Composition/Writing Foundations Program
Composition Committee
2015-2016 Annual Report
Prepared by Tracy Ann Morse, Director of Composition/Writing Foundations

TOTAL ENROLLMENT

Semester	Course	Number of Sections/Students
Fall 2015	ENGL 1100	82 / 1,932
Fall 2015	ENGL 2201	60 / 1,379

Fall 2015 Total Enrollment: 3,311

Spring 2016	ENGL 1100	62 / 1,478
Spring 2016	ENGL 2201	58 / 1,325

Spring 2016 Total Enrollment: 2,803

CURRICULUM
The syllabus for 1100 was maintained from the previous year with only changes to the Pirate Read. The Pirate Read was *Enrique's Journey* by Sonia Nazario. We continued to use 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 fully beginning Fall 2015. The syllabus for 2201 reflected work from the previous year's Writing Foundations Faculty Seminar. We used *The Little Seagull Handbook* and *Building Bridges through Writing*. Information and material related to the curriculum and support for its teaching continued to be provided on the Writing Foundations Instructors Blog.

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:

- Updated University Writing Portfolio statement to reflect change over to Pirate Port and requirement for all WI classes to have students upload material to a University Writing Portfolio in iWebfolio.

- Updated University Writing Center statement to reflect that Bate 2005 (formerly First-Year Writing Studio/Bate Center) would no longer be open to serve students.

- Continued 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 2015-2016, the ECU Pirate Read text was *Enrique's Journey* by Sonia Nazario. 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 third year we have tried this assignment that emphasizes engaging evidence, quoting, paraphrasing, and citing sources. We are finding it more and more important to emphasize that students work with multiple sources in 1100 prior to moving on to 2201 in their second year.

- Continued 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 in ENGL 1100. We will move to collecting these artifacts in Blackboard in Fall 2016.

- Emphasized 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. We will move to collecting this artifact in Blackboard in Fall 2016.

New College of Education LLC (English 1100)
A College of Education (COE) designated section was offered for the first time in Fall 2015. The section had 22 students and was taught by an experienced FTF. The students in this section were Elementary Education majors and belonged to the Community of Scholars and Education Living-Learning Community directed by Dr. Dionna Manning. We had restrictions to the one section designated COE LLC so students could not register for the section. Dr. Manning enrolled the students in her program into the designated section. We will continue this designated section in Fall 2016 and raise it to two sections.

New Camp PIRATES LLC (English 1100)
The Camp PIRATES LLC is an initiative of Student Affairs. Camp PIRATES focuses on first-year experience, campus involvement, leadership opportunities, and history and traditions. We offered one section of ENGL 1100 in Spring 2016 for Camp PIRATES LLC. We restricted the section so students could not register for it and we gave Camp PIRATES LLC students clearance to register themselves into the section. If any seats were remaining, we opened those seats to all students. The Director of Composition worked closely with Karen Smith to coordinate this section.

New Explorers LLC (English 1100)
The Explorers LLC is an initiative of Career Services. Students in this learning community are taking ENGL 1100 and a COAD section designated for them to focus on career objectives. We offered one section in Spring 2016 for Explorers LLC. We restricted the section so students could not register for it and we gave Explorers LLC students clearance to register themselves into the section. If any seats were remaining, we opened those seats to all students. The Director of Composition worked closely with Melissa Allay and Sarah Lage to coordinate this section.

Continuing Service Learning Sections (English 1100)
We offered two sections of ENGL 1100 in Spring 2016. The sections were clearly labeled Service Learning in the long title in Banner. The sections were capped at 25 and we had a total of 47 students enrolled on census date.

Continuing Jarvis Leadership Program (English 1100)
Jarvis Leadership designated sections began in Fall 2012. In Fall 2015, we offered four sections for students accepted to the Jarvis Leadership Program. The sections were designated for Jarvis Leadership LLC in the long title for the course in Banner and were given restrictions so students

could not register for seats in these sections. Jarvis Leadership LLC students were given clearance to register themselves into the designated sections. We opened unfilled seats in these sections for any student to enroll in.

Continuing Freshman Immersion Program (English 1100).
This retention initiative, started in Fall 2010, aims to provide focused assistance to incoming students whose admissions data (test scores, high school GPA, etc.) suggest that they may struggle in their first semester of college. We offered two sections of FIP and did not offer major-specific sections. An experienced FTF taught one section and a PhD GTA taught another section. A new GTA served as an embedded writing consultant in the section taught by the PhD GTA. The FIP program enrolled their students into the designated sections.

Continuing Project STEPP (English 1100).
Project STEPP is a university-wide program for students with serious learning disabilities. A PhD GTA taught a section for this cohort of students. The class was capped at 20 to allow for more individualized instruction, and the instructor maintained regular contact with the Project STEPP office and tutors in order to help students succeed. The STEPP office provided an embedded tutor to work with the STEPP students enrolled in this section.

Continuing Honors (English 1100).
We continued to work with the Honors program to offer both 1100 and 2201 sections designated for honors students. However, there have been low enrollments in the Honors sections requiring us not to offer Honors sections in Spring 2016.

Semester	Honors Course	Number of Sections	Enrollments
Fall 2015	ENGL 1100	2 capped at 25 each	42
Fall 2015	ENGL 2201	2 capped at 25 each	36

Continuing International/ESL Collaboration (English 1100).
We continued to offer one section of 1100 designated primarily for international students. This section was capped at 20 students with special registration for international students. We opened all remaining seats to any student. In Fall 2015 we offered one section of an ESL designated section of ENGL 1100. As of census date, 18 students total were enrolled with approximately 10 International students among them.

English 2201 GTA/Recommended Syllabus.
The GTA/recommended English 2201 syllabus and weekly schedule are appended (Appendix B). Some highlights of this syllabus include the following:

- Used *Building Bridges through Writing* and *The Little Seagull Handbook*.

- Used a portfolio and self-analytical writing component in English 2201 (similar to that used in English 1100) so that students would continue to revise their work and be more likely to read and learn from instructor and peer feedback. Blackboard was used to collect students' portfolios of revisions.

- Emphasized students' metacognitive writing abilities. The self-analytical writing component of the portfolio required students to think consciously about the progress they made over the course of the semester and to identify areas of writing in which they would

benefit from more practice. Blackboard was used to collect students' self-analytical writing demonstrating their metacognitive writing abilities.

- Instructors assessed student writing in Blackboard using common rubrics for the portfolios of revisions and self-analytical writing.

- Solicited student work throughout 2015-2016 to include in an ECU custom edition of *Building Bridges*.

PERSONNEL AND PROFESSIONAL DEVELOPMENT

Graduate Teaching Associates.

Our GTAs met prior to the beginning of each semester for orientation to the program, to review policies, and to submit copies of their syllabi and weekly schedules for review by the Director of Composition. Appendix C includes the Agenda from the Fall 2015 and Spring 2016 Orientations and Workshops. In 2015-2016, the Director of Composition completed 20 observations of 16 GTAs.

Semester	Number of GTAs	Number of Sections Covered
Fall 2015	19	30 of 1100
Spring 2016	20	30 of 2201

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. Agendas for GTA meetings are posted on the Writing Foundations Instructor Blog under "GTA Information/Agendas."

We divided the GTAs up into small, teaching circle groups that met for four of the meeting timeslots in each semester. Appendix D includes copies of the "Schedule at a Glance" handouts and explanation of the small groups. These small, teaching circle groups were selected by the Director and Graduate 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.

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, all instructors were asked to maintain the same outcome goals as articulated on the GTA/recommended syllabi. All instructors had access to the GTA/recommended syllabi through the Writing Foundations Instructors Blog.

Professional Development Workshops

For all instructors, several Professional Development Workshops were made available by the Composition Committee:

Fall 2015 Workshops

10/15 @ 3:30pm in Bate 2018: how to use the Rubric Feature in Blackboard
10/16 @ noon in Bate 2004: how to use The Rubric Feature in Blackboard
Leaders: Adam Brewer and Tracy Ann Morse
These workshops offered participants practical help with attaching a rubric to an assignment in Blackboard and using the rubric to assess or grade projects.

10/30 @ noon in Bate 2005: Using SafeAssign to Teach Revision
Leaders: Diane Rodman, Timm Hackett, Jenn Sisk
Topics covered included how to create an assignment in Blackboard that uses SafeAssign, how to teach students to read the Safe Assign reports to help them prevent plagiarism, how to use SafeAssign to teach students about revision

11/12 @ 3:30pm in Bate 2018: ENGL 2201 Portfolio Calibration
11/13 @ noon in Bate 2005: ENGL 2201 Portfolio Calibration
11/19 @ 3:30pm in Bate 2018: ENGL 2201 Portfolio Calibration
11/20 @ noon in Bate 2005: ENGL 2201 Portfolio Calibration
Leaders: Tracy Ann Morse and Kimberly Thompson
Each calibration workshop discussed assessment of different ENGL 2201 self-analytical writing and portfolios provided by the Director of Composition. Participants were given material to read and assess prior to coming to the workshop. We shared our results and calibrated our reading and assessment of ENGL 2201 student work.

12/3 @ 3:30PM in Bate 2018: ENGL 2201 Assessment in Blackboard
12/7 @ noon in Bate 2005: ENGL 2201 Assessment in Blackboard
Topics covered in these workshops included how to access student work to assess in Blackboard, how to access the rubrics to assess the student work, how to use the rubrics, how to block "grade columns" in Blackboard if desired

Spring 2016 Workshops

March 18, 12-12:50pm in Bate 2005 | WF Learning Communities Roundtable Discussions
In this informal workshop, faculty who participated in the WFLC in Fall 2015 shared what they worked on with their Learning Communities from approaches to using technology in teaching, to creating in-class activities and project assignments.

March 31, 9:30-10:30am in Bate 2005 | 2201 Calibration Session A
We calibrated using a set of student portfolios and self-analytical writing.

April 20, 12-12:50pm in Bate 2005 | 2201 Calibration Session B
Using a different set of student portfolios and self-analytical writing from Session A, we calibrated our assessment.

In addition, the Composition Committee sponsored Writing Foundations Learning Communities (WFLC) among the FTF teaching in the Writing Foundations Program. Please see Appendix E for the call for participants. We ended up with several volunteers and four different WFLCs that

set their own meeting times throughout Fall 2015. Using some QEP money, we were able to provide WFLC lunch during their meetings.

Group 1	Meetings
Diane Rodman	10/16 @2pm
Grace Horne	11/13 @2pm
Joe Campbell	12/04
Jenn Sisk	
Debbie Shoop	
Group 2: Tech and Social	Meetings
Media	10/19 @ 12pm
Angela Rapper	11/02 @ 12pm
Gabrielle Freeman	11/16 @ 12pm
Timm Hackett	
Gera Miles	
Group 3	Meetings
Joanne Dunn	11/17 @ 11am in OCB
Michael Parker	
Corinee Guy	
Group 4	Meetings
Marc Petersen	11/6 @ noon
Randall Martoccia	
Sean Morris	
Christy Halberg	
Peter Franks	

Associate Director and Assistant Director.

Again, we did not have an Associate Director of Composition. For 2015-2016, GTA, Kimberly Thompson served as a Graduate Assistant Director. She 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. She helped some FTF with assessing in Blackboard. In Spring 2016, PhD student and GTA, Alana Baker served as the graduate student representative on the Composition Committee.

COMPOSITION COMMITTEE

Members of the Composition Committee included Grace Horne, Marc Petersen, Angela Raper, Jenn Sisk, Kimberly Thompson, David Wilson-Okamura, and Tracy Ann Morse. Will Banks served as ex-officio and attended the first meeting of Fall 2015. The committee met seven times over 2015-2016.

The committee planned and offered professional development opportunities, reviewed supplemental teaching tools and textbooks offered by publishers, discussed plans for assessment, and revised the portfolio and self-analytical writing rubrics for 1100 to parallel the 2201 rubrics.

Workshops/Roundtable
We offered a total of 12 workshops over 2015-2016 (see list above with descriptions and dates).

On May 2, 2016, the Director offered an intensive workshop for six 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 six faculty were paid a stipend with QEP money to participate in the workshop.

ASSESSMENT
English 2201 Assessment Report for Academic Year 2015-2016

Overview.
In 2015-2016, the Composition/Writing Foundations Program in the Department of English assessed ENGL 2201 Writing About the Disciplines—the second semester, second-year required Writing Foundations course. In Summer 2016, a team of assessors assessed a sampling of Fall 2015 sections' portfolios and self-analytical writing for comparison. Funds from the graduate program paid for four GTA assessors, four of whom had previously taught 2201.

The assessment of ENGL 2201 aimed to measure students' progress in the following outcome goals of English 2201:
1. Recognize and explain the significance of variations in content, style, structure, and format across different writing contexts
2. Formulate significant research questions and craft strong research proposals with feasible work plans and timelines
3. Locate and critically evaluate a variety of sources, including field-based, print, and electronic sources
4. Organize source materials and integrate them into your writing
5. Apply research and use writing to achieve a variety of purposes in a variety of contexts
6. Convey the results of research to a variety of audiences through a variety of genres and formats
7. Use clear, appropriate language and grammar in writing about topics in different disciplinary contexts
8. Recognize the purposes of citation practices in different contexts
9. Cite sources accurately and responsibly in order to avoid plagiarism
10. Read critically to analyze the writing strategies of experienced writers
11. Identify and explain writing strategies in your own work.

Method.
Fall 2015–Spring 2016 Embedded Assessment
Faculty and GTAs were asked to use the English 2201 Portfolio of Revisions and Self-Analytical Writing assignments created in their sections' Blackboard course site to collect the artifacts from students. We opted to use Blackboard (and switch over to Blackboard for collection of artifacts for assessment for all Writing Foundation courses) in response to the instructors' desire to have a platform more familiar to students and one that would not require another log-in. In addition, the switch to Blackboard responded to the request from instructors to use a collection system that worked within Blackboard specifically.

Training sessions for using Blackboard to collect artifacts in Blackboard and work with the program rubrics were offered as well videos and checklists were available on the Writing

Foundations Instructor Blog to help faculty and students. A portfolio consisted of two pieces of writing showing significant revision from previous work submitted. The Self-Analytical Writing was a piece in which students reflected on their strategies for writing and the choices they made in revising their work for the portfolio.

Calibration sessions were offered in Fall 2015 and Spring 2016. All ENGL 2201 instructors attended at least one of these sessions. From the self-analytical writing and portfolios collected in Summer 2015, samplings were used for embedded assessor calibration.

Students uploaded to the appropriate assignment the requested material and faculty and GTAs assessed the work of their students using the program rubrics (see Appendix F) prior to the date grades were due for each semester. For many instructors, this practice was built in to their collecting and grading of student work and did not create additional work. For some instructors who did not opt to build in use of the assignment collection in Blackboard throughout the semester, they found this method to be additional and burdensome work. In 2015-2016, approximately 1,500 portfolios and 1,650 self-analytical writing artifacts were submitted out of a possible 2,704. In other words, we received over 55% of possible portfolio submissions and over 61% of self-analytical writing samples. A few sections had zero responses while a few others had fewer than 50% submissions.

Number of Submissions Total per Section	Number of Sections
0–5	18
6–12	9
13–25	91

Working with Blackboard support, Adam Brewer, the Director of Composition was given copies of all ENGL 2201 sections' portfolios and self-analytical writing submissions and converted them into readable documents organized by folders labeled "Portfolio 1," etc. Each individual section was its own file in the original zip file. Each section included a rubric report for both the portfolio rubric and the self-analytical rubric. To calculate data that represented all sections, the Director had to create a spreadsheet and record all the data from each report and then aggregate the data from Fall 2015 sections and Spring 2016 sections.

Fall 2015 Secondary/Validating Assessment
GTAs were appointed by the Director of Graduate Studies to become an assessor for Summer 2016. Four GTAs participated in the assessment of a random sampling of 430 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 self-analytical writing and portfolio sample were read and scored by two reviewers. The program rubrics were used to evaluate the student writing. Each rubric worked on a five point scale with 5 being "excellent" 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.
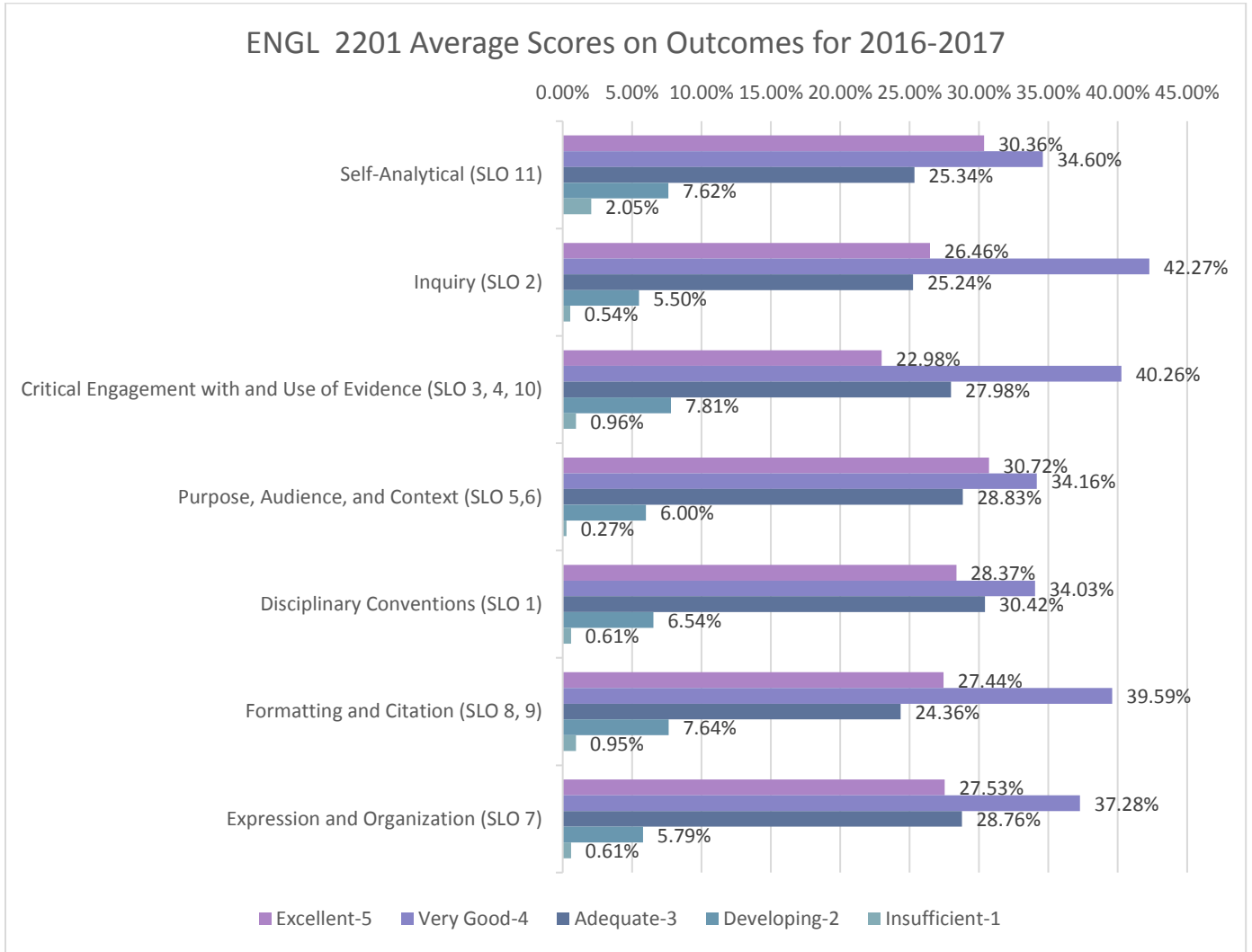
Results.

Below is a graph showing the average scores on the portfolio and self-analytical writing outcomes by semester as recorded by the instructors who assessed their own sections' work. Based on a total score of 5 in each category, the averages did achieve a score over 3. A score of 3 is adequate. Because GTAs taught ENGL 2201 in Spring and not Fall, we were curious to see if that impacted the scoring of the submissions. The average scores are higher in Spring than the Fall but not significantly to be concerned. All averages are "Adequate" or above.
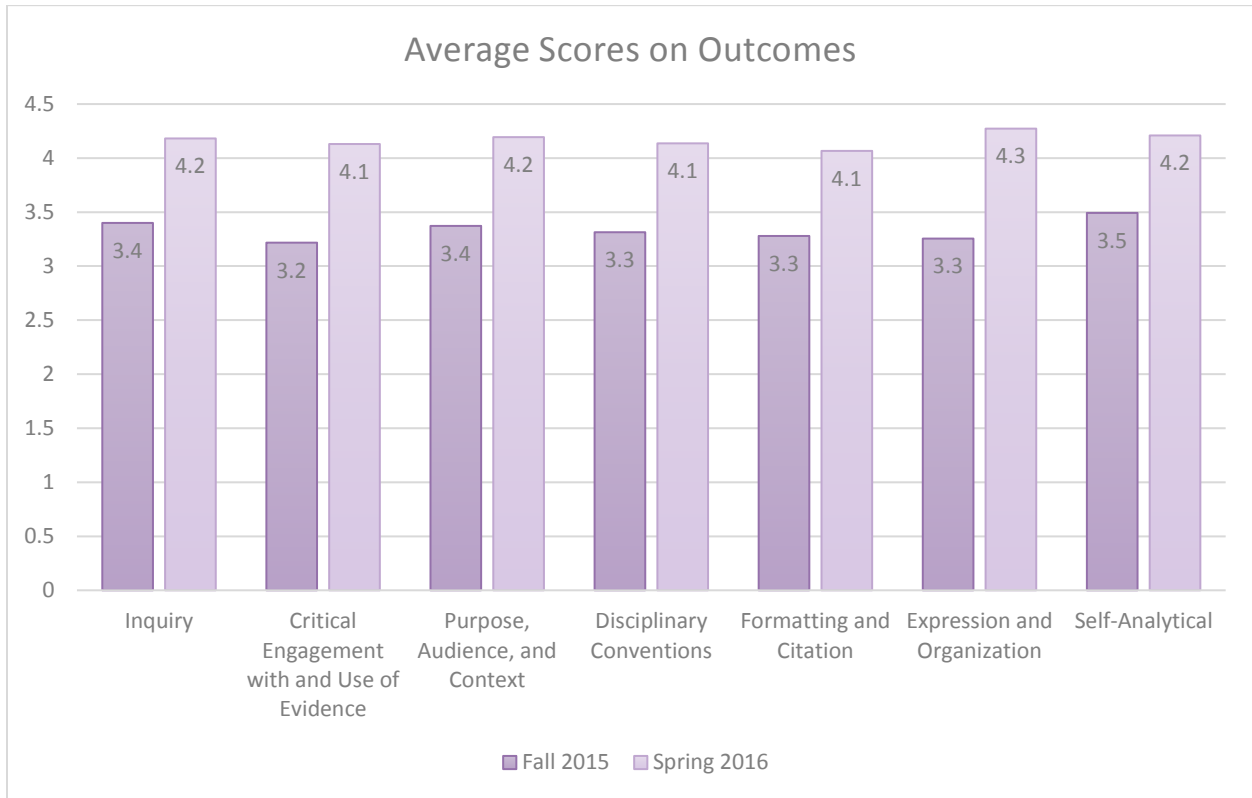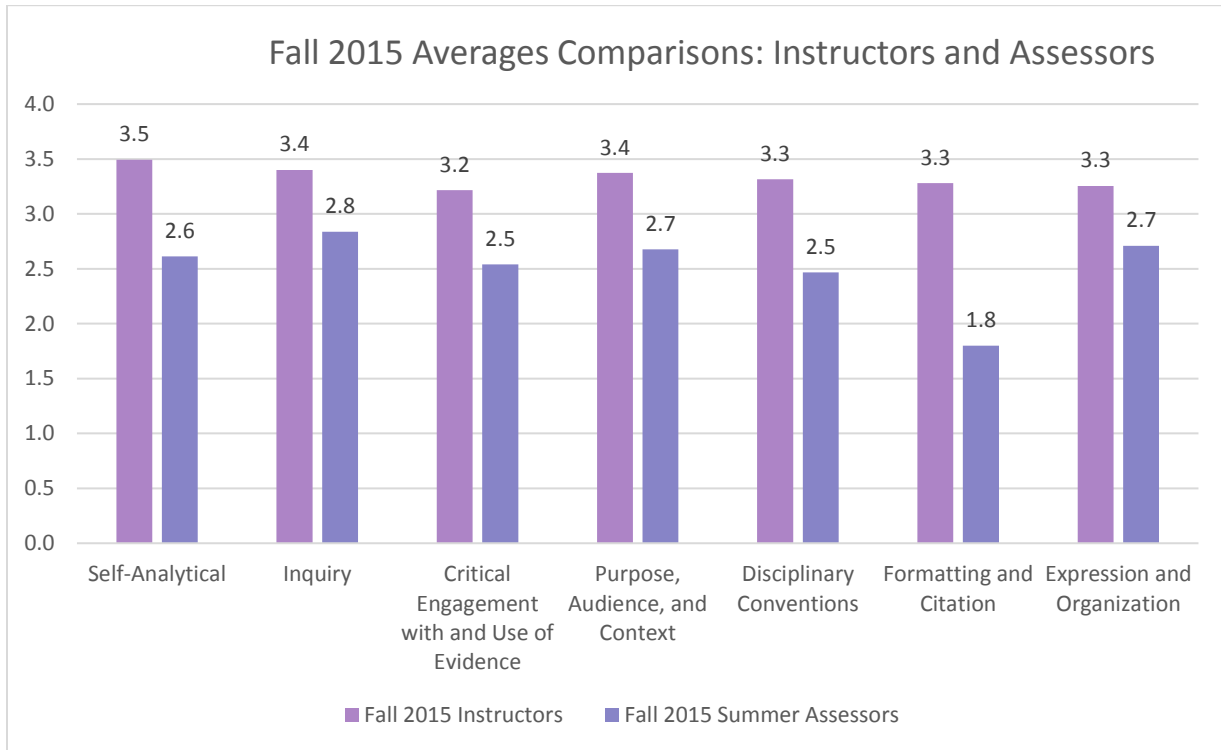

Self-Analytical and Portfolio average outcomes out of a possible score of 5.

Below is a graph showing the percentage distribution of each score for each category. In each category, 50% or higher of the submissions are "Excellent" or "Very Good."

ENGL 2201 Average Scores on Outcomes for 2016-2017

0.00% 5.00% 10.00% 15.00% 20.00% 25.00% 30.00% 35.00% 40.00% 45.00%

Self-Analytical (SLO 11)
- 30.36%
- 34.60%
- 25.34%
- 7.62%
- 2.05%

Inquiry (SLO 2)
- 26.46%
- 42.27%
- 25.24%
- 5.50%
- 0.54%

Critical Engagement with and Use of Evidence (SLO 3, 4, 10)
- 22.98%
- 40.26%
- 27.98%
- 7.81%
- 0.96%

Purpose, Audience, and Context (SLO 5,6)
- 30.72%
- 34.16%
- 28.83%
- 6.00%
- 0.27%

Disciplinary Conventions (SLO 1)
- 28.37%
- 34.03%
- 30.42%
- 6.54%
- 0.61%

Formatting and Citation (SLO 8, 9)
- 27.44%
- 39.59%
- 24.36%
- 7.64%
- 0.95%

Expression and Organization (SLO 7)
- 27.53%
- 37.28%
- 28.76%
- 5.79%
- 0.61%

■ Excellent-5 ■ Very Good-4 ■ Adequate-3 ■ Developing-2 ■ Insufficient-1

Below is a graph showing the comparison of the Fall 2015 embedded assessment with that done by the summer assessors. We have some concerns since the differences vary from "Adequate" to "Developing" and even "Adequate" to "Insufficient."

Fall 2015 Averages Comparisons: Instructors and Assessors

Category	Fall 2015 Instructors	Fall 2015 Summer Assessors
Self-Analytical	3.5	2.6
Inquiry	3.4	2.8
Critical Engagement with and Use of Evidence	3.2	2.5
Purpose, Audience, and Context	3.4	2.7
Disciplinary Conventions	3.3	2.5
Formatting and Citation	3.3	1.8
Expression and Organization	3.3	2.7

Discussion of Results

It is important to note that 2015-2016 was the first academic year ENGL 2201 was offered fully and the first time we tried embedded assessment. The Composition Committee discussed the results. We see many possibilities to the results of the assessment:

- Students taking ENGL 2201 are in their second year and by having more college experience may be performing better than expected
- Instructors teaching ENGL 2201 may be inflating the assessment because of familiarity with their students' work
- The curriculum designed for ENGL 2201 is effective and supporting student learning in the objectives for the course.

The most significant concern is the difference in the embedded and summer assessors' results for formatting and citation. One possible explanation for this is that embedded assessors may not have been as strict on formatting and citation requirements. The summer assessors assessed for fully following the documentation style used by the student. When it was clear that there was a blending of styles, for example APA in-text citations with and MLA header and Works Cited, the result was Developing or Insufficient. In addition, the summer assessors consistently scored insufficient for evidence of plagiarism. It is possible that instructors are more lenient with students who show great improvement in this area resulting in inaccurate assessment.

Recommendations.
Continue to offer Professional Development Workshops focused on fostering critical engagement with evidence and proper formatting and citation.
In 2016-2017, the Composition Committee will sponsor workshops for faculty to help with fostering critical engagement with evidence and avoiding plagiarism.

Pilot another method of assessment using the same submission method.

Based on the above data, students are overwhelmingly meeting our expectations of 70% or more scoring Developing or higher. Although, there is some concern that embedded assessors are scoring too leniently, especially GTAs in Spring 2016. The Director of Composition will continue to work with the GTAs and continue to collect examples of graded work to reinforce rigor of expectations.

However, the biggest change recommended and one that we will pilot on 2016-2017 is the use of Blackboard's Outcomes—an assessment tool. Working with Dr. Wendy Creasey, Matt Long, Adam Brewer, and Ginny Sconiers, the Director of Composition is investigating the ability to use Outcomes to complete assessment requirements. We will still collect the portfolio of revisions and self-analytical writing from students in ENGL 1100 and 2201; however, we will move from embedded assessment to a team of assessors to evaluate a random sampling of the submissions. In Spring 2017, the Composition Committee will serve as the pilot assessment team and will assess a random sampling of 30% of the ENGL 1100 submissions. Using Outcomes, assessors will be able to access all materials needed through Blackboard. The benefits of conducting assessment this way means we will alleviate the potential biases that can emerge in embedded assessment, we will remove the extra work of doing assessment in Blackboard for those instructors who do not incorporate it as part of their usual course work, and we should have results quicker.

Beginning Summer 2016, the Director of Composition began regular meetings with the ECU Blackboard IT team and the Blackboard contact. In Fall 2016, the Director of Composition will participate in a two-day meeting and training on using Outcomes. Part of this time will also be devoted to training the Composition Committee members on how to use Outcomes for assessment. In Spring 2016, the pilot assessment using Outcomes will happen using 30% of the Fall 2015 submissions for ENGL 1100.

Moving forward, we hope that the department will have an assessment team that will rotate membership. The assessment team may be made up of 10-15 volunteering T/TT, FTF, and GTAs with the expectation that all faculty members of the department will serve in rotation on the assessment team every few years.

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 Outcome assessment tool to possibly address this concern.

APPENDIX A

Syllabus
English 1100: Foundations of College Writing
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.**

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. 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. **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]

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 (revised 8/12/2015)
In addition to uploading your course material to your English 1100 2015-16 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 (https://pirateport.ecu.edu/portal/).

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

Instructions for creating your University Writing Portfolio and uploading your materials are available online (www.ecu.edu/QEP) and in person at the University Writing Center (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.
Nazario, Sonia. *Enrique's Journey*. NY: Random House, 2014. Print. ISBN: 978-0-8129-7178-1.

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 (revised 8/13/2015)
I encourage you to make use of the writing assistance provided by the University Writing Center (UWC), located in Joyner Library 1015. You can visit the UWC during any stage of the writing process. While the UWC does accept walk-ins if a consultant is available at that time, it is a very

good idea to make an appointment ahead of time at https://ecu.mywconline.com or call 252.328.2820. Appointments begin on the hour and last about 45 minutes. When you visit the UWC, be prepared to ask and answer questions about your writing. It is also helpful for you to bring a copy of your assignment and any work you've done so far.

Major 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.

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, pathos, and logos) in samples	site *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 Sonia Nazario, *Enrique's Journey*. 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 *Enrique's Journey* 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 *Enrique's Journey* 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

> 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.

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

In order to be successful in this class, your regular attendance is essential. Class meetings will be used to complete in-class writing assignments and group work, to participate in peer review activities, to receive information about assignments and expectations, and to discuss reading material. Beyond the damage absences can have on your class citizenship grade, *missing more than 4 class meetings of a MWF class or more than 3 class meetings of a TR class without full documentation of a university-excused absence will lower your course grade 1/3 a letter grade for each additional class absence. Your grade can be lowered even down to an "F" if the absences continue*. I will send you a written warning when your course grade begins to suffer due to missed classes.

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

> 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."

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. 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

Final Exam

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

English 1100: Foundations of College Writing
Fall 2015

SAMPLE WEEKLY SCHEDULE
Unit 1: Weeks 1-4

NFG = The Norton Field Guide to Writing
PP = Pirate Papers for English 1100

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 (M 8/24 - F 8/28)

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
a. 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.

b. 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.

c. 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 (M 8/31 - F 9/04)

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

a. 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.

b. 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.

c. 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.

d. 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 (T 9/08** - F 9/11)

There is **no class on **Monday, Sept. 7st** (Labor Day).

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
   a. 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).

   b. 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.

   c. 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 9/14- F 9/18)

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 Nazario.

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
   a. 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.*

b. 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.

c. 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 9/21 - F 9/25)

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 *Enrique's Journey*

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

a. Present for the class a rhetorical analysis—use the questions listed in *NFG* p. 73.

b. 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 9/28 - F 10/02)

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

a. <mark>Graded Project 1 should be handed back by the beginning of this week.</mark> 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.

b. 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.

c. 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 10/05 - F 10/09)

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 2201. 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 *Enrique's Journey*

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
a. 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.

b. Peer review of Project 2.

FALL BREAK—Saturday 10/10 - Tuesday 10/13

WEEK EIGHT (W 10/14 - F 10/16)

> **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) prior to your class's library instructional session.

Readings:
1. *Enrique's Journey*
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
a. 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 10/19 - F 10/23)
Library visit this week if not completed last week.

Readings
1. *NFG*, Chapters 44-46
2. *Enrique's Journey* (Map and Prologue – Chapter 3)

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
a. 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.

b. Groups should begin presenting this week.

WEEK TEN (M 10/26 - F 10/30)

Readings
1. Articles that the students select about their contexts.
2. *Enrique's Journey* (Chapters 4-6)

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
a. **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 11/02 - F 11/06)

Readings
1. Articles that the students select about their contexts.
2. *Enrique's Journey* (Chapter 7-Afterword)

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
a. Group presentations.

WEEK TWELVE (M 11/09 – F 11/13)

Readings
1. Selection from *NFG*, Chapter 33
2. Secondary sources students will be using to write Project 3.
3. *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
a. 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.

b. Ask students to write summaries of and responses to two sources that they plan to use for their "Writing to Persuade" project.

c. 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.

d. 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).

e. 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 11/16 – F 11/20)

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
a. Conduct a peer review of their drafts for Project 3.

b. 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 11/23 – T 11/24)

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
a. Conduct a peer review of their drafts for Portfolio Revisions.

b. If possible, dedicate class time to peer editing.

c. 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. 11/25 – Sun. 11/29

WEEK FIFTEEN (M 11/30– F 12/06)
Readings

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

Things to Accomplish in Class
- <mark>**Hand Back Graded Project 3 (beginning of week)**</mark>

- **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 12/07)

Readings
1. NA—students should be completing their Portfolio of Revisions and Cover Letter.
2. **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.

-*-*-*-*-*-*

Final exam time – portfolio due (W 12/09 – W 12/16)
You must meet in your classroom during the exam time.
Students must upload their portfolio content to iWebfolio.

FINAL EXAM SCHEDULE FALL 2015

Information copied from:
http://www.ecu.edu/cs-acad/fsonline/customcf/calendar/fall2015.pdf.

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

Distance education classes should give their final examinations in a timely fashion to allow submitting grades in time.

Times class regularly meets	Time and day of examination
8:00 MWF	8:00 -10:30 Monday, December 14

8:00 TTh	8:00-10:30 Tuesday, December 15
9:00 MWF	8:00-10:30 Wednesday, December 16
9:00 TTh (9:30)	8:00-10:30 Wednesday, December 9
10:00 MWF	8:00-10:30 Friday, December 11
10:00 TTh	8:00-10:30 Thursday, December 10
11:00 MWF	11:00 -1:30 Monday, December 14
11:00 TTh	11:00-1:30 Thursday, December 10
12:00 MWF	11:00-1:30 Wednesday, December 16
12:00 TTh (12:30)	11:00-1:30 Wednesday, December 9
1:00 MWF	11:00 1:30 Friday, December 11
1:00 TTh	11:00-1:30 Tuesday, December 15
2:00 MWF	2:00-4:30 Monday, December 14
2:00 TTh	2:00-4:30 Tuesday, December 15
3:00 MWF (3:30)	2:00-4:30 Wednesday, December 16
3:00 TTh (3:30)	2:00-4:30 Thursday, December 10
4:00 MWF	2:00-4:30 Friday, December 11
4:00 TTh	2:00-4:30 Wednesday, December 9
5:00 MWF	5:00-7:30 Monday, December 14
5:00 TTh	5:00 -7:30 Thursday, December 10

Grades due by 4:30pm, Friday, 12/18

APPENDIX B

Syllabus
English 2201: Writing about the Disciplines
Spring 2016

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 Final Portfolio Assignment. These will be copied into your Blackboard course with the appropriate rubrics.

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 where noted 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 phones)
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

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

- 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 file folder without pockets.
- 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

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

In addition to writing projects, you are required to complete reading assignments; to complete informal writing; to contribute to class discussions; 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 4 class meetings of a MWF class or more than 3 class meetings of a TR class without full documentation of a university-excused absence will lower your course grade 1/3 a letter grade for each additional class absence.* Your grade can be lowered even down to an "F" if the absences continue. I will send you a written warning when your course grade begins to suffer due to missed classes.

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

Official, 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 (revised 8/13/15)

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

University Writing Portfolio 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 (https://pirateport.ecu.edu/portal/).

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

Instructions for creating your University Writing Portfolio and uploading your materials are available online (www.ecu.edu/QEP) 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.

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

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. I am more than willing to help make this class accessible to all students.

UNIVERSITY WRITING CENTER (revised 8/13/2015)
I encourage you to make use of the writing assistance provided by the University Writing Center (UWC), located in Joyner Library 1015. You can visit the UWC during any stage of the writing process. While the UWC does accept walk-ins if a consultant is available at that time, it is a very good idea to make an appointment ahead of time at https://ecu.mywconline.com or call 252.328.2820. Appointments begin on the hour and last about 45 minutes. When you visit the UWC, be prepared to ask and answer questions about your writing. It is also helpful for you to bring a copy of your assignment and any work you've done so far.

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	20%
Category 2 Projects	40%
Final Portfolio	10%
Self-Analytical Writing	10%
Presentation	5%
Class Citizenship/Peer Review	15%

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.

FINAL EXAM SCHEDULE SPRING 2016
Information copied from:
http://www.ecu.edu/cs-acad/fsonline/customcf/calendar/spring2016.pdf.

There will be no departure from the printed schedule, except as noted below:
Examinations for one credit hour classes may be held during the last regular
meeting of the class. Classes meeting more than three times a week will follow
the examination schedule for MWF classes. Clinical and non-traditional class

schedules, including graduate level courses, may also adopt a modified examination schedule as required. A final course meeting during the exam period is required in order to satisfy the 750 contact minutes per credit hour required by the University of North Carolina Office of the President. Department Chairs are responsible for monitoring adherence to scheduled examination requirements.

Distance education classes should give their final examinations in a timely fashion to allow submitting grades in time.

Times class regularly meets	Time and day of examination
8:00 MWF	8:00-10:30 Friday, April 29
8:00 TTh	8:00-10:30 Thursday, April 28
9:00 MWF	8:00-10:30 Monday, May 2
9:00 TTh (9:30)	8:00-10:30 Tuesday, May 3
10:00 MWF	8:00-10:30 Wednesday, May 4
10:00 TTh	8:00-10:30 Thursday, May 5
11:00 MWF	11:00 -1:30 Friday, April 29
11:00 TTh	11:00-1:30 Thursday, May 5
12:00 MWF	11:00-1:30 Monday, May 2
12:00 TTh (12:30)	11:00-1:30 Tuesday, May 3
1:00 MWF	11:00 1:30 Wednesday, May 4
1:00 TTh	11:00-1:30 Thursday, Apr 28
2:00 MWF	2:00-4:30 Friday, April 29
2:00 TTh	2:00-4:30 Thursday, April 28
3:00 MWF (3:30)	2:00-4:30 Monday, May 2
3:00 TTh (3:30)	2:00-4:30 Thursday, May 5
4:00 MWF	2:00-4:30 Wednesday, May 4
4:00 TTh	2:00-4:30 Tuesday, May 3
5:00 MWF	5:00-7:30 Monday, May 2
5:00 TTh	5:00 -7:30 Thursday, April 28

Grades due by 4:30pm, Saturday, 05/07

English 2201: Writing About the Disciplines: Multidisciplinary
Spring 2016

SAMPLE WEEKLY SCHEDULE
Unit 1: Weeks 1-4

A model of the first four weeks has been provided for the GTAs teaching ENGL 2201 for Spring 2016. GTAs may make changes to the first four weeks in terms of reading assignments and class activities and homework. Project 1 will be the same for all GTAs.

A description of Units will be provided moving forward with suggested readings and activities for GTAs to create their own weekly schedules.

This weekly calendar provides a sample sequence of readings and writing/discussion assignments that correspond to Category 1 and 2 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 an overly detailed 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.

BB = Building Bridges through Writing
LS = The Little Seagull Handbook
DB: Discussion Board on Blackboard

The readings listed on a particular date, will be discussed that date. Come to class having already read the assignment and ready to discuss it.

Unit 1: Weeks1-4

Week 1	1/11: **What is Writing About the Disciplines?** Course Expectations and Introduction to Course **Assign:** Writing Sample	1/13: **Writing Across the Curriculum** *BB* Chapter 1 (pp 1-16) **Assign:** Project 1 **Due:** Writing Sample	1/15: **Reading Across the Curriculum** *BB* Chapter 3 (pp 57-66) **Due:** DB Post #1
Week 2	1/18: State Holiday No Classes	1/20: **The Writing Process and Reports** *BB* Chapter 2 (pp18-56); *LS* pp 54-57 **Due:** DB Post #2	1/22: **Integrating Sources, Avoiding Plagiarism** *LS* pp 97-108; *BB* Chapter 12 (pp 325-58) **Due:** DB Post #3
Week 3	1/25: Flipped Day: In-class composing and/or conferences	1/27: Open Workshop to address concerns	1/29: **Responding to Peers' Writing** *LS* pp 12, W-3d "Getting Response" *LS* pp 13-15

Week 4	2/1: Peer Review: Global Concerns	2/3: Peer Review: Editing	2/5: **Rhetorical Analysis** *LS* pp 49-53 **Assign**: Project 2 **Due:** Project 1

Possible In-Class Work/Homework/Discussion Board Posts for Unit 1: Weeks 1-4

> On the Standard schedule, the questions below correspond to Discussion Board Posts. You can make these in-class activities or exercises or homework submitted some other way than Bb.
>
> Feel free to use these or create your own.

Post #1: What are some journals that are relevant to your discipline or major? Please list three examples and whether or not they are accessible through ECU's library database. List three specific practices you can do to improve your reading.

Post #2: In about 50-100 words, describe your writing process from when you get an assignment to when you turn it in. Are you satisfied with your process? What can you do to improve your writing process?

Post #3: What discipline is your major or future career affiliated with? What is the preferred documentation style used by that discipline?

How are APA and MLA in-text citations different? After answering this question, provide an example of each.

What about avoiding plagiarism do you struggle the most with?

Unit 2: Weeks 5-6

A model of the first four weeks has been provided for the GTAs teaching ENGL 2201 for Spring 2016. GTAs may make changes to the first four weeks in terms of reading assignments and class activities and homework. Project 1 will be the same for all GTAs.

A description of Units will be provided moving forward with suggested readings and activities for GTAs to create their own weekly schedules.

This weekly calendar provides a sample sequence of readings and writing/discussion assignments that correspond to Category 1 and 2 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 an overly detailed 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.

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Overview of Unit 2: Weeks 5-6

	Topics to Cover	Possible Readings	Possible homework/activities
Week 5 2/8–2/12	**Research Process** **Evaluating Sources**	*BB* Chapter 4 (67-80) *LS* 80-95 Students' selections for assignment	• Why is context important when analyzing a text? What are questions you can ask about the texts you will use for Project 2 (even if you have not selected those texts yet) that will help you understand the texts better? • What possible issues, topics, or arguments affiliated with your discipline are you interested in learning more about? • What are possible research question you would like to investigate related to these issues, topics, or arguments? Why are these important research questions to ask? • In-class exercises in analyzing texts. • In-class exercises on evaluating sources. • Flip class: allow students to find texts through ECU's databases.
Week 6	**Research Process**	Students' selections for assignment	• In-class exercises in analyzing texts.

2/15–2/19	Evaluating Sources Assign Project 3		• In-class exercises on evaluating sources. • Peer Review by 2/19: Due Project 2

Unit 3: Weeks 7-10
Unit 4: Weeks 11-Finals

A model of the first four weeks has been provided for the GTAs teaching ENGL 2201 for Spring 2016. GTAs may make changes to the first four weeks in terms of reading assignments and class activities and homework. Project 1 will be the same for all GTAs.

A description of Units will be provided moving forward with suggested readings and activities for GTAs to create their own weekly schedules.

This weekly calendar provides a sample sequence of readings and writing/discussion assignments that correspond to Category 1 and 2 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 an overly detailed 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.

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Overview of Unit 3: Weeks 7-10

	Topics to Cover	Possible Readings	Possible homework/activities
Week 7 2/22–2/26	**Writing in Your Discipline** **Doing Research and Annotated Bibliographies** Projects 3 and 4 are Category 2 assignments. You will need to be explicit with students that	*BB* Students Read either Chapter 5, 6, 7, 8, 9, 10, or 11 (the one that is affiliated with their discipline) *LS* 66-70 Review *LS* 108 and point students to 109-250 where the different documentation styles are covered	• Summarize the chapter from *BB* that you selected to read. What are the key take-aways for you as a writer entering this discipline? What questions are you left with as a reader? • Have students work in groups of like disciplines to review the chapters they read. Small groups report back to class to hear similarities and difference across the disciplines. • Class creates citation formatting chart based on disciplines.

	Topics to Cover	Possible Readings	Possible homework/activities
	they are making a shift in their writing and in their audiences.		• Discuss differences in citation format and why some disciplines prefer dates over others. • Write two evaluative annotations of sources you have researched for Project 3 and 4. Use the citation format appropriate for the discipline you are writing for.
Week 8 2/29–3/4	**Writing in Your Discipline** **Doing Research and Annotated Bibliographies** **Assign Project 4**	Readings this week will be sources students find as part of their research for Projects 3 and 4.	• Flip classroom: conduct research in class. • Write **three more** *evaluative annotations* of sources you have researched for Project 3 and 4. Use the citation format appropriate for the discipline you are writing for. • Peer Review of annotations
Week 9 3/7–3/11	Spring Break		
	Topics to Cover	Possible Readings	Possible homework/activities
Week 10 3/14–3/18	**Writing in Your Discipline**	Student work.	Peer Review **by 3/18: Due Project 3**

BB = Building Bridges through Writing
LS = The Little Seagull Handbook

Overview of Unit 4: Weeks 11–Finals

	Topics to Cover	Possible Readings	Possible homework/activities
Week 11 3/21–3/24 *3/25 is a State Holiday	**Research and Writing** **Review Plagiarism**	Student research.	• What is most challenging about Project 4? What would help you best complete this project? • Flip classroom works well—have students draft in class.
Week 12 3/28–4/1	**Research and Writing** **Presenting Work**	Student research. Help with designing a presentation of Project 4 appropriate for discipline.	• Flip classroom works well—have students draft in class. • Peer Review • Conferences
Week 13 4/4–4/8	**Research and Writing**	Student work.	• Peer Review

Week 14 4/11–4/15	**Research and Writing**	Student work.	• Peer Review **by 4/15: Due Project 4 with Presentation**
Week 15 4/18–4/22	**Revising** **Self-Analytical Writing**	*LS* 13-15 Student Work	• Students draft plans for revisions. • Students review writing and rubric to work on self-analytical writing • Students Peer Review
Week 16 4/25–4/26 *4/26 is a Friday schedule	**Revising** **Self-Analytical Writing**	Student work	• Peer Review **by 4/26: Due Portfolio (Category 1 and 2 Revisions) and Self-Analytical Writing to Blackboard and iWebfolio**
Finals 4/29–5/4	**Student Progress**		Review Portfolio and Self-Analytical Writing with students in one-on-one meetings on date and time of final exam.

APPENDIX C

GTA Orientation/Workshop Agendas

Fall 2015 New GTA Orientation Agenda | Bate 2006
August 14-15 and 17, 9am-4pm | August 18, 9am-12pm

Thursday, August 13 (9am-4pm)

9-9:30am	**Welcome/Introductions**
	• Overview
	• Parking Letters

9:30-10:30am	**University Policies**
	• FERPA
	• Academic Integrity
	• Class Disruption

10:30-10:45am	**Break**

10:45am-12pm   **Syllabus Statements/Requirements**
Important items to have in Syllabus:
- Course and section
- Where your class meets
- Your name and contact information (office, phone, email)
- Office hours (if teaching one class, 3/week and if teaching two classes, 5/week | *must be spread over MWorF AND TorR*)
- Course Description and Goals
- Required Texts
- University Writing Center
- Late Work Policy
- Attendance/Participation/Citizenship
- Accommodation Statement
- Academic Integrity Statement (Plagiarism)
- Weather/Campus Emergencies
- Continuity of Instruction
- Grade Distribution (what is worth what)
- Grade Scale (plus/minus scale)
- Other Policies (technology, language use, etc.)

12-12:45pm	**Lunch on your own**

12:45-2:30pm	**Workshop Syllabus**

2:30-3:30pm   **Weekly/Daily Schedule**
- Clarify due dates
- Readings with page numbers

3:30-4pm	**Regroup**

- Questions
- Draft of syllabus due Friday by 9am to morset@ecu.edu.

Friday, August 14, 9am-3pm

9-9:15am	**Questions**

9:15-10am	**Writing Sample**

- Example Prompts
- Collect writing in the first or second class meeting

10-10:45am	**Assignment Sheets**

- Project 1 articulated for students to understand
- What should be included?

10:45-11am	**Break**

11-11:45am	**Professionalism**

- Dress
- What should students call you?
- Working with staff in English Department
- Social Media/Email

11:45-12:45pm	**Lunch on your own**

12:45-2pm	**Why and Ways to use Blackboard in Teaching**
	Gina Kruschek, PhD Student and GTA

2-3:30pm	**Class Management**
	Kimberly Thompson, PhD Student and Assistant Director of Composition

3:30-4pm	**Review the Day**

- For Monday
- Things to remember
- Send Daily schedule to morset@ecu.edu by 8am, Sunday

Monday, August 17, 9am-4pm

9-10:30am	**Revise Syllabus and Schedule**

10:30-11:15am	**Power Conferences/Working with Students**
	Janine Butler, PhD Student and GTA

11:15-12pm	**Lunch provided**

Fall 2015 GTA Workshop Agenda | Bate 2006
August 17 - 18

Monday, August 17, 12-4pm

12-1pm **Welcome**
Kimberly Thompson, Assistant Director of Composition, PhD Student
Dr. Michelle F. Eble, Director of Graduate Studies

1-2:15pm **Blackboard Gradebook**
- Using your Syllabus, we will set up your gradebook in Blackboard
- We will also review collecting assignments through Blackboard

2:15-2:30pm **Break**

2:30-3:15pm **What to do on the First Day**
Alana Baker, PhD Student and GTA

3:15-3:30pm **Review the Day**
- For Tuesday
- Office Assignments/Keys

3:30-4pm **Doctoral English Student Organization (DESO)**
Gina Kruschek, PhD Student and GTA
Carleigh DeAngelis, PhD Student and GTA

Tuesday, August 18, 9am-12pm

9-9:45am **First Day, Rosters, and Professionalism**
- Take Roll
- Introduce the Course
- Establish what students will call you

9:45-10:15am **Reminders**
- Performance and Evaluation
- Departmental Copy Policy
- Office Hours
- Writing Sample within first two class meetings. You may tie this into your first writing assignment, or simply come up with a prompt of your own.
- Thursday meetings are mandatory, 9:30-10:30am in TBA.

10:15am-12pm **Finish Syllabi and Schedules and Submit for Copying if Needed**

Announcements
- GTA Meetings every Thursday @ 9:30-10:30am in Bate 2005
- Friday, Aug. 21 @ 3:30pm in Bate 1028, Composition Program Meeting

Spring 2016 GTA Workshop Agenda
January 7-8, 2016
Bate 2017

Thursday, January 7
_____

9–9:45am   **Welcome/Background to ENGL 2201**
- Overview

9:45–10:15am

University Policies Reminders
- FERPA
- Academic Integrity
- Class Disruption
- Dean of Students: 252-328-9297
- ECU Cares: 252-737-5555

Other Reminders
- Performance and Evaluation
- Departmental Copy Policy
- Office Hours
- Writing Sample within first two class meetings
- Thursday meetings are mandatory, 9:30-10:30am in Bate 2005

10:15–10:40am   **Syllabus Statements/Requirements**
- Important Items to have in Syllabus:
- Course and section
- Where your class meets
- Your name and contact information (office, phone, email)
- Office hours (if teaching one class, 3/week and if teaching two classes, 5/week | *must be spread over MWorF AND TorR*)
- Course Description and Goals
- Required Texts
- University Writing Center
- Late Work Policy
- Attendance/Participation/Citizenship
- Accommodation Statement
- Academic Integrity Statement (Plagiarism)
- Weather/Campus Emergencies
- Continuity of Instruction
- Grade Distribution (what is worth what)
- Grade Scale (plus/minus scale)
- Writing Intensive Statement
- University Writing Portfolio Statement
- Other Policies (technology, language use, etc.)

10:40–11:30am   **Workshop and Revise or Edit as needed Syllabus/Daily Schedule**

11:30am–12:30pm   **Lunch on Your Own**

12:30–1pm   **Finish Edits on Syllabus/Daily Schedule**
- Email to Tracy: morset@ecu.edu by 1pm

1–1:30pm   **Professionalism**
- Dress
- What should students call you?
- Working with staff in English Department
- Social Media/Email
- Office Space
- Holding Class

1:30–2:30pm   **ENGL 2201 Rubric**
- Familiarizing with the one Category 1 and 2 rubric
- Grading/Assessing using the rubric

2:30–3pm   **For Friday and Questions**
- Bring Writing Sample Prompt and Project 1 Assignment Sheet
- We will review Unit 2
- Overview of the rest of the semester
- We will review using Blackboard

Friday, January 8
9–9:15am   **Overview/Questions**

9:15–10am   **Writing Sample Prompts**
- Share Prompts
- Collect writing in the first or second class meeting

10–10:30am   **Project 1 Assignment Sheet**
- Workshop and edit with peers

10:30–11:30am   **Unit 2 Overview**
- Second Category 1 assignment that moves students closer to working within their disciplines.
- Recommended types of assignments

11:30am–12:30pm   **Lunch together in Bate 2024**

12:30–1pm   **Blackboard Gradebook**
- Collecting assignments in Blackboard

1–1:30pm   **Library Modules in Blackboard**
                    David Hisle, hisled@ecu.edu
                    Coordinator of Instruction and Graduate Student Outreach
                    Joyner Library, ECU
                    252.328.4978

1:30–2:30pm   **Using the Rubric in Blackboard**
- Attaching it to assignments

- Grading with rubric
- Assessment of Portfolio of Self-Analytical Writing

2:30–3pm   **Questions**
- **Submit syllabus/schedule for copying by 3pm**

APPENDIX D

GTA Meeting Schedules at a Glance

GTa Meeting Schedule at a Glance
Fall 2015

	Thursdays
Week 1	8/27: Check-in/Teaching Journal/Introduce Small Groups
Week 2	9/03: Project 1/Reflection
Week 3	9/10: **Small Groups**: assigning Project 2, what will you do?
Week 4	9/17: (Proj. 1 Due) Academic Integrity / Grading Conversation / by Oct 5 submit to Tracy two examples of graded work
Week 5	9/24: Teaching Rhetorical Analysis
Week 6	10/01: **Small Groups**: Create or share any in-class activities/exercises?
Week 7	10/08: Project 3/Contextual Analysis/Group Presentations *GTAs: bring draft of Unit 3 daily schedule & assignment* *Set them up for 10/15 and "speed date"*
Week 8	10/15: (Proj 2 Due) Teaching Comp "Speed Date"
Week 9	10/22: **Small Groups:** share your mini-contextual analysis of *Enrique's Journey*. What did you learn doing this that will help you work with students on Project 3?
Week 10	10/29: **Small Groups**: how will you work with students to move from presentations to project?
Week 11	11/05: Report Back/Portfolio of Revisions/Cover Letter
Week 12	11/12: iWebfolio
Week 13	11/19: (Proj 3 Due) Invite Spring GTAs (graduating GTAs do not attend)
Week 14	11/26: Thanksgiving NO Classes
Week 15	12/03: Last Meeting
Finals	12/10: Final Exams

Small Groups

Kim	**Therese**
Gaiselle	Suzan
Jake	Ed
Abby H.	Abby M.
Zach L.	Brianne
in library	**Bate 2005**
Alana	**Janine**
Zack C.	Brandon
Rex	Justin
Ruby	Temp
Bate 2206	Ceci
	Bate 2024

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: 9/10, 10/01, 10/22, and 10/29. 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 Kim. 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.

GTA Meeting Schedule at a Glance
Spring 2016

	Thursdays
Week 1	1/14: Check-in/Introduce Small Groups/Avoiding Plagiarism
Week 2	1/21: **Small Groups**: discuss Project 1 and Writing About the Disciplines. What are specific challenges you have faced and how have you responded? Share strategies and ideas with your small group on how to approach Project 1 in its remaining weeks. *Drafts of Unit 2 and Project 2 Assignment due to Tracy by noon.*
Week 3	1/28: Assigning Project 2/Rhetorical Analysis/Evaluating Sources
Week 4	2/4 (Proj 1 Due) Grading Conversation/Unit 3 and Project 3
Week 5	2/11: Academic Integrity/Prep for Category 2/Prep for 3/3 *Drafts of Unit 3 and Project 3 Assignment due to Tracy by noon.*
Week 6	2/18: (Proj 2 Due) **Small Groups**: Create or share any in-class activities/exercises for Unit 3 (and 4)? *Drafts of Unit 4 and Project 4 Assignment due to Tracy by noon.*
Week 7	2/25: Unit 4 and Project 4 that includes a "presentation" component
Week 8	3/3: Teaching 2201 "Speed Dates" *Come with specific questions to ask experienced fixed-term faculty.*
Week 9	3/10: Spring Break No Classes
Week 10	3/17: (Proj 3 Due) Research and Writing/Plagiarism—Maybe Timm and O365
Week 11	3/24: **Small Groups:** share specific strategies for helping students with Project 4. Create and/or share class activities or exercises that are helpful for this Unit.
Week 12	3/31: Portfolio and Self-Analytical Calibration
Week 13	4/7: **Small Groups**: discuss ways you will help students with revising for their Portfolios and writing their Self-Analytical essay.
Week 14	4/14: (Proj 4 Due)/Invite New GTAs (graduating GTAs do not attend)
Week 15	4/21: Last Meeting (Portfolios and Self-Analytical Writing Due by 4/26)
Week 16	4/28: Final Exams ***Tuesday is really a Friday this week.**
Finals	5/7: Final Exams

SMALL GROUPS

Kim	**Gina**	**Carleigh**
Ceci	Ruby	Suzan
Ed	Abby H.	Temp
Zack C.	Justin	Rex
in library	*Bate 2024*	*Bate 2206*

Alana	**Janine**
Zach L.	Abby M.
Jake	Brandon
Brianne	Gaiselle
Bate 2005	*Bate 2026*

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. 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 Kim. 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

Call for Writing Foundations Learning Communities Participation

Writing Foundations Learning Communities

To be recognized as a Writing Foundations Learning Community (WFLC), we ask that you follow these requests:

◊ **Create a small community by organizing a group of 3 (no more than 5) fellow English instructors**

◊ **Set at least three dates (with times) your group will meet**

◊ **Notify Tracy Ann Morse (morset@ecu.edu) by Wednesday, 9/30 of your community members and meeting dates/times (we can provide lunch for these meetings—coordinate with Tracy)**

◊ **Produce handouts of sample activities, assignments, or approaches to teaching Writing Foundations that will be shared on the Writing Foundations Instructor Blog.**

In your WFLC, you will share and discuss issues relevant to teaching ENGL 1100 and 2201. You will create and share material and approaches to teaching. The Composition Committee asks that a summary of the meetings be submitted to the Director of Composition by December 8, 2015 (a form will be provided for each WFLC by the Director of Composition) along with handouts of activities, assignments, or approaches.

In early Spring 2016, WFLC members will present on the work they completed as a result of their WFLC.

Contact Tracy Ann Morse (morset@ecu.edu) if you have any questions.

APPENDIX F

English 2201 Assessment Rubrics
Academic Year 2015-2016

Two rubrics were used for assessing the portfolios for English 2201. The metacognitive piece of writing was assessed separately with the Self-Analytical Rubric. The two pieces in the portfolio were assessed together with the English 2201 Portfolio Rubric.

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 (SLO 2)	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 (SLO 3, 4, 10)	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 (SLO 5, 6)	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 (SLO 1)	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 (SLO 8, 9)	The projects follow standard formatting and documentation guidelines. Attributions are complete and meet the appropriate style guidelines (APA, MLA, Chicago or CSE).	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 (SLO 7)	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.