**Composition Program/Composition Committee**

**2014-2015 Annual Report**

Prepared by Tracy Ann Morse, Director of Composition

**TOTAL ENROLLMENT**

|  |  |  |
| --- | --- | --- |
| Semester | Course | Number of Sections/Students |
| Fall 2014 | ENGL 1100 | 80 / 1,962 |
| Fall 2014 | ENGL 1200 | 20 / 448 |
| **Fall 2014 Total Enrollment: 2,410** | | |
|  |  |  |
| Spring 2015 | ENGL 1100 | 67 / 1,577 |
| Spring 2015 | ENGL 1200 | 4 / 95 |
| Spring 2015 | ENGL 2201 | 6 / 142 |
| **Spring 2015 Total Enrollment: 1,814** | | |

**CURRICULUM**

Syllabi for 1100 and1200 were maintained from the previous year with only the changes to textbooks for 1100. The Pirate Read was *The Other Wes Moore*. We used the sixth edition of *Pirate Papers* for 1100 as well as *The Norton Field Guide to Writing with Handbook*. The new ENGL 2201 was offered for the first time in Spring 2015. 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:

* Use of *Pirate Papers* 6th edition for 1100. This is 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.
* 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 writing project drawing on the book. For 2014-2015, the ECU Pirate Read text was *The Other Wes Moore* by Wes Moore. 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 is the second year we have tried this assignment that emphasizes 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 2014, 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. We opened unfilled seats in these sections for any student to enroll in. Because of the extra work on the Director and staff to enroll these students into the designated sections, the Director is exploring other options for Fall 2015.

**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. We offered two sections of FIP and did not offer major-specific sections. An experienced FTF taught these sections and we embedded MA GTAs in these sections as writing consultants for the students. The GTAs met with the Director throughout the Fall semester to report on their experiences. The Director also met with the instructor three times throughout the semester to check on the progress of the classes and the GTAs involvement in them.

Working with John Trifilo, past Associate Director, Early Alert and Support Programs, we also offered a special section of 1100 for a new retention plan targeting white, male students. Not many students self-selected to be part of this program (only 12), so the remaining seats were opened to other students. It is unlikely that we will offer such a section again.

**Continuing Project STEPP (English 1100).**

Project STEPP is a university-wide program for students with serious learning disabilities. An instructor of English 1100 taught a section 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).**

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 2014 | ENGL 1100 | 2 capped at 25 each |

Total Enrollment: 38

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

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. In Fall 2014 we offered one section of an ESL designated section of ENGL 1100. We had approximately 10 International students enroll in this section.

|  |  |  |
| --- | --- | --- |
| Semester | International/ESL Course | Number of Sections |
| Fall 2014 | ENGL 1100 | 1 capped at 20 |

**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* 6th edition.
* 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; however, there is no need to assess the 2014-2015 portfolios for 1200 as we are phasing it out over Summer 2015.
* 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.

English 1200 will phase out over Summer 2015. The last sections of 1200 will be offered in Summer Session II of 2015.

**English 2201 Pilot Syllabus.**

In Spring 2015, we piloted six sections of 2201 taught by three different FTF. The FTF were selected from members of the Composition Committee. The FTF teaching these sections met with the Director throughout the Fall 2014 semester to prepare for Spring 2015. Throughout Spring 2015, we met every other week for 45-60 minutes to discuss how the class was going, discuss possible assignments, and respond to any arising issues or concerns with the curriculum. The weekly schedules varied for each of the FTF teaching these sections, but the syllabus was approximately the same and is appended (Appendix C). Some highlights of this syllabus include the following:

* Use of *Building Bridges through Writing* and *The Little Seagull Handbook*.
* Using a portfolio and self-analytical writing component in English 2201 (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. Blackboard Pilot was used to collect students’ portfolios of revisions.
* Emphasizing students’ metacognitive writing abilities. The self-analytical writing 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. Blackboard Pilot was used to collect students’ self-analytical writing demonstrating their metacognitive writing abilities.

Throughout the Fall 2014 Professional Seminar, the FTF along with the Director worked to devise a rubric for 2201. The Composition Committee helped to finalize the rubric that can be used with each project as well as the English 2201 Portfolio. In addition, the Self-Analytical Writing Rubric was devised to assess the metacognitive writing of the 2201 students. Both rubrics are included in Appendix C.

**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 2014-15, 18 GTAs were observed teaching by the Director of Composition.

|  |  |  |
| --- | --- | --- |
| Semester | Number of GTAs | Number of 1100 Sections Covered |
| Fall 2014 | 20 | 29 |
| Spring 2015 | 17 | 16 |

*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. In Spring 2015, we tried dividing the GTAs up into small groups for four of the meeting timeslots. Appendix D is a “Schedule at a Glance” and explanation of the small groups. These small groups were selected by the Director and Assistant Director and were given specific tasks to complete. GTAs found the small group meetings to be exceptionally helpful for creating new assignments or activities and to share with their peers what they were trying in class. The Director will work with future Assistant Directors to continue using the small group arrangement for a few meetings every semester.

**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*

The 2014-2015 academic year included a twice weekly professional development seminar for the FTF in the Composition Program. We met every Tuesday and Thursday from 3:30-4:45pm. Appendix E is both the Fall 2014 and Spring 2015 Professional Seminar schedules. Throughout the year, we covered theory and practice relevant to our new ENGL 2201 curriculum. We discussed ways to put that theory into practice at ECU and developed material to help us teach 2201. Throughout the Fall and Spring, the Director invited guest speakers to cover different areas relevant to the teaching of 2201. These specific workshops ranged from discussions about writing to learn, academic integrity, iWebfolio, visits from Writing Liaisons representing different disciplines, library modules, teaching with technology, publisher visits, and teaching using Blackboard. Some highlights from the professional development include:

* Kerri Flinchbaugh’s presentation on writing to learn
* Tamika Wardlow’s visit on Academic Integrity
* Sabrina Westerman’s demonstration of iWebfolio
* Writing Liaison visits from Psychology, Sociology, Criminal Justice, History, Anthropology
* In-line grading using CrocDocs in Blackboard
* Adam Brewer demonstrating Portfolio in Blackboard
* Publisher visits from Cengage and Norton

In addition, FTF presented on different teaching methods and uses of technology. With so many professional development opportunities, the Composition Committee intentionally combined workshops and roundtables offered each semester with the Professional Seminar. Faculty were invited to join us in the seminar for specific workshops held throughout the academic year.

**Associate Director and Assistant Director.**

Again, we did not have an Associate Director of Composition. For 2014-2015, GTA, Randy Marfield served as an Assistant Director. He 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. In Fall 2014, Christina Bethel served as an Assistant Director of Composition and in Spring 2015, Kimberly Thompson served as an Assistant Director of Composition. Their work was to assist the Director with the Professional Development Seminar for FTF.

**Bate Center Report**

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

**Highlights of Academic Year 14-15.**

* The First Year Writing Studio changed its name to Bate Center to better align with the new Writing Foundations Curriculum.
* Graduate Assistant Directors assisted with orientation, class visits, professional development, and observations.
* Offered a 3-part workshop series for students in spring

**Fall 2014.**

The Bate Center conducted 609 sessions during the fall semester: a decline of ~300 sessions from fall 2013. 11 graduate students served as consultants during the semester (down from 19 consultants in fall 2013). Continuing from the past academic year, the Bate Center offered online, synchronous appointments. During the first two-three weeks of the semester, consultants visited classes to provide a 5-10 minute introduction to the Bate Center. 66% of the students who used the Bate Center were first year students. 25% of students were sophomores. In the exit survey, 81% of students reported learning about the Bate Center from their professors and 10% from peers.

The Bate Center continued to assess students’ perceptions of their sessions through an exit survey. 96% of students found their sessions very helpful (81%) or helpful (15%). This is consistent with last year’s results and on par with our expectation of having at least 90% of students finding their sessions very helpful/helpful.

Students reported the Bate Center helped them develop editing, proofreading, and grammar skills (52%), revision skills (49%), organization skills (42%), and understanding the assignment (33%). 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. While most students enjoyed the ability to talk to someone about their ideas or have someone correct their writing, one student’s response reflects what we spent time in the fall discussion – being supportive, encouraging, and helpful. The student writes: “How they did not make bad opinions about my paper but were very encouraging and help me improve on how to write my papers altogether!”

Students were also asked what improvements they would like to see in the Bate Center. As in past years, students asked for more availability of sessions and/or longer sessions, increased privacy/less noisy environment and different space/furniture.

**Spring 2015.**

In the spring 2015 semester, the Bate Center conducted 395 sessions: a decline of 230 from spring 2014. The Bate Center had 10 graduate students as consultants (down from 14 in the spring 2013. 10 consultants is the minimum needed to maintain 2-consultants per hour). During the first few weeks of the spring semester, consultants visited writing courses for 5-10 minute presentations introducing students to the Bate Center services. 66% of the students who used the Bate Center were first year students. 18% of students were sophomores, and 8% juniors.

As reported through the exit survey, 99% of students found their sessions very helpful (81%) or helpful (18%). This is consistent, though slightly higher, 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 Bate Center helped them develop their editing and proofreading skills (57%), organization skills (52%), and revision skills (46%). 38% of students also reported understanding their assignment, and 35% of students reported developing a writing plan for their writing.

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.

To help bring more students into the Bate Center and respond to faculty requests for workshops, the Bate Center offered a 3-part workshop series. While the workshops were poorly attended, the consultants and faculty were enthusiastic about the series.

*Workshop series*

Citation Workshop: Feb 25th , 2-3pm and Feb 26th ,3-4pm

Open Session: March 26th , 9-10am and March 27th , 1-2pm

Portfolio Workshop: April 6th , 11-noon and April 9th , 1-2pm

**Responding to Assessment for AY 2015-2016.**

While the proposal for new furniture was not approved for Bate 2005, new technology was approved. New mac airs arrived in spring 2014 for consultants to use during sessions, and a projector/screen for presentations/workshops will arrive at the beginning of fall 2015. While this doesn’t address students requests for privacy, it should allow for some flexibility in the space.

The majority of students (70%) have appointments 45 minutes to an hour long with 12% of appointments shorter than 30 minutes. Since the 45-60min length fits students needs at this time, the appointment lengths will remain the same with the flexibility to meet shorter and take a walk-in appointment (if one were available). The Bate Center will continue to monitor usage numbers and adjust as necessary.

**Consultant Professional Development.**

All graduate student consultants met each Tuesday from 9:30-10:30 for professional development. Prior to the fall semester, there was an orientation session. During orientation, consultants reviewed handbook material, worked through scenarios, and discussed professional behaviors. There were fewer consultants with writing center experience, so additional time was spent discussing writing center theory, practice, and history. 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. Project STEPP and the Counseling Center attended staff meetings in the spring semester to help consultants better understand the services available to students. These two visits were particularly popular with consultants. The consultants also worked on developing a marketing video about the Bate Center, designing workshops, and thinking through new approaches to best to meet the needs to student writers.

All consultants were observed during the fall semester. Consultants were able to identity (through a survey) what they wanted the assistant directors, and then director, to pay attention to during the session. Following observations, consultants either read their feedback or met with who did the observation. The observations served as a formative assessment moment for the consultants before their end of the year summative assessment.

**COMPOSITION COMMITTEE**

Members of the Composition Committee included Timm Hackett, Ron Hoag, David Wilson-Okamura, Marc Petersen, Jenn Sisk, Randy Marfield, and Tracy Ann Morse. Will Banks served as ex-officio. The committee met seven times over 2014-2015.

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

*Workshops/Roundtable*

Since our efforts were combined with the Professional Seminar, we do not have specific workshops to report.

On May 4, 2015, the Director offered an intensive workshop for eight tenured and tenure-track faculty on English 2201. We covered the new curriculum, assignments, assessment method, library support, and examples of ways to approach planning and teaching the course. The eight faculty were paid a stipend with QEP money to participate in the workshop.

Moving forward, the fixed-term faculty committee and the DE committee have asked to collaborate with the Composition Committee to offer workshops.

**ASSESSMENT**

See Appendices F and G for assessment reports.

**APPENDIX A**

**Syllabus**

**English 1100: Foundations of College Writing**

**Fall 2014**

This document is designed as a template. Items in boxed areas address instructors. Graduate Teaching Associates (GTAs) are required to use this syllabus. Although other instructors may devise their own assignments, **the bulleted list of course outcomes below in BOLD must appear on the syllabus and the work done in the class should advance these goals.**

In addition, **all sections of English 1100 should include an introduction to the library’s databases through a library orientation session** (please fill out the online request form—<http://media.lib.ecu.edu/Reference/instruction_schedule.cfm>—to arrange for your section’s library orientation) **and should provide students with an introduction to locating and integrating secondary sources and avoiding plagiarism in academic writing.** This introduction to the research writing process is essential because students are asked to do this kind of work even in their first semester at ECU.This introduction will also provide a foundation for students to build on later in English 2201.

In addition, it is important for all instructors to include assignments that ask students to write in a variety of genres with differing lengths. Students will benefit from practicing the development of extended arguments (+/- 1800 words), from creating detailed but limited analysis (+/- 1200 words), and from honing their abilities to condense information into shorter texts (+/-500 words). Assignments should also stress analysis of the rhetorical situation, attention to rhetorical purpose, and accommodation of specific audiences. You may ask students to incorporate multimodal writing in their projects.

Supplemental material including sample assignments and daily activities will be available in the Writing Foundations Instructor Blog (<https://blog.ecu.edu/sites/writingfoundations/wp-login.php>). If you cannot login, please contact Dr. Tracy Ann Morse (morset@ecu.edu).

GTAs, as you adapt this syllabus to your class, please personalize it. Revise the language so that you are comfortable with it. You should also be sure that you understand the purposes of the assignments and that you clearly articulate those goals and purposes to the students. If the purposes and goals of an assignment are not clear to you, you should contact Dr. Tracy Ann Morse at [morset@ecu.edu](mailto:morset@ecu.edu). It can be difficult to teach an assignment that someone else has devised. Feel free to ask questions.

**Contact Information and Office Hours**

|  |
| --- |
| 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] (no voicemail for the GTA phone)

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 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.

**Writing Intensive (WI)**

English 1100 is a writing intensive course in the Writing Across the Curriculum Program at East Carolina University. With committee approval, this course contributes to the twelve-hour WI requirement for students at ECU. Additional information is available at the following site: <http://www.ecu.edu/writing/wac/>.

**University Writing Portfolio**

In addition to uploading your course material to your English 1100 2014-15 Portfolio, you will also submit material to a University Writing Portfolio.

*University Writing Portfolio Upload Requirement*

This course is designated “writing intensive” (WI) because, in addition to providing you with important content to learn, it has been designed to help you improve as a writer. Several years ago, ECU's University Writing Program instituted the WI graduation requirement (6 hours of WI coursework beyond English 1100 and 1200/2201, at least 3 hours of which must be in the major) with the goal of preparing students to be effective writers. As a university, we want to see how well we are doing in meeting that goal.

To assist with this effort, you will submit one major writing project, along with a description of the assignment for that project and brief responses to four questions about your writing, near the end of this course. These materials will be uploaded to your "University Writing Portfolio," which you will access and create (if you have not already done so in a previous WI course) through the "student portfolio" link in Onestop.

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

Additional information about creating your University Writing Portfolio and uploading your materials will be provided during the semester. Further assistance with this process will also be available online ([www.ecu.edu/writing](http://www.ecu.edu/writing)) and in person at the University Writing Center ([www.ecu.edu/writing/uwc](http://www.ecu.edu/writing/uwc)), located in Joyner Library.

**Texts and Course Costs**

Bullock, Richard and Francine Weinberg. *The Norton Field Guide to Writing with Handbook*. 3rd

ed. NY: Norton, 2013. Print. ISBN: 978-0-393-93977-4

*Pirate Papers for ENGL 1100*. 6th ed. 2014. ISBN: ISBN 978-1-4534-0086-9.

Moore, Wes. *The Other Wes Moore*. NY: Spiegel and Grau, 2011. Print. ISBN: 978-0-385-52820-7

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

**University Writing Center**

I encourage you to make use of the writing assistance provided by the University Writing Center, particularly Bate Center. Bate Center, located in Bate 2005, is staffed by English graduate students who will work with you at any stage of your writing process. While Bate Center 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 or call 252.328.6399. Appointments begin on the hour and last about 45 minutes. Bring your 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 2201 develop transferable strategies for identifying, understanding, and practicing effective writing strategies in whatever contexts they may find themselves. Students will need to be able to identify and explain the textual choices that experienced, successful writers make, and they will need to be able to identify and explain the choices that they make in their own writing. One strategy that has proven effective in the development of such meta-awareness is the use of an end-of-semester portfolio that includes revised work and 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 assessing the Writing Foundation courses.

All instructors should incorporate some version of a portfolio of revisions and an analytical cover letter demonstrating meta-awareness into their sections of English 1100. For more information about goals and possible structures of portfolio assignments, please see the useful article “Preparing Your Writing Portfolio” by Dr. Will Banks (pdf available on blog). Another useful overview of the benefits and challenges of portfolios in the composition class is provided here, on the website of a doctoral student in Rhetoric and Writing at Virginia Tech: <http://www.nicoleannwilliams.com/portfolios-in-first-year-composition.html>.

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 Writing Center on a regular basis. You should encourage all of your students to visit the Writing Center, but please *DO NOT REQUIRE* your students to go. The Writing Center does not have the staff to meet with every student in your class. Furthermore, it is advisable to talk with students and convince them of the benefits that can accrue from their visiting the Writing Center. If students view the trip to the Writing Center as an unnecessary hoop to jump through, they arrive at the Writing Center with a lot of resistance and are less likely to benefit from the experience.

*About 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 stated in the *NFG*, “reflective essays are our attempt to think something through by writing about it and to share our thinking with others” (214). 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 (or 5 pages in MLA format).

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 2201 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 (about 6 pages in MLA format), identify and explain rhetorical strategies that a text uses to try to persuade the audience to accept, or at least seriously consider the writer’s purpose. I will provide you with specific guidelines including who the audience is for this assignment.
2. We will discuss rhetorical strategies in class, but you will want to identify and try to explain 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**

|  |
| --- |
| *About this assignment.*  This project focuses on the Pirate Read by Wes Moore, *The Other Wes Moore*. 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 the *NFG* (135-49), in which you analyze elements of *The Other Wes Moore* in relation to a particular context. In order to do this effectively, you should use the close-reading skills you developed working on the rhetorical analysis essay. Your essay should include a healthy balance of quotes and concepts from *The Other Wes Moore* and from the context that you have placed your analysis of it in. Both of these should serve your own ideas and argument.

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

The Writing to Persuade project is your own interpretation, not a re-crafted research paper. You are not presenting facts or giving your reader a summary of your research; rather, you are making a claim about specific aspects of the text and using the context as part of your argument. You should have four to six secondary sources. You must also determine an appropriate audience and format for your argument. In other words, you need to determine who should or would want to hear your argument and what form of writing (letter? website? article? essay?) would be most effective in reaching that audience.

Your argument should be +/-1800 words (about 7½ pages), and you must turn in copies of your sources with your work. You will also submit a brief cover letter with the 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 every class
* complete readings thoroughly and on time, and
* participate productively in class discussions.

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

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

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

**Attendance**

You should include specific penalties for late papers and excessive absences, but you should avoid attendance penalties that promise failure of the course after a certain number of absences. 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 (<https://www.ecu.edu/cs-studentaffairs/dos/excused_absences.cfm>) will be recognized, although I will expect you to hand in work prior to your absence unless we have discussed a different option. If you need to be absent for any reason, it is very important that you make me aware of your absence as soon as possible.

**Plagiarism**

The ECU student handbook defines plagiarism as “Copying the language, structure, ideas, and/or thoughts of another and adopting same as one’s own original work.” You may access the student handbook definition at <http://www.ecu.edu/cs-studentlife/policyhub/academic_integrity.cfm>.

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

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

**Accommodation of Special Needs**

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  and Cover Letter | 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 2014**

**SAMPLE WEEKLY SCHEDULE**

**Unit 1: Weeks 1-4**

*NFG* = *The Norton Field Guide to Writing*

*PP* = *Pirate Papers for English 1100*

*TOWM = The Other Wes Moore*

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 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 reading assignments and 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 8/26 - F 8/29)**

|  |
| --- |
| 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 Writing Foundations Instructor Blog <https://blog.ecu.edu/sites/writingfoundations/>)
3. *NFG*, Part 1: Chs. 1-6 (“Rhetorical Situations”). You may break up the reading to cover some of it in the following week.

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, the rhetorical situation (Part 1 in *NFG*), and writing a thesis (pp. 19-20). 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 *NFG*, especially Part 5 (“Acknowledging Sources, Avoiding Plagiarism” begins on p. 475) and “MLA Style” starting on page 484.
* **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 “Genre” on page 9 of *NFG*) 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 “A Brief Guide to Writing Reflections,” on page 219 of *NFG* with regard to your assignment. Have them share their responses.

**WEEK TWO (T 9/02\*\* - F 9/05)**

**\*\***There is **no** class on **Monday, Sept. 1st** (Labor Day).

\*\*In addition, **Tuesday, Sept. 2nd** is a “state holiday makeup day” (classes that would have met on **Monday, September 1st**, 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 2**.)

Readings

1. *NFG*, Chapter 18 (“Reflections,” pp. 214-21); selections from Chapter 7 (“Writing a Literacy Narrative”)
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 (*NFG*, Ch. 18). Examples of Literacy Narratives in Chapter 7 may be helpful showing how narrative is used to make a significant point.
* **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 project guidelines for reading a reflection in Chapters 7 or/and 18 to respond to and discuss 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 “Generating Ideas and Text” on pp. 45-46 of *NFG*. 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. You might 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 “Ways of Organizing a Literacy Narrative” on pp. 46-47 and “Ways of Organizing a Reflective Essay” on pp. 220-21).

**WEEK THREE (M 9/08** **- F 9/12)**

Readings

1. *NFG*, Chapter 27 (“Getting Response and Revising”); Chapter 28 (“Editing and Proofreading”)
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 addressed in “Revising” on pages 276-78 of *NFG* and those in the “Proofreading” section on pages 285-86.
* **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 *NFG* (see Chs. 7 and 18) 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 questions in the “Getting Response” section on pages 275-76 of *NFG* 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).
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 9/15- F 9/19)**

Readings

1. *NFG*, Chapter 26 (“Assessing Your Own Writing”); selection from Chapter 8 (“A Guide to Writing Textual Analysis,” pp. 70-75)
2. Remind students to re-read/review Moore.

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: Refer to Chapter 26 in *NFG* to 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. 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. You may want to move to a discussion of how summary differs from analysis using “A Guide to Writing a Textual Analysis” in *NFG* (pp. 70-75).

**WEEK FIVE (M 9/22- F 9/26)**

Readings

1. *NFG*, Chapter 8 (pp. 52-81)—you may want to parse the reading throughout the week, focusing on the examples throughout this selection. Review *NFG*, Chapter 8, pp. 70-75.
2. *NFG*, Chapter 41—you may want to select parts from this chapter to review reading strategies
3. Remind students to be re-reading *The Other Wes Moore*

Things to Accomplish in Class

* **Critical Reading:** Introduce the idea of analysis as a critical reading strategy**.** Practice with critical, active reading strategies to apply to rhetorical analysis. Use *NFG*, p. 71, “Read to see what the text says.” Also refer to *NFG*, Chapter 41.
* **Practice Summary vs. Analysis:** Review the Rhetorical Situation from *NFG*,Part I.Using informal writing assignments in class or brief writing for homework, work with students to effectively summarize and analyze. *Please note that this is* not *a literary analysis assignment*.

Activity Suggestions

* + - * 1. Present for the class a rhetorical analysis—use the questions listed in *NFG* p. 73.
        2. Using examples of your selection, ask students to practice writing brief summaries and then write what rhetorical features seem most persuasive in these pieces. Have students list what evidence from the essays they would use to support their claims regarding a particular rhetorical feature.

**WEEK SIX (M 9/29- F 10/03)**

Readings

* + - 1. *NFG*, Chapter 8, pp. 70-81
      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. Refer to *NFG*, Chapter 41 as desired.
* **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. Your primary resource to refer students to is the handbook section of *NFG*. A secondary resource to use and to provide for the students is 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, providing corresponding page numbers to the handbook in *NFG*. Then ask students to find good examples and examples of writing that needs improvement at the sentence, word, and grammar levels in their own project. 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 Bate Center: ecu.mywconline.com.
2. Early in the week, go over “Considering the Rhetorical Situation” in NFG, Chapter 41, p. 399. The guiding questions are help for analyzing something. 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 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 10/06 - F 10/10)**

Readings

1. *NFG* on avoiding plagiarism through quoting, summarizing, and paraphrasing effectively (Chapters 47 and 48). You should go over these sections explicitly in class emphasizing Academic Integrity and ECU’s policy. It’s important 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
4. Remind students to continue re-reading *The Other Wes Moore*

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 10/11 - Tuesday 10/14**

**WEEK EIGHT (W 10/15 - F 10/17)**

\*\*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. *The Other Wes Moore*
2. *NFG*, Chapter 10, pp. 135-49; selections from pp. 119-35

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 *NFG* books to class and go over with them “Key Features / Arguments” on pp. 135-38. Then, ask them to respond to these topics with regard to an example from pp. 119-35. Discuss their responses and what makes the writer’s position persuasive or not persuasive in their eyes.

**WEEK NINE (M 10/20 - F 10/24)**

**\*\*Wes Moore in Wright Auditorium on 10/21 @ 7pm.\*\***

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

Readings

* + - 1. *NFG*, Chapters 44-46
      2. *The Other Wes Moore* (Introduction-Part I)

Things to Accomplish in Class

* Assign Project 3
* **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 *NFG*, discuss evaluation of sources and synthesizing information from 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 10/27 - F 10/31)**

Readings

* + - 1. Articles that the students select about their contexts.
      2. *The Other Wes Moore* (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 *NFG*, Chapter 48-51 as needed.

**WEEK ELEVEN (M 11/03 - F 11/07)**

Readings

1. Articles that the students select about their contexts.
2. *The Other Wes Moore* (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 11/10 – F 11/14)**

Readings

Selection from *NFG*, Chapter 33

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 pp. 313-15 of *NFG*. 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 pp. 313-15 for this process).
4. For homework, have students repeat this same activity with an essay from *PP*. Then, in class, discuss their responses and be sure to talk about the sources the writer has used and how she/he has used them (including the “Works Cited” page).

**WEEK THIRTEEN (M 11/17 – F 11/21)**

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 11/24 – T 11/25)**

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.

**THANKSGIVING BREAK—Wed. 11/26 – Sun. 11/30**

**WEEK FIFTEEN (M 12/01– F 12/05)**

Readings

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

Things to Accomplish in Class

* **Hand Back Graded Project 3 (beginning of week)**
* **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.

**WEEK SIXTEEN (M 12/08 & T 12/09)**

Readings

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

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

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

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**Final exam time – portfolio due (Th 12/11 – Th 12/18)**

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

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

**FINAL EXAM SCHEDULE FALL 2014**

Information copied from <https://www.ecu.edu/cs-acad/fsonline/customcf/calendar/fall2014.pdf>:

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour classes will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes. Clinical and non-traditional class schedules, including graduate level courses, may also adopt a modified examination schedule as required. A final course meeting during the exam period is required in order to satisfy the 750 contact minutes per credit hour required by the University of North Carolina Office of the President. Department Chairs are responsible for monitoring adherence to scheduled examination requirements.

|  |  |
| --- | --- |
| Times class regularly meets | Time and day of examination |
| 8:00 MWF | 8:00-10:30 Monday, December 15 |
| 8:00 TTh | 8:00-10:30 Tuesday, December 16 |
| 9:00 MWF | 8:00-10:30 Wednesday, December 17 |
| 9:00 TTh (9:30) | 8:00-10:30 Thursday, December 18 |
| 10:00 MWF | 8:00-10:30 Friday, December 12 |
| 10:00 TTh | 8:00-10:30 Thursday, December 11 |
| 11:00 MWF | 11:00 -1:30 Monday, December 15 |
| 11:00 TTh | 11:00-1:30 Thursday, December 11 |
| 12:00 MWF | 11:00-1:30 Wednesday, December 17 |
| 12:00 TTh (12:30) | 11:00-1:30 Thursday, December 18 |
| 1:00 MWF | 11:00 1:30 Friday, December 12 |
| 1:00 TTh | 11:00-1:30 Tuesday, December 16 |
| 2:00 MWF | 2:00-4:30 Monday, December 15 |
| 2:00 TTh | 2:00-4:30 Tuesday, December 16 |
| 3:00 MWF (3:30) | 2:00-4:30 Wednesday, December 17 |
| 3:00 TTh (3:30) | 2:00-4:30 Thursday, December 11 |
| 4:00 MWF | 2:00-4:30 Friday, December 12 |
| 4:00 TTh | 2:00-4:30 Thursday, December 18 |
| 5:00 MWF | 5:00-7:30 Monday, December 15 |
| 5:00 TTh | 5:00 -7:30 Thursday, December 11 |

**Grades due by 4:30pm, Saturday, 12/20**

**APPENDIX B**

# English 1200: Composition

# Spring 2015

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.

**Contact Information and Office Hours**

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| The information below should be clear on your syllabus. I advise you not to give out your personal phone number. GTAs teaching two sections will have five office hours per a week and those teaching one section will have three hours per a week. GTAs 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.

**University Writing Center**

I encourage you to make use of the writing assistance provided by the University Writing Center, particularly Bate Center. Bate Center, located in Bate 2005, is staffed by English graduate students who will work with you at any stage of your writing process. While Bate Center 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 or call 252.328.6399. Appointments begin on the hour and last about 45 minutes. Bring your assignment description and any other material you think will help the consultant understand the assignment.

## 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)**

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| 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 2015**

**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 (M 1/12 - F 1/16)**

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 (T 1/20\*\* - F 1/23)**

**\*\***There is **no** class on **Monday, January 19th**.

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 (M 1/26** **- F 1/30)**

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 (M 2/2- F 2/6)**

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 (M 2/9- F 2/13)**

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 (M 2/16- F 2/20)**

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 (M 2/23 - F 2/27)**

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 (M 3/2 - F 3/6)**

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 12.**

**SPRING BREAK—Saturday 3/7 - Sunday 3/15**

**WEEK TEN (M 3/16 - F 3/20)**

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 ELEVEN (M 3/23 - F 3/27)**

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 TWELVE (M 3/30 - R 4/2)**

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 THIRTEEN (M 4/6 – F 4/10)**

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 FOURTEEN (M 4/13 – F 4/17)**

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 FIFTEEN (M 4/20 – F 4/24)**

**WEEK SIXTEEN (M 4/27– T 4/28)**

**\*\*No Tuesday classes on 4/28: Friday Classes meet\*\***

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 4/22 or Thursday 4/23. You should arrange to email feedback to students or hand back graded “Working in the Past” projects in class on 4/24 or 4/27. 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.

**Final exam time – portfolio due to iWebfolio (Th 4/30 – Th 5/7)**

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

**Students must upload their portfolio content to iWebfolio in two portfolio templates:**

English 1200 Composition II

University Writing Portfolio.

**Please refer to www.ecu.edu/qep for videos and help for students uploading to the templates.**

**FINAL EXAM SCHEDULE Spring 2015**

Information copied from:

<http://www.ecu.edu/cs-acad/fsonline/customcf/calendar/spring2015.pdf>.

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour classes will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes. Clinical and non-traditional class schedules, including graduate level courses, may also adopt a modified examination schedule as required. A final course meeting during the exam period is required in order to satisfy the 750 contact minutes per credit hour required by the University of North Carolina Office of the President. Department Chairs are responsible for monitoring adherence to scheduled examination requirements.

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

**Grades due by 4:30pm, Saturday, 5/9**

**APPENDIX C**

**Syllabus**

**English 2201: Writing about the Disciplines**

**Fall 2015**

This document is designed as a template. Items in boxed areas address instructors. Graduate Teaching Associates (GTAs) are required to use this syllabus. Although other instructors may devise their own assignments, **the bulleted list of course outcomes below in BOLD must appear on the syllabus and the work done in the class should advance these goals**.

All instructors of 2201 *must* use Blackboard to collect and assess the Self-Analytical Writing Assignment and the Portfolio Assignment.

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. It can be difficult to teach an assignment that someone else has devised. Feel free to ask questions.

**\*\*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.

**CONTACT INFORMAITON 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. **You must have office hours on a MW *or* F *and* T *or* R.** |

Instructor: [Name]

Email: [address]@ecu.edu

Phone: 252.[office phone number] (no voicemail for the GTA phone)

Office: [Building and Room number]

Office Hours: [days and times]

**CATALOG DESCRIPTION and COURSE OBJECTIVES**

English 2201 builds on the reading and writing strategies introduced in English 1100 with the goal of preparing you to apply those strategies to writing in upper-level courses and in contexts beyond the university. Through an exploration of various genres and formats of research writing, this course will develop your abilities to

* Recognize and explain the significance of variations in content, style, structure, and format across different writing contexts;
* Formulate significant research questions and craft strong research proposals with feasible work plans and timelines;
* Locate and critically evaluate a variety of sources, including field-based, print, and electronic sources;
* Organize source materials and integrate them into your writing;
* Apply research and use writing to achieve a variety of purposes in a variety of contexts;
* Convey the results of research to a variety of audiences through a variety of genres and formats;
* Use clear, appropriate language and grammar in writing about topics in different disciplinary contexts;
* Understand the purposes of citation practices in different contexts;
* Cite sources accurately and responsibly in order to avoid plagiarism;
* Read critically to analyze the writing strategies of experienced writers; and
* Identify and explain writing strategies in your own work.

**REQUIRED TEXTS and OTHER REQUIRED MATERIALS**

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*. 2nd ed. NY: London, 2014. Print. ISBN: 978-0-393-93580-6

Smith, Trixie G., Allison D. Smith, and Holly Hamby. *Building Bridges through Writing*. TX: Fountainhead Press, 2014. Print. ISBN: 978-1-59871-782-2

* Texts handed out in class or posted to Blackboard.
* A suitable college dictionary, such as the *American Heritage Dictionary* or *Random House College Dictionary*. (These are available on-line and in the Joyner Library.)
* Copies of your work as needed for class and group discussion.
* A back up method such as a USB flash drive or Dropbox to save work for this class.
* Active ECU email that you check frequently.

**OTHER COURSE COSTS**

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

**REQUIREMENTS**

In addition to writing projects, you are required to complete reading assignments; to complete informal writing; to contribute to class discussions; to participate in peer reviewing of drafts; and to present your writing to the class. All rough drafts must be completed and computer-generated for the appropriate workshop or conference day to be eligible to be handed in on project due date without being penalized. All final drafts must be completed by the due date, attached to all prior drafts, and handed in at the beginning of class in your file folder.

As the semester progresses, keep all of your projects, including all drafts, all peer review comments, and all feedback from me.

**LATE WORK**

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

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

**CLASS CITIZENSHIP**

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

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

Some things you can do to earn a high citizenship grade are

* complete all assignments on time
* come to class consistently and be attentive while you are here
* participate actively and productively in peer review sessions (instructions for peer review and for documenting your contributions to peer review will be provided)
* 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 non-related class material, such as a newspaper, in class
* sleep in class
* use cell phones during class
* show disrespect for the views of others
* hold “side conversations” during class discussion, and
* participate in any activities that do not contribute positively to the learning environment in the classroom.

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

Be respectful to your classmates and instructor: arrive to class on time, prepared, and *turn* *off* all cell phones. Texting in class may result in a 25-point deduction in your Class Citizenship grade (this portion of your overall grade can go into the negatives adversely impacting your overall course grade).

**ATTENDANCE**

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

In order to be successful in this class, your regular attendance is essential. Class meetings will be used to complete in-class writing assignments and group work, to participate in peer review activities, to receive information about assignments and expectations, and to discuss reading material. Beyond the damage absences can have on your class citizenship grade, missing more than **THREE** class meetings of a TR class without full documentation of a university-excused absence or a medical or family emergency will lower your course grade by 1/3 of a letter grade for each additional class absence. Your grade can be lowered even down to an “F” if the absences continue. I will send you a written warning when your course grade begins to suffer due to missed classes.

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

Official, documented University absences will be recognized, although I will expect you to hand in work prior to your absence unless we have discussed a different option.

If you need to be absent for any reason, it is very important that you find out from a classmate what you have missed. I sometimes need to change assignments or due dates, and I may announce these changes in class.

**MAJOR ASSIGNMENTS**

Students will complete two projects from each category 1 and 2.

Category 1: Assignments that teach foundational skills of understanding writing about the disciplines. These assignments will help you learn how to read carefully in order to discern central and important features of writing in disciplines.

Category 2: Assignments that teach foundational skills of composing in and about the disciplines. These assignments provide students with the opportunity to practice writing moves that are common to a variety of fields and to consider how and why writing conventions and expectations differ across disciplinary audiences and purposes.

|  |  |
| --- | --- |
| Please use specific titles for your assignments that fit under Category 1 or Category 2 headings. | |
| **Category 1:**  **Assignments that Teach Foundational Skills of Understanding Writing about the Disciplines** | These analytical and informational assignments help students learn how to read carefully in order to discern central and important features of writing in a discipline of their choosing and to recognize how specialized knowledge gets “translated” for broader audiences. Possible assignments may include two of the following:   * Textual Analysis 1: Students will select 4 examples of writing in their discipline and analyze the rhetorical strategies used by the authors. * Textual Analysis 2: Students will write an analysis that compares and contrasts the rhetorical strategies used in a popular and a trade article in their chosen discipline. * Publication Analysis: Students will select one periodical in the discipline and analyze the publication by examining audience, purpose, design, content and structure. * Report on Writing in the Field Assignment: Students will use primary (interviews) and secondary sources to find out about and compose a report on the kinds of writing done in their potential future profession. In addition to locating sources that discuss how to write in the field (i.e., articles and/or books on how to write different professional genres) for information. * Report on Authoritative Sources in Your Discipline: Students will locate at least four authoritative sources (print or electronic) from the discipline they are considering for their major/career and will compose a report that identifies and explains the characteristics of a reliable, credible source of information in the field. |
| **Category 2:**  **Assignments that Teach Foundational Skills of Composing in and about the Disciplines** | These assignments provide students with the opportunity to practice writing moves that are common to a variety of fields and to consider how and why writing conventions and expectations differ across disciplinary audiences and purposes. Possible assignments may include two of the following:   * Annotated Bibliography: Students will identify a specific issue within the discipline to investigate and research. They will then compile an annotated bibliography of 10-12 credible sources that adheres to a discipline-specific documentation style. Each entry should include summary and analysis/commentary on the usefulness of the source. * Literature Review/Presentation: Students will synthesize the information collected from their research into a literature review. To practice presenting what they have written about, students will provide a brief (5-7 minute) oral overview of their literature review for their classmates. * Research Proposal: Students will write a formal proposal for a polished writing assignment (see below). In additional to previewing the major sections of their polished writing, the proposal should address the student’s selection of genre, audience, and purpose for the writing. * Polished Writing for Public Audience: Students will write up their investigation/research in a specific genre and for a specific non-specialist audience of their choosing. * “Press Release” Assignment: Students will write a press release about the issue for a mainstream news publication. The goal here would not be to teach students how to write a press release specifically but to foster their abilities to condense complex ideas and explain them concisely for broad audiences. * Explanation of Key Procedure or Process Assignment: For this assignment, students will write a clear, detailed document, in a genre of their choosing, that explains to a novice how to do something central to the work that the student may do in his or her future work. This assignment will also include a presentation for the class on the procedure or process. * Response to an Ethical Issue/Scenario Assignment: In this type of assignment, instructors might ask students to identify an ethical issue from their potential major to investigate, report on, and respond to. The report/response should be presented in a way that considers and responsibly represents viewpoints on that issue to an audience of non-experts. |

**Writing Intensive (WI)**

English 2201 is a writing intensive course in the Writing Across the Curriculum Program at East Carolina University. With committee approval, this course contributes to the twelve-hour WI requirement for students at ECU. Additional information is available at the following site: http://www.ecu.edu/writing/wac/.

**University Writing Portfolio**

In addition to uploading your course material to your Blackboard Portfolio, you will also submit material to a University Writing Portfolio.

*University Writing Portfolio Upload Requirement*

This course is designated “writing intensive” (WI) because, in addition to providing you with important content to learn, it has been designed to help you improve as a writer. Several years ago, ECU’s University Writing Program instituted the WI graduation requirement (6 hours of WI coursework beyond English 1100 and 1200/2201, at least 3 hours of which must be in the major) with the goal of preparing students to be effective writers. As a university, we want to see how well we are doing in meeting that goal.

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

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

Additional information about creating your University Writing Portfolio and uploading your materials will be provided during the semester. Further assistance with this process will also be available online (www.ecu.edu/writing) and in person at the University Writing Center (www.ecu.edu/writing/uwc), located in Joyner Library.

**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.

**RETENTION REQUIREMENTS**

In order to avoid probation and suspension, you must meet the minimum GPA listed in the table below:

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

**ACADEMIC INTEGRITY POLICY**

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

Academic integrity as described in the ECU Student Handbook is a fundamental value of higher education and East Carolina University; therefore, I will not tolerate acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize, or falsify. If I become aware of academic integrity violations, I will follow the procedures outlines in the University’s academic integrity policy. Penalties for violating the Academic Integrity policy include grade penalties up to and including an F for the course. If you have any questions about my policy or what might constitute a violation in the class, please contact me. Review the Academic Integrity policies and procedures online at <http://www.ecu.edu/cs-studentaffairs/osrr/students/conduct_process.cfm>.

**MORE ON PLAGIARISM**

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

Penalties for plagiarism are severe—if I become aware of any intentional attempt to plagiarize (e.g. knowingly submitting someone else’s work as your own, downloading a paper from the Internet, etc.), you will be given an “F” for the course and a report will be filed with the Office of Student Rights and Responsibilities, the office that 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.

**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.

**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

**University Writing Center**

I encourage you to make use of the writing assistance provided by the University Writing Center, particularly Bate Center. Bate Center, located in Bate 2005, is staffed by English graduate students who will work with you at any stage of your writing process. While Bate Center 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 or call 252.328.6399. Appointments begin on the hour and last about 45 minutes. Bring your assignment description and any other material you think will help the consultant understand the assignment.

**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. You should fill in specific titles for your Category 1 and 2 projects, maintaining the Category label as well, as seen in the example below.

|  |  |
| --- | --- |
| **Assignment** | **% of Course Grade** |
| Category 1 Projects  Publication Analysis  Report on Authoritative Sources  in Your Discipline | 25% |
| Category 2 Projects  “Press Release” for Mainstream  Response to an Ethical Issue/  Scenario Assignment | 40% |
| Course Portfolio | 10% |
| Self-Analytical Writing | 10% |
| Presentation | 5% |
| Class Citizenship/Peer Review | 10% |

|  |  |  |
| --- | --- | --- |
| **Grade** | **Quality Points** | **10-Point Scale** |
| A | 4.0 | 94-100 |
| A- | 3.7 | 90-93 |
| B+ | 3.3 | 87-89 |
| B | 3 | 83-86 |
| B- | 2.7 | 80-82 |
| C+ | 2.3 | 77-79 |
| C | 2 | 73-76 |
| C- | 1.7 | 70-72 |
| D+ | 1.3 | 67-69 |
| D | 1 | 63-66 |
| D- | .7 | 60-62 |
| F | 0 | Below 60 |

**FINAL**

You must include the date and time the final exam for your section is scheduled.

Meeting during the final exam time is required.

**COURSE SCHEDULE OVERVIEW**

Unit 1

Reading and informal writing assignments that prepare students for understanding writing about disciplines. Project 1 in this category assigned, peer reviewed, and submitted.

Reading: Chapter 1 “Active Critical Reading”; Chapter 2 “Responses, Paraphrases, Summaries, and Quotations”; Chapter 3 “Critical Analysis”; and selections by instructor and students.

Unit 2

Readings and informal writing assignments that prepare students for deeper understanding writing about disciplines. Project 2 in this category assigned, peer reviewed, and submitted.

Reading: Chapter 4 “Literary Analysis and Comparative Analysis”; Chapter 5 “Visual Analysis”; Chapter 6 “Synthesis”; and selections by instructor and students.

Unit 3

Readings and informal writing assignments that prepare students to compose in and about their discipline. Project 3 in this category assigned, peer reviewed, and submitted.

Reading: Chapter 7 “Argument”; Chapter 8 “Writing Research Paper”; and selections by instructor and students.

Unit 4

Readings and informal writing assignments that further prepare students to compose in and about their disciplines. Project 4 in this category assigned, peer reviewed, and submitted.

Reading: students’ work.

Final: Professional presentation (i.e., Prezi, PPT, video with script, website with narrative, etc.) of Project 4.

**Self-Analytical Writing Rubric**

|  |  |
| --- | --- |
| **Excellent**  **(5)** | The self-analytical writing demonstrates the writer’s exceptional ability to identify and explain the writing strategies (i.e., argument, organization, evidence, style, tone, etc.) used in the documents included in the portfolio. |
| **Very Good**  **(4)** | The self-analytical writing demonstrates, with only minor lapses, the writer’s ability to identify and explain the writing strategies used in the documents included in the portfolio. |
| **Adequate**  **(3)** | The self-analytical writing demonstrates the writer’s inconsistent ability to identify and explain the writing strategies used in the documents included in the portfolio. |
| **Developing**  **(2)** | The self-analytical writing demonstrates the writer’s limited ability to identify and explain the writing strategies used in the documents included in the portfolio. |
| **Insufficient**  **(1)** | The self-analytical writing 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 2201 Portfolio Rubric (may also be used to assess/grade each project). Approved by Composition Committee on February 2, 2015.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Excellent (5) | Very Good (4) | Adequate (3) | Developing (2) | Insufficient (1) | N/A |
| Inquiry | The projects demonstrate an exceptional ability to create, identify, and engage in significant research questions. | The projects demonstrate, with only minor lapses, a strong ability to create, identify, and engage in significant research questions. | The projects demonstrate an inconsistent ability to create, identify, and engage in research questions. | The projects demonstrate a limited ability to create, identify, and engage in research questions. | The projects do not demonstrate a college-level ability to create, identify, and engage in research questions. | Not assessed in this Project. |
| Critical Engagement with and Use of Evidence | The projects demonstrate an exceptional ability to rhetorically engage a variety of appropriate sources to support the central claims. | The projects demonstrate, with only minor lapses, a strong ability to rhetorically engage a variety of appropriate sources to support the central claims. | The projects demonstrate an inconsistent ability to rhetorically engage a limited number of appropriate sources support the central claims. | The projects demonstrate a limited ability to rhetorically engage sources to support the central claim. | The projects do not demonstrate a college-level ability to rhetorically engage sources to support the central claims. | Not assessed in this Project. |
| Purpose, Audience, and Context | The projects demonstrate exceptional awareness of purposes, audiences, and contexts. | The projects demonstrate, with only minor lapses, steady awareness of purposes, audiences, and contexts. | The projects demonstrate and inconsistent awareness of purposes, audiences, and contexts. | The projects demonstrate a limited awareness of purposes, audiences, and contexts. | The projects do not demonstrate a college-level awareness of purposes, audiences, and contexts. | Not assessed in this Project. |
| Disciplinary Conventions | The projects demonstrate the writer’s exceptional understanding of methods of inquiry and rhetorical strategies, including form, media, and style, relevant to the discipline. | The projects demonstrate, with only minor lapses, the writer’s strong understanding of methods of inquiry and rhetorical strategies, including form, media, and style, relevant to the discipline. | The projects demonstrate the writer’s uneven understanding of methods of inquiry and rhetorical strategies, including form, media, and style, relevant to the discipline. | The projects demonstrate the writer’s limited understanding of methods of inquiry and rhetorical strategies, including form, media, and style, relevant to the discipline. | The projects do not demonstrate a college-level understanding of methods of inquiry and rhetorical strategies, including form, media, and style, relevant to the discipline. | Not assessed in this Project. |
| Formatting & Citation | The projects follow standard formatting and documentation guidelines. Attributions are complete and meet the appropriate style guidelines (APA, Chicago, CSE, or MLA). | The projects generally follow formatting and documentation guidelines. Errors in the appropriate style guidelines (APA, MLA, Chicago or CSE) are negligible and do not affect the integrity of the work. | The projects inconsistently follow formatting and documentation guidelines. Errors in the appropriate style guidelines (APA, MLA, Chicago or CSE) occur regularly. | The projects randomly follow formatting and documentation guidelines. Errors in the appropriate style guidelines (APA, MLA, Chicago or CSE) compromise the integrity and honesty of the projects. | The projects show little to no adherence to formatting and documentation guidelines. Plagiarism is evident. | Not assessed in this Project. |
| Expression and Organization | The projects are clearly organized to develop the central points. Sentences and paragraphs are logically connected with a minimum of grammar and punctuation errors. | The projects are organized to develop the central points. Sentences and paragraphs are connected with few lapses in transition and explanation. Grammar and punctuations errors are rare but obvious. | The projects are somewhat organized to develop the central points. Sentences and paragraphs inconsistently develop clear logical connections. Grammar and punctuation errors occur regularly and interfere with transitions and explanations. | The projects lack clear organization and development of central points. Sentences and paragraphs are not clearly developed or logically connected. Grammar and punctuation errors are regular and impede understanding of the text. | The projects do not demonstrate college-level organization and development. Sentences and paragraphs lack academic development. | Not assessed in this Project. |

**APPENDIX D**

**GTA Meeting Schedule at a Glance**

**Spring 2015**

|  |  |
| --- | --- |
|  | Thursdays |
| Week 1 | 1/15: Check-in/Introduce Small Groups |
| Week 2 | 1/22: Project 1/Reflection |
| Week 3 | 1/29: **Small Groups**: assigning Project 2, what do you do? |
| Week 4 | 2/5 (Proj 1 Due) Grading Conversation |
| Week 5 | 2/12: **Small Groups**: how do you teach rhetorical analysis? |
| Week 6 | 2/19: **Small Groups**: Create or share any in-class activities/exercises? |
| Week 7 | 2/26: Academic Integrity |
| Week 8 | 3/5: (Proj 2 Due) Project 3/Group Presentations |
| Week 9 | 3/12: Spring Break  No Classes |
| Week 10 | 3/19 CCCC—No Meeting |
| Week 11 | 3/26: Project 3/Contextual Analysis |
| Week 12 | 4/2: **Small Groups**: how will you work with students to move from presentations to project? |
| Week 13 | 4/9: Report Back/Portfolio of Revisions/Cover Letter |
| Week 14 | 4/16: (Proj 3 Due)/Invite New GTAs (graduating GTAs do not attend) |
| Week 15 | 4/23: Last Meeting |
| Week 16 | 4/30: Final Exams |
| Finals | 5/7: Final Exams |

Small Groups

|  |  |  |
| --- | --- | --- |
| **Randy** | **Therese** | **Chris** |
| Colin | Tim | Gina |
| Danielle | Stephanie | Carleigh |
| Christopher | **in library** | **in library** |
| Aaron |  |  |
| **in Bate 2024** |  |  |
|  |  |  |
| **Alana** | **Janine** |  |
| Shane | Rafael |  |
| Abby | Kristi |  |
| **in Bate 2101** | **in Bate 2206** |  |

**How are we using Small Groups this semester?**

Small groups will allow us time to work closer with a few people and really share material and ideas about our teaching in ways that are not happening in our full meetings.

**When and where do small groups meet?**

Small groups *must* meet at the regular meeting time of 9:30-10:30am on the designated Thursdays: 1/19, 2/12, 2/19, and 4/2. The small group may decide where they want to meet, but keep in mind people’s schedules—not always is a place off campus the most convenient for everyone in the group.

**Do we have to attend our small group?**

Yes, small group meetings/work time is a mandatory part of your assistantship. The role of the coordinator of a small group is to let Tracy know the attendance after each small group meeting. Failure to attend your small group meeting is equivalent to a meeting absence and can negatively impact your assistantship evaluation.

**What are the roles of the small group coordinator?**

The coordinators are *not* your go to mentors throughout the semester—that is Randy. The coordinator will have time during our first meeting to exchange contact information with members of the small group and discuss options of where the small group will meet. The coordinator will also be responsible for checking in with Tracy after each small group meeting. The coordinator will let Tracy know of any questions or issues that were raised in the small group and who did not attend.

**APPENDIX E**

Writing Foundations Faculty Seminar

Fall 2014

|  |  |
| --- | --- |
| Dir. of Composition: Dr. Tracy Ann Morse | Asst. Dir. of Comp.: Chris Bethel, PhD Student |
| **E-Mail:** morset@ecu.edu  **Office:** Bate 2210  **Office Phone:** (v) 252|737-2040 | Email: bethelc99@students.ecu.edu  Office: Bate 2026  Office Phone: (v) 252|737-4966 |
| **Office Hours:** TR 10:30am-12:30pm,  W 11am-12pm, and by appointment | Office Hours: MW 1:30-3:30pm, R 2-3pm, and by appointment |

I entered the classrooms with the conviction that it was crucial for me and every

other student to be an active participant, not a passive consumer.

—bell hooks, *Teaching to Transgress*

**PURPOSE AND OBJECTIVES**

From the QEP:

Faculty Learning Communities will establish connections and set the stage for another important faculty support initiative of the QEP: **Writing Foundations Faculty Seminars**. To be prepared to teach English 2201, with its new sophomore population and writing-about-the-disciplines themes, Writing Foundations faculty will need time and venues for relevant professional development. It is important to note that, although teaching assignments each semester will be based in part on faculty members’ preferences for and past experience with particular versions of English 2201, Writing Foundations instructors will need to be prepared to teach any of the versions of English 2201 due to shifting needs. Prior to the first offerings of the course, Writing Foundations faculty will need the opportunity to

* become familiar with types of research questions, common research methods, professional resources, and scholarly databases in different disciplinary areas so that they, in collaboration with instructional librarians at Joyner Library, can help students with the research tasks that are necessary to meet English 2201 course outcomes;
* explore the ways in which different disciplinary discourses are “translated” for broader audiences;
* review various citation systems used in different disciplinary areas;
* identify teaching strategies that will help students gain competence in common writing tasks within different disciplinary areas;
* plan assignments and classroom activities that will help students recognize and explain differences and similarities in purposes, genres, styles, and audiences within and across disciplinary communities;
* develop strategies for promoting metacognitive awareness in student writers (pages 42-43).

It is suggested that you become familiar with the many periodicals in Composition: *College English*, *College Composition and Communication*, *Composition Studies*, *Computers and Composition*, *The Journal of Teaching Writing*, *Basic Writing*, *Reflections*, *JAC*, *Rhetoric Review*, *Rhetoric Society Quarterly*, *WPA: Writing Program Administration,* etc.

**SEMINAR PARTICIPATION**

This seminar relies on you so participation is essential; therefore attendance is mandatory for the seminar to be productive. Attendance will be recorded and submitted to Dr. Jeffrey Johnson. Please do not miss more than *three* meetings, whether it be for emergencies, illness, conferences, etc. Missing more than three meetings will jeopardize your chances of renewal.

Being tardy or leaving early from the meetings is disruptive and rude; missing any part of the meeting may result in missing work and discussions—valuable opportunities to have input in creation of teaching materials.

Be respectful to your peers and seminar leaders and speakers: arrive to the meeting on time, prepared, and use technology only when applicable to the work of the seminar.

***This is not time you should be grading your students’ work or planning your next class meeting.***

**PARTICIPANTS’ ROLES**

**Director of Composition/Writing Foundations:** As a facilitator, the Director will provide opportunities for Writing Foundations faculty to read, discuss, and create material that will better prepare you to teach Writing Foundations curriculum. The Director will offer on-going support for teaching and the creation of teaching material.

**Assistant Director of Composition/Writing Foundations:** To offer an additional layer of on-going support, the Assistant Director will provide additional reading, discussion, and material creation both within and outside the seminar. The Assistant Director will be available to observe classroom practices for feedback—NOT assessment—purposes.

**Fixed Term Faculty:** It is expected that you will be *active* participants in this seminar.Please come to meetings prepared to discuss readings, raise questions, explore new approaches, share ideas and material, and collaborate with your colleagues. We have a clear expectation that you will read and take notes on the texts we use this semester.

**JOURNALS**

For this semester, you are asked to keep a journal to record your reflections on readings, discussion, or work that we do. In addition, you will be asked to make connections between your teaching and the ideas we share in our seminar. Journal entries should be kept in one place, whether that is using electronic options such as Google Drive, Evernote, or simply Word. Or, you may select to use a notebook. Think of your journal as a way to record evidence of your work this semester and its application to your teaching. You may find some journal entries serve you well as evidence of your teaching to include in your annual review.

You may be asked to share your reflections with us.

**ACADEMIC FREEDOM**

We anticipate some of you may have concerns regarding Academic Freedom. While standard curriculum, rubrics, and goals for assignments are not violations of Academic Freedom, we hope to balance some prescriptiveness with instructor personalization. Please refer to AAUP’s tenets of Academic Freedom:

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution (from http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure).

Another source for information is the AAUP’s *Journal of Academic Freedom*: http://www.aaup.org/reports-publications/publications/journal-academic-freedom.

**Seminar Schedule**

Please come with the texts listed read for that particular day and ready to discuss them.

Weeks 1-4

|  |  |  |
| --- | --- | --- |
|  | Tuesdays | Thursdays |
| Week 1 | 8/26: **Let’s Write:** “A Semester in the Life: How I Teach, and Why;” Intro to each other; Hanstedt “Reforming General Education” | 8/28: **What are we doing here?**  Discuss the QEP  <http://www.ecu.edu/cs-acad/qep/>  Hendengren “Why (and How) We Teach Writing” |
| Week 2 | 9/02: **No Seminar Meeting**  Monday classes meet | 9/04: **iWebfolio:** University Writing Portfolio (bring your own devices to access)  Hall, Fry & Villagomez (on Blog) |
| Week 3 | 9/09: **Kerri Flinchbaugh** (WAC)  Selected Readings on WAC/WID:  Pobywajlo, Flaten, Chanock | 9/1: **Selected Readings on WAC/WID:**  Linton et al |
| Week 4 | 9/16: **Selected Readings on WAC/WID:**  Amicucci, Negretti\*, Downs & Wardle (both), Young\*  \*Both of these are to SKIM | 9/18: **Selected Readings on WAC/WID:**  Luthy, McLaren & Webber, Flesher |

A Glance at the Rest of the Semester

|  |  |  |
| --- | --- | --- |
| Week 5 | 9/23: Selected Readings on WAC/WID | 9/25: Selected Readings on WAC/WID |
| Week 6 | 9/30: What is English 2201?  Review Course Goals | 10/02: What types/genres of assignments can help meet course goals? |
| Week 7 | 10/07: Assignment Goals | 10/09: Assignment Goals |
| Week 8 | 10/14: **No Seminar Meeting**  Fall Break | 10/16: Sharing and Discussing Assignment Goals |
| Week 9 | 10/21: Rubrics  *Wes Moore in Wright @7pm* | 10/23: **No Seminar Meeting**  ECU Home Football Game @7pm |
| Week 10 | 10/28: Rubrics | 10/30: Rubrics |
| Week 11 | 11/04: Creating Assignments | 11/06: Creating Assignments |
| Week 12 | 11/11: Creating Assignments | 11/13: Creating Assignments |
| Week 13 | 11/18: Creating Assignments | 11/20: Creating Assignments |
| Week 14 | 11/25: Syllabus | 11/27: **No Seminar Meeting**  Thanksgiving Break |
| Week 15 | 12/02: Meta-Day | 12/04: **No Seminar Meeting**  ECU Home Football Game @7:30pm |
| Week 16 | 12/09: Meta-Day | 12/11 – 12/18: Final Exams |

Writing Foundations Faculty Seminar

Spring 2015

|  |  |
| --- | --- |
| Dir. of Composition: Dr. Tracy Ann Morse | Asst. Dir. of Comp.: Kimberly Thompson, PhD Student |
| **E-Mail:** morset@ecu.edu  **Office:** Bate 2210  **Office Phone:** (v) 252|737-2040 | Email: thompsonk01@students.ecu.edu  Office: Bate 2026  Office Phone: (v) 252|737-4966 |
| **Office Hours:** T 12:30-2:30pm, W 11am-12pm, R 10:30am-12:30pm, and by appointment | **Office Hours:** M 2-4 pm, T 1-3pm, and  R 2-3pm |

I entered the classrooms with the conviction that it was crucial for me and every

other student to be an active participant, not a passive consumer.

—bell hooks, *Teaching to Transgress*

**PURPOSE AND OBJECTIVES**

From the QEP:

Faculty Learning Communities will establish connections and set the stage for another important faculty support initiative of the QEP: **Writing Foundations Faculty Seminars**. To be prepared to teach English 2201, with its new sophomore population and writing-about-the-disciplines themes, Writing Foundations faculty will need time and venues for relevant professional development. It is important to note that, although teaching assignments each semester will be based in part on faculty members’ preferences for and past experience with particular versions of English 2201, Writing Foundations instructors will need to be prepared to teach any of the versions of English 2201 due to shifting needs. Prior to the first offerings of the course, Writing Foundations faculty will need the opportunity to

* become familiar with types of research questions, common research methods, professional resources, and scholarly databases in different disciplinary areas so that they, in collaboration with instructional librarians at Joyner Library, can help students with the research tasks that are necessary to meet English 2201 course outcomes;
* explore the ways in which different disciplinary discourses are “translated” for broader audiences;
* review various citation systems used in different disciplinary areas;
* identify teaching strategies that will help students gain competence in common writing tasks within different disciplinary areas;
* plan assignments and classroom activities that will help students recognize and explain differences and similarities in purposes, genres, styles, and audiences within and across disciplinary communities;
* develop strategies for promoting metacognitive awareness in student writers (pages 42-43).

It is suggested that you become familiar with the many periodicals in Composition: *College English*, *College Composition and Communication*, *Composition Studies*, *Computers and Composition*, *The Journal of Teaching Writing*, *Basic Writing*, *Reflections*, *JAC*, *Rhetoric Review*, *Rhetoric Society Quarterly*, *WPA: Writing Program Administration,* etc.

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**Fixed Term Faculty:** It is expected that you will be *active* participants in this seminar.Please come to meetings prepared to raise questions, explore new approaches, share ideas and material, and collaborate with your colleagues.

**TEACHING MATERIAL**

For this semester, you are asked to create material you will use to teach ENGL 2201. Using electronic options such as Google Drive, Evernote, or simply Word will be helpful for you to save, access, and share the material you create. It is our hope that we will collect informal and formal assignments to make available on the WF Instructors Blog.

**ACADEMIC FREEDOM**

We anticipate some of you may have concerns regarding Academic Freedom. While standard curriculum, rubrics, and goals for assignments are not violations of Academic Freedom, we hope to balance some prescriptiveness with instructor personalization. Please refer to AAUP’s tenets of Academic Freedom:

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
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Another source for information is the AAUP’s *Journal of Academic Freedom*: http://www.aaup.org/reports-publications/publications/journal-academic-freedom.

**Seminar Schedule at a Glance**

We are planning visits with the Writing Liaisons and possibly some former students. Below is a glance of topics we may be covering during a given week; however, we may need to move things around as we schedule visits. We will update the schedule with visits as we secure them. We will also be working in groups to develop and find material that will help us teach the different sections of 2201.

|  |  |  |
| --- | --- | --- |
|  | Tuesdays | Thursdays |
| Week 1 | 1/13: Introductions; Recap and Reboot | 1/15: What do we want to ask Writing Liaisons? We will generate a list of questions.  QEP Director: Dr. Wendy Sharer |
| Week 2 | 1/20: Review “Writing In the Disciplines” tab in Blog | 1/22: Work in Groups: focus on assigned sections |
| Week 3 | 1/27: Work in Groups: focus on assigned sections | 1/19: Work in Groups: focus on assigned sections |
| Week 4 | 2/3: Possible Reading Material to use in 2201 | 2/5: Possible Reading Material to use in 2201 |
| Week 5 | 2/10: Possible Reading Material to use in 2201 | 2/12: Possible Reading Material to use in 2201 |
| Week 6 | 2/17: Work in Groups: Create Informal/Class Assignments/Activities | 2/19: Work in Groups: Create Informal/Class Assignments/Activities |
| Week 7 | 2/24: Work in Groups: Create Informal/Class Assignments/Activities | 2/26: Report/Share Assignments/Activities |
| Week 8 | 3/3: Report/Share Assignments/Activities | 3/5: Report/Share Assignments/Activities |
| Week 9 | 3/10: Spring Break  No Classes | 3/12: Spring Break  No Classes |
| Week 10 | 3/17: CCCC: We will not meet for our seminar. | 3/19: CCCC: We will not meet for our seminar. |
| Week 11 | 3/24: Sketch a Schedule at a Glance for 2201 by Section of your Choice | 3/26: Work in Groups: Sketch a Schedule at a Glance for 2201 by Section of your Choice |
| Week 12 | 3/31: Work in Groups: Sketch a Schedule at a Glance for 2201 by Section of your Choice | 4/2: Syllabus and Schedule Sharing |
| Week 13 | 4/7: Syllabus and Schedule Sharing | 4/9: Syllabus and Schedule Sharing |
| Week 14 | 4/14: TBD | 4/16: TBD |
| Week 15 | 4/21: Metacognitive Day | 4/23: Metacognitive Day |
| Week 16 | 4/28: **No T classes | F classes meet** | 4/30: Final Exams |
| Finals | 5/5: Final Exams | 5/7: Final Exams |

**APPENDIX F**

**English 1100 Assessment Report**

**Academic Year 2014-2015**

**Overview.**

In Summer 2015, the composition program in the Department of English assessed English 1100—the first-semester, first-year required writing course. Funds from the QEP and graduate program paid for seven assessors, five experienced fixed-term faculty and two experienced PhD students. The assessment aimed to measure students’ progress in the following outcome goals of English 1100:

* 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.

**Method.**

Faculty and GTAs were asked to use the English 1100 iWebfolio template, an Internet based electronic portfolio tool available to ECU students. Training sessions for using iWebfolio were offered as well videos and checklists were available on the QEP website to help faculty and students use iWebfolio. 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, 10 cover letters and portfolios were used for assessor calibration and 716 cover letters and portfolios were reviewed in Summer 2015.

Faculty and PhD GTAs were asked to write a letter of application to become an assessor for Summer 2015. Five fixed-term faculty members and two PhD GTAs were selected by the Director of Composition to participate in the assessment of the 716 cover letters and portfolios. During Summer I, the assessors 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. We used a third reader to spot read a sampling from each pairings’ assigned portfolios. 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 achieve a score over 2.5. A goal set in 2013 for 1100 was for 75% or more students to perform at a score of 2.5 or higher in each category. In all six categories, the Cover Letter (Metacognitive Awareness), Thesis and Development, Purpose and Audience, Critical Engagement with Evidence, Expression, 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 Formatting and Citation falling short of 2.0. 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.

**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 Formatting and Citation.

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 2015-2016, the Composition Committee will sponsor workshops for faculty to help with fostering critical engagement with evidence and avoiding plagiarism.

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 1100 and 2201 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. In 2015-2016, we will use Blackboard for assessment purposes for ENGL 2201.

**APPENDIX G**

**English 1100 Assessment Rubrics**

**Academic Year 2014-2015**

Two rubrics were used for assessing the portfolios for English 1100. 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 1100 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 1100 Portfolio Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Strong**  **(4)** | **Satisfactory**  **(3)** | **Developing**  **(2)** | **Insufficient**  **(1)** |
| **Thesis and Development** | The documents have clear and original theses that drive the following discussions. Evidence convincingly supports the central points, demonstrating their validity beyond reasonable doubt. | The documents have clear theses that establish the author's central points. The documents provide evidence in support of those theses. | The documents have theses, although they may be unclear. The evidence may support the author's central points, but the reader is left with more questions than answers. | The documents lack central theses. The central points, if there are ones, are unclear and not convincingly supported throughout the documents. |
| **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. |
| **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. |