English 1101
Fall 2018
Dr. Brigitte Byrd
TR 7:30-8:45 (CRN 80063, P06)

Contact Information
Office (main campus): A&S 105H (however, I will hold office hours exclusively in PTC this semester)
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English 1101
Catalog Description:
ENGL 1101 English Composition I (3-0-3) is a composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and including introductory use of a variety of research skills. Grades of D in ENGL 1101 will not count toward graduation in any degree program. This course is part of the core curriculum (Area A). It will enhance students’ ability to think critically and communicate effectively.

Clayton State’s Emphasis:
At Clayton State, English 1101 is designed to increase students’ ability to construct academic written essays and to make connections in writing to their own experiences, to Clayton State, to other students, to their communities, and to their future profession. The course offers instruction in writing processes, collaborative writing strategies, methods of organization, research skills, discourse conventions of Standard Written English, rhetorical strategies, computer-based writing, and the production of expository academic essays in MLA format. Readings consider issues of contemporary and cultural concern. Students reflect on their writing, engage in peer review, and create an e-Portfolio that will be completed in English 1102.

The theme for this semester will be writing from life by framing one’s experience, developing a writing persona, researching one’s topic, and using memory and imagination to tell the truth.

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.

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

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

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

**Outcome 5: Discourse Conventions and Effective Style**
Students will produce coherent, organized, effective, readable academic writing for a variety of rhetorical situations, both print and digital.

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

**Outcome 7: Writing Aids and Technologies**
Students will effectively use writing aids, such as handbooks, dictionaries, online aids and resources, and tutors to research ideas and improve their writing.

**Required Texts**


Note: Textbooks are listed via the Loch Shop website as "Instant Access.” Please do not sell back your book at the end of English 1101. Your total cost for textbooks for both semesters is approximately $102, or $51.00 per semester. Please note that Dr. Lamb and Dr. Ali receive 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; access to 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 D2L.

**Computer Skills Prerequisites**
- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™ and Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser.
- Only use your CSU e-mail account to communicate academic information to your instructor.
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 Desire2Learn. If you have trouble using 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 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. Your e-Portfolio must be in Microsoft Word or a pdf; it should demonstrate you have mastered course-learning objectives, and all prose should be readable, effective Standard Written English (SWE). The portfolio grade counts 25% of the course average in 1102. No late portfolios accepted; see the First-Year Writing website (http://www.clayton.edu/english/First-Year-Writing) and your instructor for further information.
Webpages due: end of week 6 in 1101 and 1102
Portfolios due: end of week 15 in 1102.
The date for Fall 2018: September 21st (FYW Website Due for ENGL 1101)

Course Work for 1101
1. Reading Responses and In-Class Writing Assignments 20%
   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. Rhetorical Reading Response 10%

2. Peer Reviews 20%
   These include your written feedback on others’ papers.

3. Papers 40%
   These include a review and a creative nonfiction essay

4. Final Presentation 10%

I use a 10-point grading scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F.

Course Policies
General Policy
Students must abide by policies in the Clayton State University Student Handbook, and the Basic Undergraduate Student Responsibilities. The Student Handbook is part of the Academic Catalog and Student Handbook.

1. Late work: I do not accept 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 work, and it is graded, you may earn a 0 that cannot be made-up. When you are out, contact a classmate and come to the next class prepared to submit the work that is due that day.

2. **Submitting papers:** This course emphasizes the development of your ideas in various stages of the writing process. We will have peer review for each of the major writing assignments, and you will earn a grade for each peer review of the major writing assignments. Final papers, peer reviews, 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 (I usually do not lose papers; however, this is a good habit to develop for future classes). All essays, including the FYW website assignment and the final presentation, must be completed to pass the course. Remember that I do not accept late work.

3. **Academic Misconduct:** All students will follow the “Academic Conduct Regulations” section of the online Student Handbook, part of the Academic Catalog and Student Handbook. The Student handbook portion begins on page 6 of that document. **Plagiarism** is a form of academic dishonesty in which one passes off the ideas or words of another as one’s own, uses another’s work without properly crediting the source, and presents as new and original an idea or product derived from an existing source. 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 ideas honestly and effectively. All instances of academic dishonesty will be reported to the Office of Community Standards. Judicial procedures are described beginning on page 19 in the section of the Academic Catalog and Student Handbook titled, Procedures for Adjudicating Alleged Academic Conduct Infractions. 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. **Plagiarism Detection Software:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

5. **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.)

6. **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 not be used in class; thus, laptops must be closed. All other electronic devices must be off.

7. **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 and 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. You will email my CSU email address to contact me (do not use the D2L email to contact me).

8. **University Attendance 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.

9. **Course Attendance and Classwork Policy:** 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 MW or TR). Because of the cumulative nature of the course material, if you miss 5 classes before the midpoint, you will be administratively withdrawn. You should be present and thoughtfully participating most of the class to receive credit for the class day. Please discuss your options with me if you have extenuating circumstances, a severe illness, etc., that may prevent you from successfully completing the course.
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 1 / name and email ___________________________  ___________________________
Classmate 2 / name and email: __________________________________________________

and/or add to your contacts in your phone. I recommend that you exchange phone numbers as well with a couple of your peers.

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.

10. 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. Follow the Student Handbook and the Basic Undergraduate Student Responsibilities. The Student Handbook is part of the Academic Catalog and Student Handbook, which begins on page 6. According to the Student Code of Conduct, behavior that disrupts the teaching–learning process during class activities will not tolerated.

• While a variety of behaviors can be disruptive in a classroom setting, some include arriving late or leaving early, interrupting others, eating in class, playing music or using electronic devices, texting, and doing homework for another class.
• More serious examples include belligerent, abusive, profane, and/or threatening language and/or behavior.
• A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class.
• A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal.

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

Weapons on Campus
Clayton State University is committed to provide a safe environment for our students, faculty, staff, and visitors. Information on laws and policies regulating weapons on campus are available at http://www.clayton.edu/public-safety/Safety-Security/Weapons

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.

New chat room now open on Saturdays and Sundays.
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.

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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 the work due on that day and any changes I announce in class, so consult a peer for what you missed.

List of Required Readings for Rhetorical Reading Responses 2018-2019
http://www.clayton.edu/Portals/685/Common%20Readings%202018-2019_1.pdf

IMPORTANT: You will work on your writing and reading skills using the EasyWriter LaunchPad linked to our course in D2L.

1101 Fall 2017

Part 1: Introduction to First-Year Writing

Week 1
8/14 Introduction and Syllabus
8/16 Email etiquette, Signature (Connections 63-64), Connections Chap. 1, Talk about plagiarism, Discuss e-Portfolios and website set-up

Week 2
8/21 Introduction to EasyWriter Online Software (LaunchPad), Connections Ch. 2 (43-57)
8/23 Connections Ch. 2 (58-77), Sentence Grammar Diagnostic both Pre-Test & Post-Test (LaunchPad)
Note: No Show Deadline: Friday 8/24 by 9:00 AM

Part 2: Writing About Texts (Responding Rhetorically)

Week 3
8/28 Connections Ch. 3 (79-96), Easy Writer “Commas” (210-216), Punctuation, Style, and Mechanics Diagnostic Pre- Test & Post-Test (LaunchPad), FYW e-Portfolio (“About” section)
8/30 Easy Writer “Commas” (216-21), Creative Nonfiction (CNF) essay project (brainstorming, discussion), Reading Skills Diagnostic Pre-Test & Post-Test

Week 4
9/04 Fayette County Labor Day Holiday (no class meeting) --Note: This weekend is the Decatur Book Festival https://www.decaturbookfestival.com/
9/06  *Connections* Ch. 3 (97-102), Amy Tan’s “Mother Tongue” *Connections* (127-31), Discussion

**Week 5**

9/11 RRR (writing the 2nd paragraph), Sherman Alexie’s “Superman and Me” *Connections* (132-34), Discussion

9/13 RRR (writing the 1st paragraph), Hannah Neale’s “Tracking or Trailing” *Connections* (112-16), Discussion

**Week 6**

Note: FYW Website due by noon on Friday 9/21

9/18 RRR (writing the 3rd paragraph), Frederick Douglass’s “Learning to Read and Write” (LaunchPad reading and quiz), Discussion

9/20 **RRR due in class, bring 2 printed copies to class for peer review AND “Peer Review for RRR” sheet**

**Part 3: Writing Your Voice (Review and Creative Nonfiction Essay)**

**Week 7**

9/25 **RRR due in D2L (revised post-peer review), Checking in on CNF essay project, review writing, discussion**

[https://www.nytimes.com/section/books/review](https://www.nytimes.com/section/books/review)

[https://www.nytimes.com/reviews/movies](https://www.nytimes.com/reviews/movies)


[https://www.nytimes.com/section/arts/music](https://www.nytimes.com/section/arts/music)

9/27 Research and library resources (librarian visit)

**Week 8**

Note: Midterm grades due by 9 AM on 10/03

10/02 Review writing, D2L “How to Write a Review,” *NYT* review TBA, **Response to review due in class.**

10/04 Review writing (continued), Review TBA, **Response to review due in class.**

**Week 9**

10/09 **Fall break (no class meeting)**

10/11 Review writing (continued), *NYT* review TBA, **Response to review due in class.**

**Week 10**

10/16 **Review due in class, bring 2 printed copies to class for peer review AND “Review Film/Food Review” sheet**

10/18 **Peer Review 1 due in D2L, Discussion**

**Week 11**

10/23 **Review due in D2L (final draft), Checking in on CNF project, Discuss CNF essay**

10/25 Jennifer Price’s “A Brief History of Pink Flamingo,” Response due in class, Why researching a CNF essay is important, character profile sheet(s)

**Week 12**
10/30  Marjorie Sander’s “On Leaving Florida,” Response due in class, Character profile sheet due in class, Using creative writing technique in creative nonfiction (setting/using the five senses/density of language)

11/01  Harrison Scott Key’s “Fifty Shades of Greyhound,” Response due in class, David Sedaris’s “Stepping Out,” Response due in class, Using creative writing technique in creative nonfiction (dialogue/formatting)

Week 13
11/06  CNF essay due in class, bring 2 printed copies to class for peer Review AND “Peer Review for CNF Essay” sheet

11/08  Peer Review 2 due by 11:30 PM in D2L, Short fiction TBA, Discussion of final project

Week 14
11/13  Work on CNF essay, Short fiction TBA, Discussion

11/15  CNF essay (final draft) due by 11:30PM in D2L, Short fiction TBA, Final project groups, Discussion

Week 15  (Course Evaluations)
11/20  Thanksgiving Holiday (no class meeting)

11/22  Thanksgiving Holiday (no class meeting)

Week 16  (Course Evaluations)
11/27  Work on final group project

11/29  Final presentation: Group project

Week 17  (& Final Exams)

Note: Grades will be available by 9 AM on Wednesday 12/12

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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. Judicial procedures are described in the section of the [Academic Catalog and Student Handbook](#) titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

**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 are plagiarizing, talk with your professor before submitting your paper.
E-Portfolio Requirements

Students are required to create and post a FYW webpage in English 1101 and to submit an electronic portfolio. Your ePortfolio must be in Microsoft Word or a pdf; it should demonstrate you have mastered course-learning objectives, and all prose should be readable, effective Standard Written English (SWE). The portfolio grade counts as 25% of the course average in 1102. No late portfolios accepted; see the First-Year Writing website (http://www.clayton.edu/english/First-Year-Writing) and your instructor for further information.

Bio (5%)
The Bio must be pasted into the “About” box of your e-Portfolio webpage at https://apps.clayton.edu/eportfolio/.

The Bio should:
- Inform the audience about the student’s experiences with and feelings about writing.
- Inform the reader of how the student thinks writing will factor into his or her career in the future.
- Consistently use either first or third person perspective.
- Conform to the grammar and punctuation conventions of Standard Written English.
- Be 100-250 words long.

e-Portfolio Document
The following parts of the ePortfolio must be in Microsoft Word or a pdf, uploaded to the “__ Semester 20__ e-Portfolio” section of your e-Portfolio webpage.

Reflective Essay and Introduction to Portfolio (15%)
The essay should:
- Evaluate and explain the student’s writing processes, such as revision, peer review, drafting.
- Explain their engagement with collaborative writing, including group projects, constructive criticism, incorporating feedback, and using writing to learn.
- Use appropriate, specific examples using first-person pronouns.
- Conform to the grammar and punctuation conventions of Standard Written English.
- Be 250-750 words long.

Rhetorical Reading Response from one of the Common Essays* (20%)
*Common Essays are available at http://www.clayton.edu/Portals/685/docs/Common%20Readings%20for%20RR%27s%20ALL.pdf.

The Rhetorical Reading Response should consist of the following content:
Paragraph 1
The first paragraph should:

- Sentence 1 should name the author, genre, and title of the text; list its publication date in parentheses; and use an active verb to paraphrase the text’s main idea/thesis.
- Then, the student should summarize the text from beginning to end.
- Then, the student should name the author’s apparent purpose.
- Finally, the student should name the text's target audience, followed by an "as indicated by" phrase that states how the student arrived at that conclusion.

Paragraph 2
The second paragraph should:

- Paragraph 2 should describe the student’s intellectual and/or emotional response to the text. The student should use examples from the text and/or his/her life experiences to support his or her opinions.

Paragraph 3
The third paragraph should:

- Paragraph 3 should begin with an interpretive claim about how and/or why the text is written.
- The rest of paragraph 3 should offer support for the student’s interpretive claim by analyzing the text—identifying relevant logic, organization, strategies, sentences, and/or word choices, and explaining how they affect the meaning of the text.
- The student’s support should include accurate summaries, paraphrases, and/or quotations of the text, with MLA citations.

Works Cited
- There should be a separate Works Cited page at the end, listing the text in MLA format.

Prose
- Grammar and punctuation should conform to conventions of Standard Written English.

Artifacts that Demonstrate Writing Process and Revision (10%)
This section should:

- Include at least two artifacts from the same assignment that demonstrate that the student can engage in recursive pre-writing, drafting, and revising activities.
- Include a 75-200 word explanation demonstrates that students can reflect on their writing process.

Example of Peer Revision (10%)
This section should:

- Include a draft written by a peer of the student, with markups and/or comments written by the student. The student may also submit a peer review sheet, letter, etc. that demonstrates substantive feedback.
- Demonstrate constructive feedback at all levels, from global to local.
Revised Essay (20%)  
This essay should demonstrate the student’s abilities in the following areas:

Purpose and Focus  
The paper should:
- Address the topic(s) with a clear purpose.
- Sustain focus on the topic(s) from beginning to end.
- Follow the conventions of the indicated rhetorical mode.

Development/Support  
The paper should:
- Develop ideas with appropriate details/examples to support the paper’s purpose.

Organization  
- Sections and paragraphs should be both unified (sticking to one topic each) and coherent (the ideas flowing logically from one to the next).

Prose  
- The style or voice should be appropriate for the genre and purpose of the paper.
- Grammar and punctuation should conform to conventions of Standard Written English.

Revised Research Argument Essay (20%)  
This essay should demonstrate the student’s abilities in the following areas:

Purpose and Focus  
The essay should:
- Address the topic(s) with a clear purpose.
- Sustain focus on the topic(s) from beginning to end.

Development/Support  
The essay should:
- Develop an argument that clearly presents an issue and supports claims with appropriate details/examples to support the essay’s purpose.
- Summarize, paraphrase, and/or quote sources ethically and effectively to support claims.
- Introduce outside sources using rhetorically effective signal phrases.
- Cite outside sources in the essay and the bibliography according to MLA conventions.

Organization  
- Sections and paragraphs should be both unified (sticking to one topic each) and coherent (the ideas flowing logically from one to the next).

Prose  
- The style or voice should be appropriate for the genre and purpose of the paper.
- Grammar and punctuation should conform to conventions of Standard Written English.

Incidentals that Do Not Affect your Grade  
- Whether or not you have page breaks between sections.
- Gutters that remain in whole document because they are inserted in the Peer Review document. (Try Snipping Tool, copy and paste).
• If both papers are from 1102.
• The font you use to head the different pieces of the portfolio, as long as it is clear and readable.
<table>
<thead>
<tr>
<th>Content and Purpose</th>
<th>Good Proficiency (17-16)</th>
<th>Minimal Proficiency (15-14)</th>
<th>Non-proficiency (13-0)</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>topic</strong></td>
<td>Ideas are clear, insightful, thought-provoking, and focused; consistently support the topic, thesis, and audience for the paper.</td>
<td>Ideas are clear but focused to support the topic and a clearly-developed central idea, but are not consistently insightful or thought-provoking.</td>
<td>Paper does not meet sufficient aspects of the assignment direction and does not support the essay’s purpose. Ideas are unclear or clichéd and demonstrate a lack of focus in support of the topic or a central idea, which may be vague or missing.</td>
<td>Score:</td>
</tr>
<tr>
<td><strong>thesis (stated or implied)</strong></td>
<td>Development is illustrative, with abundant details and examples that arouse audience interest and provide relevant, concrete, specific, and insightful evidence with effective appeals.</td>
<td>Development is adequate, but may lack depth, with details and examples that arouse audience interest and provide relevant, concrete, specific evidence with effective appeals.</td>
<td>Development is insufficient, providing adequate but perhaps not interesting details, examples, and evidence; few, ineffective, or fallacious logical, ethical, or emotional appeals.</td>
<td>Score:</td>
</tr>
<tr>
<td><strong>focus</strong></td>
<td>Development 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>Development is coheren and unified overall in support of the essay’s purpose and usually demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.</td>
<td>Development is confused and fragmented in support of the essay’s purpose and demonstrates a lack of structure or coherence that negatively affects readability.</td>
<td>Score:</td>
</tr>
<tr>
<td><strong>purpose</strong></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 and usually demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.</td>
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</tr>
<tr>
<td><strong>audience</strong></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 and usually demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.</td>
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<td>Score:</td>
</tr>
<tr>
<td><strong>Other:</strong></td>
<td>Style is confident, readable, and rhetorically effective in tone, incorporating varied sentence structure and precise word choice. Sources integrated effectively. Follows MLA format and conventions of academic discourse.</td>
<td>Style is readable and rhetorically effective in tone, incorporating varied sentence structure and effective word choice. Some sources lack effective integration. Some minor mistakes in MLA format and conventions of academic discourse.</td>
<td>Style is insufficient or inappropriate in tone, including a lack of sentence variety and ineffective word choice. Format does not support purpose. Ineffective source integration; does not follow MLA format.</td>
<td>Score:</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Style is readable, but unremarkable in tone, sometimes including a lack of sentence variety and ineffective word choice. Many sources lack effective integration. Major mistakes in MLA format and conventions of academic discourse.</td>
<td>Style is readable, but unremarkable in tone, sometimes including a lack of sentence variety and ineffective word choice. Many sources lack effective integration. Major mistakes in MLA format and conventions of academic discourse.</td>
<td>Style is insufficient or inappropriate in tone, including a lack of sentence variety and ineffective or inappropriate word choice. Format does not support purpose. Ineffective source integration; does not follow MLA format.</td>
<td>Score:</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>Style is readable, but unremarkable in tone, sometimes including a lack of sentence variety and ineffective word choice. Many sources lack effective integration. Major mistakes in MLA format and conventions of academic discourse.</td>
<td>Style is readable, but unremarkable in tone, sometimes including a lack of sentence variety and ineffective word choice. Many sources lack effective integration. Major mistakes in MLA format and conventions of academic discourse.</td>
<td>Style is insufficient or inappropriate in tone, including a lack of sentence variety and ineffective or inappropriate word choice. Format does not support purpose. Ineffective source integration; does not follow MLA format.</td>
<td>Score:</td>
</tr>
<tr>
<td><strong>Other:</strong></td>
<td>Grammar, spelling, and punctuation are correct; meet all assignment directions; SWE works generally to support the essay’s purpose.</td>
<td>Mostly SWE and meets critical aspects of assignment directions. Some distracting errors in grammar, spelling, and punctuation.</td>
<td>Numerous distracting errors in grammar, spelling, and punctuation.</td>
<td>Score:</td>
</tr>
<tr>
<td><strong>Style and Format</strong></td>
<td>Grammar, spelling, and punctuation are correct; meet all assignment directions; SWE works generally to support the essay’s purpose.</td>
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<td>Numerous distracting errors in grammar, spelling, and punctuation.</td>
<td>Score:</td>
</tr>
<tr>
<td><strong>Sentence structure</strong></td>
<td>Grammar, spelling, and punctuation are correct; meet all assignment directions; SWE works generally to support the essay’s purpose.</td>
<td>Mostly SWE and meets critical aspects of assignment directions. Some distracting errors in grammar, spelling, and punctuation.</td>
<td>Numerous distracting errors in grammar, spelling, and punctuation.</td>
<td>Score:</td>
</tr>
<tr>
<td><strong>Word choice</strong></td>
<td>Grammar, spelling, and punctuation are correct; meet all assignment directions; SWE works generally to support the essay’s purpose.</td>
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<td>Numerous distracting errors in grammar, spelling, and punctuation.</td>
<td>Score:</td>
</tr>
<tr>
<td><strong>Tone</strong></td>
<td>Grammar, spelling, and punctuation are correct; meet all assignment directions; SWE works generally to support the essay’s purpose.</td>
<td>Mostly SWE and meets critical aspects of assignment directions. Some distracting errors in grammar, spelling, and punctuation.</td>
<td>Numerous distracting errors in grammar, spelling, and punctuation.</td>
<td>Score:</td>
</tr>
<tr>
<td><strong>Source integration</strong></td>
<td>Grammar, spelling, and punctuation are correct; meet all assignment directions; SWE works generally to support the essay’s purpose.</td>
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<td>Numerous distracting errors in grammar, spelling, and punctuation.</td>
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</tr>
<tr>
<td><strong>Other:</strong></td>
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<td>Numerous distracting errors in grammar, spelling, and punctuation.</td>
<td>Score:</td>
</tr>
</tbody>
</table>

**COMMENTS:**