English 1102 (CRN 80211)
Fall 2015
Dr. Brigitte Byrd
Wednesday 6:00-8:30 (room 116 /PTC campus)

Contact Information
Office: 105H (A&S)
Phone: 678-466-4556
Office Hours: T/R 2:00-3:30pm (Main campus) & by appointment
Email: brigittebyrd@clayton.edu

Course Description (1102)
ENGL 1102 English Composition II (3-0-3) is a composition course that develops writing skills beyond the levels of proficiently 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.

Clayton State’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.

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

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

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

- 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


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.

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.
- Daily, reliable Internet access for GAView D2L

Computer Skills Prerequisites
- Ability to use the Windows operating system
- Ability to use Microsoft Word 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.

**Portfolio Requirement**
Students are 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 15 in 1102.

**Course Work**
1. Reading Responses and In-Class Writing Assignments 10%
   These include in-class and out-of-class writing assignments that practice skills we discuss in class to respond to assigned readings.

2. Classwork, Quizzes, and Peer Review 10%
   These include exercises, oral presentations, group collaboration, drafts of papers.

3. Peer Review 20%
   This include your written and oral feedback of others’ papers

4. Papers 40%
   These academic essays include rhetorical analysis and interpretation of existing arguments as well as an argument of your own.

5. Portfolio Completion 20%

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:** Late work is bad for both of us; it reinforces poor time management strategies and makes it impossible for me to give sustained, careful feedback of your work. Furthermore, 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. In addition, much of the classwork and many of the daily activities we do simply cannot be “made up” since they focus on your active engagement with others’ ideas. If you miss these, and they are graded, you may earn a 0 that cannot be made-up. When you’re out, email me the work due on that day and contact a classmate for coming to the next class prepared to submit the work that is due the day you come back.

2. **Submitting papers:** This course emphasizes the development of your ideas in various stages of the writing process. We will have peer review for each of the major writing assignments; paperclip a copy of these rough drafts to your final papers when you submit them for a grade. 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. I do not accept emailed or faxed papers for final submission. 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). All essays, including the portfolio, must be completed to pass the course. All papers must be submitted on time.

3. **Academic Misconduct**: All students will follow the “Academic Conduct Regulations” section of the online Student Handbook (http://www.clayton.edu/Portals/46/docs/student-handbook.pdf). 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. 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. 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.

4. **Essay 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.
   • **Essay 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 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.)

5. **In-Class Use of Notebook Computers and Electronic Devices**: Student notebook computers will be used regularly in this course, but I will announce when they’re required in class. They will also be used to access course materials and communicate with your instructor. Unless otherwise announced, laptop computers will not be used in class; thus, laptops must be closed. All other electronic devices must be off.
6. **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 hour on the main campus (T/R 2:00-3:30pm) and by appointment on the PTC campus. In addition, you may email me to discuss specific questions you have about your writing. I’ll email your CSU email address for specific assignments and if I must cancel class unexpectedly. I recommend that you check your email daily.

7. **Attendance and Classwork:** 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 (3 classes for one meeting per week). Because of the cumulative nature of the course material, if you miss 2 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. **Note:** I follow the University Attendance Policy, including: “Students are expected to attend and participate in every class meeting. . . . The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.”

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.

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.

8. **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 that 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.

Writers’ Studio 224 (Arts and Sciences Bldg. 224, Web: http://www.clayton.edu/writersstudio/home; Email: ws224@clayton.edu; 678-466-4728)
I encourage students to seek additional personal instruction and tutoring at the Writers’ Studio, located in Room 224 Arts and Sciences Bldg. They offer face-to-face and online tutoring as well as workshops. 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. Note.: 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.

Accommodations for Students with Special Needs
Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Edgewater Hall 255, phone 678-466-5445, or email: disabilityservices@mail.clayton.edu.

Schedule of Readings and Assignments
Please Note: Reading and writing assignments are due at the beginning of class on the day for which they are listed. I will make changes to the syllabus to meet the class’s educational goals more effectively. Please keep abreast of these changes by recording them below. If you miss class, you are still responsible for any changes I announce in class, so consult a peer for what you missed.

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Dates</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1102</td>
<td>Fall 2015</td>
<td></td>
<td>Introductions and Syllabus; Review Connections Chapters 2, 7 &amp; 8</td>
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<tr>
<td>1102</td>
<td>Week 1</td>
<td>Aug. 19</td>
<td>Review Rhetorical Reading Responses: Connections Ch. 11</td>
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<td>“Sugar Love” <a href="http://ngm.nationalgeographic.com/2013/08/sugar/cohen-text">http://ngm.nationalgeographic.com/2013/08/sugar/cohen-text</a></td>
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<td>PR to “Sugar Love” (write your response to the text—one paragraph)</td>
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<td>Harbrace 5</td>
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<td>Discuss Paper 1</td>
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<tr>
<td>1102</td>
<td>Week 2</td>
<td>Aug. 26</td>
<td>No Show Deadline Aug. 28</td>
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Week 3  Sept. 2
*Connections* Ch. 15, “The Racially Charged Meaning behind the Word ‘Thug’”
http://www.npr.org/2015/04/30/403362626/the-racially-charged-meaning-behind-the-word-thug
RRR 1 on “The Racially Charged Meaning behind the Word ‘Thug’” (RRR 1 may be used in your e-portfolio)
*Harbrace* W6

Week 4  Sept. 9
Sept. 7: Labor Day Holiday
Check the Decatur Book Festival this weekend. Note that Clayton State University will participate in the college day event on Sun. 9/06 at 2pm.
https://www.decaturbookfestival.com/sessions/index/venue:555f31f5171201f16269c744
*Harbrace* W4; *Connections* Ch. 8
Resources for Research / Librarian Visit (?)

*Connecting to Scholarship: Reading Academic Essays*

Week 5  Sept. 16
*Connections* Chapter 16
Paper 1 due for Peer Review (see Peer Review form at the end of the syllabus)
*Harbrace* R10; D13

Week 6  Sept. 23
Review *Connections* Ch. 2: Electronic Portfolios
*Harbrace* R11 and 12
**Paper 1 due in class**
Sept. 25: FYW ePortfolio Website Due (bring your computers to class)

Week 7  Sept. 30
Discuss Paper 2 and Research Proposal Format

*Connecting to a Community’s Conversation: Writing an Argument with Sources*

Week 8  Oct. 7
*Connections* Ch. 17: Connecting to a Community: Writing an Argument
“A Five-Step Plan to Feed the World”
http://www.nationalgeographic.com/foodfeatures/feeding-9-billion/
PR to “A Five-Step Plan to Feed the World” (write your response to the text – one paragraph)
*Harbrace* W6
Friday, Oct. 9 Midpoint

Week 9  Oct. 14
Oct. 12-13: Fall Break
*Connections* Ch. 17: Dent’s “Meats, Dairy and Eggs, Oh Why!”
RRR 2 on “Meats, Dairy and Eggs, Oh Why!” (RRR2 may be used in your e-portfolio)
Peer Review of Research Proposal and Work Cited

**Week 10**  Oct. 21

**CSU Visiting Writers Reading Series: Jericho Brown**
http://www.jerichobrown.com/bio.html on Thursday 10/22 (check English department site for time and location) **
Proposal and Works Cited Due
Harbrace D13: MLA
Harbrace R11-12

**Week 11**  Oct. 28

Peer Review Paper 2 (see peer review form at the end of syllabus)

**Week 12**  Nov. 4

Paper 2 due in class
Work on Portfolio

**Week 13**  Nov. 11

Harbrace W4
Portfolio Revisions and Reflective Essay

**Week 14**  Nov. 18

**Poetry at Tech: Brigitte Byrd, Bruce Beasley, and Andrea Cohen (check Poetry at Tech site for time and location) **
Revise/Peer Review Portfolio

**1102 ePortfolios Due: November 21, noon**

**Week 15**  THANKSGIVING

**Week 16**  Dec. 2

Presentations of Portfolio (or ______________________)

Grades due Dec. 18, 11:59pm
Guidelines for Writing From Sources and Consequences of Plagiarism

First-Year Writing @ Clayton State University

Plagiarism Policy

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 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. 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.
Electronic Portfolios in First-Year Writing  
Portfolio Requirements 2015-2016

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 as a PDF or Microsoft Word 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 and Introduction to Portfolio (See 1101 Outcome 1, 2, and 3)
   
   An essay (1-3 pages.) 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* (See 1101 Outcome 3 and 4; 1102 Outcome 1 and 2)
   
   Follows the required format and demonstrates rhetorical reading skills.

4. 1 Artifact that demonstrates your writing process and revision (See 1101 Outcome 1 and 7)
   
   Include a 75-word explanation of your materials. The artifact can be a brainstorming activity and the resulting draft, a thesis development and revised versions, a few revised paragraphs from early to later drafts, etc.

5. 1 Example of Peer Revision (See 1101 Outcome 2 and 5; 1102 Outcome 7)
   
   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 an essay revised with MS Word Review.

6. 1 revised, edited Paper from 1101** and

7. 1 revised, edited Paper from 1102 (final copies only)

that demonstrate your ability to:

✓ write papers with a clearly developed thesis and support (See 1101 Outcome 3 and 5)

✓ create an arguable thesis statement and support it with appropriate evidence (See 1102 Outcome 3 and 7)

✓ summarize, paraphrase, and quote sources effectively and appropriately to support claims (See 1102 Outcome 3, 4, 5, and 7)

✓ write effective, organized, readable essays drawing on multiple sources, both print and digital (See 1102 Outcome 3, 4, 5, and 7)
✅ use source material ethically and effectively in papers, including accurate paraphrase, summary, and direct quotations (See 1102 Outcome 5 and 7)

✅ introduce borrowed material into papers using rhetorically effective verbs and signal phrases (See 1102 Outcome 4)

✅ use the correct format for both short, in-text quotations and longer block quotations (See 1101 Outcome 6 and 1102 Outcome 5)

✅ revise to produce readable, effective Standard Written English (SWE) (See 1101 Outcome 5 and 1102 Outcome 7)

*Common Essays are available at [www.clayton.edu/firstyearwriting](http://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.

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**Late Policy for Submitting First-Year Writing Portfolios**

Portfolio due dates are published in Connections, in the syllabi of First-Year Writing courses, and on the First-Year Writing website; therefore, students are responsible for knowing when the portfolio is due.

If there is an extenuating circumstance, students have seven calendar days from the due date of the portfolio in English 1102 to contact Dr. Lamb regarding their late submission. Please note that technology failures do not warrant a late submission, with the exception of a Clayton State system outage. Examples of extenuating circumstances include:

- Death in the immediate family
- Hospitalization or severe illness (documentation required)
- Family emergency involving a dependent or person for whom you are a primary caregiver

If Dr. Lamb, in consultation with the student’s First-Year Writing instructor, determines that an extenuating circumstance exists that warrants consideration for a late submission, she will determine the due date and time for the late submission of the portfolio.

**Please note:** You are responsible for making sure your portfolio submission is the correct version. Review your electronic file carefully before uploading. Check to make sure your portfolio uploaded correctly well before the deadline.
Submitting Portfolios

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

Fall 2015: Nov. 20, 2015

⇒ Counts as 20% of Final Grade in English 1102. Students must pass the portfolio with a 70 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 (on the First-Year Writing website).
- 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 about the content of the portfolio, contact Dr. Mary R. Lamb, Department of English, 678-466-4706 or marylamb@clayton.edu. Technical questions should be directed to the HUB.

Directions for Setting up your Portfolio

To begin:
- Go to: [https://apps.clayton.edu/eportfolio/login](https://apps.clayton.edu/eportfolio/login)
- Log-in with CSU credentials.

Click on the “About” tab to find a dialog box to write in your writer’s biography:
Click on the “Home” tab to upload your portfolio:

(Notice that mine says “download” because I have a document there already. Students will see “upload” and/or “edit.”)

You may also save a draft here that will be safe until you want to work with it again in English 1102. These documents aren’t graded. If you took the class a while back, you’ll find your other saved papers as well that you can download and use in your new portfolio.

Click on the “Portfolio” tab. Here, you can view what others would see if they log-in to https://apps.clayton.edu/eportfolio/view/CSUusername. (Add the username of the person you want to view; students can access their own. Others’ portfolios are password protected and only instructors can view them.) Students may also go directly to their page from https://apps.clayton.edu/eportfolio/view/CSUusername.

Notice the “Portfolio” tab shows your Writer’s Biography and has links to your portfolio, along with the date it was uploaded.
Technical Help:

The HUB (678.466.4357)
<table>
<thead>
<tr>
<th>Content and Purpose</th>
<th>Good Proficiency (17-16)</th>
<th>Minimal Proficiency (15-14)</th>
<th>Non-proficiency (13-0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas are clear and focused to support the topic, thesis, and audience for the essay.</td>
<td>Ideas are clear but conventional or general and support the topic, thesis, and audience for the paper.</td>
<td>Paper does not meet sufficient aspects of the assignment direction and does not support the essay’s purpose. 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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<tr>
<td>Development</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 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>
</tr>
<tr>
<td>Organization</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>
</tr>
<tr>
<td>Style and Format</td>
<td>Style is confident, readable, and rhetorically effective in tone, incorporating varied sentence structure and effective word choice. Sources integrated effectively. Follows MLA format and conventions of academic discourse.</td>
<td>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.</td>
<td>Style is incoherent or inappropriate in tone, including a lack of sentence variety and ineffective or inappropriate word choice. Format does not support purpose. Ineffective source integration; does not follow MLA format.</td>
</tr>
<tr>
<td>Grammar and Mechanics</td>
<td>Grammar, spelling, and punctuation are correct; meet all assignment directions; SWE works expertly to support the essay’s purpose.</td>
<td>Mostly SWE and meets critical aspects of assignment directions. Some distracting errors in grammar, spelling, and punctuation.</td>
<td>Numerous distracting errors in grammar, spelling, and punctuation.</td>
</tr>
</tbody>
</table>

**COMMENTS:**
PEER REVIEW (ENGL 1102)

(Write the title of the paper you are reviewing here—don’t forget to mark out the name of its author)

Be sure to ANNOTATE your copy of the draft before returning it to your partner in class and to WRITE your comments after each of the categories below and then re-save the document.

MAKE SURE TO SAVE YOUR PEER REVIEW (your partner’s annotated paper AND your comments to the categories below) FOR THE E-PORTFOLIO.

1. **Title.** Is it interesting and catchy? Does it give the reader a sense of the topic and the argument?

2. **Thesis.** Is it complex, rigorous, clear? Does it make a claim and does it prove that claim? Does the paper deliver on what it says it will argue?

3. **Introduction.** How does the introduction convince you to keep reading? What strategies are used? What strategies might be even more useful? What appeals are used, and what appeals might work even better? Is the argument/direction of the paper clear?

4. **Background and Definition.** Does the author provide his/her reader with a sufficient background or theoretical framework to understand the paper’s central argument? Are all the important terms defined? Are the definitions done at an appropriate place in the paper?

5. **Organization.** Does the author seem to have a logical arrangement for the order in which s/he presents different parts of the argument and evidence? What suggestions can you make for streamlining the organization and making the paper a better “read”? Are there smooth transitions between the sections?

6. **Research.** Do there seem to be any holes in the author’s research? What points need further development? Does the author showcase his/her research effectively so we get the sense that the paper is not just an opinion piece, but is informed by rigorous research? Conversely, does the author spotlight his/her argument sufficiently so that the paper isn’t just a patchwork of different sources?

7. **Relevance vs. Tangents.** Are there any points of the argument that don’t seem to fit - where the author seems to go off on a tangent? Are there any points that don’t really seem relevant to the discussion at hand?

8. **Opposition and Concession.** Does the author take into account viewpoints opposed to his or her own? Does s/he need to do more of this? Does s/he need to tone it down?

9. **Delivery.** Can you offer the author any formal (meaning pertaining to the form of the essay) suggestions for the paper? Would an epigraph work? How about sub-headers? What further examples could be incorporated into the paper to concretize and support the argument? What sort of graphs, tables, or other visual materials could be integrated into the body of the argument to support the author's points? What about design elements?

10. **Style.** Does the author use a clear and consistent style in the paper? Point out any places where there is inconsistency or bias.
11. **Visual Evidence.** Does the author include visual rhetoric in the draft? If so, is it used effectively? Are there rhetorical captions and source information? If the author doesn’t use images, are there places that you think the paper could benefit from the use of visual evidence?

12. **Conclusion.** Does the conclusion seem to tie the paper together? Does it rely too heavily on summary? Do you feel that the author ends on a powerful note? Even more importantly, read the conclusion next to the introduction. Does the author end up proving what s/he said s/he would in the beginning of the paper? Do the intro and conclusion seem to work together?

13. **Documentation and Correctness.** What problems in citation form, grammar or punctuation can you point out to the author to resolve in revision?