reflect that effort. Just FYI - - I love throwing out bonus points for hard work! The HW is your time to make mistakes and to get credit for your effort. It's a time to examine what you don't know and to come back to class with questions. The more well-reasoned questions you have, the more impressed I will be. Remember, class participation is a substantive part of your grade so, be sure to speak up - every day when we discuss the HW!

Every day, we will dedicate class time to your questions and, we will venture forward ONLY when everyone understands and is confident with the lesson at hand. Your HW is my guide into your learning. It will inform me on how hard you are working as much as it tells me how well I am teaching. If you work hard - do not stress over grades. There are several "bonus" & "upgrade" opportunities to boost your HW average. Do not forget that learning to compose well in the sciences takes laborious effort. If you struggle and persist, my sincere promise is that you will learn more about writing in the first 4 weeks of this semester than throughout all of your prior years combined.

HW Grading Scale:

*Your daily HW will be graded on a scale of O - 1 + bonus points for quality, effort & challenge points. A grade of "I" will appear in the gradebook as "100%". Occasionally, I will give you the option of doing an additional or "challenge" HW assignment - these are ALWAYS optional. If you attempt this advanced HW, you will be pushed further with the day's lesson and consequently, will receive automatic bonus points just for trying the more complicated option.

At the end of the semester, 40% of your final grade will be for HW. This grade will be 2x the sum of your top 5 and bottom 5 HW grades. You can drop your bottom 5 grades by attending the optional Sat/Sun tutorials.

*At minimum, check grades on Canvas every Friday and report any errors, questions and/or concerns to Dr. Hammer ASAP.

Grading Scale:

O Points: You did not complete the HW and are therefore not prepared for class. You get a **zero** for the day's HW, attendance, and class participation grades.

<u>.01 -.1 Points:</u> The HW was completed but resembles something other than what I assigned. Other reasons include -- You accidentally handed in your HW for Organic Chemistry or Differential Equations by mistake... It happens, believe it or not (EVERY semester)... If you need an extension, just call me or stop by Greenlaw 419 well BEFORE

- (i.e., 24 hours) the HW is due and ask for one. <u>If you ask on time, I'll always grant it</u>. The more responsible and adult you are, the more forgiving I'll be.
- <u>.11 .25 Points:</u> The work was done perfunctorily, half-heartedly, and with no discernable effort. It should be redone after meeting with Dr. Hammer during office hours or with your peer mentor. All re-submissions must be done in person, at Dr. Hammer's office, during office hours where he will review your revised work with you.
- <u>.26 .5 Points:</u> The work is complete and addresses the assignment but, no real quality, focus, or intensity of labor displayed. Think of a ".26 .5 range" grade like a "D-" through C-".
- <u>.51-.75 Point:</u> The work is done completely, and you should generally understand the core aspects of the assignment. The writing clearly labors to address the assignment and demonstrates that you paid attention in the prior class. This grade doesn't mean your HW was "well-written" rather, it shows real effort or intense struggle. Think of this range grade as "you worked hard and deserve some points for the effort, but the quality is not yet there."
- .76 .875 Points: Same as .51-.75 but the work quality is solid and consistent with the majority of the lesson taught in the prior class.
- .876 1 Point: Same as .76- .875 but the work quality is of high caliber and shows real effort. I feel confident that you're ready to move on to the next lesson.
- 1.01 1.25 Points: You really went above and beyond with your HW and/or completed the harder, optional exercise(s). Either way, I was greatly impressed. This doesn't imply that your HW was perfect. The "bonus points" are NOT about perfection. Rather, the extra credit is a bit of a bonus because your work demonstrated a real intensity of effort, substantive growth, and perhaps even a modicum of grit and real quality. Think of this grade as an A++ or, as it's recorded in my gradebook, above 100%.
- <u>NOTE #1:</u> Do not start any of the "challenge assignments" unless you are confident that the required part of your HW is completed fully and demonstrates a real understanding of the day's lesson.
- NOTE #2: Stay up with the HW (and take it seriously) and you should end up with a solid grade in the course.

Course Grading Scale

Numeric Grade	Letter Grade
*95 and above	А
90 – 94.99	A-
87 – 89.99	B+
84 – 86.99	В
80 – 83.99	B-
77 – 79.99	C+
74 – 76.99	С
70 – 73.99	C-
67 – 69.99	D+
64 – 66.99	D
61 63.99	D-
60.99 and below	F

CONFERENCES:

In addition to regular office hours, I will be in my office (Greenlaw 419) for MANY hours throughout the week, as students' needs arise. On these occasions, I will offer 30-minute conferences. To schedule one of these meetings, call me @ (919) 621.1000 directly. Slots fill up quickly so, be proactive!! In consideration of these meetings, remember: one-on-one feedback is the best way to improve your projects and to complete your homework. In preparation for these conferences, bring ALL your current work, organized in Dropbox and ready for discussion. NEVER delete nor override files in Dropbox between drafts. Always save a copy of EVERY draft in YOUR Dropbox folder and do NOT copy the work of others into your folder. Keep ONLY your work (or a copy of group work) in YOUR Dropbox folder. Label EVERYTHING clearly.

Course Schedule -

While specific due dates for each unit are assigned in the link below, these timelines are subject to change based on the pacing of the class and students' progress. At times, we may need to delay duedates to allow students the time to progress effectively through assignments. If/when this occurs, Dr. Hammer will announce extensions, in class, at least one week in advance. The dates listed below represent the earliest possible due date for the given assignment. I will be closely monitoring students' progress throughout the semester and will reasonably extend due dates to accommodate your review of



course material within a discrete unit. Therefore, consider each due date in the "calendar" link below as "tentative".

Daily Schedule: Link to "Calendar"

Course Goals & Student Learning Outcomes (SLOs)

- I. Students will learn to employ conventions, draft genres, and master the rhetorical strategies practiced in the fields of health and medicine.
- II. Students will conduct research and craft lit reviews using print & web sources and databases w/o the assistance of AI.
- III. Student will learn academic strategies for discussion and presentation in the areas of health and medicine.
- IV. Students will learn academic strategies to identify how best to use research and evidence in discipline-specific compositions.
- V. Students will learn to compose road-mapped arguments with well-defined and bookended variables.
- VI. Students will learn effective strategies for writing, oral presentation, and lit review using multimedia.
- VII. Students will develop an expertise in reviewing, deconstructing, and revising their work and the work of their peers.
- VIII. Students will learn to read closely and respond to texts critically as they develop a facility to challenge an author's reasoning/argument.
 - IX. Students will development a form of critical reasoning, steeped in a capacity to question, as they gain expertise in the elimination of logical fallacy and belief-driven assumption.
 - X. Students will learn to avoid myriad forms of unwitting and inadvertent plagiarism that tend to plague novice writers.
 - XI. Students will learn to interrogate epistemology as they begin to define the difference b/t 2 simple yet important ideas in science i.e., "that" and "how".
- XII. Students will learn effective strategies for summarizing, paraphrasing, synthesizing, and direct quoting of research for the purposes of lit review.



- XIII. Students will learn techniques for building arguments, at the sentence-level, through a nuanced understanding of the mechanical, syntactic, linguistic, rhetorical, and mathematical structures of academic prose.
- XIV. Through an awareness of logical fallacy, students will build a set of analytical skills that will alter the complexity of their reasoning.
- XV. Students will build confidence in their intellectual abilities and speed/fluency with their writing as they engage in a pre/post examination of their work while developing expertise in a multi-step process to academic writing and revision.

POLICY STATEMENTS

Academic Policies

Honor Code Statement

Students will avoid even the appearance of plagiarism. Plagiarism, a grave violation of the UNC Honor Code (Section II.B.1), will not be tolerated. Plagiarism consists of, but is NOT limited to, the intentional or EVEN inadvertent submission of another's work as your own. It is the student's responsibility to be appraised of the UNC Honor Code https://studentconduct.unc.edu/honor-system/) AND the proper methods for citing, paraphrasing, and synthesizing the words of others. I expect every student in this course to have familiarized themselves with the university's guidelines on plagiarism before handing in any piece of writing. Failure to adhere to this policy will result in your failing of this course and possible suspension from the university. Therefore, if you have any questions regarding the university policy or format, I invite you to bring those questions to my attention for clarification BEFORE you hand in any written work. Also, the UNC Library offers online tutorials (https://library.unc.edu/support/tutorials/) and a self-quiz to help students avoid plagiarism. See: https://guides.lib.unc.edu/plagiarism/purpose and, a tutorial on citing sources:

https://guides.lib.unc.edu/citing-information/home

Artificial Intelligence (AI) Use Policy

If you use AI for ANY feature, phase, or element of any coursework, that utilization of technology much be documented in a "<u>Detailed Documentation Grid</u>" and handed in to Dr. Hammer to avoid an Honor Code Violation. Instruction for the preparation of your "Detailed Documentation Grid" can be found at <u>THIS LINK</u>.

University Class Attendance Policy

University Policy: As stated in the University's <u>Class Attendance Policy</u>, no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

- Authorized University activities: <u>University Approved Absence Office (UAAO) website</u> provides information and <u>FAQs for students</u> and <u>FAQs for faculty</u> related to University Approved Absences
- Disability/religious observance/pregnancy, as required by law and approved by <u>Accessibility</u> <u>Resources and Service</u> and/or the <u>Equal Opportunity and Compliance Office</u> (EOC)



 Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Acceptable Use Policy

By attending UNC, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University's technology resources responsibly, consistent with the University's mission. In the context of a class, it's quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others' intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full Information

Technology Acceptable Use Policy, which covers topics related to using digital resources, such as privacy, confidentiality and intellectual property. Additionally, consult the Safe Computing at UNC website for information about data security policies, updates, and tips on keeping your identity, information, and devices safe.

Data Security & Privacy

UNC-Chapel Hill is committed to fulfilling its responsibilities of transparency as a state-sponsored institution of higher learning, protecting certain types of information, and using information Carolina collects only for appropriate purposes. Consult the UNC-Chapel Hill Privacy Statement for additional information.

Grade Appeal Process

If you have any concerns with grading and/or feel you have been awarded an incorrect grade, please discuss it with me as soon as possible. If we cannot resolve the issue, you may talk to our director of undergraduate studies or department chair.

Services & Student Support Policies

Accessibility Resources & Services (ARS)

Accessibility Resources and Service (ARS – ars@unc.edu) receives requests for accommodations, and through the **Student and Applicant Accommodations Policy** determines eligibility and identifies reasonable accommodations for students with disabilities and/or chronic medical conditions to mitigate or remove the barriers experienced in accessing University courses, programs and activities. ARS also offers its Testing Center resources to students and instructors to facilitate the implementation of testing accommodations.

Counseling & Psychological Services (CAPS)

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The <u>Heels Care Network</u> website is a place to access the many mental health resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.



Title IX Resources

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. Reports can be made online to the EOC at https://eoc.unc.edu/report-an-incident/ or by contacting the University's Title IX Coordinator (Elizabeth Hall, titleixcoordinator@unc.edu) or the Report and Response Coordinators in the Equal Opportunity and Compliance Office

(<u>reportandresponse@unc.edu</u>). Confidential resources include Counseling and Psychological Services and the Gender Violence Services Coordinators (<u>gvsc@unc.edu</u>). Additional resources are available at <u>safe.unc.edu</u>.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-Discrimination offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered, and that equitable and consistent standards of conduct and performance are applied. If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (email reportandresponse@unc.edu or see additional contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office at https://eoc.unc.edu/report-an-incident/.

Undergraduate Testing Center

The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The Center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit http://testingcenter.web.unc.edu/.

Learning Center

Visit UNC's Learning Center at http://learningcenter.unc.edu to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

Librarian Assistance

Your librarian for this course is Sarah Morris. She is available to meet with you to help at any stage in your research process, including topic formation, finding and evaluating sources, and incorporating evidence: semorris@email.unc.edu

For appointments, you can put one directly on her calendar here: https://calendar.lib.unc.edu/appointments/semorris



Syllabus Changes

The instructor reserves the right to make changes to the syllabus including project due dates and test dates (see calendar dates below). These changes will be announced as early as possible.

ë ENGL 1051. English Composition and Rhetoric (Interdisciplinary). 3 Credits.

This college-level course focuses on written and oral argumentation, composition, research, information literacy, and rhetorical analysis. The course introduces students to one specific disciplinary context for written work and oral presentations required in college courses:

For our class we'll be focused on specific genres within $\,$ medicine. Students may not receive credit for both ENGL 105 and ENGL 102, 1021, or 1051.

Rules & Requirements

IDEAs in Action Gen Ed: FY-WRITING.

Making Connections Gen Ed: CR.

Grading Status: Letter grade.