

Writing Foundations Program

Writing Foundations Committee | 2017-2018 Annual Report

Prepared by Tracy Ann Morse, Director of Writing Foundations

TOTAL ENROLLMENT

Semester	Course	Number of Sections/Students
Fall 2017	ENGL 1100	87 / 2,019
Fall 2017	ENGL 2201	59 / 1,346

Fall 2017 Total Enrollment: 3,365
(92 fewer students than Fall 2016)

Spring 2018	ENGL 1100	55 / 1,283
Spring 2018	ENGL 2201	59 / 1,304

Spring 2018 Total Enrollment: 2,587
(173 fewer students than Spring 2017)

CURRICULUM

The syllabus for 1100 was maintained from the previous year with no changes to textbooks. The Pirate Read was *Evicted: Poverty and Profit in the American City* by Matthew Desmond. We continued to use the seventh edition of *Pirate Papers* for 1100, the second edition of *The Little Seagull Handbook*, and the third edition of *They Say/I Say: The Moves that Matter in Academic Writing* without readings. The syllabus for 2201 was maintained from the previous year. We continued to use the second edition of *The Little Seagull Handbook* and we used a custom edition of *Building Bridges through Writing* that contained a chapter of our student 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).

Living Learning Community/Restricted Sections

Fall 2017	Spring 2018
Jarvis LLC (4 sections)	Athletics LLC (2 sections)
ESL (1 section)	Anchors LLC (1 section)
Project STEPP (1 section)	Camp PIRATES LLC (1 section)
COE (College of Education [2 sections/also SL])	DE (1 section)
Service Learning (3 total sections)	
Honors (2 sections)	
DE (1 section)	
AAMP UP (1 section)	

Semester	Honors Course	Number of Sections	Enrollments
Fall 2016	ENGL 1100	2 capped at 25 each	33
Fall 2016	ENGL 2201	1 capped at 25	22
Spring 2017	ENGL 2201	1 capped at 25	16

English 2201 GTA/Recommended Syllabus.

The GTA/recommended English 2201 syllabus and weekly schedule are appended (Appendix B).

In Fall 2017, we offered 30 sections of ENGL 2201 that were disciplinary specific. We added restrictions by majors to these sections resulting in a good percentage of majors appropriate for the sections:

Fall 2017 Long Title of ENGL 2201 Sections	Percentage of Relevant Majors
Writing About the Disciplines--Writing About Arts and Humanities	95%
Writing About the Disciplines--Writing About Arts and Humanities	87%
Writing About the Disciplines--Writing About Arts and Humanities	100%
Writing About the Disciplines--Writing About Business	96%
Writing About the Disciplines--Writing About Business	95%
Writing About the Disciplines--Writing About Business	100%
Writing About the Disciplines--Writing About Business	96%
Writing About the Disciplines--Writing About Communication	92%
Writing About the Disciplines--Writing About Communication	91%
Writing About the Disciplines--Writing About Education	95%
Writing About the Disciplines--Writing About Education	100%
Writing About the Disciplines--Writing About Education	100%
Writing About the Disciplines--Writing About Education	90%
Writing About the Disciplines--Writing About Engineering & Technology	96%
Writing About the Disciplines--Writing About Engineering & Technology	100%
Writing About the Disciplines--Writing About Engineering & Technology	100%
Writing About the Disciplines--Writing About Engineering & Technology	91%
Writing About the Disciplines--Writing About Engineering & Technology	100%
Writing About the Disciplines--Writing About Health Sciences	100%
Writing About the Disciplines--Writing About Health Sciences	96%
Writing About the Disciplines--Writing About Health Sciences	87%
Writing About the Disciplines--Writing About Health Sciences	96%
Writing About the Disciplines--Writing About Natural Sciences	77%
Writing About the Disciplines--Writing About Natural Sciences	87%
Writing About the Disciplines--Writing About Natural Sciences	88%
Writing About the Disciplines--Writing About Natural Sciences	92%
Writing About the Disciplines--Writing About Social Sciences	87%
Writing About the Disciplines--Writing About Social Sciences	84%

Writing About the Disciplines--Writing About Social Sciences	95%
Writing About the Disciplines--Writing About Social Sciences	91%

In Spring 2018, we offered 33 sections of ENGL 2201 that were disciplinary specific. We added restrictions by majors to these sections resulting in a good percentage of majors appropriate for the sections:

Spring 2018 Long Title of ENGL 2201 Sections	Percentage of Relevant Majors
Writing About the Disciplines--Writing About Arts and Humanities	100%
Writing About the Disciplines--Writing About Arts and Humanities	63%
Writing About the Disciplines--Writing About Business	96%
Writing About the Disciplines--Writing About Business	96%
Writing About the Disciplines--Writing About Business	100%
Writing About the Disciplines--Writing About Business	95%
Writing About the Disciplines--Writing About Communication	77%
Writing About the Disciplines--Writing About Communication	94%
Writing About the Disciplines--Writing About Communication	95%
Writing About the Disciplines--Writing About Communication	100%
Writing About the Disciplines--Writing About Education	68%
Writing About the Disciplines--Writing About Education	80%
Writing About the Disciplines--Writing About Engineering & Technology	75%
Writing About the Disciplines--Writing About Engineering & Technology	96%
Writing About the Disciplines--Writing About Engineering & Technology	96%
Writing About the Disciplines--Writing About Engineering & Technology	95%
Writing About the Disciplines--Writing About Engineering & Technology	91%
Writing About the Disciplines--Writing About Health Sciences	91%
Writing About the Disciplines--Writing About Health Sciences	88%
Writing About the Disciplines--Writing About Health Sciences	100%
Writing About the Disciplines--Writing About Health Sciences	96%
Writing About the Disciplines--Writing About Health Sciences	95%
Writing About the Disciplines--Writing About Health Sciences	100%
Writing About the Disciplines--Writing About Natural Sciences	91%
Writing About the Disciplines--Writing About Natural Sciences	88%
Writing About the Disciplines--Writing About Natural Sciences	90%
Writing About the Disciplines--Writing About Natural Sciences	87%
Writing About the Disciplines--Writing About Natural Sciences	90%
Writing About the Disciplines--Writing About Social Sciences	91%
Writing About the Disciplines--Writing About Social Sciences	100%
Writing About the Disciplines--Writing About Social Sciences	100%
Writing About the Disciplines--Writing About Social Sciences	95%
Writing About the Disciplines--Writing About Social Sciences	100%

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 Writing Foundations. Appendix C includes the Agenda from the Fall 2017 and Spring 2018 Orientations and Workshops (PowerPoint Presentation from Orientations were made available on the [Writing Foundations Instructors Blog](#)). In 2017-2018, the Director of Writing Foundations completed 9 observations of GTAs.

Semester	Number of GTAs	Number of Sections Covered
Fall 2017	13	24 of 1100
Spring 2018	10	19 of 2201

Professional Development Opportunities

Thursday morning meetings, held weekly from 9:30-10:30 AM. Appendix D includes copies of the “Schedule at a Glance” handouts and explanation of the small groups.

Other Instructors.

The syllabi used by the GTAs were also provided for fixed-term and tenured/tenure-track faculty teaching Writing Foundations courses, 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 and include a Portfolio of Revisions and Self-Analytical Writing. All instructors had access to the GTA/recommended syllabi through the Writing Foundations Instructors Blog.

Associate Director and Assistant Director.

Again, we did not have an Associate Director of Writing Foundations.

2017-2018: GTA, Abigail Morris 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. Morris served on the Writing Foundations Committee as the graduate student representative. She helped with assessment and was a member of the Pirate Read Committee.

WRITING FOUNDATIONS COMMITTEE

Members included Marame Gueye, Grace Horne, Abigail Morris, Marc Petersen, Angela Raper, Jenn Sisk, and Tracy Ann Morse. Will Banks served as ex-officio. The committee met eight times over 2017-2018.

Workshops/Roundtable

17 November 2017: Mapping Course Goals

14 February 2018: Cengage, MindTap Introduction

19 February 2018: Discussion on Advocacy

ASSESSMENT

English 2201 Assessment Report for Academic Year 2017-2018

Overview.

In 2017-2018, the 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 Spring 2018, members of the Writing Foundations Committee assessed a sampling of Spring and Fall 2017 sections' portfolios and self-analytical writing for comparison. The assessment work was service completed by the committee members and they were not financially compensated for their time to plan and prepare for assessment or do the assessment.

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. Understand 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; and
11. Identify and explain writing strategies in your own work.

Method.

Fall 2017–Spring 2018 Expert Assessment

Writing Foundations Committee Members assessed ENGL 2201 Portfolios and Self-Analytical Writing using the appropriate program rubric. A common assignment was created in all ENGL 2201 Blackboard course sites for students to upload the appropriate artifacts. We asked faculty teaching the classes to be sure that students uploaded the appropriate artifacts. Videos for instructors and students to help with the creation of the portfolio and submitting the artifacts were provided on the Writing Foundations Instructor Blog. We used Outcomes (in Blackboard) to run our assessment sessions.

Videos and checklists were available on the Writing Foundations Instructor Blog to help faculty and students create portfolios and submit artifacts to the portfolios. A portfolio consisted of two pieces of writing—a Category 1 Writing About Writing project and a Category 2 Writing In the

Discipline project—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. This self-analytical writing is required for all WI courses. Students uploaded to the appropriate assignment the requested material and Writing Foundations Committee members assessed the work of a random sampling using the program rubric (see Appendix E).

The Writing Foundations Committee participated in calibration sessions. From the self-analytical writing and portfolios collected in previous semesters, samplings were used for expert assessor calibration.

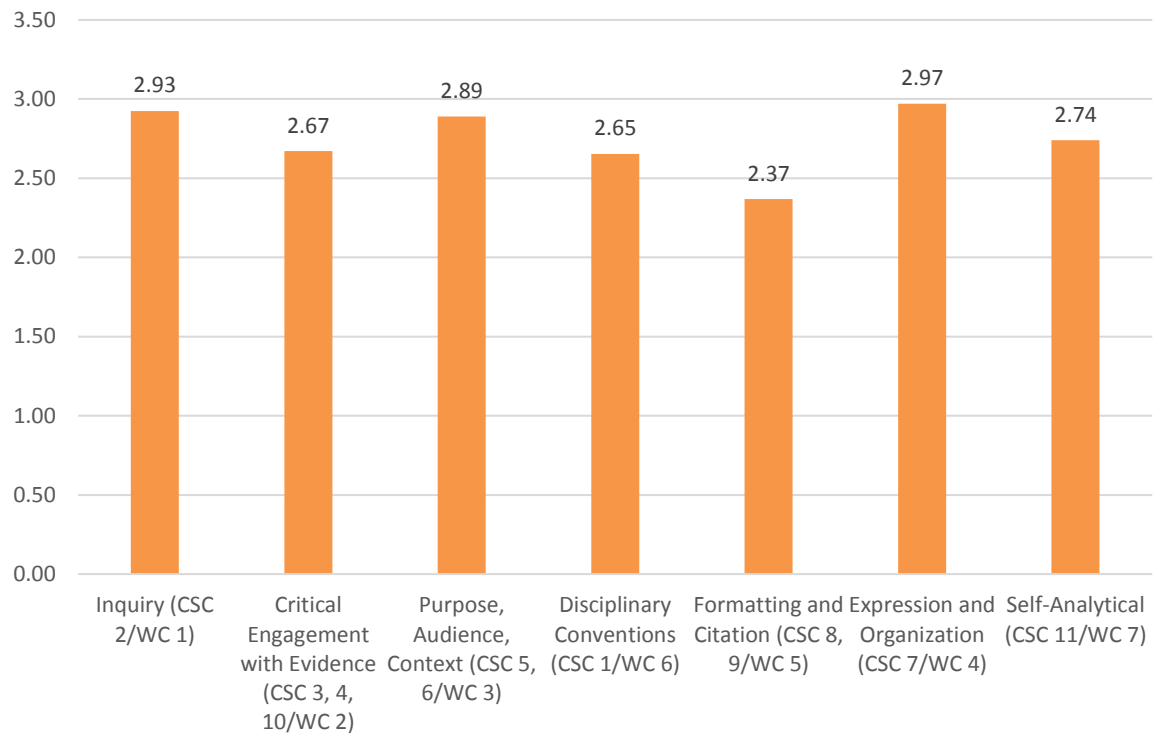
140 portfolios of artifacts were randomly selected by the assistant to the Director of Writing Foundations. Using Outcomes, the assistant created four assessment sessions. For the formal assessment, two assessors were assigned to a batch of portfolios to read and score. We had four pairs of readers. The portfolio artifacts were accessed through an assigned assessment session made available through Outcomes. After reading and scoring the assigned artifacts, the pairs met. The two readers met to discuss their individual scores and reach a consensus of a score that was no more than one point off to report for their individual assessment. These scores were recorded by the assessors on a table created by the Director of Writing Foundations. Because the rubric was not completely attached to the assessment session in Outcomes, we could not record our scores in Outcomes. Assessors sent all their scores to the Director of Writing Foundations. The two scores for a reading pair of assessors were recorded by the assistant to the Director of Writing in one Excel spreadsheet.

To calculate data that represented all sections, the Director used the spreadsheet recording all the data from each assessment session and then aggregated the data from the 2017 assessment. This data was used to generate the tables presented below and was shared at the annual Writing Foundations Program meeting on the Convocation day of Fall 2018.

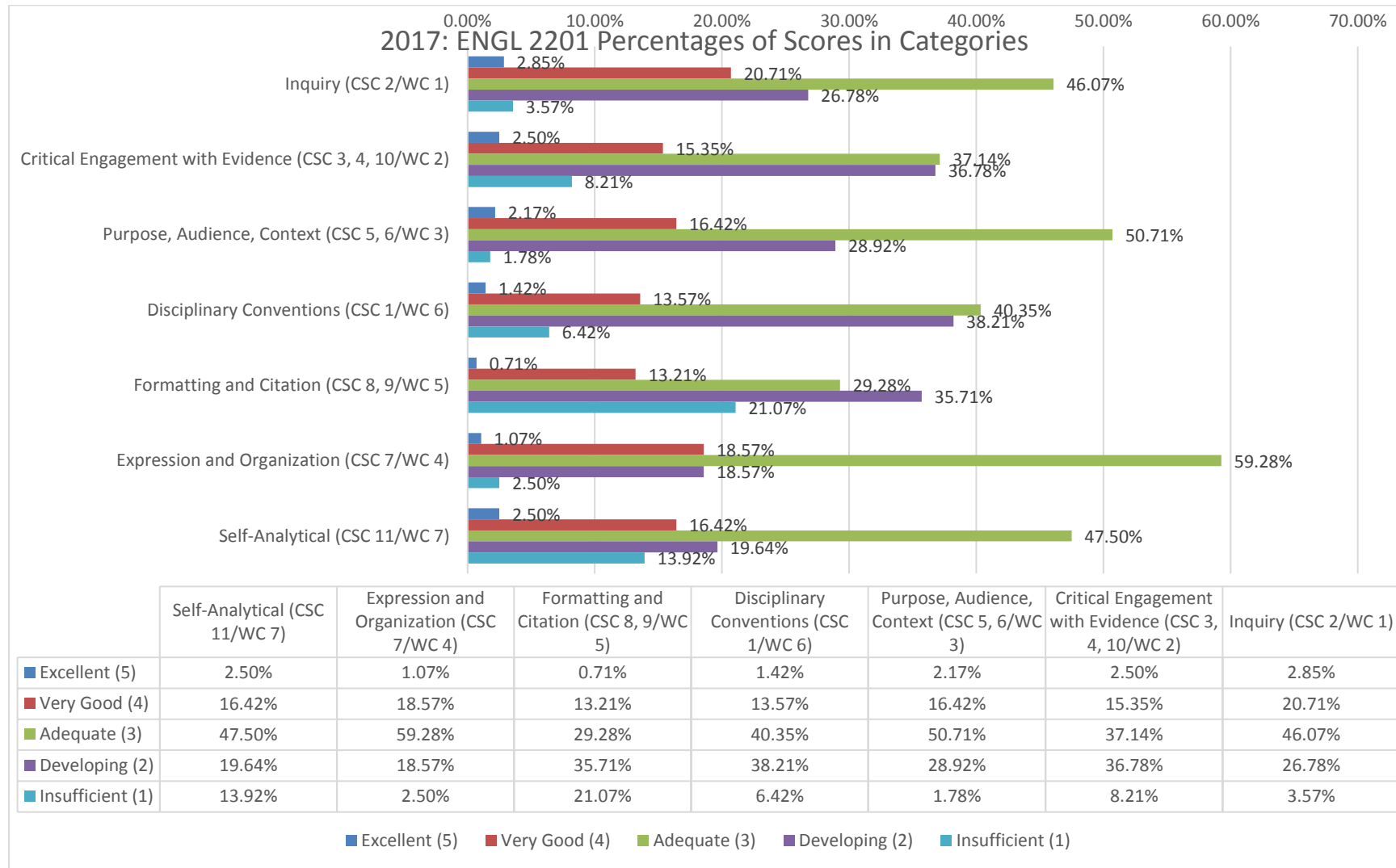
Results.

Below is a table showing the average scores on the portfolio and self-analytical writing outcomes by semester as recorded by the Writing Foundations Committee members who assessed the sampling of ENGL 2201 portfolios and self-analytical writing. Based on a total score of 5 in each category, the averages did not achieve a score of 3. A score of 3 is adequate. All averages are in the “Developing” range, below our expectation of an average of “Adequate” or higher.

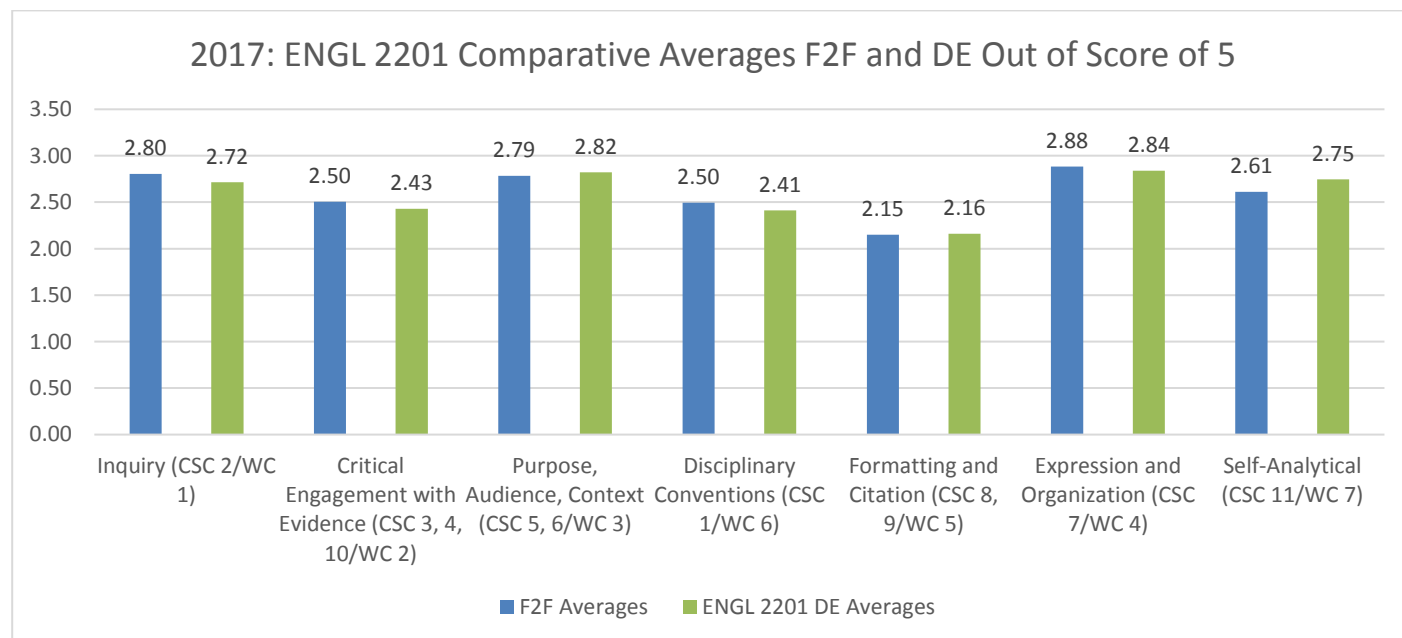
2017: ENGL 2201 Total Averages out of Score of 5



Below is a table showing the percentage distribution of each score for each category. In most categories, the majority of our samples are “Adequate”; however, over 50% performed below “Adequate” in Formatting and Citation.



IPAR requested that we compare the scores of the DE sections to those of the face-to-face sections. Below is a graph showing the averages from both.



Discussion of Results

We are not hitting our expectations for the student performance in the SLOs of ENGL 2201. The Writing Foundations Committee discussed the results. We see some possibilities to the results of the assessment:

- Students taking ENGL 2201 may not be uploading revised work to the Portfolio of Revisions
- Instructors teaching ENGL 2201 may not be offering clear guidelines for assignments or may not be creating assignments that explicitly align with course goals
- Instructors teaching ENGL 2201 may not be teaching formatting and citation practices thoroughly enough.

We are not surprised by the results for Critical Engagement with Evidence and Formatting and Citation, which are related. Students often struggle with accurate citation practices. If an artifact in our sampling demonstrated plagiarism, the assessment score was “Insufficient.” It is possible that some faculty are not stressing proper documentation and citation practices in ENGL 2201 because students use different styles based on their disciplinary preferences. However, the Writing Foundations Committee recommended texts that included multiple citation practices to support both instructors and students in these practices. Another important factor to remember is that this course is intended for sophomores who may still be learning and becoming comfortable with citation and formatting practices.

Recommendations.

Continue to offer Professional Development Workshops focused on instructor awareness of the SLOs in ENGL 2201.

In 2017-2018, the Writing Foundations Committee sponsored workshops for faculty to help with fostering development of assignments that clearly and explicitly align with the SLOs of Writing Foundation courses. One workshop invited instructors to bring their semester’s assignments and we had them map the course SLOs to the assignments. We hoped this exercise would reinforce the goals of the course and promote revisions to assignments as needed to better help students meet the objectives of the course. The workshop was low attended by non-committee members.

Secondary Assessment

Alternatively, we are moving to secondary assessment wherein we will collect samples of semester-worth formal project assignments and map the course goals to determine how well our assignments are asking students to do the work of the course.

Review textbooks.

The Writing Foundations Committee reviewed textbooks/programs to implement in Fall 2018. We spent 2017-2018 reviewing Cengage's MindTap, a plug-in for Blackboard that supplements the texts we use and our teaching. We offered exposure to the program in Spring 2018 and on-going training throughout the summer and before Fall 2018 courses started. We added more samples of student writing to our custom edition of *Building Bridges* with the hope that samples of ECU student writing will help students and instructors see strategies of writing at work.

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 will continue using Blackboard's Outcome assessment tool to possibly address this concern.

APPENDIX A

Syllabus

English 1100: Foundations of College Writing

Fall 2017

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* office hours per a week. Office hours should be scheduled over two or more days to give students more opportunities to seek assistance. **You must have office hours on a MW or F and T or R.** You are encouraged to use the same syllabus for multiple sections.

Instructor: [Mr. or Ms. Last Name]

Email: [address]@students.ecu.edu

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

Office: [Building and Room number]

Office Hours: [days and times]

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

****Important Course Requirement****

As the semester progresses, keep all of your projects, including all drafts, all peer review comments, and all feedback from me. You will need this material to complete the final major assignment in the course.

Course Description from Catalog and Purpose

The information in this section must be included verbatim. You may add to it, but you may not edit or revise what is below.

Foundations of College Writing is an introduction to expository, analytical, and research-based academic writing. Instruction in critical reading; developing, supporting, and organizing ideas; drafting and revising; understanding grammatical conventions; proofreading and editing; and other important aspects of the writing process.

Successful writing is purposeful and audience-specific. It requires writers to reflect carefully on their decisions and those of other writers. Writers must also be aware of the conventions that guide those decisions. Writers must also employ strategies for generating ideas, organizing materials, drafting, and editing their own work.

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.

Foundation: Writing Competence

You must have this statement verbatim on your syllabus.

- 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.

Writing Intensive (WI)

You must have this statement verbatim on your syllabus.

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

University Writing Portfolio

You must have this statement verbatim on your syllabus.

In addition to uploading your course material to your English 1100 Portfolio in Blackboard, you will also submit material to a University Writing Portfolio using iWebfolio.

University Writing Portfolio Upload Requirement.

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

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

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

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

Texts and Course Costs

You must list these required texts with the ISBNs.

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

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

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

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

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

University Writing Center

You must have a statement about the UWC and include where it is located and the link and phone number for making appointments. You may *not* require the use of the UWC.

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

Major Projects

You must include a *brief* overview—not the specifics—of major assignments on the syllabus. Your assignments will be titled using the Major Assignment titles below and you may provide subtitles to them on the assignment sheets you create for the projects.

Each of the writing projects for this course will have a specific due date during the semester. On this due date, you will submit your work, including all drafts and peer responses, to me for feedback and grading.

The Final Portfolio of Revisions

About the Final Portfolio: Research in the teaching of writing has shown that students benefit more from peer and instructor feedback on their writing when they have the chance to revise their work after they receive that feedback. Comments on a final draft tend not to be very instructive for students and serve primarily to justify a grade. Without the chance to revise and improve their writing (and their grade), students often will not even read the comments we carefully, even painstakingly, make on their work. The Course Portfolio, as described here, gives students a chance to revise their work up until the very end of the course.

A portfolio approach to teaching composition is also supported by research and successful practices in the field that recognize writing teachers cannot, in just one or two semesters of composition, fully prepare students to write expertly in all of their future courses, in their professions, and in the world beyond. We can, however, help students in 1100 and 2201 develop transferable strategies for identifying, understanding, and practicing effective writing strategies in whatever contexts they may find themselves. Students will need to be able to identify and explain the textual choices that experienced, successful writers make, and they will need to be able to identify and explain the choices that they make in their own writing. One strategy that has proven effective in the development of such meta-awareness is the use of an end-of-semester portfolio that includes revised work and self-analytical writing in which students identify and explain the revisions and textual choices that they have made in their work in that portfolio.

We will use Blackboard to collect the students' portfolios for the purpose of assessing the Writing Foundations courses.

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

You are encouraged to require one significant revision to be from a traditional text to a multimodal (accessible) text.

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

1. Based on feedback from your peers and from me, revise two projects **significantly**. In other words, your revisions should involve more than simply editing or moving a few things around. In the event that you cannot identify ways your assignments could be made more effective for their original audience(s) and/or purpose(s) through significant revision, you should come speak with me about revising one or both of your assignments for a new audience and/or purpose.
2. Compile a portfolio that includes these two revised assignments, along with **all drafts of and feedback on those assignments**. This material should be gathered neatly in a file or pocket folder (*not* a 3-ring binder), and all components of the portfolio should be *clearly labeled*. All final drafts included in the portfolio, as well as the self-analytical essay, will be uploaded to Blackboard and iWebfolio.
3. Compose a self-analytical letter to turn in with the portfolio. The self-analytical letter should explain and justify the changes you have made to the two pieces of writing you have revised. In addition, the letter should identify and explain what you believe is effective in these two writing projects and what you believe could yet be improved. I will be paying particular attention to how well your letter reflects an awareness of the rhetorical strategies that are present in your writing. More information about the self-analytical letter will be distributed during the semester.

Project 1: Writing to Reflect

Before assigning Project 1, get a writing sample. As you begin work on the first major course assignment, it is very important that you get a sense of students' writing abilities. At some point during the first *two* class meetings (within the first week), get a writing sample from students that you can look over quickly and determine if you may have some students who will benefit from working with the Writing Center on a regular basis. You should encourage all students to visit the Writing Center, but please **DO NOT REQUIRE** your students to go. The Writing Center does not have the staff to meet with every student in your class. Furthermore, it is advisable to talk with students and convince them of the benefits that can accrue from their visiting the Writing Center. If students view the trip to the Writing Center as an unnecessary hoop to jump through, they arrive at the Writing Center with a lot of resistance and are less likely to benefit from the experience.

About Writing to Reflect. Students will reflect critically on something they have a personal connection to and make links to ideas, issues, or conversations outside the self. The specific content starts with the student's personal experiences. The specific skills emphasized are critical awareness of the student as a credible source, skillful use of language, use of narrative as illustration(s) to support a significant thesis, and analysis of experience(s) to make connections outside of the personal.

Possible Prewriting

Narrative writing
 Freewriting on a specific personal experience
 Identity Inventory
 Timelines
 . . . and more.

Possible Essays

Literacy or Education Autobiography
 Analysis of Self as Reader
 Identity Analysis
 Reflect on a Cultural Artifact
 . . . and more.

GTA's will work closely with Dr. Morse to create an appropriate assignment. Examples of possible assignments are available on the Writing Foundations Instructor Blog.

You do not have to include on your syllabus all the information below for each project, but you do need to include the gist.

1. You will be asked to offer a critical analysis reflecting on personal connections or experiences. Your instructor will provide you with specific guidelines for your assignment.
2. The audience for this project is your 1100 classmates.

3. Your writing should convey and explain the significance of the event and explain what your reader might learn from your reflection. As stated in the *LSG*, “narratives usually have a point; you need to make clear why the incident matters to you, or how the narrative supports a larger argument. You may reveal its significance in various ways, but try not to state it too directly” (58-59). We will look at sample reflections in class to give you a better idea of the kinds of events or artifacts you might reflect on and the strategies you might use. You must carefully describe event(s) or artifacts for your audience, keeping in mind that most of your classmates are not familiar with your individual background, but you also need to be sure that your reflection does more than just relate or summarize events or artifacts: it should help your reader to think critically about the events or artifacts.
4. Your reflection should be +/-1200 words (or 5 pages in MLA format).

You should turn in all drafts, peer review feedback, and a brief cover letter with the polished draft (details about the cover letter will be provided in class). ****I will not grade your project if you do not turn in drafts and a cover letter. Failure to submit peer review feedback will negatively affect your grade.**

Project 2: Writing to Analyze

Library Orientation. You should schedule an 1100 library orientation session prior to or during this assignment. Be aware that the library instructional staff gets very busy and plan well in advance for your class’s visit. You should also ask your students to complete the English 1100 library tutorial PRIOR to their instructional session in the library. More information about that tutorial can be found at Library 101: Introduction to Research—<http://libguides.ecu.edu/library101>.

The purpose of Library 101 is to teach students basic research skills needed to succeed in college. As a result of the Library 101 tutorial, students will be introduced to the following skills: Getting Help, Navigating the Library’s Website, Evaluating Sources, Searching for Articles and Books, Avoiding Plagiarism, and Citing Sources. Each skill is divided into beginning and intermediate. The intermediate skills build on the beginning skills. ENGL 1100 and 2201 students will be tested via the quizzes in the final tab of the tutorial.

About Writing to Analyze. This project should emphasize rhetorical analysis. It continues to strengthen the students’ analytical reading and writing skills and asks them to focus on the rhetorical strategies in a text. You should spend much class time working with students to grasp rhetorical strategies that may be at work in a text. The content of this assignment will vary by instructor choice, but will ask students to work with *multiple* texts. The specific skills emphasized stretch students’ analytical skills to focus on ways writers persuade their readers.

Possible Prewriting

Analysis of ads or commercials
 Identification of rhetorical appeals (e.g., ethos, pathos, and logos) in samples
 . . . and more.

Possible Assignments

Analyze news organizations’ web sites
 Analyze a speech considering its primary and secondary audiences
 Analyze a documentary
 Analyze an article on same topic in newsmagazine, periodical, professional journal
 . . . and more.

GTAs will work closely with Dr. Morse to create an appropriate assignment. Examples of possible assignments will be available on the Writing Foundations Instructor Blog.

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

1. In a paper of +/- 1400 words (about 6 pages in MLA format), identify and explain rhetorical strategies that a text uses to try to persuade the audience to accept, or at least seriously consider the

writer's purpose. I will provide you with specific guidelines including who the audience is for this assignment.

2. We will discuss rhetorical strategies in class, but you will want to identify and try to explain strategies such as persona/ethos, tone and style, types of evidence used, writing conventions followed, visual elements used, and other ways in which the writers attempt to achieve their purposes with their audiences.

You must turn in a copy of your sources with your analysis. You will also submit a brief cover letter with the polished draft (details about this letter will be provided in class). ****I will not grade your project if you do not turn in drafts, copies of sources, and your cover letter. Failure to submit peer review feedback will negatively affect your grade.**

Project 3: Writing to Persuade

About Writing to Persuade. This project focuses on the Pirate Read by Matthew Desmond, *Evicted*. Students will continue to use their analytical reading and writing skills throughout this project. This project scaffolds students' analysis of text and moves them to examine the text within a particular context.

Thinking about CONTEXT: Every text is created as part of a larger discussion. It is a reflection of or reaction to the culture it is embedded in. It is created by an author whose experiences and values emerge in his/her writing. It is read by an audience who is immersed in their own experiences, values, and cultures. Exploring one of the contexts of a piece of writing helps the reader understand how the text contributes to a conversation already in progress.

About the Presentation. Students will take the lead in discussion of the reading and be responsible for presenting to the class summary, contextual information, and discussion questions. Material students present during this discussion may be used as secondary sources for the writing of this project.

This project asks you to create an argument, following the guidelines in the *TS* (Part 1 and 2 especially), in which you analyze elements of *Evicted* in relation to a particular context. In order to do this effectively, you should use the close-reading skills you developed working on the rhetorical analysis essay. Your essay should include a healthy balance of quotes and concepts from *Evicted* and from the context that you have placed your analysis of it in. Both of these should serve your own ideas and argument.

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

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

Your argument should be +/-1800 words (about 7½ pages), and you must turn in copies of your sources with your work. You will also submit a brief cover letter with the polished draft (details about this letter will be provided in class). ****I will not grade your project if you do not turn in drafts, copies of sources, and your cover letter. Failure to submit peer review feedback will negatively affect your grade.**

Late Work

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

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

Some things you can do to earn a high grade in this area are

- come to class consistently and be attentive while you are here
- participate actively and productively in peer review sessions
- bring your texts and other class materials to every class
- complete readings thoroughly and on time, and
- participate productively in class discussions.

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

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

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

Attendance

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

In order to be successful in this class, your regular attendance is essential. Class meetings will be used to complete in-class writing assignments and group work, to participate in peer review activities, to receive information about assignments and expectations, and to discuss reading material. Beyond the damage absences can have on your class citizenship grade, *missing more than 4 class meetings of a MWF class or*

more than 3 class meetings of a TR class without full documentation of a university-excused absence will lower your course grade 1/3 a letter grade for each additional class absence. Your grade can be lowered even down to an “F” if the absences continue. I will send you a written warning when your course grade begins to suffer due to missed classes.

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

Official University absences (https://www.ecu.edu/cs-studentaffairs/dos/excused_absences.cfm) will be recognized, although I will expect you to hand in work prior to your absence unless we have discussed a different option. If you need to be absent for any reason, it is very important that you make me aware of your absence as soon as possible.

Plagiarism

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

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

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

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

Accommodation of Special Needs

You must have this statement verbatim on your syllabus.

East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodation based on a covered disability must go to the Department for Disability Services, located in Slay 138, to verify the disability before any accommodations can occur. Their telephone number is 252.737.1016, and their email is dssdept@ecu.edu. I am more than willing to help make this class accessible to all students.

Weather/Campus Emergencies

You must have this statement verbatim on your syllabus.

In case of adverse weather, or other campus emergency, critical information will be posted on the campus web site and announced on the campus hotline: 252.328.0062.

Continuity of Instruction

You must have this statement verbatim on your syllabus.

During a pandemic or catastrophic event, and after all face-to-face instruction has been suspended, communication for our class will take place through ECU email and Blackboard. In the event of such an emergency, check your ECU email account for instructions.

Grading

As a baseline, 80% of the course grade should be determined by performance on revised texts produced in response to major writing assignments. Non-writing (class participation, attendance, etc.) and informal writing components (journal activities, in-class writing assignments, quizzes, peer review, etc.) should count for a more limited portion of the grade.

Assignment	% of Course Grade
Writing to Reflect	20%
Writing to Analyze	20%
Writing to Persuade	20%
Final Portfolio of Revisions	10%
Self-Analytical Letter	10%
Presentation/Leading Discussion	10%
Class Citizenship	10%

Grading Scale

You must have the grading scale verbatim on your syllabus.

<u>Letter grades</u>	<u>% Distribution</u>	<u>Quality points</u>
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 sections are scheduled.

Day, Date, Time

Meeting during the final scheduled time is required.

FINAL EXAM SCHEDULE Fall 2017

Information copied from:

<http://www.ecu.edu/cs-acad/fsonline/customcf/calendar/fall2017.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 11
8:00 TTh	8:00-10:30 Tuesday, December 12
9:00 MWF	8:00-10:30 Wednesday, December 13
9:00 TTh (9:30)	8:00-10:30 Wednesday, December 6
10:00 MWF	8:00-10:30 Friday, December 8
10:00 TTh	8:00-10:30 Thursday, December 7
11:00 MWF	11:00-1:30 Monday, December 11
11:00 TTh	11:00-1:30 Thursday, December 7
12:00 MWF	11:00-1:30 Wednesday, December 13
12:00 TTh (12:30)	11:00-1:30 Wednesday, December 6
1:00 MWF	11:00 1:30 Friday, December 8
1:00 TTh	11:00-1:30 Tuesday, December 12
2:00 MWF	2:00-4:30 Monday, December 11
2:00 TTh	2:00-4:30 Tuesday, December 12
3:00 MWF (3:30)	2:00-4:30 Wednesday, December 13
3:00 TTh (3:30)	2:00-4:30 Thursday, December 7
4:00 MWF	2:00-4:30 Friday, December 8
4:00 TTh	2:00-4:30 Wednesday, December 6
5:00 MWF	7:00-9:30 Tuesday, December 5
5:00 TTh	4:00-6:30 Tuesday, December 5

Grades due by 4:30pm, Friday, 12/15

English 1100: Foundations of College Writing Fall 2017

SAMPLE WEEKLY SCHEDULE Unit 1: Weeks 1-4

TS = They Say/I Say

LS = The Little Seagull Handbook

PP = Pirate Papers for English 1100

E = Evicted

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 8/21 – F 8/25)

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 2201 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. *LS*, “Writing Contexts” (pp 2-5); “Academic Contexts” (pp 6-8); “Writing Processes” (pp 9-16); “Personal Narratives” (pp 58-61). 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. This writing should not be graded, but used for you to get a sense of the

writing by students in your sections.

- **Review reading.** Key concepts you may want to discuss with your students are writing as a process (“Writing Processes”), the rhetorical situation (“Writing Contexts”), and writing a thesis (pp 10-11). 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 *LS*, especially the “Research” section (“Integrating Sources, Avoiding Plagiarism” begins on p. 107) and “MLA Style” starting on page 119.
- **Introduce Project 1: Writing to Reflect.**

In-class Activity and Homework Suggestions

- a. Icebreaker or introductory activity. As an introductory activity, you may 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 3 of *LS*) 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 “Tips for Writing a Personal Narrative,” on page 59 of *LS* with regard to your assignment. Have them share their responses.

WEEK TWO (M 8/28 – F 9/01)

Readings

1. *LS*, “Personal Narratives” (pp 58-61); “Developing Paragraphs” (pp 17-29)
2. Selections you provide as examples of reflection.
3. *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 by including personal narrative. Work with students to understand how narrative can be used to support a point (*LS*, p. 24). Examples of reflective essays may be helpful showing how narrative is used to make a significant point.
- **Rubric:** Distribute and review a rubric for the first project (on Blog)
- **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 you provide 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 prompts in “Tips for Writing a Personal Narrative” on pp 59-60 of *LS*. 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 “Ways of organizing a personal narrative” on pp 60-61 in *LS*).

WEEK THREE (T 9/05 – F 9/08)**

**There is no class on Monday, Sept. 4th (Labor Day).

Readings

1. *LS*, “Revising” (p. 13); “Editing and Proofreading” (pp 13-15)
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 page 13 of *LS* and those in the “Editing and Proofreading” section on pages 13-15.
- **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 you provide 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 page 12 of *LS* 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 9/11 – F 9/15)

Readings

1. *LS*, “Rhetorical Analyses” (pp 49-53); *TS* Chapter 2 “Her Point Is” (pp 30-41)

2. Remind students to re-read/review *E* by Desmond.

Things to Accomplish in Class

- **Peer Editing:** you may want to have a separate workshop to focus strictly on editing and proofreading.
- **Polished Draft 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. This should be brief and not reflected in the grade for the project.
- **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 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:** have students write (either in class or prior to) a brief letter reflecting on their first major assignment, both the polished 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 polished 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—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 *TS* (pp. 30-41).

English 1100: Foundations of College Writing Fall 2017

SAMPLE WEEKLY SCHEDULE Unit 2: Weeks 5-8

TS = They Say/I Say

LS = The Little Seagull Handbook

PP = Pirate Papers for English 1100

E = Evicted

WEEK FIVE (M 9/18 – F 9/22)

Readings

3. Review *LS*, “Rhetorical Analyses” (pp. 49-53); *TS*, Chapter 2 (pp. 30-41)
4. *TS*, Introduction (pp. 1-15); Chapter 1 (pp. 19-29)—you may want to spread the reading over the week
5. Any short-length texts or visuals you would like to use for examples
6. Remind students to be re-reading *Evicted*

Things to Accomplish in Class

- **Entering the Conversation:** Introduce the idea of using the templates or variations of them to enter academic conversation. Using *TS* Chapter 1, you may want to practice how to critically read and understand what others are saying.
- **Practice Summary vs. Analysis:** Review “Rhetorical Analyses” from *LS*, W-8b. 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 *LS* p. 52.
- 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 9/25 – F 9/29)

Readings

1. *TS*, Chapter 3 (pp. 42-51); *LS*, “Synthesizing Ideas” (pp. 105-07); *LS*, “Integrating Sources, Avoiding Plagiarism” (pp. 107-18)
2. Review *LS*, “MLA Style” (pp. 119-69)
3. *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

- **Quoting Sources:** Work with students on referring to the text they are analyzing by using direct quotes and paraphrases. You may want to focus on ways to introduce and integrate sources—primary and secondary—effectively. Review MLA format and documentation.
- **Recognizing Analytical Claims**

Activity Suggestions

- a. **Graded Project 1 should be handed back by the beginning of this week.** Spend some class time reviewing any grammatical, stylistic, or usage issues that you noticed students experiencing in their first assignments. Your primary resource to refer students to is the “Edit” section of *LS*. 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 “Edit” section in *LS* (begins on p. 268). 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 University Writing Center: ecu.mywconline.com.
- b. 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*.
- c. Ask students to also consider the ways sources are acknowledged and cited in examples in *PP* or in examples you provide.

WEEK SEVEN (M 10/02 – F 10/06)

Readings

1. Continue to review *LS* on avoiding plagiarism through quoting, summarizing, and paraphrasing effectively (pp. 107-18). 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: Writing to Analyze)
3. Peer Review
4. Remind students to continue re-reading *Evicted*

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 10/7 - Tuesday 10/10

WEEK EIGHT (W 10/11 - F 10/13)

**If you have not already, 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. Link to schedule instructional services: <http://www.ecu.edu/cs-lib/reference/instruction.cfm>.

Readings:

1. *Evicted*
2. *LS*, “Arguments” (pp. 43-48); *LS*, “Doing Research” (pp. 90-102); *TS*, Chapter 4 (pp. 55-67); *TS*, Chapter 5 (pp.68-77) (some of these readings may go into Week Nine)

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 *LS* books to class and go over with them “Key Elements of an Argument” on pp. 43-45. Then, ask them to respond to these topics with regard to an example you provide. Discuss their responses and what makes the writer’s position persuasive or not persuasive to them.

- b. Begin discussing ways students may position themselves in Project 3. Clarify that students are writing for real audiences.

English 1100: Foundations of College Writing Fall 2017

SAMPLE WEEKLY SCHEDULE Unit 3 and Final Portfolio: Weeks 9 – Finals

TS = They Say/I Say

LS = The Little Seagull Handbook

PP = Pirate Papers for English 1100

E = Evicted

WEEK NINE (M 10/16 - F 10/20)

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

Readings

1. *LS*, “Evaluating Sources” (pp. 102-05), “Synthesizing Ideas” (pp. 105-07); “Giving Presentations” (pp. 37-42); *TS*, Chapter 7 (pp. 92-101)
2. *Evicted* (Prologue – Part One)

Things to Accomplish in Class

- **Finding and Evaluating Sources:** Continue to work with students to find sources they can use to provide context for the reading they are assigned for leading discussion. Using the reading from *LS*, 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 10/23 - F 10/27)

Readings

1. Articles that the students select about their contexts.
2. Re-read *LS*, “Integrating Sources, Avoiding Plagiarism” (pp. 107-18); *TS*, Chapter 10 (pp. 129-38)
3. *Evicted* (Part Two)

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 *LS*, pp. 108-18 as needed.

WEEK ELEVEN (M 10/30 - F 11/03)

Readings

1. Articles that the students select about their contexts.
2. *TS*, Chapter 6 (pp. 68-77)
3. *Evicted* (Part Three – About this Project)

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 11/06 – F 11/10)

Readings

1. Review AGAIN *LS*, “Integrating Sources, Avoiding Plagiarism” (pp. 107-18); *TS*, Chapter 8 (pp. 105-20)
2. Secondary sources students will be using to write Project 3.
4. *Pirate Papers*, examples of student papers (Section 3: Writing to Inform and Persuade). Please have students read the introduction to this section.

Things to Accomplish in Class

- **Review Avoiding Plagiarism and how to use SafeAssign in Revising:** Remind students of the policy for violating Academic Integrity and ways they can avoid plagiarism.

- **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

- 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 it 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.
- Ask students to write summaries of and responses to two sources that they plan to use for their “Writing to Persuade” project.
- Have students create a one or two-sentence thesis for their current assignment, following the guidelines on pp. 46-47 of *LS*. 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.
- 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 sources that they have found.
- 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”/“References” page).

WEEK THIRTEEN (M 11/13 – F 11/17)

Readings

- Pirate Papers*, Section 4: Final Portfolio Cover Letter (Self-Analytical Writing)
- TS*, Chapter 11 (pp. 139-59)

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 of Revisions and Self-Analytical Writing:** review the examples in *PP* to help

students understand what they will be doing for their revisions and 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 self-analytical writing should look like.

WEEK FOURTEEN (M 11/20 – T 11/21)

Readings

1. NA—students should be working on their revisions.

Things to Accomplish in Class

- **Conduct Peer Review:** Students should work with each other on their revisions.
- **Hand Back Graded Project 3 (end of week if possible)**

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. 11/22 – Sun. 11/24

WEEK FIFTEEN (M 11/27– F 12/01)

Readings

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

Things to Accomplish in Class

- **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.
- **Hand Back Graded Project 3 no later than Monday, 11/27**

WEEK SIXTEEN (M 12/04)

Readings

1. NA—students should be completing their Portfolio of Revisions and Self-Analytical Writing.
2. **Students must upload their portfolio content to iWebfolio and Blackboard.**

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 and Blackboard. Please refer to the [QEP website](#) for help.

._*_*_*_*_*_*_*

Final exam time – portfolio returned to students (W 12/06 – W 12/13)

You must meet in your classroom during the exam time.

Students must upload their portfolio content to University Writing Portfolio in iWebfolio by the end of the semester.

FINAL EXAM SCHEDULE Fall 2017

Information copied from:

<http://www.ecu.edu/cs-acad/fsonline/customcf/calendar/fall2017.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 11
8:00 TTh	8:00-10:30 Tuesday, December 12
9:00 MWF	8:00-10:30 Wednesday, December 13
9:00 TTh (9:30)	8:00-10:30 Wednesday, December 6
10:00 MWF	8:00-10:30 Friday, December 8
10:00 TTh	8:00-10:30 Thursday, December 7
11:00 MWF	11:00-1:30 Monday, December 11
11:00 TTh	11:00-1:30 Thursday, December 7
12:00 MWF	11:00-1:30 Wednesday, December 13
12:00 TTh (12:30)	11:00-1:30 Wednesday, December 6
1:00 MWF	11:00 1:30 Friday, December 8
1:00 TTh	11:00-1:30 Tuesday, December 12
2:00 MWF	2:00-4:30 Monday, December 11
2:00 TTh	2:00-4:30 Tuesday, December 12
3:00 MWF (3:30)	2:00-4:30 Wednesday, December 13
3:00 TTh (3:30)	2:00-4:30 Thursday, December 7
4:00 MWF	2:00-4:30 Friday, December 8
4:00 TTh	2:00-4:30 Wednesday, December 6
5:00 MWF	7:00-9:30 Tuesday, December 5
5:00 TTh	4:00-6:30 Tuesday, December 5

Grades due by 4:30pm, Friday, 12/15

APPENDIX B

Syllabus English 2201: Writing About the Disciplines Spring 2018

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 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.

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 phones)

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.

ENGL 2201 CATALOG DESCRIPTION

The information in this section must be included verbatim. You may add to it, but you may not edit or revise what is below.

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.

WRITTEN COMMUNICATION COMPETENCY

The information in this section must be included verbatim. You may add to it, but you may not edit or revise what is below.

Courses in the writing competency curriculum focuses on student aptitudes rather than on a particular content because composing is a recursive process that depends not on specific knowledge but on fluent, flexible, creative thinking. To concentrate on the essentials of composing, the program explicitly treats stages of process such as discovery, drafting, etc. It concentrates on exposition and argument as the modes most useful for the student and the citizen. It teaches students how to use library resources so that students may expand their access to knowledge essential for informed discourse. The program emphasizes critical thinking as well as traditional rhetorical skills because only insight can generate substance for the writer's craft to shape.

ENGL 2201 COURSE STUDENT LEARNING OUTCOMES

The information in this section must be included verbatim. You may add to it, but you may not edit or revise what is below.

Students are expected to master the following Written Communication Competency, Course Specific and Writing Intensive, student learning outcomes: (Written Communication Competency = "WC," Course Specific Competency = "CSC," Writing Intensive Competency = "WIC.")

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; (CSC1)**
- **Formulate significant research questions and craft strong research proposals with feasible work plans and timelines; (CSC2)**
- **Locate and critically evaluate a variety of sources, including field-based, print, and electronic sources; (CSC3)**
- **Organize source materials and integrate them into your writing; (CSC4)**
- **Apply research and use writing to achieve a variety of purposes in a variety of contexts; (CSC5)**
- **Convey the results of research to a variety of audiences through a variety of genres and formats; (CSC6)**
- **Use clear, appropriate language and grammar in writing about topics in different disciplinary contexts; (CSC7)**
- **Understand the purposes of citation practices in different contexts; (CSC8)**
- **Cite sources accurately and responsibly in order to avoid plagiarism; (CSC9)**
- **Read critically to analyze the writing strategies of experienced writers; (CSC10)**
- **Identify and explain writing strategies in your own work; (CSC 11)**
- **Create, identify, and engage in significant research questions; (WC1)**
- **Engage rhetorically and integrate a variety of appropriate sources to support a central claim; (WC2)**
- **Select and use appropriate methods and rhetorical strategies that suit the purpose and audience of a specific context and discipline; (WC3)**

- **Organize sentences and paragraphs to communicate central points with logical connections and a minimum of grammar and punctuation errors; (WC4)**
- **Format documents and cite sources in accordance with the conventions in the individual disciplines; (WC5)**
- **Demonstrate methods of inquiry and rhetorical strategies, including form, media and style relevant to the discipline; (WC6)**
- **Identify and explain writing strategies used in their writing; (WC7)**
- **Use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources; (WIC1)**
- **Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (Including genres that integrate writing with visuals, audio or other multimodal components) of their major disciplines and/or career fields; (WIC2)**
- **Demonstrate that they understand writing as a process that can be made more effective through drafting revision; (WIC3)**
- **Proofread and edit their own writing, avoiding grammatical and mechanical errors; (WIC4)**
- **Assess and explain the major choices that they make in their writing. (WIC5)**

REQUIRED TEXTS and OTHER REQUIRED MATERIALS

You must list these required texts with the ISBNs.

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

Smith, Trixie G., Allison D. Smith, and Holly Hamby. *Building Bridges through Writing* (ECU Custom Edition). TX: Fountainhead Press, 2014. Print. ISBN: 978-1-68036-166-7.

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 may be required to make photocopies or print-outs of drafts of projects and 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. You may want to add a use of technology statement/policy, etc.

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 and time and all prior drafts with peer review will be 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. You may prefer the use of “Participation” instead of “Citizenship.”

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

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

- complete all assignments on time
- come to class consistently and be attentive while you are here
- participate actively and productively in peer review sessions (instructions for peer review and for documenting your contributions to peer review will be provided)
- 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 unneeded devices. Any unsanctioned use of technology 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

You must include the Category 1 and 2 language below. As well, you need to include the Final Portfolio and Self-Analytical Writing Language.

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.

This information is for instructors and should not be included on the syllabus. If you have decided on the exact Cat 1 and 2 assignments you will use, you should list those on your syllabus.

Please use *specific titles* for your assignments that fit under Category 1 or Category 2 headings.

Possible Category 1:	These analytical and informational assignments help students learn how to read carefully in order to discern central and important features of writing
-----------------------------	--

<p>Assignments that Teach Foundational Skills of Understanding Writing about the Disciplines</p>	<p>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:</p> <ul style="list-style-type: none"> • 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.
<p>Category 2: Assignments that Teach Foundational Skills of Composing in and about the Disciplines</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 addition 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. In addition, the proposal should have an annotated bibliography. • 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

	<p>foster their abilities to condense complex ideas and explain them concisely for broad audiences.</p> <ul style="list-style-type: none"> • 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.
--	---

Students will also complete a **Final Portfolio** in place of a final exam:

- Based on feedback from your peers and from me, you will revise two projects—a Category 1 and a Category 2—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.
- You will upload to the “2017-2018 ENGL 2201 Final Portfolio” assignment in Blackboard your significant revisions.

In addition, you will complete a **Self-Analytical Writing** assignment that will also be uploaded in Blackboard to the “2017-2018 ENGL 2201 Final Portfolio.”

UNIVERSITY WRITING CENTER

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

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.

Writing Intensive (WI)

You must have this statement verbatim on your syllabus.

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

You must have this statement verbatim on your syllabus.

In addition to uploading your course material to your English 2201 Portfolio in Blackboard, you will also submit material to a University Writing Portfolio using iWebfolio.

University Writing Portfolio Upload Requirement.

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

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

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

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

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.” Or you may opt for “may” instead of “will.”

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.

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 may 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.

Use of SafeAssign may be used in this class. We will discuss ways to use SafeAssign as a tool for revision.

CONTINUITY OF INSTRUCTION

You must have this statement verbatim on your syllabus.

During a pandemic or catastrophic event, and after all face-to-face instruction has been suspended, communication for our class will take place through ECU email and Blackboard. In the event of such an emergency, check your ECU email account for instructions.

WEATHER/CAMPUS EMERGENCIES

You must have this statement verbatim on your syllabus.

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

You must have this statement verbatim on your syllabus.

East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodation based on a covered disability must go to the Department for Disability Services, located in Slay 138, to verify the disability before any accommodations can occur. Their telephone number is 252.737.1016, and their email is dssdept@ecu.edu. I am more than willing to help make this class accessible to all students.

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 may 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%

GRADING SCALE

You must have the grading scale verbatim on your syllabus.

<u>Letter grades</u>	<u>% Distribution</u>	<u>Quality points</u>
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

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

Meeting during the final exam time is required.

[Day, Date, and Time of exam]

FINAL EXAM SCHEDULE Spring 2018

Information copied from:

<http://www.ecu.edu/cs-acad/fsonline/customcf/calendar/spring2018.pdf>.

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

<u>Times class regularly meets</u>	<u>Time and day of examination</u>
8:00 MWF	8:00 -10:30 Friday, April 27
8:00 TTh	8:00-10:30 Thursday, April 26
9:00 MWF	8:00-10:30 Monday, April 30
9:00 TTh (9:30)	8:00-10:30 Tuesday, May 1
10:00 MWF	8:00-10:30 Wednesday, May 2
10:00 TTh	8:00-10:30 Thursday, May 3
11:00 MWF	11:00-1:30 Friday, April 27
11:00 TTh	11:00-1:30 Thursday, May 3
12:00 MWF	11:00-1:30 Monday, April 30

12:00 TTh (12:30)	11:00-1:30 Tuesday, May 1
1:00 MWF	11:00 1:30 Wednesday, May 2
1:00 TTh	11:00-1:30 Thursday, April 26
2:00 MWF	2:00-4:30 Friday, April 27
2:00 TTh	2:00-4:30 Thursday, April 26
3:00 MWF (3:30)	2:00-4:30 Monday, April 30
3:00 TTh (3:30)	2:00-4:30 Thursday, May 3
4:00 MWF	2:00-4:30 Wednesday, May 2
4:00 TTh	2:00-4:30 Tuesday, May 1
5:00 MWF	5:00-7:30 Friday, April 27
5:00 TTh	5:00-7:30 Thursday, April 26

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

English 2201: Writing About the Disciplines: Multidisciplinary Spring 2018

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 2018. GTAs may make changes to the first four weeks in terms of reading assignments and class activities and homework.

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: Weeks 1-4

Week 1	1/8: What is Writing About the Disciplines? Course Expectations and Introduction to Course Assign: Writing Sample	1/10: Writing Across the Curriculum <i>BB</i> Chapter 1 (pp 1-16) Assign: Project 1 Due: Writing Sample	1/12: Reading Across the Curriculum <i>BB</i> Chapter 3 (pp 57-66) Due: DB Post #1
Week 2	1/15: State Holiday No Classes	1/17: The Writing Process and Reports <i>BB</i> Chapter 2 (pp18-56); <i>LS</i> pp 54-57 Due: DB Post #2	1/19: Integrating Sources, Avoiding Plagiarism <i>LS</i> pp 97-108; <i>BB</i> Chapter 12 (pp 325-61) Due: DB Post #3
Week 3	1/22: <i>BB</i> Chapter 13 (selections from Cat 1 examples) Flipped Day: In-class composing and/or conferences	1/24: Open Workshop to address concerns	1/26: Responding to Peers' Writing <i>LS</i> pp 12, W-3d "Getting Response" <i>LS</i> pp 13-15
Week 4	1/29: Peer Review: Global Concerns	1/31: Peer Review: Editing	2/2: Rhetorical Analysis <i>LS</i> pp 49-53 Assign: Project 2 Due: Project 1

Unit 2: Weeks 5-7

BB = Building Bridges through Writing

LS = The Little Seagull Handbook

Overview of Unit 2: Weeks 5-7

	Topics to Cover	Possible Readings	Possible homework/activities
Week 5 2/5-2/9	Research Process Evaluating Sources	<i>BB</i> Chapter 4 (67-80) <i>LS</i> 80-95 Students' selections for assignment Samples in Ch. 13 of <i>BB</i> .	<ul style="list-style-type: none"> 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

			<p>to these issues, topics, or arguments? Why are these important research questions to ask?</p> <ul style="list-style-type: none"> In-class exercises in analyzing texts. In-class exercises on evaluating sources. Flip class: allow students to find texts through ECU's databases.
<p>Week 6 2/12–2/16</p>	<p>Research Process Evaluating Sources</p>	<p>Students' selections for assignment</p> <p>Review Project 1 Responses.</p>	<ul style="list-style-type: none"> In-class exercises in analyzing texts. In-class exercises on evaluating sources. <p>by 2/16: Project 1 with your responses and grades should be returned to students</p>
<p>Week 7 2/19–2/23</p>	<p>Research Process Assign Project 3</p>	<p>Student Work</p>	<ul style="list-style-type: none"> Peer Review <p>by 2/23: Project 2 Due</p>

Unit 3: Weeks 8-11

Unit 4: Weeks 12-Finals

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

Overview of Unit 3: Weeks 8-11

	Topics to Cover	Possible Readings	Possible homework/activities
<p>Week 8 2/26–3/2</p>	<p>Writing in Your Discipline</p> <p>Doing Research and Annotated Bibliographies</p> <p>Projects 3 and 4 are Category 2 assignments. You will need to be explicit with students that they are making a shift in their writing and in their audiences.</p>	<p><i>BB</i> Students Read either Chapter 5, 6, 7, 8, 9, 10, or 11 (the one that is affiliated with their discipline)</p> <p><i>LS</i> 66-70</p> <p>Review <i>LS</i> 108 and point students to 109-250 where the different documentation styles are covered</p> <p><i>BB</i> samples of student papers in Ch. 13—Cat 2 begins on page 391.</p>	<ul style="list-style-type: none"> Summarize the chapter from <i>BB</i> 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. 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.
<p>Week 9 3/5–3/9</p>	<p>Spring Break No Classes</p>		

Week 10 3/12–3/16	Writing in Your Discipline Doing Research and Annotated Bibliographies	Readings this week will be sources students find as part of their research for Projects 3 and 4. Review responses to Project 2.	<ul style="list-style-type: none"> Flip classroom: conduct research in class. Write three more <i>evaluative annotations</i> 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 <p>by 3/12: Project 2 with your responses and grades should be returned to students</p>
Week 11 3/19–3/23	Topics to Cover	Possible Readings	Possible homework/activities
	Writing in Your Discipline Assign Project 4 that includes “presentation”	Student work.	Peer Review by 3/23: Due Project 3

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

Overview of Unit 4: Weeks 12–Finals

	Topics to Cover	Possible Readings	Possible homework/activities
Week 12 3/26–3/29 *3/30 is a State Holiday	Research and Writing Review Plagiarism	Student research. <i>BB</i> samples of student papers in Ch. 13—Cat 2 begins on page 391.	<ul style="list-style-type: none"> 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 13 4/2–4/6	Research and Writing Presenting Work	Student research. Help with designing a presentation of Project 4 appropriate for discipline.	<ul style="list-style-type: none"> Flip classroom works well—have students draft in class. Peer Review Conferences <p>by 4/6: Project 3 with your responses and grades should be returned to students</p>
Week 14 4/9–4/13	Research and Writing	Student work.	<ul style="list-style-type: none"> Peer Review <p>by 4/12: Due Project 4 with Presentation</p>
Week 15 4/16–4/20	Revising Self-Analytical Writing	<i>LS</i> 13-15 Student Work <i>BB</i> samples of student papers in Ch. 13—Self-Analytical begins on page 421.	<ul style="list-style-type: none"> Students draft plans for revisions. Students review writing and rubric to work on self-analytical writing Students Peer Review <p>by 4/20: Project 4 with your responses and grades should be returned to students</p>
Week 16 4/23–4/24	Revising Self-Analytical Writing	Student work	<ul style="list-style-type: none"> Peer Review <p>by 4/24: Due Portfolio (Category 1 and 2 Revisions) and Self-Analytical Writing to Blackboard and iWebfolio</p>

*4/24 is a Friday schedule			
Finals 4/26-5/3	Student Progress		Review Portfolio and Self-Analytical Writing with students in one-on-one meetings on date and time of final exam.

APPENDIX C

Fall 2017 New GTA Orientation Agenda | Bate 2017 August 10, 11, and 14, 9am–4pm | August 15, 9am–12pm

Thursday, August 10 (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
- Conferences/working with students

3:30-4pm

Regroup

- Questions
- Draft of syllabus **due Friday by 9am** to morset@ecu.edu.
- Draft of Writing Sample Prompt & Project 1

Friday, August 11, 9am–4pm

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

11am-12:15pm

Class Management

Gina Kruschek, PhD Student and GTA
Ceci Shelton, PhD Student and GTA

12:15-1:15pm

Lunch on your own

1:15-2pm

Professionalism

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

2-3pm

Why and Ways to use Blackboard in Teaching

Abby Morris, PhD Student, GTA, and GAD

3-3:30pm

Work with Blackboard

3:30-4pm

Review the Day

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

Monday, August 14, 9am–4pm

- 9-10am **Revise Syllabus and Schedule**
- 10-10:45am **What to do on the First Day**
Zach Lundgren, PhD Student and GTA
Ruby Nancy, PhD Student and GTA
- 10:45-11:30am **What you know now that you wish you knew then?**
Returning GTAs
- 11:30am-12:30pm **Lunch provided**

Fall 2017 GTA Workshop Agenda | Bate 2017 August 14–15

Monday, August 14, 12–4pm

- 12:30-1pm **Welcome**
Abby Morris, Graduate Assistant Director of Writing Foundations, PhD Student
Dr. Andrea Kitta, Director of Graduate Studies
- 1-2:15pm **Pirate Read: *Evicted*, Matthew Desmond**
- 2:15-2:30pm **Break**
- 2:30-3:15pm **Blackboard Gradebook**
 - Using your Syllabus, we will set up your gradebook in Blackboard
 - We will also review collecting assignments through Blackboard
- 3:15-3:30pm **Review the Day**
 - For Tuesday
 - Office Assignments/Keys
- 3:30-4pm **Visit Office Space**

Tuesday, August 15, 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
- What to do when need to miss a class?
- Departmental Copy Policy
- Office Hours
- Writing Sample within first two class meetings.
- Thursday meetings are mandatory, 9:30-10:30am in Bate 2019A.

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

Announcements

- GTA Meetings every Thursday @ 9:30-10:30am in Bate 2019A
- Friday, Aug. 18 @ 3pm in Bate 1026, Writing Foundations Program Meeting

Spring 2018 GTA Orientation/Workshop Agenda January 3-5, 2018 Bate 2017

Wednesday, January 3

9–9:30am **Welcome/Background to ENGL 2201**

- Overview
- Discipline vs Major

9:30–10am **Policies/Reminders**

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

10–10:30am **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.)

10:30–10:40am	BREAK
----------------------	--------------

10:40-11 am **Seeing your Syllabus (Abby Morris)**

- Example of one-sheet visual text

11–11:30am **Workshop and Revise or Edit as needed Syllabus**

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

12:30–1pm **Daily Schedule**

- Specify peer review dates
- Specify polished draft date
- Readings with page numbers
- Include one day that is “TBA”

1–1:45pm **Finish Edits on Syllabus/Daily Schedule**

- Email to Tracy: morset@ecu.edu by 2pm

1:45–2pm	BREAK
-----------------	--------------

2–2:45pm **ENGL 2201 Rubric**

- Familiarizing with the one Category 1 and 2 rubric
- Practice Grading/Assessing using the rubric
- Mapping Project 1 to Rubric (to prep for Thursday)

2:45–3pm

For Thursday and Questions

- Bring Writing Sample Prompt and Project 1 Assignment Sheet (and mapping)
- We will review Unit 2 and Project 2
- We will review using Blackboard

Thursday, January 4

9–9:15am **Overview / Common Syllabus Edits / Questions**

9:15–9:45am **Writing Sample Prompts**

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

9:45–10:45am **Project 1 Assignment Sheet**

- Map your Project
- Workshop and edit with peers

10:45-11am

BREAK

11–11:30am

Professionalism

- Dress
- What should students call you?
- Working with staff in English Department
- Social Media/Email
- Office Space
- Holding Class
- Keys and Desk Assignments

11:30am–12:30pm

Lunch together in Bate 2024

Returning to 2201 GTAs, submit to Tracy via email: syllabus, daily schedule, writing sample prompt, and project 1.

12:30-1:15pm

Unit 2 Overview

- Second Category 1 assignment that moves students closer to working within their disciplines.
- Recommended types of assignments

1:15–1:30pm

Library Tutorials and Modules

- Introduce students to using databases
- Discipline-specific research guides

1:30–2pm

Writing @ ECU Resources

- Faculty Resources
- Student Resources

2:30–3pm

Questions

Friday, January 5

9-9:15am

Teaching Journals

9:15- 10am

Blackboard Gradebook

- Setting up the Gradebook
- Collecting assignments in Blackboard

10-10:30am

Using the Rubric in Blackboard

- Attaching it to assignments
- Grading with rubric

10:30-11am

What to do on the First Day?

- We will share ideas
- You must take roll (by last name preferred for first day)
- Assign Writing Prompt
- Don't READ the syllabus to students!

11-11:05am

Reminders

- Syllabus and Schedule need to be on your course Blackboard site before classes start.
- Submit any material for copying today (there is a chance you may not get it for early Monday classes).
- Easily accessible and shareable teaching journal.
- GTA Meeting | Thursdays, 9:30am | Bate 2024

11:05am-12pm

Get Final approval of your Syllabus and Schedule

- How to submit for copying?

APPENDIX D

GTA Meeting Schedule at a Glance Fall 2017

	Thursdays
Week 1	8/24: Check-in/Teaching Journal/Introduce Unit 2/ Introduce Teaching Circles
Week 2	8/31: Project 1/Reflection/Peer Review/Workshop Unit 2 Material GTAs by 10am, 9/1: submit to Tracy draft of Unit 2 daily schedule and assignment
Week 3	9/07: Academic Integrity / Grading Conversation
Week 4	9/14: (<i>Proj. 1 Due</i>) Teaching Rhetorical Analysis GTAs by 10/2: submit to Tracy two examples of graded work and the grade distribution for each section on Project 1
Week 5	9/21: Teaching Circles: Project 2, what will you do to help students with rhetorical analysis? Create or share any in-class activities/exercises?
Week 6	9/28: (<i>Graded Proj. 1 should be handed back to students this week</i>) Project 3/Contextual Analysis/Group Presentations GTAs by 10/2: submit to Tracy two examples of graded work and the grade distribution for each section on Project 1
Week 7	10/05: Working with Evicted/Workshop Unit 3 Material GTAs by 10am, 10/06: submit to Tracy Unit 3 and Project 3
Week 8	10/12: (<i>Proj 2 Due</i>) Teaching Circles: share your mini-contextual analysis of <i>Evicted</i> . What did you learn doing this that will help you work with students on Project 3?
Week 9	10/19: Teaching Comp “Speed Dating”
Week 10	10/27: (<i>Graded Proj. 2 should be handed back to students this week</i>) Teaching Circles: how will you work with students to move from presentations to project? GTAs by 10/30: submit to Tracy two examples of graded work and the grade distribution for each section on Project 2
Week 11	11/02: iWebfolio—Dr. Wendy Sharer
Week 12	11/09: Report Back/Portfolio of Revisions/Cover Letter
Week 13	11/16: (<i>Proj. 3 Due</i>) Invite Spring GTAs (graduating GTAs do not attend) ENGL 2201 Writing About the Disciplines
Week 14	11/23: (<i>Graded Proj. 3 should be handed back to students M/T this week</i>) GTAs by 11/21: submit to Tracy the grade distribution for each section on Project 3 Thanksgiving No Classes
Week 15	11/30: Last Meeting: Calibration of ENGL 1100 Portfolio and Self-Analytical
Finals	12/07: Final Exams

Teaching Circles

Abby: Bate 2005

Jamal-Jared

Cameron

Ben

Ruby: Bate 2206

Amanda

Will

Jayde

Alicia

Brandon: Bate 2019A

Soph

Gaby

LaKela

How are we using Teaching Circles this semester?

Smaller 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?

Teaching Circles will meet at the regular meeting time of 9:30-10:30am on the designated Thursdays: 9/21, 10/12, and 10/27. The Teaching Circles are assigned rooms for their meetings.

Do we have to attend our Teaching Circles?

Yes, Teaching Circles are a mandatory part of your assistantship. The role of the coordinator of a Teaching Circle is to let Tracy know the attendance after each meeting. Failure to attend your Teaching Circle meeting is equivalent to a meeting absence and can negatively impact your assistantship evaluation.

What are the roles of the Teaching Circle coordinator?

The coordinators are not necessarily your go to mentors throughout the semester—that is Abby. The coordinator will have time during our first meeting to exchange contact information with members of the Teaching Circle. 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. In addition, if something emerges from your Teaching Circle that all GTAs would benefit from, please let Tracy know so she can plan time in the next GTA meeting for that information to be shared.

GTA Meeting Schedule at a Glance Spring 2018

	Thursdays
Week 1	1/11: Check-in/Introduce Teaching Circles/Mapping Project 1/ Questions about Unit 2
Week 2	1/18: Discuss Project 1. What are specific challenges you have faced and how have you responded? Workshop Unit 2 material. Assigning Project 2: Focus on Rhetorical Analysis and Evaluating Sources <i>Drafts of Unit 2 and Project 2 Assignment due to Tracy by noon, 1/19.</i>
Week 3	1/25: Academic Integrity/Peer Review/Grading Conversation focused on Category 1 Projects
Week 4	2/1 (Proj 1 Due) Teaching 2201 "Speed Dates" <i>Come with specific questions to ask experienced fixed-term faculty.</i>
Week 5	2/8: Prep for Category 2 Units 3 and 4 Check-in time with Abby: What is working well? What isn't working well?
Week 6	2/15: Workshop Unit 3 and 4 material <i>Drafts of Unit 3 and Project 3 Assignment due to Tracy by noon, 2/16 (if both Units 3 and 4 are ready, feel free to submit both).</i>
Week 7	2/22: (Proj 2 Due) Teaching Circles: Create and/or share class activities or exercises that are helpful for Cat 2 issues/topics. <i>Drafts of Unit 4 and Project 4 Assignment due to Tracy by noon.</i>
Week 8	3/1: Grading Conversation focused on Category 2 Projects
Week 9	3/8: Spring Break No Classes
Week 10	3/15: Checking-in/Effective ways to use flipped days/Support for Presentation assignment
Week 11	3/22: (Proj 3 Due) Introduce Portfolio and Self-Analytical/ Some Calibration
Week 12	3/29: Teaching Circle: discuss ways you will help students with revising for their Portfolios and writing their Self-Analytical essay
Week 13	4/5: Checking-in/Reminders—iWebfolio
Week 14	4/12: (Proj 4 Due)/Invite New GTAs (graduating GTAs do not attend)
Week 15	4/19: Last Meeting (Portfolios and Self-Analytical Writing Due by 4/24) Entering Final Course Grades
Week 16	4/26: Final Exams *Tuesday is really a Friday this week.
Finals	5/3: Final Exams

Teaching Circles

Purple

LaKela

Gaby

Jayde

Emily

Gold

Alicia

Cameron

Will

Omar

2/22: Purple meets with Abby in Bate 2005; Gold meets with Ruby in Bate 2206

3/29: Purple meets with Ruby in Bate 2206; Gold meets with Abby in Bate 2005

How are we using Teaching Circles this semester?

Smaller 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?

Teaching Circles will meet at the regular meeting time of 9:30-10:30am on the designated Thursdays: 2/22 and 3/29. The Teaching Circles are assigned rooms for their meetings.

Do we have to attend our Teaching Circles?

Yes, Teaching Circles are a mandatory part of your assistantship. The role of the coordinator of a Teaching Circle is to let Tracy know the attendance after each meeting. Failure to attend your Teaching Circle meeting is equivalent to a meeting absence and can negatively impact your assistantship evaluation.

What are the roles of the Teaching Circle coordinator?

The coordinators are not necessarily your go to mentors throughout the semester—that is Abby. The coordinator will 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. In addition, if something emerges from your Teaching Circle that all GTAs would benefit from, please let Tracy know so she can plan time in the next GTA meeting for that information to be shared.

APPENDIX E

English 2201 Assessment Rubric Academic Year 2017-2018

English 2201 Portfolio and Self-Analytical Combined Rubric (Approved by Composition Committee on April 11, 2016.)

	Excellent (5)	Very Good (4)	Adequate (3)	Developing (2)	Insufficient (1)
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.
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 to 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.
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 an 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.
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.
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 may be evident.
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 punctuation 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.
Self-Analytical (SLO 11)	The self-analytical writing demonstrates the writer's exceptional ability to identify and explain the writing strategies used in the documents included in the portfolio.	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.	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.	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.	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.

