

ENGL 105i: WRITING IN HEALTH AND MEDICINE

Section 005 – Fall 2023 – T, Th – 2:00pm-3:15pm est – [Hamilton Hall](#), Room [150](#)

“Words—so innocent and powerless as they are, as standing in a dictionary, how potent for good and evil they become in the hands of one who knows how to combine them.”

—Nathaniel Hawthorne

Public course site: <https://tarheels.live/writinginhealthandmedicinefall2023/>

Sakai course site: <https://sakai.unc.edu/welcome/> > ENGL105I.005.FA23

Instructor: Paul Blom (he/him)

Email: paulblom@live.unc.edu

Office: [Greenlaw Hall](#), Room 509

Office Hours: In person, Tuesdays and Thursdays, 12:00pm-1:30pm est and by appointment

- You are welcome to visit me during these office hours unannounced, but due to the high volume of student visits, it's best if you schedule an appointment with me in advance. If you are unable to meet with me during my set office hours, you are also welcome to schedule a time to meet with me outside of my regular office hours; we can meet either in-person in my office ([Greenlaw Hall](#), Room 509) or virtually through [Zoom](#). Any virtual meetings we hold will take place through my [Zoom personal meeting room](#). The link is listed in my email signature and is also listed here: <https://unc.zoom.us/j/7859915870>. I strongly suggest you save/bookmark this link in case you need it for future reference. A document with full Zoom information for my Zoom personal meeting room is on **Sakai** under **“Resources”** as well. Please also feel free to talk to me before or after class and/or [via email](#) (paulblom@live.unc.edu) with questions, concerns, etc., although sometimes, a synchronous meeting is more productive and efficient than communicating via email.

Mail: Greenlaw Hall, CB #3520, Chapel Hill, NC 27599-3520

UNC profile: <https://englishcomplit.unc.edu/grad-student/paul-blom/>

Website: <https://pauleblom.com/>

Required Materials:

- An electronic copy of the [UNC Writing Program's Tar Heel Writing Guide](#), 2023-2024. You should have received an email from the UNC Bookstore with a digital access code. “Opt in” and purchase the book for continuous access all semester. Any additional readings will be available at Sakai>Resources.
- Your **fully charged laptop**, equipped with access to [Google Docs](#) and **Microsoft Word**. (Pages is NOT an acceptable format for this class.) All members of the UNC community can sign up for free access to Microsoft Office 365 (which includes Microsoft Word) at <https://office.unc.edu/>.
- Install the **Adobe Creative Cloud** desktop application. Free download for members of the UNC community at <http://software.sites.unc.edu/adobe/>. We will primarily use Adobe Premiere Pro. For instructions on how to obtain Adobe Creative Cloud, see “How to Get Adobe Creative Cloud” on Sakai at Resources>Helpful Handouts and Resources.
- For all aspects of technical support (including support in accessing these required materials), visit the **IT Help Desk** at <https://help.unc.edu/sp> or call 1.919.962.HELP (4357).

Course Description:

Welcome to ENGL 105i, Writing in Health and Medicine, Section 005! This course section is designed specifically for students interested in pursuing careers in the health sciences such as public health, pharmacy, nursing, and medicine. However, the writing students will do in this class will help prepare them for the various types of academic and professional writing challenges they will encounter as students at UNC and beyond.

In this interdisciplinary English composition course, you will analyze the rhetorical and stylistic conventions of various discourse communities, especially those related to health and medicine, and you will learn how to use these standards to effectively communicate your ideas. We will discover how different disciplines frame research questions, evaluate evidence, and make knowledge claims. Your assignments will encourage you to view health or medical writing as a response to realistic rhetorical situations, and you will develop writing skills that are employed within the fields of health and medicine and that are transferable to other disciplines as well. Your writing will become dynamic by actively responding to practical situations common to academic and professional communities and engaging with those communities.

We will work to develop strong writing and research skills, which will serve you well in college and beyond, regardless of the major or career you ultimately decide to pursue. I want you to view your writing—as well as yourself as a writer—as a work in progress. This course is more than a series of essays for grades; it is a progression of encounters with rhetorical situations and genres that will prepare you to be an effective writer and communicator in college and in your professional lives after college.

Course Objectives:

The goal of ENGL 105/105i is to prepare students to write and publish across the disciplines at a research university. Your goal will be to learn about the writing style, research methods, values, and practices that shape writing in each community and to display that type of writing in your own work.

By the end of this course you will be able to:

- Identify, navigate, and employ conventions, genres, and rhetoric as they relate to writing and research, especially in health and medicine.
- 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.

Specifically, we will work toward the following goals:

- Reimagine, redefine, and understand the complexities of “writing,” “rhetoric,” and “research.”
- Develop skills and awareness around your own research and writing process.
- Develop writing strategies, awareness, and self-assessment skills to help you confidently approach future writing challenges that you encounter in your academic and professional lives at UNC and beyond.

- Tailor compositions to specific audiences and rhetorical situations by analyzing and adapting genre conventions for various discourse communities, especially those in the medical and health science fields.
- Develop a social and process-oriented approach to composition in which collaboration and revision are central components.
- Compose across technologies and modalities in words, sounds, images, video, and hypertexts.
- Identify, evaluate, and appropriately use relevant research and resources to support your compositions.

See also “Additional Learning Outcomes for Feeders and Unit Projects” on Sakai under “Resources.”

Course Design:

The course will be organized around the following principles:

- **Student-centered:** As opposed to a presentational lecture format, ENGL 105/105i classes will be taught using a workshop approach that promotes interactive, experiential learning. The class will function as a seminar with 20 or fewer students, which means that each student will have a voice in the class and will be called upon to participate fully. My instruction will emphasize process: how to read, write, analyze, interpret, understand, and create oral, written, or multimedia texts. My role in this class is not that of a traditional teacher who stands at the front of the room and lectures. Rather, I am someone who offers structure, motivation, support, perspective, and feedback as YOU engage with your classmates and the course projects. While I will ultimately take on the role of the evaluator at the end of the semester, my main focus is on empowering you to make decisions about your writing because that’s when you learn the most.
- **Group-oriented:** Classes will be taught using a workshop approach that emphasizes the role of learning by writing and promotes interactive, experiential learning. Each of you will become part of a class cluster—small working groups that will serve as writing groups and discussion groups—as smaller cohorts in the larger classroom community. We will be using [Sakai](#) (UNC’s online course management system) as forums for posting and responding to drafts in progress and as a communication system so that you can access the syllabus and daily homework assignments electronically. We will also use [Google Docs](#) for various in-class group activities. If you feel your partners or group members are not putting forth substantial effort to collaborate with you, please let me know.
- **Community-centered:** ENGL 105/105i will introduce you to key campus resources and may engage you with projects that seek an audience outside the class. In addition to introducing you to the world-class [library resources](#) available at UNC, you may also engage with a range of other campus partners, such as the [Media & Design Center](#), [rare books](#) and [special collections](#) at [Wilson Library](#), the [Ackland Art Museum](#), [Carolina Performing Arts](#), and the [PlayMakers Repertory Company](#).
- **Activity-focused:** Each class will consist of a sequence of activities that engage students in the writing process: how to read, write, analyze, interpret, understand, and create texts. You will always be working on a project; each week you should be working on components of that project in class and between classes.

- **Process-based:** We will move through three units, each one containing short “feeder” assignments along with even smaller daily assignments that build into one substantial unit project. The feeder assignments are generally designed to give you practice with a particular skill (such as finding potential grants or analyzing secondary sources) while the unit projects will ask you to synthesize primary and secondary research. Using a process-based approach, you will write multiple drafts, receive ongoing feedback from your peers and instructor, and participate in evaluating your own and others’ projects throughout the composition process.
- **Project-based:** The projects throughout the course will engage you in rhetorical situations that explore real-world contexts for writing/research and that start from a problem or research question.
- **Genre-based:** The projects include a range of genres, forms, and mediums. You will get experience with genres such as the conference paper, journal article, business pitch, digital exhibit, or recommendation report. These genres will offer spoken and written modes as well as different mediums—including print and digital formats.
- **Research-based:** You will undertake research projects that involve a variety of research methods. These methods could be textual, library research, or they could also include archival research methods and/or other types of empirical methods—such as interviews, observations, or experimentation.
- **Public-oriented:** Addressing the audience specific to each project’s genre (rather than the teacher/grader) is key. ENGL 105/105i students are asked to “develop” their projects for these specific audiences through a course structure using options such as portfolios, conference presentations, submissions to journals, or digital publications.

Evaluation and Grading:

As we explore different modes and genres for writing in health and medicine, each unit will reflect a particular sub-discipline or perspective related to health and medicine: the medical sciences, the social health sciences, and narrative medicine, a subset of the health humanities. Additionally, at least one of these units will integrate an oral communication component, and at least one will integrate a digital literacy component.

This course will function on a simple point grading system. Further details and assignment handouts will be provided via [Sakai](#) for each major assignment, etc. listed below:

- **Feeder Assignments:** 5% each x 6 (2 for each unit) = 30% total
- **Unit 1 Final Project** ([Writing in the Medical Sciences](#): Popular health video essay): 15%
- **Unit 2 Final Project** ([Writing in the Social Health Sciences](#): Health justice conference presentation): 15%
- **Unit 3 Final Project** ([Writing in the Health Humanities](#): Illness narrative): 15%
- **Course Blog Reflection Post:** 5%
- **Daily Homework:** 10%
- **Class Participation and Engagement:** 10%

Note: There is no final exam for this course.

The assignment prompt for each unit (which contains instructions and grading rubrics for the unit’s two feeders and the unit project) is on [Sakai](#) at “Resources” and then in a subfolder labeled for that

particular unit. The assignment prompt for your weekly reflection blog post is on Sakai at Resources>Course Website Resources. There is also an extra credit assignment prompt for writing in business (application materials for health/medical opportunities) on Sakai at Resources>Extra Credit – Writing in Business.

Feeders (and your course blog post) will be graded based on completion, timely submission, and attention to assignment details. Unit projects will be evaluated by rubrics developed by the instructor according to [UNC Writing Program](#) standards and individual assignment expectations. Each unit assignment prompt contains clear instructions and specific grading rubrics for each feeder and unit project for that particular unit. Refer to those to guide your work.

Daily homework assignments will be individually graded based on completion and timely submission and will consist of working drafts of your projects, brief reflections on assigned readings, and other small assignments relevant to our current topics in the course.

Note: For all assignments, if I provide a required word count, remember that bibliographies at the end of your composition, titles of assignments, and header content (your name, the name of the class, page numbers, etc.), do NOT count toward the stated requirement. Revisit the specific assignment prompt for that assignment and/or contact me for clarification as you compose but before you submit your assignment. In general, the minimum required word count is a HARD minimum in that I think it is unlikely to create a successful, effective draft any shorter than the word count I request; however, the suggested maximum word count is often (but not always) a SOFT maximum, meaning that I will generally accept a submission that is longer than the “maximum” word count I request. Again, it’s best to contact me in advance if you have questions or concerns regarding your word count or other submission guidelines. And always refer to the specific assignment prompt for specific submission guidelines, requirements, etc.

To calculate your overall participation grade, I record a daily participation grade for each student for every single class session based on the following criteria. Please note that arriving to class late and/or missing a class will severely harm your daily participation grade for that day's class session:

- Attended all class sessions and conferences
- Arrived on time and fully prepared
- Engaged during class discussions and other activities
- Actively participated in group/partner work
- Completed all peer review activities
- Displayed significant investment in the revision process
- Note: If I notice you are not fully engaged or are engaged with non-class activities, your participation grade for the day will be severely lowered. **Additionally, being disruptive earns an automatic participation grade of 0 for the day.**

Whether we are doing group work, peer editing, having a class discussion, or taking a trip to the library, you should be alert and willing to participate in all activities. Not being on task, checking social media, failing to engage with the day’s material, or failing to bring a draft to class will significantly lower your participation and/or homework grade. Participation grades may also be lowered for inappropriate or disruptive behavior during class.

Final letter grades for the course are determined based on the following scale:

A (93-100)	A- (90-92)	B+ (87-89)	B (83-86)	B- (80-82)	C+ (77-79)
C (73-76)	C- (70-72)	D+ (67-69)	D (63-66)	F (below 63)	

I will use traditional rounding to determine grades that fall between whole values. Any mixed number with a decimal value of five tenths or higher will round up to the next whole number. (For example, 92.5 will round up to an A as a 93, but 92.4 will not.)

Attendance

Attendance is expected. Missing class will impact your participation grade. Missing a class session (or disruptive behavior during a class session) will earn you a 0 for your daily participation grade for that day. No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by the [Accessibility Resources and Service Office \(ARS\)](#) and/or the [Equal Opportunity and Compliance Office \(EOC\)](#)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Services Coordinators](#), and/or the [Equal Opportunity and Compliance Office \(EOC\)](#).

Please communicate with me early about potential absences. Please be aware that you are bound by the [Honor Code](#) when making a request for a University-approved absence. For more information about the University attendance policies (and what to do if you feel you have extenuating circumstances regarding your absence), see <https://catalog.unc.edu/policies-procedures/attendance-grading-examination/#text>. See also this info from the [University Approved Absence Office](#).

Late Assignments

Each assignment should be completed and prepared in the correct format for submission on the day it is due. This includes homework, drafts, presentations, and final drafts of feeder assignments and unit projects. **Unless otherwise specified, daily homework assignments and larger projects will typically be due via electronic submission through Sakai by noon (12:00pm est) on the stated due date for which the assignment is listed.** For instance, homework for class on Tues. Aug. 29 should be submitted by 12:00pm that day. Submitting homework for the day after that deadline will be considered a late submission. Submitting homework for class once class has begun will help you participate that day, but it will count as a 0 for that day's homework; once class has begun, I want you focusing on the work at hand, not getting your homework turned in at the last minute.

Late submissions of daily homework assignments will significantly affect your homework grade. Failing to submit a draft for an in-class workshop will affect your homework grade as well as your daily participation grade since you will be unable to participate in our in-class workshop that day; this is further detrimental to you since you will not be able to receive feedback from your peers on your draft-in-progress.

Regarding graded assignments such as the final drafts of your blog post, feeders, and unit projects, I typically deduct 10 points from your grade the moment that an assignment is submitted late; I will deduct another 10 points for each 24-hour period beyond the initial deadline, etc. Plan ahead to prepare for potential conflicts or submission/technical issues so you can avoid them. If your assignment is late or is going to be late, I urge you to **communicate with me immediately** and submit the assignment as soon as possible to see **if** we can determine a work-around to potentially minimize how much it hurts your grade.

Most drafts and assignments will be submitted electronically. Before your final submission of any assignment, double-check your work and make sure you're submitting/posting the correct document. It is **YOUR** responsibility to ensure that your assignment was submitted/posted successfully, is accessible, and appears in the correct format, etc. by the assignment deadline. I will not accept excuses involving "technical glitches" or "uploading errors." It is your job to upload or submit your assignment and then click to open your submission (see what your audience is going to see) and double-check to confirm that the correct document was submitted and that it was submitted successfully, appears correctly, and is accessible to the appropriate audiences. Once the deadline for an assignment has passed, I will simply grade based on the document available from your submission. If you want to resubmit before the deadline but have trouble doing so, email me at paulblom@live.unc.edu.

Despite all of the above, I do recognize that life happens, and sometimes, extenuating circumstances may prevent you from completing an assignment by the deadline. If you feel you cannot complete an assignment by the deadline, speak with me, and we might be able to work out a reasonable timeline that accommodates you. I do not *offer* extensions, but I *might grant one upon your request*. I will consider granting extensions on assignments up to **48 hours** before the due date. Do **NOT** contact me the night before the assignment is due and expect an extension. I will only consider granting extensions for reasons I consider valid. Requesting an extension does not guarantee that you have received one; you have not been granted an extension unless I have explicitly stated that I am granting one to you on this specific assignment. This class moves quickly, and each assignment builds upon the previous one, so even if you are granted one extension, be sure to stay on track with the assignments that are due next.

Receiving Grades and Feedback

Whenever I return a graded assignment back to you, my feedback will be inserted into the document using the "comments" function in Microsoft Word (or in some similar manner). Usually, my final comments will be more summative comments about your submission as a whole. At the end of that document, I will also insert the grading rubric for that assignment, noting where you gained or lost points, and providing your final grade on that assignment. Please be sure to download that document and save it to your device for future reference. Even if you received a high grade, be sure to read through all of my comments and look at the grading rubric to see where you gained or lost points. Please also note that not all of my comments are necessarily negative. Make a note of what you did especially well, not just where you lost points.

I should note that, on rare occasions, I won't necessarily provide written feedback as thoroughly as I do for other assignments. If you ever want more thorough feedback or explanations regarding my feedback, I'd be more than happy to provide it **at your request**.

Remember also that, as you are drafting and receiving feedback, it's important to understand that I (and your peers) can only comment on so much; that's beneficial for you. It's important for you to apply the feedback you receive to other areas of your drafts (both current ones and future ones) as well as to apply what you are learning from the assigned readings and our in-class activities as you move through your writing process. For instance, if I note an issue in your use of commas, I won't necessarily comment on it every time. Look through your draft to find other areas where you made the same error.

You should always read through all feedback you receive and take that feedback into consideration as you move forward on your current writing project and future writing projects both in this class and beyond. **The feedback on any individual assignment will be helpful on future writing projects in this class and beyond. A lot of the teaching and learning in this class takes place through the feedback I provide on your writing assignments.** Remember, the final step of the writing process is to look at your feedback, reflect on it, learn from it, and use it moving forward. Even if you received a high grade, still look at my feedback to see where you did especially well and where you could improve.

It is also your responsibility to monitor your [Sakai](#) gradebook for any errors or discrepancies in your grades and to bring those to my attention in a **timely** manner.

If you ever have any trouble accessing your graded document or my comments or if you'd like clarification on my comments or your grade, etc., please feel free to reach out to me. I'd be happy to address those with you either via email or via an individual meeting (in-person or virtual).

What I Expect from You:

Attend all class sessions. This is a workshop-based course, which means your participation is vital to the overall success of the course, both for you and your peers. You can't participate if you're not here, both physically and mentally present. **I expect you to attend every single class session.** Failure to do so will affect your participation grade. Note that missing student-instructor conferences will count as an absence. UNC policy states that there is no such thing as an excused absence except for missing a class session in order to participate in a mandatory university-sponsored activity or if approved by the [Dean of Students](#) due to extenuating circumstances. Having a minor illness or taking a family trip are not excused absences and will affect your participation grade. See also this info from the [University Approved Absence Office](#).

If you miss a class session, it is your responsibility to reach out to me or your classmates (especially the other members of your working group) to find out what information you missed, including upcoming assignments, changes in the schedule, etc. You should also revisit our lesson plan from the day as well as the recording of that day's class session (if available). Ideally, you should contact me ahead of time if you think you may need to miss a class. I do not want to know the reason for your absence; if you feel your absence involves extenuating circumstances, please [contact the Dean of Students](#) who will make a determination and, if necessary, contact me to excuse your absence, at which point I will adjust your participation grade for the day(s) missed. Please note that the [Honor Code](#) also applies to such requests made to the Dean of Students. The UNC Writing Program's policy states that students must attend 75% of class sessions. See the University attendance policy at <https://catalog.unc.edu/policies-procedures/attendance-grading-examination/#text>. (For more details, see "Evaluation & Grading" above, especially the subsection titled "Attendance is expected.")

Arrive on time. Class begins strictly at 2:00pm eastern standard time, at which point you should already be in your seat near the other members of your working group, with your laptop, notes, [Sakai](#), and the day's lesson plan open, ready to engage with the day's material. Tardiness will affect your participation grade. I highly encourage you to arrive to our classroom at least five minutes early to avoid being late to class.

Be prepared daily with assignments, drafts, readings, etc. If you show up to class without your assignments, rough drafts, or laptop, you will be unable to engage with the material for the day and unable to contribute to class in a meaningful way, which will hurt your participation and/or daily homework grade.

Engage actively in all in-class exercises, writing workshops, and activities. Participate intensively and diligently with your peers. Collaborate with your classmates by offering consistently thoughtful questions, reactions, feedback, and discussion related to their work and ideas. By closely engaging with your peers' work, both you and your classmates will grow as writers, and we will all learn and benefit from a collectively engaged community.

Complete every assignment thoroughly, thoughtfully, and punctually. I expect your best effort and attention to all reading, writing, and day-to-day activities in the course. **Please note that absence does not excuse you from completing any missed assignments. It is your responsibility to figure out what assignments you have missed and to work out an appropriate timeline with me for making them up.** (Most, if not all, assignments will be submitted electronically. **If an assignment is due for a class session you miss, you are still responsible for submitting that assignment on time even though you won't be in class.**)

Give thoughtful peer feedback during class workshops, and work faithfully with your group on other collaborative tasks (such as sharing papers, commenting on drafts, peer editing, online discussion boards, answering peer questions, etc.). If you feel your partners or group members are not putting forth substantial effort to collaborate with you, please let me know.

Sustain effort and investment on each draft of all assignments (at least 2-3 drafts on average).

Make substantive revisions when the assignment is to revise, extending or changing the thinking or the organization, not just editing or touching up. While you do not have to make every change suggested by your readers, final drafts should show growth from original/rough drafts and evidence of your thoughtful engagement with peer and instructor feedback.

Copy-edit successfully all final revisions of assignments so they conform to the conventions of edited American English. While we will prioritize higher-order concerns (ideas) over lower-order ones (sentence-level issues), your attention to detail reflects your level of professionalism. The same standard for print projects applies equally to multimedia and/or digital projects. See also "Common Errors to Avoid in Standard Academic English" on Sakai at Resources>Helpful Handouts and Resources.

Be consistent. All assignments, unless otherwise specified, are to be completed and submitted in standard academic format: Microsoft Word, one-inch margins on all sides, double-spaced in size 12 Times New Roman black font, with a header in the top-right corner that consists of page numbers

accompanied by student's last name (such as Smith 1, Smith 2, etc.). See also "Instructions for Formatting Assignments – ENGL 105i" on Sakai at Resources>Helpful Handouts and Resources.

Important University Dates:

- Mon. Aug. 21: FDOC (first day of classes)
- Tues. Aug. 22: ENGL 105i, Sec 005 first class session
- Thurs. Aug. 31: ENGL 105i, Sec 005 Library Day (Meet in [Davis Library](#), Room 247)
- Mon. Sept. 4: Labor Day (no classes held)
- Tues. Sept. 5: Well-Being Day (no classes held)
- Thurs. Sept. 21: ENGL 105i, Sec 005 MDC Day (Meet in the [UL](#), Room 205)
- Mon. Sept. 25: Well-Being Day (no classes held)
- Thurs. Oct. 12: University Day (no classes held during ceremony)
- Thurs. Oct. 19: Fall Break (no classes held)
- Fri. Oct. 20: Fall Break (no classes held)
- Sun. Nov. 5: "Fall Back," Daylight Savings Time Ends at 2:00am est
- Wed. Nov. 22: Thanksgiving Break (no classes held)
- Thurs. Nov. 23: Thanksgiving Break (no classes held)
- Fri. Nov. 24: Thanksgiving Break (no classes held)
- Tues. Dec. 5: ENGL 105i, Sec 005 final class session
- Wed. Dec. 6: LDOC (last day of classes)
- Mon. Dec. 11: ENGL 105i, Sec 005 final course grades reported by 5:00pm

Note: There is no final exam for this course.

Assignment Due Dates:

- Feeder 1.1: Tues. Sept. 12 (Sakai>Assignments)
- Feeder 1.2: Tues. Sept. 19 (Sakai>Assignments)
- Unit Project 1: Thurs. Oct. 5 (Post to the course website: video and transcript)
- Feeder 2.1: Tues. Oct. 17 (Sakai>Assignments)
- Feeder 2.2: Thurs. Oct. 26 (Sakai>Assignments)
- Unit Project 2: Thurs. Nov. 2 (Deliver presentations in class in [UL](#), Room [205](#))
- Unit Project 2: Tues. Nov. 7 (Post all presentation materials to the course website)
- Feeder 3.1: Tues. Nov. 14 (Sakai>Assignments)
- Feeder 3.2: Tues. Nov. 28 (Sakai>Assignments)
- Unit Project 3: Tues. Dec. 5 (Post to the course website)
- All Extra Credit: Tues. Dec. 5
- Course Blog Post: Varies; see "Course Blog Post Assignment Prompt" (Sakai>Resources>Course Website Resources) for individual deadlines.

Note: Typically, all assignments will be submitted electronically. The due dates listed above are for the final drafts of each of these assignments. You will be expected to complete and turn in earlier drafts of all of these assignments throughout the semester. Unless otherwise specified, all assignments and drafts are due by 12:00pm on the given due date (that day of class), as are all daily homework assignments. Late submission of drafts (rough drafts and/or final, graded drafts) will

severely affect your grades. See the “Evaluation and Grading” section of this syllabus regarding late submission of graded assignments. For specific assignment guidelines, always refer to the assignment prompt for that specific assignment ([Sakai](#)>Resources).

See also the “Calendar” tab on our [Sakai](#) course site for reminders about due dates for graded assignments, etc. although you are ultimately responsible for making a note of all due dates and other expectations outlined in this syllabus.

Course Policies:

Please remember that the syllabus functions as a contract between the instructor and the students. You are responsible for knowing and abiding by these policies. Everyone has an “off” day now and then, but when you are here, you need to be present, both physically and mentally.

The Honor Code/Plagiarism

The Honor Code of the University is in effect at all times and applies to everything that we do at this university; the submission of work signifies understanding and acceptance of those requirements. Plagiarism and/or academic, intellectual, or creative theft will not be tolerated. I expect all students to follow the guidelines of the UNC Honor Code for all work in this class. Our work in this class will conform to the principles and procedures defined in *The Instrument of Student Judicial Governance* (<http://instrument.unc.edu/>). In particular, students are expected to refrain from “lying, cheating, or stealing” in the academic context. You can read more about the Honor Code at honor.unc.edu or <https://catalog.unc.edu/policies-procedures/honor-code/>. In any course, including mine, what constitutes cheating can change from one activity to another. For example, collaboration or solicitation of feedback may be encouraged for an assignment but qualify as cheating during an exam or other project. Please see my guidelines for each assignment, and if you are unsure or have questions about the Honor Code as it relates to your academic work, please consult with me.

For the most part, you are encouraged to solicit and receive feedback on your writing in this course **as long as the words and ideas you submit are ultimately your own or are properly cited.** For instance, it’s permissible to receive outside feedback; it’s not permissible to let someone else write a portion of your paper for you. You will regularly use outside sources in your research and writing, and proper citation of those sources is of utmost importance, required by the Honor Code and necessary in order to maintain the intellectual integrity of your work as you contribute to the larger scholarly discourse around your chosen topic(s). 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 of your work, including drafts as well as final versions of your feeders and projects. **When in doubt: CITE.**

If I suspect you of plagiarizing all or part of an assignment, even unintentionally, I am required to report the offense to the Honor Court. If you think you are running into trouble with an assignment, PLEASE come and speak with me. To learn more about plagiarism, see the UNC Writing Center’s page on plagiarism (<https://writingcenter.unc.edu/tips-and-tools/plagiarism/>) and/or the tutorial on plagiarism from the UNC Libraries (<https://guides.lib.unc.edu/plagiarism>).

Please also see my [statement on the use of AI for work in this class](#).

Class Decorum

There is a common saying that if you're not uncomfortable, you're not learning or growing. Although I aspire to make my students intellectually "uncomfortable" by challenging (and hopefully expanding) the ways in which they deconstruct texts (and the world around them) and write their own texts, I most definitely do NOT wish to make my students uncomfortable in that they feel attacked, exploited, mistreated, or neglected. I encourage an "uncomfortable" classroom (whether that's a physical class space or digital class spaces on [Sakai](#), [Zoom](#), or other similar media) in an aspiration for intellectual stimulation and growth via exposure to new perspectives, texts, ideas, and voices. In contrast to that interest in expanding one's perspectives, I certainly do not wish to create and will not tolerate a learning environment that is hostile, cruel, or exploitative. We can never guarantee that a classroom will be a completely "safe" space. However, I believe that **our classroom should be a sacred space where students can share their thoughts and ideas without fear**. We are here to collaborate, to learn with and from each other. I value a free exchange of ideas as long as that exchange prioritizes mutual respect, inclusivity, and assumptions of good faith.

During our coursework, **we may engage with texts and ideas that involve intense content, content some may find emotionally triggering, upsetting, or controversial**, topics such as sexual assault, interpersonal violence, graphic physical violence, sexual health, sexuality, identity-based harassment, chronic illness, disability and debility, death and dying, etc. This means that our discussions may be equally difficult and potentially intense; I will do my best to be sensitive to such potential reactions, and I expect all of you to do the same. I expect everyone to treat such material responsibly and appropriately as we discuss them. I also ask that within our classroom community, we approach such discussions with an assumption that we are all approaching these texts and this class in good faith and with good intentions.

Again, certain readings and discussions may be difficult for survivors, secondary survivors, and non-survivors alike. As we read and discuss these texts and ideas, please remember to maintain self-care. If you need to step outside the classroom, take a break, etc., please do so.

Any student who is impacted by harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking, etc. is encouraged to seek appropriate resources on campus or in the community. As needed, please contact confidential resources such as the [Gender Violence Services Coordinators](#) in the [Carolina Women's Center](#) at (919) 962-1343 or [Counseling & Psychological Services \(CAPS\)](#) in [Campus Health Services](#) at (919) 966-3658 to discuss your specific needs.

Additionally, we will share and comment on each other's drafts, posts, papers, and other projects. We will engage in difficult discussions and provide comments and feedback on each other's work both within the classroom and via other forms of communication such as the Sakai discussion forums or dropbox, etc. Again, some of our discussions or interactions may be especially challenging. **During all of our interactions, however, we will always maintain an environment of inclusivity and mutual respect. It is acceptable—and even desirable—to critique a peer's ideas or writing as long as such a critique is intended to help someone improve, to build them up rather than tear them down.**

If you have concerns about any aspects of our class environment, please communicate them directly to me immediately, so I have a chance to address those concerns and, if necessary, make appropriate changes or adjustments. I sincerely welcome your feedback.

Diversity Statement

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, as well as other categories I might not have thought to include in this statement. **I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate suggestions.**

Technology

- Computers: Please bring your computer to class every day. Be sure that it is fully charged because our classroom has limited and inconveniently placed outlets. If I notice that you are distracted by other activities on your devices, your participation grade will suffer.
- Cell Phones and Other Devices: You can use your cell phone as a classroom tool to take pictures of the board or print materials, navigate Sakai, view our readings, etc. However, cell phones should not be used for endeavors unrelated to class during class sessions. Please do not rely on your cell phones as your primary tool for engaging with our in-class activities. Bring your laptops to class.
- Other Devices: Tablets and any other devices are welcome as long as you are using them for work related to this course.
- Sakai: In this class, we will use **Sakai** (<https://sakai.unc.edu/welcome/>), UNC's online course management system, for a number of course assignments, and it will be the primary way in which I share materials with you. If you have difficulty accessing our Sakai course site, please let me know immediately. For assistance with Sakai, see [Sakai Student FAQs](#) and [Sakai Student Orientation](#). I will post announcements on Sakai to generate emails to everyone in our class. Make sure your UNC email/Sakai settings are set so you receive those emails. Check Sakai regularly for posted announcements; if you're not receiving the emails I create, adjust your email/Sakai settings and, in the meantime, be sure to check Sakai regularly. In addition, for your own academic and professional enrichment, when I release your feedback and grades on any assignment, it is your responsibility to:
 - Read through the feedback I provide to you, including the numerical grade you've earned.
 - Regularly monitor your Sakai gradebook for errors, discrepancies, or any other grade-related matters you wish to dispute or discuss with me for clarification.
 - Bring to my attention in a timely manner any such matters you wish to discuss.
- Recordings of Class Sessions: The course instructor may record meetings of this class for educational purposes. These recordings will be shared only with students enrolled in the course for purposes of academic instruction only. These recordings will be available shortly after each class session on Sakai at Resources>In-Class Activities>Recordings of Class Sessions. Any use of a class recording by a student shall be for educational purposes only. Students may not record a class on their own, in any format, without prior express authorization from the University and may not copy, reproduce, or distribute any recording that they access. Students requesting the use of assistive technology as an accommodation should contact [Accessibility Resources & Service](#).
- Please also see my [statement on the use of AI for work in this class](#).

Remember: Just because you have access to the internet during class does not mean that you should be using our class time to post on social media, check your email, etc. If I notice that your

participation is suffering due to technological distractions, I will ask you to meet with me for a conference so that we can discuss a plan of action.

Finally, **it is important that you check your UNC email and our course Sakai site daily for messages and updates, as these will be our primary forms of communication inside and outside of class.** If you have questions outside of class time or normal office hours, then you should contact me via email at paulblom@live.unc.edu. I do my best to respond to student emails within 48 hours during business hours (Monday-Friday, 9:00am-5:00pm est), but understand that if you email me with a question about a homework assignment the night before it is due, then you might not receive a response before the start of class. Also, please keep all correspondence courteous, and remember to represent yourself professionally in emails by including a salutation and a signature. You are professional students embarking on a college career; therefore, you should practice professional communication.

Note: Before you email me with a question about the course, please carefully review the syllabus, specific assignment prompts, and our most recent lesson plan/class recording to see if the answer is readily available there.

For all aspects of technical support, visit the **IT Help Desk** at <https://help.unc.edu/sp> or call 1.919.962.HELP (4357).

On-Campus Classroom Procedures

In many ways, some more obvious than others, the legacy of the COVID-19 pandemic continues to linger and will continue to affect all of us moving forward. While the use of masks and social distancing on campus is now optional, I ask all of my students to still be mindful and respectful of the individual needs, wishes, and concerns of their classmates. **Remember, all students, faculty, and staff are expected to abide by the University's Community Standards,** <https://carolinatogether.unc.edu/>, especially <https://carolinatogether.unc.edu/community-standards-3-2/>. See also the brief but important document titled "Classroom Emergency Preparedness" at Sakai>Resources, related to both COVID-19 standards and general emergency/safety standards for attending classes/events on campus.

Non-Discrimination Policy

The University is committed to providing an inclusive and welcoming environment and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with these principles and applicable laws, it is therefore the University's policy not to discriminate on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status as consistent with the University's Policy on Prohibited Discrimination, Harassment and Related Misconduct. No person, on the basis of protected status, shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination, harassment, or retaliation under any University program or activity, including with respect to employment terms and conditions. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

[Title IX](#) makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and support applied to offenses against other protected categories. 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. Please contact the [Director of Title IX Compliance, Report and Response Coordinators, Counseling & Psychological Services](#) (confidential) in [Campus Health Services](#) at (919) 966-3658, or the [Gender Violence Services Coordinators](#) (confidential) to discuss your specific needs. Additional resources are available at <https://safe.unc.edu/> and at <http://knowyourix.org/>.

Accessibility Statement

Disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in my course. If there are circumstances that may affect your performance in this class, please let me know as soon as possible, so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. If you have information you wish to share with me about a disability, disorder, or neurodiversity issue, if you have emergency medical information you think I should know about, or if you need special arrangements in case the building must be evacuated, please set up an appointment with me to discuss this during office hours.

The University of North Carolina at Chapel Hill ensures that no qualified person shall by reason of a disability be denied access to, participation in, or the benefits of, any program or activity operated by the University. In compliance with UNC policy and federal law, qualified students with psychological, physical, and other disabilities are eligible to receive “reasonable accommodations to ensure equal access to education opportunities, programs, and activities” (<https://ars.unc.edu/about-ars/policies>).

If you anticipate such accommodations and/or have concerns that should be discussed, please notify me as soon as possible so that appropriate arrangements can be made. Additionally, you may seek out student support services at the **Accessibility Resources and Service Office (ARS)**. UNC-Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with learning disabilities, physical disabilities, mental health struggles, chronic medical conditions, temporary disability, or pregnancy complications, all of which can impair student success. See the ARS website for contact and registration information: <https://ars.unc.edu/about-ars/contact-us> or <https://accessibility.unc.edu/students>. (A student is welcome to initiate the registration process at any time; however, the process can take time. ARS is particularly busy in the run-up to final exams and during final exams. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester. Please contact ARS as early in the semester as possible.)

Other student support services are available through the **Learning Center** (<http://learningcenter.unc.edu/>) and through **Counseling and Psychological Services (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. In addition to these campus resources for student mental health, I also want to call your attention to two **national hotlines for mental health support**. For information, resources, and referrals for mental health support, call 1.800.662.HELP (4357). For someone to speak to during a crisis 24/7, call 1.800.273.TALK (8255). See also the [attached document](#) regarding mental health

resources for students at UNC, especially the [Heels Care Network](#), a hub for mental health resources at UNC.

For all University policies, see <https://ethicspolicy.unc.edu/search-policies/> or <https://catalog.unc.edu/policies-procedures/>.

Course Resources:

In addition to various handouts or other resources I will post to our [Sakai](#) course site, there are a wide variety of resources to help you succeed in this class and beyond.

For all aspects of technical support, visit the **IT Help Desk** at <https://help.unc.edu/sp> or call 1.919.962.HELP (4357).

The **UNC Writing Center**, located in [SASB North](#) and in [Greenlaw Hall](#), Room 221, offers free tutoring services for students; you can use their services both in-person and online. You may visit the Writing Center to ask for help with a specific paper, whether you are concerned with developing ideas and content, organizing your assignment, or working on style issues. This could be a wonderful resource to help with your writing assignments in this course (and any assignments in your other courses). You do not need a complete draft of your assignment to visit; they can help you at any stage! 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 the best use of your time there, please bring a copy of both your assignment sheet and your draft with you. The Writing Center will not proofread papers or discuss grades with you. The Writing Center also has an excellent array of tips and tools at <https://writingcenter.unc.edu/tips-and-tools/>. The Writing Center also provides English language support in a variety of ways, which you might find especially useful if English is not your first or primary language: <https://writingcenter.unc.edu/esl/>.

Additionally, the **Purdue Online Writing Lab** (https://owl.purdue.edu/owl/purdue_owl.html) and **your textbook**, the ***Tar Heel Writing Guide, 2023-2024***, are fantastic resources for learning more about mechanics, style, grammar, and citations. I'd also be happy to recommend other useful style guides, tools, reference materials, etc. if you ask.

There are writing disciplines we will not specifically discuss this semester, such as creative writing (fiction, creative non-fiction, drama, poetry, etc.), writing in business, and legal writing. For more information about writing in these disciplines, **read the appropriate chapters in the *Tar Heel Writing Guide***. I'm also willing to discuss these disciplines with you further outside of class.

The sister organization to the UNC Writing Center is the **UNC Learning Center**, which offers valuable resources for all other learning-related issues or needs, including tips for adjusting to college life, study strategies, and time-management skills. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit from their services, please visit them in [SASB North](#) or visit their website to schedule an appointment: <http://learningcenter.unc.edu/>.

Similarly, **UNC Career Services** offer extensive support for finding a job (long-term or just for the summer) as well as assistance in completing an application, crafting a resume or cover letter, or conducting an interview, etc.: <https://careers.unc.edu/>.

The **UNC Libraries** also have amazing resources and dedicated, knowledgeable experts who will assist you with your research: <http://library.unc.edu/>. This includes one-on-one consultations with a librarian who can assist you in forming or executing a research plan. These consultations are [specifically for ENGL105/105i students](#) and can be extremely valuable, although these [research librarians](#) can also assist you with your research projects in future classes as well. See also Sakai>Resources> Helpful Handouts and Resources>UNC Libraries Resources.

I also want to call attention to the [Academic Advising Program](#), which provides academic advising for undergraduate students at UNC. They are here to guide you and assist with planning your academic career and course-planning needs at UNC, but they are also highly connected with the rest of the university community and may be able to connect you with other resources for preparing for your future goals and/or addressing your current needs or problems.

[The Center for Student Success and Academic Counseling](#) in [SASB North](#), Room 2203, can be useful in solving problems non-mainstream students sometimes encounter. Contact CSSAC at 919-962-1046 or visit their website at <https://studentsuccess.unc.edu/>: “With a collection of programs dedicated to promoting academic excellence, we assist students in developing the skills and strategies needed to be successful. This commitment to student learning supports UNC’s mission to teach a diverse group of students ‘to become the next generation of leaders.’”

For resources on undergraduate research, including mentors, workshops, handouts, and opportunities to present or even publish your work, see the **Office for Undergraduate Research (OUR)** at <https://our.unc.edu/>, especially their pages on [presentation opportunities](#) and on [getting published](#).

Although our specific course will not include formal exams or tests, you should still be aware of the **Undergraduate Testing Center**, a resource that could be useful for you in other courses moving forward. [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 the [Accessibility Resources and Service Office \(ARS\)](#) 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/>.

I also want to call your attention to **Adobe Creative Cloud**, a suite of fantastic programs to which we, as members of the UNC community, all have free access. This suite of programs includes Adobe Acrobat DC (a program for reading and editing .pdf files that is far superior to the simple [Adobe Reader](#)), Adobe Photoshop (for editing photos), Adobe Audition (for editing audio), and Adobe Premiere Pro (for editing video). You should certainly take advantage of all of these programs. You can download and install Adobe Creative Cloud for free at <https://adobe.unc.edu>. Once you have Adobe Creative Cloud, you can use it to install any of the programs included in the suite. The process for obtaining Adobe Creative Cloud is a bit convoluted; for assistance, see “How to Get Adobe Creative Cloud” on Sakai at Resources>Helpful Handouts and Resources.

As students at UNC, you all have free access (through your student fees) to a number of **free resources**, including (but not limited to) the following:

- Free access to a tremendous amount of scholarly books, journals, and articles (in digital format): <https://library.unc.edu/>
- Free online subscription to the *New York Times*: <https://guides.lib.unc.edu/nyt-academic-pass>
- Free online access to the *Washington Post*: <https://www-washingtonpost-com.libproxy.lib.unc.edu/>
- Free access to a variety of streaming movies and films: <https://guides.lib.unc.edu/az.php?s=1100>
- Free access to a variety of audio books: <https://carolina.overdrive.com/>

Students at UNC come from a variety of socioeconomic backgrounds; some students come from backgrounds of poverty. The following resource is provided by the [Initiative on Poverty and Inequality](#) to provide resources and support for such students: [Being Not-Rich @ UNC](#).

Food and/or Housing Insecurity: If you need food, a safe place to stay, or any other necessities, UNC has resources to help you. You can always contact the [Dean of Students](#) if you need help with any of these things. You can also get food from [Carolina Cupboard](#), our on-campus food pantry. Carolina Cupboard is located in the basement of [Avery Residence Hall](#) (295 Ridge Road; go in through the side doors).

For each class I teach, I also maintain a running Google Doc to which I encourage all of my students to contribute. Any time you confront a useful reading, resource, or other piece of media (useful for our class, for students, or just entertaining and interesting), you're invited to add it to our running list. The document is titled [“Suggested Readings or Other Content.”](#) The link to that document is also on Sakai at Resources>Readings. I highly encourage you to contribute to this informal list so we can collaboratively curate a list of readings and other content we can all use to inform and empower (or just entertain) each other this semester and in the future.

For a thorough and updated list of campus resources, [see the attached useful document, which I do not moderate](#). Please also keep in mind the various student support resources listed above under “Course Policies” as well as the [attached document](#) regarding mental health resources for students at UNC.

In a similar vein, there are a variety of support services available at UNC for mental health.

Counseling and Psychological Services (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. In addition to these campus resources for student mental health, I also want to call your attention to two **national hotlines for mental health support**. For information, resources, and referrals for mental health support, call 1.800.662.HELP (4357). For someone to speak to during a crisis 24/7, call 1.800.273.TALK (8255). **See also the [attached document](#) regarding mental health resources for students at UNC.**

I want to especially emphasize the **Heels Care Network** website (<https://care.unc.edu/>), which serves as a hub for mental health and well-being resources available to UNC students, staff, and faculty, including links to 24/7 support and suicide prevention resources. It also features a live chat and a link to an anonymous care referral form for anyone to report concerns they have for a student. This campus-wide collaboration is designed to help students, families, faculty, and staff—our entire extended Tar Heel community—find the resources they need to support their mental health and well-being.

Lastly, as an instructor, I aim to challenge you to grow and excel, but **I am also dedicated to providing support to my students in times of crisis or other extenuating circumstances.** Although I am not a medical professional or mental health professional, it is still important that you know that I have received the following training so that you feel comfortable coming to me if you feel it necessary. Although I aspire to challenge you towards intellectual growth, I feel that my role is also one of support and guidance. Please know that I am here to advocate for your success and personal well-being. To support such growth and health, **I have completed the following training sessions so that I might be better equipped to support you in times of need:**

- **Education Fellow Certification.** [UNC Summer Institute on College Teaching](#), 2021.
- **[“Carolina Firsts Advocates Training”](#)** for providing support to first-generation college students, 2019.
- **[“One ACT Skills Workshop”](#)** for preventing violence, 2019.
- **[“Embody Carolina Training”](#)** for providing support to students experiencing eating disorders, 2019.
- **[“Green Zone Staff Training”](#)** for providing support to students past/presently active in the military, 2019.
- **[“Harassment and Discrimination Prevention”](#)** for faculty and staff members, 2019.
- **[“Sexual Assault Prevention: Ongoing Education.”](#)** Education on [Title IX](#) for instructors, 2019.
- **[“Safe Zone Staff Training”](#)** for providing support to members of the LGBTQIA+ community, 2018.
- **[“Mental Health First Aid Training for Higher Education”](#)** for recognizing and supporting people in mental health crises, 2018.
- **[“UNC HAVEN \(Helping to Advocate for Violence Ending Now\) Staff Training”](#)** for providing support to survivors of sexual and interpersonal violence and stalking, 2017.

Communication and Flexibility are Crucial:

I cannot stress enough the need for clear communication. I will work hard to clearly communicate all assignment schedules and expectations along with any changes or adjustments made to our Course Schedule and to remind you regularly of upcoming assignment due dates, etc., primarily through our Google Doc lesson plans (Sakai>Resources>In-Class Activities). It is your responsibility, however, to take careful notes in class and to check your email and our course [Sakai](#) site for updates and announcements. If you miss a class session, it is your responsibility to reach out to me or your classmates to find out what information you missed, including upcoming assignments, changes to the syllabus, etc. You should also check the lesson plan from the day you missed and the recording of that day’s class session (if available).

Additionally, if you are experiencing larger issues that are affecting your performance as a student or your college life in general, please feel free to reach out to me directly or to contact various on-campus resources that can assist you, including the resources mentioned above in the “Course Policies” or “Course Resources” section of this syllabus as well as the [Dean of Students](#), [Campus Health Services](#), and the [Office of Campus Safety](#). These resources can offer assistance and support and, **at your discretion**, can communicate your situation to your instructors through an official capacity. UNC is a very supportive academic environment; we all genuinely want each of you to succeed, but no one can help you if you don’t reach out, to me or to those other resources.

UNC faculty and staff are committed to provide an engaging, collaborative, and safe learning environment, independent of the mode of teaching. Due to the uncertainty of the current health environment, guidelines and modes of instruction might change during the semester. Please understand that any changes during the ongoing semester are made with your safety and health in mind, as well as the safety of UNC faculty and staff. Especially this semester, it is important to actively read and observe any communication that is sent from UNC or your instructor, so you can make adjustments as needed and not miss any class time. Please also inform your instructor(s) and department if anything changes on your end, if you’re experiencing difficulties, etc.

If you need help, ASK! If you are falling behind or need extra help or have concerns about our classroom environment, please let me know. We can discuss brief concerns before or after class, and we can have an extended conversation and/or conference during my office hours or some other scheduled meeting time. To schedule an appointment, please email me at paulblom@live.unc.edu.

Course Schedule:

Be sure to read the Course Schedule below in its entirety, make note of assignment due dates, etc. Plan ahead! You are responsible for knowing and abiding by these dates.

Any assigned reading listed for a particular date should be read prior to that day’s class session. For instance, the assigned reading from the *Tar Heel Writing Guide*, 2023-2024 (THWG) of Chapter 1-1 is listed below for Thurs. Aug. 24. This means that students should come to class on Thurs. Aug. 24 having completed that reading and ready to discuss it.

All drafts and other homework (including final drafts submitted for a grade) are due by 12:00pm on the day on which they are listed. For example, the Rough Draft of Feeder 1.1 is listed below on Thurs. Sept. 7. This means that you must submit it by 12:00pm that day, Thurs. Sept. 7. For clarification and a quick list of due dates for all final drafts of graded assignments, see the “Assignment Due Dates” section listed above. Any time you submit a draft in progress, assume that we will workshop that draft in groups or partners that day in class, so always come to class ready to discuss your draft and provide thoughtful feedback to your peers on their own draft.

Week 1	Tues. Aug. 22:	First class session for ENGL 105i, Sec 005 Introduction to the course; syllabus overview <u>Due by 12pm:</u> Complete all tasks at Sakai>Start Here!
	Thurs. Aug. 24:	Rhetorical contexts and the writing process <u>Due by 12pm:</u> Your signed Student Work Release Form for our course website (Sakai>Resources> Course Website Resources; email it to me at paulblom@live.unc.edu or give me a completed hard copy when you come to class) <u>Assigned reading:</u> ENGL 105i, Sec 005 Course Syllabus; <i>THWG</i> “Introduction,” Ch. 1-1: “Understanding Rhetorical Situations and Genres” and Ch. 1-2: “The Writing Process”; UNC Writing Center: “ College Writing ”; “ Shitty First Drafts ,” by Anne Lamott (Sakai>Resources>Readings)
Week 2	Tues. Aug. 29:	Begin Unit 1: Writing in the Medical Sciences Brainstorm UP1 topics in class <u>Due by 12pm:</u> Complete the UNC Libraries Plagiarism Tutorial (have proof of your completion of this tutorial forwarded to me via email at paulblom@live.unc.edu); begin the process of obtaining Adobe Creative Cloud (“How to Get Adobe Creative Cloud” at Sakai>Resources>Helpful Handouts and Resources”) <u>Assigned reading:</u> <i>THWG</i> Ch. 2-6: “Writing in Health & Medicine,” Ch. 2-1: “Writing in the Natural Sciences”; Unit 1 Assignment Prompt (Saka>Resources>Unit 1)
	Thurs. Aug. 31:	Library day (Meet at Davis Library, Room 247) <u>Assigned reading:</u> <i>THWG</i> Ch. 1-3: “Conducting Primary & Secondary Research”; UNC Writing Center, “ Understanding Assignments ”
Week 3	Tues. Sept. 5:	Well-Being Day (no classes held)
	Thurs. Sept. 7:	Research: evaluating and integrating outside sources Best practices for peer feedback and workshopping <u>Due by 12pm:</u> Feeder 1.1 Rough Draft (forum post) <u>Assigned reading:</u> UNC Libraries: “ Why We Cite ”; CSE/CBE 8 th ed. Name-Year: “ Sample References Page ,” “ In-Text Citations ,” “ Print Sources ,” “ Online Sources ”; “CSE Sample Passage and Reference List” (Sakai>Resources>Unit 1)

Week 4	Tues. Sept. 12:	Study design; thinking critically about scientific studies Genre models for popular health articles <u>Due by 12pm: Feeder 1.1 Final Draft, for a grade (Sakai>Assignments)</u> <u>Assigned reading:</u> “10 Monkeys and a Beetle: Inside VW’s Campaign for ‘Clean Diesel’” by Jack Ewing, <i>The New York Times</i>, 25 Jan. 2018 (Sakai>Resources>Readings) <u>Assigned viewing:</u> Last Week Tonight with John Oliver: “Scientific Studies” (up to 15:48)
	Thurs. Sept. 14:	The structure of scholarly discourse vs. narrative discourse Introductions and conclusions <u>Due by 12pm: Feeder 1.2 Rough Draft (forum post)</u> <u>Assigned reading:</u> “Anatomy of a Scholarly Article” from NCSU
Week 5	Tues. Sept. 19:	Digital literacy and visual literacy; multimedia compositions Looking at genre models for popular health video essays <u>Due by 12pm: Feeder 1.2 Final Draft, for a grade (Sakai>Assignments)</u> <u>Assigned reading:</u> <i>THWG</i> Ch. 1-5: “Composing with Media”
	Thurs. Sept. 21:	How to capture and edit audio and video footage (We will meet for class in the Undergraduate Library, Room 205)
Week 6	Tues. Sept. 26:	Grammar, punctuation, local errors, and proofreading <u>Due by 12pm:</u> Find at least one image of a (preferably funny) local error and email it to me. You can find these either online or preferably in real life and then photographed by you. <u>Assigned reading:</u> “Grammar and Parts of Speech” PowerPoint (Sakai>Resources>Readings)
	Thurs. Sept. 28:	Grammar continued; sentence structure; paragraph structure <u>Due by 12pm:</u> Unit Project 1 Rough Cut 1 (forum post) <u>Assigned reading:</u> “Sentence Structure” PowerPoint (Sakai>Resources>Readings)

Week 7	Tues. Oct. 3:	Workshop Unit Project 1 Rough Cut 2 <u>Due by 12pm:</u> Unit Project 1 Rough Cut 2 (forum post)
	Thurs. Oct. 5:	Begin Unit 2: Writing in the Social Health Sciences In-class reflections on UP1; choose UP2 topics in class <u>Due by 12pm:</u> UP1 Final Draft, for a grade (post to the course website; embed video above your video transcript) <u>Assigned reading:</u> <i>THWG</i> Ch. 2-2: “Writing in the Social Sciences”; Unit 2 Assignment Prompt (Sakai>Resources>Unit 2)
Week 8	Tues. Oct. 10:	Research questions and health (in)justice <u>Due by 12pm:</u> UP2 Tentative RQ (forum post) <u>Assigned reading:</u> UNC Libraries: “ Why We Cite ”; UNC Libraries APA 7 th edition: “ Sample References Page ,” “ In-Text Citations ,” “ Print Sources ,” “ Online Sources ”; “Research Questions Handout” (Sakai>Resources>Helpful Handouts and Resources); Health Justice Commons’ Five Core Principles <u>Assigned viewing:</u> Washington College of Law, “What is Health Justice?”
	Thurs. Oct. 12:	University Day (we WILL still hold class) Thesis statements; observations and interviews <u>Due by 12pm:</u> Feeder 2.1 Rough Draft (forum post)
Week 9	Tues. Oct. 17:	Editing/condensing text; conference proposals and abstracts <u>Due by 12pm:</u> Feeder 2.1 Final Draft, for a grade (Sakai>Assignments)
	Thurs. Oct. 19:	Fall Break (no classes held)
Week 10	Tues. Oct. 24:	Word choice/diction, style, and tone <u>Due by 12pm:</u> Feeder 2.2 Rough Draft (forum post)
	Thurs. Oct. 26:	Looking at genre models for health justice studies <u>Due by 12pm:</u> Feeder 2.2 Final Draft, for a grade (Sakai>Assignments)

Week 11	Tues. Oct. 31:	Oral communication and presentation strategies <u>Assigned reading:</u> <i>THWG</i> Ch. 1-4: “Presenting and Publishing Your Research” <u>Due by 12pm:</u> UP2 Rough Draft (forum post)
	Thurs. Nov. 2:	UP2 In-Class Conference Presentations (Meet in Undergraduate Library , Room 205)
Week 12	Tues. Nov. 7:	Begin Unit 3: Writing in the Health Humanities In-class reflections on UP2; brainstorm UP3 topics in class <u>Due by 12pm:</u> UP2 Presentation Materials, for a grade (post all to the course website) <u>Assigned reading:</u> <i>THWG</i> Ch. 2-3: “Writing in the Humanities”; <i>Health Humanities Reader</i> “Introduction” (Sakai>Resources>Unit 3); Unit 3 Assignment Prompt (Sakai>Resources>Unit 3)
	Thurs. Nov. 9:	Illness narratives and narrative medicine <u>Due by 12pm:</u> Feeder 3.1 Rough Draft (forum post) <u>Assigned reading:</u> UNC Libraries: “ Why We Cite ”; UNC Libraries MLA 9th edition : “ Sample Works Cited Page ,” “ In-Text Citations ,” “ Print Sources ,” “ Online Sources ”; “MLA Works Cited Sample” (Sakai>Resources>Unit 3)
Week 13	Tues. Nov. 14:	Ethical interviewing techniques Close reading techniques <u>Assigned reading:</u> Handouts on literary analysis (Sakai>Resources>Unit 3>How to Close Read a Text) <u>Due by 12pm:</u> Feeder 3.1 Final Draft, for a grade (Sakai>Assignments)
	Thurs. Nov. 16:	Descriptions and detail Looking at genre models for illness narratives
Week 14	Tues. Nov. 21:	Genre models continued <u>Due by 12pm:</u> Feeder 3.2 Rough Draft (forum post)
	Thurs. Nov. 23:	Thanksgiving Break (no classes held)

Week 15	Tues. Nov. 28:	Writing in business; creative writing <u>Assigned reading: THWG Ch. 2-4: “Writing in Business”</u> <u>Due by 12pm: Feeder 3.2 Final Draft, for a grade (Sakai>Assignments)</u>
	Thurs. Nov. 30:	Comparing writing in the disciplines <u>Due by 12pm: Unit Project 3 Rough Draft (forum post)</u>
Week 16	Tues. Dec . 5:	ENGL 105i, Sec 005, final class session In-class reflections on UP3 Course evaluations and transfer activities <u>Due by 12pm: UP3 Final Draft, for a grade (post to the course website); all extra credit assignments</u>

Again, there is no final exam for this course.

Final grades for ENGL 105i, Sec 005 will be reported by 5:00pm on Mon. Dec. 11.

Note: Remember to look at the “Course Blog Post Assignment Prompt” (Sakai>Resources>Course Website Resources) and make a note of when your individual blog post is due throughout the semester.

Final Notes:

I reserve the right to make changes to this syllabus as needed, including assignment due dates or reading assignments as listed in the above Course Schedule. It is very likely that small secondary readings will be added to various days listed above. These changes will be announced and shared with the entire class as early as possible.

For every class session, I will post a lesson plan as a [Google Doc](#) on Sakai at Resources>In-Class Activities. You do not need to access these before each class, but you should have access to them during that class session and should refer to them afterwards, especially if you miss that class. (If you miss a class session, be sure to refer to the most recent lesson plan and video recording of the day’s class and also touch base with the members of your current working group.) The end of each lesson plan will list homework for the next class session. You should always refer to that document for any adjustments, additions, etc. to this Course Schedule.

All students are responsible for knowing and abiding by all policies, dates, and other expectations listed in this syllabus.

If you have questions at any point this semester, speak with me briefly before or after class, visit me during office hours, schedule a time to meet with me outside of office hours, or email me directly.