English 1102 (CRN 20054)
Spring 2016
Dr. Brigitte Byrd
Wednesday 6:00-8:30 (room 116 /PTC campus)

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

Course Description (1102)
ENGL 1102 English Composition II (3-0-3) is a composition course that develops writing skills beyond the levels of proficiently required by English 1101, emphasizing interpretation and evaluation, and incorporating a variety of more advanced research skills. The student must achieve a grade of C or better in ENGL 1102 in order to graduate. Prerequisite: Grade of C or higher in English 1101 or ENG 111, or ENG 101.

Clayton State’s Emphasis:
At Clayton State, English 1102 teaches argumentative writing and writing with sources. Instruction covers a variety of argument types and styles, research methods, and techniques for writing with sources. To this end, English 1102 also focuses on critical reading, interpretation, and evaluation of texts drawn from a wide variety of sources. In this course, you’ll learn how to summarize, paraphrase, evaluate, and synthesize sources for argumentative papers.

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

Course Outcomes
Outcome 1: Genre and Rhetorical Knowledge
Students read a variety of genres critically to identify and evaluate texts’ rhetorical situation and features.

Related Objectives
- compare and contrast genres from academic and professional contexts, both print and digital (such as an editorial, blog, book or film review, report, literature review, proposal, position paper, etc.)
- interpret and evaluate a variety of genres
Outcome 2: Elements of Argumentation
Students will understand and analyze various elements of argumentation and types of argument (such as appeals, types of claims, classic, Rogerian, Toulmin, etc.)

Related Objectives
- evaluate the effectiveness of arguments using various approaches and theories of argumentation (i.e. Aristotelian, Rogerian, Toulmin; appeals, use of evidence, etc.) in print, digital, and oral formats
- analyze and develop appeals to logos, pathos, and ethos
- identify and evaluate several types of argument (i.e. definition, causal, evaluation, proposal, exploratory, etc.)

Outcome 3: Written Argumentation
Students will apply principles of argumentation in writing and develop effective arguments.

Related Objectives
- create an arguable thesis statement and support it with appropriate evidence
- summarize, analyze, and address a set of positions on issue/debate/topic
- evaluate the contribution of an argument to a debate using rhetorical analysis
- develop an argument suitable for a specified rhetorical situation (definition, causal, evaluative, proposal, or exploratory, etc.)

Outcome 4: Writing with Sources
Students effectively synthesize a variety of sources to create effective arguments.

Related Objectives
- use works of various genres to promote ideas for argument
- interpret and evaluate various sources
- synthesize multiple sources
- write effective, organized, readable essays drawing on multiple sources, both print and digital
- develop their own argument about an issue rather than relying on a source’s argument and/or organizational structure
- use source material ethically and effectively in papers, including accurate paraphrase, summary, and direct quotations
- introduce borrowed material into papers using rhetorically effective verbs and signal phrases
- summarize, paraphrase, and quote sources effectively and appropriately to support claims

Outcome 5: Citation and Format of Researched Writing
Students effectively write with sources using the appropriate format.

Related Objectives
- compare and contrast at least two style formats (MLA, APA, etc.)
- identify and correctly use MLA for citing borrowed material
- use the correct format for both short, in-text quotations and longer block quotations
- format essays correctly using MLA format
Outcome 6: Research Technologies

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

- identify, select, and use appropriate electronic databases to find sources
- locate source material in the Clayton State library
- locate source material using various online search engines and evaluate the material for credibility and reliability
- distinguish between scholarly/academic sources and general/popular sources

Outcome 7: Discourse Conventions and Effective Style

Students will produce coherent, organized, effective, readable academic writing for a variety of rhetorical situations, both print and digital.

Related Objectives
- understand the conventions of common academic writing (such as reading responses, blogs, listservs, message boards, academic arguments, rhetorical analyses, synthesis essays, and reviews)
- make effective stylistic choices that enhance readability
- select evidence appropriate to the context to develop a claim and support
- organize papers effectively
- practice grammatical revision to produce readable, effective Standard Written English (SWE)

Required Texts


Please note that Dr. Lamb receives no royalties on these books; any royalties go to the first-year writing program and its students to enhance instruction.

Other Required Materials
- Costs for printing and photocopying multiple copies of drafts of papers
- A CSU student email account that you check daily for changes, handouts, and announcements; a laptop computer (with the CSU standard software package installed). For further information on CSU’s Official Notebook Computer Policy, please go to http://itpchoice.clayton.edu/policy.htm.
- Daily, reliable Internet access for GAView D2L

Computer Skills Prerequisites
- Ability to use the Windows operating system
- Ability to use Microsoft Word word processing
- Ability to send and receive email using Outlook or Outlook Express
- Ability to attach and retrieve attached files via email
- Ability to use a web browser.

**Portfolio Requirement**
Students are required to create and post a FYW webpage in English 1101 and to submit an electronic portfolio on this website in order to pass English 1102. Students must pass the portfolio with an average of 70 to pass 1102; the portfolio grade counts 20% of the course average in 1102. See the First-Year Writing website (clayton.edu/firstyearwriting) and your instructor for further information. Webpages due: end of week 6 in 1101 and 1102; Portfolios due: end of week 15 in 1102.

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

2. **Classwork**
   10%
   This includes exercises, bibliographies, and drafts of papers.

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

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

5. **Portfolio Completion**
   20%

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

**Course Policies**
Students must abide by policies in the *Clayton State University Student Handbook*, and the *Basic Undergraduate Student Responsibilities*.

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

2. **Submitting papers**: This course emphasizes the development of your ideas in various stages of the writing process. We will have peer review for each of the major writing assignments; paperclip a copy of these rough drafts to your final papers when you submit them for a grade.
Final papers, drafts for peer review, and all out-of-class writing should be typed on a word processor, double-spaced with 1-inch margins and font, and follow MLA guidelines. I do not accept emailed or faxed papers for final submission. Always keep a copy of any paper you submit so you can re-submit if a paper is lost (it’s a good habit to develop for future classes). All essays, including the portfolio, must be completed to pass the course. All papers must be submitted on time.

3. Academic Dishonesty:
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 beginning on page 19 in the section of the Academic Catalog and Student Handbook titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

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 the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

4. Essay Grading: Grades reflect my best and fairest judgment of the overall quality of your paper, taking into account how well it fulfills the assignment and its purpose; how focused and organized it is; how effectively it uses evidence; how effectively it communicates with its audience; to what extent it engages its reader’s imagination and understanding; and how easily it can be read and comprehended (reading ease is affected by factors such as unity and coherence, grammatical correctness, and the physical appearance of the manuscript). For further information, see the First-Year Writing rubric included in this syllabus.

• Essay Revision: Revision is an integral part of the writing process and an essential part of improving one’s writing. To that end, multiple drafts of papers that show substantial revision are required. However, once a paper has been graded, it may not be revised for an improved grade. Although class participation and collaboration improve your writing and are habits I hope you will develop, they are graded as classwork and not part of your final paper grade. As such, your paper grade reflects your final written product rather than your effort.

• Midterm Grades: Please keep up with your progress in class by recording grades you receive. I will provide you a midterm average based on your graded work to date the week of the midpoint (the deadline for withdrawal without academic penalty.)

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

7. **Attendance and Classwork:** Writing is a skill that requires practice through revisions, tutoring, and collaboration. Talking about ideas with others—including class discussions—improves your writing as it helps hone, clarify, and create knowledge. Since we are working together to improve our own and others’ writing, you should expect to participate; this is not a lecture class. For these reasons, your attendance and thoughtful participation are crucial for your success. Thus, students who miss 20% of classes will probably fail the course (3 classes for one meeting per week). Because of the cumulative nature of the course material, if you miss 2 classes before the midpoint, you should consider withdrawing. You should be present and thoughtfully participating most of the class to receive credit for the class day. **Note:** I follow the University Attendance Policy, including: “Students are expected to attend and participate in every class meeting. . . . The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.”

Present or not, students are responsible for everything that goes on in class. Call a classmate to find out what you missed and come prepared; classmate’s name and email: __________________________ or add to your contacts in your phone.

Please discuss your options with me if you have extenuating circumstances, a severe illness, etc., that may prevent you from successfully completing the course.

The university’s weather-closing policy is available at <http://about.clayton.edu/weather.htm>. Closings are posted on the website and most major media.

8. **Disruption of the Learning Environment:** Behavior that disrupts the teaching and learning processes during class activities will not be tolerated, and a disruptive student may be dismissed from the course and may receive a grade of WF. More detailed descriptions of examples of disruptive behavior are provided in the Clayton State University [Academic Catalog and Student Handbook](http://about.clayton.edu/) starting on page 14. 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.

**Writing Assistance:**
The goal of the Writers’ Studio is to give rise to better writers, not just to better writing. People who love to write, people who struggle mightily with it, and people who fall anywhere else on the spectrum can find a place at The Writers’ Studio—a place for students to come for writing guidance and feedback. Each student may receive up to 90 minutes of assistance per day and 3 hours per week. Furthermore, both appointments and walk-ins are welcome. Here’s The Writers’ Studio’s contact information:

- **Location:** Arts & Sciences Building, Room G-224
- **Phone:** 678.466.4728
- **Email:** ws224@clayton.edu
- **Website:** http://clayton.edu/writersstudio

Visit The Writers’ Studio at [http://clayton.edu/writersstudio](http://clayton.edu/writersstudio) or schedule your appointment online at [http://clayton.mywconline.com](http://clayton.mywconline.com) (Note: first-time users need to complete a one-time registration prior to using the online appointment website).

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

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

**Schedule of Readings and Assignments**
*Please Note:* Reading and writing assignments are due at the beginning of class on the day for which they are listed. I will make changes to the syllabus to meet the class’s educational goals more effectively. Please keep abreast of these changes by recording them below. If you miss class, you are still responsible for any changes I announce in class, so consult a peer for what you missed.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Jan. 13</th>
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<tbody>
<tr>
<td>Introductions and Syllabus; Review <strong>Connections</strong> Chapters 2, 7 &amp; 8</td>
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<tr>
<td>Watch Thick Naht Hanh’s Interview with Oprah</td>
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<tr>
<td><a href="https://www.youtube.com/watch?v=2PCXeHNL3s8">https://www.youtube.com/watch?v=2PCXeHNL3s8</a></td>
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**Connecting to a Community**

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Jan. 20</th>
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<tr>
<td>Setting of E-Portfolios (bring your computers to class)</td>
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<tr>
<td>Review Rhetorical Reading Responses: <strong>Connections</strong> Ch. 11</td>
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<tr>
<td>PR to “Sugar Love” (write your response to the text—one paragraph). In-class Work on Paragraphs 1 and 3.</td>
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<tr>
<td><strong>Harbrace 5</strong> (Critical Reading and Textual Analysis)</td>
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<tr>
<td>Discuss Paper 1</td>
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<tr>
<td>Start Viewing of <em>Forks over Knives</em> – (see link to catalogue below)</td>
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<tr>
<td><a href="http://dc.swankmp.com/clayton327710/SDC/content/browse.aspx">http://dc.swankmp.com/clayton327710/SDC/content/browse.aspx</a></td>
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**No Show Deadline Jan. 21**

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<tr>
<th>Week 3</th>
<th>Jan. 27</th>
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<tr>
<td>Finish Viewing of <em>Forks over Knives</em> at Home and Write PR 2</td>
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<td><a href="http://dc.swankmp.com/clayton327710/SDC/content/browse.aspx">http://dc.swankmp.com/clayton327710/SDC/content/browse.aspx</a></td>
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<tr>
<td><strong>Connections</strong> Ch. 15, RRR 1 on “The Culture of Denial” (259-64) due in D2L</td>
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<td>(RRR 1 may be used in your e-portfolio)</td>
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<tr>
<td><strong>Harbrace W6</strong> (Writing Arguments) and <strong>Harbrace 13b</strong> (MLA)</td>
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<tr>
<td><strong>Students Read the Revised “About” Section from their ePortfolio to Class</strong></td>
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<th>Week 4</th>
<th>Feb. 3</th>
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<tr>
<td><strong>Harbrace W4</strong>; <strong>Connections</strong> Ch. 8</td>
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<tr>
<td>Resources for Research / CSU Librarian Visit, <strong>bring your computers to class</strong></td>
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<tr>
<td><strong>Talk about Email Etiquette</strong></td>
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**Connecting to Scholarship: Reading Academic Essays**

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<tr>
<th>Week 5</th>
<th>Feb. 10</th>
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<tr>
<td><strong>Connections</strong> Chapter 16</td>
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<tr>
<td>Paper 1 due (D2L and hard copy) for Peer Review (see “Peer Review Form” at the end of schedule)</td>
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<tr>
<td>“Peer Review for Paper 1” due in D2L on Friday, Feb. 12 by 5pm</td>
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<tr>
<td><strong>Harbrace R10</strong>; <strong>D13</strong></td>
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<th>Week 6</th>
<th>Feb. 17</th>
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<tr>
<td>Review <strong>Connections</strong> Ch. 2: Electronic Portfolios</td>
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<tr>
<td><strong>Harbrace R11</strong> and 12</td>
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<tr>
<td><strong>Paper 1 due in D2L</strong></td>
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<tr>
<td><strong>FYW ePortfolio’s Website Setting and “About” Section Due</strong> (bring your computers to class)</td>
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<th>Week 7</th>
<th>Feb. 24</th>
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<tr>
<td>Discuss Paper 2 and Research</td>
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Connecting to a Community’s Conversation: Writing an Argument with Sources

Week 8        March 2

*Connections* Ch. 17: Connecting to a Community: Writing an Argument
“A Five-Step Plan to Feed the World”
http://www.nationalgeographic.com/foodfeatures/feeding-9-billion/
PR 3 to “A Five-Step Plan to Feed the World” (write your response to the text – one paragraph)
*Harbrace* W6

Monday, Feb. 29 Midpoint

Week 9        Clayton State University Spring Break (no class on March 9)
Week 10       March 16
RRR 2 on “The Right to Refuse” Due in D2L (RRR2 may be used in your e-portfolio)
*Harbrace* D13: MLA
*Harbrace* R11-12

Week 11       March 23
Paper 2 due (D2L and hard copy) for Peer Review (see “Peer Review Form” at the end of schedule)
“Peer Review for Paper 2” due in D2L on Friday, March 25 by 5pm
PR 4 Micah Dean Hicks’s short-story “The Alligator’s Gods”

Week 12       March 30
*Paper 2 due in D2L*
Work on e-Portfolio: Revised RRR, Revision Artifact, Example of Peer Review (*bring computer to class*)
*Harbrace* W4
PR 5 Micah Dean Hicks’s short-story “The Sisters’ War”

Week 13       Fayette County Schools Spring Break (no class on Apr. 6)
Visiting Writers Reading Series Hosts Fiction Writer Micah Dean Hicks on Apr. 7
(check English department for info http://www.clayton.edu/english)

Week 14       Apr. 13
Work on e-Portfolio: Revise Papers 1 and 2

Week 15       April 20
Work on e-Portfolio: Reflective Essay and Intro to ePortfolio
*ePortfolio Due on Friday, April 22 by 11:59am*

Week 16       April 2
Presentations of Portfolio (or ______________________)

**Grades Are Due May 11**

**Electronic Portfolios in First-Year Writing**

**Portfolio Requirements 2015-2016**

http://www.clayton.edu/Portals/685/docs/E-PortfolioRequirements%202015-16.pdf

** * **
PEER REVIEW FORM (ENGL 1102)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

* * *

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.

* * *

**Submitting Portfolios**

**English 1102**

⇒ Portfolio Due Friday 11:59am (NOON) before the last week of classes each semester, which is April 22 for Spring 2016
 Counts as 20% of Final Grade in English 1102. Students must pass the portfolio with a 70 to pass English 1102.

Evaluation of Portfolios

- Portfolios will be read and scored by two first-year writing faculty during the last weeks of the semester. One will be the student’s 1102 professor and the other will be randomly assigned. Students must earn an average of 70 to pass 1102. If the grades vary substantially, a third rater will evaluate the portfolio.
- Students should consult the Rubric for Papers in FYW and the Critical Reading Rubric for revising papers to include (on the First-Year Writing website).
- The e-portfolio will be scored holistically using the First-Year Writing E-Portfolio Rubric. Evaluation data will be collected and saved in the Department of English for programmatic assessment and pedagogical improvement.

If you have questions about the content of the portfolio, contact Dr. Mary R. Lamb, Department of English, 678-466-4706 or marylamb@clayton.edu. Technical questions should be directed to the HUB.

* * *

Directions for Setting up your Portfolio

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

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

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

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

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

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

Technical Help:

The HUB (678.466.4357)

* * *
## Rubric for First-Year Writing

<table>
<thead>
<tr>
<th>Content and Purpose</th>
<th>High Proficiency (20-18 points)</th>
<th>Rubric for First-Year Writing</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,</td>
<td>Ideas are clear but</td>
<td>Ideas are clear but</td>
<td>Paper does not meet</td>
<td>Score:</td>
<td></td>
</tr>
<tr>
<td><strong>thesis (stated or implied)</strong></td>
<td>thought-provoking, and focused; consistently support the thesis, and audience for the paper.</td>
<td>focused or general and support the topic, thesis, and audience for the paper.</td>
<td>conventional or general and support the topic, thesis, and audience for the paper.</td>
<td>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>
<td></td>
</tr>
<tr>
<td><strong>focus</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>purpose</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>audience</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Other:</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Development is illustrative,</td>
<td>Development is adequate,</td>
<td>Development is sufficient</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>
<td>Score:</td>
<td></td>
</tr>
<tr>
<td><strong>evidence</strong></td>
<td>with abundant details and</td>
<td>but may lack depth, with</td>
<td>but general, providing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>details and examples</strong></td>
<td>examples that arouse audience</td>
<td>details and examples that</td>
<td>adequate but perhaps not</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>proof or rhetorical</strong></td>
<td>interest and provide</td>
<td>arouse audience interest</td>
<td>interesting details,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>appeals (ethos, logos, pathos)</strong></td>
<td>relevant, concrete, specific,</td>
<td>and provide relevant,</td>
<td>examples, and evidence;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>and</strong></td>
<td>and insightful evidence with</td>
<td>and effective appeals.</td>
<td>few, ineffective, or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>effective appeals.</strong></td>
<td>effective appeals.</td>
<td></td>
<td>fallacious logical, ethical, or emotional appeals.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Other:</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Organization is coherent,</td>
<td>Organization is coherent,</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>
<td>Score:</td>
<td></td>
</tr>
<tr>
<td><strong>structure</strong></td>
<td>unified, and effective in</td>
<td>unified, and effective in</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>
<td>Score:</td>
<td></td>
</tr>
<tr>
<td><strong>coherence</strong></td>
<td>support of the paper’s purpose</td>
<td>support of the paper’s</td>
<td>Organization is coherent</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>
<td>Score:</td>
<td></td>
</tr>
<tr>
<td><strong>unity</strong></td>
<td>and consistently demonstrates</td>
<td>usually and uses effective</td>
<td>and unified overall in</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>
<td>Score:</td>
<td></td>
</tr>
<tr>
<td><strong>topic sentences</strong></td>
<td>effective transitions and</td>
<td>and appropriate rhetorical</td>
<td>support of the essay’s</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>
<td>Score:</td>
<td></td>
</tr>
<tr>
<td><strong>transitions</strong></td>
<td>appropriate and effective</td>
<td>transitions between ideas</td>
<td>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>
<td>Score:</td>
<td></td>
</tr>
<tr>
<td><strong>Other:</strong></td>
<td>and appropriate rhetorical</td>
<td>and paragraphs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>transitions</strong></td>
<td>transitions between ideas and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>between ideas and paragraphs.</strong></td>
<td>paragraphs.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>Style and Format</strong></td>
<td>Style is confident,</td>
<td>Style is readable and</td>
<td>Style is readable, but</td>
<td>Style is incoherent or</td>
<td>Score:</td>
<td></td>
</tr>
<tr>
<td><strong>sentence structure</strong></td>
<td>readable, and rhetorically</td>
<td>rhetorically effective in</td>
<td>readable, but unremarkable</td>
<td>inappropriate in tone,</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>word choice</strong></td>
<td>effective in tone,</td>
<td>tone, incorporating varied</td>
<td>tone, including a lack of</td>
<td>including a lack of sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>tone</strong></td>
<td>incorporating varied</td>
<td>sentence structure and</td>
<td>sentence variety and</td>
<td>sentence variety and</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>source integration</strong></td>
<td>effective word choice.</td>
<td>precise word choice.</td>
<td>ineffective word choice.</td>
<td>ineffective word choice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>verb tense</strong></td>
<td>Sources integrated effectively.</td>
<td>Sources integrated</td>
<td>Some sources lack</td>
<td>Sources lack effective</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>purposeful punctuation</strong></td>
<td>effectively.</td>
<td>effectively.</td>
<td>effective integration.</td>
<td>effective integration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MLA format and documentation style</strong></td>
<td>follows MLA format and</td>
<td>Some minor mistakes in MLA</td>
<td>Major mistakes in MLA</td>
<td>Major mistakes in MLA</td>
<td></td>
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</tr>
<tr>
<td><strong>Other:</strong></td>
<td>conventions of academic</td>
<td>conventions and MLA format.</td>
<td>format and conventions of</td>
<td>format and conventions of</td>
<td></td>
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</tr>
<tr>
<td><strong>discourse.</strong></td>
<td>discourse.</td>
<td>academic discourse.</td>
<td>academic discourse.</td>
<td>academic discourse.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar and Mechanics</strong></td>
<td>Grammar, spelling, and</td>
<td>Grammar, spelling, and</td>
<td>Mostly SWE and meets</td>
<td>Numerous distracting errors</td>
<td>Score:</td>
<td></td>
</tr>
<tr>
<td><strong>paper format</strong></td>
<td>punctuation are correct;</td>
<td>punctuation are correct;</td>
<td>critical aspects of</td>
<td>in grammar, spelling, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard Written English</strong></td>
<td>meet all assignment directions; SWE works exactly to support the essay’s purpose.</td>
<td>meet all assignment directions; SWE works generally to support the essay’s purpose.</td>
<td>assignment directions. Some distracting errors in grammar, spelling, and punctuation.</td>
<td>punctuation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>other:</strong></td>
<td>SWE works generally to support the essay’s purpose.</td>
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<tr>
<td><strong>spelling</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>sentence boundaries, etc.)</strong></td>
<td>meeting all assignment</td>
<td></td>
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</tr>
<tr>
<td><strong>spelling</strong></td>
<td>directions; SWE works</td>
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</tr>
<tr>
<td><strong>Other:</strong></td>
<td>exactly to support the essay’s purpose.</td>
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</tbody>
</table>

**COMMENTS:**