English 1101

FALL 2016

DR. CHRISTOPHER RITTER

Section 15: M/W 12:45-2:00 Arts & Sciences G114 **CRN 80016**

Section 17: M/W 2:10-3:25 **CRN 80017**

Section 19: M/W 3:35-4:50 **CRN 80019**

Course URLs

D2L site: https://clayton.view.usg.edu/d2l/home/1177601

NoRedInk: https://www.noredink.com; class code: w37dwwk8

Contact Information

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Course Catalogue Description

A composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills.

Prerequisites:

- Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course.
- A grade of C or better (or K) is required in ENGL 1101 prior to enrollment in ENGL 1102. Grades of D in ENGL 1101 will not count toward graduation in any degree program.

Clayton State's Emphasis

At Clayton State, English 1101 is designed to increase students' ability to construct academic written essays and to make connections in writing to their own experiences, to Clayton State, to other students, to their communities, and to their future profession. The course offers instruction in writing processes, collaborative writing strategies, methods of organization, research skills, discourse conventions of Standard Written English, rhetorical strategies, computer-based writing, and the production of expository academic essays in MLA format. Readings consider issues of contemporary and cultural concern. Students reflect on their writing, engage in peer review, and create an ePortfolio that will be completed in English 1102.

Dr. Ritter's Emphasis

At first glance, it may seem that the purpose of college is to train you for success in your career. It should do that, but a *complete education* in college should also train you for success in your whole life. In an election year, then, it behooves you to learn how to be a citizen – someone who can articulate the issues that matter to them, analyze the ways those issues are discussed in public, and vote in support of their interests. These are the topics we'll focus on in this course.

Although we will discuss political topics, groups, and candidates, and you will be encouraged to vote on Election Day (if you can), you will *never* be pressured to vote for a specific candidate, or required to state whom you voted for.

You need to know that while every 1101 teacher aims for the same outcomes from their students, each teacher approaches those outcomes through different topical themes. And although this class is required, you do have the ability to switch sections. Therefore, consider your interest in this class's subject theme carefully. If it sounds interesting to you, then you're in the right place. However, if you're uninterested or put off by this theme, you should switch to a different instructor – you, your peers, and I will all be happier for it.

Program Outcomes

General Education Outcome
Students will write effective expository and argumentative essays that consider purpose and audience.

The following link provides the Clayton State University Core Curriculum outcomes (see Goal A1: http://flippingbook.clayton.edu/catalog-handbook/#110

Course Outcomes
Outcome 1: Writing Process
Students will understand and engage in writing as a process.

Outcome 2: Collaboration
Students will engage in the collaborative, social aspects of writing.

Outcome 3: Purpose/Audience Awareness
Students will write clearly for a specified audience and purpose.

Outcome 4: Rhetorical Strategies
Students will read and write a variety of nonfiction expository and argumentative genres.

Outcome 5: Discourse Conventions and Effective Style
Students will produce coherent, organized, effective, readable academic writing for a   variety of rhetorical situations, both print and digital.

Outcome 6: Citation Formats
Students will learn basic citation formatting in academic writing.

Outcome 7: Writing Aids and Technologies
Students will effectively use writing aids, such as handbooks, dictionaries, online aids   and resources, and tutors to research ideas and improve their writing.

Required Texts

Lamb, Mary R., ed. *Connections: Guide to First-Year Writing @ Clayton State University*. 6th ed. Southlake, TX: Fountainhead Press, 2016. ISBN 978-1-68036-230-5. Approx. $52.00. Available only through CSU University Bookstore.

Glenn, Cheryl and Loretta Gray. *Harbrace Essentials with Resources for Writing in the Disciplines.* 2nd ed. Cengage, 2015. ISBN 978-130-581-5353. Approx. $50.70 in The Loch Shop.

Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing.* 3rd ed. New York: Norton, 2014. ISBN 978-0-39393-584-4. Approx. $20.00 in The Loch Shop.

These books are used for BOTH English 1101 and 1102, so please do not sell back your book at the end of English 1101. Your total cost for textbooks for both semesters is approximately $120, or $60 per semester. Please note that Dr. Lamb receives no royalties on these books; any royalties go to the first-year writing program and its students to enhance instruction.

Students are encouraged to use PriceLoch.com to comparison shop for textbooks.

Other Required Materials

- Microsoft Word for writing and peer-reviewing papers
- A CSU student email account that you check daily for changes, handouts, and announcements; a laptop computer (with the CSU standard software package installed). For further information on CSU's Official Notebook Computer Policy, please go to http://itpchoice.clayton.edu/policy.htm.
- Daily, reliable Internet access for D2L.

Computer Requirement

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy.

Computer Skills Prerequisites

- Ability to use the Windows operating system
- Ability to use Microsoft Word for word processing
- Ability to send and receive email using Outlook or Outlook Express
- Ability to attach and retrieve attached files via email
- Ability to use a web browser

In-class Use of Student Notebook Computers

Student notebook computers will be used daily in the classroom in this course. Computers will be required to access course materials and activities.

Desire2Learn (Online Classroom)

Online activity will take place in Desire2Learn, the virtual classroom for the course.

You can gain access to Desire2Learn by signing on to the SWAN portal and selecting "D2L" on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

Portfolio Requirement

Students are also required to create and post a FYW webpage in English 1101 and to submit an electronic portfolio on this website in order to pass English 1102. Students must pass the portfolio with an average of 70 to pass 1102; the portfolio grade counts 20% of the course average in 1102. See the First-Year Writing website (clayton.edu/firstyearwriting) and your instructor for further information. Webpages due: end of week 6 in 1101 and 1102; Portfolios due: end of week 14 in 1102.

Course Work

Process (30%)

This is a rhetoric and composition course, so a large amount of your time each week will be devoted to reading and writing. Expect to read and write something for homework before each class meeting, and to write something in class every day.

The Process component of your grade will consist of the following types of assignments:

Drafts are in-process versions of Papers (see below). There will be at least one draft per Paper, though I will assign more as needed.

Reading assignments involve activities like reading a piece in the textbook and discussing it on D2L, conducting research, or reflecting on interactions with your peers.

Activities are informal in-class assignments like peer reviews and draft revisions. They are often done in groups.

Freewrites are informal in-class writing prompts that get you to generate ideas about a given day's topic.

NoRedInk Exercises are grammar drills on the NoRedInk.com site.

Evaluation of Process assignments
These assignments will all be graded upon their level of completion: complete attempts to fulfill the assignment will earn full credit; partially completed assignments will earn half or no credit.

Number of Process assignments
The number of Process assignments you will do is not established at the beginning of the course – it will depend on my sense of the needs of the class in a given week. Expect at least one Process assignment for homework each day, and at least one in class (which is the biggest reason not to miss class.)

Papers (60%)
Writer's Autobiography (10%)
The first paper asks you to reflect on what you have learned about writing in life and school until this point. It will give me a baseline understanding of your abilities and attitudes. It will also become the About page of your ePortfolio.

Rhetorical History of a Political Issue (20%)
For the second paper, you'll pick a political issue that's important to you and research its rhetorical history: the way it has been discussed and portrayed by different groups in different times. This will teach you about secondary research and rhetorical analysis.

Position Statement (20%)
For the third paper, you'll discuss what issues you would like to see your elected officials address, at all levels, from local leaders to the President of the United States. In identifying your areas of concern, be sure to clearly express what you believe the problems are and what steps you believe these officials should take to address these problems.

Voting Guide Wiki (10%)
Just before the election, the class will work collaboratively to make a voting guide wiki that lists all of the candidates we'll be voting for and their positions on the issues that matter to us.

Evaluation of Papers
These assignments will be graded with rubrics and assessed for their performance using the Rubric for First-Year Writing in the section below.

ALL PAPERS MUST BE PASSED IN ORDER FOR YOU TO PASS THE COURSE.

Rhetorical Reading Response (5%)
The Rhetorical Reading Response will test your abilities to summarize and rhetorically analyze a text – the skills you're practicing all semester long. You'll write it towards the end of the semester, about Sandra Giles's "Reflective Writing and the Revision Process: What Were You Thinking?"

ePortfolio Draft (5%)
Your ePortfolio, which will be complete at the end of English 1102, is a sort of final exam of your progress in First-Year Composition. This semester, you'll save a significant first draft of it, containing the following items:

- A reflective essay about what you learned in 1101
- Your best Rhetorical Reading Response.
- An example of your revision – a before and after draft
- An example of your peer review
- Your Rhetorical Analysis or

Grading Scale
I use a 10-point grading scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F.

Rubric for First-Year Writing

	High Proficiency	Good Proficiency	Minimal Proficiency	Non-proficiency	
	(20-18 points)	(17-16)	(15-14)	(13-0)	
Content and Purpose *topic* *thesis (stated or implied)* *focus* *purpose* *audience* *Other:*	Ideas are clear, insightful, thought-provoking, and focused; consistently support the topic, thesis, and audience for the paper.	Ideas are clear and focused to support the topic and a clearly-developed central idea, but are not consistently insightful or thought-provoking.	Ideas are clear but conventional or general and support the topic, thesis, and audience for the paper.	Ideas are unclear or clichéd and demonstrate a lack of focus in support of the topic or a central idea, which may be vague or missing.	Score:
Development *evidence* *details and examples* *proof or rhetorical appeals* *(ethos, logos, pathos)* *sources and proof* *Other:*	Development is illustrative, with abundant details and examples that arouse audience interest and provide relevant, concrete, specific, and insightful evidence with effective appeals.	Development is adequate, but may lack depth, with details and examples that arouse audience interest and provide relevant, concrete, specific evidence with effective appeals.	Development is sufficient but general, providing adequate but perhaps not interesting details, examples, and evidence; few, ineffective, or fallacious logical, ethical, or emotional appeals.	Development is insufficient, providing scarce or inappropriate details, evidence, and examples that may include logical, ethical, or emotional fallacies or unsupported claims.	Score:

Organization *structure* *coherence* *unity* *topic* *sentences* *transitions* *Other:*	Organization is coherent, unified, and effective in support of the paper's purpose and consistently demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.	Organization is coherent, unified, and effective in support of the paper's purpose and usually demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.	Organization is coherent and unified overall in support of the essay's purpose, but is ineffective at times and may demonstrate abrupt or weak transitions between ideas or paragraphs.	Organization is confused and fragmented in support of the essay's purpose and demonstrates a lack of structure or coherence that negatively affects readability.	Score:
Style and Format *sentence structure* *word choice* *tone* *source integration* *verb tense* *purposeful punctuation* *MLA format and documentation style* *Other:*	Style is confident, readable, and rhetorically effective in tone, incorporating varied sentence structure and precise word choice. Sources integrated effectively. Follows MLA format and conventions of academic discourse.	Style is readable and rhetorically effective in tone, incorporating varied sentence structure and effective word choice. Some sources lack effective integration. Some minor mistakes in MLA format and conventions of academic discourse.	Style is readable, but unremarkable in tone, sometimes including a lack of sentence variety and ineffective word choice. Many sources lack effective integration. Major mistakes in MLA format and conventions of academic discourse.	Style is incoherent or inappropriate in tone, including a lack of sentence variety and ineffective or inappropriate word choice. Ineffective source integration; does not follow MLA format.	Score:
Grammar and Mechanics *paper format* *Standard Written English (commas, s-v agr., sentence boundaries, etc.)* *spelling* *Other:*	Grammar, spelling, and punctuation are correct; meet all assignment directions; SWE works expertly to support the essay's purpose.	Grammar, spelling, and punctuation are correct and meet all assignment directions; SWE works generally to support the essay's purpose.	Mostly SWE and meets critical aspects of assignment directions. Some distracting errors in grammar, spelling, and punctuation.	Paper does not meet sufficient aspects of the assignment direction and does not support the essay's purpose. Numerous distracting errors in grammar, spelling, and punctuation.	Score:

Mid-term progress report

The mid-term grade in this course, which will be issued on October 4th, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by

mid-term, which occurs on October 7th. Instructions for withdrawing are provided at this URL: http://www.clayton.edu/registrar/withdrawal.

The last day to withdraw without academic accountability is Friday, October 7, 2016.

Tentative Schedule of Readings and Assignments

If necessary, I may make changes to the schedule to meet the class's educational goals more effectively. My working schedule can be found at https://goo.gl/nLGM8W.

Week	Dates	Topic	Due
1	8/15-8/21	Introductions and setup	
2	8/22-8/28	[8/25: NO-SHOW DEADLINE]	Writer's Autobiography
3	8/29-9/4		
4	9/5-9/11	[9/5: LABOR DAY HOLIDAY]	
5	9/12-9/18		
6	9/19-9/25		Rhetorical History
7	9/26-10/2		
8	10/3-10/9	[10/7: MIDPOINT- LAST DAY TO WITHDRAW WITH A W]	
9	10/10-10/16	[10/8-11: FALL BREAK] [10/11: LAST DAY TO REGISTER TO VOTE]	
10	10/17-10/23		
11	10/24-10/30		Position Statement
12	10/31-11/6		
13	11/7-11/13	[11/8: ELECTION DAY]	Voting Guide Wiki
14	11/14-11/20		
15	11/21-11/27	[11/23-26: THANKSGIVING HOLIDAY]	Rhetorical Reading Response
16	11/28-12/4		
17	12/5-12/11	[Finals Week] [12/5 LAST DAY TO WITHDRAW WITH A WF]	ePortfolio Draft

Teaching Philosophies

Here are the primary philosophies that inform my teaching, so you have an idea of what to expect from me and how our class will run on a daily basis:

- I am a teacher of rhetoric. I define *rhetoric* as "the study and practice of all conscious communication, in all modes and media."

- I am a teacher of literacies. I use J.L. Lemke's definition of *literacy*: "a set of cultural competences for making socially recognizable meanings by the use of particular material technologies."
- Good learning is situated in real-life (or simulated) practice, not in abstract discussion.
- A good teacher is a "guide on the side" rather than a "sage on the stage."
- People learn new things by connecting new information or skills with information/skills they already have (also known as "scaffolding").
- Good learning is a back-and-forth process of hypothesizing about a new idea, trying it out, and reflecting on how that trial went. (This dialectical process is also known as "active and critical thinking.")
- Students learn best when they're engaged with the material. The ways that I try to engage my students are:
  - by giving you as much choice as possible about what you'll study/create, and encouraging you to choose subjects that you're excited about
  - by encouraging you to actively seek information rather than passively absorb it

Course Policies

General Policy

Students must abide by policies in the [Undergraduate and Graduate Student Code of Conduct](#) and the [Basic Undergraduate Student Responsibilities.](#)

Due Dates

All **homework** assignments are due at the **beginning of class on the day they are due.** If you miss class, you are still responsible for any changes I announce in class, so consult a peer for what you missed.

Final drafts of **Papers** are generally due at **midnight on Sundays**.

Late Work

All assignments are due **before class time** on their due date, unless otherwise noted. I do not accept late Process assignments unless we have a prior arrangement – i.e., you email me before the assignment's due date, and I grant you an extension. I will accept Papers late; but unless I have granted you an extension before the due date, I will deduct half a letter grade for each day the Paper is late. Again, **you can miss a deadline without penalty only if you have requested an extension beforehand.**

Submitting Papers

All Papers will be submitted on our D2L site. Each will have its own dropbox.

Plagiarism Detection Software

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers

will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

Academic Misconduct

All students will follow the Student Code of Conduct. Plagiarism is a form of academic dishonesty in which you present another's ideas as your own. Plagiarizing means you thwart your own education and forego your responsibilities as a writer. Furthermore, you violate the ethical, academic standards of the academic community. These standards include the value of research and informed argument, open and honest debate and sharing of ideas, critical thinking about evidence, the careful presentation of research, and acknowledgment of the sources of ideas. All instances of academic dishonesty will be reported to the Office of Community Standards. Judicial procedures are described beginning on page 19 in the section of the Academic Catalog and Student Handbook titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

Guidelines for Writing from Sources and Consequences of Plagiarism
The following descriptions are designed to help explain plagiarism and its consequences to help you avoid it in your writing for this course. We will devote class time to learning and understanding how to use sources in your writing, how to research and take notes effectively, how to use and cite electronic resources, and how to get help from various writing aids and resources.

Problems in Writing-from-Sources
Inaccurate Citation: Mechanics and Format: Students are expected to cite both written (print and electronic), oral, and visual sources consulted in papers and presentations. All borrowed ideas—both direct quotations and paraphrasing from another's work—require accurate citation, and direct quotations require quotation marks. Students should learn and use correct format for block quotes, quotations, and in-text parenthetical documentation. Source material should be introduced fully, and all borrowed ideas should be cited; Works Cited pages should be formatted correctly. **Drafts** of papers with inaccurate citation, mechanical citation problems, and/or minor Works Cited inaccuracies will require **mandatory revisions**; **final papers** with these problems will receive a **letter grade deduction**.

Plagiarism
Insufficient Citation: Patchwriting and Derivative Papers: Students should fully introduce and cite borrowed material. Cutting and pasting passages from your source into your own paper without citation and turning in the paper as your own is plagiarism, as is directly quoting without using quotation marks. Undocumented paraphrasing is plagiarism: fully cite the source of your ideas. In addition, students are expected to paraphrase and summarize using their own stylistic features, not the source's, to avoid patchwriting (also called stylistic plagiarism). If your summary is too close to the original in a draft, keep working to synthesize it fully. In addition, students are expected to develop their own framework for their papers rather than borrowing their source's argument wholesale (even if acknowledged). **Drafts** with several examples of insufficient citation, papers that fail to develop original arguments, papers lacking a Works Cited page, or papers that exhibit patchwriting will earn a **lowered grade** and will require **mandatory**

revision; **<u>final papers</u>** will receive a **0 for the assignment** for failure to meet the minimum requirements of papers in 1101/1102, and students will face **disciplinary action** as per the CSU Office of Student Affairs and <u>Community Standards</u>.

False Submissions, Ghostwriting, or Fraud
Students are expected to write their own original papers for each assignment, from development of ideas and research to revision. Plagiarized papers include papers written by someone else (i.e. acquired or bought through the Internet, an organization, friends, family members, or another student); papers in which much of the material is cut-and-pasted from sources without correct documentation; and papers submitted by the student for another course/assignment. If such a paper is submitted for a **<u>draft</u>**, the student will receive a **0** for the draft and be required to do a **mandatory revision and/or new rough draft** before submitting a final paper. If students turn in such papers as **<u>final papers</u>**, the student will receive an **F for the course** and face **disciplinary action** as per the CSU Office of Student Affairs and <u>Community Standards</u>.

<u>Please note:</u> Your paper submission, either face-to-face or online, is the version that counts, and you are responsible for making sure this is the correct version. Review your electronic and hard copies carefully.

If you have any doubt about whether or not you're plagiarizing, talk with your professor **<u>before</u>** submitting your paper.

Paper Grading
Grades reflect my best and fairest judgment of the overall quality of your paper, taking into account how well it fulfills the assignment and its purpose; how focused and organized it is; how effectively it uses evidence; how effectively it communicates with its audience; to what extent it engages its reader's imagination and understanding; and how easily it can be read and comprehended (reading ease is affected by factors such as unity and coherence, grammatical correctness, and the physical appearance of the manuscript). For further information, see the First-Year Writing rubric included in this syllabus.

Paper Revision
Revision is an integral part of the writing process and an essential part of improving one's writing. To that end, multiple drafts of papers that show substantial revision are required. However, once a paper has been graded, it may not be revised for an improved grade. Although class participation and collaboration improve your writing and are habits I hope you will develop, they are graded as classwork and not part of your final paper grade. As such, each Paper grade reflects your final written product rather than your effort.

Midterm Grades
Please keep up with your progress in class by recording grades you receive; your average is available in D2L. (I'm happy to discuss these during office hours). I will provide you a midterm average based on your graded work to date the week of the midpoint (the deadline for withdrawal without academic penalty.)

In-Class Use of Notebook Computers and Electronic Devices

Student notebook computers will be used regularly in this course, so plan to bring yours to class every day. However, multitasking with Facebook or other content unrelated to class is forbidden, and all other electronic devices must be off. **Accessing forbidden content or devices will earn you a 0 for whatever activity we are working on at the time**.

Office Hours/Contact Information

One of the most valuable ways to improve your writing is through sustained, personal attention to your work. I offer this attention during office hours – M/W 11:00-12:30 – or by appointment. In addition, you may email me to discuss specific questions you have about your writing.

Attendance and Classwork

University Attendance Policy

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance Policy

Attendance is expected for all class periods. Any absence must be accompanied by a written excuse from a doctor or other competent authority. Writing is a skill that requires practice through revisions, tutoring, and collaboration. Talking about ideas with others—including class discussions—improves your writing as it helps hone, clarify, and create knowledge. Since we are working together to improve our own and others' writing, you should expect to participate; this is not a lecture class. For these reasons, your attendance and thoughtful participation are crucial for your success. Thus, students who miss 20% of classes will probably fail the course (7 classes for MW). Because of the cumulative nature of the course material, if you miss 5 classes before the midpoint, you should consider withdrawing. You should be present and thoughtfully participating most of the class to receive credit for the class day.

Present or not, students are responsible for everything that goes on in class. Call a classmate to find out what you missed and come prepared; classmate's name and email:
_____ or add to your contacts in your phone.

Please discuss your options with me if you have extenuating circumstances, a severe illness, etc., that may prevent you from successfully completing the course.

University closures for weather

The university's weather-closing policy is available at http://about.clayton.edu/weather.htm. Closings are posted on the website and most major media.

Disruption of the Learning Environment

Behavior that disrupts the teaching and learning processes during class activities will not be tolerated, and a disruptive student may be dismissed from the course and may receive a grade of WF. Please see the Student Handbook (http://www.clayton.edu/Portals/46/docs/student-handbook.pdf) for a full explanation. According to the Student Code of Conduct, behavior which disrupts the teaching–learning process during class activities will not tolerated.

- While a variety of behaviors can be disruptive in a classroom setting, some include arriving late or leaving early, interrupting others, eating in class, playing music or using electronic devices, texting, and doing homework for another class.
- More serious examples include belligerent, abusive, profane, and/or threatening language and/or behavior.
- A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class.
- A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal.

If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

Resources for students

Writers' Studio
The goal of the Writers' Studio is to give rise to better writers, not just to better writing. People who love to write, people who struggle mightily with it, and people who fall anywhere else on the spectrum can find a place at The Writers' Studio—a place for students to come for writing guidance and feedback.

Each student may receive up to 90 minutes of assistance per day and 3 hours per week. Furthermore, both appointments and walk-ins are welcome. Here's The Writers' Studio's contact information:

Location: Arts & Sciences Building, Room G-224
Phone: 678.466.4728
Email: ws224@clayton.edu
Website: http://clayton.edu/writersstudio

Visit The Writers' Studio at http://clayton.edu/writersstudio or schedule your appointment online at http://clayton.mywconline.com (Note: first-time users need to complete a one-time registration prior to using the online appointment website).

Operation Study

At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items.

Accommodations for Students with Special Needs

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center Room 255, phone 678-466-5445, or email: disabilityservices@mail.clayton.edu.