ENGL 1101 – English Composition I

Course Syllabus Spring 2015

<table>
<thead>
<tr>
<th>Course</th>
<th>CRN</th>
<th>Time</th>
<th>Location</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1101</td>
<td>20141</td>
<td>9:00 – 9:50</td>
<td>G114</td>
<td>MWF</td>
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<td>20142</td>
<td>10:00 – 10:50</td>
<td>G114</td>
<td>MWF</td>
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<td>20144</td>
<td>2:10 – 3:25</td>
<td>G114</td>
<td>MW</td>
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</tbody>
</table>

Instructor: Dr. Benie Colvin
Office hours: 12 noon to 1:30 p.m. and 5:00 – 6:30 p.m.  MW
Friday conference times available by appointment only

Office: A/S-210N
Email: beniecolvin@clayton.edu
Webpage: http://faculty.clayton.edu/bcolvin

COURSE DESCRIPTION AND LEARNING OUTCOMES

English 1101

Catalog Description:

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 exposition, 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.  This course is part of the core curriculum (Area A) and will enhance students’ ability to think critically and communicate effectively.

Clayton State’s Emphasis:

At Clayton State, English 1101 is designed to increase students’ ability to construct academic written essays. 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.

Program Outcomes

General Education Outcome:
Students will write effective expository and argumentative essays that consider purpose and audience. See http://www.clayton.edu/portals/549/docs/core-curriculum.pdf

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, list serves, 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

“A man has perished and his body has become earth. All his relatives have crumbled to dust. It is writing that makes him remembered.”

Egyptian Scribe 2000 BC

COURSE DESCRIPTION: THE FUN PART

Welcome to English 1101! We are embarking on a 16-week journey together. I may be the leader, but each of you is an important member of the crew. We’ll be doing a lot of reading and writing this semester with a focus on analysis and criticism, writing styles that you will need to navigate your collegiate journey. I want to be sure that you have all the tools you need to be successful both in this class and after you leave. That’s my job.

I love teaching writing, and I hope I can share my enthusiasm with each of you. I want to unlock some of the mysteries of academic “college” writing and to help you see a place for writing and reading beyond this classroom. Reading is an integral part of this course, and good readers make good writers. Both of these skills will broaden your ability to think critically, make good decisions, and communicate them to others. Your job will be to join in this partnership, read the material, initiate and add to class discussion, and be willing to write and rewrite and edit so that your finished product
represents your very best work. I hope you’ll grow to think of writing and reading as your gift to yourself.

CLASS FOCUS

This semester English 1101 will focus on the power, the variety, and the preciseness of the English language. Using Mark Dunn's novel, *Ella Minnow Pea*, as our central study, we will look at how writers use language and, in Dunn's case, play with language to convey deeper ideas and abstract concepts. Other pieces that will support this central theme will include George Orwell's powerful essay, "Politics and the English Language,” where he writes about the importance of using concrete words to convey abstract thoughts and Brett Staples' personal memoir on stereotyping, "Black Men and Public Space" (and/or other readings from the class reader, *Connections*, and the common reader, *The Immortal Life of Henrietta Lacks*).

MATERIALS NEEDED FOR THIS CLASS: THE EQUIPMENT PART

Books:

Lamb, Mary R., ed. *Connections: Guide to First-Year Writing @ Clayton State University*. Fountainhead Press, 2014. (New edition every year. Old editions, even last year’s, won’t work for this semester. Available only through CSU University Bookstore.)


These books are used for BOTH English 1101 and 1102, so please do not sell back these books at the end of English 1101. 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.

**Additional required text for Colvin's 1101 classes:**


Although the Raimes and Dunn texts may be purchased many places, *Connections* is ONLY available at the Clayton State Bookstore, *The Loch Shop*, first floor of the Student Center, across from Admissions. The CSU Bookstore offers textbooks both for sale and rental. In addition, all three texts will be on 2-hour reserve in the library.

Supplies:

Five 2-pocket folders
Other Required Materials/Expenses:

- Costs for printing and photocopying multiple copies of drafts of papers
- A laptop computer with CSU standard software package installed (Microsoft Word required)
- A CSU student email account that you check daily for changes, handouts, and announcements
- Daily, reliable access to Internet, Clayton State email, and my webpage

Computer Requirement: Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy please go to http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy.

Computer Skills Prerequisites:

- Ability to use the Windows operating system
- Ability to use Microsoft 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

In-class Use of Notebook Computers: Notebook computers will be required as an integral part of our daily class activities throughout the semester. Use your schedule as your guide for the days to bring your computer. Days designated for “workshops” or “peer review” will always require the use of a computer in class. Days that we are scheduled to upload material to the portfolio will always require a computer in class. Any scheduled library workshop will also require a computer. In addition, computers will be required to access course materials and to communicate with your instructor.

THE RULES: THE TOUGH PART

General Policy: Students must abide by policies in the Clayton State University Student Resource Handbook and the Basic Undergraduate Student Responsibilities.

ATTENDANCE

University Policy: Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive
absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.  
(http://www.clayton.edu/Portals/46/docs/student-handbook.pdf)

Course Policy: This is a participatory class, and your attendance is most important. Class will begin promptly each day, and roll will be taken during the first few minutes. Tardy arrivals or early departures are disruptive and unacceptable. Students who enter after the roll is taken or leave before class is over must sign the tardy sheet. Excessive tardiness may be recorded as an absence each time the cumulative time missed reflects the equivalent of a class period. In addition, students who enter class more than 20 minutes late or leave more than 20 minutes early will be considered absent for that day. The Clayton State University attendance policy states that “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.”

In accordance with this policy, I shall expect to see you in class. Students are expected to attend all class sessions and be punctual; however, as an extra incentive, perfect attendance merits 1 extra point added to your final grade.

However, absences in a MWF class beyond ten (10) classes (or 20+\% of the semester) or beyond seven (7) (20+\% of the semester) in a MW class with or without an excuse*, are considered excessive and will result in an immediate institutional withdrawal from the class. There is no reinstatement offered during the remainder of the semester. This withdrawal policy will be in effect until the last day of class. (*The only exceptions are CSU athletes participating in athletic events with proper/dated athletic department notification, jury duty with official documentation, or military service with official documentation. Dual enrollment students please note that your high school testing, class activities, field trips, etc. do not qualify for a CSU exception. Please plan accordingly.)

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. Because of the cumulative nature of the course material, if you miss 5 classes before the midpoint, you should consider withdrawing.

Present or not, students are responsible for everything that goes on in class. You have your semester schedule in hand with all requirements and due dates. Call or email a classmate to find out what you missed and come prepared. Students may not enter or leave the class at will. If you must leave class early, you must let me know of your plans verbally or by email before class begins. Students who fulfill this requirement may be permitted to make up class work missed.
Missed Work: Should you have an emergency or illness, I shall expect an email prior to the beginning of class on the day you are absent. Students who fulfill this requirement may be permitted to make up class work missed unless it is an in-class writing, a timed essay, a peer review activity, a discussion group/activity, a scheduled presentation, or an unannounced class activity or quiz. Students who miss class will be responsible for the assigned work during the time they are absent and should be prepared for class on the day they return. In addition to your own “hard” copy, the complete schedule is posted on my web page with all homework assignments. Absence is not an excuse for late work or a late essay. The work or the essay is still due on the due date. (See late option below.)

ASSIGNMENT POLICIES

Essays: Final papers and all out-of-class writing should be typed on a word processor, double-spaced with standard margins and font, and follow MLA guidelines. All drafts for peer review--written or typed--should be triple spaced. All assigned drafts, essays, and projects are due at the beginning of the class period on the scheduled due date. You are allowed one late final essay or reading response submission. It will be due without penalty by the beginning of the class period following the due date. If your late essay/response is turned in after this grace period, I will deduct 10 points per class day from the earned grade. (The clock begins when class begins.) Additional late essays/responses will be penalized 10 points per class day, beginning with the due date, with a maximum of 5 late days. Papers that are more than 5 class days past the due date may not be submitted for credit. The student will receive a zero (0) for that assignment. The late option does not apply to the Final Project/Exam, due on or before the last day of class.

Please note that I do not accept emailed or faxed papers for any final assignment submission.

Also note that submission to turnitin does not complete your submission assignment. Only hard copies of papers in a folder (which should include all drafts and the turnitin submission receipt) will be graded. All major papers must be completed in order to pass English 1101.

PORTFOLIO, TURNITIN, AND TEST REQUIREMENTS

Portfolio Requirement: Students are also required to create and post a FYW webpage and submit an electronic portfolio on this website in order to pass English 1102. See the First-Year Writing website and your instructor for further information. Webpage set up due: end week 6; Portfolios due: end week 15 in 1102. The requirements for the E-Portfolio have recently been revised. For the most current information please access the following link:

http://www.clayton.edu/Portals/685/docs/E-Portfolio%20Info%202015.pdf
**English 1101:** Student web page will be created and uploaded (http://student.webs.clayton.edu/name/fyw) before Friday of Week 6 each semester and instructors determine: (1) if web page is created and uploaded correctly and (2) if student needs workshops to enhance writing skills. Web page set-up counts as class work/daily grade and factors into mid-term grade.

**Evaluating Portfolios**

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, 678-466-4708 or marylamb@clayton.edu.

**Submitting to Turnitin**

Students should submit all assigned essays and projects to Turnitin.com, the plagiarism detection software leased by CSU for faculty use. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (or any other available search engine/software) 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. **Students should submit papers so that no identifying information about them is included.**

Students will have access to their personal Turnitin originality reports. All assigned class essays should be submitted to [www.turnitin.com](http://www.turnitin.com) for the assignment to be considered complete. Credit for successful submission is factored into the class work portion of the student’s academic evaluation. Failure to submit to Turnitin on time will result in a loss of points from the Turnitin percentage of the class work grade. Information on submission can be found on my website and additional instruction will be given in class prior to the deadline for the first essay.

**Quizzes:** English 1101 is primarily a writing class. Quizzes may be given at my discretion, but tests, including the final exam, will always be in essay format.

**Extra Credit:** In order to encourage participation in English related campus activities, I offer extra credit for attendance at the Visiting Writers’ Series and for CSU theater productions on campus. Instructions for receiving this credit can be found on my website. This extra credit (2 points per activity) is added to the class work component of the student’s academic evaluation. In addition, I offer extra credit for perfect attendance. This extra credit (1 point each) is added to your final course grade.
**EVALUATION**

**Portfolio Rubric for Papers in First-Year Writing:** (For my essay scoring, see figures in parentheses)

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<th>High Proficiency 4 (20-18)</th>
<th>Good Proficiency 3 (17-16)</th>
<th>Minimal Proficiency 2 (15-14)</th>
<th>Non-proficiency 1 (13-0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Invention of Content</strong></td>
<td>Ideas and thesis are clear, insightful, thought-provoking, and focused; ideas consistently support the topic, thesis, and audience for the paper.</td>
<td>Ideas are clear and focused to support the topic and a clearly-developed central idea, but are not consistently insightful or thought-provoking.</td>
<td>Ideas are clear but conventional or general; ideas generally support the topic, thesis, and audience for the paper.</td>
<td>Ideas are unclear or clichéd and demonstrate a lack of focus in support of the topic or thesis, which may be vague or missing.</td>
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<td><strong>Development:</strong> evidence (details, examples, textual support, logical appeals, emotional appeals, and appeals to writer’s credibility)</td>
<td>Development is illustrative, with abundant details and examples that arouse audience interest and provide relevant, concrete, specific, and insightful evidence with effective appeals.</td>
<td>Development is adequate, but may lack depth, with details and examples that arouse audience interest and provide relevant, concrete, specific evidence with effective appeals.</td>
<td>Development is sufficient but general, providing adequate but perhaps not interesting details, examples, and evidence; few, ineffective, or fallacious logical, ethical, or emotional appeals.</td>
<td>Development is insufficient, providing scarce or inappropriate details, evidence, and examples that may include logical, ethical, or emotional fallacies or unsupported claims.</td>
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<td><strong>Organization</strong></td>
<td>Organization is coherent, unified, and effective in support of the paper’s purpose and consistently demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.</td>
<td>Organization is coherent, unified, and effective in support of the paper’s purpose and usually demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.</td>
<td>Organization is coherent and unified overall in support of the essay’s purpose, but is ineffective at times and may demonstrate abrupt or weak transitions between ideas or paragraphs.</td>
<td>Organization is confused and fragmented in support of the essay’s purpose and demonstrates a lack of structure or coherence that negatively affects readability.</td>
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<td><strong>Style</strong></td>
<td>Style is confident, readable, and rhetorically effective in tone, incorporating varied sentence structure and precise word choice.</td>
<td>Style is readable and rhetorically effective in tone, incorporating varied sentence structure and effective word choice.</td>
<td>Style is readable, but unremarkable in tone, sometimes including a lack of sentence variety and ineffective word choice.</td>
<td>Style is incoherent or inappropriate in tone, including a lack of sentence variety and ineffective or inappropriate word choice.</td>
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<tr>
<td><strong>Grammar, Format, and Mechanics</strong></td>
<td>Format, grammar, spelling, and punctuation are correct; meet all assignment directions, and work expertly to support the essay’s purpose.</td>
<td>Format, grammar, spelling, and punctuation are correct and meet all assignment directions, and work generally to support the essay’s purpose.</td>
<td>Format is mostly correct and meets critical aspects of assignment directions. Some distracting errors in grammar, spelling, and punctuation.</td>
<td>Format faulty, does not meet sufficient aspects of the assignment direction, and does not support the essay’s purpose. Numerous distracting errors in grammar, spelling, and punctuation.</td>
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**Course Weight:**

- Essay 1 10%
- Essay 2 20%
- Concept Research Paper 30%
- Reading Response 20%
- Class work, Drafts, Turnitin, Peer Review 10%
- Final Project/Exam 10%

(This is where your Extra Credit goes)
Grade Scale:

I use a standard ten-point scale for grading:

- **A** 90-100
- **B** 80-89
- **C** 70-79
- **D** 60-69
- **F** below 60

Grades reflect my best and fairest judgment of the overall quality of your work, 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 the reader’s imagination and understanding; 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). I'll give you more specific guidelines for each assignment. A more detailed explanation of my holistic grading can be found on my website.

Additional Requirements: Fall semester students in this course may be required to take the ETS Proficiency Profile in the Testing Center.

Midterm Grades: During the week of March 2 - 6, I will provide you with a midterm average based on your graded work to date. This will be the same grade I submit to DUCK (due by March 6). According to the posted schedule and syllabus for this class, this grade will reflect your scores on Essay 1 and the Reading Response, both weighted equally at mid-term. (However, remember that these two scores actually represent only 30% of your semester requirements.) No class work grades or accrued extra credit points are included in the midterm assessment. Based on this grade, students may choose to withdraw from the course and receive a grade of “W.” Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line http://www.clayton.edu/registrar/withdrawal by mid-term, which occurs on March 6.

STUDENT RESPONSIBILITIES:

Class Schedule: A complete copy of assignments and due dates will be given to you on the first day of class and can also be found on my web page. As the semester progresses, changes to the schedule may be necessary. However, a current schedule will always be posted on my webpage, and I will announce any changes in class.

Class Work: You must be prepared for the assignment and the discussion of the day. This is a participatory class and your input is important. The assignments will require more than one reading, so allow enough time to prepare for each class period. A good rule of thumb for outside preparation is a minimum of two times the class time. For a fifty-minute class, you should plan for between one and two hours of
preparation for each class period and for a seventy-five-minute class, two to three
hours.

**Email:** Check your CSU email each morning before class. That is the most efficient
way for me to communicate with you. Please remember that **you must use your CSU
email account to communicate with any CSU instructor.** This protects your privacy
and offers some protection against viruses/problems for both of us. Any other email
address will automatically be directed into my Junk/Spam account. I do not check this
file. Although your instructors will often send mass emails to class sections or selected
classes, do not hit “reply” to a list serve email message unless you want everyone in the
list serve to receive your message. Always check to see if the recipient’s name is
correct before you hit “send.”

**Copies:** Always keep copies of all important work—including print copies of electronic
files—until after you receive your final grade in the course. As your instructor, I will
retain your final exam, and may retain the originals or copies of your other papers, but
the responsibility for document preservation (for grade appeals or other reasons) is
yours.

**Surveys or Testing:** From time to time, students in any educational institution may be
asked to participate in surveys or testing whose primary purpose is to gather information
relevant to measuring and increasing the quality of education. If your class is selected
for such surveying or testing, your participation is required.

**HELP FOR STUDENTS:**

**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. See [http://www.clayton.edu/operation-study](http://www.clayton.edu/operation-study)

**Accommodations:** Individuals with disabilities who need to request accommodations
should contact the Disability Services Coordinator, Student Center 255, via phone at
678-466-5445 or via email at disabilityservices@clayton.edu.

**Writers’ Studio (Room 224, Arts and Sciences):** I encourage students to seek
additional personal instruction and tutoring at the Writing Studio, located in Room 224
Arts and Science Bldg. 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. Remember, however, that you, not your tutor, are
ultimately responsible for the quality and content of the papers you submit.
Aside from meeting with consultants, you can also participate in writing workshops. In these workshops, faculty and consultants will guide you in discussions and activities important to academic writing topics. Visit the website for more information: http://clayton.edu/writersstudio There you will find a link to register for appointments online: http://clayton.mywconline.com

CLAYTON STATE POLICIES:

**Handbook Policy:** Students must abide by policies in the Clayton State University Student Resource Handbook and the Basic Undergraduate Student Responsibilities.

**Disruption of the Learning Environment:** 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 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. A more detailed description of disruptive behavior and appeal procedures is provided at (http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf)

**Classroom Conduct:** All students at Clayton State are expected to behave in accordance with the regulations in the Basic Undergraduate Student Responsibilities, found in the university’s online Academic Catalog, and the Student Code of Conduct. The link http://www.clayton.edu/Portals/46/docs/student-handbook.pdf makes it easy for you to familiarize yourself with your responsibilities and abide by the regulations.

**Classroom Policies and Appropriate Use of Electronic Devices:** In this class certain behaviors are particularly distracting and, therefore, are totally unacceptable. Please follow the following behavioral guides. This is your only warning. While you are in my classroom, I expect your full attention. Distractive talking/activity when someone else has the floor is unacceptable. In the classroom community, it is imperative that students respect the opinions and ideas of other students and that the class environment be conducive to open discussion and writing/reading exploration. Writing is hard work. Be respectful of your fellow students.

Unless we are having a peer review or a class workshop, computers, Iphones or equivalent, and/or electronic tablets should not be in use or open on the table. Any type of electronic communication device must be silenced or on vibrate and kept in backpacks or purses during class. Students may not text,
Twitter, make, or receive calls during class. Headphones, ear buds, and Bluetooth devices should not be worn during class lectures or discussions.

Food is not permitted in the classroom, but closed drink containers are permitted—until we have a spill. Then drinks will be limited to bottled water only. Visitors, especially children, regardless of their age or good behavior, are not permitted to come to class with you. This is a strict department policy.

**Academic Misconduct:** All students will follow the “Student Code of Conduct” section of the online Student Handbook, available at [www.clayton.edu/Portals/47/docs/student-rights-responsibilities.pdf](http://www.clayton.edu/Portals/47/docs/student-rights-responsibilities.pdf). Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Community Standards. Judicial procedures are described in the Student Resource Handbook (Procedures for Adjudicating Alleged Academic Conduct Infractions beginning on page 16).

**Plagiarism** is a form of academic dishonesty in which you present another’s ideas as your own (Student Conduct Handbook I.E.). 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 acknowledgement of the sources of ideas. We will devote class time to learning how to incorporate others’ ideas honestly and effectively. Your papers will also be submitted to Turnitin.com for plagiarism detection. Students who violate plagiarism policies in this course, as explained below, will receive the prescribed academic and disciplinary penalties.

**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.

**Plagiarism in 1101/1102:**

**Insufficient Citation: Patchwriting and Derivative Papers:**
Students should fully introduce and cite borrowed material. Cutting and pasting passages from your source into your own paper without citation and turning in the paper as your own is plagiarism, as is directly quoting without using quotation marks. Undocumented paraphrasing is plagiarism: fully cite the source of your ideas. In addition, students are expected to paraphrase and summarize using their own stylistic features, not the source’s, to avoid patchwriting (also called stylistic plagiarism). If your summary is too close to the original in a draft, keep working to synthesize it fully. In addition, students are expected to develop their own framework for their papers rather than borrowing their source’s argument wholesale (even if acknowledged). **If students turn in final papers with patchwriting, missing or insufficient citations, the student will receive an F (50) for the plagiarized paper with no rewrite opportunity and will face disciplinary action through the Office of 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. **If students turn in final papers substantially written by someone else (i.e. acquired or bought through the Internet, an organization, friends, family members, or another student; notable/obvious portions of the paper cut-and-pasted from sources without documentation, etc.), the student will receive an F (50) for the plagiarized paper with no rewrite opportunity and will face disciplinary action through the Office of Community Standards.**

**Important Dates for Spring 2015**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of Class</td>
<td>January 12</td>
</tr>
<tr>
<td>MLK Holiday</td>
<td>January 17 and 19</td>
</tr>
<tr>
<td>Last Day to withdraw without penalty</td>
<td>March 6</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 9 - 14</td>
</tr>
<tr>
<td>Classes End</td>
<td>May 4</td>
</tr>
<tr>
<td>Finals</td>
<td>May 5 - 11</td>
</tr>
</tbody>
</table>