**Composition Program/Composition Committee**

**2011-2012 Annual Report**

Prepared by Tracy Ann Morse, Director of Composition

**CURRICULUM**

Syllabi for 1100 and 1200 were maintained from the previous year only reflecting slight changes.

**English 1100 GTA/Recommended Syllabus.**

A copy of the GTA/recommended syllabus is appended (Appendix A). Some highlights of what was involved in the revision of this syllabus include the following:

* Continuing participation in the ECU Pirate Read summer reading program (all incoming first-year students read a common book). The GTA/recommended syllabus for English 1100 includes a writing project drawing on the book. For 2011-2012, the ECU Pirate Read text was *Picking Cotton*,written by Jennifer Thompson-Cannino, Ronald Cotton, and Erin Torneo.
* Continuing implementation of a writing portfolio component. With a portfolio as the final assignment in each course, students are given more opportunities to revise their work, even through the end of the semester, and thus are much more likely to read and apply instructor feedback.
* Emphasizing students’ metacognitive writing abilities. The cover letter component of the portfolio requires students to think consciously about the progress they have made over the course of the semester and to identify areas of writing in which they would benefit from more practice.

**Freshman Immersion Program (English 1100).**

This retention initiative, started in the fall of 2010, aims to provide focused assistance to incoming students whose admissions data (test scores, high school GPA, etc.) suggest that they may struggle in their first semester of college.

|  |  |  |
| --- | --- | --- |
|  | Number of Sections | Caps on Sections |
|  Fall 2011 |  2 |  20 |

**English 1200 GTA/Recommended Syllabus.**

The GTA/recommended English 1200 syllabus is appended (Appendix B). Some highlights of what was involved in the development and revision of this syllabus include the following:

* Using a portfolio and cover letter component in English 1200 (similar to that used in English 1100) so that students will continue to revise their work and will be more likely to read and learn from instructor and peer feedback.
* Emphasizing students’ metacognitive writing abilities. The cover letter component of the portfolio requires students to think consciously about the progress they have made over the course of the semester and to identify areas of writing in which they would benefit from more practice.
* Debuting and incorporating a new edition of *The Pirate Papers* for English 1200 (our 5th edition) in January 2012.

**Continuing College of Business Collaboration (English 1200).**

We continued a collaboration between the Composition Program and the College of Business. Three cohorted sections of 1200 were offered in Spring 2012. At the request of the COB Communication Committee, the Director of Composition worked with two experienced instructors of English 1200 to offer sections of English 1200 tailored to declared business majors while maintaining the common student learning outcome goals.

**Continuing Department of Engineering Collaboration (English 1200).**

We continued a collaboration between the Composition Program and Department of Engineering. One section of English 1200 tailored to Engineering majors was offered. This section maintained the same outcome goals as other sections of English 1200, but, in an effort to better prepare students for writing in their upper-division courses, reading materials and topics for writing were drawn from within Engineering. However, because of trouble with student scheduling, the Department of Engineering has asked that we not continue this collaborative effort in Spring 2013.

**Project STEPP (English 1100 and 1200).**

Project STEPP is a university-wide program for students with serious learning disabilities. An instructor of English 1100 and 1200 has taught a section of each course for this cohort of students. The class is capped at 20 to allow for more individualized instruction, and the instructor maintains regular contact with the Project STEPP office and tutors in order to help students succeed.

**PERSONNEL AND PROFESSIONAL DEVELOPMENT**

**Graduate Teaching Associates.**

* + - In fall 2011, 11 TAs taught 19 sections of English 1100.
		- In spring 2012, 18 TAs taught 21 sections of English 1200 and 2 sections of English 1100.

*Professional Development Opportunities*

Thursday morning meetings, held weekly from 9:30-10:30 AM, were used to support the TAs as they presented new material to their students, commented on drafts, evaluated and graded papers, and dealt with general classroom issues. We also invited various guest speakers to these meetings, including representatives from the Office of Student Rights and Responsibilities, Joyner Library Reference, the NC Collection, and Office of Student Transitions and First Year Programs. In addition, GTAs were encouraged to attend the Professional Development Workshops sponsored by the Composition Committee (see below).

**Other Instructors.**

The syllabi used by the GTAs were also provided for fixed-term and tenure-stream faculty teaching composition, and many of them opted to use these syllabi, although they were not required to do so. While assignments and textbooks can vary across sections taught by non-GTA instructors, those instructors are asked to maintain the same outcome goals as articulated on the GTA/recommended syllabi. All instructors had access to the GTA/ recommended syllabi through the First-Year Writing Website. For 2012-2013, information on the website has been moved to the Writing Foundations Instructors Blog.

*Professional Development Workshops*

Fixed-term faculty members were again invited to attend the GTA meetings on Thursday mornings. For these instructors, Professional Development Workshops were made available by the Composition Committee and the QEP director on the following topics:

* Using Starfish Early Warning System
* Teaching for Transfer of Writing Skills
* Designing a WAC-based/Sophomore Composition Course
* Assessing Writing.

In addition, some of the workshops that were in conjunction with the QEP, were led by guests who represent national leaders in those particular areas of teaching writing. With so many professional development opportunities, these above and those sponsored by the Fixed Term Faculty Committee and the iWebfolio sessions for faculty volunteers, the Composition Committee didn’t sponsor as many workshops as in the past.

**Associate Director and Assistant Director.**

During Fall 2011 there was not an Associate or Assistant Director of Composition. In January, Tracy Ann Morse joined us as Associate Director of Composition and Directed the First-Year Writing Studio.

**FIRST-YEAR WRITING STUDIO**

During Fall 2011, Stephanie West-Puckett Directed the First-Year Writing Studio and met with consultants weekly on Tuesdays 9:30-10:30am. In Spring 2012, Tracy Ann Morse continued staff meetings with the consultants on Tuesday mornings, 9:30-10:30am. This time was spent discussing issues and problems that arise in the course of a tutoring session and problem-solving specific ways to help students with various writing concerns. The graduate assistants offered 20-25 one-hour sessions each day. The number of graduate assistants serving as consultants is as follows:

* For Fall 2011, 20 consultants.
* For Spring 2012, 15 consultants.

**COMPOSITION COMMITTEE**

Members of the Composition Committee included Joe Campbell, Timm Hackett, Dana Harrington, Ron Hoag, Frank Hurley, Randall Martoccia, and Wendy Sharer. Tracy Ann Morse joined the committee in Spring 2012.

The committee reviewed textbook and assignment options for both English 1100 and 1200, participated in the review of entries for the new editions of the *Pirate Papers*, and planned the professional development workshops mentioned above.

**ASSESSMENT**

See Appendices C and D for assessment reports.

APPENDIX A

**English 1100: Composition**

**Fall 2011**

**Contact Information and Office Hours**

Fill in as appropriate.

**\*\*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.

**Course Description and Purpose**

Successful writing is purposeful and audience-specific, and it requires writers to reflect carefully on reading and writing practices, to be aware of conventions that guide those practices, and to employ effective strategies for generating ideas, for gathering information, for organizing materials, and for drafting, revising, and editing their own work.

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
* Explore the many different purposes of writing, including writing to reflect, analyze, explain, and persuade
* Practice drafting and revising
* Increase your awareness of organizational strategies and your ability to apply them
* Become attentive to how audience and purpose affect content, tone, and style
* Incorporate sufficient and appropriate details and examples both from your experiences and from secondary research
* Express your ideas with clarity and with effective syntax and punctuation
* Gain competence in using computer technology in the writing process
* Schedule and meet deadlines

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.

English 1100 is a writing intensive course in the Writing Across the Curriculum Program at East Carolina University. In using WI Model # 1: Academic Writing, 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/>.

**Texts**

Faigley, Lester. Writing: A Guide for College and Beyond, Brief Second Edition

Pirate Papers: A Collection of Student Writing from English 1100, Fourth Edition (Yellow Cover)

Thompson-Cannino, Jennifer, Ronald Cotton, and Erin Torneo. Picking Cotton: Our Memoir of Injustice and Redemption

*Other Course Costs*

You will be required to make photocopies or print-outs of the research sources you use in the major writing assignments.

## First-Year Writing Studio

I encourage you to make use of the writing assistance provided by the First-Year Writing Studio. The Studio, located in Bate 2005, is staffed by trained English graduate students who will work with you at any stage of your writing process. While the Studio does accept walk-ins if a tutor is available at the time of the walk-in, it is a very good idea to call (328-6399) and make an appointment ahead of time.

**Major Assignments**

**The Course Portfolio**

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.

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 projects #1 and #3 **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 two of your assignments that could be made more effective for their audience(s) and/or purpose(s) through significant revision, you should come speak with me about revising one or more 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 folder or slim binder, and all components of the portfolio should be clearly labeled.
3. Compose a cover letter to turn in with the portfolio. The cover 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 cover letter will be distributed during the semester.

**Project 1: Writing to Reflect**

Writing for an audience of your 1100 classmates, you will narrate and critically reflect on a significant event in your life involving reading, writing, and/or viewing of a text or texts. For the purposes of this assignment, “text” is broadly defined to include books, letters, emails, magazines, websites/blogs, papers for school, films, television programs, videos, and much more. If you have an event in mind but are not sure if it will work for this assignment, please talk with me about it.

Your purpose in telling your classmates about this event will be to convey and explain the significance of the event and to suggest what your reader might learn from the experience. As Lester Faigley explains in our textbook, “A successful reflection challenges readers to find out something about themselves.” We will look at several sample reflections in class to give you a better idea of the kinds of events you might narrate and the strategies you might use to explain their significance to your readers. You must carefully describe event(s) 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: it should help your reader to think critically about the events and should convey the significance of the events.

Your reflection should be +/-1200 words.

You should turn in all drafts, peer review feedback, and a brief cover letter with the final 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 Respond Portfolio**

For this project, you will write several brief (+/-500 words) responses to chapters in Picking Cotton, to other readings about themes in the book, to our in-class discussions about the book, and/or to events on campus related to the book. These shorter assignments, for which more detailed instructions will be provided in class, will ask for both summary and critical response. Responses will be briefly reviewed for completeness on the days that they are due and will form the basis for our in-class work on those days. Because they are central to the work we will do in class, failure to complete these brief assignments by the due dates indicated on the course syllabus and/or in class will lower your grade for this project by one full letter grade.

I will inform you of a due date on which you will turn in a “showcase” portfolio of your best reading responses. You may revise your reading responses, based on class discussions and peer feedback, up until that due date. Also included in this portfolio will be **all drafts of the responses you have selected to include**, and a brief cover letter in which you discuss and evaluate the work you have done for the project. More details about this cover letter will be provided in class.

**\*\*I will not grade your project if you do not include drafts and a cover letter in your portfolio. Failure to submit peer review feedback will negatively affect your grade.**

**Project 3: Writing to Analyze**

Library 101: Introduction to Research - [http://libguides.ecu.edu/library101](https://piratemail.ecu.edu/owa/redir.aspx?C=f05c48d838c5401683757937a575732d&URL=http%3a%2f%2flibguides.ecu.edu%2flibrary101)

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 master 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 1200 students will be tested via the quizzes in the final tab of the tutorial.

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

1. Generate a question of reasonable scope\* that relates in some way to Picking Cotton and that you would like explore further. We will spend time in class discussing what is meant by a “of reasonable scope,” but this essentially means that it needs to be a question that you can investigate and plan a response to in the time that remains in the semester.
2. Locate two reputable sources of reasonable length (we will discuss what constitutes a reputable source of reasonable length) that attempt to answer, or at least partially answer, your question. The two sources should differ in terms of the audiences they address and/or their approaches to the question.
3. In a paper of +/- 1400 words, identify and explain rhetorical strategies that each writer uses to try to persuade the audience to accept, or at least seriously consider, his or her response to the question. In addition, your paper should point out the major rhetorical differences between the two sources and explain why those differences exist given the different audiences and/or purposes of each source. We will discuss rhetorical strategies in class, but you will want to identify and try to explain things such as persona/ethos, tone and style, types of evidence used, writing conventions followed, 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 final 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 4: Writing to Persuade**

For this assignment, you will locate 4-6 additional sources that address the question you raised for the previous assignment. Following the guidelines in Writing: A Guide for College and Beyond you will then compose an argument in response to the question.

Your goal in gathering these additional 4-6 sources is to become aware of some of the different perspectives from which the question can be approached. You will need to find several perspectives along a scale of perspectives; go beyond just “pro” and “con.”

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, and you must turn in copies of your sources with your work. You will also submit a brief cover letter with the final 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.**

**Grading**

*Percentages*

|  |  |
| --- | --- |
| **Assignment** | **% of Course Grade** |
| Writing to Reflect | 15% |
| Writing to Respond Portfolio | 20% |
| Writing to Analyze | 15% |
| Writing to Persuade | 20% |
| Course Portfolio | 20% |
| Class Citizenship | 10% |

*Late Work*

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

*Notice of Changes in the Academic Retention (Grade) Standards*

This year, new GPA standards for retention are in place at ECU. Please be aware of these, and be sure to discuss the retention requirements, entrance to major requirements, and your goals with your academic advisor

**New Retention Requirements**

|  |  |  |
| --- | --- | --- |
| **GPA Hours at ECU** (identified in Transcript in  Banner Self Service) plus transferred credit hours | **“Old” Retention Requirement All courses taken at ECU** | **New Retention Requirements Effective with Fall 2011  grades****GPA for all courses taken at ECU** |
| 1-29 semester hours | 1.6 GPA | 1.8 |
| 30-59 semester hours | 1.8 GPA | 1.9 |
| 60-74 semester hours | 1.9 GPA | 2.0 |
| 75 or more semester hours | 2.0 GPA | 2.0 |

**Class Citizenship**

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 class

 complete readings thoroughly and on time, and

 participate in a high-quality way 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

 read a newspaper in class

 sleep in class

 use cell phones or text 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**

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 5 class meetings of a MWF class or more than 3 class meetings of a TR class without full documentation of a university-excused absence or a medical or family emergency will lower your course grade by five points (or ½ 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.

Official University Absences 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**

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 OK 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 citation 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**

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 737-1016, and their email is dssdept@ecu.edu.

**Weather/Campus Emergencies**

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**

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.

**APPENDIX B**

# English 1200: Composition II

# Spring 2012

## Contact Information

Contact information, including your name, office, office phone, e-mail, and office hours should go here. Instructors should hold at least 5 office hours per week.

## 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.**

## Course Outcome Goals

English 1200 builds on your understanding of rhetoric and writing processes through an exploration of research-based writing. In this course you will develop your abilities to

* Formulate significant research questions
* Craft a strong research proposal
* Establish work plans and timelines
* Locate and evaluate a variety of sources, including field-based, print, and electronic sources
* Apply research and use writing to achieve a variety of purposes
* Convey the results of your research to a variety of audiences
* Organize source materials
* Integrate outside source materials—field-based, print, and electronic—into your writing
* Cite sources accurately and responsibly in order to avoid plagiarism
* Identify and explain writing strategies used in your own work as well as in the work of experienced writers.

## Texts (required)

Miller-Cochran, Susan and Rochelle Rodrigo. The Wadsworth Guide to Research. Boston: Wadsworth/Cengage, 2009.

Pirate Papers: A Collection of Student Writing, English1200. 5th ed. Greenville, NC: Independent Press, 2012.

## *Other Course Readings*

Additional readings related to the course content will be provided to you via Blackboard and/or email.

## Other Course Costs

You will be required to make photocopies or print-outs of the research sources you use in major writing assignments.

## First-Year Writing Studio

I encourage you to make use of the writing assistance provided by the First-Year Writing Studio. The Studio, located in Bate 2005, is staffed by trained English graduate students who will work with you at any stage of your writing process. While the Studio does accept walk-ins if a tutor is available at the time of the walk-in, it is a very good idea to call (328-6399) and make an appointment ahead of time.

## Assignments

**\*\*\*\*\*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.**

**Portfolio & Cover Letter**

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.

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

1. Select two of your graded projects from the course and, based on feedback from your peers and from me, revise these two assignments **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 two of your assignments that could be made more effective for their audience(s) and/or purpose(s) through significant revision, you should come speak with me about revising one or more 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 folder or slim binder, and all components of the portfolio should be clearly labeled.
3. Compose a cover letter to turn in with the portfolio. The cover 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 situations and strategies that are present in your writing. In addition, the cover letter should explain what you have discovered about writing and research in your potential career/major and what questions or concerns you still have about research and writing in that potential career/major. More information about the cover letter will be distributed during the semester.

**Project 1: Major-area Issue Investigation** **(+/-2300 words)**

This assignment asks you to investigate a current, focused problem or area of uncertainty in your potential major. Your tasks will be to

1. Find out what experts in your potential major disagree about. What problems have they been unable as yet to solve? What conflicts have they yet to resolve? What important questions have they not yet been able to answer with a degree of certainty? Consult both scholarly and trade publications in your field to help identify these issues. In addition to tables of contents, good places to look include letters to the editor, editorial sections, and commentary sections.
2. Find at least 10 sources relevant to this problem or controversy. Of these sources, at least 5 must be from publications that are specific to the field or profession.
3. Write an annotated bibliography of these sources. The bibliography should summarize the main ideas of each source and explain how you might use each source in your article. **Note that this annotated bibliography is worth 15% of your final course grade.**
4. Write an article of 2000-2500 words directed to either a popular or trade audience that accomplishes two things:
* explains what’s at stake in the issue and overviews different perspectives on the issue
* identifies either 1) a possible resolution to the issue or 2) additional kinds of research into the issue that might help to resolve it in the future.

For this project, you will submit the following:

* All drafts and feedback. **I will not grade your work if it is not accompanied by all drafts and the feedback you received from your peers.**
* Copies of secondary sources (or relevant portions of the sources) that you have cited in your article. These sources should include highlighting that indicates passages you have quoted, paraphrased, or otherwise cited in your argument. **I will not grade your work if it is not accompanied by properly highlighted copies of your sources.**

#### Project 2: Writing Practices Report (+/- 1200 words)

This assignment asks you to investigate the writing done in your potential profession (in other words, the writing that you would do on the job rather than in coursework, although there will most likely be some overlap between the kinds of writing you need to do on the job and the kinds of writing you will be asked to do in your major area courses). The kinds of questions you should answer in this report include, but are not limited to,

* What are the most common and most important kinds of writing completed by professionals in your intended career/profession? Why are these common and important?
* For what purposes and in what contexts will you need to do the most writing in your potential career?
* What kinds of topics and issues will you most often be dealing with in your writing?
* What audiences will you be expected to address most often in your writing?
* What are the textual characteristics (length, style, tone, format, medium, etc.) of the most common kinds of writing that you will need to complete?
* What processes are involved in the most common and most important writing that you will need to do?

In addition, your report should identify and explain

1. at least one way in which the writing in your potential profession is similar to the writing that you have done in school thus far and
2. at least one way in which the writing in your potential profession is different from the writing that you have done in school thus far.

You will research these questions through both published sources and at least one interview with a professional who is working or who has worked in the field. Note that, unless you intend to teach and research at the university level, ECU professors are not appropriate interview subjects for this project.

Based on the information that you gather, you will compose a report about writing in your potential career/profession that is intended to introduce other first-year college students who are considering the same career to the kinds of writing that they will need to learn how do.

For this project, you must submit the following items:

* + Copies of secondary sources (or relevant portions of the sources) that you have cited in your report. These sources should include highlighting that indicates passages you have quoted, paraphrased, or otherwise cited in your report. **I will not grade your work if it is not accompanied by properly highlighted copies of your sources.**
	+ Your paper, along with your drafts and peer review feedback. **I will not grade your work if it is not accompanied by all drafts and the feedback you received from your peers.**

**Project 3: Working in the Past Article (+/- 1200 words, plus visual)**

Following orientation sessions at the North Carolina Collection and/or the Special Collections Departments in Joyner Library, you will

1. Select an item (an “artifact”) that is at least 20 years old and that was used in a profession that you might be interested in pursuing.
2. Research the historical, cultural, and social contexts in which the artifact originated and was used. Some questions that might guide your research include
* Where, how, and by whom was this object produced?
* What purpose did it serve when it was first produced?
* What does it indicate about the place in which it was produced?
* How does it reflect the time that it was produced?
* How does it reflect the values, interests, and goals of its maker/author and its user(s)?
* What does it reveal about the field/profession at the time?
* What does it suggest about how the field/profession has changed since that time?
1. Write an article about this artifact for inclusion in a trade journal in the field (we will talk about trade journals in class). In other words, you should imagine that the reader for this project is a current, working professional in the career area that the artifact relates to. This article should be +/-1200 words and should include at least one visual.

For this project, you will submit the following items:

* Your article about the item you have chosen, along with all drafts and peer review materials. **I will not grade your work if it is not accompanied by all drafts and the feedback you received from your peers.**
* Copies of secondary sources (or relevant portions of the sources) that you have cited in your article. These sources should include highlighting that indicates passages you have quoted, paraphrased, or otherwise cited in your argument. **I will not grade your work if it is not accompanied by properly highlighted copies of your sources.**

**Grading**

|  |  |
| --- | --- |
| **Assignment** | **% of Course Grade** |
| Portfolio & Cover Letter | 15% |
| Project 1: Career/Major Issue InvestigationAnnotated Bibliography for Project 1 | 20%15%  |
| Project 2: Writing Practices Report | 20% |
| Project 3: Working in the Past Article | 20% |
| Class Citizenship | 10% |

## *Late Work*

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

**Class Citizenship**

When I say “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 citizenship grade are

* complete all assignments on time
* come to class consistently and be attentive while you are here
* participate actively and productively in peer review sessions (Instructions for peer review and for documenting your contributions to peer review will be provided in class)
* bring your texts and other class materials to class
* complete readings thoroughly and on time, and
* participate effectively in class discussions.

Some things you can do to earn a low citizenship grade are\*

* bring incomplete work to class
* miss peer review or bring insufficient work to peer review
* arrive late
* read a newspaper in class
* sleep in class
* use cell phones during class
* show disrespect for the views of others
* hold “side conversations” during class discussion, 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 citizenship grade, they can be grounds for more serious disciplinary action, including removal from the course.

## Attendance

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 5 class meetings of a MWF class or more than 3 class meetings of a TR class without full documentation of a university-excused absence or a medical or family emergency will lower your course grade by five points (or ½ 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.

Official University Absences 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 find out from a classmate what you have missed. I sometimes need to change assignments or due dates, and I may announce these changes in class.

## Plagiarism

Be aware that the writing you do for this course must be your work and, primarily, your words. It is OK 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 citation 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.

The complete text of ECU’s academic integrity policy can be found here: <http://www.ecu.edu/cs-acad/fsonline/customcf/facultymanual/newmanual/part4.pdf>. I recommend that you take the time to review it.

## Accommodation of Special Needs

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138. The office’s phone number is (252) 737-1016 (Voice/TTY).

## Weather/Campus Emergencies

In the event of a weather emergency, information about ECU can be accessed through the following sources:

* ECU Emergency Notices – http://www.ecu.edu/alert
* ECU Emergency Hotline – (252)328-0062

**Continuity of Instruction**

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.

**APPENDIX C**

**English 1200 Assessment Report**

**Academic Year 2011-2012**

**Overview.**

In Summer 2012, the composition program in the Department of English assessed English 1200—the second-semester, first-year required writing course. The assessment aimed to measure students’ progress in the following outcome goals of English 1200:

* Formulate significant research questions
* Craft a strong research proposal
* Establish work plans and timelines
* Locate and evaluate a variety of sources, including field-based, print, and electronic sources
* Apply research and use writing to achieve a variety of purposes
* Convey the results of your research to a variety of audiences
* Organize source materials
* Integrate outside source materials—field-based, print, and electronic—into your writing
* Cite sources accurately and responsibly in order to avoid plagiarism
* Identify and explain writing strategies used in your own work as well as in the work of experienced writers.

**Method.**

Faculty teaching English 1200 were ask to volunteer to pilot iWebfolio, an Internet based electronic portfolio tool available to ECU students. Faculty interested in using iWebfolio were trained to show students how to upload assignments to the English 1200 Portfolio template. A portfolio consisted of a cover letter where students reflected on their strategies for writing and the choices they made in revising their work for the portfolio. In addition, two to three pieces of writing showing significant revision from previous work were submitted. From the cover letters and portfolios collected from this pilot, 150 cover letters and portfolios were reviewed in Summer 2012.

Five faculty members who used iWebfolio were selected by the Director of Composition to participate in the assessment of the 150 cover letters and portfolios. The then Associate Director of Composition was also a reviewer. In May, the six reviewers met with the Director of Composition for two days to train, calibrate scoring, and review logistics of the assessment plan.

Each cover letter and portfolio were read and scored by two reviewers. Rubrics were used to evaluate the student writing. Each rubric worked on a four point scale with 4 being excellent and 1 being poor. In cases of splits, a third reader reviewed the portfolio not knowing the previous scores. The Director of Composition recorded all the scores, averaging the two or three scores provided for each cover letter and portfolio.

On two occasions, the Director of Composition called a meeting of the reviewers to recalibrate the scoring. Because of multiple splits, the reviewers needed to discuss why they awarded scores they did and readjust their readings based on the rubrics.

**Results.**

Below is a graph showing the average scores on the cover letter and portfolio outcomes. Based on a total score of 4 in each category, the averages all achieved a score over 2.0. The goal set in 2011 was for 75% or more students to perform at a score of 2.0 or higher in each category. Only in the category of Integrating Sources and Citations did the students fall short of this goal.

Cover Letter and Portfolio average outcomes out of a possible score of 4.

The averages were all 2.0 or above suggesting there may be a discrepancy if the mean score of 2.5 was set as a goal. In order to see the differences between a score of 2.0 or above and 2.5 or above, the graph below was generated. These percentages suggest that students are not doing as well as the averages in the above graph suggest.



Comparison of percentage of students performing at a 2.0 or above and a 2.5 or above.

Students are performing the lowest in areas related to working with sources and integrating citations.

**Recommendations/Enhancement Targets.**

* Raise our expectations from the score of 2.0 to the mean of 2.5
* Offer Professional Development Workshops focused on preventing plagiarism
* Review and revise rubrics

Based on the above data, we need to raise our targets and expectations. We need to strive for at least 75% of students to perform at a mean score of 2.5 or higher in each category. Our data suggests that this may not be a realistic goal with students performing at this level in only one category, Inquiry.

Realistically, we need to set a new goal for 2013-14, the next time we assess English 1200, that 70% or more students will perform at 2.5 or higher in each category.

In order to achieve this goal, we need to address the categories our students are performing low in. These categories are related to issues having to do with plagiarism. We know looking for plagiarism is not teaching students not to plagiarize. Therefore, in order to better teach our students how to select sources to work with in supporting arguments and properly citing those sources when borrowed, we need to provide faculty professional development opportunities to explore teaching approaches to prevent plagiarism and reinforce academic integrity. In 2012-2013, the Composition Committee will sponsor plagiarism prevention/teaching working with sources workshops for faculty.

Portfolio reviewers also realized that the rubrics used for assessment did not allow for a few writing choices, specifically plagiarism and style. Plagiarism when found in student writing, which occurred on several occasions, was often given a 1 in one category, Integrating Sources and Citations. The rubric also did not allow for evaluation of the sophistication in the writing choices made by student writers. Because of these considerations, the Composition Committee will review and possibly revise the rubrics for both English 1200 and 1100 portfolios.

In addition to the above recommendations, we need to consider building dynamic rubrics that link our outcomes to national standards. While the outcome goals for English 1200 and 1100 are influenced by the national standards of the Writing Program Administrators’ First-Year Writing Outcomes, we do not have a mechanism to measure how well our students are doing in these specific areas.

**APPENDIX D**

**English 1200 Assessment Rubrics**

**Academic Year 2011-2012**

Two rubrics were used for assessing the portfolios for English 1200. The metacognitive piece of writing was assessed separately with the Cover Letter Rubric. The two to three pieces in the portfolio were assessed together with the English 1200 Portfolio Rubric.

**Cover Letter Rubric**

|  |  |
| --- | --- |
| **Score** | **Description**  |
| 4Excellent | The cover letter clearly demonstrates the writer’s ability to identify and explain the writing strategies (i.e., argument, organization, evidence, style, tone, etc.) used in the documents included in the portfolio.  |
| 3Good | The cover letter demonstrates the writer’s ability to identify and explain the writing strategies used in the documents included in the portfolio, with only occasional areas that are confusing or incomplete.  |
| 2Adequate | The cover letter demonstrates that the writer is sometimes able to identify and/or explain the writing strategies used in the documents included in the portfolio, but there are several areas that are confusing or incomplete.  |
| 1Poor | The cover letter largely fails to demonstrate an ability to identify and explain the writing strategies the writer has made in the documents included in the portfolio.  |

**English 1200 Portfolio Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|   | **Inquiry** | **Purpose & Audience** | **Source Selection****& Support** | **Organization** | **Integration & Citation of Sources** | **Editing** |
| 4**Excellent** | The documents demonstrate the writer’s ability to identify and fully engage significant research questions. | The documents consistently demonstrate a keen awareness of audience and purpose. | The documents consistently use credible sources to fully support the points the writer makes. | The documents consistently display effective structure at both the global (the document as a whole) and local (within paragraphs) levels. | The documents reflect the writer’s ability to smoothly integrate source material and to cite sources accurately in order to avoid plagiarism. | The documents consistently display careful proofreading and are largely free of surface-level errors. |
| 3**Good** | The documents demonstrate the writer’s ability to engage meaningful research questions thoughtfully but with occasional lapses. | The documents demonstrate an awareness of audience and purpose, with only occasional lapses. | The documents use credible sources to support the points the writer makes, with only occasional lapses. | The documents generally display effective structure at both the global and local levels, with only occasional lapses. | The documents reflect the writer’s ability to integrate outside source materials and to cite sources accurately in order to avoid plagiarism, with only occasional lapses. | The documents reflect the proofreading efforts of the writer and include only occasional surface-level errors. |
| 2**Adequate** | The documents demonstrate the writer’s ability to engage research questions, but in limited ways. | The documents in the portfolio demonstrate an uneven awareness of audience & purpose. | The documents use credible sources of research to support the points the writer makes, but do so inconsistently. | The documents demonstrate an uneven awareness of organizational strategies at both the global and local levels. | The documents reflect an adequate, but inconsistent, ability to integrate source material and to cite sources. | The documents evidence some proofreading and editing, but several surface-level errors remain. |
| 1**Poor** | The documents fail to demonstrate a level of engagement with research questions that is adequate for college- level work. | The documents largely fail to demonstrate an awareness of audience & purpose. | The documents largely do not use credible sources to support the points the writer is trying to make. | The documents largely fail to display effective structure at the global and/or the local levels. | The documents include numerous problems with citation of sources and/or fail to integrate source material effectively. | The documents reflect minimal or ineffective proofreading and editing strategies. Numerous surface-level errors remain. |