**Composition Program/Composition Committee**

**2013-2014 Annual Report**

Prepared by Tracy Ann Morse, Director of Composition

**TOTAL ENROLLMENT**

|  |  |  |
| --- | --- | --- |
| Semester | Course | Number of Sections/Students |
| Fall 2013 | ENGL 1100 | 137 / 3,351 |
| Fall 2013 | ENGL 1200 | 23 / 506 |
| **Fall 2013 Total Enrollment: 3,857** | | |
|  |  |  |
| Spring 2014 | ENGL 1100 | 28 / 668 |
| Spring 2014 | ENGL 1200 | 120 / 2698 |
| **Spring 2014 Total Enrollment: 3,366** | | |

**CURRICULUM**

Syllabi for 1100 and 1200 were maintained from the previous year with only a few changes: the Pirate Read text, the removal of the old summary and response Project 2, and a slight change to Project 3 for 1100. The *Pirate Papers* edition used in 1200 changed as well. Information and material related to the curriculum continued to be provided on the Writing Foundations Instructors Blog (<https://blog.ecu.edu/sites/writingfoundations>).

**English 1100 GTA/Recommended Syllabus.**

A copy of the GTA/recommended syllabus and weekly schedule are appended (Appendix A). Some highlights of this syllabus include the following:

* Continuing use of *Pirate Papers* 5th edition for 1100.
* Continuing participation in the ECU Pirate Read summer reading program (all incoming first-year students are asked to read a common book). The GTA/recommended syllabus for English 1100 includes a slightly revised writing project drawing on the book. For 2013-2014, the ECU Pirate Read text was *It Happened on the Way to War: A Marine’s Path to Peace* by Rye Barcott. Project 3 asked students to work in groups to present contextual information related to the text. Students then wrote persuasive essays that practiced contextual analysis. This slight change to Project 3 replaced the old Project 2 and emphasized engaging evidence, quoting, paraphrasing, and citing sources.
* 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. iWebfolio was used to collect students’ portfolios of revisions.
* 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. iWebfolio was used to collect students’ cover letters demonstrating their metacognitive writing abilities.

**Jarvis Leadership Program (English 1100)**

Jarvis Leadership designated sections began in Fall 2012. In Fall 2013, we offered four sections for students accepted to the Jarvis Leadership Program. Students were manually enrolled in each section to maintain a learning community of students who took both their 1100 and COAD 1000 courses together. The instructors of these sections worked with Brandon Thompson, Residence Hall Coordinator and COAD instructor, to plan events and complimenting assignments for students. We opened unfilled seats in these sections for any student to enroll in.

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

This retention initiative, started in Fall 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. John Trifilo, Associate Director, Early Alert and Support Programs, met with the Director of Composition in the summer of 2013 to discuss a revision to the way we offer FIP sections.[[1]](#footnote-1) At the request of Mr. Trifilo, we only offered two sections of FIP and did not offer major-specific sections. An experienced PhD, GTA taught these sections and we embedded a new PhD, GTA without teaching experience in these sections as a writing consultant for the students. The experience was a positive one according to Mr. Trifilo, the students enrolled, and our GTAs. The GTAs who were involved in these FIP sections presented on their experiences at a national conference in July 2014. With Mr. Trifilo, we are exploring offering in 2014-2015 special sections of 1100 for a new retention plan targeting white, male students.

**English 1200 GTA/Recommended Syllabus.**

The GTA/recommended English 1200 syllabus and weekly schedule are appended (Appendix B). Some highlights of this syllabus include the following:

* Continuing the use of *Pirate Papers*, but with a new edition that a GTA helped compile and edit. The selections of the *Pirate Papers* was decided by a subcommittee of the Composition Committee.
* 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. iWebfolio was used to collect students’ portfolios of revisions.
* 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. iWebfolio was used to collect students’ cover letters demonstrating their metacognitive writing abilities.

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

We continued a collaboration between the Composition Program and the College of Business to offer sections of English 1200 tailored to declared business majors while maintaining the common student learning outcome goals. We will no longer offer these sections as we transition to our new curriculum for 2201 in 2014-2015.

|  |  |
| --- | --- |
| Semester | Number of Sections |
| Fall 2013 | 1 |
| Spring 2014 | 1 |

**Continuing 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. The STEPP office provides an embedded tutor to work with the STEPP students enrolled in these sections.

**Continuing Honors (English 1100 and 1200).**

We continued to work with the Honors program to offer both 1100 and 1200 sections designated for honors students.

|  |  |  |
| --- | --- | --- |
| Semester | Honors Course | Number of Sections |
| Fall 2013 | ENGL 1100 | 1 capped at 25 each |
| Spring 2014 | ENGL 1200 | 2 capped at 25 each |

**Continuing International/ESL Collaboration (English 1100 and 1200).**

We have been offering sections of 1100 and 1200 designated primarily for international students. These sections are capped at 20 students with special registration for international students then open seats are available for any student.

|  |  |  |
| --- | --- | --- |
| Semester | International/ESL Course | Number of Sections |
| Fall 2013 | ENGL 1100 | 2 capped at 20 each |
| Spring 2014 | ENGL 1200 | 1 capped at 20 each |

**PERSONNEL AND PROFESSIONAL DEVELOPMENT**

**Graduate Teaching Associates.**

Our GTAs met prior to the beginning of each semester to review policies and to submit copies of their syllabi and weekly schedules for review by the Director of Composition. In 2013-14, 19 GTAs were observed teaching by the Director of Composition.

|  |  |  |  |
| --- | --- | --- | --- |
| Semester | Number of GTAs | Number of 1100 Sections Covered | Number of 1200 Sections Covered |
| Fall 2013 | 20 | 29 | 0 |
| Spring 2014 | 21 | 0 | 27 |

*Professional Development Opportunities*

Thursday morning meetings, held weekly from 9:30-10:30 AM, were used to support the GTAs 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, and Office of Student Transitions and First Year Programs. Timm Hackett also did a brief presentation on using the online version of the standard text to teach in Spring 2014. In addition, GTAs were encouraged to attend the Professional Development Workshops sponsored by the Composition Committee (see below) and the Fixed-Term Faculty.

**Other Instructors.**

The syllabi used by the GTAs were also provided for fixed-term and tenured/tenure-track 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 Writing Foundations Instructors Blog.

*Professional Development Workshops*

For all instructors, Professional Development Workshops were made available by the Composition Committee on the following topics:

* Go-to in-class assignments
* Group Work
* iWebfolio.

In addition, we hosted a discussion with the editors of *The Wadsworth Guide to Research*, Shelley Rodrigo and Susan Miller-Cochran. With so many professional development opportunities, the Composition Committee intentionally limited the number of workshops and roundtables offered each semester. We will continue to limit the numbered offered moving forward.

**Associate Director and Assistant Director.**

Again, we did not have an Associate Director of Composition. For Fall 2013, GTA, Randy Marfield served as the Assistant Director and for Spring 2014, Therese Pennell served as the Assistant Director. They predominantly worked on mentoring MA GTAs, sitting in on Academic Integrity violation meetings, and leading some of the GTA meetings while serving on the Composition Committee as the graduate student representative.

**FIRST-YEAR WRITING STUDIO**

*Submitted by Nicole Caswell, Director of the University Writing Center*

**Highlights of academic year 13-14**

* The major addition to the First Year Writing Studio (FYWS) this past academic year was the First Year Writing Studio Consultant Handbook. The handbook provides new consultants an overview of what happens in sessions, policies of the studio, and other professional development ideas.
* In the fall, new consultants participated in a pre-semester orientation session.
* The FYWS saw 39% growth in appointments during the fall 2013 semester.
* The FYWS consultants participated in a daybook professional development study funded through the Southeastern Writing Center Association Christine Cozzens Research Grant and Initiative ($429).

**Fall 2013**

The First Year Writing Studio conducted 906 sessions during the fall semester: a 39% growth from Fall 2012. 19 graduate students served as consultants during the semester. Continuing from the past academic year, the FYWS offered online, synchronous appointments. As expected in the fall semester, more than 85% of sessions were with students from English 1100. The consultants also provided in-class workshops for English 1100 as time allowed.

The FYWS continued to assess students’ perceptions of their sessions through an exit survey. 97% of students found their sessions very helpful (77%) or helpful (20%). This is slightly higher (94% in fall 2013) and on par with our expectation of having at least 90% of students finding their sessions very helpful/helpful.

Students reported the FYWS helped them develop editing, proofreading, and grammar skills (58%), revision skills (53%), organization skills (49%), and reading/interpreting assignment skills (43%). The majority of students (98%) left their appointments with a plan for their writing. Students noted they felt a high level of comfort working with consultants and gained a greater understanding of their assignment and other aspects of writing after working with the consultant.

Students were asked, in an open-ended question, what they liked most about their session. 49% of students reported the professionalism of the consultant and 46% of students reported their satisfaction with content-specific assistance. Students were also asked what improvements they would like to see in the FYWS. Students asked for more availability of sessions, increased privacy or less noisy environment and new space/furniture.

**Spring 2014**

In the Spring 2014 semester, the FYWS conducted 629 appointments. The FYWS had 16 graduate students as consultants (compared to the 19 in the fall). With fewer consultants, the FYWS conducted 67 less sessions than the previous spring. Also due to a smaller staff, the FYWS did not conduct in-class workshops. 68% of the sessions were with English 1200 students, as expected in the spring semester. During the first three weeks of the spring semester, consultants visited English 1100 and 1200 courses for 5-10 minutes introducing students to the FYWS services. In the exit survey, 82% of students reported learning about the FYWS from their professors and 10% from peers.

The FYWS continued to assess students’ perceptions of their sessions through an exit survey. 95% of students found their sessions very helpful (75%) or helpful (20%). This is consistent with prior semesters and on par with our expectation of having at least 90% of students finding their sessions very helpful/helpful. Students reported that the FYWS helped them develop their editing and proofreading skills (61%), revision skills (60%), and organization skills (53%). 27% of students also reported developing MLA and APA skills during their sessions this semester.

Seventy-six percent (76%) of students reported they “strongly agree” that when they leave the FYWS they have a plan for their writing while twenty-one percent (21%) of students reported that they “agreed.” As with the fall semester, the majority of students noted a high level of comfort they felt while working with consultants, especially when asking questions and describing difficulties. Similar to what students reported in the fall, students asked for more availability of sessions, increased privacy or less noisy environment and new space/furniture.

**Responding to Assessment for AY 2014-2015**

Currently, students sign up for one-hour appointment slots in the FYWS. In response to students’ request for more availability and flexibility of appointment times, the FYWS will pay attention to reported session lengths during the 2014-2015 year with the possibility of adding 30-minute appoint slots in AY 2015-2016.

In response to the request for new space/furniture (and privacy/less noise), a proposal was submitted to the university for new furniture and technology. We will continue to do what we can with the space and furniture we have. Our furniture is not ADA compliant which provided problems in the spring semester.

**Consultant Professional Development**

The First Year Writing Studio saw many positive developments during the 2013-2014 school year. All graduate student consultants met each Tuesday from 9:30-10:30 for professional development. Prior to the fall semester, there was a day-long orientation session. During orientation, consultants reviewed handbook material, worked through scenarios, and discussed professional behaviors. A handful of consultants on staff had worked as writing center consultants elsewhere and their expertise allowed us to quickly align writing center theory and practice. Staff meetings focused on learning styles/motivating students, writing center research, working with students on citations, engaging with unfamiliar topics and specific writing-topic meetings. During the fall semester, consultants worked in small groups to design handouts. These handouts reflected topics they were frequently seeing in sessions. The handouts are currently stored in the FYWS blog.

Instead of posting weekly blog posts, consultants participated in a professional development curriculum through the use of daybooks. Consultants wrote weekly entries to continue reflecting on the work they were doing in the studio and how they could develop into stronger writing consultants. Consultants also documented their thoughts and notes from weekly staff meetings. In the Spring semester, consultants wrote weekly reflection questions that the rest of the staff responded to. The consultants who wrote the questions would then lead a 15-minute conversation at the following staff meeting. Integrating consultants into their professional development proved to be useful and productive.

**COMPOSITION COMMITTEE**

Members of the Composition Committee included Timm Hackett, Ron Hoag, David Wilson-Okamura, Marc Petersen, Jenn Sisk, Randy Marfield/Therese Pennell, and Tracy Ann Morse. Will Banks served as ex-officio.

The committee planned and offered professional development opportunities, reviewed supplemental teaching tools and textbooks offered by publishers, discussed plans for assessment, and examined the new curriculum for 2201.

*Workshops/Roundtable*

For Fall 2013, we offered “Recipes for Tired Teachers: Potluck of Writing Exercises and Assignments” a workshop led by Jenn Sisk for instructors to share their go-to assignments and “Children of the Comp: Roundtable on the Promise & Peril of Using Groups in the Writing Classroom,” a roundtable discussion led by Marc Petersen.

For Spring 2014, we invited Dr. Mark Johnson to lead a workshop on working with non-native English speakers and writers as well as revisited the roundtable discussions on group work emphasizing a discussion that did not include peer review.

Moving forward, the fixed-term faculty committee has asked to collaborate with the Composition Committee to offer workshops. We also anticipate the Writing Foundations Faculty Professional Seminar to be a forum for more workshop-type activities for 2014-2015.

**ASSESSMENT**

See Appendices C and D for assessment reports.

**APPENDIX A**

**Syllabus**

**English 1100: Foundations of College Writing**

(formerly Composition I)

**Fall 2013**

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 red 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 1200.

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.

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**

|  |
| --- |
| 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. |

Instructor [Name]

Email: [address]@ecu.edu

Phone: 252.[office phone number]

Office: [Building and Room number]

Office Hours: [days and times]

**\*\*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 from Catalog and Purpose**

Foundations of College Writing (formerly Composition I) 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.

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 and Course Costs**

Faigley, Lester. *Backpack Writing*, 3rd ed. Pearson, 2012. ISBN: 978-0-205-84639-9.

*Pirate Papers for ENGL 1100,* 5th ed. 2012. ISBN: 978-0-8400-4636-9.

Barcott, Rye. *It Happened on the Way to War: A Marine’s Path to Peace*. Bloomsbury, 2011. ISBN: 978-1-60819-431-5

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.

## 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 consultant is available at the time of the walk-in, it is a very good idea to make an appointment ahead of time at https://ecu.mywconline.com/index.php or call 252.328.6399. Bring the assignment description and any other material you think will help the consultant understand the assignment.

**Major Assignments**

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 Course Portfolio**

*About this assignment*

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 1200 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 an analytical cover letter in which students identify and explain the revisions and textual choices that they have made in their work in that portfolio.

We will use iWebfolio to collect the students’ portfolios for the purpose of the program.

All instructors should incorporate some version of this teaching tool into their sections of English 1100. For more information about goals and possible structures of portfolio assignments, please see this useful article by Dr. Will Banks: [http://www.ecu.edu/engl/writingfoundations/ Handouts.cfm](http://www.ecu.edu/engl/writingfoundations/%20Handouts.cfm). 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>.

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 cover letter, will be uploaded to iWebfolio.
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**

*Get a writing sample.*

As you begin work on the first major course assignment, it is very important that you get a sense of your students’ writing abilities. At some point during the first couple of class meetings (within the first week), get a writing sample from your students that you can look over quickly and determine if you may have some students who will benefit from working with the First-Year Writing Studio on a regular basis. You should encourage all of your students to visit the studio, but *DO NOT REQUIRE* your students to go. The Studio 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 Studio. If students view the trip to the Studio as an unnecessary hoop to jump through, they arrive at the Studio with a lot of resistance and are less likely to benefit from the experience.

*About this assignment.*

Students will reflect critically on the personal and make connections 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 autobiography

\*Freewriting on a specific personal experience \*Analysis of self as reader

\*Identity inventory \*Identity analysis

\*Timelines \*Education autobiography

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.

1. You will be asked to offer a critical analysis reflecting on a personal experience. 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 the experience. As Lester Faigley explains in our textbook, “a reflection should allow readers to share with the writer a discovery of significance” (69). 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. 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.
4. 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 Analyze**

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

*About this assignment.*

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 Possible Assignments

\*Analysis of ads or commercials \*Analyze a news organization’s web

\*Identification of rhetorical appeals (e.g., ethos, site

pathos, and logos) in samples \*Analyze a speech considering its

primary and secondary audiences

\*Analyze a documentary

\*Analyze an article on same topic in

newsmagazine, periodical,

professional journal

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, 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 things 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 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 3: Writing to Persuade**

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| --- |
| *About this assignment.*  This project focuses on the Pirate Read by Rye Barcott, *It Happened on the Way to War: A Marine’s Path to Peace*. 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.  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 *Backpack Writing*, in which you analyze elements of *It Happened on the Way to War* 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 *It Happened on the Way to War* 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, 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.**

**Late Work**

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

**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 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
* 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**

If you wish, you may 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. Such absolute policies are very difficult to enforce and do not leave room for accommodating students with extraordinary circumstances.

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.

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 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**

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**

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.

**Grading**

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, etc.) should count for a more limited portion of the grade.

|  |  |
| --- | --- |
| **Assignment** | **% of Course Grade** |
| Writing to Reflect | 20% |
| Writing to Analyze | 20% |
| Writing to Persuade | 20% |
| Course Portfolio | 20% |
| Presentation/Leading Discussion | 10% |
| Class Citizenship | 10% |

**Grading Scale**

|  |  |  |
| --- | --- | --- |
| 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 |

**English 1100: Foundations of College Writing**

**Fall 2013**

**SAMPLE WEEKLY SCHEDULE**

This weekly calendar provides a sample sequence of readings and writing/discussion assignments that correspond to the larger writing projects described in the departmental GTA syllabus. All “Activity Suggestion” sections are addressed to the instructor as ideas for things to do in class and/or to assign as homework. You should, however, develop day-to-day activities and assignments as you see fit and in response to the unique needs of your students.

\*NOTE\*

While it is a good idea to provide students with a broad sketch of the trajectory of the course (including an indication of when rough and final drafts will likely be due, for instance), it is recommended that you do *not* distribute anything as detailed as this weekly schedule to students. Because the student population of each class is unique, it is usually most effective to determine day-to-day assignments and activities as you progress through a larger course unit rather than developing and distributing them to students far in advance. You will be better able to judge what your students need as you introduce new assignments and read your students’ work.

**WEEK ONE (T 8/20 - F 8/23)**

|  |
| --- |
| Reminder: Schedule a library orientation as far ahead of time as possible. The second and third assignments ask students to use secondary sources.  You should also ask your students to complete the English 1100 library tutorial PRIOR to their instructional session in the library. Below is more information about the tutorial.  **Library 101: Introduction to Research**—http://libguides.ecu.edu/library101  The purpose of Library 101 is to introduce students to basic research skills needed to succeed in college. As a result of the Library 101 tutorial, students will foster 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. |

Readings

1. Course syllabus
2. Will Banks’s article on Portfolios (make available to your classes online—the article can be downloaded from the Composition Program website or by following this link): <http://core.ecu.edu/engl/fyw/writing/Portfolios.pdf>
3. Faigley, Chapters 1 (“Thinking as a Writer”) and 3 (“Planning”)

Things to Accomplish in Class

* **Introductions:** to each other, to the syllabus, to the portfolio structure. Be sure to clarify during this first week what materials the students will need to keep track of for their Course Portfolios.
* **Get a writing sample:** You may want to have students write a homework assignment rather than having them do an in-class writing sample—this way they can write on the computer, as most of them normally would.
* **Review reading**. Key concepts you may want to discuss with your students are writing as a process (Faigley 6), the rhetorical situation (7), a writing plan (33), and writing a thesis (36-37). Students may be asked to accomplish/use these in their other courses, so a broad overview, covering aims and situations for writing that are not specifically part of their first assignment in English 1100, can be very beneficial to them. You might point out, for example, that they may be asked, even as early as their first month in school, to find and use secondary sources in other classes, so they should be aware of these general principles, and they should consider consulting Faigley, especially Chapters 18 (“Avoid Plagiarism” begins on 412) and 19 (“Elements of MLA Documentation” begins on 421).
* **Introduce Project 1:** Writing to Reflect.

In-class Activity and Homework Suggestions

1. As an introductory activity, ask students to interview another member of the class about information that may be relevant to your assignment. Have students share this information about their peer with the rest of the class.
2. Bring examples of different genres of writing to class (see the “Write Now” box on page 11 of Faigley) and discuss how these genres reflect different aims, focuses, styles, audiences, etc.
3. To help students brainstorm for the first major writing assignment, you might have them respond to the “Write Now,” activity on page 91 of Faigley with regard to your assignment. Have them share their responses.

**WEEK TWO (M 8/26 - F 8/30)**

Readings

1. Faigley, Chapter 8 (“Reflections”), including Amy Tan, “Mother Tongue,” pp. 81-87
2. *Pirate Papers*—selections from “Writing to Reflect” section

Things to Accomplish in Class

* **Review Reading:** Help students to understand, in depth, the aims of and methods for writing to reflect (Faigley, Chapter 8).
* **Rubric:** Distribute and review a rubric for the first project.
* **Brainstorm:** Encourage and/or provide time for students to prewrite for reflecting assignment.
* **Examples:** Discuss sample reflection pieces.

In-class Activity and Homework Suggestions

1. Have students use the guidelines for reading a reflection on page 72 to respond to and discuss Tan and one or two of the pieces from the *Pirate Papers*. You may wish to ask students to work in small groups to respond to the questions and then share their group’s responses with the entire class.
2. You might also ask students to respond to some of the questions in the “Choose a Subject” chart on pp. 90-91 of Faigley. It’s always a good idea to ask them to share their responses with the class—this both holds them responsible for the work and can help them get ideas from each other.
3. Have students practice and collaborate on some of the steps on pp. 94-95 in Faigley. You might, for instance, ask students to generate individual lists of details related to the assignment. They might then exchange lists and get feedback about which details seem most important, interesting, and significant to different readers. You might also ask students to write sample dialogue or “character” descriptions and then exchange those samples to see what is most (and least) effective for readers.
4. Either as homework or in class, ask students to create an organizational structure for their first paper assignment (refer them to the “Write a Draft” steps on p. 96 and the sample organizational structure on p. 97).

**WEEK THREE (T 9/3**\*\* **- F 9/6)**

**\*\*There is no class on Monday, Sept. 2nd (Labor Day).**

\*\***In addition, Tuesday, Sept. 3rd is a “state holiday makeup day” (classes that would have met on Monday, September 2nd, will meet on this day so there will effectively be the same number of Mondays and Tuesdays as every other weekday during the semester; Tuesday classes will not meet in Week 3.)**

Readings

1. Faigley, Chapter 5 (“Revising”)
2. *Pirate Papers*—additional selections from “Writing to Reflect” section
3. Peer Review of Project 1 (end of week)

Things to Accomplish in Class

* **Discuss Revision Versus Editing:** larger order changes, such as refocusing, reorganizing, developing ideas, adding or removing substantial detail/examples, etc. versus moving sentences and/or words; checking grammar, diction, sentence structure, etc. You may wish to review with students the differences between the areas of focus and questions posed in the “Strategies for Rewriting” chart on page 53 of Faigley and those in the “Pay Attention to Details Last” box on page 55.
* **Discuss** **how a “thesis” works in a reflective piece:** how do effective writers create and convey a “main idea” in this type of writing? Unlike more traditional expository writing, reflective writing often doesn’t have a “thesis statement” (although sometimes it does—it depends on the writer’s purposes and goals); rather, the writer will establish a purpose, a main theme, and/or a lens through which the reader can then interpret the narrative details that follow. You might have students read the first couple of paragraphs of the samples of reflective writing in Faigley (see Embrey, p. 74; Valdes-Rodriguez, p.79; Tan, p. 82; or Carter, p. 100) and/or those in *Pirate Papers*. How do these beginnings convey a theme, main idea, purpose, or lens of interpretation to the reader? What is that main idea, theme, purpose, or lens?
* **Peer Review:** Discuss, model, and practice peer review.
* **Conduct Peer Review:** Project 1 peer review (end of week).

Activity Suggestions

1. In order to discuss and model effective peer review, ask students to use the instructions in the “Respond to Others” box on page 54 of Faigley to provide suggestions for improvement on one or two of the samples from the *Pirate Papers*. It can be very useful to take the class through this process step-by-step, pausing to share and discuss responses after each reading (first, second, and third). You may also wish to review the First-Year Writing Studio’s workshop on Peer Review, available on this page: <http://www.ecu.edu/first_year_studio/workshops/Workshop%20List.htm#peer_ review>.
2. To help students practice peer review, you might ask them to use the rubric to conduct a sample peer review of one or two of the *Pirate Papers* reflective writing examples. Students should use the rubric to provide feedback on what the writer does well and what might be improved. Be sure to discuss their suggestions as a large class and to instruct them in ways to make their feedback more concrete and beneficial for writers.
3. Peer Review: have students work in groups of 3 or 4 to peer review each other’s rough drafts. It’s a good idea if you have them follow the same peer review process that you use for the sample peer reviews.

**WEEK FOUR (M 9/9- F 9/13)**

Readings

1. Faigley, Chapter 2 (“Reading to Explore”)
2. Remind students to re-read/review Barcott.

Things to Accomplish in Class

* **Peer Editing:** you may want to have a separate workshop to focus strictly on editing and proofreading.
* **Final of Project 1 Due.** You should collect all drafts, peer review feedback, and a brief cover letter with the final draft.
* **Cover Letter:** Have students write a self-assessment/cover letter to turn in with their first papers.
* **Introduce Project 2:** Writing to Analyze

Activity Suggestions

1. Peer Editing: If not on a separate day, on the day when the final draft is due, spend the first 20-30 minutes of class having students exchange their final drafts with two classmates. Each student should read and edit (looking only for typos, grammatical errors, etc.) two other students’ papers. Ask the students to put a mark in the margin by the line in which the error occurs. After two students have read through and marked error locations in the margins, the writer of the paper should review those marks, discuss any that she or he finds confusing with the editors who made them, and write corrections neatly in the margins or between lines. If you are in a computer classroom and are having students submit work electronically, this process can be modified by having the peer editors highlight lines in which errors occur and having the writers insert corrections in a comment or using Track Changes. You do want to be able to see where and how the writers respond to the editing suggestions because you want to be able to track what problems students are having and perhaps refer them to specific resources or spend a bit of class time covering a particular issue if they appear to have some common trouble spots. *This simple peer editing procedure can save you a lot of frustration by reducing annoying/distracting typos and grammar problems.*
2. Self-assessment: Have students write (either in class or prior to) a letter reflecting on their first major assignment, both the final draft and the process of writing the paper. Ask them what sections they feel are most effective in the paper and what they feel would benefit from further revision. How would they go about revising the paper if they had more time? What revisions did they make between the first and final draft and why? What peer review comments did they find useful and why? Which ones did they choose to ignore and why? This kind of self-assessment activity can help them develop the self-reflective skills that they will need to be successful in the next assignment.
3. For the next assignment—the Writing to Analyze—students will benefit from a discussion of summary versus analysis and some practice with both. Give students time in class to read something and write a summary of it following the instructions in the “Write summaries” section of the “Respond as a Reader” box on page 26 of Faigley. Then, ask them to work in groups to review each other’s summary and select which one they think is most effective. One person from each group should read aloud for the entire class the summary that the group selected and should explain why it was selected over others. Here, you can also point out the differences among the summaries—summaries are always selective, so they need to be considered and constructed carefully so that they summarize the perspectives and information that a writer wants to convey to the reader.

**WEEK FIVE (M 9/16- F 9/20)**

Readings

1. Faigley, Chapter 10 (all)—you may want to parse the reading throughout the week, focusing on the examples on pp. 168-72 and pp. 173-78.

Things to Accomplish in Class

* **Critical Reading:** Introduce the idea of analysis as a critical reading strategy**. P**ractice with critical, active reading strategies from Chapter 2 of Faigley to apply to rhetorical analysis.
* **Practice Summary vs. Analysis:** Using informal writing assignments in class or brief writing for homework, work with students to effectively summarize and analyze.

Activity Suggestions

* + - * 1. Present for the class a rhetorical analysis—following the “Keys to rhetorical analysis” provided in Faigley (p. 162).
        2. Using the readings in Faigley on pp. 168-72 and pp. 173-78, ask students to practice writing brief summaries and then write what rhetorical features seem most persuasive in these pieces. Have them list what evidence from the essays they would use to support their claims regarding a particular rhetorical feature.

**WEEK SIX (M 9/23- F 9/27)**

Readings

* + - 1. Faigley, Chapter 10, pp. 161-63; 182-83
      2. *Pirate Papers*, examples of student analysis papers (Section 2: Writing to Analyze). Please make sure students read the introduction to the section.

Things to Accomplish in Class

* **Critical Reading:** Continue to work with students on the connection between critical reading and analysis.
* **Recognizing Analytical Claims**

Activity Suggestions

1. **Graded Project 1 should be handed back by the beginning of this week.** Spend some class time reviewing any grammatical, stylistic, or usage issues that you noticed students experiencing in their first assignments. A good resource to use and to provide for the students in the Purdue University Online Writing Lab (owl.english.purdue.edu). It’s also a good idea to use examples (with the writers’ names removed) from the students’ own writing to highlight both the problems they have encountered and to illustrate how to use a particular stylistic or grammatical strategy effectively. Then ask students to find good examples and examples of things that need improvement at the sentence, word, and grammar levels in their own writing. You might have them work with a partner to come up with ways to improve the things that need improvement. Remind students that they may make an appointment online to visit the First-Year Writing Studio: ecu.mywconline.com.
2. Early in the week, go over the goals and guiding questions for analyzing something (Faigley, Chapter 10, pp. 161-63; 182-83). Because this is a short section of the textbook, you may wish to have students actually read it in class. Then, talk about how the questions asked throughout this section of the chapter might help them to write an analysis for Project 2.
3. To emphasize the importance of making analytical claims and supporting those claims with specific evidence from the text being analyzed (many students struggle with presenting sufficient evidence in their analyses), ask students to locate the major analytical claims and the evidence that supports each claim in one of the essays in *Pirate Papers.*

**WEEK SEVEN (M 9/30 - F 10/04)**

Readings

1. Faigley on avoiding plagiarism through quoting, summarizing, and paraphrasing effectively (pp. 411-19). You may wish to go over this short section in class rather than assigning it for reading between class meetings. It’s important, however, to introduce these skills at this point because the *students will need to be practicing them in the assignments for 1100 and later in 1200. Additionally, they will need to know these skills for their other classes (it’s a good idea to point this out to them—let them know that, in fact, other instructors will be checking to ensure that they do not plagiarize)*.
2. *Pirate Papers* (Section 2)
3. Peer Review

Things to Accomplish in Class

* **Avoid Plagiarism:** Discuss Academic Integrity, quoting, summarizing, and paraphrasing.
* **Model Peer Review (beginning of week):** Use an essay from *Pirate Papers* to workshop together as a class.
* **Conduct Peer Review (beginning and end of week):** Students should work with each other on their Writing to Analyze essays.

Activity Suggestions

1. As a class, peer review one or more of the *Pirate Papers* analysis examples. It is recommended that you base the peer review questions on the criteria elaborated in the rubric for the assignment.
2. Peer review of Project 2.

**FALL BREAK—Saturday 10/5 - Tuesday 10/08**

**WEEK EIGHT (W 10/09 - F 10/11)**

\*\*Be sure to schedule a visit to the library this week or next in preparation for research for project 3. Remember as well to have students complete the online tutorial (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)) prior to your class’s library instructional session.

Readings:

1. *It Happened on the Way to War*
2. Faigley, Chapter 13

Things to Accomplish in Class

* **Final of Project 2 Due.** You should collect all drafts, peer review feedback, and a brief cover letter with the final drafts.
* **Introduce Project 3:** Writing to Persuade
* **Rubric:** Distribute and review a rubric for the third project.
* **Conducting Research:** Help students research their issues. If possible, devote class time to having them locate focused articles to inform their arguments.

Activity Suggestions

1. Have students bring their Faigley books to class and go over with them “How to Read Position Arguments” on p. 294. Then, ask them to respond to these questions with regard to “Eat Food: Food Defined” (pp 306-11). Discuss their responses and what makes Pollan’s position persuasive or not persuasive in their eyes.

**WEEK NINE (M 10/14 - F 10/18)**

Readings

* + - 1. Faigley, Chapters 16 and 17
      2. *It Happened on the Way to War* (Prologue-Part I)

Things to Accomplish in Class

* **Finding and Evaluating Sources**: Continue to work with students to find sources they can use to provide context for the reading they are assigned for leading discussion. Using the reading from Faigley, discuss evaluation of sources.
* **Group Presentations:** Assign student groups to take the lead on the discussion of the reading. Groups should cover multiple aspects of the reading, but most significantly provide additional resources that help understand the contexts of the reading.

Activity Suggestions

* + - * 1. Use some of class time to help students find and evaluate sources that they may use when their group leads the discussion of the reading.
        2. Groups should begin presenting this week.

**WEEK TEN (M 10/21 - F 10/25)**

**\*\*Rye Barcott in Wright Auditorium on 10/22.\*\***

**\*\*Library visit this week if not completed last week.**

Readings

* + - 1. Articles that the students select about their contexts.
      2. *It Happened on the Way to War* (Part II)

Things to Accomplish in Class

* **Group Presentations:** Assign student groups to take the lead on the discussion of the reading. Groups should cover multiple aspects of the reading, but most significantly provide additional resources that help understand the contexts of the reading.
* **Hand back graded Project 2**.
* **Drafting**: work with students to plan their projects. They should have decided on an issue they will focus on and found potential sources to help them write their project.

Activity Suggestions

1. **Graded Project 2 should be handed back by the end of this week.** Spend some class time reviewing any grammatical, stylistic, or usage issues that you noticed students experiencing in their second assignments. You may want to also spend time on proper documentation of paraphrases and quotations if still needed. Refer to Faigley, Chapter 18 (pp. 412-19) and Chapter 19.

**WEEK ELEVEN (M 10/28 - F 11/01)**

Readings

1. Articles that the students select about their contexts.
2. *It Happened on the Way to War* (Part III)

Things to Accomplish in Class

* **Group Presentations:** Assign student groups to take the lead on the discussion of the reading. Groups should cover multiple aspects of the reading, but most significantly provide additional resources that help understand the contexts of the reading.
* **Drafting**: work with students to plan their projects. They should have decided on an issue they will focus on and found potential sources to help them write their project.

Activity suggestions

* + - * 1. Group presentations.

**WEEK TWELVE (M 11/04 – F 11/08)**

Readings

Review Faigley, Chapter 13

Secondary sources students will be using to write Project 3.

* + - 1. *Pirate Papers*, examples of student argument papers (Section 3: Writing to Inform and Persuade). Please have students read the introduction to this section.

Things to Accomplish in Class

* **Position Statement in Thesis:** Explore how to articulate a position through a thesis.
* **Audience and Format:** Discuss selection of an audience and format.
* **Organization:** Review options for organizing a position argument.

Activity Suggestions

1. Have students “reverse outline” one or more of the writing to inform and persuade essays in *Pirate Papers*. You might wish to do this as a class. You might also have students conduct a “does/says” analysis of one or more of the essays in *Pirate Papers*. A does/says analysis essentially goes through and explains what each paragraph says (a summary) and what it does (how if functions) in the writing. You might also ask them to do a more finely grained does/says analysis with individual sentences in specific paragraphs (this can help them to see how and where evidence/support from external sources is used).

\*\*This activity can work as part of a productive sample peer review as well—by identifying the claims and evidence in the sample papers, the students will notice where claims need to be clearer and/or more fully supported.

1. Ask students to write summaries of and responses to two sources that they plan to use for their “Writing to Persuade” project.
2. Have students create a one or two-sentence thesis for their current assignment, following the guidelines on p. 318 of Faigley. They should bring to class a clear thesis statement, which fits the criteria of arguable, specific, manageable, and interesting. Have students work in groups to review and revise each other’s statements until all of the thesis statements in the group meet the criteria.
3. Have students bring to class three reasons to support the position that they have identified in their thesis statements. For each of these reasons, they should write a sentence or two explaining how they plan to support these reasons, drawing on the articles that they have found (they can follow the guidelines on p. 318 for this process).
4. For homework, have students repeat this same activity with the student essay by Patrice Conley on pp. 324-29. Then, in class, discuss their responses and be sure to talk about the sources the writer has used and how she has used them (including the “Works Cited” page).

**WEEK THIRTEEN (M 11/11 – F 11/15)**

Readings

1. NA—students should be working on Writing to Persuade Project.

Things to Accomplish in Class

* **Conduct Peer Review (beginning of week):** Students should work with each other on their Writing to Persuade essays.
* **Project 3 Due (by end of week)**
* **Introduce Portfolio Revisions and Cover Letter/Self-Analytical Writing**
* **Rubric:** Distribute and review the rubric for the Portfolio and Cover Letter.

Activity Suggestions

1. Conduct a peer review of their drafts for Project 3.
2. Spend the last part of week discussing the portfolio—the “final exam” for the course. Discuss what their cover letter should look like—perhaps provide an example to discuss as a class.

**WEEK FOURTEEN (M 11/18 – F 11/22)**

Readings

1. NA—students should be working on their Portfolio Revisions.

Things to Accomplish in Class

* **Conduct Peer Review:**  Students should work with each other on their Portfolio Revisions.

Activity Suggestions

1. Conduct a peer review of their drafts for Portfolio Revisions.
2. If possible, dedicate class time to peer editing.
3. Have students bring to class their drafts and feedback from Projects #1 and #2. Ask them to work in groups to write out a plan (with a list of 5-10 specific revisions) for how to revise their work for the portfolio.

**WEEK FIFTEEN (M 11/25 – T 11/26)**

Readings

1. NA—students should be working on Portfolio Revisions and Cover Letter.

Things to Accomplish in Class

* **Hand Back Graded Project 3**
* **Conduct Peer Review:** Students should work with each other on their Portfolio Revisions. Let them focus on their feedback for Project 3 and allow them the option of selecting it as one of the two revisions that they will submit for their Portfolio.

**THANKSGIVING BREAK—Wed. 11/27 – Sun. 12/01**

**WEEK SIXTEEN (M 12/2 & T 12/3)**

Readings

NA—students should be completing their Portfolio of Revisions and Cover Letter.

Activity Suggestions

* You may want to allow students the opportunity to edit their final drafts in their portfolios before collecting them
* Portfolio Revisions and Cover Letter uploaded and submitted to iWebfolio.

**Final exam time – portfolio due (Th 12/05 – Th 12/12)**

**You must meet in your classroom during the exam time.**

**Students must upload their portfolio content to iWebfolio.**

Please contact Gabrielle Freeman or Angela Raper if you need help showing your students how to upload their portfolio to iWebfolio.

**FINAL EXAM SCHEDULE FALL 2013**

Use your exam time to meet with students and review their Portfolio Revisions and Cover Letter. The graded Portfolio and Cover Letter should be handed back during this time.

Information copied from http://www.ecu.edu/cs-acad/fsonline/customcf/calendar/Fall2013.pdf:

There will be no departure from the printed schedule, except as noted below. . . . 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. Classes beginning on the half hour or meeting longer than one hour will have their final examination at the time determined by the hour during which the classes begin (e.g., 9:30-11:00 am TTh classes will follow the examination schedule of the 9:00 am TTh classes; 8:00-10:00 am MWF classes will follow the examination schedule of the 8:00 am MWF classes).

|  |  |
| --- | --- |
| Times class regularly meets | Time and day of examination |
| 8:00 MWF | 8:00-10:30 Monday, December 9 |
| 8:00 TTh | 8:00-10:30 Tuesday, December 10 |
| 9:00 MWF | 8:00-10:30 Wednesday, December 11 |
| 9:00 TTh (9:30) | 8:00-10:30 Thursday, December 12 |
| 10:00 MWF | 8:00-10:30 Friday, December 6 |
| 10:00 TTh | 8:00-10:30 Thursday, December 5 |
| 11:00 MWF | 11:00 -1:30 Monday, December 9 |
| 11:00 TTh | 11:00-1:30 Thursday, December 5 |
| 12:00 MWF | 11:00-1:30 Wednesday, December 11 |
| 12:00 TTh (12:30) | 11:00-1:30 Thursday, December 12 |
| 1:00 MWF | 11:00 1:30 Friday, December 6 |
| 1:00 TTh | 11:00-1:30 Tuesday, December 10 |
| 2:00 MWF | 2:00-4:30 Monday, December 9 |
| 2:00 TTh | 2:00-4:30 Tuesday, December 10 |
| 3:00 MWF (3:30) | 2:00-4:30 Wednesday, December 11 |
| 3:00 TTh (3:30) | 2:00-4:30 Thursday, December 5 |
| 4:00 MWF | 2:00-4:30 Friday, December 6 |
| 4:00 TTh | 2:00-4:30 Thursday, December 12 |
| 5:00 MWF | 5:00-7:30 Monday, December 9 |
| 5:00 TTh | 5:00 -7:30 Thursday, December 5 |

**APPENDIX B**

# English 1200: Composition

# Spring 2014

This document is designed as a template. Boxed areas address instructors. 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 your expectations 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. It can be difficult to teach an assignment that someone else has devised. Feel free to ask questions.

The projects described here represent the kinds of writing you might assign in 1200. **GTAs teaching English 1200 will use these assignments.** Experienced teachers who elect not to follow this syllabus directly should design assignments *similar* to those described here and should ensure that those assignments meet the course outcome goals listed below. The bulleted list of course outcomes below in red *must* appear on the syllabus and the work done in the class should advance these goals.

English 1200 should build a foundation for the research-based writing students will be asked to do in disciplines and majors across the curriculum. Thus, it is particularly important to include assignments that ask students to conduct different kinds of research as the basis for writing that they do in a variety of genres, with a variety of purposes, for a variety of audiences.

We cannot, in just one or even two semesters of composition, prepare students to write like experts in their majors. Only when students are much more familiar with the content and methods of their chosen fields will they begin to be able to write effectively as insiders to those disciplines. We can, however, help students in 1200 develop strategies for identifying, understanding, and practicing effective writing strategies in whatever contexts they may find themselves after English 1200.

Students need to be able to identify and explain the textual choices that experienced writers make, and they 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 with a reflective cover letter. A portfolio assignment is included in this syllabus, and *all* instructors are encouraged to incorporate some version of this useful teaching and assessment tool.

As part of our on-going program assessment, please ask students to submit their portfolios with reflective cover letters to iWebfolio. Please contact Gabrielle Freeman ([freemang@ecu.edu](mailto:freemang@ecu.edu)) if you would like assistance with iWebfolio. All students in all sections of ENGL 1100 and 1200 must do this.

**Contact Information and Office Hours**

|  |
| --- |
| 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 will schedule their office hours over two or more days to give students more opportunities to seek assistance. |

Instructor [Name]

Email: [address]@ecu.edu

Phone: 252.[office phone number]

Office: [Building and Room number]

Office Hours: [days and times; if teaching one class, 3/week and if teaching two classes, 5/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.

## Required Texts and Course Costs

Miller-Cochran, Susan and Rochelle Rodrigo. *The Wadsworth Guide to Research*. 2nd ed. Boston: Wadsworth/Cengage, 2014.

*Pirate Papers: A Collection of Student Writing, English 1200*. 6th ed. Greenville, NC: Independent Press, 2013.

## *Other Course Readings*

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

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 make an appointment ahead of time using <https://ecu.mywconline.com/> or call (252)328-6399 if you have trouble making an appointment.

## 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 (*not* a binder), and all components of the portfolio should be *clearly labeled*. Each item included in the portfolio should also be uploaded to iWebfolio in the appropriate English 1200 template.
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)**

|  |
| --- |
| Near the beginning of this project, you will need to schedule an English 1200 library orientation for your class. To schedule this orientation, please contact David Hisle at [hisled@ecu.edu](mailto:hisled@ecu.edu) or Janis Skoczylas at [skoczylasj@ecu.edu](mailto:skoczylasj@ecu.edu). Or, you may fill out at request at <https://docs.google.com/spreadsheet/viewform?fromEmail=true&formkey=dHlXazBsbDhIc3J4bWJzdkItY3k5X2c6MA> (this link can also be found on the library home page under “instruction services”.) You should also ask your students to complete the English 1200 library tutorial PRIOR to their instructional session in the library. Below is more information about that tutorial:  **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 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 table 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 five 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 to do.

For this project, you *must* submit the following items:

1. 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.**
2. 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)**

|  |
| --- |
| Staff in the North Carolina Collection and in the Special Collections Department look forward to working with students on this assignment. Both departments will conduct whole-class orientation sessions, but because staff in the Special Collections Department must work more closely with students on a one-on-one basis, they cannot accommodate large numbers of researchers at one time. Staff in Special Collections have recommended that no more than half of the students in each class focus their research on an item in Special Collections. Finding an item in Special Collections can be very exciting, but takes more time than locating a book. Thus students are encouraged to locate an item and propose it to you early in the assignment. Staff in Special Collections will be happy to meet with students individually to assist them in locating materials. Students can make an appointment with the instructor who offered the orientation.  You should also make sure that your students know of the limited hours of Special Collections and the North Carolina Collection. The hours are as follows:  Manuscripts and Rare Books: (orientation contact: Ralph Scott, [scottr@ecu.edu](mailto:scottr@ecu.edu))  Hours of Operation  Monday - Thursday : 8:00 AM - 7:00 PM  Friday: 8:00 AM - 5:00 PM  Saturday: 1:00 PM - 5:00 PM  Sunday: 1:00 PM - 5:00 PM  NC Collection: (orientation contact: Robert James, [jamesr@ecu.edu](mailto:jamesr@ecu.edu))  Hours of Operation  Monday – Thursday: 8:00 AM - 10:00 PM  Friday: 8:00 AM - 5:00 PM  Saturday: 10:00 AM - 6:00 PM  Sunday: 1:00 PM - 10:00 PM  Finally, you should have your students complete the online tutorial for the NC Collection and Special Collections PRIOR TO their orientation sessions in the library. These tutorials can be accessed here:  NC Collections Tutorial: <http://www.ecu.edu/cs-lib/ncc/ncctutorials.cfm>  Special Collections Tutorial: <http://media.lib.ecu.edu/spclcoll/quiz/sctutorials.cfm>. |

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**

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, etc.) should count for a more limited portion of the grade.

|  |  |
| --- | --- |
| **Assignment** | **% of Course Grade** |
| Portfolio &  Cover Letter | 10%  5% |
| Project 1: Career/Major Issue Investigation  Annotated 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.

**Grading Scale**

|  |  |  |
| --- | --- | --- |
| 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 |

**Class Citizenship**

“Class citizenship” refers to your efforts to make this a successful class for yourself, for your fellow peers, 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 or laptops inappropriately 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

Instructors may include a more specific attendance policy than what is articulated here, but do keep in mind that you are **required by the university to recognize and honor university-excused absences and to recognize serious, physician documented medical excuses**. It is also recommended that you do *not* use any sort of “three-strikes-you’re-out” policy in which students fail the course or incur a drastic penalty after missing a certain number of class meetings. These kinds of absolute policies often put an instructor in a difficult situation when a well-intentioned, hard-working student, for unavoidable and valid reasons, must miss a class or two beyond the stated maximum.

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.

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.

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.

**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 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

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.

**Writing Intensive**

English 1200 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/.

**Foundation: Writing Competence**

* Students will learn to use various heuristic and planning tactics in preparing a written composition. In drafting and revising, they will learn to choose words carefully, exploit English syntax fully, and ensure coherence. They will learn to edit for standard written English usage, punctuation, and spelling. They will also become competent in using the computer to perform those processes.
* Students will improve their reading skills in order to understand literally, to infer, to recognize ideological bias, and to evaluate. They will deepen their sensitivities to connections and differences among texts. They will increase their capacities for reflecting on experience and analyzing and solving problems creatively.
* Students will learn the aims and means of the expositor and the advocate and will learn to write in order to inform and to persuade.
* Students will learn to formulate research questions, identify and search both print and electronic bibliographic indexes, locate resources in the library, and read widely for selected kinds of information. They will learn to incorporate information gained from the library and other sources into their compositions, citing documents appropriately.

**Spring 2014**

**English 1200**

**WEEKLY SCHEDULE**

\*\*Key deadlines and such are noted in red

This weekly calendar provides a sample sequence of readings and writing/discussion assignments that correspond to the larger writing projects described in the departmental GTA syllabus. All “Activity Suggestion” sections are addressed to the instructor as ideas for things to do in class and/or to assign as homework. You should, however, develop day-to-day activities and assignments as you see fit and in response to the unique needs of your students.

\*NOTE\*

While it is a good idea to provide students with a broad sketch of the trajectory of the course (including an indication of when rough and final drafts will likely be due, for instance), it is recommended that you do *not* distribute anything as detailed as this weekly schedule to students. Because the student population of each class is unique, it is usually most effective to determine day-to-day assignments and activities as you progress through a larger course unit rather than developing and distributing them to students far in advance. You will be better able to judge what your students need as you introduce new assignments and read your students’ work.

### WEEK ONE (1/13 - 1/17)

Readings

1. Syllabus
2. *WG*—Chapter 1 “Research and the Rhetorical Situation”
3. *WG*—Chapter 2 “Writing Processes”
4. *Pirate Papers*—Introduction and Preface, intro to first section
5. *The* *Flat World Knowledge Handbook for Writers* (Online)—Chapter 3: “Thinking Through the Disciplines” by Miles McCrimmon [http://www.flatworldknowledge.com/pub/flat-world-knowledge-handbook-/352717#](http://www.flatworldknowledge.com/pub/flat-world-knowledge-handbook-/352717)

# Things to Accomplish in Class

* **Introductions:** to each other, the syllabus, the policies, the theme of the course (Academic Disciplines and Career Fields), the assignments, and the portfolio structure. Be sure to clarify during this first week what materials the students will need to keep track of for their Course Portfolios.
* **Get a writing sample:** You may want to have students write a homework assignment rather than having them do an in-class writing sample—this way they can write on a computer, as most of them normally would.
* **Discuss:** What is “research”? What is “research writing”?
* **Discuss:** disciplines and career fields as conversations with conventions.

Possible In-Class Activities

* Have students write out and discuss responses to the “How Have You Conducted Research Before?” reflection activity on page 6. This activity is a good way to get them thinking about how familiar they are with “research,” broadly defined (they do it every day in some form or fashion).
* Have students complete the “How Do Research Processes Compare” chart on page 7. You might have them interview each other in class and then present the information about each other to the class. This is a good way to find out what they’ve done in the past in terms of school-based research writing. The interview format can make the assignment more interactive.
* Ask students to bring their laptops to class and have them work in small groups to complete the “Listening to Conversations in Progress Online” activity on pages 15-16 using some of the blogs in the “higher education” directory on blogcatalog.com. You might have them answer the questions in small groups and then share their responses/present their responses to the rest of the class.
* This is a two-part activity:
  1. Ask students to bring their responses to the first “Possible out-of-class writing assignment” described below. Give them 30 minutes or so to work in groups or 3 or 4 to
* identify any common courses or disciplines that they completed last semester. Then, have the group compose a collaborative response to the questions for those courses/disciplines. They should select a spokesperson to share their responses with the rest of the class; and
* identify at least two similarities across two or more courses/disciplines in terms of foundational concepts, questions, controversies, and means of sharing knowledge. They should be prepared to suggest reasons for these similarities across courses/disciplines when the group reports back to the class.
  1. Have students work in groups to respond to #2 in the “Exercises” section of the first part of Chapter 3 from *The Flat World Knowledge Handbook*:

Based on the example at the end of this section, pick a topic that multiple disciplines study. Formulate four questions about the topic, one from each of any four different disciplines. Ideally choose a topic that might come up in four courses you are currently taking or have recently taken, or choose a topic of particular interest to you. Here are just a few examples to get you started:

* Alcoholism
* Poverty in developing nations
* Fast food
* Women in the workforce.

Possible Out-of-Class Writing Assignments/Homework

* Ask students to complete the following revision of #1 in the “Exercises” section of the first part (“Exploring Academic Disciplines”) of Chapter 3 from *The Flat World Knowledge Handbook*. **Note that the instruction to consult their instructors should be removed: they should *not* consult their instructor because that would overwhelm the instructors in their other courses**:

Think about your course load from this [or last] semester as a collection of disciplines. For each course you are taking [or you took], answer the following questions, checking your textbooks and other course/discipline-related materials as necessary\*:

* What are some of the basic/foundational concepts in the discipline?
* What kinds of questions does this discipline ask?
* What kinds of controversies exist in this discipline?
* How does this discipline share the knowledge it constructs (Lab reports? Memos? Journal articles? Press releases? Conferences? etc.)?

\*You might refer students to the “Subject Specific Writing” resources on the Purdue Online Writing Lab (OWL) for more info: <http://owl.english.purdue.edu/owl/section/4/>.

* After having the class complete the “Listening to Conversations in Progress Online” activity in class (see above), ask them to complete the same activity on a blog that involves professionals or scholars in their possible future career/major. You might add questions such as the following: “What are some topics/issues about which the participants in the blog seem to disagree? What different perspectives exist on these topics/issues?” This is a good way to get students thinking about the major issues in that potential career/major for the first big writing assignment.

**WEEK TWO (1/21\* - 1/24)**

**\*Monday, Jan. 20 is a State Holiday—no classes will meet**

Readings

1. *WG*—Chapter 3: “Identifying a Topic”
2. *WG*—Chapter 4: “Finding Resources through Secondary Research”

# Things to Accomplish in Class

* **Introduce Project 1:** Identifying issues in major discipline or career field
* **Review:** Finding issues/generating topics; identifying research question; gathering and evaluating sources
* **Library Orientations for Project 1** (late this week or next week some time)

Possible In-Class Activities

* Ask students to complete the “Use the Internet to Explore a Possible Topic” activity on pp. 44-45. Direct them to look for topics within their potential majors/careers as they explore web directories and/or the *CQ Researcher.* If you have students in the same major, consider having them collaborate as a group to respond to the questions in the activity.
* Ask students to complete the “Focus Your Research Topic” activity on page 46.
* After students have identified a research question, have them complete the “Developing a List of Search Terms” activity (p. 75) in class. Have them exchange, discuss, and expand each others’ lists of alternative keywords. *It’s a very good idea to have them complete this exercise prior to their library visit.*
* Either in preparation for or as a follow up to the library orientation, bring in examples of a popular publication, a scholarly journal, and a trade journal and have the class do a comparison/contrast activity with them, evaluating the differences in their rhetorical situations. You might also wish to have the students do this kind of activity using the websites of a popular, a scholarly, and a trade publication since many of them will use articles and other sources that are available online. **Your library orientation should cover some of these differences, but it’s very important to reinforce the differences for the students since they will need to select a trade or popular audience for their assignment.**

Possible Out-of-Class Writing Assignments/Homework

* Ask students to write out and bring to class responses to the “Find Out What’s Important to You” activity on page 42. Ask them to focus on the “academic” and “professional” communities in particular. They should then answer questions 1-8 in the activity box about these two communities.
* After having student complete the “Focus Your Research Topic” activity on page 46 in class (see below), have them write out responses to the “Write a Research Question” on page 47. *It is critical that the students have a clear and manageable research question early in this project*.
* After the library orientation, have students complete the “Search for Resources in Periodicals” activity on page 84 and provide you with summaries and citation information for the articles that they find.

**WEEK THREE** **(1/27 – 1/31)**

Readings

1. *WG*—Chapter 6, “Rhetorically Reading, Tracking, and Evaluating Resources”

Things to Accomplish In Class

* **Library Orientations for Project 1** (if not completed last week)
* **Discuss:** Gathering and Evaluating Sources; Annotating and Summarizing

Possible In-Class Activities

* Have students read—either for homework or in class—“Skills for a New Century: What Your Students Should Learn Today if They are to be Successful Tomorrow” by Naomi Dillon (skipping the “From Vision to Action” boxed section). This article, you might point out, is from a trade journal, *American School Board Journal*. Using this selection, have students complete (either in groups or individually), the “Summarize one of your resources” on page 120. You might have them write the summaries collaboratively in class, or you might have them write their summaries individually prior to class and then, as a group, select which group member’s summary they feel is most successful. A spokesperson for the group should share the summary selected and should provide reasons for why that summary was selected over others. \*A PDF of this article, is available on the blog.
* Give students time in class to review each other’s source summaries (see the out-of-class activity ideas below).
* Bring in (or provide on BB and ask students to bring in) two or three sources to use to demonstrate and practice evaluating validity. It is a good idea to use one source that is clearly credible and one that is questionable (for example, a blog entry that is clearly biased and an article from a scholarly research journal).
* Give students time in class to review each other’s validity evaluations (see the out-of-class activity ideas below).

Possible Out-of-Class Writing Assignments/Homework

* Have students locate two articles that address the research question they have identified: one should come from a scholarly and one from a trade publication. Have students write out responses to the “Situate a Resource Rhetorically” (p. 116) and the “Annotate a Resource” (pp 118-19) questions for each source and bring their responses to class (see above).
* Have students write a summary of two additional sources that address their research question. They should bring the sources and their summaries to class (see above).
* Have students complete the “Evaluate Validity” activity (p. 129) for two of the sources they are considering using for the first project. They should bring the sources and their evaluations to class.

**WEEK FOUR (2/3 – 2/7)**

Readings

* 1. *WG*—Chapter 11 “Understanding Citation Styles Rhetorically”
  2. *WG*—Chapter 12 or 13 (you may want students to determine which of these two styles best fit their topic and purpose and have them read the appropriate chapter)
  3. *Pirate Papers* Annotated Bibliography example

Things to Accomplish in Class

* **Bibliographic Citations:** MLA or APA citation format should be used for the bibliographic information included in students annotated bibliographies. (In-text citations will be covered later.)
* **Review:** research and annotated bibliographies

Possible In-Class Activities

* Have students work in small groups to complete the “Selecting Examples for a Citation Mash-Up” on page 261. Be sure to ask them to share their responses with the rest of the class so that you can address any potential issues they are having.
* Read the sample annotated bibliography on pp. 150-54 of *WG*. Discuss the questions that follow on p. 155, paying particular attention to #2 and #4. Note that, if you are following the GTA syllabus, you are not requiring students to write an introductory section to their annotated bibliographies.
* Give students time in class to review each other’s bibliographic entries and source annotation (see the out-of-class activity idea below).

Possible Out-of-Class Activities/Homework

* Have students write full bibliographic entries for each item that they plan to use in their annotated bibliographies, following the guidelines provided in Chapter 12 or 13. They should also bring to class copies of or links to all of the sources.
* Ask students to write annotations for at least four of their sources following the “Features of an Annotated Bibliography” on page 150.

**WEEK FIVE (2/10 - 2/14)**

Readings

* 1. Students’ work.

Things to Accomplish in Class

* **Peer Review:** Annotated Bibliography (beginning of the week)
* **Final of Annotated Bibliography Due** (end of week)
* **Transition:** from the annotated bibliography to the paper.

Possible In-Class Activities

* Peer review of Annotated Bibliography (beginning of week)
* Ask students to read the sample literature review on pp. 155-160. They should then answer and discuss their responses to the “Discussion Questions” about the sample literature review on p. 160. \*Note that the first part of the students’ papers for the “Major-Area Issue Investigation” is essentially asking them to write a literature review.

Possible Out-of-Class Activities/Homework

* Full draft of Annotated Bibliography (beginning of week)
* Final draft of Annotated Bibliography (end of week)

**WEEK SIX (2/17 - 2/21)**

Readings

1. *WG*—review Chapter 6: Paraphrasing (pp. 121-22).
2. *WG* Chapter 7: “Understanding Plagiarism and Integrating Resources”
3. Section of either Chapter 12 or 13 covering in-text citation in MLA (p. 264)or APA (p. 300) style
4. *WG* Chapter 8, “Developing an Argument”

Things to Accomplish in Class

* **Review and Practice:** Paraphrasing
* **Discuss:** Avoiding Plagiarism and Integrating Sources (you may want to review ECU’s Academic Integrity policy)
* **Review and Practice:** Thesis Development; Proposing a Solution or Areas for Future Research

Possible In-Class Activities

* Conduct a peer review of the thesis statements students developed in response to the box on pp. 175-76.
* Have students read—either for homework or in class—“The Binary Ties that Bind Us: Why Our Descriptions of Our Work Sell Us Short” by Mike Rose. You might also note that this is from a trade journal, *About Campus,* which is aimed at administrators of colleges and universities. After they have read the piece, ask students, either in groups or individually, to select the paragraph that was of greatest interest to them and paraphrase it by following the steps of the “Paraphrase One of Your Sources” activity on p. 122. This is not an easy article, and it includes some field-specific language. It provides, therefore, a good opportunity for you to demonstrate how students might approach readings that are difficult or “foreign” to them. They will need to do this repeatedly throughout their time at ECU. \*If you need a PDF of this article, please email me and I will make it available to you. I cannot post it to the web and make it publicly available because it is protected by copyright
* Ask students to complete the “Paraphrase One of Your Resources” activity (p. 122) for one of the sources that they plan to use in their papers and give them time to give each other feedback on these paraphrases
* Ask students to bring in a couple of outside sources that they plan to use in this paper, along with summaries of each source. In class, ask them to paraphrase a passage from each of the sources and complete the “Introduce Secondary Sources” activity on p. 141 of *WG* for each paraphrase. Ask them to exchange their sources, summaries, paraphrases, and introductory clauses with a classmate and to help each other revise these documents to make them more effective.
* Bring in a sample research-based paper (this might be something, or a portion of something, that you have written for a class in the past), but be sure to remove all of the in-text citations from the paper before distributing it to your students. Then, ask students to work together to determine where in-text citations are needed. Discuss their work as a whole class. You might also remove all phrases introducing direct quotations that you use and ask the students to revise the text to include effective signal phrases.

Possible Out-of-Class Writing Assignments/Homework

* Have students draft a thesis statement for their “Major-Area Issue Investigation” following the instructions in the box on pp. 175-76.
* Have students practice in-text citations.

**WEEK SEVEN (2/24 – 2/28)**

\*2/24 - 2/25 is the 3rd Annual Symposium on Communicating Complex Information (SCCI)—if you are participating in this, please plan your class meetings accordingly.

Readings

* 1. *WG* Chapter 10: “Sharing the Results”
  2. *Pirate Papers* examples

Things to Accomplish in Class

* **Hand Back:** Graded Annotated Bibliographies (beginning of week)
* **Review and Discuss:** Pirate Papers Examples
* **Peer Review:** Project 1 Major-Area Issue Investigation (end of week)

Possible In-Class Activities

* + Conduct whole class sample peer reviews using one or more of the examples from the *Pirate Papers*. In these reviews, begin by focusing on revision (rather than editing). Be sure to ask students to identify any areas where they felt they needed more detail and evidence to fully understand the point(s) the writers were trying to make. You might want to ask students to consider some of the specific issues raised in *WG* Chapter 10 (organization, introductions, conclusions).
  + Have students share their “reverse outlines” of the *Pirate Papers* examples (see Out-of-Class Assignments) and work in small groups to collaboratively develop what they believe is the most accurate reverse outline. Then, ask them to come up with 3 suggestions for how to improve the substance and/or organization of the papers.

Possible Out-of-Class Writing Assignments/Homework

* Ask students to read the sample papers in the *Pirate Papers* and jot down their initial reactions to those papers. How would they assess the papers using the rubric you distributed in class? Note that these papers were not necessarily in response to this particular assignment, but, what if they were? How would the writer need to revise? What is the biggest strength of the paper? What is the area most in need of revision?
  + Ask students to “reverse outline” one or two examples from the *Pirate Papers*.
  + Have students construct an outline of their issue paper following the guidelines in the “Develop an Outline” box on p. 208. This can be done in preparation for writing the draft that will be due at the beginning of next week. It’s not a bad idea to require that students turn in the outline with their final draft, just so you can know that they did it. Even if they actually write the paper first and then write the outline, the activity will be beneficial because doing a “reverse outline” should help them to see if their organizational structure is effective and to see if they are lacking supporting evidence in any area of the draft.

**WEEK EIGHT (3/3 - 3/7)**

**\*\*\*Thursday, March 6 is the last day to drop a term-length class (late drop deadline). If you have students that are far behind in their work, consider advising that they think about dropping the course.**

Readings

1. *WG* Chapter 5: “Conducting Primary Research” (pp. 93-107, focus on pp. 98-110)

Things to Accomplish in Class

* **Final of Major-Area Issue Investigation Due** (beginning of week)
* **Introduce Project 2:** Writing Practice Report (writing on the job)
* **Planning for the Interviews:** students will need to have their interviewees identified for the next paper right after Spring Break
* **Write:** Interview Questions
* **Review:** Conducting Interviews (clarify that students must get permission to tape the interviews if they conduct them in person or over the phone)

Possible In-class Activities

* Give students some time to brainstorm possible interviewees.
* Give students time in class to search on the web and through the library’s databases for sources that might shed light on writing in a particular career.
* Discuss methods for effective interviewing online (via email and chat).

Possible Out-of-class Writing Assignments/Homework

* Have students review and summarize the profile of their potential career provided in the Occupational Outlook Handbook (http://www.bls.gov/oco/) and find, cite, and summarize at least two other sources that provide insight on the kinds, purposes, audiences, occasions, requirements, etc. for writing done in their potential career. They might explore the “Sources of Additional Information” that are part of the Occupational Outlook Handbook because many of these links are to professional associations that have their own trade publications. Trade publications are likely to include articles about/related to writing-on-the-job. Collect these summaries to see that the sources do indeed shed light on writing in the profession.
* For the class meeting after break, students should prepare a one or two-paragraph description of the person they plan to interview. They should provide a few sentences explaining how and when they plan to conduct the interview, and they should complete the “Draft Interview Questions” activity on p. 100 and bring their questions to class (see in-class activities above).

**Contact library to set up introduction to**

**Special Collections for Project 3**

**during Week Eleven (March 24-28).**

**SPRING BREAK: 3/9 - 3/16**

**WEEK NINE** **(3/17 - 3/21)**

Readings

1. Review *WG* Chapter 7 “Understanding Plagiarism and Integrating Resources” & 10 “Sharing the Results”
2. Samples of Writing Practices Reports

Things to Accomplish in Class

* **Hand Back:** Graded Major Area Issue Investigation (beginning of week)
* **Review:** Constructing Reports
* **Review:** Introductions and Conclusions

Possible In-Class Activities

* Give students time in class to peer review the interview questions they developed in the “Draft Interview Questions” activity.
* Ask students to consider the introductions and conclusions of the sample reports provided via Blackboard (or log-in secured platform). How effective are the introductory sections given the audience and purpose of the papers? What is successful about them? How might they be made more effective? *For this activity, it is a good idea to have students review Chapter 10, especially pp. 208-212.*
* Ask students to evaluate the use of sources in one or two of the sample reports. How well do the writers integrate sources? How might they have made the use of sources more effective? Also, ask them to check the in-text citations in the documents (see Chapter 7, pp. 144-47).

Possible Out-of-Class Writing Assignments/Homework

* Ask students to “reverse outline” one or two of the sample reports. Then, have them discuss the successes and weaknesses in the organization of the pieces. *For this activity, it is a good idea to have students review Chapter 10, especially pp. 204-08.*

**WEEK TEN (3/24 - 3/28)**

Readings

1. Work on Interviews/Complete Interviews by 3/26

Things to Accomplish in Class

* **Conducting Interviews**: Students should have interviews completed and integrated in a draft by 3/26.
* **Peer Review**: by end of the week

Possible In-Class Activities

* Peer Review of Writing Practices Report

Possible Out-of-Class Writing Assignments/Homework

* Have students construct an outline of their reports following the guidelines in the “Develop an outline” box on p. 208. This can be done in preparation for writing the draft that will be due at the beginning of next week. It’s not a bad idea to require that students turn in the outline with their final draft, just so you can know that they did it. Even if they actually write the paper first then write the outline, the activity will be beneficial because doing a “reverse outline” should help them to see if their organizational structure is effective and to see if they are lacking supporting evidence in any area of the report.

**WEEK ELEVEN** **(3/31 - 4/4)**

Readings

1. *WG* Chapter 4 “Finding Resources through Secondary Research

Things to Accomplish in Class

* **Final of Writing Practices Report Due (beginning of the week)**
* **Introduce Project 3**: Working in the Past
* **Visit:** NC/Special Collections

Possible In-Class Activities

* Bring in an example of an artifact from a profession/career. Ask the students to work together to develop answers to the questions in the “Working in the Past Article” assignment from the syllabus. Spend some time as well brainstorming ideas for research questions to pursue and terms to guide database searches if this “artifact” were going to be used for this assignment.

Possible Out-of-Class Writing Assignments/Homework

* Ask students to research and answer the following questions about their potential career: What are one or two major historical moments, changes, and/or trends in the field/career (these might be innovations or inventions, economic changes or shifts, social/cultural/ political changes or shifts, etc.) over the past century? This kind of information can be found rather easily through a simple Google search with this kind of entry—“history of [name of field/profession].” Usually, the more specific the name of the field or profession can be (i.e., “history of health education” rather than “history of education”), the better the results will be. Another resource for current information and links to other resources that might provide more details about historical trends is the Occupational Outlook Handbook from the US Department of Labor, available here: http://www.bls.gov/OCO/.

**WEEK TWELVE (4/7 - 4/11)**

Readings

1. Students should be using time outside of class to locate resources for their projects so that they can hand in their proposal at the end of the week.

Things to Accomplish in Class

* **Work with Artifacts**: Bring some to class and/or arrange for a work day (in addition to Orientation day) in NC Collections (ask first!).

Possible In-Class Activities

* Bring in additional sample artifacts to class and have students work in groups to review them and conduct research on them.
* If time allows, consider having one class meeting, other than the orientation day, in the NC Collection to give students time to locate and research artifacts (**BE SURE to contact NC Collection ahead of time to let them know that you plan to bring your class in for a research day**!! They need to know in advance so that they can have sufficient staff available to help your students).

Possible Out-of-Class Writing Assignments/Homework

* Have students write a proposal for “Working in the Past” project. This proposal should identify and briefly describe the “artifact” the student plans to research for the paper. In addition, it should include a list of specific questions related to the artifact that must be researched in order to fulfill the assignment; a list of possible search terms to use in the library databases; and annotated citations for at least two sources the student is considering using to help answer those questions. Finally, the proposal should identify the publication to which the article will be targeted.

**WEEK THIRTEEN (4/14 - 4/18)**

**\*Friday, 4/18 is a state holiday: No classes**

Readings

1. *Pirate Papers*, examples from “Working in the Past” projects
2. *Pirate Papers*, portfolio cover letter example

Things to Accomplish in Class

* **Hand back** graded Writing Practices Report (beginning of week)
* **Review:** *Pirate Papers* examples
* **Introduce:** Portfolio Assignment

Possible In-Class Activities

* Conduct sample peer reviews of some of the *Pirate Papers* examples.
* Have students use the rubric for the portfolio cover letter to assess and peer review the sample provided in the *Pirate Papers.*

Possible Out-of-Class Writing Assignments/Homework

* Have students read and reverse outline one or two of the examples in the *Pirate Papers* and bring their outlines to class. You can use these to discuss areas where the examples might be better developed or better organized.
* As you did for the previous project, consider asking students to create an outline for this project (you might ask students to follow those steps/recommendations provided in Chapter 10 of *WG*). This can be done in preparation for writing the draft that will be due at the beginning of next week. It’s not a bad idea to require that students turn in the outline with their final draft, just so you can know that they did it. Even if they actually write the paper first then write the outline, the activity will be beneficial because doing a “reverse outline” should help them to see if their organizational structure is effective and to see if they are lacking supporting evidence in any area of the paper.

**WEEK FOURTEEN + (4/21 - 4/29)**

**Classes end Tuesday, 4/29. In addition, Tuesday, 4/29 is designated as a “State holiday makeup day,” meaning that classes which would have met on Friday, April 18 will meet on this day so there will effectively be the same number of Fridays and Tuesdays as every other weekday during the Semester; Tuesday classes will not meet on 4/29.**

Readings

1. Student Work

Things to Accomplish in Class

* **Peer Review**: Working in the Past Article (beginning of week)
* **Working in the Past Article Due:** Wednesday 4/16 or Thursday 4/17. You should arrange to email feedback to students or hand back graded “Working in the Past” projects in class on 4/24 or 4/25. Please DO NOT leave papers out for students to pick up somewhere—that is against university policy and FERPA regulations
* **Revisions:** for the portfolio

Possible In-class Activities

* Have students bring to class their drafts and feedback for one of the assignments they intend to revise for their portfolio (other than the “Writing in the Past Article”). Ask them to work in groups to write out a plan (with a list of 5-10 specific revisions) for how to revise their work for the portfolio.

**EXAM (5/1 - 5/8)**

* The portfolio with cover letter is due during exam period. If you prefer, you may require students to write their cover letters during the exam time. See below for the Spring 2014 exam schedule. **Note that you need to be in the classroom during the exam period and students must have a reason to attend** (this is due to face-hour requirements for campus-based courses in the UNC system).

**FINAL EXAM SCHEDULE Spring 2014**

Information from <http://www.ecu.edu/cs-acad/fsonline/customcf/calendar/Spring2014.pdf>.

There will be no departure from the printed schedule, except as noted below. . . . 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. Classes beginning on the half hour or meeting longer than one hour will have their final examination at the time determined by the hour during which the classes begin (e.g., 9:30-11:00 am TTh classes will follow the examination schedule of the 9:00 am TTh classes; 8:00-10:00 am MWF classes will follow the examination schedule of the 8:00 am MWF classes).

|  |  |
| --- | --- |
| Times class regularly meets | Time and day of examination |
| 8:00 MWF | 8:00 - 10:30 Friday, May 2 |
| 8:00 TTh | 8:00 - 10:30 Thursday, May 1 |
| 9:00 MWF | 8:00 - 10:30 Monday, May 5 |
| 9:00 TTh (9:30) | 8:00 - 10:30 Tuesday, May 6 |
| 10:00 MWF | 8:00 - 10:30 Wednesday, May 7 |
| 10:00 TTh | 8:00 - 10:30 Thursday, May 8 |
| 11:00 MWF | 11:00 - 1:30 Friday, May 2 |
| 11:00 TTh | 11:00 - 1:30 Thursday, May 8 |
| 12:00 MWF | 11:00 - 1:30 Monday, May 5 |
| 12:00 TTh (12:30) | 11:00 - 1:30 Tuesday, May 6 |
| 1:00 MWF | 11:00 - 1:30 Wednesday, May 7 |
| 1:00 TTh | 11:00 - 1:30 Thursday, May 1 |
| 2:00 MWF | 2:00 - 4:30 Friday, May 2 |
| 2:00 TTh | 2:00 - 4:30 Thursday, May 1 |
| 3:00 MWF (3:30) | 2:00 - 4:30 Monday, May 5 |
| 3:00 TTh (3:30) | 2:00 - 4:30 Thursday, May 8 |
| 4:00 MWF | 2:00 - 4:30 Wednesday, May 7 |
| 4:00 TTh | 2:00 - 4:30 Tuesday, May 6 |
| 5:00 MWF | 5:00 - 7:30 Monday, May 5 |
| 5:00 TTh | 5:00 - 7:30 Thursday, May 1 |

**Grades are due by noon on Saturday, May 10, 2014.**

**\*Failing to submit grades on time is part of your record of teaching and may have long lasting negative impact (i. e., consideration in recommendation, in reappointment as GTA, etc.).**

**Graduating GTAs**

Please submit a hard copy of your gradebook to Dr. Tracy Morse along with your contact information. Please leave any student portfolios labeled by course/section on the center tables in Bate 2026 and clean off your desk.

**APPENDIX C**

**English 1200 Assessment Report**

**Academic Year 2013-2014**

**Overview.**

In Summer 2014, the composition program in the Department of English assessed English 1200—the second-semester, first-year required writing course. Funds from the QEP and graduate program paid for four assessors, three experienced fixed-term faculty and one experienced PhD student. 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 and GTAs were asked to use the English 1200 iWebfolio template, an Internet based electronic portfolio tool available to ECU students. Training sessions for using iWebfolio were offered as well a fixed-term faculty member paid a course-release from the QEP was available to help faculty one-on-one. A portfolio consisted of a significant 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 pieces of writing showing significant revision from previous work were submitted. From the cover letters and portfolios collected, 12 cover letters and portfolios were used for assessor calibration and, 288 cover letters and portfolios were reviewed in Summer 2014.

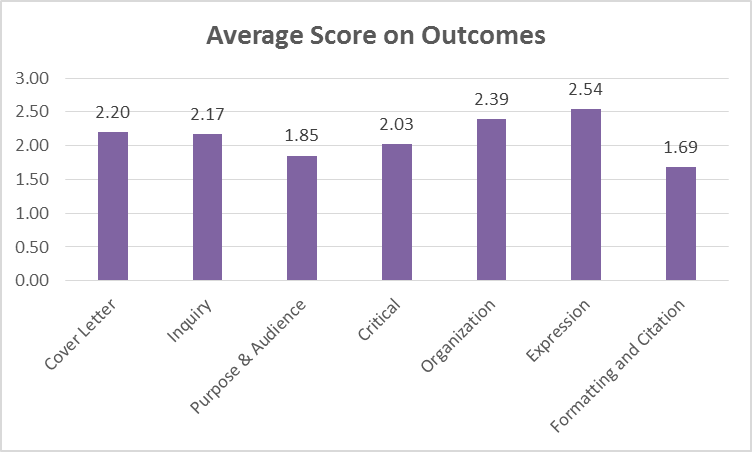
Faculty and PhD GTAs were asked to write a letter of application to become an assessor for Summer 2014. Three fixed-term faculty members and one PhD GTA were selected by the Director of Composition to participate in the assessment of the 288 cover letters and portfolios. During Summer I, the four reviewers met with the Director of Composition for training, calibrating scoring, and reviewing 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 “strong” and 1 being “insufficient.” 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.

We did not have an excessive number of splits and did not need to meet in between batches of assessment to recalibrate.

**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 did not all achieve a score over 2.5. A goal set in 2012 for 1200 was for 75% or more students to perform at a score of 2.5 or higher in each category. In the categories of the Cover Letter (Metacognitive Awareness), Inquiry, Purpose and Audience, Critical Engagement with Evidence, Organization, and Formatting and Citation, the students did fall short of this goal.



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

The averages were mostly 2.0 or above with only a mean score of 2.5 (or above) in Expression. 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 below our goal in all areas but Expression. Areas to be most concerned about are how students are engaging and citing evidence used in their writing.

**Recommendations.**

* Offer Professional Development Workshops focused on fostering critical engagement with evidence and proper formatting and citation.

Based on the above data, students are not meeting our targets and expectations. We need to strive for at least 70% of students to perform at a mean score of 2.5 or higher in each category. Our previous data suggests that this is a realistic goal; however, students are not performing at this level in six of the seven categories.

As we move to a new curriculum with implementation of 2201, we will need to revise our targets and expectations. This will be part of the work of the Writing Foundations Faculty Professional Seminar in 2014-2015. However, the data above suggests we need to address the two lowest areas immediately. These categories are related to issues having to do with critical engagement with evidence and citing that evidence correctly. In order to better teach our students how to engage critically with the sources informing their projects and to become aware of the citation practices, we need to provide faculty professional development opportunities to explore teaching approaches to synthesizing information and avoiding plagiarism.

In 2014-2015, the Composition Committee will sponsor workshops for faculty to help with fostering critical engagement with evidence and avoiding plagiarism. We will explore the option of using the weekly Writing Foundations Faculty Professional Seminar as a time to run some of these workshops. In addition, the QEP will offer workshops on teaching metacognitive awareness and the

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. We are exploring the option of using Blackboard’s portfolio and rubric option in place of iWebfolio to possibly address this concern.

**APPENDIX D**

**English 1200 Assessment Rubrics**

**Academic Year 2013-2014**

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 pieces in the portfolio were assessed together with the English 1200 Portfolio Rubric.

**Cover Letter Rubric**

|  |  |
| --- | --- |
| **Score** | **Description** |
| **Strong**  **(4)** | 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. |
| **Satisfactory**  **(3)** | The cover letter demonstrates the writer’s ability to identify and explain the writing strategies used in the documents included in the portfolio, but there are several areas that are confusing or incomplete. |
| **Developing**  **(2)** | 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. |
| **Insufficient**  **(1)** | The cover letter completely fails to demonstrate an ability to identify and explain the writing strategies the writer has made in the documents included in the portfolio or one is not provided. |

**English 1200 Portfolio Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Strong**  **(4)** | **Satisfactory**  **(3)** | **Developing**  **(2)** | **Insufficient**  **(1)** |
| **Inquiry** | The documents demonstrate the writer’s ability to identify and fully engage significant research questions. | The documents demonstrate the writer’s ability to engage meaningful research questions thoughtfully but with occasional lapses. | The documents demonstrate the writer’s ability to engage research questions, but in limited ways. | The documents fail to demonstrate a level of engagement with research questions that is adequate for college- level work. |
| **Purpose and Audience** | The documents consistently demonstrate a keen awareness of audience and purpose. | The documents demonstrate an awareness of purpose and audience with occasional lapses. | The documents demonstrate an uneven awareness of purpose and audience. | The documents fail to demonstrate an awareness of purpose and audience. |
| **Critical Engagement with Evidence** | The documents marshal evidence from a variety of appropriate sources in support of the central thesis and critically engage with that evidence. Evidence is well integrated into the author’s writing and properly attributed to a source. | The documents marshal evidence from multiple sources in support of the central theses. The author attempts to engage with that evidence with some success. Evidence is clearly presented and properly attributed. | The documents provide legitimate evidence in support of the central thesis. The author does not successfully engage with that evidence, which may be awkwardly presented or attributed improperly. | The documents have little or no supporting evidence. If present, sources are not attributed or attributed improperly. |
| **Organization** | The documents consistently display effective structure at both the global (the document as a whole) and local (within paragraphs) levels. | The documents generally display effective structure at both the global and local levels, with only occasional lapses. | The documents demonstrate an uneven awareness of organizational strategies at both the global and local levels. | The documents largely fail to display effective structure at the global and/or the local levels. |
| **Expression** | The documents are clear, fluid, error-free, and demonstrate interesting variety in sentence structure. Organization enhances the development of the central argument. | The documents clearly convey meaning, but contain some sentence-level errors that impede flow. The documents are organized into topical paragraphs related to the theses. | Errors in writing disrupt flow and may hinder communication of meaning. The documents are organized into paragraphs with some topical coherence related to the theses. | Repeated errors in writing disrupt flow and hinder communication of meaning. Paragraphing in the documents may be random or disconnected from the theses. |
| **Formatting and Citation** | All elements of the documents—including page layout, page headers, and works cited—are formatted in accordance with assigned guidelines. In-text citations are complete and meet the provided style guidelines (APA, MLA, etc.). | Although there are some deviations, the documents are generally formatted according to the assigned guidelines. Errors in citation and documentation are minor and consistent among entries. | The documents have inconsistent formatting, citation, or documentation that is not in accordance with assigned guidelines. | Formatting in the documents is random and/or distracting. Citations may be absent or patched together without regard for guidelines. Plagiarism is evident. |

1. In Fall 2012, we offered a total of seven sections designated FIP. Of those, five sections had a specific discipline specific focus. After FIP students were enrolled in these sections, the sections were opened for any student to enroll in any empty seat. [↑](#footnote-ref-1)