# Syllabus

# English 1100: Foundations of College Writing

# Spring 2021

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| This document is designed as a template. Items in boxed areas address instructors. Graduate Teaching Associates (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. Supplemental material including sample assignments and daily activities are available in the [Writing Foundations Instructor Blog](https://blog.ecu.edu/sites/writingfoundations/wp-login.php) (<https://blog.ecu.edu/sites/writingfoundations/wp-login.php>). If you cannot login, please contact Dr. Tracy Ann Morse (morset@ecu.edu).  **All instructors of 1100 must use Canvas to collect the Self-Analytical Cover Letter and the Final Portfolio of Revisions Assignment. These will be copied into your Canvas course with the appropriate rubric.**  **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/>—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.  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). It can be difficult to teach an assignment that someone else has devised. 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. GTAs teaching two sections will have *five* office hours per a week and those teaching one section will have *three* hours per a week. GTAs should schedule their office hours over two or more days to give students more opportunities to seek assistance. **You must have office hours on a MW *or* F *and* T *or* R during regular business hours (8am–5pm).**  **Faculty teaching more than one course will have *five* office hours per a week during regular business hours (8am–5pm).** |

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

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

WebEx Phone: [WebEx Personal Room Phone Number]

WebEx Office: [https://ecu.webex.com/meet/[your](https://ecu.webex.com/meet/%5byour)pirateid]

Office Hours: [days and times]

Section(s): [include the section numbers]

**Online Class:** This class uses an online-instructional method. The class will be conducted online in an asynchronous format, which means you will have activities such as discussion boards, online quizzes, journaling, reviewing lectures, and peer-reviewing assignments in Canvas (canvas.ecu.edu). This class requires reliable access to a computer and may require access to a microphone for recording of presentations and to provide peer review feedback. Webcams are an option for office hour interactions but not required. Please review the [ECU Computer Recommendation](https://itcs.ecu.edu/student-computer-requirements/).

**\*\*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. |

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 and revising; understanding grammatical conventions; proofreading and editing; and other important aspects of the writing process.

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.

## 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.

## 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. |

Students are expected to master the following Written Communication Competency (WC), Course Specific (CSC), and Writing Intensive (WIC) student learning outcomes:

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

* Discover significant questions to explore and address via writing (CSC1)
* Create, identify, and engage in significant research questions (WC1)
* Explore the many different purposes of writing, including writing to reflect, analyze, explain, and persuade (CSC2)
* Engage rhetorically and integrate a variety of appropriate sources to support a central claim (WC2)
* Practice drafting and revising (CSC3)
* Increase your awareness of organizational strategies and your ability to apply them (CSC4)
* Become attentive to how audience and purpose affect content, tone, and style (CSC5)
* Incorporate sufficient and appropriate details and examples both from your experiences and from secondary research (CSC6)
* Express your ideas with clarity and with effective syntax and punctuation (CSC7)
* Organize sentences and paragraphs to communicate central points with logical connections and a minimum of grammar and punctuation errors (WC4)
* Gain competence in using computer technology in the writing process (CSC8)
* Schedule and meet deadlines (CSC9)
* Identify and explain writing strategies used in their writing (WC7)
* Use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources (WIC1)
* 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 (WIC2)
* Demonstrate that they understand writing as a process that can be made more effective though drafting revision (WIC3)
* Proofread and edit their own writing, avoiding grammatical and mechanical errors (WIC4)
* Assess and explain the major choices that they make in their writing (WIC5)

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.

## Writing Intensive (WI)

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

English 1100 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. This course contributes to the twelve-hour WI requirement for students at ECU. Additional information is available at the following site: <https://writing.ecu.edu/wac>.

## University Writing Portfolio

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| You must have this statement verbatim on your syllabus. We are expecting a Fall 2020 update to this language that will fill in the blanks. |

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.

*University Writing Portfolio Upload Requirement.*

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 Canvas 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. Your Portfolium account remains yours after you leave ECU. Adding or removing items from your Portfolium site does not impact your grade in your writing intensive courses.

Each year, representatives of ECU’s University Writing Program will randomly select a set of University Writing Portfolios from recently graduated students to assess how effectively ECU’s writing program meets the needs of ECU students. The assessment work of the University Writing Program has no bearing on your grades: assessments will be done after a student graduates. Moreover, results of University Writing Portfolio assessments will *only* be used to improve instruction for future students and will *never* be reported in any way that connects those results to individual students.

## Texts and Course Costs

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

Norton Bundle Registration Card: ISBN 9780393546088 includes:

Bullock, Richard, et al. *The Little Seagull Handbook*.3ed., Norton, 2017. (spiral bound and ebook)

*InQuizitive for Writers*

Lunsford, Andrea, et al. *Everyone’s an Author*. 3ed., Norton, 2020. (ebook)

*Pirate Papers for ENGL 1100.* 8th ed., 2018. ISBN: 978145340251

Zaki, Jamil. *The War for Kindness: Building Empathy in a Fractured World*. Broadway Books, 2020. ISBN: 978-0451499257

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.

**Requirements**

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| Below is suggested language. You may make changes to it. Whatever language you decide on must be clear and consistent. |

In addition to writing projects, you are required to complete reading assignments; to complete informal writing; to contribute to class discussions on Discussion Board in Canvas; and to participate in peer reviewing of drafts. All rough drafts must be completed and saved as a Word document (Google Drive files will not be accepted) for the appropriate workshop or conference day to be eligible to be submitted on project due date without being penalized. All polished drafts must be completed and submitted by the due date and time.

As the semester progresses, download all of your projects, including all drafts, all peer review comments, and all feedback from me including filled-in rubrics.

## 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. 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 have access to 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

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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**. This material may be gathered neatly in a file or pocket folder (*not* a 3-ring binder), and all components of the portfolio should be *clearly labeled*. 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

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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. Try to tie this project to themes, ideas, issues emerging in *The War for Kindness*.   |  |  | | --- | --- | | **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 should turn in all drafts, peer review feedback, and 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

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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 will 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

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| **About Writing to Persuade.** This project focuses on the Pirate Read by Jamil Zaki, *The War for Kindness*. Students will continue to use their analytical reading and writing skills throughout this project. This project scaffolds students’ analysis of text and moves them to examine the text within a particular context.  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. |

This project asks you to create an argument in which you analyze elements of *The War for Kindness* in relation to a particular context. In order to do this effectively, you should use the close-reading skills you developed working on the rhetorical analysis essay. Your essay should include a healthy balance of quotes and concepts from *The War for Kindness* and from the context that you have placed your analysis of it in. Both of these should serve your own ideas and argument.

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 text and using the context as part of your argument. 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 hear 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 will 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.**

### Presentation

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| **About the Presentation.** Students will take the lead in discussion of the Pirate Read and be responsible for presenting to the class summary, contextual information, and discussion questions. Material students present during this discussion may be used as secondary sources for Project 3. To better facilitate students reading and understanding the book, please start presentations during Unit 2 and finish them within Unit 3. |

To help you with the close reading and analytical work of *The War for Kindness*, you will divide into groups and be responsible for presenting on designated sections of the text. Your groups may provide a summary and glossary; contextual information (e.g., cultural, historical, political); and discussion questions. More information will be provided on how this will work.

Presentations will be throughout Units 2 and 3 to help students think more critically about their responses to Project 3.

## Late Work

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| Below is suggested language. You may make slight changes to it. Whatever language you decide on must be clear and consistent. |

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

## Class Participation

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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 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 participation, 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

* log into Canvas regularly to ensure you’ve reviewed any announcements or updates,
* participate actively and productively in peer review sessions,
* check and respond to email regularly,
* complete readings thoroughly and on time, and
* communicate confusion and concerns to me preemptively.

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

* miss peer review or provide insufficient work during peer review,
* ignore the course Canvas site for days or weeks at a time,
* fail to respond to emails in a prompt manner,
* ignore assignment guidelines,
* show disrespect for the views of others, and
* participate in any activities that do not contribute positively to the learning environment of our class.

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

## 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.” |

ECU defines plagiarism as “Copying the language, structure, ideas, and/or thoughts of another and adopting same as one’s own original work.” You may access ECU’s policies and procedures on Academic Integrity through the Office of Student’s Rights and Responsibilities: <https://osrr.ecu.edu/policies-procedures/>.

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.

**COVID-19 Protections, Considerations and Policies**

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

All students are required to comply with the [University Regulation on Face Coverings](https://www.ecu.edu/prr/05/20/11), including the wearing of face coverings in classrooms, lecture halls, and any other instructional areas and campus locations. Students with disabilities and medical conditions, as documented with the Department for Disability Support Services, may seek alternate accommodations. For additional information please consult the [Office of Students Rights and Responsibilities Website](https://osrr.ecu.edu/)*.*

ECU wants to provide the safest classroom environment possible this semester. Therefore, we will be observing the following class policies related to your health and safety per [Pirate Nation Guidelines](https://returnofpiratenation.ecu.edu/):

* All students are required to comply with [University Regulation on Face Coverings](https://www.ecu.edu/prr/05/20/11). No student will be allowed into the classroom without a face covering or mask worn properly over both the mouth and nose. You must wear a face covering properly the entire time you are in class.
* If you do not have access to a face covering, you may obtain a mask from Dowdy Student Store, Pirate Pantry, or another provider of masks.
* Maintain appropriate social distancing in hallways or common spaces prior to or after class.
* Follow all posted signage related to entry, exit and pedestrian flow within classroom buildings.
* Clean your desk surface with disinfectant when you arrive and before you leave class.
* Be prepared to sanitize high-touch surfaces, such as chairs, desks. For additional information please consult the [ECU's Cleaning and Disinfecting Hand-out](https://returnofpiratenation.ecu.edu/wp-content/pv-uploads/sites/518/2020/06/20-2692_General_Cleaning_Flyer_for_Return_of_Pirate_Nation_website-m01b.pdf).
* Maintain a minimum of 6 feet between you, other students and the instructor when entering, leaving and during class.
* Sit in your *assigned* seat.
* Conduct a daily health screening using the CDC’s [COVID-19 symptoms](https://symptom-screening.ecu.edu/) list.
* Do NOT attend class if you answer yes to any item on the list or if you are experiencing symptoms of any illness.

**Online Attendance**

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| You should include specific penalties for late papers and excessive absences, but you should avoid attendance penalties that promise failure of the course after a certain number of absences (or days inactive). 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. |

Given the online delivery of our course, attendance will be related to your ability to consistently access Canvas and submit assignments and projects on time. Students are encouraged to check the Canvas site at least once a day, to ensure you are up to date on all assignment adjustments, and to ensure you are aware of important due dates.

Students who do not access the Canvas site **AT LEAST once every 2 days** may see a deduction of their overall course grade by 3 points.

There may also be moments during the course when students are asked to meet synchronously with their instructor or small groups of their classmates, failure to attend these synchronous meetings might also impact your Class Participation grade. Students are encouraged to communicate potential concerns or issues when appropriate, and as soon as possible.

Official, documented [University absences](https://deanofstudents.ecu.edu/home/university-excused-absence/) will be recognized, although I will expect you to submit work prior to your absence unless we have discussed a different option.

## Accommodation of Special Needs

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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 Slay 138, 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 web site and announced on the campus hotline: 252.328.0062.

## 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 | 20% |
| Writing to Persuade | 25% |
| Final Portfolio of Revisions | 10% |
| Self-Analytical Letter | 10% |
| Presentation/Leading Discussion | 5% |
| Class Participation | 15% |

## 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 due date and time the final portfolio is due. GTAs will use the due date below but may adjust the time of submissions. |

**Final Portfolio of Revisions and Cover Letter is due to Canvas by 5pm, April 30, 2021.**

**University Writing Portfolio is due to Portfolium by 5pm, April 30, 2021.**