

Writing Foundations Program

Writing Foundations Committee | 2018-2019 Annual Report

Prepared by Tracy Ann Morse, Director of Writing Foundations

TOTAL ENROLLMENT

Semester	Course	Number of Sections/Students
Fall 2018	ENGL 1100	82 / 1,907 (5 / 112 fewer than 2017)
Fall 2018	ENGL 2201	59 / 1,336 (0 / 10 fewer than 2017)

Fall 2018 Total Enrollment: 3,243
(122 fewer students than Fall 2017)

Spring 2019	ENGL 1100	50 / 1,168 (5 / 115 fewer than 2018)
Spring 2019	ENGL 2201	67 / 1,487 (8 / 183 more than 2018)

Spring 2019 Total Enrollment: 2,655
(68 more students than Spring 2018)

CURRICULUM

The syllabus for 1100 was mostly maintained but we did have changes to suggested textbooks. We used the eighth edition of *Pirate Papers* for 1100 and a bundle from Cengage that saved students money: *Becoming Rhetorical*, *Pocket Keys*, and *MindTap*. The Pirate Read was *The Last Ballad* by Wiley Cash. The syllabus for 2201 was mostly maintained but we did have changes to suggested textbooks. We continued to use a custom edition of *Building Bridges through Writing* that contained an updated chapter of our student writing. In addition, we used a bundle of *Pocket Keys* and *MindTap*. 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 2018	Spring 2019
Jarvis LLC (4 sections)	Athletics LLC (2 sections)
ESL (1 section)	Camp PIRATES LLC (1 section)
Project STEPP (1 section)	League 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)	

Honors Enrollment

Semester	Honors Course	Number of Sections	Enrollments
Fall 2018	ENGL 1100	2 capped at 25 each	44
Spring 2019	ENGL 2201	1 capped at 25	19

English 2201 GTA/Recommended Syllabus.

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

In Fall 2018, 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 (see percentages below). We had two DE sections of 2201 in Fall 2018 and six DE sections (one was an AMP-UP section) in Spring 2019.

Fall 2018 Long Title of ENGL 2201 Sections	Percentage of Relevant Majors
Writing About the Disciplines--Writing About Arts and Humanities	88%
Writing About the Disciplines--Writing About Arts and Humanities	95%
Writing About the Disciplines--Writing About Arts and Humanities	95%
Writing About the Disciplines--Writing About Business	100%
Writing About the Disciplines--Writing About Business	96%
Writing About the Disciplines--Writing About Business	92%
Writing About the Disciplines--Writing About Business	100%
Writing About the Disciplines--Writing About Communication	77%
Writing About the Disciplines--Writing About Communication	87%
Writing About the Disciplines--Writing About Communication	90%
Writing About the Disciplines--Writing About Education	89%
Writing About the Disciplines--Writing About Education	82%
Writing About the Disciplines--Writing About Education	73%
Writing About the Disciplines--Writing About Engineering & Technology	90%
Writing About the Disciplines--Writing About Engineering & Technology	91%
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	100%
Writing About the Disciplines--Writing About Health Sciences	91%
Writing About the Disciplines--Writing About Health Sciences	86%
Writing About the Disciplines--Writing About Health Sciences	100%
Writing About the Disciplines--Writing About Health Sciences	100%
Writing About the Disciplines--Writing About Natural Sciences	92%
Writing About the Disciplines--Writing About Natural Sciences	87%
Writing About the Disciplines--Writing About Natural Sciences	87%
Writing About the Disciplines--Writing About Natural Sciences	100%
Writing About the Disciplines--Writing About Social Sciences	87%

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%

In Spring 2019, we offered 26 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 2019 Long Title of ENGL 2201 Sections	Percentage of Relevant Majors
Writing About the Disciplines--Writing About Arts and Humanities	76%
Writing About the Disciplines--Writing About Business	100%
Writing About the Disciplines--Writing About Business	100%
Writing About the Disciplines--Writing About Business	95%
Writing About the Disciplines--Writing About Business	100%
Writing about the Disciplines--Writing About Communication	96%
Writing About the Disciplines--Writing About Communication	90%
Writing About the Disciplines--Writing About Education	94%
Writing About the Disciplines--Writing About Education	91%
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	96%
Writing About the Disciplines--Writing About Health Sciences	96%
Writing About the Disciplines--Writing About Health Sciences	100%
Writing About the Disciplines--Writing About Health Sciences	100%
Writing About the Disciplines--Writing About Health Sciences	100%
Writing About the Disciplines--Writing About Health Sciences	100%
Writing About the Disciplines--Writing About Natural Sciences	88%
Writing About the Disciplines--Writing About Natural Sciences	83%
Writing About the Disciplines--Writing About Natural Sciences	96%
Writing About the Disciplines--Writing About Natural Sciences	96%
Writing About the Disciplines--Writing About Social Sciences	92%
Writing About the Disciplines--Writing About Social Sciences	90%
Writing About the Disciplines--Writing About Social Sciences	96%
Writing About the Disciplines--Writing About Social Sciences	92%
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 2018 and Spring 2019

Orientations and Workshops (PowerPoint Presentation from Orientations were made available on the [Writing Foundations Instructors Blog](#)). In 2018-2019, the Director of Writing Foundations completed 10 observations of GTAs and 7 observations of FTF teaching WF courses.

Semester	Number of GTAs	Number of Sections Covered
Fall 2018	15	23 of 1100
Spring 2019	10	18 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.

2018-2019: GTAs, Abigail Morris and Brandon Hardy served as a Graduate Assistant Directors. Morris and Hardy predominantly worked on mentoring MA GTAs and Hardy served as the graduate representative on the Writing Foundations Committee. Hardy and Morris sat in on Academic Integrity violation meetings and led some of the GTA meetings. Morris helped with assessment and was a member of the Pirate Read Committee.

WRITING FOUNDATIONS COMMITTEE

Members included Joe Campbell, Marame Gueye, Brandon Hardy, Grace Horne, Sean Morris, Angela Raper, and Tracy Ann Morse. Will Banks served as ex-officio and did not participate in the secondary assessment of ENGL 2201 or assessment of ENGL 1100. The committee met five times over 2018-2019.

Workshops/Roundtable

13 August 2018: Cengage, MindTap Introduction

26 November 2018: Discussion about Plagiarism

3 January 2019: Cengage, Overview and Assigning in MindTap

11 February 2019: MetaPlay: using Technology to Work for Us and our Students

15 February 2019: Trina Baker, HR: Review of FMLA

ASSESSMENT

English 1100 Assessment Report for Academic Year 2018-2019

Overview.

In 2018-2019, the Writing Foundations Program in the Department of English assessed ENGL 1100 Foundations of College Writing—the first semester, first-year required Writing Foundations course. In Spring 2019, members of the Writing Foundations Committee and three other instructors assessed a sampling of Spring and Fall 2018 sections' portfolios and self-analytical writing for comparison. The assessment work was service completed by the committee members and additional instructors and they were not financially compensated for their time to plan and prepare for assessment or do the assessment.

The assessment of ENGL 1100 aimed to measure students' progress in the following outcome goals of English 1100:

1. Discover significant questions to explore and address via writing
2. Explore the many different purposes of writing, including writing to reflect, analyze, explain, and persuade
3. Practice drafting and revising
4. Increase your awareness of organizational strategies and your ability to apply them
5. Become attentive to how audience and purpose affect content, tone, and style
6. Incorporate sufficient and appropriate details and examples both from your experiences and from secondary research
7. Express your ideas with clarity and with effective syntax and punctuation
8. Gain competence in using computer technology in the writing process
9. Schedule and meet deadlines.

Method.*Fall 2018–Spring 2019 Expert Assessment*

Writing Foundations Committee Members assessed ENGL 1100 Portfolios and Self-Analytical Writing using the appropriate program rubric. A common assignment was created in all ENGL 1100 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 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).

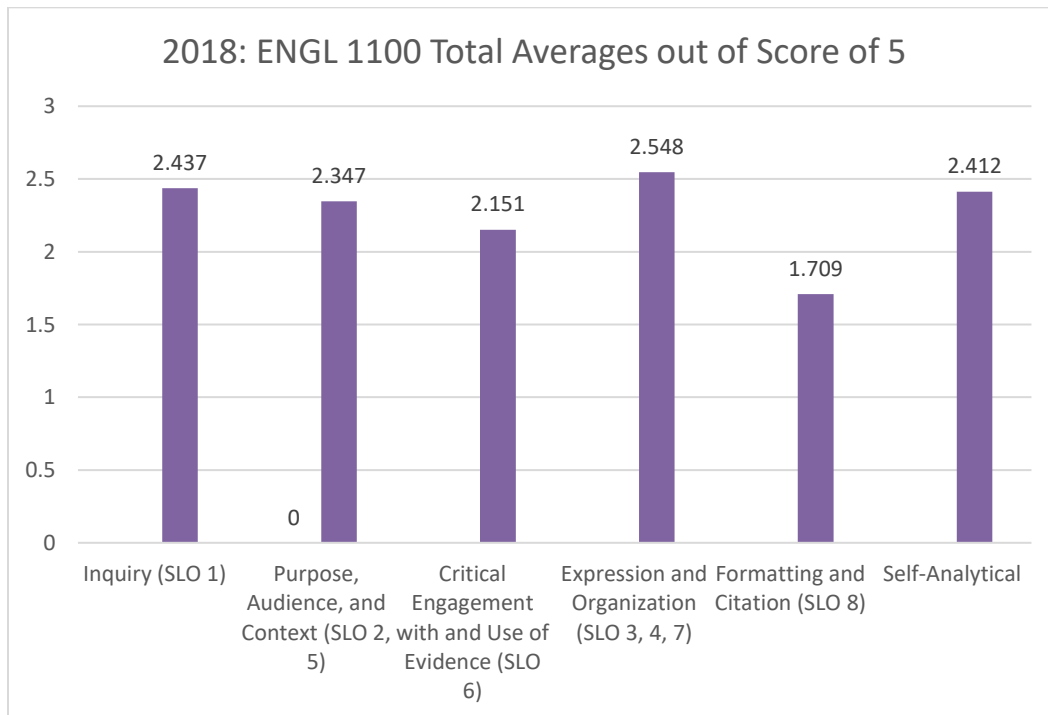
The Writing Foundations Committee participated in calibration sessions. From the self-analytical writing and portfolios collected in previous semesters, samplings were used for expert assessor calibration.

100 portfolios of artifacts were randomly selected by the assistant to the Director of Writing Foundations. Using Outcomes, the assistant created five assessment sessions. For the formal assessment, two assessors were assigned to a batch of portfolios to read and score. We had five 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 in Outcomes. The assistant to the Director of Writing ran a report from all the assessment sessions and generated one Excel spreadsheet with the raw scores reported by assessors.

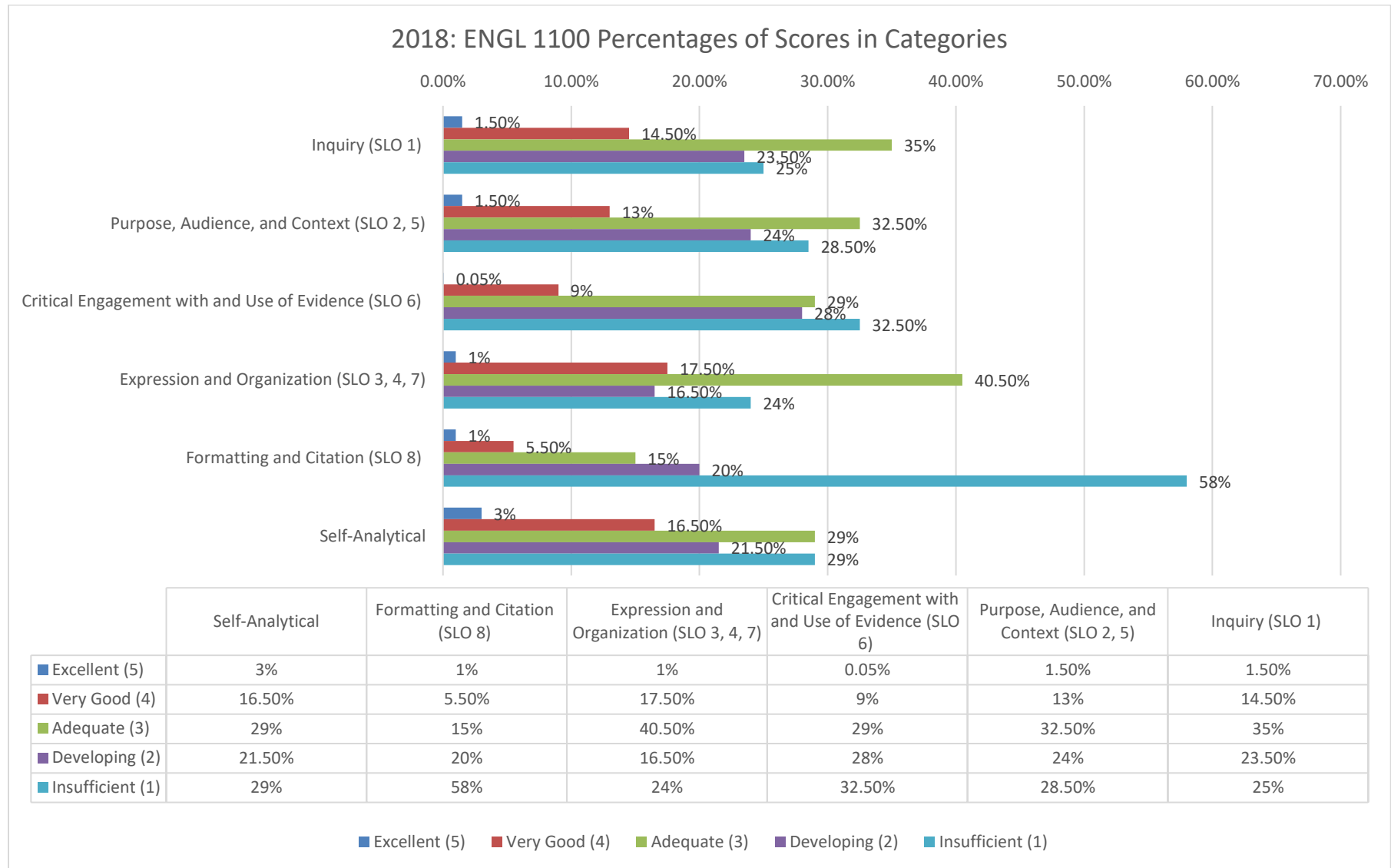
To calculate data that represented all sections, the Director aggregated the data from the 2018 assessment. This data was used to generate the tables presented below and was shared at the annual Writing Foundations Program meeting on the Convocation day of Fall 2019.

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.



Below is a table showing the percentage distribution of each score for each category. In most categories, most of our samples are “Adequate”; however, over 78% performed below “Adequate” in Formatting and Citation.



Discussion of Results

We are not hitting our expectations for the student performance in the SLOs of ENGL 1100: 70% or higher to perform at the level of “Adequate” or above in each category. The Writing Foundations Committee discussed the results. We understand some possibilities to the results of the assessment:

- Students may not be uploading revisions to the ENGL 1100 Portfolio of Revisions
- ENGL 1100 is the foundational writing course introducing students to college writing; we should not expect a large percentage of students to excel at this level—writing improves over a lifetime
- Our assessment practices may not consider types of project assignments that may not require formal citation practices
- Our SLOs for ENGL 1100 do not explicitly include “Formatting and Citation”; instructors may not be teaching students how to format and cite consistently

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 1100. However, the Writing Foundations Committee recommended texts that included citation practices and ways to avoid plagiarism to support both instructors and students in these practices. The Writing Foundations Committee may need to discuss the expectation of formatting and citation performance in ENGL 1100 in the context of the current SLOs.

The above data also suggests that instructors may need to focus on clear project guidelines that help students define audiences and clear purposes for their writing. We also notice that scores in “Inquiry,” which aligns with SLO 1, is quite low.

Recommendations.

Continue to offer Professional Development Workshops focused on instructor awareness of the SLOs in ENGL 1100.

While we are sensitive to offering too many opportunities within our department, we will try to focus on bringing focus back to the SLOs for ENGL 1100.

Review closely the SLOs for ENGL 1100.

The Writing Foundations Committee will need to review the SLOs for ENGL 1100 and determine if they are still aligned with the Writing Foundations overall objectives in developing student written competency.

Secondary Assessment

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

Secondary Assessment: ENGL 2201

Overview.

In response to concerns of repeated low assessment scores in areas related to engaging and citing sources, the Writing Foundations Committee collected and assessed samples of semester-worth formal project assignments and mapped selective course goals to determine how well our assignments are articulating SLOs. The Writing Foundations Committee was not compensated for their service doing this secondary assessment.

We focused on these SLOS of ENGL 2201:

- SLO 3: Locate and critically evaluate a variety of sources, including field-based, print, and electronic sources
- SLO:4 Organize source materials and integrate them into your writing
- SLO 8: Understand the purposes of citation practices in different contexts
- SLO 9: Cite sources accurately and responsibly in order to avoid plagiarism

Method.

The Assistant to the Director Writing Foundations collected artifacts via email in Fall 2018 from all instructors teaching ENGL 2201 in that semester. The assistant removed any personal identifiers (instructor names, email addresses, or section numbers) from all submitted artifacts. The artifacts were organized to represent complete class sections (recognizing that many sample sets represented four sections of ENGL 2201) and categorized into instructor-created or GTA-created project guidelines. Sample sets typically included three to four formal project guidelines. The assistant provided the Writing Foundations Committee with four sample sets for calibration sessions.

For the formal secondary assessment, twelve sample sets were randomly selected by the assistant to the Director of Writing Foundations. Using a common rubric, two assessors were assigned to specific sample sets to read and score. We had four pairs of readers who met and read and scored the samples in a session on February 27, 2019. The two readers for each sample set recorded their individual. These scores were collected by the Director of Writing Foundations and recorded in one Excel spreadsheet.

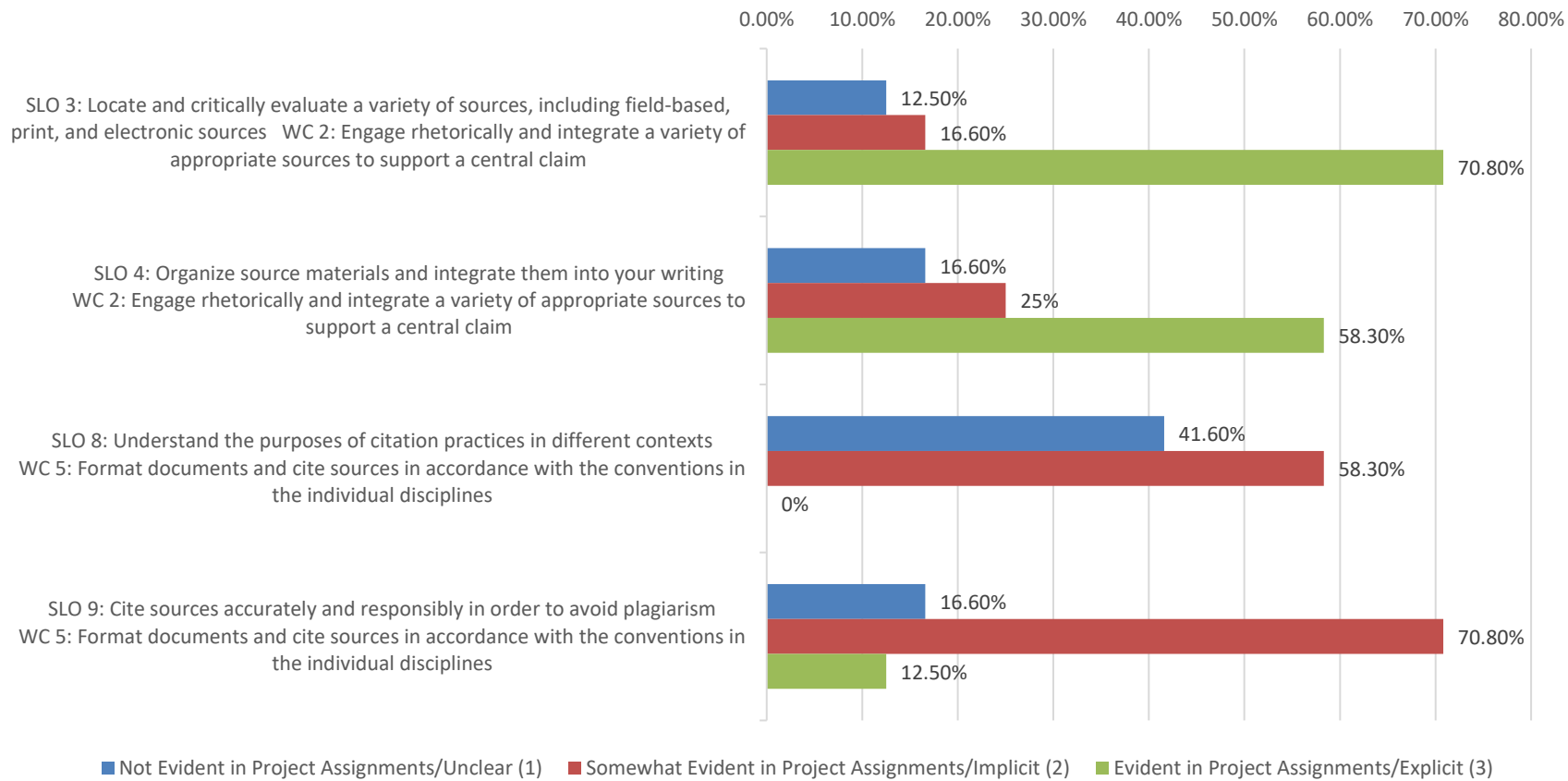
This data was used to generate the tables presented below and was shared at a department faculty meeting.

Results.

Below is a table showing the percentage distribution of each score for each SLO mapped to the project guidelines assessed. Most of the samples assessed refer to the stated SLOs in “Somewhat Evident” or “Implicit” ways with approximately 70% explicitly referring to SLO 3.

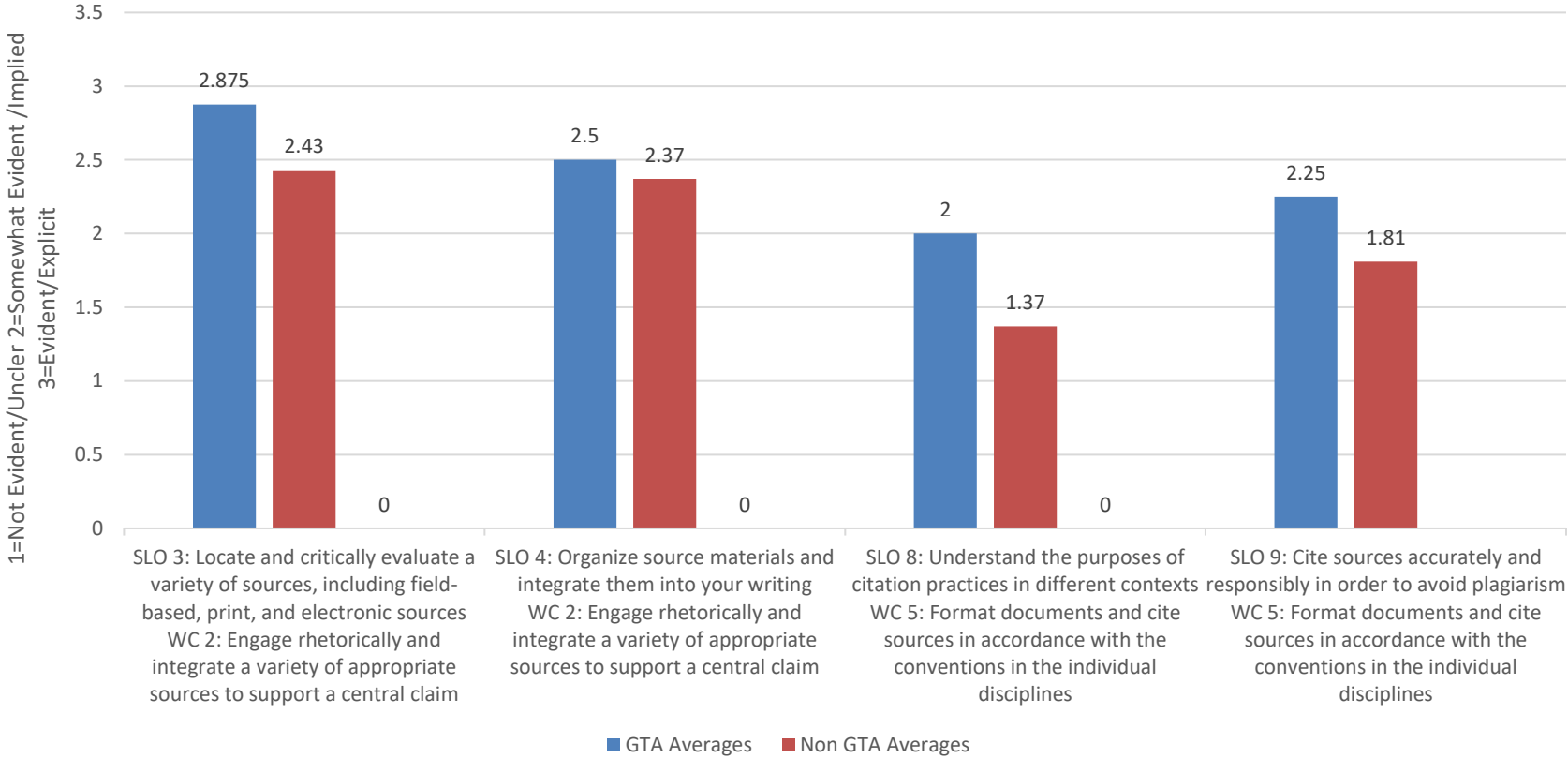
Results of Secondary Assessment: ENGL 2201 Project Guidelines/SLOs

ENGL 2201 Project Guidelines: Secondary Assessment 2019



Below is a table showing a comparison of average scores of the project guidelines. Based on a total score of 3 in each category, Most of these averages meet our expectations; however, the assessment suggests that we can improve our articulation of SLO 8 in our project guidelines.

Comparisons of Averages for GTA and Non-GTA Project Guidelines



Discussion of Results

Overall, the Writing Foundations Committee was pleased that most of these specific SLOs that relate to critical engagement with evidence and formatting and citation (areas where prior assessment show students scoring proportionately higher below “Adequate”) were at least somewhat evident in project guidelines. We recognize this data may suggest different information for us to consider:

- GTAs may have more explicit SLO-related statements in their project guidelines because of the collaborative work they do with the Director of Writing Foundations as their supervisor
- Instructors may not be reflecting on the SLOs of the course as they compose project guidelines
- Students may be scoring low in these specific areas in our program assessment because they may not pick up on the implied expectations of a project

The above data suggests that instructors and GTAs may want to practice mapping their project guidelines to the SLOs for the course.

Recommendations

Continue to encourage instructors and GTAs to map the SLOs to their project guidelines. While we have offered workshops that demonstrate how to map SLOs to assignment guidelines, not many of our instructors have participated in these workshops. Through the exercise of mapping the SLOs to project guidelines, instructors will identify where they can use more explicit language to help students demonstrate in their writing specific learning objectives of the course.

APPENDIX A

Syllabus English 1100: Foundations of College Writing Fall 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.**

The Goals and other boiler plate information/policies will be pre-loaded in your Blackboard site for the course.

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://lib.ecu.edu/instruction/joyner/>—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 where allowed 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.

Contact Information and Office Hours

Instructor: [Dr., Mr., Ms. or Mx. Last Name]

Email: [address]@students.ecu.edu/ecu.edu

Phone: 252.[office phone number]

Office: [Building and Room number]

Office Hours: [days and times]

Section(s) and Classroom(s): [include the section numbers and Building and Room numbers]

****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 1100 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.

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 1100 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.")

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 (CSC1)
- Create, identify, and engage in significant research questions. (WC1)
- Explore the many different purposes of writing, including writing to reflect, analyze, explain, and persuade (CSC2)
- Engage rhetorically and integrate a variety of appropriate sources to support a central claim. (WC2)
- Practice drafting and revising(CSC3)
- Increase your awareness of organizational strategies and your ability to apply them (CSC4)
- Become attentive to how audience and purpose affect content, tone, and style (CSC5)
- Incorporate sufficient and appropriate details and examples both from your experiences and from secondary research (CSC6)

- Express your ideas with clarity and with effective syntax and punctuation (CSC7)
- Organize sentences and paragraphs to communicate central points with logical connections and a minimum of grammar and punctuation errors. (WC4)
- Gain competence in using computer technology in the writing process (CSC8)
- Schedule and meet deadlines. (CSC9)
- 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)

You will write extensively, both formally and informally, often for every class meeting, and you must be prepared to share your writing with your peers on a regular basis. You will be asked to write in a variety of genres, most of which will involve multiple pages of revised prose.

Writing Intensive (WI)

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. This course will focus on the development of writing skills. 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/cs-acad/fsonline/wc/wc.cfm>.

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 (your Self-Analytical Writing for ENGL 1100 satisfies this requirement), 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.

Cash, Wiley. *The Last Ballad*. (Paperback forthcoming). ISBN: 9780062313126

Pirate Papers for ENGL 1100. 8th ed. 2018. ISBN: 9781453402511 .

Becoming Rhetorical, Pocket Keys, and MindTap Access Code Bundle: 9780357008775.

Nicotra, Jodie. *Becoming Rhetorical: Analyzing and Compositing in a Multimedia World*. Cengage Learning, 2019.

Raimes, Ann and Susan K. Miller-Cochran. *Pocket Keys for Writers*. 6th ed., Cengage Learning, 2018.

MindTap. Cengage Learning.

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 and Written Communication Competencies.

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 may 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. Try to tie this project to themes, ideas, issues emerging in *The Last Ballad*.

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.

GTAs 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. 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 Wiley Cash, *The Last Ballad*. 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.

This project asks you to create an argument in which you analyze elements of *The Last Ballad* in relation to a particular context. In order to do this effectively, you should use the close-reading skills you developed working on the rhetorical analysis essay. Your essay should include a healthy balance of quotes and concepts

from *The Last Ballad* and from the context that you have placed your analysis of it in. Both of these should serve your own ideas and argument.

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.**

Presentation

About the Presentation. Students will take the lead in discussion of the Pirate Read 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 Project 3. To better facilitate students reading and understanding the book, please start presentations during Unit 2 and finish them within Unit 3.

To help you with the close reading and analytical work of *The Last Ballad*, you will divide into groups and be responsible for presenting on designated sections of the text. Your groups may 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.

Presentations will be throughout Units 2 and 3 to help students think more critically about their responses to Project 3.

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 or Class Participation

Below is suggested language. You may make changes to it. Whatever language you decide on must be clear and consistent. Select an appropriate section header: Class Citizenship or 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%
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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 2018

Information copied from:

<http://www.ecu.edu/cs-acad/fsonline/customcf/calendar/fall2018.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 10
8:00 TTh	8:00-10:30 Tuesday, December 11
9:00 MWF	8:00-10:30 Wednesday, December 12
9:00 TTh (9:30)	8:00-10:30 Wednesday, December 5
10:00 MWF	8:00-10:30 Friday, December 7
10:00 TTh	8:00-10:30 Thursday, December 6
11:00 MWF	11:00-1:30 Monday, December 10
11:00 TTh	11:00-1:30 Thursday, December 6
12:00 MWF	11:00-1:30 Wednesday, December 12
12:00 TTh (12:30)	11:00-1:30 Wednesday, December 5

1:00 MWF	11:00 1:30 Friday, December 7
1:00 TTh	11:00-1:30 Tuesday, December 11
2:00 MWF	2:00-4:30 Monday, December 10
2:00 TTh	2:00-4:30 Tuesday, December 11
3:00 MWF (3:30)	2:00-4:30 Wednesday, December 12
3:00 TTh (3:30)	2:00-4:30 Thursday, December 6
4:00 MWF	2:00-4:30 Friday, December 7
4:00 TTh	2:00-4:30 Wednesday, December 5
5:00 MWF	5:00-7:30 Monday, December 10
5:00 TTh	5:00-7:30 Tuesday, December 11

Grades due by 4:30pm, Friday, 12/14

English 1100: Foundations of College Writing Fall 2018

SAMPLE WEEKLY SCHEDULE Unit 1: Weeks 1-4

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

A description of Units with suggested readings and activities for GTAs to create their own weekly schedules has been provided for the GTAs teaching ENGL 1100 for Fall 2018.

This weekly calendar provides a sample sequence of readings and writing/discussion assignments that correspond to 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. You may also want to schedule a TBA day to account for potential cancelled classes due to weather.

English 1100 WEEKLY SCHEDULE Unit 1: Weeks 1-4

BR = *Becoming Rhetorical*
PK = *Pocket Keys*
PP = *Pirate Papers*

LB = *The Last Ballad*
MT = *MindTap*
DB = *Discussion Board*

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.

Overview of Unit 1: Weeks 1–4

	Topics to Cover	Possible Readings	Possible homework/activities
<p>Week 1</p> <p>8/20–8/24</p>	<p>Introductions; Course Expectations; Writing Sample</p> <p>Writing Process; Rhetorical Situation</p> <p>Project 1 Assigned</p>	<p>PK: “How to Find Information in <i>Pocket Keys for Writers</i>” (on front flap); Part One: Sections 1 “The Writing Process in Context” & 2 “A Framework for Critical Thinking” (pp. 1–7)</p> <p>LB: Review the Afterword</p> <p>BR: “Introduction: What It Means to Become Rhetorical” (pp. 2–7); Ch. 1 “The Basic Rhetorical Situation” (pp. 8–25)</p> <p>*keep in mind that many students will not have books by the end of the first week. We will supply pdfs of some of these readings on the Blog, but due to copyright rules, we cannot provide more than a chapter from each text. This means students need to get the texts or share with peers. Do not make hard copies of the readings.</p>	<ul style="list-style-type: none"> • A Writing Sample prompt should be assigned and samples collected by the second class meeting. • Ask students to locate the named places in the Afterword of LB on a map and reflect on what they know about those places today. • MT: Watch Tiny Lecture Video 1: “Rhetoric is a Muscle” • The “For Discussion” sections in BR offer several ideas for in-class activities or homework—make clear to students how you may use these when you assign the reading homework. • The “Assignment” sections in BR may be modified to be in-class activities or homework. In fact, the Assignment in Chapter 1 may be modified to make a good Writing Sample prompt. • Assign Project 1 by the end of this first week.
<p>Week 2</p> <p>8/27–8/31</p>	<p>Rhetorical Situation: Context, Exigence, Purpose, Means</p> <p>Inquiry and Reflective Writing</p>	<p>BR: Ch. 2 “The Expanded Rhetorical Situation” (pp. 26–47)</p> <p>Examples of narrative writing (like Rebecca Onion’s “What Happened Here?” and “The Athens of Ohio”) that is reflective and makes a point. Examples are on the Blog.</p>	<ul style="list-style-type: none"> • MT: Watch Tiny Lecture Video 2: “What is Exigence?” • MT: Complete the “Video Activity: Developing a Research Plan and Schedule” • Get students writing—prewriting may happen this week in or out of class. You may ask for plans, one-page drafts, etc. to hold students accountable to beginning the writing process. You may want to use DB as a way to collect these so students can see what each other is doing or to plan time for students to share their

<p>Week 3</p> <p>9/4–9/7 *9/3 is a State Holiday</p>	<p>State Holiday on Monday, 9/3: No Classes</p> <p>Student Writing</p> <p>Description in Reflective Writing</p>	<p>LB: Ch. 1 & 2</p> <p>PP: Assign student examples from the Writing to Reflect section.</p>	<p>ideas in small groups and get feedback from their peers and you.</p> <ul style="list-style-type: none"> Any discussion about <i>LB</i> should stay focused on plot and characters or focused on writing strategies or choices. Students will be presenting on and leading discussion on <i>LB</i> in Units 3 and 4. You may want to use <i>PP</i> readings as part of a discussion of what students could do to better respond to your assignment, for demonstrating peer review, for reinforcing the goals of the assignment by applying the rubric. In-class writing activities focused on skills emphasized in Project 1; for example, “Show Don’t Tell.” Students should continue drafting. You may want to do flipped days combined with in-class power conferences; one-on-one conferencing; or workshops on drafts in progress or outlines.
<p>Week 4</p> <p>9/10–9/14</p>	<p>Peer Review</p> <p>Project 1 Due</p> <p>Project 2 Assigned</p>	<p>PP: Assign student examples from the Writing to Reflect section.</p> <p>PK: “Model Paper 2: MLA Style” (pp. 100–109)</p>	<ul style="list-style-type: none"> You may want to use <i>PP</i> readings as part of a discussion of what students could do to better respond to your assignment, for demonstrating peer review, for reinforcing the goals of the assignment by applying the rubric. Use the Model Paper from <i>PK</i> to review MLA style—help students with how to set up their papers for Project 1. Peer Review in class: possibly use two class sessions to divide the focus for peer review. This allows students to revise with consideration on their content before spending one day focused on editing. Review submission of project process. Project 1 Due by 9/14

English 1100 WEEKLY SCHEDULE Unit 2: Weeks 5-9

BR = *Becoming Rhetorical*
PK = *Pocket Keys*
PP = *Pirate Papers*

LB = *The Last Ballad*
MT = *MindTap*
DB = *Discussion Board*

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.

Overview of Unit 2: Weeks 5–9

	Topics to Cover	Possible Readings	Possible homework/activities
Week 5 9/17–9/21	<p>Summary vs. Analysis</p> <p>Rhetorical Analysis vs. Literary Analysis</p> <p>Assign: Collaborative Presentations (on LB)</p>	<p>BR: Ch. 3 “Analyzing Textual Rhetoric” (pp. 50–66); Ch. 4 “Analyzing Visual Rhetoric” (pp. 67–99); Ch. 5 “Analyzing Multimodal Rhetoric” (pp. 100–120) [some of this reading may overlap into the next week]</p> <p>LB: Ch. 4–6</p> <p>Examples of texts for practicing rhetorical analysis.</p>	<ul style="list-style-type: none"> • MT: Watch Tiny Lecture Video 3: “Thinking About The Means of Communication” • MT: Watch “How To Video 1: Analyzing an Audience” • The “For Discussion” sections in BR offer several ideas for in-class activities or homework—make clear to students how you may use these when you assign the reading homework. • Practice Rhetorical Analysis using short writings, commercials, movie trailers, LB Trailer, etc. • Practice collaborative analysis
Week 6 9/24–9/28	<p>Rhetorical Analysis</p> <p>LB Presentations Start (first group by end of week)</p>	<p>BR: any of the previous readings not covered</p> <p>LB: Ch. 7–9</p> <p>Graded Project 1</p>	<ul style="list-style-type: none"> • MT: Read “Tutorial: Use Sources Ethically” • MT: Read “Tutorial: Synthesize Sources Effectively” • MT: Watch “How To Video 2: Analyzing a Written Text” • Students may work with possible selections of texts for Project 2. Get students writing—

			<p>prewriting may happen this week in or out of class. You may ask for proposal to use a particular text/s, plans, one-page drafts, etc. to hold students accountable to beginning the writing process. You may want to use DB as a way to collect these so students can see what each other is doing or to plan time for students to share their ideas in small groups and get feedback from their peers and you.</p> <ul style="list-style-type: none"> • Ask students to review graded Project 1 by end of this week. You may want them to reflect on your feedback and the rubric. Maybe ask them to write up their reflection and any questions they have after reading your feedback and how they can use that feedback in drafting Project 2.
<p>Week 7 10/1–10/5</p>	<p>Practice Rhetorical Analysis</p> <p>LB Presentations Continue (second group by end of week)</p>	<p>LB: Ch. 10 & 11</p> <p>PP: Assign student examples from the Writing to Persuade section.</p> <p>BR: Re-read, sections of Ch. 12 “12b Incorporating Sources into Your Compositions” (pp. 271–75)</p>	<ul style="list-style-type: none"> • MT: Watch Tiny Lecture Video 4: “The Formal and Social Layers of images” • You may want to use PP readings as part of a discussion of what students could do to better respond to your assignment, for demonstrating peer review, for reinforcing the goals of the assignment by applying the rubric. • In-class writing activities focused on skills emphasized in Project 2; for example, “Thinking About Audience and Rhetorical Strategies.” • Students should continue drafting. You may want to do flipped days combined with in-class power conferences; one-on-one conferencing; or workshops on drafts in progress or outlines.
<p>Week 8 10/10–10/12 *10/8–10/9 Fall Break</p>	<p>Rhetorical Analysis</p> <p>LB Presentations Continue (third group by end of week)</p>	<p>PP: Assign student examples from the Writing to Persuade section.</p> <p>PK: Review proper citation practices</p> <p>LB: Ch. 12–17</p>	<ul style="list-style-type: none"> • You may want to use PP readings as part of a discussion of what students could do to better respond to your assignment, for demonstrating peer review, for reinforcing the goals of the assignment by applying the rubric. • Using PP you may want to practice peer review.

Week 9 10/15– 10/19	Peer Review	<i>BR</i> : Ch. 6 “The Invitation to Rhetoric” (pp. 122–45) [for 10/19 or to push into Week 10]	<ul style="list-style-type: none"> Workshop days or flipped days may help students finish their projects.
	Project 2 Due		<ul style="list-style-type: none"> Peer Review in class: possibly use two class sessions to divide the focus for peer review. This allows students to revise with consideration on their content before spending one day focused on editing.
	Assign Project 3		<ul style="list-style-type: none"> <i>MT</i>: Watch “How To Video 4: Defining a Rhetorical Problem” [for 10/19 or to push into Week 10]
	<i>LB</i> Presentations Continue (fourth group by end of week)		<ul style="list-style-type: none"> Project 2 Due no later than 10/19

English 1100 WEEKLY SCHEDULE Unit 3: Weeks 10–13

BR = *Becoming Rhetorical*
PK = *Pocket Keys*
PP = *Pirate Papers*

LB = *The Last Ballad*
MT = *MindTap*
DB = *Discussion Board*

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.

Overview of Unit 3: Weeks 10–13

	Topics to Cover	Possible Readings	Possible homework/activities
Week 10 10/22–10/26	<p>Persuasive Writing</p> <p>Using Rhetoric in Writing</p> <p>Assign: Project 3</p> <p><i>LB</i> Presentations Continue (fifth group by end of week)</p>	<p><i>BR</i>: Ch. 7 “Responding to Rhetorical Problems with Arguments” (pp. 146–85); Ch. 12 “Research: Composing with Multiple Sources” (pp. 260–71)</p> <p><i>PP</i>: Assign student examples from the Writing to Persuade section (possibly assign to discuss in Week 11)</p> <p>Examples of texts for practicing composing with multiple sources.</p>	<ul style="list-style-type: none"> <i>MT</i>: Watch Tiny Lecture Video 7: “Using Stases to Think Through an Issue” <i>MT</i>: Tiny Lecture Video 8: “Understanding When a Concept is Ripe for Redefinition” The “For Discussion” sections in <i>BR</i> offer several ideas for in-class activities or homework—make clear to students how you may use these when you assign the reading homework. Write a “Zero Draft” and post to DB Practice collaborative analysis
Week 11	Topics to Cover	Possible Readings	Possible homework/activities

<p>10/29–11/2</p>	<p>Persuasive Writing</p> <p>Working with Sources</p> <p>LB Presentations Continue (last group/s by end of week)</p> <p>Hand back Project 2 with response and grade</p>	<p>BR: Ch. 8 “Explaining” (pp. 186–205); selections from Chs. 9–11 as relevant to student needs</p> <p>PP: Assign student examples from the Writing to Persuade section</p> <p>Graded Project 1</p>	<ul style="list-style-type: none"> • MT: Complete the “Auto-graded Activity: The Annotated Bibliography” • PP: Students Reverse Outline sample essay. How is argument constructed? What is missing? • Flip Day: working with sources in class. Allow students time to annotate sources and think about how they will critically engage those sources in their writing. • Drafting should happen this week in or out of class. You may ask for one-page drafts, etc. to hold students accountable to beginning the writing process. You may want to use DB as a way to collect these so students can see what each other is doing or to plan time for students to share their ideas in small groups and get feedback from their peers and you. • Ask students to review graded Project 2 by end of this week. You may want them to reflect on your feedback and the rubric. Maybe ask them to write up their reflection and any questions they have after reading your feedback and how they can use that feedback in drafting Project 3.
<p>Week 12</p> <p>11/5–11/9</p>	<p>Persuasive Writing</p>	<p>Student Work</p> <p>PP: Assign another student example from the Writing to Persuade section.</p> <p>BR: Re-review, sections of Ch. 12 “12b Incorporating Sources into Your Compositions” (pp. 271–75)</p> <p>PK: Review proper citation practices</p>	<ul style="list-style-type: none"> • Annotated Bibliographies of sources students will use for Project 3 posted to DB or submitted in Bb. • You may want to use PP readings as part of a discussion of what students could do to improve formatting and citations. • In-class writing activities focused on skills emphasized in Project 3; for example, practice signal phrases.

			<ul style="list-style-type: none"> Students should continue drafting. You may want to do flipped days combined with in-class power conferences; one-on-one conferencing; or workshops on drafts in progress or outlines.
<p>Week 13</p> <p>11/12–11/16</p>	<p>Peer Review</p> <p>Project 3 Due by 11/16</p> <p>Assign Portfolio of Revisions and Self-Analytical Writing</p>	<p>PK: Review proper citation practices</p> <p>For Portfolio of Revisions: ask students to re-read previous projects with your feedback.</p>	<ul style="list-style-type: none"> Peer Review in class: possibly use two or three class sessions to divide the focus for peer review. This allows students to revise with consideration on their content before spending one day focused on editing/formatting. Using PP you may want to practice peer review. Project 3 Due no later than 11/16

English 1100

WEEKLY SCHEDULE

Final Portfolio: Weeks 14–Finals

BR = *Becoming Rhetorical*
PK = *Pocket Keys*
PP = *Pirate Papers*

LB = *The Last Ballad*
MT = *MindTap*
DB = *Discussion Board*

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.

Overview of Final Portfolio: Weeks 14–Finals

	Topics to Cover	Possible Readings	Possible homework/activities
<p>Week 14</p> <p>11/19–11/20</p> <p>*11/21-11/25</p> <p>Thanksgiving Break</p>	<p>Significant Revisions</p> <p>Metacognitive Writing</p>	<p>Student Work</p>	<ul style="list-style-type: none"> Flipped Day: students start on revisions Hand back Writing Samples from first week and ask students to reflect on their improved writing strategies.
<p>Week 15</p> <p>11/26–11/30</p>	<p>Peer Review</p> <p>Project 3 handed back no later than 11/26</p>	<p>Student Work</p>	<ul style="list-style-type: none"> Review iWebfolio Use each day to do Peer Review of a separate project of revision and then the self-analytical. Use class time for open workshop and then more structures peer reviews.
<p>Week 16</p> <p>12/03</p>	<p>Final Portfolio of Revisions and Self-Analytical Writing Due by 12/03</p>	<p>Student Work</p>	<ul style="list-style-type: none"> Verify uploads to iWebfolio and Bb One more peer review if allowing submissions past class time.

*12/04: No Classes, Reading Day Finals 12/5–12/12	iWebfolio		<ul style="list-style-type: none">• Prep for one-on-one meetings during Final Exam time.
Finals 12/10–12/12	One-On-One Mini-Grading Conference with Students		<ul style="list-style-type: none">• Use the exam time to meet with students to discuss their portfolio and self-analytical NOT course grade.

APPENDIX B

Syllabus English 2201: Writing About the Disciplines Spring 2019

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.**

Faculty teaching more than one course will have *five* office hours per a week during regular business hours (8am–5pm).

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.

Pocket Keys and Mindtap Access Code Bundle: 9781337585767

Raimes, Ann and Susan K. Miller-Cochran. *Pocket Keys for Writers*. 6th ed., Cengage Learning, 2018. MindTap. Cengage Learning.

Smith, Trixie G., Allison D. Smith, and Holly Hamby. *Building Bridges through Writing (Customized for East Carolina University)*. TX: Fountainhead Press, 2018. 9781680366990.

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 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.

<p>Possible Category 1: Assignments that Teach Foundational Skills of Understanding Writing about the Disciplines</p>	<p>These analytical and informational assignments help students learn how to read carefully in order to discern central and important features of writing in a discipline of their choosing and to recognize how specialized knowledge gets “translated” for broader audiences. Possible assignments may include two of the following:</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

	<p>be to teach students how to write a press release specifically but to foster their abilities to condense complex ideas and explain them concisely for broad audiences.</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.
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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 “2018-2019 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 “2018-2019 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]

Day, Date, Time

FINAL EXAM SCHEDULE Spring 2019

Information copied from:

<http://www.ecu.edu/cs-acad/fsonline/customcf/calendar/spring2019.pdf>

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour classes will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes. Clinical and non-traditional class schedules, including graduate level courses, may also adopt a modified examination schedule as required. The final exam meeting 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. . . . Classes beginning on the half hour or meeting longer than one hour will have their final examination at the time determined by the hour during which the classes begin (e.g., 9:30-11:00 am TTh classes will follow the examination schedule of the 9:00 am TTh classes; 8:00-10:00 am MWF classes will follow the examination schedule of the 8:00 am MWF classes).

<u>Times class regularly meets</u>	<u>Time and day of examination</u>
8:00 MWF	8:00 -10:30 Friday, April 26
8:00 TTh	8:00-10:30 Thursday, April 25
9:00 MWF	8:00-10:30 Monday, April 29
9:00 TTh (9:30)	8:00-10:30 Tuesday, April 30
10:00 MWF	8:00-10:30 Wednesday, May 1
10:00 TTh	8:00-10:30 Thursday, May 2
11:00 MWF	11:00-1:30 Friday, April 26
11:00 TTh	11:00-1:30 Thursday, May 2
12:00 MWF	11:00-1:30 Monday, April 29
12:00 TTh (12:30)	11:00-1:30 Tuesday, April 30
1:00 MWF	11:00 1:30 Wednesday, May 1

1:00 TTh	11:00-1:30 Thursday, April 25
2:00 MWF	2:00-4:30 Friday, April 26
2:00 TTh	2:00-4:30 Thursday, April 25
3:00 MWF (3:30)	2:00-4:30 Monday, April 29
3:00 TTh (3:30)	2:00-4:30 Thursday, May 2
4:00 MWF	2:00-4:30 Wednesday, May 1
4:00 TTh	2:00-4:30 Tuesday, April 30
5:00 MWF	5:00-7:30 Friday, April 26
5:00 TTh	5:00-7:30 Thursday, April 25

Grades due by 8am, Monday, 05/06

English 2201: Writing About the Disciplines: Multidisciplinary Spring 2019

STANDARD 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 2019. 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.

You will need to add MindTap exercises where appropriate.

BB = Building Bridges through Writing

PK = Pocket Keys for Writers

MT = MindTap

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	<p>1/7: What is Writing About the Disciplines? Course Expectations and Introduction to Course</p> <p>Assign: Writing Sample</p>	<p>1/9: Writing Across the Curriculum <i>BB</i> Chapter 1 (pp 1–16)</p> <p>Assign: Project 1 Due: Writing Sample</p>	<p>1/11: Reading Across the Curriculum <i>BB</i> Chapter 3 (pp 57–66)</p> <p>Due: DB Post #1</p>
Week 2	<p>1/14: The Writing Process and Reports <i>BB</i> Chapter 2 (pp18–56); <i>PK</i> pp 1–5</p>	<p>1/16: Integrating Sources, Avoiding Plagiarism <i>PK</i> pp 31–46; <i>PK</i> pp 47–60; <i>BB</i> Chapter 12 (pp 325-61)</p>	<p>1/18: <i>BB</i> Chapter 13 (selections from Cat 1 examples) Flipped Day: In-class composing and/or conferences</p>

	Due: DB Post #2	Due: DB Post #3	
Week 3	1/21: State Holiday No Classes	1/23: Open Workshop to address concerns	1/25: Responding to Peers' Writing Practice Peer Review
Week 4	1/28: Peer Review: Global Concerns	1/30: Peer Review: Editing	2/1: Rhetorical Analysis Assign: Project 2 Due: Project 1

Unit 2: Weeks 5-7

Overview of Unit 2: Weeks 5-7

	Topics to Cover	Possible Readings	Possible homework/activities
Week 5 2/4–2/8	Research Process Evaluating Sources	<i>BB</i> Chapter 4 (67–80) 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 to these issues, topics, or arguments? Why are these important research questions to ask? In-class exercises in analyzing texts. In-class exercises on evaluating sources. Flip class: allow students to find texts through ECU's databases.
Week 6 2/11–2/15	Research Process Evaluating Sources	Students' selections for assignment Review Project 1 Responses.	<ul style="list-style-type: none"> In-class exercises in analyzing texts. In-class exercises on evaluating sources. <p>by 2/15: Project 1 with your responses and grades should be returned to students</p>
Week 7 2/18–2/22	Research Process Assign Project 3	Student Work	<ul style="list-style-type: none"> Peer Review <p>by 2/22: Project 2 Due</p>

Unit 3: Weeks 8-11

Unit 4: Weeks 12-Finals

Overview of Unit 3: Weeks 8-11

	Topics to Cover	Possible Readings	Possible homework/activities
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<p>Week 8 2/25–3/1</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>Review <i>PK</i> 61 and point students to 62–157 where the different documentation styles are covered</p> <p><i>BB</i> samples of student papers in Ch. 13—Cat 2 begins on page 411.</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 3/4–3/8</p>	<h2>Spring Break No Classes</h2>		
<p>Week 10 3/11–3/15</p>	<p>Writing in Your Discipline</p> <p>Doing Research and Annotated Bibliographies</p>	<p>Readings this week will be sources students find as part of their research for Projects 3 and 4.</p> <p>Review responses to Project 2.</p>	<ul style="list-style-type: none"> Flip classroom: conduct research in class. Write three more evaluative annotations of sources you have researched for Project 3 and 4. Use the citation format appropriate for the discipline you are writing for. Peer Review of annotations <p>by 3/11: Project 2 with your responses and grades should be returned to students</p>
<p>Week 11 3/18–3/22</p>	<p>Topics to Cover</p> <p>Writing in Your Discipline</p> <p>Assign Project 4 that includes “presentation”</p>	<p>Possible Readings</p> <p>Student work.</p>	<p>Possible homework/activities</p> <p>Peer Review</p> <p>by 3/22: Due Project 3</p>

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

Overview of Unit 4: Weeks 12–Finals

<p>Week 12 3/25–3/29</p>	<p>Topics to Cover</p> <p>Research and Writing</p> <p>Review Plagiarism</p>	<p>Possible Readings</p> <p>Student research.</p>	<p>Possible homework/activities</p> <ul style="list-style-type: none"> What is most challenging about Project 4? What would help you best complete this project?
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		<i>BB</i> samples of student papers in Ch. 13—Cat 2 begins on page 411.	<ul style="list-style-type: none"> • Flip classroom works well—have students draft in class.
Week 13 4/1–4/5	Research and Writing Presenting Work	<p>Student research.</p> <p>Help with designing a presentation of Project 4 appropriate for discipline.</p> <p><i>PK</i> pp 25–30</p>	<ul style="list-style-type: none"> • Flip classroom works well—have students draft in class. • Peer Review • Conferences <p>by 4/5: Project 3 with your responses and grades should be returned to students</p>
Week 14 4/8–4/12	Research and Writing	Student work.	<ul style="list-style-type: none"> • Peer Review <p>by 4/9: Due Project 4 with Presentation</p>
Week 15 4/15–4/18 *4/19 State Holiday: No Classes	Revising Self-Analytical Writing	<p><i>PK</i> 159–73</p> <p>Student Work</p> <p><i>BB</i> samples of student papers in Ch. 13—Self-Analytical begins on page 472.</p>	<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 4/18: Project 4 with your responses and grades should be returned to students</p>
Week 16 4/22–4/23 *4/23 is a Friday schedule	Uploads		<ul style="list-style-type: none"> • by 4/23: Due Portfolio (Category 1 and 2 Revisions) and Self-Analytical Writing to Blackboard and iWebfolio
Finals 4/25–5/2	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 2018 New GTA Orientation Agenda | Bate 2017 August 9, 10, and 13, 9am–4pm | August 14, 9am–12pm

Thursday, August 9 (9am–4pm)

- | | | | |
|--|--|--|---|
| 9–9:30am | <p>Welcome/Introductions</p> <ul style="list-style-type: none"> • Overview | | |
| 9:30–10:15am | <p>University Policies</p> <ul style="list-style-type: none"> • FERPA • Academic Integrity • Class Disruption | | |
| 10:15–10:30am | <p>Break</p> | | |
| 10:30am–12pm | <p>Syllabus Statements/Requirements
Important items to have in Syllabus:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • 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 <i>must be spread over MWorF AND TorR</i>; during standard campus hours of 8am-5pm) • Course Description and Goals • Required Texts • University Writing Center </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • 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.) </td> </tr> </table> | <ul style="list-style-type: none"> • 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 <i>must be spread over MWorF AND TorR</i>; during standard campus hours of 8am-5pm) • Course Description and Goals • Required Texts • University Writing Center | <ul style="list-style-type: none"> • 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.) |
| <ul style="list-style-type: none"> • 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 <i>must be spread over MWorF AND TorR</i>; during standard campus hours of 8am-5pm) • Course Description and Goals • Required Texts • University Writing Center | <ul style="list-style-type: none"> • 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 | <p>Lunch on your own</p> | | |
| 12:45-2:15pm | <p>Workshop Syllabus</p> | | |
| 2:15-3:30pm | <p>Weekly/Daily Schedule</p> <ul style="list-style-type: none"> • Clarify due dates • Readings with page numbers • Conferences/working with students | | |
| 3:30-4pm | <p>Regroup</p> <ul style="list-style-type: none"> • Questions • Draft of syllabus due Friday by 9am to morset@ecu.edu. • Draft of Writing Sample Prompt & Project 1 | | |

Friday, August 10, 9am–4pm

9–9:15am	Questions
9:15–10am	Writing Sample <ul style="list-style-type: none">• Example Prompts• Collect writing in the first or second class meeting
10–10:45am	Assignment Sheets <ul style="list-style-type: none">• Project 1 articulated for students to understand• What should be included?
10:45–11am	Break
11am–12:15pm	Class Management Kimberly Thompson, Instructor
12:15–1:15pm	Lunch on your own
1:15–2pm	Professionalism <ul style="list-style-type: none">• 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
3–3:30pm	Work with Blackboard
3:30–4pm	Review the Day <ul style="list-style-type: none">• For Monday• Things to remember• Send Daily schedule to morset@ecu.edu by 8am, Sunday

Monday, August 13, 9am–4pm

9–9:15am	Welcome Brandon Hardy, Graduate Assistant Director of Writing Foundations, PhD Student Abby Morris, Graduate Assistant Director of Writing Foundations, PhD Student
9:15–10am	TextExpander Timm Hackett, Instructor
10–11:30am	Introduction to MindTap Cengage Representatives
11:30am–12:30pm	Lunch provided & Play with MindTap
12:30–1pm	Questions/Discussion about MindTap

- 1–1:30pm **Revisions to Syllabus and Schedule**
- 1:30-2:15pm **What to do on the First Day**
Brandon Hardy, GAD of Writing Foundations, PhD Student
Abby Morris, GAD of Writing Foundations, PhD Student
- 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 14, 9am–12pm

- 9–9:10am **Welcome**
Dr. Andrea Kitta, Director of Graduate Studies
- 9:10–9:45am **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. 17 @ 3pm in Bate 1028, Writing Foundations Program Meeting

Spring 2019 GTA Orientation/Workshop Agenda January 2-4, 2019 Bate 2017

Wednesday, January 2

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 2024

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

10:40-11:30am

Workshop and Revise or Edit as needed Syllabus

11:30am–12:30pm	Lunch on Your Own
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- 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
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- 2–2:45pm **ENGL 2201 Rubric**
- Familiarizing with the Category 1 and 2 rubrics
 - 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 3

- 9–9:15am **Overview / 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
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- 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
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Returning to 2201 GTAs, submit to Tracy via email: syllabus, daily schedule, writing sample prompt, and project 1.

- | | |
|-------------|--|
| 12:30-1pm | <p>Unit 2 Overview</p> <ul style="list-style-type: none"> • Second Category 1 assignment that moves students closer to working within their disciplines. • Recommended types of assignments |
| 1–1:30pm | <p>Library Tutorials and Modules</p> <ul style="list-style-type: none"> • Introduce students to using databases • Discipline-specific research guides |
| 1:30–1:45pm | <p>Writing @ ECU Resources</p> <ul style="list-style-type: none"> • Faculty Resources • Student Resources |

1:45-2pm	BREAK
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- | | |
|-------|--|
| 2–3pm | <p>MindTap Overview with Cengage</p> <ul style="list-style-type: none"> • Accessing MindTap through Blackboard • Assigning exercises in MindTap |
| 3pm | Questions? |

Friday, January 4

- | | |
|------------|--|
| 9-9:15am | Teaching Journals |
| 9:15- 10am | <p>Blackboard Gradebook</p> <ul style="list-style-type: none"> • Setting up the Gradebook • Collecting assignments in Blackboard |
| 10-10:30am | <p>Using the Rubric in Blackboard</p> <ul style="list-style-type: none"> • Attaching it to assignments • Grading with rubric |
| 10:30-11am | <p>What to do on the First Day?</p> <ul style="list-style-type: none"> • 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, 9:30-10:30am | 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 2018**

	Thursdays
Week 1	8/23: Check-in/Teaching Journal/Introduce Unit 2 & Group Presentations / Introduce Teaching Circles
Week 2	8/30: Project 1/Reflection/Peer Review/Workshop Unit 2 Material / Academic Integrity GTAs by 10am, 8/31: submit to Tracy draft of Unit 2 daily schedule and assignment
Week 3	9/06: Teaching Comp "Speed Dating"
Week 4	9/13: (<i>Proj. 1 Due</i>) Teaching Rhetorical Analysis / Grading Conversation GTAs by 10/2: submit to Tracy two examples of graded work and the grade distribution for each section on Project 1
Week 5	9/20: Teaching Circles: Project 2, what will you do to help students with rhetorical analysis? Create or share any in-class activities/exercises?
Week 6	9/27: (<i>Graded Proj. 1 should be back to students this week</i>) Project 3/Contextual Analysis/ GTAs by 10/1: submit to Tracy two examples of graded work and the grade distribution for each section on Project 1
Week 7	10/04: Working with <i>The Last Ballad</i> /Workshop Unit 3 Material GTAs by 10am, 10/05: submit to Tracy Unit 3 and Project 3
Week 8	10/11: Teaching Circles: share your mini-contextual analysis of <i>The Last Ballad</i> . What did you learn doing this that will help you work with students on Project 3?
Week 9	10/18: (<i>Proj. 2 Due</i>) Possible Library Tour
Week 10	10/25: Project 3: presentations to project
Week 11	11/01: (<i>Graded Proj. 2 should be back to students this week</i>) Teaching Circles: iWebfolio GTAs by 11/05: submit to Tracy the grade distribution for each section on Project 2
Week 12	11/08: Portfolio of Revisions/Cover Letter
Week 13	11/15: (<i>Proj. 3 Due</i>) Invite Spring GTAs (graduating GTAs do not attend) ENGL 2201 Writing About the Disciplines
Week 14	11/22: (<i>Graded Proj. 3 should be handed back to students M/T this week</i>) GTAs by 11/20: submit to Tracy two examples of graded work and the grade distribution for each section on Project 3 Thanksgiving No Classes
Week 15	11/29: Last Meeting: Calibration of ENGL 1100 Portfolio and Self-Analytical
Finals	12/06: Final Exams

Teaching Circles

Abby: Bate 2005

Sharieka

Yvonne

Ryan

Emily

Brandon: Bate 2206

Farrah

Alicia

Christian

Sarah

Jonathan

Jayde
Kelsey

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: 9/20, 10/11, and 11/01. 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 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 at the end of 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 2019

	Thursdays
Week 1	1/10: Check-in/Introduce Teaching Circles/Questions about Unit 2
Week 2	1/17: 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, 1/18.</i>
Week 3	1/24: Academic Integrity/Peer Review/Grading Conversation focused on Category 1 Projects
Week 4	1/31 (Proj 1 Due) Teaching 2201 “Speed Dates” <i>Come with specific questions to ask experienced fixed-term faculty.</i>
Week 5	2/7: Prep for Category 2 Units 3 and 4 Check-in time with Brandon: What is working well? What isn’t working well?
Week 6	2/14: Workshop Unit 3 and 4 material <i>Drafts of Unit 3 and Project 3 Assignment due to Tracy by noon, 2/15 (if both Units 3 and 4 are ready, feel free to submit both).</i>
Week 7	2/21: (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, 2/22.</i>
Week 8	2/28: Grading Conversation focused on Category 2 Projects

Week 9	3/7: Spring Break No Classes
Week 10	3/14: Checking-in/Effective ways to use flipped days/Support for Presentation assignment
Week 11	3/21: (Proj 3 Due) Introduce Portfolio and Self-Analytical/ Some Calibration
Week 12	3/28: Teaching Circle : discuss ways you will help students with revising for their Portfolios and writing their Self-Analytical essay
Week 13	4/4: Checking-in/Reminders—iWebfolio
Week 14	4/11: (Proj 4 Due)/Invite New GTAs (graduating GTAs do not attend)
Week 15	4/18: Last Meeting (Portfolios and Self-Analytical Writing Due by 4/24) Entering Final Course Grades
Week 16	4/25: Final Exams *Tuesday is really a Friday this week.
Finals	5/2: Final Exams

Teaching Circles

Abby: Bate 2005

Brandon: Bate 2024

Purple

Gold

Yvonne

Sharieka

Christian

Farrah

Sarah

Jayde

Ryan

Kelsey

Emily

Kali

Jonathan

2/21: Purple meets with Abby in Bate 2005; Gold meets with Brandon in Bate 2024

3/28: Purple meets with Brandon in Bate 2024; 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: 2/21 and 3/28. 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 your go to mentors throughout the semester. 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 1100 Assessment Rubric
Academic Year 2018-2019**

	Excellent (5)	Very good (4)	Adequate (3)	Developing (2)	Insufficient (1)
Inquiry (SLO 1)	The projects demonstrate an exceptional ability to create, identify, and engage in significant questions that effectively drive the discussions in the projects.	The projects demonstrate, with only minor lapses, a strong ability to create, identify, and engage in significant questions that mostly drive the discussions in the projects.	The projects demonstrate an inconsistent ability to create, identify, and engage in questions that inconsistently drive the discussions in the projects.	The projects demonstrate a limited ability to create, identify, and engage in questions that somewhat drive the discussions in the projects.	The projects do not demonstrate a college-level ability to create, identify, and engage in questions that drive the discussions in the projects.
Purpose, Audience, and Context (SLO 2, 5)	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.
Critical Engagement with and Use of Evidence (SLO 6)	The projects demonstrate an exceptional ability to rhetorically engage and integrate a variety of appropriate sources to support the central claims.	The projects demonstrate, with only minor lapses, a strong ability to rhetorically engage and integrate a variety of appropriate sources to support the central claims.	The projects demonstrate an inconsistent ability to rhetorically engage and integrate a limited number of appropriate sources to support the central claims.	The projects demonstrate a limited ability to rhetorically engage and integrate sources to support the central claims.	The projects do not demonstrate a college-level ability to rhetorically engage and integrate sources to support the central claims.
Expression and Organization (SLO 3, 4, 7)	Organization rhetorically enhances the development of the central claims. Sentences and paragraphs are logically connected with a minimum of grammar and punctuation errors. Projects demonstrate effective revising and editing.	Organization rhetorically enhances, with only minor lapses, the development of the central claims. Sentences and paragraphs are connected with a few lapses in transition and explanation. Grammar and punctuation errors are rare but obvious but do not interfere in meaning of communication. Projects demonstrate revising and editing.	Organization inconsistently enhances the development of the central claims. The documents clearly convey meaning, but contain some sentence-level errors that impede flow. Grammar and punctuation errors occur regularly and may interfere in meaning of communication. Projects demonstrate some revising and editing.	The projects lack clear organization and development of central claims. Sentences and paragraphs are not clearly developed or logically connected and often impede flow. Grammar and punctuation errors largely interfere in meaning of communication. Projects demonstrate very little revising and editing.	The projects do not demonstrate college-level organization and development. Sentences and paragraphs lack academic development, revision, and editing.
Formatting and Citation (SLO 8)	The projects follow standard formatting and documentation guidelines. Attributions are completely and meet the appropriate style guidelines (APA, Chicago, CSE, or MLA).	The projects generally follow formatting and documentation guidelines. Errors in the appropriate style guidelines (APA, Chicago, CSE, or MLA) 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, Chicago, CSE, or MLA) occur regularly.	The projects randomly follow formatting and documentation guidelines. Errors in the appropriate style guidelines (APA, Chicago, CSE, or MLA) compromise the integrity and honesty of the projects.	The projects show little to no adherence to formatting and documentation guidelines. Plagiarism may be evident.
Self-Analytical	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.