

**English 1102-07 (CRN 20027)**

**Spring 2015**

**Dr. Christopher Ritter**

**M/W 12:45-2:00, Arts & Sciences G211**



## **Contact Information**

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## **Course Descriptions**

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### **CSU Catalogue description**

ENGL 1102 English Composition II (3-0-3) is a composition course that develops writing skills beyond the levels of proficiency required by English 1101, emphasizing interpretation and evaluation, and incorporating a variety of more advanced research skills. The student must achieve a grade of C or better in ENGL 1102 in order to graduate. Prerequisite: Grade of C or higher in English 1101 or ENG 111, or ENG 101.

### **First-Year Writing Program's emphasis**

At Clayton State, English 1102 teaches argumentative writing and writing with sources. Instruction covers a variety of argument types and styles, research methods, and techniques for writing with sources. To this end, English 1102 also focuses on critical reading, interpretation, and evaluation of texts drawn from a wide variety of sources. In this course, you'll learn how to summarize, paraphrase, evaluate, and synthesize sources for argumentative papers.

### **Dr. Ritter's theme**

In my 1101, you analyzed the rhetorics of personal stories in a culture you were already a member of. In 1102, you'll look forward towards your field, mapping out the types of communication you will compose in your major and your profession. By mapping your field's rhetorical situations, genres, and conventions before entering the field, you'll prepare yourself for what lies ahead, and you'll be ready to write, speak, and design with your peers and professors.

### **Caveat: are you in the right place?**

You need to know that while every CSU English instructor aims for the same outcomes from his or her students, each instructor 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. But if this class seems bewildering to you, understand that 1102 is the second half of a two-semester sequence, and consider taking my entire 1101-1102 sequence, which starts in the fall. Also, if you're simply uninterested or put off by my theme, you should switch to a different instructor – you, your peers, and I will all be happier for it.

### **Teaching Philosophies**

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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 systematic study and practice of all conscious communication, in all modes and media.”
- I am a teacher of literacies. I define *literacy* as “the ability to use communication tools to convey meaningful messages to specific people.”
  - There are three types of literacies my courses address:
    - Functional: the ability to use communication tools.
    - Rhetorical: the ability to say meaningful messages to specific people.
    - Critical: the ability to understand how and why specific people find their tools useful and their messages meaningful.
- 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

## **Program Outcomes**

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### **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: Genre and Rhetorical Knowledge**

Students read a variety of genres critically to identify and evaluate texts' rhetorical situation and features.

##### *Related Objectives*

- compare and contrast genres from academic and professional contexts, both print and digital (such as an editorial, blog, book or film review, report, literature review, proposal, position paper, etc.)
- interpret and evaluate a variety of genres

#### **Outcome 2: Elements of Argumentation**

Students will understand and analyze various elements of argumentation and types of argument (such as appeals, types of claims, classic, Rogerian, Toulmin, etc.)

##### *Related Objectives*

- evaluate the effectiveness of arguments using various approaches and theories of argumentation (i.e. Aristotelian, Rogerian, Toulmin; appeals, use of evidence, etc.) in print, digital, and oral formats
- analyze and develop appeals to logos, pathos, and ethos
- identify and evaluate several types of argument (i.e. definition, causal, evaluation, proposal, exploratory, etc.)

#### **Outcome 3: Written Argumentation**

Students will apply principles of argumentation in writing and develop effective arguments.

##### *Related Objectives*

- create an arguable thesis statement and support it with appropriate evidence
- summarize, analyze, and address a set of positions on issue/debate/topic
- evaluate the contribution of an argument to a debate using rhetorical analysis
- develop an argument suitable for a specified rhetorical situation (definition, causal, evaluative, proposal, or exploratory, etc.)

**Outcome 4: Writing with Sources**

Students effectively synthesize a variety of sources to create effective arguments.

*Related Objectives*

- use works of various genres to promote ideas for argument
- interpret and evaluate various sources
- synthesize multiple sources
- write effective, organized, readable essays drawing on multiple sources, both print and digital
- develop their own argument about an issue rather than relying on a source's argument and/or organizational structure
- use source material ethically and effectively in papers, including accurate paraphrase, summary, and direct quotations
- introduce borrowed material into papers using rhetorically effective verbs and signal phrases
- summarize, paraphrase, and quote sources effectively and appropriately to support claims

**Outcome 5: Citation and Format of Researched Writing**

Students effectively write with sources using the appropriate format.

*Related Objectives*

- compare and contrast at least two style formats (MLA, APA, etc.)
- identify and correctly use MLA for citing borrowed material
- use the correct format for both short, in-text quotations and longer block quotations
- format essays correctly using MLA format

**Outcome 6: Research Technologies**

Students will learn to locate source material both in the library and online, read and evaluate the material, and use it effectively in arguments.

*Related Objectives*

- identify, select, and use appropriate electronic databases to find sources
- locate source material in the Clayton State library
- locate source material using various online search engines and evaluate the material for credibility and reliability
- distinguish between scholarly/academic sources and general/popular sources

**Outcome 7: Discourse Conventions and Effective Style**

Students will produce coherent, organized, effective, readable academic writing for a variety of rhetorical situations, both print and digital.

*Related Objectives*

- understand the conventions of common academic writing (such as reading responses, blogs, listservs, message boards, academic arguments, rhetorical analyses, synthesis essays, and reviews)
- make effective stylistic choices that enhance readability
- select evidence appropriate to the context to develop a claim and support
- organize papers effectively
- practice grammatical revision to produce readable, effective Standard Written English (SWE)

## Required Texts

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Lamb, Mary R., ed. *Connections: Guide to First-Year Writing @ Clayton State University*. 5th ed. Southlake, TX: Fountainhead Press, 2015. ISBN 978-1-68036-032-5.

- Approx. \$52.00.
- Available only through the CSU Loch Shop.
- You MUST get the current edition.

Glenn, Cheryl and Loretta Gray. *Harbrace Essentials with Resources for Writing in the Disciplines*. 2nd ed. With Mindtap 2-semester access code. 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.

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](http://PriceLoch.com) to comparison shop for textbooks.

## Other Required Materials

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- Microsoft Office365 Suite, especially Word, OneNote, OneDrive, Excel, and PowerPoint. (Available for free from the HUB.)
- 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>.

- A Google account for collaborative writing with Google Docs.
- Daily, reliable Internet access for D2L.

## Computer Requirement

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

## Computer Skills Prerequisites

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For this class, you will need to be able to:

- Use Microsoft Word for word processing, Excel for spreadsheeting, PowerPoint for presenting, OneNote for drafting, and OneDrive for cloud storage.
- Send and receive email using Outlook or Outlook Express.
- Attach and retrieve attached files via email.
- Use a web browser.

## Desire2Learn (Online Classroom)

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

You can gain access to Desire2Learn by going to <https://clayton.view.usg.edu>, or 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](mailto: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

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Students are also required to create and post a portfolio of their work in ENGL 1101 and 1102 in order to pass 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](http://clayton.edu/firstyearwriting)) and your instructor for further information. Portfolios are due at the end of week 14.

## **Course Work**

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### **Process (40%)**

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.

**Mindtap exercises** are online activities connected to the *Harbrace Essentials* handbook. They will mostly be homework exercises, though we may do some in class.

### **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 (35%)**

The assignment sequence in this course is designed to help you understand and articulate how people communicate in your field – mostly in writing, but also in the modes of speech and visual design.

**Rhetorical Roadmap (10%)**

For the first major assignment, you'll visualize the rhetorical situations, genres, and conventions ahead of you in college and your profession. It's a map of your communicative future. There will be several creative options for how to compose your roadmap.

The Roadmap will be graded with a rubric for its performance.

**Rhetorical Reading Response (5%)**

Rhetorical Reading Responses will teach you how to summarize and analyze texts in your field. Finding these texts and writing RRR's will constitute some of your research for your Rhetorical Ethnography.

You will write several RRRs, but only one will be graded for its performance (the others will be graded for completion).

**Rhetorical Ethnography (20%)**

What kinds of texts do students in my major and professionals in my field design and compose? What are the rules governing those texts?

To answer that question, you'll conduct primary research, observing and interviewing students and faculty, as well as secondary research, finding and analyzing examples of their texts. In the process, you'll practice the kinds of research that academics do: finding the answers to an important question.

You'll also have the opportunity to exercise your creativity with this assignment: the "text" you compose can contain multiple media, as long as it conveys the information and research goals of the assignment.

The Ethnography will be graded with a rubric for its performance.

**Final Presentation (5%)**

At the end of the class, you'll give a presentation on the Rhetorical Roadmap and Ethnography you've built over the semester, in which you describe the tools you have assembled for analyzing and composing texts in your field.

The Presentation will be graded with a rubric for its performance.

**Portfolio 20%**

Students are expected to complete a writing portfolio and submit it in lieu of a final exam in English 1102. The writing portfolio should demonstrate the students' best work, and all the papers should be revised, polished, and edited and saved in ONE FILE that is uploaded to the FYW site. The portfolio counts 20% of the final course average for 1102.

**Include:**

1. **Writer's Biography in the "About" section of website**

- Include a professional introduction of yourself as a writer, your goals for your education, and your major.
- 2. Reflective Essay as Introduction to Portfolio**
    - An essay (1-2 pp.) that explains what you learned about writing in English 1101 and 1102 and guides readers to the portfolio, its organization, why you chose the pieces, etc.
  - 3. Rhetorical Reading Response from one of the Common Essays**
    - Follow the required format and demonstrate rhetorical reading skills.
    - Common Essays are available at [www.clayton.edu/firstyearwriting](http://www.clayton.edu/firstyearwriting).
  - 4. Two related artifacts that demonstrate your writing process and revision**
    - Include a 200-word explanation of your materials. This can be a brainstorming activity and resulting draft, thesis development and versions, a few revised paragraphs from early to later drafts, etc.
  - 5. 1 Example of Peer Revision**
    - Include a copy of a paper you peer reviewed, with the writer's name marked out. This can be handwritten comments scanned as a PDF or using MS Word Review.
  - 6. 1 Revised Paper from 1101**
    - Transfer students who didn't take 1101 at CSU may revise and submit a paper from the equivalent course or include 2 papers from 1102.
  - 7. 1 Revised Paper from 1102 that demonstrate all of the following learning objectives:**
    - write papers with a clearly developed thesis and support (1101)
    - create an arguable thesis statement and support it with appropriate evidence (1102)
    - summarize, paraphrase, and quote sources effectively and appropriately to support claims (1102)
    - write effective, organized, readable essays drawing on multiple sources, both print and digital (1102)
    - use source material ethically and effectively in papers, including accurate paraphrase, summary, and direct quotations (1102)
    - introduce borrowed material into papers using rhetorically effective verbs and signal phrases (1102)
    - use the correct format for both short, in-text quotations and longer block quotations (1102)
    - revise to produce readable, effective Standard Written English (SWE) (1101 and 1102)

### **Evaluation of Portfolios**

Portfolios will be read and scored by two first-year writing faculty during the last weeks of the semester. One will be the student's 1102 professor and the other will be randomly assigned.

**Students must earn an average of 70 to pass 1102.** If the grades vary substantially, a third rater will evaluate the portfolio.

Students should consult the Rubric for Papers in FYW and the Critical Reading Rubric for revising papers to include (below).

The e-portfolio will be scored holistically using the First-Year Writing E-Portfolio Rubric.

Evaluation data will be collected and saved in the Department of English for programmatic assessment and pedagogical improvement.

If you have questions, contact Dr. Mary R. Lamb, Department of English, 678-466-4706 or [marylamb@clayton.edu](mailto:marylamb@clayton.edu). Technical questions should be directed to the HUB.

## **Requirements for Passing 1102**

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In order to pass the course,

- all Papers, as well as the Portfolio, must be completed.
- All Papers, as well as the Portfolio, must score above 70.

## **Grading Scale**

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

## **Mid-term Progress Report**

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The mid-term grade in this course, which will be issued on February 29, 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 March 6. [Instructions for withdrawing are provided at this link.](#)

The last day to withdraw without academic accountability is Friday, March 4, 2016.

## **Tentative Schedule of Readings and Assignments**

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*Please Note:* Drafts, Reading Assignments, and Mindtap Exercises are due at the beginning of class on the day for which they are listed; Papers are due on Sundays at 11:59pm. If you miss

class, you are still responsible for any changes I announce in class, so consult a peer for what you missed.

If necessary, I may make changes to the schedule to meet the class's educational goals more effectively. My live schedule can be found at <https://goo.gl/xF1Len>.

Week	Dates	Topic	Due
1	1/11	Introductions and Syllabus	
	1/13	Review Connections Ch. 1-2; Connections Ch. 14: Connecting to Scholarship	
2	1/18		
	1/20	NO-SHOW DEADLINE.	
3	1/25		
	1/27		Rhetorical Roadmap
4	2/1	RRR 1	
	2/3		
5	2/8		
	2/10		RRR 1
6	2/15	RRR 2	
	2/17		RRR 2
7	2/22	RRR 3	
	2/24		RRR 3
8	2/29		
	3/2	[3/6: MIDPOINT- LAST DAY TO WITHDRAW WITH A W]	
9	3/7	[SPRING BREAK]	
	3/9	[SPRING BREAK]	
10	3/14	Rhetorical Ethnography	
	3/16		
11	3/21		
	3/23		
12	3/28		
	3/30		
13	4/4		
	4/6		

14	4/11		
	4/13		Rhetorical Ethnography
15	4/18	Portfolio template setup. Portfolio reflective essay, RRR	
	4/20	Portfolio bio, Revision Example, Peer Review Example.	Portfolio (4/22)
16	4/25	Presentations	
	4/27		Presentations
		Presentations	
17	5/2	[5/4 LAST DAY TO WITHDRAW WITH A WF]	Presentations
	5/4	Presentations (during Final Exam period)	Presentations

## Course Policies

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### General Policy

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

### Due Dates

**Drafts, Reading Assignments, and Mindtap Exercises** are **due at the beginning of class** on the day for which they are listed. 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 due at **midnight on Sundays**.

### **Late Work**

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. We will devote class time to learning how to incorporate others' ideas honestly and effectively. In addition, your papers will be submitted to Turnitin.com, an online plagiarism detection site. Students who violate these policies in this course will receive a range of academic and disciplinary penalties; see below for definitions and consequences.

### **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**; **final papers** 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 [Community Standards](#).

### **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 **draft**, 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 **final papers**, the student will receive an **F for the course** and face **disciplinary action** as per the CSU Office of Student Affairs and [Community Standards](#).

Please note: 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 **before** 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 12:00-2:00 – 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 be 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**

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### **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](mailto:disabilityservices@mail.clayton.edu).

## **Rubric for First-Year Writing**

	<b>High Proficiency</b>	<b>Good Proficiency</b>	<b>Minimal Proficiency</b>	<b>Non-proficiency</b>	
	(20-18 points)	(17-16)	(15-14)	(13-0)	
Content and Purpose <i>topic</i> <i>thesis (stated or implied)</i> <i>focus</i> <i>purpose</i> <i>audience</i> <i>Other:</i>	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 <i>evidence</i> <i>details and examples</i> <i>proof or rhetorical appeals</i> <i>(ethos, logos, pathos)</i> <i>sources and proof</i> <i>Other:</i>	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 <i>structure</i> <i>coherence</i> <i>unity</i> <i>topic</i> <i>sentences</i> <i>transitions</i>  <i>Other:</i>	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 <i>sentence</i> <i>structure</i> <i>word choice</i> <i>tone</i> <i>source</i> <i>integration</i> <i>verb tense</i> <i>purposeful</i> <i>punctuation</i> <i>MLA format and documentation style</i> <i>Other:</i>	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 <i>paper format</i> <i>Standard Written English</i> <i>(commas, s-v agr., sentence boundaries, etc.)</i> <i>spelling</i> <i>Other:</i>	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: