**Syllabus**

**English 1100: Foundations of College Writing**

**Spring 2018**

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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. Although other instructors may devise their own assignments, **the bulleted list of course outcomes below in BOLD must appear on the syllabus and the work done in the class should advance these goals.**  In addition, **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—<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.  Supplemental material including sample assignments and daily activities will be available in the Writing Foundations Instructor Blog (<https://blog.ecu.edu/sites/writingfoundations/wp-login.php>). If you cannot login, please contact Dr. Tracy Ann Morse (morset@ecu.edu).  GTAs, as you adapt this syllabus to your class, please personalize it. Revise the language 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* office hours per a week. Office hours should be scheduled 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.** You are encouraged to use the same syllabus for multiple sections. |

**Contact Information and Office Hours**

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

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

Phone: 252.[office phone number]

Office: [Building and Room number]

Office Hours: [days and times]

Section and Classroom: [include the section numbers and Building and Room number]

**\*\*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 focuses 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*, Course Specific and Writing Intensive, student learning outcomes: (Written Communication Competency = “WC,” Course Specific Competency = “CSC,” Writing Intensive Competency = “WIC.”)

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. With committee approval, this course contributes to the twelve-hour WI requirement for students at ECU. Additional information is available at the following site: <http://www.ecu.edu/writing/wac/>.

**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 Blackboard, you will also submit material to a University Writing Portfolio using iWebfolio.

*University Writing Portfolio Upload Requirement.*

This course is designated “writing intensive” (WI) because, in addition to providing you with important content to learn, it has been designed to help you improve as a writer. Several years ago, ECU’s University Writing Program instituted the WI graduation requirement (6 hours of WI coursework beyond English 1100 and 2201, at least 3 hours of which must be in the major) with the goal of preparing students to be effective writers. As a university, we want to see how well we are doing in meeting that goal.

To assist with this effort, you will submit one major writing project, along with a description of the assignment for that project and brief responses to four questions about your writing, near the end of this course. These materials will be uploaded to your “University Writing Portfolio,” which you will access and create (if you have not already done so in a previous WI course) through the “student portfolio” link in Pirate Port (<https://pirateport.ecu.edu/portal/>).

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 programs meet 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.

Instructions for creating your University Writing Portfolio and uploading your materials are available online ([www.ecu.edu/QEP](http://www.ecu.edu/writing)) and in person at the University Writing Center ([www.ecu.edu/writing/uwc](http://www.ecu.edu/writing/uwc)), located in Joyner Library.

**Texts and Course Costs**

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

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*. 3rd ed., Norton, 2017. ISBN: 978-0-393-60263-0.

Desmond, Matthew. *Evicted: Poverty and Profit in the American City*. NY: Broadway Books, 2016. ISBN: 978-0-553-44745-3.

Graff, Gerald and Cathy Birkenstein. *They Say/I Say:The Moves that Matter in Academic Writing*. 3rd ed., Norton, 2014. ISBN: 978-0-393-93584-4.

*Pirate Papers for ENGL 1100*. 7th ed, 2016. ISBN: 978-1-453-40135-4.

You will be required to make photocopies or print-outs 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 walk-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**

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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 Course 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 Blackboard to collect the students’ portfolios for the purpose of assessing the Writing Foundations courses.  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. For more information about goals and possible structures of portfolio assignments, please see the useful article “Preparing Your Writing Portfolio” by Dr. Will Banks (pdf available on blog). Another useful overview of the benefits and challenges of portfolios in the composition class is provided here, on the website of a doctoral student in Rhetoric and Writing at Virginia Tech: <http://www.nicoleannwilliams.com/portfolios-in-first-year-composition.html>.  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 should 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 Blackboard and iWebfolio.
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 particular 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 assignment, 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 | | 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. As stated in the *LSG*, “narratives usually have a point; you need to make clear why the incident matters to you, or how the narrative supports a larger argument. You may reveal its significance in various ways, but try not to state it too directly” (58-59). 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 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 Matthew Desmond, *Evicted*. 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.  **About the Presentation.** Students will take the lead in discussion of the reading 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 the writing of this project. |

This project asks you to create an argument, following the guidelines in the *TS* (Part 1 and 2 especially), in which you analyze elements of *Evicted* 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 *Evicted* and from the context that you have placed your analysis of it in. Both of these should serve your own ideas and argument.

To help you with this close reading and analytical work, you will divide into groups and be responsible for presenting on designated sections of the text. Your groups will 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.

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), 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.**

**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 Citizenship**

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

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
* bring your texts and other class materials to every class
* complete readings thoroughly and on time, and
* participate productively in class discussions.

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 late papers (if allowed) and 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 1/3 a 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://www.ecu.edu/cs-studentaffairs/dos/excused_absences.cfm>) 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.

**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.” |

The ECU student handbook 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 the student handbook definition at <http://www.ecu.edu/cs-studentlife/policyhub/academic_integrity.cfm>.

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.

**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 Blackboard. 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 | 20% |
| Writing to Analyze | 20% |
| Writing to Persuade | 20% |
| Final Portfolio of Revisions | 10% |
| Self-Analytical Letter | 10% |
| Presentation/Leading Discussion | 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 Spring 2018**  Information copied from:  <http://www.ecu.edu/cs-acad/fsonline/customcf/calendar/spring2018.pdf>.  There will be no departure from the printed schedule, except as noted below: Examinations for one credit hour classes may 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. Distance education classes should give their final examinations in a timely fashion to allow submitting grades in time.   |  |  | | --- | --- | | Times class regularly meets | Time and day of examination | | 8:00 MWF | 8:00 -10:30 Friday, April 27 | | 8:00 TTh | 8:00-10:30 Thursday, April 26 | | 9:00 MWF | 8:00-10:30 Monday, April 30 | | 9:00 TTh (9:30) | 8:00-10:30 Tuesday, May 1 | | 10:00 MWF | 8:00-10:30 Wednesday, May 2 | | 10:00 TTh | 8:00-10:30 Thursday, May 3 | | 11:00 MWF | 11:00-1:30 Friday, April 27 | | 11:00 TTh | 11:00-1:30 Thursday, May 3 | | 12:00 MWF | 11:00-1:30 Monday, April 30 | | 12:00 TTh (12:30) | 11:00-1:30 Tuesday, May 1 | | 1:00 MWF | 11:00 1:30 Wednesday, May 2 | | 1:00 TTh | 11:00-1:30 Thursday, April 26 | | 2:00 MWF | 2:00-4:30 Friday, April 27 | | 2:00 TTh | 2:00-4:30 Thursday, April 26 | | 3:00 MWF (3:30) | 2:00-4:30 Monday, April 30 | | 3:00 TTh (3:30) | 2:00-4:30 Thursday, May 3 | | 4:00 MWF | 2:00-4:30 Wednesday, May 2 | | 4:00 TTh | 2:00-4:30 Tuesday, May 1 | | 5:00 MWF | 5:00-7:30 Friday, April 27 | | 5:00 TTh | 5:00-7:30 Thursday, April 26 |   **Grades due by 4:30pm, Saturday, 05/05** |