English 1102 English Composition  
Spring 2015  
Dr. Margaret Fletcher

All classes meet in G211 Arts & Sciences Building  
MWF CRN 20153 English 1102  8:00-8:20  
MWF CRN 20154 English 1102  9:00-9:50  
MWF CRN 20156 English 1102  10:00-10:50  
MWF CRN 20158 English 1102  11:00-11:50  

Online: CRN 20177 English1102

Contact Information  
Office: Arts & Sciences 210 R  
Phone: 678 466-4749  
Office Hours: MWF 7:30-8:00; MWF 12 noon – 1:30 PM, others by appointment  
Email: Margaret Fletcher@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.

In this section of the course, we will focus on issues related to increasing use of digital media, the rising gap between the rich and the poor in America, and one topic to be determined by students. You will be assigned readings from your text and online sources related to these topics. You will write an argumentative essay on a selected topic in addition to one rhetorical reading response, an analysis of an assigned reading, and an essay based on interviews and research: Voices for the Voiceless.
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)

Spring 2015
Important Dates
Classes Start Jan 12
MLK Holiday Jan 19
Spring Break March 9-14
Classes End May 4
Final Exams May 5-11
For Both 1101 and 1102:

Required Texts

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](http://itpchoice.clayton.edu/policy.htm).
- Daily, reliable Internet access for GAView
- A stapler and paper clips

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](mailto:TheHub@mail.clayton.edu) or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor’s name.

Sometimes I will email material to you as well as using GeorgiaView. **Check your Clayton State email daily.**

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

2. Classwork, Quizzes, and Peer Review 10%
   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. Portfolio Completion (for 1102) 20%
   The Portfolio counts as your final exam for English 1102.

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-per class period 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. All essays, including the portfolio, must be completed
to pass the course. Late papers will receive a letter grade deduction for each class period 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](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’m happy to discuss these during office hours). I will provide you a midterm average based on your graded work to date the week of the midpoint (the deadline for withdrawal without academic penalty.)

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. NO HEADPHONES ARE ALLOWED IN CLASS.

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—MWF 7:30-8:00; MWF 12 noon-1:30pm—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’ll 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 MWF; 7 for TR). Because of the cumulative nature of the course material, if you miss 5 classes before the midpoint, you should consider withdrawing. Also, if you are tardy or leave class early, I keep a record of the minutes you are not in class. These minutes are cumulative with each 50 minutes counting as one absence. 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.”

Tardiness to class is a serious matter. If you are late three or more times, I may ask you to leave if you are late again. In other words, if I see tardiness is excessive, I will not allow you to enter unless you are on time. Students who leave class early without my permission or letting me know the reason will receive a zero for class work and will be marked absent.

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.
• If I ask a student to leave class, the student should schedule a time to talk to me privately before returning. I reserve the right to dismiss a student from class and ask them not to return if behavior is disruptive and student refuses to conform to rules.
• 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.

1102 Spring 2015
Connecting to Scholarship: Reading Academic Articles
Week 1 Jan. 12-18
Introductions and Syllabus; Review Connections Chapter 1-10

No Show Deadline Jan. 23

Week 2 Jan. 19-Jan. 23
Jan. 19: Martin Luther King, Jr. Holiday
Review Rhetorical Reading Responses and Connections Ch. 10; Read Michaela Cullington “Texting and Writing” for first rhetorical reading response. This is an e-text. The URL is http://cas.umkc.edu/english/publications/youngscholarsinwriting/documents/8/10%20Texting%20and%20Writing.pdf You should print out a copy to bring to class.

Connecting to Culture: Evaluation Arguments
Week 3 Jan. 26-Jan. 30
Draft of 1st RRR due. Peer Review. Final draft due on Friday. Work on Portfolios.

Week 4 Feb. 2-6
Connections Ch. 15: Read William Badke “How Stupid is Google Making Us?” p.246
Pocket Key: Read “Documenting Sources” MLA Style, pp. 63-110 Complete class assignment on Preparing a Works Cited page

Week 5 Feb. 9-13
Monday, February 9th Library Work in Class/Important/Bring Computers
Connections: Chapter 10 Read pages 199-228 “Reading Academic Articles”
Pocket Keys Review chapter on MLA. Compare Cullington’s article to Stever and Lawson on page 210 in Connections. Answer questions assigned by instructor.

Week 6 Feb. 16-20
Review Connections Ch. 5: Electronic Portfolios and Ch. 3: Peer Review; Pocket Keys Ch. 2-4; selections from Part 5 and 6; Complete first sections of Portfolio

Feb. 20: FYW ePortfolio Website Due

Connecting to a Community’s Conversation: Writing a Position Paper
Week 7 Feb. 23-27
Connections Chapter 17: Select topics for position paper. Read Contractor’s essay, p. 314 in Connections. Practice doing a search of library online databases for appropriate material. Discuss themes for essays and models.

**Week 8**  
Mar. 2-6  
**Friday, Mar. 6 Midpoint**  
Mar. 9-14 Spring Break  
*Connections*: Read Chapter 17. Write first page of persuasive essay (with thesis). Peer review by presenting papers to groups and entire class.  
*Pocket Keys* Chapter 14: Finding Information and Chapter 15: Evaluating Information

**Week 9**  
Mar. 16-20  
*Complete first draft of persuasive essay. Peer review content.*  
*Pocket Keys* Chapter 3: Is Your Argument Convincing?

**Week 10**  
Mar. 23-27  
*Pocket Keys* Part 3: Using and Citing Sources; Ch. 10 MLA Style  
Peer Review use of MLA in essay. Refer to Chapter 17 of *Connections* for models.

**Writing essay: Voices for the Voiceless**  
**Week 11**  
Mar. 30-April 3  
**Paper 2 Due**  
*Pocket Keys*: Review section on quotations and citing interview.  
Discuss Paper 3 assignment; *Connections* Select topic. View video and newspaper article as model for Voices paper.

**Week 12**  
April 4-April 12  
Discuss Portfolio Revisions and papers to post. Begin work on Voices essay.

**Week 13**  
April 13-17  
Revise Portfolio; Complete Portfolio  
Selections from *Pocket Keys* on quotations and citing interviews. Complete interviews.

**Week 14**  
April 20-24  
Revise/Peer Review Portfolio  
1102 1102 ePortfolios Due: April 24

**Week 15**  
April 27-May 1  
Present Voices paper to class.

**Week 16**  
May 4 (last class)  
Present Voice paper to class. Final draft of essay due.  
*Last Class: Mon., May 4*  
Final Exams May 5-11
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.

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### 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. **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***

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](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.

Setting up Your e-Portfolio

Setting up your FYW Webpage:

- Go to: https://apps.clayton.edu/eportfolio.
- Login with your CSU Username and Password.
- Complete the template.
- Click on Save. Be sure to write down your URL!

Uploading the Portfolio*:

- Go to: https://apps.clayton.edu/eportfolio.
- Login with your CSU Username and Password.
- Go to e-portfolio link; go to “upload;” browse your documents, and “Select” the CORRECT ePortfolio file.
- Click on Save.

*Required beginning Fall 2104. Your portfolio should be ONE FILE, either PDF or MS Word, with page breaks between documents.

Students who started prior to Fall 2014:

*Your papers are still available on your site. To edit them and/or download them for revision and use in your e-Portfolio, follow these steps:

- Go to: https://apps.clayton.edu/eportfolio.
- Login with your CSU Username and Password.
- Click on “Edit Your Portfolio.” Download documents as needed.
- Click on Save.

Help:

[http://youtu.be/s6Qk9YOxqBo](http://youtu.be/s6Qk9YOxqBo)

Technical Help:
The HUB (678.466.4357)
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.
<table>
<thead>
<tr>
<th>Content and Purpose</th>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>topic</td>
<td>Ideas are clear, insightful,</td>
<td>Ideas are clear and</td>
<td>Ideas are clear but</td>
<td>Ideas are unclear or</td>
<td>Score:</td>
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<tr>
<td>thesis (stated or</td>
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<td>purpose</td>
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<td></td>
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<td>Other:</td>
<td></td>
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<td>may be vague or</td>
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<td>Development</td>
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<td>evidence</td>
<td>with abundant details and</td>
<td>but may lack depth, with</td>
<td>but general, providing</td>
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<td>examples that arouse</td>
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<td>proof or rhetorical</td>
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<td>arouse audience interest</td>
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<td>and provide relevant,</td>
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<td>and evidence;</td>
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<td>and unified overall in</td>
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<td>demonstrates effective</td>
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<td>and appropriate rhetorical</td>
<td>and appropriate</td>
<td>demonstrate abrupt or weak</td>
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<td>and paragraphs.</td>
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<td>sentence structure</td>
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<td>unremarkable in tone,</td>
<td>or inappropriate in</td>
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<td>source integration</td>
<td>sentence structure and</td>
<td>Some sources lack</td>
<td>and ineffective word</td>
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<td>Grammar and</td>
<td>Grammar, spelling, and</td>
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<td>Mostly SWE and meets</td>
<td>Paper does not meet</td>
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<td>and does not support</td>
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<td>expertly to support the</td>
<td>generally to support the</td>
<td>in grammar, spelling,</td>
<td>the essay’s purpose.</td>
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<td>s-v agr.,</td>
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<td>and punctuation.</td>
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<td>etc.)</td>
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**COMMENTS:**