English 1102-91 (20042) Online
Spring 2016
Dr. Jennifer Parrott

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Desire2Learn (Online Classroom):
Our course will take place in Desire2Learn, the virtual classroom.
You can gain access to Desire2Learn by signing on to the SWAN portal and selecting "D2L" on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at thehub@mail.clayton.edu or 678-466-4357. 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.

If you have problems with the system, you should contact the HUB immediately. I cannot solve technical problems, but the people at the HUB can. If a technical issue with D2L is causing a problem with a deadline, email me and let me know what's happening. You should also include your ticket number from the HUB so I know that you've contacted them and that they are working on the issue.

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.

My Emphasis:
In this class we will explore the research process via the popular podcast Serial, Season 1. If you are familiar with this podcast, great! If you are not, don't worry. We will listen to the podcast as part of our weekly assignments, and I think that you will enjoy it. If you haven't hear it yet, I encourage you to follow our schedule and not to listen ahead. If you've already heard it, no spoilers, please! You can listen to the podcast on your laptops or download the episodes and listen on your tablet or phone, whichever you prefer. The podcast is accessible, free of charge, here: https://serialpodcast.org/season-one

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)

For Both 1101 and 1102:
Required Texts
Lamb, Mary R., ed. *Connections: Guide to First-Year Writing @ Clayton State University*. 5th

ed. Southlake, TX: Fountainhead Press, 2015. ISBN 978-1-68036-032-5. Approx. $52.00. Available only through CSU University Bookstore.

Glenn, Cheryl and Loretta Gray. *Harbrace Essentials with Resources for Writing in the Disciplines*. 2nd ed. With Mindtap 2-semester access code. Cengage, 2015. ISBN 978-130-581-5353. Approx. $50.70 in The Loch Shop.

These books are used for BOTH English 1101 and 1102, so please do not sell back your book at the end of English 1101. Your total cost for textbooks for both semesters is approximately $102, or $51.00 per semester. Please note that Dr. Lamb receives no royalties on these books; any royalties go to the first-year writing program and its students to enhance instruction.

There is one additional text required for this section: Season 1 of Serial. It is available for free here: https://serialpodcast.org/season-one

Other Required Materials
- 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 and email.

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
- Ability to use a Blog in a socially appropriate manner
- Ability to use D2L/GeorgiaView

Online Etiquette (Netiquette)

Discussion, chat, blog, and e-mail spaces within this course are for class purposes only. Please remember to conduct yourself collegially and professionally. Unlike in the classroom setting, what you say/write in the online environment is documented and not easily erased or forgotten. Anyone who acts, writes, and/or posts in an unprofessional manner will face consequences which may include withdrawal from the course.

It is also important to remember that this is a composition class. We will use Standard Written English. Use of "texting" style characters will result in a significantly lower grade on assignments.

You should follow these guidelines:

1. Avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive.

2. Use proper punctuation, grammar, and be sure to edit your contribution before posting.

3. Read all postings before posting your responses to discussion topics so as to not unnecessarily repeat information.

4. Keep all comments (in discussions and in peer review) positive and to the point. By positive, I mean that we will not embarrass, defame, or insult others.

5. Focus on one topic at a time when posting to discussions.

6. Do not forward "jokes" or other off-topic information.

7. Remember that unlike in face-to-face learning environments what you say in discussions is documented and available to be revisited. Choose your words and discussion topics carefully.

8. Do not post inappropriate photos or graphics. A guideline to use is to post only items which you would want a college interviewer or a job interviewer to see. Assume that your audience expects professional dress and language.

These are guidelines that should apply to all professional communications done electronically. You have undoubtedly heard horror stories of people getting into all sorts of trouble over things sent over the internet. Consider this course practice for the proper way to communicate professionally on social media.

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

Course Work
1. Weekly discussion postings   10%
2. Aplia/Mindtap   10%
3. Rhetorical Reading Responses   10%
5. Daily assignments   10%
4. Essays   40%
       These academic essays include rhetorical analysis and interpretation of existing arguments as well as an argument of your own. There will be three required essays and a project which will include development of an argumentative or explanatory thesis.
5. Portfolio   20%

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

You will be graded by the total number of points, which is usually 1000. Therefore you need 900 points to earn an A, 800 to earn a B, etc., following grading scale above.

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

1. **Late work**: Late work is bad for both of us; it reinforces poor time management strategies and makes it impossible for me to give sustained, careful feedback of your work. Furthermore, if you turn in work late, I may not be able to return it in time for my feedback to help you on the

next assignment. In addition, much of the classwork and many of the daily activities we do simply cannot be "made up" since they focus on your active engagement with others' ideas. If you miss these, and they are graded, you may earn a 0 that cannot be made-up. Bearing this in mind, I do accept late submissions of final drafts of major essays within one week of the due date. There is a 10% penalty for each day the assignment is late. All late work must be submitted by the end of week 15.

2. **Submitting papers**: This course emphasizes the development of your ideas in various stages of the writing process. All papers will be submitted to the Dropboxes posted in the week they are required. We will have peer review for each of the major writing assignments. Final papers, drafts for peer review, and all out-of-class writing should be typed in MS Word, 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. **All essays, including the portfolio, must be completed to pass the course**. The final paper of the semester must be submitted on time. No papers will be accepted after the final day of class.

3. **Academic Misconduct**: All students will follow the "Academic Conduct Regulations" section of the online Student Handbook (http://www.clayton.edu/Portals/46/docs/student-handbook.pdf). Plagiarism is a form of academic dishonesty in which you present another's ideas as your own. Plagiarizing means you thwart your own education and forego your responsibilities as a writer. Furthermore, you violate the ethical, academic standards of the academic community. These standards include the value of research and informed argument, open and honest debate and sharing of ideas, critical thinking about evidence, the careful presentation of research, and acknowledgment of the sources of ideas. We will devote class time to learning how to incorporate others' ideas honestly and effectively. In addition, your papers will be submitted to Turnitin.com, an online plagiarism detection site and in D2L. Students who violate these policies in this course will receive a range of academic and disciplinary penalties; see the last page of this syllabus for definitions and consequences. **Plagiarism may result in a grade of F on the essay and/or failure in the course**.

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. Papers that receive a grade of D or F may be revised for a grade no higher than a C. Students may be required or strongly encouraged to visit the Writer's Studio for individual assistance. The Writers' Studio does have on online component so that you can receive help online. Your paper grade reflects your final written product rather than your effort.
   •Midterm Grades: Please keep up with your progress in class completing all assignment in a timely manner. Your midterm grade will consist of all work completed before the Midterm.

5. **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 or by appointment. In addition, you may email me to discuss specific questions you have about your writing. You should check your CSU student email account and GAView D2l daily for handouts, updates, and announcements.

7. **Participation and Classwork, 3-3-3:** 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 are required to answer 3 discussion questions in each unit**; answers should be at least 200 words and engage with the question in a thoughtful way.

Additionally, you must reply to at least 3 of your classmates' answers for each unit. Your replies should be at least 50 words and should do more than simply agree with the original answer. Ask provocative questions, politely disagree, make additional insights, point us to appropriate examples or resources relevant to the topic, etc.

Finally, you must post on at least 3 separate days over the course of each two-week unit. I recommend answering 1 discussion question and replying to one classmate on each of 3 days, but you can space your six required posts out however you like, as long as you post on at least 3 separate days. You are always welcome to post more frequently, and I encourage you to respond to, or at least read all replies to your answers to the discussion questions. Most importantly, do NOT wait until the last few days of a unit to post. In order to have a productive discussion, we should be posting consistently throughout each unit. Make it a habit to post on the first day of each unit to get the conversation started.

All posts in the classroom should be carefully proofread: spelling, grammar, and punctuation count.

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

8. **Disruption of the Learning Environment**: Please see the Student Handbook (http://www.clayton.edu/Portals/46/docs/student-handbook.pdf) for a full explanation. According to the Student Code of Conduct, behavior which disrupts the teaching–learning process will not tolerated, and a disruptive student may be dismissed from the course and may receive a grade of WF. Please see http://Clayton.edu/DisruptiveOnlineBehavior.htm> for a full explanation.

In an online class, disruptive behavior includes but is not limited to the following:

1. Disrespect for other members of the class through written messages that may be construed as negative towards the work or any personal aspect of students or their postings.
2. Lack of professionalism in communicating with peers as well as your instructor.
3. Misuse of D2L, GeorgiaView, or any aspect of Clayton State's website.

4. Misuse of D2L email or Clayton State email, which is intended for professional and educational communication among members of the Clayton State community and this course in particular.

If anyone experiences any behavior that he or she feels constitutes misuse of the website or personal issues, please contact me directly via email as soon as possible.

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. **Remember that it is possible to get help online through the Writers' Studio.**

Operation Study
At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items.

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

Schedule of Readings and Assignments
Important: Due dates as well as assignments below may change depending upon the needs of our class. You should consider your weekly lessons on D2L as your requirements. The schedule below is only an overview of the course. You should plan on following the schedule that I have set up in the "Content" section of our D2L course. Therefore, consider the material below a general guide, but follow the Weekly assignments in D2L for your actual work.

1102   Spring 2016

Schedule of Readings and Assignments

Please Note: Assignments are usually due each Sunday by midnight, but check due dates carefully. These assignments are subject to change: **therefore, consider the assignments posted in D2L weekly as the definitive assignment.**

Week 1: Jan. 11-15   Introductions and Syllabus; Review *Connections* Chapter 1-10 as needed

Serial, episodes 1 and 2

Connecting to a Community: Writing Cultural Criticism
Week 2: Jan. 18-Jan. 22
 Jan. 18: Martin Luther King, Jr. Holiday
 Review Rhetorical Reading Responses: *Connections* Ch. 11;
 Connections Ch. 15 Introduction and "The Racially Charged Meaning Behind the Word
 'Thug;'" Discuss Paper 1
 Harbrace 5
 Serial, episodes 3 and 4

 No Show Deadline Jan. 21

Week 3: **Jan. 25-29**
 Connections Ch. 15 Green and Girault
 Connections Ch. 15 Morris and Starling
 Harbrace W6
 Serial, episodes 5 and 6

Week 4: Feb. 1-5
 Harbrace W4; *Connections* Ch. 8
 Paper 1 Peer Review
 Serial, episodes 7 and 8
 Paper 1 Cultural Criticism Due

Connecting to Scholarship: Reading Academic Essays
Week 5: Feb. 8-12
 Connections Chapter 16 Reading Scholarship and Discuss Paper 2:
 Connections Chapter 7: Using Technology for Writing
 Harbrace R10; D13
 Serial, episodes 9 and10

Week 6: Feb. 15-19
 Review *Connections* Ch. 2: Electronic Portfolios
 Harbrace R11 and 12
 Serial, episodes 11 and 12
 Feb. 19: FYW ePortfolio Website Due

Week 7: Feb. 22-26
 Peer Review Paper 2
 Paper 2 Due

Connecting to a Community's Conversation: Writing an Argument with Sources

Week 8: Feb. 29-Mar. 4
    Connections Ch. 17: Connecting to a Community: Writing an Argument
    Harbrace W6
    Connections Ch. 17 Delgado and Tarleton
    Friday, Mar. 4 Midpoint

    Mar. 7-11 Spring Break

Week 9: Mar. 14-18
    Connections Ch. 17: Dent and Goodson
    Connections Ch. 17 Lopez Martinez and Ogwotu

Week 10: Mar. 21-25
    Research Proposal and Works Cited Due
    Harbrace D13: MLA
    Aplia: Evaluating Sources
    Harbrace R11-12

Week 11: Mar. 28-April 1
    Aplia: Integrating and Using Sources
    Research and Writing Activities

Week 12: April 4-8
    Peer Review Paper 3
    Paper 3 Due

Week 13: April 11-15
    Harbrace W4
    Portfolio Revisions and Reflective Essay

Week 14: April 18-22
    Revise/Peer Review Portfolio
    e-portfolios due

Week 15: April 25-29
    TBD
Week 16: May 2

There is no final exam for this class; the Portfolio exempts students from the final exam.

Guidelines for Writing From Sources and Consequences of Plagiarism

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.

First-Year Writing @ Clayton State University
Plagiarism Policy Information Taken from Dr. Mary Lamb

Academic Misconduct: All students will follow the <u>Student Code of Conduct</u>. <u>Plagiarism</u> 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:
<u>Inaccurate Citation: Mechanics and Format</u>: 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. <u>Drafts</u> of papers with inaccurate citation, mechanical citation problems, and/or minor Works Cited inaccuracies will require mandatory revisions; <u>final papers</u> with these problems will receive a letter grade deduction.

Plagiarism:
<u>Insufficient Citation: Patchwriting and Derivative Papers</u>: 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). <u>Drafts</u> 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; <u>final papers</u> 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 <u>Community Standards</u>.

<u>False Submissions, Ghostwriting, or Fraud</u>: 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 <u>rough draft</u>, 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 <u>final papers</u>, the student will receive an F for the course and face disciplinary action as per the CSU Office of Student Affairs and <u>Community Standards</u>.

<u>Please note</u>: 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 **<u>before</u>** submitting your paper.

Electronic Portfolios in First-Year Writing

Portfolio Requirements 2015-2016

E-Portfolio Requirements

Students are expected to complete a writing portfolio and submit it in lieu of a final exam in English 1102. The writing portfolio should demonstrate the students' best work, and all the papers should be revised, polished, and edited and saved in ONE FILE as a PDF or Microsoft Word file that is uploaded to the FYW site. The portfolio counts 20% of the final course average for 1102.

Include:
1. Writer's Biography in the "About" section of website
   Include a professional introduction of yourself as a writer, your goals for your education, and your major.
2. Reflective Essay and Introduction to Portfolio (See 1101 Outcome 1, 2, and 3)
   An essay (1-3 pages.) that explains what you learned about writing in English 1101 and 1102 and guides readers to the portfolio, its organization, why you chose the pieces, etc.
3. Rhetorical Reading Response from one of the Common Essays* (See 1101 Outcome 3 and 4; 1102 Outcome 1 and 2)
   Follows the required format and demonstrates rhetorical reading skills.
4. 1 Artifact that demonstrates your writing process and revision (See 1101 Outcome 1 and 7)
   Include a 75-word explanation of your materials. The artifact can be a brainstorming activity and the resulting draft, a thesis development and revised versions, a few revised paragraphs from early to later drafts, etc.
5. 1 Example of Peer Revision (See 1101 Outcome 2 and 5; 1102 Outcome 7)
   Include a copy of a paper you peer reviewed, with the writer's name marked out. This can be handwritten comments scanned as a PDF or an essay revised with MS Word Review.
6. 1 revised, edited Paper from 1101** *and*
7. 1 revised, edited Paper from 1102 (final copies only)
   that demonstrate your ability to:

   ✓ write papers with a clearly developed thesis and support (See 1101 Outcome 3 and 5)
   ✓ create an arguable thesis statement and support it with appropriate evidence (See 1102 Outcome 3 and 7)
   ✓ summarize, paraphrase, and quote sources effectively and appropriately to support claims (See 1102 Outcome 3, 4, 5, and 7)
   ✓ write effective, organized, readable essays drawing on multiple sources, both print and digital (See 1102 Outcome 3, 4, 5, and 7)
   ✓ use source material ethically and effectively in papers, including accurate paraphrase, summary, and direct quotations (See 1102 Outcome 5 and 7)
   ✓ introduce borrowed material into papers using rhetorically effective verbs and signal phrases (See 1102 Outcome 4)

- ✓ use the correct format for both short, in-text quotations and longer block quotations (See 1101 Outcome 6 and 1102 Outcome 5)
- ✓ revise to produce readable, effective Standard Written English (SWE) (See 1101 Outcome 5 and 1102 Outcome 7)

*Common Essays are available at www.clayton.edu/firstyearwriting.
**Transfer students who didn't take 1101 at CSU may revise and submit a paper from the equivalent course or include 2 papers from 1102.

Late Policy for Submitting First-Year Writing Portfolios

Portfolio due dates are published in Connections, in the syllabi of First-Year Writing courses, and on the First-Year Writing website; therefore, students are responsible for knowing when the portfolio is due.

*If there is an extenuating circumstance, students have seven calendar days from the due date of the portfolio in English 1102 to contact Dr. Lamb regarding their late submission. **Please note that technology failures do not warrant a late submission**, with the exception of a Clayton State system outage. Examples of extenuating circumstances include:*

- o   *Death in the immediate family*
- o   *Hospitalization or severe illness (documentation required)*
- o   *Family emergency involving a dependent or person for whom you are a primary caregiver*

If Dr. Lamb, in consultation with the student's First-Year Writing instructor, determines that an extenuating circumstance exists that warrants consideration for a late submission, she will determine the due date and time for the late submission of the portfolio.

Please note: You are responsible for making sure your portfolio submission is the **correct version**. Review your electronic file carefully before uploading. Check to make sure your portfolio uploaded correctly well before the deadline.

Submitting Portfolios

English 1101
⇒ Students will create their FYW pages at https://apps.clayton.edu/eportfolio/ and draft of portfolios before **Friday 11:59am (NOON) of Week 6** each semester, which is:

Fall 2015: Sept. 25, 2015
Spring 2016: Feb. 19, 2016
Summer 2016: June 17, 2016

Instructors determine:
✓ If web page is created and uploaded correctly
✓ If student needs workshops and tutoring to enhance writing skills
⇒ Web page set-up counts as class work/daily grade and factors into mid-term grade

English 1102
⇒ Portfolio Due **Friday 11:59am (NOON) before the last week of classes** each semester, which is:

Fall 2015: Nov. 20, 2015
Spring 2016: April 22, 2016
Summer 2016: June 28, 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.

Rubric for First-Year Writing

	High Proficiency (20-18 points)	Good Proficiency (17-16)	Minimal Proficiency (15-14)	Non-proficiency (13-0)	
Content and Purpose topic thesis (stated or implied) focus purpose audience Other:	Ideas are clear, insightful, thought-provoking, and focused; consistently support the topic, thesis, and audience for the paper.	Ideas are clear and focused to support the topic and a clearly-developed central idea, but are not consistently insightful or thought-provoking.	Ideas are clear but conventional or general and support the topic, thesis, and audience for the paper.	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.	Score:
Development evidence details and examples proof or rhetorical appeals (ethos, logos, pathos) sources and proof Other:	Development is illustrative, with abundant details and examples that arouse audience interest and provide relevant, concrete, specific, and insightful evidence with effective appeals.	Development is adequate, but may lack depth, with details and examples that arouse audience interest and provide relevant, concrete, specific evidence with effective appeals.	Development is sufficient but general, providing adequate but perhaps not interesting details, examples, and evidence; few, ineffective, or fallacious logical, ethical, or emotional appeals.	Development is insufficient, providing scarce or inappropriate details, evidence, and examples that may include logical, ethical, or emotional fallacies or unsupported claims.	Score:
Organization structure coherence unity topic sentences transitions Other:	Organization is coherent, unified, and effective in support of the paper's purpose and consistently demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.	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.	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.	Organization is confused and fragmented in support of the essay's purpose and demonstrates a lack of structure or coherence that negatively affects readability.	Score:
Style and Format sentence structure word choice tone source integration verb tense purposeful punctuation MLA format and documentation style Other:	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.	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.	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.	Style is incoherent or inappropriate in tone, including a lack of sentence variety and ineffective or inappropriate word choice. Ineffective source integration; does not follow MLA format.	Score:
Grammar and Mechanics paper format Standard Written English (commas, s-v agr, sentence boundaries, etc.) spelling Other:	Grammar, spelling, and punctuation are correct; meet all assignment directions; SWE works expertly to support the essay's purpose.	Grammar, spelling, and punctuation are correct and meet all assignment directions; SWE works generally to support the essay's purpose.	Mostly SWE and meets critical aspects of assignment directions. Some distracting errors in grammar, spelling, and punctuation.	Paper does not meet sufficient aspects of the assignment direction and does not support the essay's purpose. Numerous distracting errors in grammar, spelling, and punctuation.	Score:

COMMENTS: