# Syllabus

# English 1100: Foundations of College Writing

# Fall 2024

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| This document will be updated as needed. Please be sure to check the revised date in the header to be sure you are using the most recent version.  This document is designed as a template. Items in boxed areas address instructors. Graduate Teaching Assistants (GTAs) are required to use this syllabus (but may play with design if desired). Although other instructors may devise their own assignments, **the bulleted list of course outcomes below must appear on the syllabus and the work done in the class should advance these goals.**  The course outcomes and other boiler plate information/policies will be pre-loaded in your Canvas site for the course. In addition, the common assignment of a Portfolio of Revisions will be pre-loaded in your Canvas site for the course.  **All sections of English 1100 should include an introduction to the library’s databases through a library orientation session** (please fill out the online request form— <https://library.ecu.edu/services/schedule-instruction/>—<http://media.lib.ecu.edu/Reference/instruction_schedule.cfm> to arrange for your section’s library orientation) **and should provide students with an introduction to locating and integrating secondary sources and avoiding plagiarism in academic writing.** This introduction to the research writing process is essential because students are asked to do this kind of work even in their first semester at ECU. This introduction will also provide a foundation for students to build on later in English 2201.  In addition, it is important for all instructors to include assignments that ask students to write in a variety of genres with differing lengths. Students will benefit from practicing the development of extended arguments (+/- 1800 words), from creating detailed but limited analysis (+/- 1200 words), and from honing their abilities to condense information into shorter texts (+/-500 words). Assignments should also stress analysis of the rhetorical situation, attention to rhetorical purpose, and accommodation of specific audiences. You may ask students to incorporate multimodal writing in their projects.  **All instructors/GTAs of 1100 must use Canvas to collect the Self-Analytical Cover Letter and the Final Portfolio of Revisions assignment. This assignment will be copied into your Canvas course with the appropriate rubric. If you accidentally delete this common assignment, please contact Katie Walston (**[**walstonka23@ecu.edu**](mailto:walstonka23@ecu.edu)**) to have it copied back into your section.**  Supplemental material including sample assignments and daily activities will be available on the Writing Foundations Instructor Blog (currently located here: <https://sites.ecu.edu/writingfoundations/>). A login is not required, but if you have difficulty accessing anything on the Blog, please contact Dr. Tracy Ann Morse ([morset@ecu.edu](mailto:morset@ecu.edu)).  GTAs, as you adapt this syllabus to your class, please personalize it. Revise the language where allowed so that you are comfortable with it. You should also be sure that you understand the purposes of the assignments and that you clearly articulate those goals and purposes to the students. If the purposes and goals of an assignment are not clear to you, you should contact Dr. Tracy Ann Morse at [morset@ecu.edu](mailto:morset@ecu.edu). Feel free to ask questions. |

## Contact Information and Office Hours

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| The information below should be clear on your syllabus. I advise you *not* to give out your personal phone number. You may set up a Google Voice number if you desire. GTAs teaching two sections will have *five* office hours per a week and those teaching one section will have *three* office hours per a week. (Faculty will have five office hours per a week.) Office hours should be scheduled over two or more days to give students more opportunities to seek assistance and be within regular campus business hours (8am-5pm). **You must have office hours on a MW *or* F *and* T *or* R.** You are encouraged to use the same syllabus for multiple sections. |

Instructor: [Dr., Mr., Ms., or Mx. Last Name]

Email: [address]@students.ecu.edu/ecu.edu

Phone: 252.[office phone number; MA GTAs use 252.328.4282]

Office: [Building and Room number; MA GTAs are in Bate 2005; PhD GTAs will be assigned offices]

Office Hours: [days and times]

Section(s) and Classroom(s): [include the section numbers, days/time the sections meet, and Building and Room numbers]

**\*\*Important Course Requirement\*\***

As the semester progresses, keep all of your projects, including all drafts, all peer review comments, and all feedback from me. You will need this material to complete the final major assignment in the course.

## ENGL 1100 Course Description from Catalog and Purpose

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| The information in this section must be included verbatim. You may add to it, but you may not edit or revise what is below. \*\*Please note that the catalog description for 1100 has been revised and the revision should be used beginning Fall 2024. |

Foundations of College Writing is an introduction to expository, analytical, and research-based academic writing. Instruction in critical reading; developing, supporting, and organizing ideas; drafting, revising, and editing with attention to audience, purpose, and context.

Successful writing is purposeful and audience specific. It requires writers to reflect carefully on their decisions and those of other writers. Writers must also be aware of the conventions that guide those decisions. Writers must also employ strategies for generating ideas, organizing materials, drafting, and editing their own work.

## ENGL 1100 Course Student Learning Outcomes

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| The information in this section must be included verbatim. You may add to it, but you may not edit or revise what is below. \*\*Please note that the course specific outcomes have been revised and the revisions should be used beginning Fall 2024. In addition, we must show alignment of course specific outcomes and written communication competency on the syllabus. The format below must also be used on all ENGL 1100 syllabi.\*\* |

Students are expected to master the following General Education (GE), Written Communication Competency, and Course Specific Learning (CS) outcomes.

English 1100 will promote your facility with critical reading and writing by helping you to do the following:

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| ENGL 1100 Course Specific Learning Outcomes | GE: Written Communication Competency Outcomes\* |
| CS 1. Identify significant questions to explore and address via writing | GE 1. Create, identify, and engage in significant research questions |
| CS 2. Practice the many different purposes of writing, including writing to reflect, analyze, explain, and persuade | - - - - - - - - - |
| CS 3. Use drafting and revising | - - - - - - - - - |
| CS 4. Organize their writing in a way that is appropriate to the audience and context | GE 3. Select and use appropriate methods and rhetorical strategies that suit the purpose and audience of a specific context and discipline |
| CS 5. Demonstrate awareness of how audience and purpose affect content, tone, and style | GE 3. Select and use appropriate methods and rhetorical strategies that suit the purpose and audience of a specific context and discipline |
| CS 6. Incorporate relevant and sufficient details and examples both from their experiences and from secondary research in an appropriate way to the audience and context | GE 2. Engage rhetorically and integrate a variety of appropriate sources to support a central claim |
| CS 7. Express their ideas clearly using grammar, punctuation, and word choice appropriate to the audience and context | GE 4. Organize sentences and paragraphs to communicate central points with logical connections and a minimum of grammar and punctuation errors |

\* ENGL 1100 and 2201 together help students meet the General Education Written Communication Competency Outcomes.

You will write extensively, both formally and informally, often for every class meeting, and you must be prepared to share your writing with your peers on a regular basis. You will be asked to write in a variety of genres, most of which will involve multiple pages of revised prose.

## Written Communication Competency

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| The information in this section must be included verbatim. You may add to it, but you may not edit or revise what is below. |

Courses in the writing competency curriculum focus on student aptitudes rather than on a particular content because composing is a recursive process that depends not on specific knowledge but on fluent, flexible, creative thinking. To concentrate on the essentials of composing, the program explicitly treats stages of process such as discovery, drafting, etc. It concentrates on exposition and argument as the modes most useful for the student and the citizen. It teaches students how to use library resources so that students may expand their access to knowledge essential for informed discourse. The program emphasizes critical thinking as well as traditional rhetorical skills because only insight can generate substance for the writer’s craft to shape.

## Writing Intensive (WI)

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| You must have this statement verbatim on your syllabus. |

ENGL 1100 Foundations of College Writing is a writing intensive course in the Writing Across the Curriculum program at East Carolina University. This course will focus on the development of writing skills. Upon completion of the course students will:

1. Use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources.
2. Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (including genres that integrate writing with visuals, audio, or other multimodal components) of their major disciplines and/or career fields.
3. Demonstrate that they understand writing as a process that can be made more effective though drafting revision.
4. Proofread and edit their own writing, avoiding grammatical and mechanical errors.
5. Assess and explain the major choices that they make in their writing.

This course contributes to the four-course WI requirement for students at ECU. Additional information is available at the following site: https://writing.ecu.edu/.

## University Writing Portfolio

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| You must have this statement verbatim on your syllabus. |

In addition to uploading your course material to your English 1100 Portfolio in Canvas, you will also submit material to a University Writing Portfolio using Portfolium.

Students in all writing intensive courses are required to submit at least one completed written project to their University Writing Portfolio. In this course, students will submit assignments using the Portfolium tool. The university uses these writing samples to assess the writing program and to make improvements where necessary. To report problems with Portfolium, contact ITCS: https://go.ecu.edu/Portfolium.

By default, assignments that you submit to your University Writing Portfolio become part of your personal Portfolium website (https://ecu.portfolium.com), which you may use or not as you please. Be aware that you are in control of the privacy settings of your Portfolium site and should review the settings to ensure your privacy settings are set to your preference. Making items on your personal Portfolium site public or private does not impact your grade in your writing intensive courses. Your Portfolium account remains yours after you leave ECU.

## Texts and Course Costs

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| You must list these required texts with the ISBNs. |

Norton Bundle Registration Card: ISBN 9781324077824 includes:

Bullock, Richard, et al. *The Little Seagull Handbook*.5th ed., Norton, 2023. (spiral bound and ebook with MLA update)

*InQuizitive for Writers* registration card.

Graff, Gerald and Cathy Birkenstein. *They Say/I Say*. 6th ed., Norton, 2024. (ebook)

*Pirate Papers for ENGL 1100.* 9th ed., 2022. 2022. ISBN: 9781453402597.

You may be required to provide photocopies or printouts of the sources you use in the major writing assignments. You may be asked to provide multiple copies of drafts for peer review.

## University Writing Center

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| You must have a statement about the UWC and include where it is located and the link and phone number for making appointments. You may *not* require the use of the UWC. |

I encourage you to make use of the writing assistance provided by the University Writing Center (UWC), located in Joyner Library 1015. You can visit the UWC during any stage of the writing process. While the UWC does accept drop-ins if a consultant is available at that time, it is a very good idea to make an appointment ahead of time at <https://ecu.mywconline.com> or call 252.328.2820. Appointments begin on the hour and last about 45 minutes. When you visit the UWC, be prepared to ask and answer questions about your writing. It is also helpful for you to bring a copy of your assignment and any work you’ve done so far.

## Major Projects

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| You must include a *brief* overview—*not* the specifics—of major assignments on the syllabus. Your assignments will be titled using the Major Assignment titles below and you may provide subtitles to them on the assignment sheets you create for the projects. |

Each of the writing projects for this course will have a specific due date during the semester. On this due date, you will submit your work, including all drafts and peer responses, to me for feedback and grading.

### The Final Portfolio of Revisions (CS 1, 2, 3, 4, 5, 6, 7; GE 1, 2, 3, 4; WI 1, 2, 3, 4, 5): Graded and Assessed using the Final Portfolio of Revisions Rubric

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| **About the Final Portfolio:** Research in the teaching of writing has shown that students benefit more from peer and instructor feedback on their writing when they have the chance to revise their work after they receive that feedback. Comments on a final draft tend not to be very instructive for students and serve primarily to justify a grade. Without the chance to revise and improve their writing (and their grade), students often will not even read the comments we carefully, even painstakingly, make on their work. The Final Portfolio, as described here, gives students a chance to revise their work up until the very end of the course.  A portfolio approach to teaching composition is also supported by research and successful practices in the field that recognize writing teachers cannot, in just one or two semesters of composition, fully prepare students to write expertly in all of their future courses, in their professions, and in the world beyond. We can, however, help students in 1100 and 2201 develop transferable strategies for identifying, understanding, and practicing effective writing strategies in whatever contexts they may find themselves. Students will need to be able to identify and explain the textual choices that experienced, successful writers make, and they will need to be able to identify and explain the choices that they make in their own writing. One strategy that has proven effective in the development of such meta-awareness is the use of an end-of-semester portfolio that includes revised work and self-analytical writing in which students identify and explain the revisions and textual choices that they have made in their work in that portfolio.  We will use Canvas to collect the students’ portfolios for the purpose of assessing the Writing Foundations courses and Written Communication Competencies.  All instructors will incorporate some version of a portfolio of revisions and a self-analytical writing demonstrating meta-awareness into their sections of English 1100.  You are encouraged to require one significant revision to be from a traditional text to a multimodal (accessible) text. |

As the last major project for the class**—**in place of a final examination—you will do the following:

1. Based on feedback from your peers and from me, revise two projects **significantly**. In other words, your revisions should involve more than simply editing or moving a few things around. In the event that you cannot identify ways your assignments could be made more effective for their original audience(s) and/or purpose(s) through significant revision, you should come speak with me about revising one or both of your assignments for a new audience and/or purpose.
2. Compile a portfolio that includes these two revised assignments, along with **all drafts of and feedback on those assignments**. Please clearly name each document appropriately. All final drafts included in the portfolio, as well as the self-analytical essay, will be uploaded to Canvas and your University Writing Portfolio.
3. Compose a self-analytical letter to turn in with the portfolio. The self-analytical letter should explain and justify the changes you have made to the two pieces of writing you have revised. In addition, the letter should identify and explain what you believe is effective in these two writing projects and what you believe could yet be improved. I will be paying attention to how well your letter reflects an awareness of the rhetorical strategies that are present in your writing. More information about the self-analytical letter will be distributed during the semester.

### Project 1: Writing to Reflect (CS 1, 2, 3, 4, 5, 6, 7; GE 2, 3, 4): Graded using the Writing to Reflect Rubric

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| **Before assigning Project 1, get a writing sample**. As you begin work on the first major course project, it is very important that you get a sense of students’ writing abilities. At some point during the first *two* class meetings (within the first week), get a writing sample from students that you can look over quickly and determine if you may have some students who will benefit from working with the Writing Center on a regular basis. You should encourage all students to visit the Writing Center, but please DO NOT REQUIRE your students to go. The Writing Center does not have the staff to meet with every student in your class. Furthermore, it is advisable to talk with students and convince them of the benefits that can accrue from their visiting the Writing Center. If students view the trip to the Writing Center as an unnecessary hoop to jump through, they arrive at the Writing Center with a lot of resistance and are less likely to benefit from the experience.  **About Writing to Reflect**. Students will reflect critically on something they have a personal connection to and make links to ideas, issues, or conversations outside the self. The specific content starts with the student’s personal experiences. The specific skills emphasized are critical awareness of the student as a credible source, skillful use of language, use of narrative as illustration(s) to support a significant thesis, and analysis of experience(s) to make connections outside of the personal.   |  |  | | --- | --- | | **Possible Prewriting** | **Possible Essays** | | Narrative writing | Literacy or Education Autobiography | | Freewriting on a specific personal experience | Analysis of Self as Reader  Defining Empathy | | Identity Inventory | Identity Analysis | | Timelines  . . . and more. | Reflect on a Cultural Artifact  . . . and more. |   GTAs will work closely with Dr. Morse to create an appropriate assignment. Examples of possible assignments are available on the Writing Foundations Instructor Blog.  You do not have to include on your syllabus all the information below for each project, but you do need to include the gist. |

1. You will be asked to offer a critical analysis reflecting on personal connections or experiences. Your instructor will provide you with specific guidelines for your assignment.
2. The audience for this project is your 1100 classmates.
3. Your writing should convey and explain the significance of the event and explain what your reader might learn from your reflection. We will look at sample reflections in class to give you a better idea of the kinds of events or artifacts you might reflect on and the strategies you might use. You must carefully describe event(s) or artifacts for your audience, keeping in mind that most of your classmates are not familiar with your individual background, but you also need to be sure that your reflection does more than just relate or summarize events or artifacts: it should help your reader to think critically about the events or artifacts.
4. Your reflection should be +/-1200 words (or 5 pages in MLA format).

You may be asked to include a brief cover letter with the polished draft (details about the cover letter will be provided in class). **\*\*I will not grade your project if you do not turn in drafts and a cover letter. Failure to submit peer review feedback will negatively affect your grade.**

### Project 2: Writing to Analyze (CS 1, 2, 3, 4, 5, 6, 7; GE 1, 2, 3, 4): Graded using the Writing to Analyze Rubric

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| **Library Orientation.** You should schedule an 1100 library orientation session prior to or during this assignment. Be aware that the library instructional staff gets very busy and plan well in advance for your class’s visit. You should also ask your students to complete the English 1100 library tutorial PRIOR to their instructional session in the library. More information about that tutorial can be found at Library 101: Introduction to Research—<http://libguides.ecu.edu/library101>.  The purpose of Library 101 is to teach students basic research skills needed to succeed in college. As a result of the Library 101 tutorial, students will be introduced to the following skills: Getting Help, Navigating the Library’s Website, Evaluating Sources, Searching for Articles and Books, Avoiding Plagiarism, and Citing Sources. Each skill is divided into beginning and intermediate. The intermediate skills build on the beginning skills. ENGL 1100 and 2201 students will be tested via the quizzes in the final tab of the tutorial.  **About Writing to Analyze.** This project should emphasize rhetorical analysis. It continues to strengthen the students’ analytical reading and writing skills and asks them to focus on the rhetorical strategies in a text. You should spend much class time working with students to grasp rhetorical strategies that may be at work in a text. The content of this assignment will vary by instructor choice but will ask students to work with *multiple* texts. The specific skills emphasized stretch students’ analytical skills to focus on ways writers persuade their readers.   |  | | --- | | **Possible Prewriting** | | Analysis of ads or commercials | | Identification of rhetorical appeals (e.g., ethos, pathos, and logos) in samples  . . . and more. |  |  | | --- | | **Possible Assignments** | | Analyze news organizations’ web sites | | Analyze a speech considering its primary and secondary audiences | | Analyze a documentary | | Analyze an article on same topic in newsmagazine, periodical, professional journal  . . . and more. |   GTAs will work closely with Dr. Morse to create an appropriate assignment. Examples of possible assignments will be available on the Writing Foundations Instructor Blog. |

This assignment asks you to consider how writers respond to context, purpose, and audience. The steps of the assignment are as follows:

1. In a paper of +/- 1400 words (about 6 pages in MLA or APA format), identify and explain rhetorical strategies that a text uses to try to persuade the audience to accept, or at least seriously consider the writer’s purpose. I will provide you with specific guidelines including who the audience is for this assignment.
2. We will discuss rhetorical strategies in class, but you will want to identify and try to explain strategies such as persona/ethos, tone and style, types of evidence used, writing conventions followed, visual elements used, and other ways in which the writers attempt to achieve their purposes with their audiences.

You must turn in a copy of your sources with your analysis. You may also submit a brief cover letter with the polished draft (details about this letter will be provided in class). **\*\*I will not grade your project if you do not turn in drafts, copies of sources, and your cover letter. Failure to submit peer review feedback will negatively affect your grade.**

### Project 3: Writing to Persuade (CS 1, 2, 3, 4, 5, 6, 7; GE 1, 2, 3, 4): Graded using the Writing to Persuade Rubric

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| **About Writing to Persuade.** This project focuses on persuasive writing that asks students to engage with multiple sources. Students will continue to use their analytical reading and writing skills throughout this project.  Thinking about CONTEXT: Every text is created as part of a larger discussion. It is a reflection of or reaction to the culture it is embedded in. It is created by an author whose experiences and values emerge in his/her writing. It is read by an audience who is immersed in their own experiences, values, and cultures. Exploring one of the contexts of a piece of writing helps the reader understand how the text contributes to a conversation already in progress.   |  | | --- | | **Possible Prewriting**  Brainstorming questions to research further  Annotated Bibliography  Proposal or One-page draft | | **Possible Assignments**  Persuade an audience to make changes related to a social justice issue  Persuade an audience to take action on a cause you are passionate about  Persuade an audience of the value of a college degree | |

This project asks you to create an argument in which you address a question you are interested in. In order to do this effectively, you should use the close-reading skills you developed working on the rhetorical analysis essay. You will need to analyze issues relevant to the question you are interested in and consider the contexts for the discussions surrounding this question. Your essay should include a healthy balance of quotes and concepts from multiple sources representing multiple sides of the question you are interested in.

The Writing to Persuade project is your own interpretation, not a re-crafted research paper. You are not presenting facts or giving your reader a summary of your research; rather, you are making a claim about specific aspects of the topic you are focusing on and using multiple sources to support your argument in response to this question you have identified as interesting to you.

* You should have four to six secondary sources.
* You must also determine an appropriate audience and format for your argument. In other words, you need to determine who should or would want to read your argument and what form of writing (letter? website? article? essay?) would be most effective in reaching that audience.
* Your argument should be +/-1800 words (about 7½ pages in APA format for at least references), and you must turn in copies of your sources with your work.

You may also submit a brief cover letter with the polished draft (details about this letter will be provided in class). **\*\*I will not grade your project if you do not turn in drafts, copies of sources, and your cover letter. Failure to submit peer review feedback will negatively affect your grade.**

**Late Work**

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| You should include specific penalties for late papers (if allowed). Below is suggested language. You may make slight changes to it. Whatever language you decide on must be clear and consistent. Try not to make a policy that is too complicated for students to remember or understand. |

I do not accept late work unless specific, *documented* emergencies prevent you from completing something on time.

*OR*

I do not accept late work for any in-class activity, homework exercise, discussion post, or peer review. Formal projects (except the Final Portfolio) turned in late will receive a 25-point deduction for being submitted within 24 hours of the deadline and then an additional 10 points

for each day after that.

*OR*

I do not accept late work for any in-class activity, homework exercise, discussion post, or peer review. Each major project, except the Final Portfolio of Revisions, will have a 48-hour grace period. Formal projects turned in after the grace period will receive a 25-point deduction for being submitted within 24 hours of the deadline and then an additional 10 points

for each day after that.

## Class Citizenship or Class Participation (select a header for this section)

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| Below is suggested language. You may make changes to it. Whatever language you decide on must be clear and consistent. Select an appropriate section header: Class Citizenship or Class Participation.  Some instructors like to include a separate statement on technology use in the classroom. Some instructors include a statement about appropriate language use in the class (i.e., no hate speech). Feel free to elaborate on what your expectations are for students. |

By class citizenship, I am referring to your efforts to make this a successful class for yourself, for your fellow students, and for your instructor.

Some things you can do to earn a high grade in this area are

* come to class consistently and be attentive while you are here
* participate actively and productively in peer review sessions
* have access to your texts and other class materials in every class meeting
* complete readings thoroughly and on time, and
* participate productively in class discussions (this includes actively listening to your instructor and your peers when they are addressing the class or you during group work).

Some things you can do to earn a low grade in this area are\*

* miss peer review or bring insufficient work to peer review
* arrive late or leave during class
* read or focus on non-related course material including that accessed through technology
* sleep in class
* use cell phones without permission during class
* show disrespect for the views of others
* hold side conversations during class, and
* participate in any activities that do not contribute positively to the learning environment in the classroom.

\*Please be aware that, in addition to the negative effects these poor citizenship practices will have on your class citizenship grade, *they can be grounds for more serious disciplinary action, including removal from the course*.

## Attendance

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| You should include specific penalties for excessive absences, but you should avoid attendance penalties that promise failure of the course after a certain number of absences. Such absolute policies are very difficult to enforce and do not leave room for accommodating students with extraordinary circumstances. Below is suggested language. You may make slight changes to it. Whatever language you decide on must be clear and consistent. |

In order to be successful in this class, your regular attendance is essential. Class meetings will be used to complete in-class writing assignments and group work, to participate in peer review activities, to receive information about assignments and expectations, and to discuss reading material. Beyond the damage absences can have on your class citizenship grade, *missing more than 4 class meetings of a MWF class or more than 3 class meetings of a TR class without full documentation of a university-excused absence will lower your course grade one letter grade for each additional class absence. Your grade can be lowered even down to an “F” if the absences continue*. I will send you a written warning when your course grade begins to suffer due to missed classes.

Being tardy or leaving early from class is disruptive and rude; missing any part of class may result in missing work that cannot be made up and excessive tardiness or leaving class early will be considered as absences (three tardies/leaving early equal one absence). A tardy in excess of 10 minutes is equivalent to an absence.

Official University absences (<https://deanofstudents.ecu.edu/home/university-excused-absence/>) will be recognized, although I will expect you to hand in work prior to your absence unless we have discussed a different option. If you need to be absent for any reason, it is very important that you make me aware of your absence as soon as possible.

**AI Assisted Writing Policy**

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| Below is language that may be used regarding AI writing tools such as ChatGPT. You may make adjustments to this language or leave it off altogether. As of right now, neither the university nor department have an official policy regarding AI writing tools. However, we suggest you think about how you may be fair and consistent in administering an AI writing policy. You may consider how you can encourage its use in a fair and ethical manner. You may consider how you can encourage its use in a fair and ethical manner. You may also want to refer to OFE's page on suggested syllabus language: <https://libguides.ecu.edu/c.php?g=1317213&p=9685667,> |

The goals of English 1100 include discovering significant questions to explore and address via writing, becoming attentive to how audience and purpose affect content, tone, and style, and gaining competence in using technology in the writing process. In this course we will explore some of the tools that may be used in the writing process, and this may include artificial intelligence (AI) tools like ChatGPT. I expect you to clearly mark where you are using AI tools for your writing. The purpose is both to show what writing is yours but also to give you an opportunity to reflect on how these tools are and can be used in a responsible, ethical way. Unmarked use of ChatGPT or other AI writing tools will be considered plagiarism and may result in failure of the assignment or course (see the full plagiarism policy in this syllabus).

## Plagiarism

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| Below is mostly required language. You may make changes to the penalty statement: “you will be given an ‘F’ for the course” to “you will be given an ‘F’ for the assignment.” Or you may opt for “may” instead of “will.” |

Academic Integrity is the cornerstone value of the intellectual community at East Carolina University. Academic Integrity is required for all students to derive optimal benefits from their educational experience and their pursuit of knowledge. Violating the principle of academic integrity damages the reputation of the university and undermines its educational mission. ECU students are responsible for promoting Academic Integrity within the ECU community by upholding integrity in their own work and by reporting any suspected violation. A student knowing of circumstances in which an Academic Integrity Violation (AIV) may have occurred (or is likely will occur) should bring this knowledge to the attention of a faculty member or the Office of Student Rights and Responsibilities (OSRR).

An **Academic Integrity violation** is defined as any activity that exhibits dishonesty in the educational process or that compromises the academic honor of the university. Examples include, but are not limited, to the following:

**Cheating**: Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.

**Plagiarism**: Copying the language, structure, ideas, and/or thoughts of another and adopting the same as one’s own original work.

**Falsification/Fabrication**: The statement of any untruth, either spoken or written, regarding any circumstances related to academic work. This includes any untrue statements made with regard to a suspected Academic Integrity Violation.

**Multiple Submission**: The submission of substantial portions of the same academic work for credit more than once without authorization from the faculty member who receives the later submission.

**Violation Assistance**: Knowingly helping or attempting to help someone else in an act that constitutes an Academic Integrity Violation.

**Violation Attempts**: Attempting any act that, if completed, would constitute an Academic Integrity Violation as defined herein.

Be aware that the writing you do for this course must be your work and, primarily, your words. It is acceptable to incorporate the words or ideas of others in support of your ideas, but when you do so, you should be sure to cite the source appropriately. We will talk about citing and avoiding plagiarism during the course.

Penalties for plagiarism are severe—if I become aware of any intentional attempt to plagiarize (e.g., knowingly submitting someone else’s work as your own, downloading a paper from the Internet, etc.), you will be given an “F” for the course and a report will be filed with the Office of Student Rights and Responsibilities, the office which maintains reports from all university faculty and staff regarding academic integrity violations. If you are caught cheating or plagiarizing a second time, in this course or in any other course while you are at ECU, you can be suspended or even expelled from the university. Be sure to see me if you have *any* questions about plagiarism before you turn in an assignment.

Use of Turnitin.com may be used in this class. We will discuss ways to use Turnitin.com as a tool for revision and correcting unintentional plagiarism prior to a project deadline.

## Accommodation and Accessibility

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| You must have this statement verbatim on your syllabus. |

East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodation based on a covered disability must go to the Department for Disability Services, located in Mendenhall 109, to verify the disability before any accommodations can occur. Their telephone number is 252.737.1016, and their email is [dssdept@ecu.edu](mailto:dssdept@ecu.edu). I am more than willing to help make this class accessible to all students.

## Weather/Campus Emergencies

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| You must have this statement verbatim on your syllabus. |

In case of adverse weather, or other campus emergency, critical information will be posted on the campus website and announced on the campus hotline: 252.328.0062. You are encouraged to sign up for [ECU Alerts](https://alertinfo.ecu.edu/).

## Continuity of Instruction

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| You must have this statement verbatim on your syllabus. |

During a pandemic or catastrophic event, and after all face-to-face instruction has been suspended, communication for our class will take place through ECU email and Canvas. In the event of such an emergency, check your ECU email account for instructions.

## Grading

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| As a baseline, **80% of the course grade should be determined by performance on revised texts produced in response to major writing assignments**. Non-writing (class participation, attendance, etc.) and informal writing components (journal activities, in-class writing assignments, quizzes, peer review, etc.) should count for a more limited portion of the grade. |

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| **Assignment** | **% of Course Grade** |
| Writing to Reflect | 15% |
| Writing to Analyze | 25% |
| Writing to Persuade | 30% |
| Final Portfolio of Revisions | 10% |
| Self-Analytical Letter | 10% |
| Class Citizenship | 10% |

## Grading Scale

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| You must have the grading scale verbatim on your syllabus. |

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| --- | --- | --- |
| Letter grades | % Distribution | Quality points |
| A | 95-100 | 4.0 |
| A- | 90-94 | 3.7 |
| B+ | 87-89 | 3.3 |
| B | 84-86 | 3.0 |
| B- | 80-83 | 2.7 |
| C+ | 77-79 | 2.3 |
| C | 74-76 | 2.0 |
| C- | 70-73 | 1.7 |
| D+ | 67-69 | 1.3 |
| D | 64-66 | 1.0 |
| D- | 60-63 | 0.7 |
| F | Below 60 | 0 |

## Final Exam

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| You must include the date and time the final exam for your sections are scheduled. |

**Day, Date, Time**

Meeting during the final scheduled time is required.

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| **FINAL EXAM SCHEDULE Fall 2024**  Information copied from:  <https://facultysenate.ecu.edu/academic-calendars/fall-2024/#final-exams>  There will be no departure from the posted schedule, except as noted below: All examinations for one credit hour classes will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes. Clinical and non-traditional class schedules, including graduate level courses, may also adopt a modified examination schedule as required. A final course meeting during the exam period is required in order to satisfy the 750 contact minutes per credit hour required by the University of North Carolina Office of the President. Department Chairs are responsible for monitoring adherence to scheduled examination requirements.   |  |  | | --- | --- | | Times class regularly meets | Time and day of examination | | 8:00 MWF | 8:00 - 10:30 Friday, December 6 | | 8:00 TTh | 8:00 - 10:30 Monday, December 9 | | 9:00 MWF | 8:00 - 10:30 Thursday, December 5 | | 9:00 TTh (9:30) | 8:00 - 10:30 Tuesday, December 10 | | 10:00 MWF | 8:00 - 10:30 Wednesday, December 4 | | 10:00 TTh | 8:00 - 10:30 Wednesday, December 11 | | 11:00 MWF | 11:00 - 1:30 Friday, December 6 | | 11:00 TTh | 11:00 - 1:30 Monday, December 9 | | 12:00 MWF | 11:00 - 1:30 Thursday, December 5 | | 12:00 TTh (12:30) | 11:00 - 1:30 Tuesday, December 10 | | 1:00 MWF | 11:00 - 1:30 Wednesday, December 4 | | 1:00 TTh | 11:00 - 1:30 Wednesday, December 11 | | 2:00 MWF | 2:00 - 4:30 Friday, December 6 | | 2:00 TTh | 2:00 - 4:30 Monday, December 9 | | 3:00 MWF (3:30) | 2:00 - 4:30 Thursday, December 5 | | 3:00 TTh (3:30) | 2:00 - 4:30 Tuesday, December 10 | | 4:00 MWF | 2:00 - 4:30 Wednesday, December 4 | | 4:00 TTh | 2:00 - 4:30 Wednesday, December 11 | | 5:00 MWF (5:30) | 5:00 - 7:30 Thursday, December 5 | | 5:00 TTh (5:30) | 5:00 - 7:30 Tuesday, December 10 |   **Grades due by 4:30pm, Friday, 12/13** |