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| **English 105 H3:**  **Dr. V. Hunter Capps** | |
| **Class meeting time:** MWF 16h10-17h00  **Class meeting place:** M, F - Park 148  W – Clemens 128 | **Office:** Clemens 433 / Virtual  **Email:** vhcapps@buffalo.edu  **Office hours:** MWF 14h00-15h00, or by appointment |
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**Course Description**

This is a course in rhetoric and writing. To develop these skills, you will practice writing in different genres for a variety of readers, supporting arguments with outside research, and developing your credibility. Overall, the course is meant to provide a set of tools to use in the very wide range of formal and informal writing situations you will encounter throughout your academic and professional career. The aim of this course is to help you become more confident in your ability to respond to situations that require communication—most situations in life.

The content of this class is your own writing. You will be writing a lot, often in response to an assigned reading or paper prompt. Because it is impossible to be a good writer without also being a good reader, you will also be reading a lot. In fact, you will be reading and writing something for almost every class meeting, before class and sometimes in class. You will write for situations with high stakes (such as grades on assignments) and in situations with low stakes (such as brainstorming exercises). You will be asked to write formally and informally, for yourself and for others. Then, you will consider how you can revise what you wrote in order to make it more effective. Just as good performances in sports and art are the result of practice, effective writing is the result of revision. Therefore, you will have a chance to revise all of your formal writing at least once before turning it in for a grade. Some of the assigned reading will give you very clear instructions and examples about how to fulfill assignments. Other reading will be essays and other opinion pieces on current socially relevant topics, as you learn to situate arguments in rhetorical situations. We will have the chance to talk about current events, cultural issues, and your interests, but we will do so in the service of developing writing skills based in considerations of audience, evidence and context.

**How This Course Works**

Your work in this course takes place on your own time and consists of reading, drafting and revising. Each step builds on the last. Writing is a process, rather than as a moment in which you need the right answer, and the structure of this course reflects that.

Probably, this course works a bit differently than other courses in which you receive information during class, study it outside of class, and then get tested on how well you understand that information. By contrast, this classroom is “flipped,” which means that you get or produce the content *outside* of class time (the assigned reading and your own writing) and practice that content *during* class time (in discussion and informal writing in class). The course is designated as a ‘hybrid course,’ meaning that you are expected to work outside of the class on a regular basis (note: much of this work will take place on the Eli Review platform, explained below). If you do not do the assigned writing, reviews, and reading, you will not know what is going on, have examples to work from, or be able to practice the material that you will get graded on.

Your success depends on your effort and engagement. How well you do depends on how well you are able to keep up with the schedule, follow instructions, manage your time, understand the readings, use the advice and examples provided to you, and respond with your own best quality work.

**Course Objectives (from the UB Curriculum)**

As a result of passing this class, students will be able to:

· Evaluate, construct and support arguments.

· Analyze the effects of different audiences, purposes, and genres on communication practices across media (rhetorical analysis).

· Locate, evaluate, synthesize and manage information (text, visuals, media) effectively and ethically.

· Analyze how information is created, disseminated and used in a constantly evolving information environment.

· Compose in a variety of academic, professional and civic contexts.

· Compose and deliver effective oral presentations.

· Understand, evaluate, and compose effective visual communications.

· Understand and use current digital composition methods.

· Vary appropriately genre conventions for structure, paragraphing, tone and mechanics.

· Analyze cultural and human differences when communicating.

**Course Requirements**

***Textbook***

* *The Norton Field Guide to Writing, with Readings.* 5th ed. New York: W.W. Norton, 2019. Digital/Print.

***Electronic Resources***

* Eli Review: You will use this platform throughout the semester for drafting, giving feedback to your peers, and revising. Pay close attention to the dates and times for each assignment.
* Zoom – In case of an unexpected shift to remote learning, we will conduct class through Zoom
* UBLearns – Here you will find the uploaded materials that I will be providing throughout the semester.

***Graded Assignments***

*Formal Writing assignments:*

Assignment 1, Argumentation Paper (750-1000 words): 10%

Assignment 2, Narrative Reflection (750-1000 words): 10%

Assignment 3, Rhetorical Analysis (750-1000 words): 10%

Assignment 4, Annotated Bibliography (5 sources): 5%

Assignment 5, Proposal (500 words): 5%

Assignment 6, Presentation (Prezi): 5%

Assignment 7, Revision/Research Paper (~2000 words): 20%

*Additional Graded Assignments:*

Eli Review: 25%

Classroom Citizenship: 10%

\***Note** that you must complete all formal assignments in order to pass the class.

**Weekly Schedule**

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| --- | --- | --- | --- | --- |
| Week | Date | Topic | Reading (due at start of class) | Writing (due at start of class) |
| 1 | 08/30 | Course Intro | ——— | ——— |
| 09/01 | Introducing  Rhetoric | *NFG:* Ch. 1 “Writing in Academic Contexts” Ch. 2 “Reading in Academic Contexts” |  |
| 09/03 | Examining Peer Review | *NFG:* Ch. 4 “Developing Academic Habits of Mind” Ch. 28 “Collaborating” Ch. 29 “Generating Ideas and Text” Ch. 30 “Drafting”  **Last Day to Drop/Add: Tuesday 09/08** | Eli Review Discussion Post: 200-250 words about how Eli Review and providing feedback fit with the course goals  \*Receive Assignment 1: Argumentation Paper |
| 2 | 09/06 | Entering the Conversation | *NFG:* Ch. 27 “Writing as Inquiry” Ch. 3 “Summarizing and Responding” | Eli Review Discussion Post: Argumentation |
| 09/08 | Argumentation 101 | *NFG:* Ch. 13 “Arguing a Position” |  |
| 09/10 | Beginning Writing | Ch. 31 “Assessing Your Own Writing” Ch. 32 “Getting Response and Revising” Ch. 33 “Editing and Proofreading”  Ch. 34 “Compiling a Portfolio” | Eli Review: Participate in Discussion Post: Argumentation review |
| 3 | 09/13 |  | ——— | Eli Review (Before class): Post first 500 words of Argumentation Paper  **Eli Review/Draft Workshop 1 (In class):** Revise peer drafts  Eli Review (Before 23h45): Submit Revision Plan |
| 09/15 | Critical factors concerning/informing arguments | *They Say/I Say*: Part 1 – “They Say”, “Her Point Is”, “As He Himself Puts It” |  |
| 09/17 | Constructing Narratives | Paul Monette, *Puck*  *NFG:* Ch. 21 “Reflections” | **Assignment 1: Argumentation Paper (10%) due in class & on Eli Review**  \*Receive Assignment 2, Reflection Narrative  \*Receive Final Assignment, Revision/Research Paper |
| 4 | 09/20 | Contd. | *They Say/I Say:* Part 2 – “Yes/No/Okay, But” | Eli Review: Write 250 words on Discussion Post: Thoughts about *Puck* (250 words) |
| 09/22 | Engaging source material/Planning an argument | *NFG:* Ch. 5 “Purpose” Ch. 6 “Audience” Ch. 7 “Genre” Ch. 8 “Stance” |  |
| 09/24 | Contd. | *NFG:* Ch. 9 “Media/Design” Ch. 47 “Getting A Start On Research”  **Last Day to Resign (10/02)** | Eli Review: Participate in Discussion Post: Thoughts about *Puck* review |
| 5 | 09/27 | Engaging source material/Planning an argument contd. | Ch. 48 “Finding Sources” Ch. 49 “Evaluating Sources” |  |
| 09/29 |  | *NFG:* Ch. 50 “Synthesizing Ideas” Ch. 51 “Quoting, Paraphrasing, and Summarizing” |  |
| 10/01 |  | ——— | Eli Review (Before class): Submit first 500 words of Reflection Narrative  **Eli Review/Draft Workshop 2 (In class):** Revise peer drafts  Eli Review (before 23h45): Submit Revision Plan |
| 6 | 10/04 | Breaking down an argument/ How an argument works | *NFG:* Ch. 52 “Acknowledging Sources, Avoiding Plagiarism” Ch. 53 “Documentation” | **Assignment 2: Reflection Narrative (10%) due in class & on Eli Review**  \* Receive Assignment 3, Rhetorical Analysis |
| 10/06 | Contd. | *NFG:* Ch. 11 “Analyzing Texts” |  |
| 10/08 |  | Laura Thatcher Ulrich, *Well Behaved Women Seldom Make History*, (in NFG Readings) |  |
| 7 | 10/11 |  | Conferences | Eli Review: Write 250 words on Discussion Post: Well Behaved Women |
| 10/13 |  | Conferences |  |
| 10/15 |  | Conferences | Eli Review: Participate in Discussion Post: Well Behaved Women review |
| 8 | 10/18 | Understanding genre | *NFG:* Ch. 12 “Reporting Information” Ch. 16 “Evaluations” Ch. 19 “Profiles” Ch. 23 “Mixing Genres” |  |
| 10/20 | Genre/Media | Jeremy Dowsett, *What My Bike Has Taught Me About White Privilege*  Contd. |  |
| 10/22 | Contd. | Alison Bechdel, *Fun Home* |  |
| 9 | 10/26 |  | Contd. | Eli Review (Before class): Submit first 500 words of Rhetorical Analysis  **Eli Review/Draft Workshop 3 (In class):** Revise peer drafts  Eli Review (before 23h45): Submit Revision Plan |
| 10/27 | Annotated bibliography uses | *NFG:* Ch.15 “Annotated Bibliographies” |  |
| 10/29 | Role of multimedia in writing | *NFG:* Ch.56 “Choosing Media” Ch. 58 “Using Visuals, Incorporating Sound” | **Assignment 3: Rhetorical Analysis (10%) due in class & on Eli Review** |
| 10 | 11/01 | Public speaking/Presenting | *NFG:* Ch.20 “Proposals” Ch. 59 “Writing Online” Ch. 60 “Giving Presentations” |  |
| 11/03 | Structuring Ideas/Writing/Presentations | *NFG:* Ch. 35 “Beginning and Ending” Ch. 36 “Guiding Your Reader” |  |
| 11/05 | Contd. | *NFG:* Ch. 37 “Analyzing Causes and Effects” Ch. 38 “Arguing” | Eli Review: Find an unreliable source on your chosen topic. Participate in Discussion Post: Unreliable Source  \*Receive Annotated Bibliography, Proposal, and Presentation assignments |
| 11 | 11/08 |  | *NFG:* Ch. 39 “Classifying and Dividing” Ch. 40 “Comparing and Contrasting” | Eli Review: Participate in Discussion Post: Unreliable Source review. |
| 11/10 |  | *NFG:* Ch. 41 “Defining” Ch. 42 “Describing” Ch. 43 “Dialogue” |  |
| 11/12 | Structuring ideas contd. | *NFG:* Ch. 44 “Explaining Processes” Ch. 45 “Narrating” | Eli Review: Submit one annotated source.  Eli Review: Submit draft Proposal. |
| 12 | 11/15 |  | Conferences | Eli Review: Participate in revision of annotated source & Proposal |
| 11/17 |  | Conferences |  |
| 11/19 |  | Conferences | Eli Review (4/16 before 23h45): Submit Revision Plan  **Assignment 4 & 5: Annotated Bibliography (5%) and Proposal (5%) due before 23h45** |
| 13 | 11/22 |  | Presentations |  |
| 11/24 |  | Fall Recess |  |
| 11/26 |  | Fall Recess |  |
| 14 | 11/29 |  | Presentations |  |
| 12/01 |  | Presentations |  |
| 12/03 |  | First Draft Workshop | Eli Review: Post 500 words of Revised/Research Paper  Eli Review (before 23h45): Participate in Review |
| 15 | 12/06 |  | Second Draft Workshop 4a | Eli Review: Post full draft of Revised/Research Paper |
|  | 12/08 |  |  |  |
|  | 12/10 | Last day of class | Second Draft Workshop 4b | Eli Review (Before 12h00): Participate in Review of full draft  Eli Review (Before 23h45): Submit Revision Plan  **Assignment 7: Revision/Research Paper**  **(20%) Final Draft due during**  **Finals Week on Eli Review** |

***More About Grades and Assignments***

*Formal Writing Assignments*: Each formal assignment will come with an instruction sheet and grading rubric. Be sure to pay close attention to these written instructions and refer to them often as you prepare your assignment, because these and the grading rubric are what I use to grade the papers. The assignment instructions, the textbook chapters and readings leading to the assignment and your draft and revision cycles are all resources you should draw on to prepare assignments and will provide me with a basis on which to grade. There should never be a moment when you do not know what I am looking for in a paper.

Beginning with assignment 2, all papers will require some research. The last paper will require a lot of research. Finding credible sources, using them effectively, and documenting them correctly are all skills that require practice, and they are points on which you will be graded. I will help you develop those skills, as will the librarians. Your textbook also has useful advice and models for reference. Note that each formal assignment has a draft workshop associated with it, conducted on Eli Review, during class time or outside of it. Since revision is a crucial part of the writing process, the draft workshops are as important as the final due dates for the paper. Therefore, papers turned in without the required drafting, feedback and revision history, or papers turned in by students who have not participated in creating that history with a partner will be docked 10 points, or one full letter grade (i.e., from a B+ to a C+). Once again, this is because effective writing is the product of revision.

*Writing in Class and Participation*: Almost every day, we will write before, during, or after class. This writing will be on a variety of topics, but it will always be related to the reading for the day or the assignment you are working on. (See “How This Course Works.”) Writing in class will often provide a basis for class discussion. Some writing in class will be used to get ideas going for an upcoming assignment. It will be evaluated for engagement with course material. Writing in class that does not display understanding of the assigned reading will not receive credit. If you are having trouble understanding the reading, please see me immediately.

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| Some of your informal writing will be graded according to the following rubric. Grades are out of 10 points. Each of the below elements is worth 2 points. You get 2 points just for completing the assignment.    · **Meets minimum length requirement**  Your instructor has assigned a minimum length requirement for this assignment. This requirement is a signal to you about the level of detail you should include. To meet this length requirement, include detail and explanation, not repetition or needless empty filler.    · **Demonstrates understanding of the reading**  The assigned reading is a required component of the course, and success on assignments is impossible without having completed the reading and incorporated it into your thinking. This is a chance to practice the concepts before you put them to work for a significant grade.    · **Does not contain errors that interfere with understanding**  The most important reason for using correct spelling, grammar and punctuation is for people to be able to understand you.    · **Reads like a coherent thought process (rather than a series of unconnected sentences)**  Although this is informal, it is still written for a reader. So, you'll want to make sure that your thoughts are expressed in a way that can be understood by someone who cannot read your mind. Make sure that sentences flow from one another, and create an understandable whole. |

Citizenship is demonstrated engagement with course material. Besides being thoughtful and thorough in your in class writing, other ways to do well in participation include raising your hand to ask and answer questions; paying attention to what is going on in class and taking notes; sending emails to me outside of class time to clarify something you did not understand; visiting my office hours with questions or problems; helping class discussion move forward by offering your point of view; interacting politely and productively with me and with fellow students during class discussion. Ways to do poorly in participation include but are not limited to: contributing little or low quality feedback to classmates about their writing; looking at and/or using your phone when it doesn’t relate to class; using class time to work on something other than our class (another course, social media, etc.); appearing to be disengaged; sleeping or appearing to sleep; regularly not appearing to be involved in class discussion. Our class is a team effort—please do your part.

Note: You begin meeting with your iLab instructor in the third week of class and stop meeting with them after the tenth week of class. During weeks 1 and 2 and weeks 11-15, class will not meet.

***Grading Rubric and Policy:***

All papers will be graded according to the following rubric, which covers several areas of effective written communication. You can always ask me how the rubric applies to each individual paper. Note that although the rubric has separate elements, the elements work together and support each other.

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| *Organization*: The paper has an overall point to make, and the individual sections of the paper contribute to making that point. Sentences stay on topic. Paragraphs stay on topic. The sentences within each paragraph build toward a common purpose. It would be easy to make an outline from the paper because points are developed in large coherent sections, rather than scattered throughout the paper. The paper is focused.    *Elegance:* The paper shows creativity of expression. Sentence structure varies within paragraphs and within the paper and is used to achieve various effects. Elevated, overly “academic” prose is not used unless it is required. The style of the prose contributes to the persuasive appeals of the essay. The writing seems natural, and thoughts appear to flow into each other. There are few to zero grammatical, sentence, or spelling errors that get in the way of the author’s purpose or the reader’s understanding.    *Engagement*: The paper follows the directions on the assignment sheet. The paper shows that the author has synthesized the lessons from the textbook and class discussion and incorporated those lessons into the paper. The paper shows fluency and creativity as a result of reading and analyzing several examples of the genre. The paper shows consideration of feedback received during the draft workshop (you will be able to let me know if you decided not to take some feedback, and why). When sources are required, the paper uses them effectively, ethically and correctly. The paper shows development from the draft to the final stage.    *Rhetorical Accommodation*: The paper uses strategies for achieving its purpose with its defined audience within a particular context. The paper shows that the writer has worked to be credible, ethical and purposeful. The paper is constructed for the context and audience, rather than simply for its author’s expression. The paper shows consideration of its imagined readers by addressing their knowledge, values, and interests in the topic, and by anticipating their questions. The paper incorporates consideration of other viewpoints. |

Final grades will be determined using the relative weights of assignments listed above, and according to the following percentage scale.

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| Grade | Percentage |
| A | 93.0% -100.00% |
| A- | 90.0% - 92.9% |
| B+ | 87.0% - 89.9% |
| B | 83.0% - 86.9% |
| B- | 80.0% - 82.9% |
| C+ | 77.0% - 79.9% |
| C | 73.0% - 76.9% |
| C- | 70.0% - 72.9% |
| D+ | 67.0% - 69.9% |
| D | 60.0% - 66.9% |
| F | 59.9 or below |

**Resources**

***Accessibility Resources***

If you require classroom or testing accommodations due to a disability, please contact Accessibility Resources, located at 60 Capen Hall. AR can be reached by phone at (716) 645-2608 or by email at stu-accessibility@buffalo.edu. You may also visit the Accessibility Resources website for further information:<http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>. Please inform me as soon as possible about your needs so that we can coordinate your accommodations.

***Center for Excellence in Writing***

UB’s Center for Excellence in Writing supports writers across the university as they compose, construct, and share meaning. Since learning to write is a life-long endeavor, all members of the UB community are also students of their own writing processes. Committed to the idea that writing both creates and communicates knowledge, understanding, and individual reflection, the CEW provides attentive, respectful readers, offers workshops on writing and writing instruction, and conducts research to guide the future development of writing practices. The CEW, located in 209 Baldy Hall, is here to support any writing you might do while at UB – assignments, essays, research projects, as well as application materials, personal statements, and so on. Talking through challenges and choices and getting an audience’s reaction is a healthy part of any writer’s process. All writers are welcome to come in for free individual consultations. You can schedule from the CEW website, drop by the Center, call 645-5139, or email writing@buffalo.edu. The CEW’s website is here:<http://www.buffalo.edu/writing>

***Student Support Services***

Students interested in receiving guidance in overcoming obstacles, in addition to other services to ensure your success at UB, should check out UB’s Student Support Services Program (SSS). SSS is located in 220 Norton and at [www.cpmc.buffalo.edu/sss](http://www.cpmc.buffalo.edu/sss) and can be reached via sssinfo@buffalo.edu and 645-2732. Students in any major are welcome to apply to SSS.

**Counseling Services (Mental Health)**

As a student you may experience a range of issues that can cause barriers to learning or reduce your ability to participate in daily activities. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences. Counseling, Health Services, and Health Promotion are here to help with these or other concerns. You learn can more about these programs and services by contacting:

Counseling Services: 120 Richmond Quad (North Campus), phone 716-645-2720

    202 Michael Hall (South Campus), phone: 716-829-5800

Health Services: Michael Hall (South Campus), phone: 716- 829-3316

Health Promotion: 114 Student Union (North Campus), phone: 716- 645-2837

**Sexual Violence**

UB is committed to providing a safe learning environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking. If you have experienced gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), UB has resources to help. This includes academic accommodations, health and counseling services, housing accommodations, helping with legal protective orders, and assistance with reporting the incident to police or other UB officials if you so choose. Please contact UB’s Title IX Coordinator at 716-645-2266 for more information. For confidential assistance, you may also contact a Crisis Services Campus Advocate at 716-796-4399.​

**Expectations and Policies**

***Attendance***

Because we spend class time processing and practicing assigned material and building toward formal papers (see “How This Course Works”), your presence is crucial for your success on assignments. Your presence in class is also required. The writing program attendance policy allows students one week of absences. In the case of a MWF class, that means three classes, and in the case of a TR class, that means two. Each additional absence will drop your final grade 1/3 of a grade (e.g. from B+ to B to B-, etc.).

Please show your respect for your classmates and for me by arriving on time to class. Being late to class means you are likely to miss important announcements. Repeated lateness will hurt your attendance record—every three times you are more than 3 minutes late to class will count as an absence. Please see me if you foresee having a problem with this.

***Classroom Experience***

In order to create a positive environment for learning, students need to be present, prepared, and engaged, refraining from distractions, disruptions, and disrespectful behavior. Upon entering the classroom, students implicitly agree to abide by the University’s policies on classroom decorum:<http://undergrad-catalog.buffalo.edu/policies/course/obstruction.shtml>. Be mindful of others’ rights to and vested interest in a valuable learning experience, as well as your own.

***Technology Policy***

Please do not use devices such as cellphones and laptops, except as I directly permit, and only then in ways immediately relevant to activity that the class is currently engaged in. I reserve the right to collect phones at the beginning of class if I think it is necessary for maintaining a productive classroom atmosphere.

In case of switch to remote learning: While we will be conducting this class remotely, this section is less to outline what technology you are allowed to use in the classroom as much as it is to reiterate the parameters of citizenship in this course. While we all may have different situations at home, in general, I will expect you to come to class as you would if we were having class in person. In short, for the purposes of maintaining a level of normalcy and to promote an environment of an academic and studious nature, I ask that you find a space such as a desk, an office, or whatever may work for you where you can be most attentive in class. Since our class is a small and intimate class that requires in class participation, I ask that everyone, within reason, attend zoom meetings with their cameras on. If for whatever reason this policy poses a personal problem for you, please feel free to reach out to me for discussion on the matter.

***Academic Dishonesty***

Please familiarize yourself with the University’s Academic Integrity policy, which can be found at<https://catalog.buffalo.edu/policies/integrity.html>. In a writing course, we are particularly concerned with plagiarism, which the catalog describes as “Copying or receiving material from any source and submitting that material as one’s own, without acknowledging and citing the particular debts to the source (quotations, paraphrases, basic ideas), or in any other manner representing the work of another as one’s own.” The writing program’s policy states that the first instance of plagiarism will result in an “F” on that assignment. Any additional instances of plagiarism will result in failure of the course.

***E-Portfolio***

As a feature of this course, you will use Digication’s e-portfolio to assemble materials for presentation at the end of the semester. This content platform will be extensively used as a part of the new General Education curriculum’s integrative initiative, which seeks to encourage students to bring the various aspects of their university learning experience together. You should be able to access the Digication system using this URL: https://buffalo.digication.com/ When you click on “Login,” you will be redirected to your MyUB login screen. Sign in using your UBIT name and password. For additional help please refer to the UB ePortfolio startup guide, email support@digication.com, or email UBcurriculum@buffalo.edu, with subject line “ePortfolio help”.

***Late Papers***

Unless you make arrangements with me ahead of time, late papers will not be accepted. If, under extreme circumstances, you believe you will be unable to meet a due date, you must email me at least one day before assignment is due. In your email you should explain your situation and let me know the day you will turn in the assignment. I am usually able to grant one extension per student per semester. Assignments turned in late without prior arrangement will be reduced one full letter grade. Assignments later than one week may not be accepted.

***Draft Workshops***

As noted above in “Formal Writing Assignments”, papers turned in without the required drafting, feedback and revision history, or papers turned in by students who have not participated in creating that history with a partner will be docked 10 points, or one full letter grade (i.e., from a B+ to a C+). Once again, this is because effective writing is the product of revision. For example, a paper earning a 95 will receive an 85 (from an A to a B) if not accompanied by a draft with comments, and if your comments cannot be found on a classmate’s paper. So, you will need to post a full draft for all draft workshops.

***Paper Rewrites***

Our schedule is packed. For these reasons, and to keep everyone on track in the class, no rewrites of regular assignments will be accepted.

***Incomplete Policy***

An incomplete grademay *only* be given to students who have (1) fulfilled the attendance requirement for the course and (2) completed all but one of the written assignments.

***Repeat Policy***

Please be advised that English 105 has been designated as a “limited enrollment” course. Self-registration in these courses in the Fall and Spring semesters will be limited to those students who are taking the course for the first time; repeat enrollments during Spring and Fall will not be allowed. Students who plan to repeat one of these courses for any reason should plan to register for the course during one of the summer sessions. Repeat enrollment refers to registration by a student who was previously enrolled in the course at UB, or who transferred an equivalent course to UB, and who received a letter grade of A, B, C, D or F and qualified values thereof (e.g., A-, D+) or a grade of P, S, U, I, J, N or R. The only cases in which a student may self-register for a repeated course are (1) when the student has taken an Administrative Withdrawal for an entire previous semester, so that all the grades for that semester were registered as W, and (2) when the Registrar lifts the restriction in the week before the Fall or Spring semester begins. In addition, students may petition to be force-registered to retake a Fall or Spring course. Information about the petition process and other facets of UB’s Repeat Policy can be accessed here:<https://catalog.buffalo.edu/policies/repeat.html>