English 1101 (80149-14 and 80150-15)
Fall 2014
Dr. Connie Frank
80149-14 MW 5:00-6:15 G114
80150-15 MW 6:30-7:45 G114
Contact Information

Office G116 Adjunct Professor Office
Phone: 678-466-4712/ (678) 466-4735
Office Hours M/W 3:30-5:00 pm and by appointment. If you request an appointment, you should try to make your request at least 24 hours in advance and possibly earlier, especially if you are emailing for an appointment. Last minute requests may be impossible to honor.
Email: cfrank@clayton.edu

Course Description (1101):

ENGL 1101 English Composition I (3-0-3) 3 semester credit hours. A composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exploration, analysis, and argumentation, and also including introductory use of a variety of research skills. Prerequisites: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course. For all students, a grade of C or better (or K) is required in ENGL 1101 prior to enrollment in ENGL 1102. Grades of D in ENGL 1101 will not count toward graduation in any degree program.

Clayton State’s Emphasis:
At Clayton State, English 1101 is designed to increase students’ ability to construct academic written essays. 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. Readings consider issues of contemporary and cultural concern. In addition, some sections are part of the freshman experience. Our English 1101 class is a Freshman Learning Community in Sociology focusing on social and economic justice. In addition to the course readings, we will read The Immortal Life of Henrietta Lacks.

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

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

Related Objectives
- consider audience and conduct audience analysis
- use effective annotation of essays and note-taking strategies
- engage in brainstorming, outlining, and drafting strategies
- write multiple drafts
● revise, edit, and proofread drafts
● evaluate their writing processes

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

Related Objectives
● effectively engage in group writing and projects
● respond constructively to peers’ papers
● critique their own and others’ work in written and oral formats
● seek and use feedback from instructors and writing tutors
● engage in writing-to-learn activities

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

Related Objectives
● read a variety of texts and analyze their rhetorical situations (i.e. context, audience, and aims)
● write papers with a clearly developed thesis and support designed to appeal to various audiences and contexts
● read for various purposes

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

Related Objectives
● summarize, analyze, respond to, and evaluate print and digital texts
● compare and contrast various genres, including essays (academic and popular), literature reviews, annotated bibliographies, proposals, blogs, websites, and reports
● identify and use various methods of developing paragraphs
● identify and use various organizational strategies
● distinguish types of evidence used in essays (i.e. anecdotes, logical reasoning, studies, reports, statistics, interviews, academic or popular essays, etc.)
● recognize fact, opinion, inference, and bias in texts

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.

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)
● analyze discourse conventions in professional and civic contexts
● 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)

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

Related Objectives
● understand that different disciplines use different style manuals
● understand the difference between in-text quotations, block quotations, and proper formatting for each
● use MLA to format papers and cite information
● summarize, paraphrase, and quote sources accurately to support claims

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.

**Related Objectives**

- provide constructive feedback on others’ writing
- name and use one writing handbook and OWL
- name and use an authoritative online or print dictionary
- solicit constructive feedback from tutors in the Writers’ Studio
- use word processing software to effectively draft, revise, and edit papers
- use online databases to search for scholarly and popular articles
- use the Clayton State library resources to locate sources for papers

**Required Texts**


(Aplia through Cengage Course Key Number is M8NK-T3SS-2LAR

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 $100, or $50.00 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.

**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

**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.

**GeorgiaVIEW Desire2Learn (Online Classroom):**

On-line activity will take place in Desire2Learn, the virtual classroom for the course. You can gain access to Desire2Learn by signing on to the SWAN portal and selecting “GaVIEW” on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor’s name.

**Portfolio Requirement**

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

1. Reading Responses and In-Class Writing Assignments 10-15%
   These include in-class and out-of-class writing assignments that practice skills we discuss in class, respond to assigned readings, and serve as invention strategies for papers.

2. Classwork, Quizzes, and Peer Review 10-15%
   These include exercises (Aplia or in-class), oral presentations, group collaboration, drafts of papers, and your written and oral feedback of others’ papers.

3. Papers 60%
   These academic essays include rhetorical analysis and interpretation of existing arguments as well as an argument of your own.

4. Final Exam (for 1101) 10%
   In 1101, you may have a final exam. In 1102, your ePortfolio is your final exam.

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. Bearing this in mind, I do accept other 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. All late work must be submitted by the end of week 15.

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 (This has not happened in my sixteen years teaching at Clayton State, but it is a good habit to develop for future classes). All essays, including the portfolio, must be completed to pass the course. 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 “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. In addition, your papers will be submitted to Turnitin.com, an online plagiarism detection site and in D2L. 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. **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; your average is available in D2L. (I am 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.)

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 are required in class. They will also be used to access course materials and communicate with your instructor. Unless otherwise announced, laptop computers will be used in class; thus, laptops must be closed. All other electronic devices must be off. This includes all technology devices, including earphones for music listening or phone conversations.

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 hours—Add MW 3:30-5:00—or by appointment. In addition, you may email me to discuss specific questions you have about your writing. You should check your CSU student email account and GAView D2L daily for handouts, updates, and announcements; I will email your CSU email address if I must cancel class unexpectedly.

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 (9 classes for MW; 7 for TR). 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.

   **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 which disrupts the teaching–learning process during class activities will not tolerated.

While a variety of behaviors can be disruptive in a classroom setting, some include arriving late or leaving early, interrupting others, eating in class, playing music or using electronic devices, texting, and doing homework for another class.

- More serious examples include belligerent, abusive, profane, and/or threatening language and/or behavior.
- A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class.
- A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal.

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

**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, Student Center Room 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 throughout the semester 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.

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<th>1101</th>
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<td><strong>Week 1</strong></td>
<td>Aug. 18-22</td>
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<td>Introductions and Syllabus</td>
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Connections Chapters 1-5; Pocket Keys Part 1 Ch. 1
Aplia: Introduction to Working on Aplia Assignments; Strategies for Reading; The Writing Process

**Week 2**  
Aug. 25-29
Chapters 6; 10, and 11 Introduction. and read Allison, Wright, and Greene/Lawson; Discuss Paper 1; Discuss Rhetorical Reading Responses (Hendrickson)
**Connections** Aplia: Description; From Paragraph to Essay—The Beginning of an Essay  
**No Show Deadline Aug. 28**

**Week 3**  
Sept. 1-Sept. 5
**Sept. 1: Labor Day Holiday**
Pocket Keys Chapter 2: What do Readers Expect in Your Writing?; Connections Ch. 11 Allison RR practice due; discuss Carter, Ferrell, Kalantari
Aplia: Writing the Paragraph; From Paragraph to Essay—The Body of the Essay; Reading-Based Writing Forms

**Week 4**  
Sept. 8-12
Connections Ch. 11 Hill and Hendrickson (Rhetorical Reading Response) (RR Due)
Pocket Keys 4a and 10: Formatting a Paper in MLA Style Aplia: From Paragraph to Essay—The End of the Essay; Narration

**Week 5**  
Sept. 15-19
Connections Ch. 3 Peer Review and Ch. 7: Formatting Papers Peer Review  
**Paper 1 Aplia:** Proofreading for Errors in Grammar and Punctuation  
**Paper 1 Due**
**Connecting to Others’ Experience: Writing to Explain and Inform**

**Week 6**  
Sept. 22-26
Connections Ch. 5: ePortfolios; Ch. 6: Using Technology; and Ch. 12 Introduction: Explaining Information; Discuss Paper 2 assignment; Discuss ePortfolios and website set-up Aplia: Achieving Coherence; Comparison and Contrast; Past Tense Verbs; Pronouns  
**Sept. 19:** FYW ePortfolio Website Due

**Week 7**  
Sept. 29-Oct. 3
Connections Ch. 12: Taube (RR Due); Arnsten, Mazure, and Sinha; (Reading Response) Broughton; Hoang Pocket Keys Chapter 14: Finding Information Aplia: Avoiding Sentence Errors; Process

**Week 8**  
Oct. 6-Oct. 10
Connections Ch. 15 Reynolds; Baldwin (Rhetorical Reading Response) (RR Due); Hinman Pocket Keys Chapter 5: How to Search for Information; Ch. 6: Scholarly Articles Aplia: Adjectives and Adverbs; Joining Ideas—Coordination and Subordination; Nouns  
**Friday, Oct. 10 Midpoint**

**Week 9**  
Oct. 13-17
Pocket Keys Chapter 7: Evaluating Sources; Ch. 9: Integrating Sources Pocket Keys Chapter 26 and 29 Aplia: Revising for Sentence Variety; Strengthening Paragraphs with Research; The Past Participle

**Week 10**  
Oct. 20-24
Oct. 14-15: Fall Break  
Pocket Keys Chapter 8 and 10: MLA Format Aplia: Mechanics; Revising Paragraphs

**Week 11**  
Oct. 27-31
Pocket Keys Selections from Part 5: Five C’s for Clear Style Aplia: A Review of the Simple Sentence

**Week 12**  
Nov. 3-Nov. 7
Pocket Keys selections from Part 5: Five C’s for Clear Style
Peer Review Paper 2 Aplia: Review of Revising for Consistency, Parallelism, Sentence Variety, Language Awareness, and Audience Awareness
Paper 2 Due
Connecting to Your Community: Writing to Raise Awareness of an Issue

Week 13  Nov. 10-14
Connections Ch. 13 Intro., Green (Portfolio Reading Response) (RR Due); Discuss Paper 3 assignment Pocket Keys selections from Part 6: Common Sentence Problems Aplia: Revising for Consistency

Week 14  Nov. 17-21
Connections Ch. 13: Eitel and Facebook page Pocket Keys selections from Part 6: Common Sentence Problems and Ch. 4: Presentation Matters Aplia: Revising for Language Awareness; Spelling

Week 15  Nov. 24 and 25
Peer Review Paper/Project 3
Aplia: Revising for Audience Awareness

Week 16  Nov. 26-28 Thanksgiving Holiday
Dec. 1-5, 8
Peer Review Paper/Project 3; Paper/Project 3 Due
Aplia (Review for Exam) The Writing Process
Last Day TR Classes: Dec. 4
Last Day MW and MWF Classes: Dec. 8

Final Exams Dec. 9-15
Grades Due Dec. 18

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

Last Updated : August 17, 2014
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: Patch writing 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.

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 English1101 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. 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 11:59pm of Week 6** each semester, which is:
  - Fall 2014: Sept. 19, 2014  
  - Summer 2015: June 19, 2015
- 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 2014: Nov. 21, 2014  
  - Spring 2015: April 24, 2015  
  - Summer 2015: July 17, 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.
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<th>Rubric for First-Year Writing</th>
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<td><strong>High Proficiency (20-18 points)</strong></td>
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<tr>
<td><strong>Content and Purpose</strong></td>
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<tr>
<td><strong>Development</strong></td>
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<td><strong>Organization</strong></td>
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<tr>
<td><strong>Style and Format</strong></td>
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COMMENTS: