Contact Information
Office: Arts and Sciences 110-G (I will not be on campus in the summer)
Phone: 678-466-4739 (I will not be on campus in the summer)
Office Hours: Tuesdays 2-6pm and by appointment
Email: Through email tool in D2L (Please find my name on the list)

I check email M-F twice daily at noon and by 5pm.
I respond to email in 24 hrs.

ENGL 1101 English Composition I (3-0-3) is 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. Grades of D in ENGL 1101 will not count toward graduation in any degree program. This course is part of the core curriculum (Area A) and will enhance students’ ability to think critically and communicate effectively.

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.

This section of the course will focus on language and culture. Our readings and assignments emerge from this theme.

Required Texts
Available only through CSU University Bookstore, 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 $102, or $51.00 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.

**Assignments and FYW Program Outcomes**

**Program Outcomes**

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

**Program 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>Papers</td>
<td>3,4, 5,7</td>
</tr>
<tr>
<td>Final Exam</td>
<td>2,3,4, 5,6,7</td>
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<td>RRR</td>
<td>1,3,4,5,6,7</td>
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<tr>
<td>Blog</td>
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<tr>
<td>Discussions</td>
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<tr>
<td>Presentation</td>
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<tr>
<td>Readings</td>
<td>1, 2, 6</td>
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<tr>
<td>Quizzes</td>
<td>1, 2</td>
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<tr>
<td>Midterm</td>
<td>1</td>
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</tbody>
</table>
*Note that the outcomes above are abbreviated. For a full display of outcomes please see the FYW Program Outcomes expanded document in the Start Here folder of our course website.

**Other Required Materials**
- Costs for printing and photocopying multiple copies of drafts of 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](http://itpchoice.clayton.edu/policy.htm).
- Daily, reliable Internet access for GAView

**Computer Skills Prerequisites**
- Ability to use the Windows operating system
- Ability to use Microsoft Word word processing
- Ability to use Camtasia (Students must obtain download from the Hub)
- 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.

**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. See the First-Year Writing website (clayton.edu/firstyearwriting) and your instructor for further information. Webpages due: end week 6 in 1101 and 1102; Portfolios due: end week 15 in 1102.

**Course Work**
Our department guideline is that all written coursework will be returned within two weeks. I usually return papers in one week, but if I need extra time (up to two weeks) I send a news announcement to notify you. Quizzes are graded within a week.

1. **Discussions 20% (200pts)**
These include pre-writing and drafting assignments that practice skills we discuss in class, respond to assigned readings, and serve as invention strategies for papers.

2. **Quizzes 20% (200 pts)**
The quizzes are based on major competencies that are taught in online modules and through links to other resources including library instruction libguides and internet-based videos, and they may include additional readings assigned during weeks leading to the quiz. Quizzes may be assigned through Mindtap/Aplia. **The midterm will be counted within the quiz section of grading.**

3. **Papers 30% (300pts)**
These academic essays include rhetorical analysis and interpretation of existing arguments as well as your own arguments.

4. **Blog 20% (200pts)**
These written commentaries are responses to your assigned readings. To be counted, they must be posted to your blog site at the beginning of class on the day they are due.

5. **Presentations 10% (100pts)**
I use a 10-point grading scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F.

Course Policies
Students must abide by policies in the Clayton State University Student Handbook, and the Basic Undergraduate Student Responsibilities.

1. Late work: Contact me in advance of the assignment due date if you will need to turn in an assignment late. Contact by email must be acknowledged through a reply from me. I will not accept late assignments from students who have not contacted me before the due date. Do not assume that an extension will automatically be granted. I will handle these inquiries on a case-by-case basis. If you turn in work late, I may not be able to return it in time for my feedback to help you on the next assignment. Bearing this in mind, I accept late work within one week of its being due with a letter-grade-a-day penalty. When you’re out, contact a classmate and come to the next class prepared to submit the work that is due that day.

2. Submitting Papers: This course emphasizes the development of your ideas in various stages of the writing process. We will have a workshop for each of the major writing assignments. Final papers, drafts for peer review, and all out-of-class writing should be typed on a word processor, double-spaced with 1-inch margins and font, and follow MLA guidelines. Always keep a copy of any paper you submit so you can re-submit if a paper is lost; it’s a good habit to develop for future classes. Late papers will receive a letter grade deduction for each day late. The final paper of the semester must be submitted on time.

3. Academic Misconduct: All students will follow the “Student Code of Conduct” section of the online Student Handbook, available at <http://a-s.clayton.edu/langlit/L&L%20Plagiarism%20Policy.htm>. 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 the last page of this syllabus for definitions and consequences.

4. Work from Other Classes: It is an act of academic misconduct to submit the same work to more than one professor. I use the term “multiple submissions” to categorize papers that have been or will be submitted in other classes for academic credit. Resubmitting work that you have completed for another class or at another school is an act of academic dishonesty. Resubmitted papers will receive a grade of an F and may result in me reporting the act to the appropriate college counsel on academic misconduct. To determine whether a source or idea from previous work is appropriate for an assignment in 1101, discuss it with me before using it.

5. 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 my explanation below.
•Letter grades: To earn a grade of “average” (a “C”), your essay must fulfill all the requirements of the assignment, present an organized, fairly well-developed purpose that reflects awareness of the terms of our discussion. If I have difficulty discerning the presence of an argument/purpose, or if careless style or lack of organization significantly impede my ability to discern your argument/purpose (even if the argument/purpose itself is good), your grade will be lower than a “C.” A well-presented, well-reasoned, and insightful paper, with few grammatical or stylistic errors, will earn a “B” while a paper of exceptional excellence in its reasoning, handling of evidence, and presentation will earn an “A.” An “A” paper examines the issue at hand in all its complexity and effectively fulfills its purpose through careful organization as well as stylistic appeal.

•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, your 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. (I’m happy to help you with averaging 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.)

6. Malfunctioning Computers and Electronic Devices: Please contact the Hub immediately if your computer stops working. You may also check with the library to see if a loner computer is available. Do everything you can to resolve the issue. Extended problems with computers and/or internet connections will not receive special consideration. Since this is an online class, having a computer problem could result in your inability to continue in the course, so decide whether a withdrawal is appropriate based on how many assignments you have missed. It is up to you to resolve a computer or internet connection problem.

7. Office Hours/Contact Information: Tuesdays 2-6pm. You should check your GAView email and course website daily for handouts, updates, and announcements.

8. Attendance: In the first week to two weeks of class there will be assignments that must be completed for you to remain in the class. If you do not complete those assignments you will be reported as a No Show and you will be dropped from the class.

9. Extended Illness, Family-related problems
Please make me aware of extenuating circumstances that affect your performance. Discuss your options with me if you have extenuating circumstances, such as a severe illness, etc., that may prevent you from successfully completing the course. I may not be able to offer you an option to successfully complete the course, but talk to me just in case there is something we can work out.

10. Online Etiquette or “Netiquette”
1. Discussion Forums: Please be respectful to fellow students and the professor. Lively discussions, heated debates, disagreements on the subject under discussion will not be allowed to devolve into unwarranted arguments and personal criticisms. 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 F.

2. Since we are in the online environment for this course it is important that you follow standard netiquette procedures as outlined below:
   
   I. Make posts that are on topic and within scope of the course material/discussion at hand.
   
   II. Always give proper credit when referencing or quoting another source.
   
   III. Avoid short, generic replies such as, “I agree.” You should include why you agree/disagree or add to the previous point. If you disagree, you should express your differing opinion in a respectful manner, avoiding personal attacks.
   
   IV. Since we are online, it’s difficult to decipher sarcasm in its written form. Please do your best to avoid it so it’s not taken the wrong way.
   
   V. Be sure to read all messages in a thread before replying.
   
   VI. Take your posts seriously and review, edit, and proofread your posts before submission. Serious grammatical mistakes will distract from your post and may take away from the point you’re trying to make.

Please see <http://a-s.Clayton.edu/DisruptiveClassroomBehavior.htm> for a full explanation.

11. *Plagiarism is defined as submitting anything for credit in one course that has already been submitted for credit in another course, or copying any part of someone else’s intellectual work – their ideas and/or words – published or unpublished, including that of other students, and portraying it as one’s own. Proper quoting, using strict APA formatting, is required, as described by the instructor.
   
   • Students must properly cite any quoted material. No term paper, business plan, term project, case analysis, or assignment may have **no more than 20% of its content quoted** from another source. Students who need assistance in learning to paraphrase should ask the instructor for guidance.
   
   • This university employs **plagiarism-detection software**, through which all written student assignments are processed for comparison with material published in traditional sources (books, journals, magazines), on the internet (to include essays for sale), and papers turned in by students in the same and other classes in this and all previous terms. The penalty for plagiarism may range from zero credit on the assignment, to zero in the course, to expulsion from the university with appropriate notation in the student’s permanent file.

Please see an extended discussion of plagiarism below the schedule of classes.

**ADDITIONAL RESOURCES**

**Technical Support Center**

Desire2Learn is 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 please email or call the HUB at TheHub@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.

**Writers’ Studio (Room 224, Arts and Sciences, 678-466-4728)**
I encourage students to seek additional personal instruction and tutoring at the Writing Studio, located in Room 224 Arts and Sciences Bldg. You may also contact the Writer’s Studio online by visiting the website [http://clayton.edu/writersstudio](http://clayton.edu/writersstudio). There you will find a link to make an online appointment [http://clayton.mywconline.com](http://clayton.mywconline.com) and you will need to complete a one-time registration. The staff can assist you with all stages of the writing process, from invention to organization to revising. They will not, however, edit your papers or correct all your grammatical mistakes. If you seek help with a specific grammatical quandary or troublesome stylistic tendency, they can show you strategies for overcoming these problems. The service is free; you may drop-in and wait for a tutor or sign up for a regular appointment. N.B.: You, not your tutor, are ultimately responsible for the quality and content of the papers you submit.

**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.

**ADA Accommodations for Students with Adaptive Needs**
Students who require accommodations should contact the Disability Services Coordinator, Student Center Room 255, phone 678-466-5445, or email: disabilityservices@mail.clayton.edu.

**Accommodations for Students with Language Needs**
In English 1101 we make every effort to make our course material accessible to diverse audiences, including multilingual students and English Language Learners. However, if you have additional language concerns, please consider contacting the ESL Coordinator for Clayton State. The ESL Coordinator is trained in Teaching English to Speakers of Other Languages (TESOL) and will be able to suggest helpful adjustment tips, study tips, and resources if you require them. The coordinator’s office is located on the first floor of the Arts and Sciences building (G).

**Schedule of Readings and Assignments**

*Change Statement*
For course syllabus posted prior to the beginning of the term, the instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students, via e-mail or course announcement, when changes are made in the requirements and/or grading of the course.

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<tr>
<th>Week</th>
<th>Theme/Reading</th>
<th>Assignment</th>
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<td></td>
<td><em>Be prepared to discuss the reading by referring to your blog and additional ideas found in the reading. Be familiar with your group’s blog ideas at all times.</em></td>
<td><em>A blog post is due for each of the named readings in Connections. Blog entries should be posted on the day the blog is assigned as a reading. Blogs will be graded periodically throughout the semester. Review blog evaluation guidelines to become familiar with the evaluation criteria.</em></td>
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*For T=Tuesday*
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<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Main Focus</th>
<th>Day 1</th>
<th>Day 2</th>
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<tr>
<td>Aug 16 and 18</td>
<td>Reading Your World, Critical Thinking/ Reading/Writing</td>
<td>Introduction to syllabus and D2L, Writing Process Harbrace Essentials 7-10 Harbrace Essentials 10-18 Connections 27, Lamb</td>
<td>T: Introductions and Syllabus</td>
<td>R: In-class writing</td>
</tr>
<tr>
<td>Aug 23 and 25</td>
<td>Reading Your World, Critical Thinking/ Reading/Writing</td>
<td>Connections 81, Lamb Harbrace Essentials 2-6 Description of Bio Presentation Introduce RRR-Harbrace Essentials 104</td>
<td>T: Portfolio Set-up</td>
<td>R: Blog Schedule</td>
</tr>
<tr>
<td>Aug 30-Sept 1</td>
<td>Reading Your World/The Rhetorical Approach</td>
<td>Connections 45, Parrott Connections 121, Tan Harbrace Essentials pgs. 27-46, 50-56 (7b-7c) Sample RRR-Connections 90-93, 100-108</td>
<td>T: In-class writing (Map of Writing Process)</td>
<td>R: Blog for Tan</td>
</tr>
<tr>
<td>Sept 6 and 8</td>
<td>Reading Your World/The Rhetorical Approach</td>
<td>Connections 203, Ellin Connections 94, Fletcher Discussion: Analytical Paragraph</td>
<td>T: Bio Presentations</td>
<td>R: Bio Presentations</td>
</tr>
<tr>
<td>Sept 20 and 22</td>
<td>Defining What’s Around You - Concept Paper/Argument</td>
<td>Connections 118, Allison Connections 133, Hendrickson Discussion of Culture Introduction of Concept Essay</td>
<td>T: Blog for Allison</td>
<td>R: Blog for Hendrickson</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading</td>
<td>Writing</td>
<td>Topic</td>
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<td>Oct 7</td>
<td>Last Day to Withdraw w/ a W</td>
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<td>R: Plagiarism Quiz</td>
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<td>Oct 7</td>
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<td>R: CONFERENCEs/Check in with your professor (See midterm grade and discuss progress)</td>
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<tr>
<td>Oct 11 and 13</td>
<td>Writing Process: Portfolio</td>
<td>Connections 126, Wright Larson (Galileo) Harbrace Essentials 75-80 Discussion of Sources</td>
<td>T: Blog for Wright</td>
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<tr>
<td>Oct 11 and 13</td>
<td>Writing Process: Portfolio</td>
<td>Connections 126, Wright Larson (Galileo) Harbrace Essentials 75-80 Discussion of Sources</td>
<td>R: Blog for Larson</td>
<td></td>
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<tr>
<td>Oct 11 and 13</td>
<td>Writing Process: Portfolio</td>
<td>Connections 126, Wright Larson (Galileo) Harbrace Essentials 75-80 Discussion of Sources</td>
<td>T and R: In-class writing (time permitting)</td>
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<tr>
<td>Oct 18 and 20</td>
<td>Portfolio and Presentation</td>
<td>Harbrace Essentials 81-103 Connections 133, Thompson</td>
<td>T: Notetaking Exercise</td>
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<tr>
<td>Oct 18 and 20</td>
<td>Portfolio and Presentation</td>
<td>Harbrace Essentials 81-103 Connections 133, Thompson</td>
<td>R: Blog for Thompson</td>
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<tr>
<td>Oct 25 and 27</td>
<td>Portfolio and Presentation</td>
<td>Connections, 139 MacDonald Discussion: Introduce Presentation of Portfolio document</td>
<td>T: Peer Review of Concept Essay</td>
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<tr>
<td>Oct 25 and 27</td>
<td>Portfolio and Presentation</td>
<td>Connections, 139 MacDonald Discussion: Introduce Presentation of Portfolio document</td>
<td>R: Concept Essay Due</td>
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<tr>
<td>Oct 25 and 27</td>
<td>Portfolio and Presentation</td>
<td>Connections, 139 MacDonald Discussion: Introduce Presentation of Portfolio document</td>
<td>R: Blog for MacDonald</td>
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<tr>
<td>Nov 1 and 3</td>
<td>The Writing Conference</td>
<td>Connections 180, Parrot and Ritter Portfolio Review Discussion: Essay on Writing</td>
<td>T: Review Parrot and Ritter</td>
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<tr>
<td>Nov 1 and 3</td>
<td>The Writing Conference</td>
<td>Connections 180, Parrot and Ritter Portfolio Review Discussion: Essay on Writing</td>
<td>R: In-class Essay on Writing</td>
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<tr>
<td>Nov 8 and 10</td>
<td>Document Design and Portfolio Review</td>
<td>T: Peer Review of Essay on Writing</td>
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<tr>
<td>Nov 8 and 10</td>
<td>Document Design and Portfolio Review</td>
<td>T: Peer Review of Essay on Writing</td>
<td>R: Essay on Writing Due</td>
<td></td>
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<tr>
<td>Nov 15 and 17</td>
<td>The Writing Conference</td>
<td>Conferences</td>
<td>T: Conferences</td>
<td></td>
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<tr>
<td>Nov 15 and 17</td>
<td>The Writing Conference</td>
<td>Conferences</td>
<td>R: Conferences</td>
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<tr>
<td>Nov 22</td>
<td>Presenting the Process</td>
<td>Presentation of Portfolio</td>
<td>T: Conferences (if needed)</td>
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<tr>
<td>Nov 22</td>
<td>Presenting the Process</td>
<td>Presentation of Portfolio</td>
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<td>Nov 23-26</td>
<td>Thanksgiving Holiday</td>
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Nov 29 and Dec 1

**Presenting the Process**

Dec 1 - Last Day of Classes

T: Portfolio Presentations
R: Portfolio Presentations

Dec 8 Final Exam
10:15AM-12:15PM

See Final Exam Schedule

Final Exam

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 Works Cited inaccuracies will require mandatory revisions; final papers with these problems will receive an F.

**Plagiarism in 1101/1102:**

**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 an F for failure to meet the minimum requirements of papers in 1101/1102.

**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. If students turn in final
papers substantially written by someone else (i.e. acquired or bought through the Internet, an organization, friends, family members, or another student; most of the paper cut-and-pasted from sources without documentation, etc.), the student will receive an F for the course and face disciplinary action as per the CSU Office of Student Life/Judicial Affairs. If such a paper is submitted for a **rough 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.

**Multiple Submissions**
The term “multiple submissions” categorizes papers that have been or will be submitted in other classes at CSU or any other school or for any other group, entity, or person for academic credit or other credit. Resubmitting this work is an act of academic dishonesty. To determine whether a source or an idea from previous work is appropriate for an assignment in our class, discuss it with me before using it.

If you have any doubt about whether or not you’re plagiarizing, talk with your professor before submitting your paper.
E-Portfolio Requirements
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*

Follows the required format and demonstrates rhetorical reading skills.

4. 1 Artifact that demonstrates 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** and
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)

*Common Essays are available at www.clayton.edu/firstyearwriting.
**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.
Submitting Portfolios

English 1101
⇒ Students will create their FYW pages at https://apps.clayton.edu/eportfolio/login and draft of portfolios before **Friday 11:59am (Noon) of Week 6** each semester, which is:

- Fall 2015: Sept. 25, 2015
- Summer 2016: June 17, 2016

Instructors determine:
- ✓ If web page is created and uploaded correctly
- ✓ If student needs workshops and tutoring to enhance writing skills
⇒ Web page set-up counts as class work/daily grade and factors into mid-term grade

English 1102
⇒ Portfolio Due **Friday 11:59pm before the last week of classes** each semester, which is:

- Fall 2015: Nov. 20, 2015
- Spring 2016: April 22, 2015
- Summer 2016: July 12, 2015
⇒ Counts as 20% of Final Grade in English 1102. Students must pass the portfolio to pass English 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. Technical questions should be directed to the HUB.
# Rubric for Papers in First-Year Writing

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<th>High Proficiency (20-18 points)</th>
<th>Good Proficiency (17-16)</th>
<th>Minimal Proficiency (15-14)</th>
<th>Non-proficiency (13-0)</th>
<th>Score:</th>
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<tbody>
<tr>
<td><strong>Invention of Content</strong></td>
<td>Ideas are clear, insightful, thought-provoking, and focused; consistently support the topic, thesis, and audience for the paper.</td>
<td>Ideas are clear and focused to support the topic and a clearly-developed central idea, but are not consistently insightful or thought-provoking.</td>
<td>Ideas are clear but conventional or general and support the topic, thesis, and audience for the paper.</td>
<td>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.</td>
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<td><strong>Development</strong></td>
<td>Development is illustrative, with abundant details and examples that arouse audience interest and provide relevant, concrete, specific, and insightful evidence with effective appeals.</td>
<td>Development is adequate, but may lack depth, with details and examples that arouse audience interest and provide relevant, concrete, specific evidence with effective appeals.</td>
<td>Development is sufficient but general, providing adequate but perhaps not interesting details, examples, and evidence; few, ineffective, or fallacious logical, ethical, or emotional appeals.</td>
<td>Development is insufficient, providing scarce or inappropriate details, evidence, and examples that may include logical, ethical, or emotional fallacies or unsupported claims.</td>
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<td><strong>Organization</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>Organization is confused and fragmented in support of the essay’s purpose and demonstrates a lack of structure or coherence that negatively affects readability.</td>
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<td><strong>Style</strong></td>
<td>Style is confident, readable, and rhetorically effective in tone, incorporating varied sentence structure and effective word choice.</td>
<td>Style is readable and rhetorically effective in tone, incorporating varied sentence structure and effective word choice.</td>
<td>Style is readable, but unremarkable in tone, sometimes including a lack of sentence variety and ineffective word choice.</td>
<td>Style is incoherent or inappropriate in tone, including a lack of sentence variety and ineffective or</td>
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<td>Grammar, Format, and Mechanics</td>
<td>structure and precise word choice.</td>
<td>inappropriate word choice.</td>
<td>Score:</td>
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<td>Paper format</td>
<td>Format, grammar, spelling, and punctuation are correct; meet all assignment directions, and work expertly to support the essay's purpose.</td>
<td>Format is mostly correct and meets critical aspects of assignment directions. Some distracting errors in grammar, spelling, and punctuation.</td>
<td>Format faulty, 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.</td>
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**COMMENTS:**