

Southern Polytechnic State University
Department of English, Technical Communication, and Media Arts
ENGL 1101/Sect. 006/CRN #8598
Fall 2009

Instructor: Monique C. Logan
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Office Hours: T 2:00 pm – 3 pm
(and upon request)

Class Hours: MWF 11:00 am - 11:50 am
Classroom: J-214
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Department Website: <http://www.spsu.edu/htc/Composition/index.htm>

Texts:

Reader: *The Subject is Writing*, 4th edition, Wendy Bishop, James Strickland, Portsmouth, New Hampshire: Boynton/Cook Publishers, 2006.

Handbook: *The Open Handbook*, 1st Edition. Ann Raimos, Boston: Houghton Mifflin, 2007.

A good college dictionary (optional but recommended)

Course Materials:

- Two presentation portfolios (see sample)
- Photocopies of selected essays (for groups and whole class workshops)
- Paper clips
- Red ink pen
- One ream of 8.5" x 11" paper (no more than 20 lb weight)
- Access to computer with Internet connection
- SPSU email account
- Document storage device (s)

Course Objectives:

The general objective of this English Composition Course is to help students develop thoughtful, fluent, and logically sound writing for a variety of audiences and purposes.

After completing English 1101, students should be able to demonstrate the following:

1. Provide a rhetorical context for their writing by establishing the writer's role, the audience, purpose and context of the essay.
2. Write thoughtful, clear, well-organized, expository, analytical, and argumentative essays making use of information and ideas introduced through assigned reading and class discussion.
3. Read and critically respond to peer texts and their own texts.
4. Understand and follow grammatical conventions, as well as punctuation and other mechanical elements of composition.

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5. Draft, revise and edit own work.
6. Understand basic research strategies including citation, interpretation, and assimilation.
7. Envision themselves as a significant voice within their individual communities through the use of the written word.
8. Demonstrate the ability to generate clear, coherent, organized timed-writing as a preparation for the Regents' Essay.

Learning Outcomes:

Students will:

- Demonstrate rhetorical strategies by composing for different audiences, purposes, and contexts.
- Engage in the processes of writing through the drafting, revising and editing of their own work.
- Participate in writing as a social act through activities such as peer review, online discussions, small group and/or full class workshops.
- Participate in extemporaneous in-class writings that ask students to respond to various prompts.

Assessment Strategies:

- Graded Essays
- Evaluative Portfolios
- Reading and Writing Journals
- Timed Writings
- Tests/Quizzes

Regents' Writing Test

Effective fall semester, 2008, **ALL** students who have not satisfied Regents' Writing and Reading Skills Requirements **MUST** take the Regents' Test **EVERY** semester they enroll in classes until they satisfy the Regents' requirements. This includes all freshmen, all transfer students, and anyone else who has not previously satisfied Regents' requirements. No longer do the number of semester course hours determine

when to take that Regents' test or when a student has to enroll in remediation classes. Mandatory enrollment in remediation classes and/or workshops will be determined by the number of times a student fails the tests.

Students can register now for the Regents' tests in BANNER just like they would register for a course. Students who have not met the Regents' requirements and fail to register for the required test(s) will be assigned a testing date (which they will have the opportunity to change if necessary). **Not taking the test on the assigned day/time will count as a test failure.** Non-native speakers of English must apply in the ATTIC and be approved for testing in order to sign up for the ESL version of the test.

These new policies are being instituted across the University System of Georgia. Information about the Regents' test, including exemption criteria, may be found at

- The Regents web page: (<http://www.gsu.edu/rtp>),

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- The SPSU Registrar's web page: (<http://www.spsu.edu/registrar/registration.html>), and
- The ATTIC web page: (<http://www.spsu.edu/home/services/attic.html>).

Course Organization and Requirements:

As you read and write throughout this semester, please keep in mind that the readings serve only as a means of opening a door of discovery and conversation. Although the writings that we will read and share from our text are written by “professional” writers, they will not be used by me as examples of “perfect” writings. While many of the writings do serve as examples of good structured writing, it is not my intention to encourage you to limit the flow of your ideas or expressions in your writings. I fully expect the structured writings that we share to serve as a sort of jumping off point, a means of lighting our path as we discover writing in a whole new dimension. The intended audience for all of your writings will be me, your instructor, and the members of our class. The writings and readings that we will encounter will help us to better understand our inner thoughts, ideas, and feelings in relation to our community, our neighbors, and our world.

Frequently, I will guide you in your writing by providing writing prompts, asking questions, and raising issues. In doing so, I fully expect you to take those prompts, questions, and issues and find your way into the writing assignment through your own individual voice. Please know that it is your responsibility as a composition student to conduct brainstorming or prewriting activities, note taking, and whatever else is needed to produce a full draft for the writings and assignments for this course. The course is designed to provide evaluation from both me and your peers so that you will have every opportunity to produce final drafts that reflect your willingness to consider audience, purpose, and tone – foundational keys to good, sound rhetorical skill. In addition, our class sessions will provide opportunities for discussion on samples of our writings. These sessions are meant to help you express your ideas more effectively.

All of the writings you will produce will be "exploratory writings" (see explanation of exploratory writing). In addition, we will have several small-group sessions, whole class workshops, and a collaborative project. As we begin to interact with one another through the readings and writings we share, we will be more able to explore and understand our audiences and purposes for our writing, thus producing more effective written communication. Being prepared and on time for each class meeting will make the time we spend together more delightful and productive. I encourage you to make every effort to becoming an effective member of our class writing community.

Note: This section of English requires a WebCT student account that will be used periodically for online discussion, assignment posting, asynchronous interaction, quizzes, and other assignments.

Peer Review Participation: This writing course requires peer interaction as a part of the writing process; student interaction and engagement is one of the most important ways to learn to write for a real audience. Failure to participate in mandatory peer review sessions or inadequate participation in peer review sessions may reduce your overall *participation grade by 10 percentage points for each incident.*

Class Participation: Most of each class period will be devoted to writing that will assist you in completing your assigned essays and in becoming a better writer. During class you can expect to be reading and evaluating invention assignments as well as drafts of essays. When you are not writing, we will be discussing the assigned readings that hopefully will serve as a catalyst for writing ideas.

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Attendance and Participation: Since a great deal of writing, evaluation, and instruction will occur in class and *online*, face-to-face attendance and online attendance/participation is extremely important. (Everyone is expected to be present, on-time, attentive, prepared, and involved.) Excessive tardiness may result in a class absence and may affect your final course grade. Note that failure to post work or participate online via WebCT by announced due dates may result in a class absence. Remember all work is due at the beginning of class or as specified; otherwise, it is late and may not be accepted or may adversely affect your grade for a particular assignment and your overall participation grade. More than 5 absences is grounds for failure.

Let me stress that I do not “allow” any absences. Absences in class will significantly reduce your final course grade and may put you in jeopardy of “failing” the course. Your course grade may be lowered by one letter grade for every three hours of absence. More than five absences is grounds for failure. Again, there are no excused absences other than official college business that is documented prior to class time. Please note that if you miss a class, it is your responsibility to find out what you missed and make up class assignments no later than the following class meeting. I strongly advise you to exchange contact information with someone in the class who you trust to provide detailed, accurate information of what went on in class.

Late Work: Assignments not submitted by the due dates are considered late. If the assignment is not submitted within a week of its due date, the assignment will receive a grade of zero (0).

Plagiarism: Plagiarism is the intentional or unintentional representation of another person's ideas or writing as one's own, including any materials taken off the Internet. Students should consult the *Catalog* under Academic Regulations for a fuller explanation of this violation of Disruptive Behavior and Academic Dishonesty. The penalty for plagiarism may be failure of the course or dismissal from the University.

Grammar and Mechanics: I am under the belief that you have spent an inordinate amount of time on grammar and mechanics while in high school; therefore, I will not spend extensive time on grammar lectures. However, if I find that several of you are encountering challenges in grammar and/or mechanics, I may either set aside a brief portion of class time on a certain day of the week for a brief discussion on the grammar/mechanics issue that seems to present a challenge *OR* I will suggest and/or emphasize your need to seek additional help in the ATTIC. You should expect to take mini-quizzes in grammar on a regular basis. Therefore, it is suggested that you spend time away from class brushing up on your grammar skills. Make use of your course handbook for brief grammar reviews. You may also see the text web site at http://college.hmco.com/english/raimes/open_handbook/1e/student_home.html

Submission Requirements: Word-process all assignments using Microsoft Word. Leave at least one-inch margins on all four sides.

Notes:

- Microsoft Works files (.WPS) are not acceptable because I cannot open them.
- If you create your word-processing files using Word 2007 (part of the Microsoft Office 2007 suite), please be sure to save them as Word 97-2003. Otherwise, many other students in the class will not be able to open them. To find out how to automatically save all your files as Word 1997-

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2003, search for "Word 2007 backward compatible" on the Internet. The process is simple and will take less than 30 seconds.

- Be sure to keep an electronic copy of all work you turn in.

Place your files in the appropriate dropbox on WebCT.

Portable Storage Device: You will need to bring a portable electronic storage device to class with you for each class meeting. There is no hard-drive space on these computers, so you can only save your work on a portable storage device. Make sure that these personal items are labeled with your name and contact information.

Paper Form: Unless indicated otherwise, I expect all writings to be *typed single space with 2 spaces between paragraphs and one-inch margins on both sides using 12-point font. Preferably Times New Roman.* Please include your name, course number, date, and assignment name and number in the header of each page. Additionally, please number each page and staple them together in the upper left corner. In addition to identifying the assignment name and number, please provide a title for each writing. All citation and documentation should follow the MLA style. Please be prepared to occasionally provide photocopies of your writings for your classmates and me. *Note: You are responsible for preserving the original copies (with written responses from teacher or classmates) of all your work. You will resubmit all portfolios and writing at the end of the term.*

Cell Phones, Pagers, and Other Distracting Devices: In an effort to provide an effective learning environment, I am asking that you place all cell phones and/or pagers on silent or vibrate prior to coming into the classroom. While we live in an age of modern convenience, ringing cell phones, cell phone conversations, and other distracting communication devices are not appropriate for a classroom environment.

Civility and Inclusiveness: it is expected that each student will treat his/her peers in a civil and respectable manner. While you should feel free to express your ideas, slurs and epithets based on race, ethnicity, gender, sexual preference, religious practice, physical ability, etc., will not be tolerated.

Email Correspondence: Email is generally a good way to communicate with the class, professor, and your group members. Students are required to register their email address with the SPSU Registrar. It is your responsibility to check your email regularly for the class. I will use it to communicate changes in the schedule and to post some assignments and to communicate with you individually. If I happen to miss class (very rare), I will contact you via email. Please make sure your address is up-to-date with the Registrar. Something else to remember: Although email is convenient, it is not foolproof. Do not assume that your audience will always receive your email and/or attachments. This mode of communication should not be used as substitute for timely preparedness.

Printing: It is your responsibility to print your homework outside of a class. We will use the printer occasionally for in-class writings and assignments but all homework is due in hard copy form before the start of each class period.

Types of Assignments

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You will be called upon to do several types of writing for the class that all have different purposes and criteria.

Exploratory Writings: You will be expected to read, annotate, and then respond in writing to every selection you read. These written responses will be referred to as exploratory writings. I am expecting that you will push past interpretation, understanding, and comprehension of each reading. I am looking for you to find your way into the conversation initiated by the writer and to respond by expressing your own ideas, views, and opinions about the writings or issues or ideas brought up through the readings. Each exploratory writing is due at the beginning of each class period for possible class discussion. With that in mind, please remember that your classmates are your intended audience for each of your writings. As with all writings, then, you must be mindful of your audience. Be honest in your writings yet considerate of your classmates and their backgrounds as you work to establish a tone in your writings.

An Explanation of Exploratory Writing: *I am thankful to Dr. Kim Haimes-Korn, Southern Polytechnic State University, for the following explanation of Exploratory Writing.*

This course does not aim at making you into writers but at giving you the opportunity to see what you can do to improve as thinkers and writers. Throughout the course--even when you have assigned general topics--you will be able to choose your own specific subject matter, and you will be expected to write from your own experience, knowledge, and reflection, using language that is somehow your own. The course assumes that the best writing--and the most effective learning of writing--occurs when students write from their own personal knowledge and experiences and do not rely on the language and thoughts of others.

According to writing theorist, Richard Straub, exploratory writing is "a place for you to think through some topic or issue. It is a kind of writing to discover, a way of thinking aloud on paper, and a way for you to figure out, through writing, what you have to say. It's a chance for you to wander around a subject--to see what you think". We will use writing to think and to share our thinking with others as we try to come to terms the ideas we are working with in class and in the readings. We will use Straub's working definition as a starting place for these writings:

Exploratory writing has the sense of freewriting inasmuch as it involves the writer in writing to discover. But it's not simply writing whatever comes to mind or simply recording isolated ideas and first impressions. It should be more considered and more carefully shaped--word-by-word, sentence-by-sentence than freewriting, brainstorming or journal writing.

You will be assigned daily exploratory writings as preparation for class discussions and your papers (some will be assigned as homework and some will be in-class). As a class, we will pay particular attention to your efforts to use writing as a way to arrive at a better understanding of the subjects you pursue. That is, we will look at the ways you attempt to complicate your understanding of the readings and class discussions. I take these writings seriously, and you would do well to remember that I expect you to say something in your writings, to share your discoveries, and to teach us, as a group more about the way you perceive and understand the subjects we pursue. You will be asked to interact with the texts we read and to open up a dialogue in writing with those texts. You will be expected to write out your thoughts more or less as they come to you, with only moderate revision, on some issue or question you see in the works we

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read for class discussion. We will work with a range of prompts to help us direct our discussion as a class. As you write, consider yourself in the imagined company of the rest of the group as your audience because you will often be asked to share these writings with us.

The purpose of these writings and questions is not to reach closure or consensus, instead we will look for ways to complicate and enrich our discussions. You are encouraged in these writings to test your ideas and think them through and create new ones. Instead of closing down your writings at the end, I would like to see you pose questions for the class that you would like to expand upon. Do what you can in your questions to open up our conversations by getting us to look at issues brought up through the assignment, readings, or class discussions.

In all your writings for this course, you will be expected to go through whatever discovery and drafting processes you need so that you will have something to say in the draft you hand in. I want you to use your writing as a way of thinking and learning, as a way of sharing what you have to say with the class. When

you hand in a piece of writing, when you give me or the group something to read, you will be expected to say something that is worth saying, something that reflects your thinking and your views on the subject, something that you believe to have relevance and interest to us. In short, we will look at writing as a way of sharing thoughtful, meaningful discussion with others.

The writings will focus on your own ideas and experiences, with the members of this class as your intended audience. We will use writing as a way to explore connections and negotiate between the voices we encounter through reading, discussion, and thinking. We will also occasionally write about our own writing processes. In these writings we will explore the ways we develop as writers and a thinkers in this class.

These writings should be 1-2 single spaced pages. They should all be typed. (** I strongly suggest that you use a computer because you will do quite a bit of revising and will find it much easier). Please label and title all exploratory writings and keep a separate log sheet with all writing assignments. These writing assignments are due at the beginning of each class period. I will not necessarily pick up or respond to these papers each day they are due (however I will pick them up at random for reading, sharing, and responding). These assignments are designed primarily for you to explore and share your developing ideas.

Reflection/Process Memos: On a few occasions you will be required to provide for me a “process memo,” a brief summary on the progression you have made as a writer in light of the assignments given.

In-Class Writings: On some occasions you will be asked to perform in-class writings and/or journal entries. These writings are meant to serve as opportunities for you to become comfortable with the art of writing and to help you to further push your ideas and thoughts on a given topic or idea. Although some of the writings may be timed, all will be informal in nature.

Readings and Annotation: In this class, you will be expected to annotate each reading (student and other). Therefore, you should always read with a pen or pencil nearby so that you can actively engage in conversation with the writings.

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Writer's Notebook: Your writer's notebook is to be kept and maintained by you, the writer. While I will not specify the exact type of notebook you use, I will require that you use this notebook for nothing else than a writer's notebook. That means that you should not plan to use the paper there to take notes for this or any other class. You should plan to purchase a notebook that is at least 7 to 8 inches wide by 10 to 11 inches long.

The thoughts and opinions expressed there will not be read by me except upon your request. Although I will not read your individual entries, I will give you credit for your work at the end of the semester if you meet the criteria of maintaining your notebook. Prior to collecting your notebook at the end of the semester, I will provide more detailed criteria. Suffice it to say, however, that if you do your utmost to write in your notebook three to four times per week (and on specific days that I assign), you will not have a problem earning the 15% credit.

At the end of the semester you will be asked to write a reflection on how you used your writer's notebook and how you think frequent entries affected your skill as a writer. This reflection will serve as one of your final assessments of your writing over the course of the semester.

Note that your grade for this notebook will be determined by how much you write more so than what you write. I suggest that you try to write a minimum of 30 full pages – 15 prior to the mid-term date and 15 prior to the end of the semester. If there are pages that are partially filled up, I count that as either $\frac{1}{4}$ or $\frac{1}{2}$ page. Writing on the front and back of a page will count as two pages

Writing Portfolios and Grades: Our writing portfolios for this semester will focus on themes and will serve as a way to generate dialogue and thoughtful discussion. Please know that you will not receive individual grades on each of your exploratory writings. Instead, you will receive a portfolio grade that will encompass several exploratory writings and other assignments. You should take the opportunity to utilize the verbal and written responses you receive from me and your classmates on your exploratory writings as a way to revise your writings to produce a thorough, fully explored portfolio that communicates you have made every effort to becoming an effective writer.

Your final grade, then, will be composed of three portfolios, individual writings, a collaborative project, a writer's notebook, quizzes, peer responding, and participation. With regard to the grade you earn for participation, you are expected to impart thoughtful, clear ideas that contribute to the overall effectiveness of the class. In other words, your participation grade will be based solely on the quality of the content of your conversation and interaction rather than on the quantity.

Grading Policies and Criteria

If you are like most students, you have two goals in taking this course: to improve your communication skills through writing and to get a high grade. My editing of your documents is critical to both of these goals. For you to improve your skills, you must write frequently and have your documents edited. As the semester progresses and you write more and study the annotations on your documents, you should start to see significant improvement in your writing.

My job as an instructor is to give you clear and informed commentary on your writing. I will not mark or comment on every problem in your writing, because part of the learning process is to learn to identify and correct problems yourself. But I will comment in detail on portions of each assignment.

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As I review your documents, I will assess your success in meeting the criteria of writing excellence: honesty, clarity, accuracy, comprehensiveness, accessibility, conciseness, professional appearance, and correctness. The best way to interpret your grades is to pay close attention to the comments I make throughout the document.

One other note: If you are concerned about the grade you received on a document, let it sit overnight, then study the relevant portions of the textbook, notes and other information on the subject that discuss the issues I raise. If after studying the text you do not understand what I am getting at, or you don't see how the comments apply to your document, please get in touch with me, and I will try to help you understand what I wrote.

The following table describes in general terms what the five letter grades from A to F represent for written assignments in this course.

<i>Grade</i>	<i>Meaning</i>	<i>Bottom Line</i>
A (90-100 points)	An A document is excellent work. The audience analysis is insightful, the topic precise, the organization clear and logical. The document contains sufficient detail, the information is accurate, timely, clear, and comprehensive. The writing is excellent: good use of advance organizers, well-developed paragraphs, graceful and concise sentences, precise word choice. The document is complemented by appropriate, clear, correct, and honest graphics. The design is clear, attractive, and professional.	Your supervisor would be impressed and would pass the document along to his or her supervisors, with little or no revision.
B (80-89.99 points)	A B document is good work. It might have almost all the virtues of the A document, but one or more of the elements is missing. For instance, persistent spelling errors could reduce an A document to a B. Unprofessional design, ineffective paragraphing, awkward sentences--any of these problems could account for the grade of B.	Your supervisor would appreciate your work but would want to have the document revised before passing it along.
C (70-79.99 points)	A C document is satisfactory work. Although the document satisfies the requirements of the assignment, it is significantly flawed. Usually, two, three, or more problems make it difficult to read or to understand or prevent it from fulfilling its purpose. For instance, a proposal that lacks a project schedule and a list of works cited would receive a C even if it is otherwise excellent.	Your supervisor would be somewhat disappointed with the document and would want it revised significantly before passing it along. In addition, the supervisor would begin to doubt your ability to complete similar assignments successfully.
D (60-69.99 points)	A D document is unsatisfactory. Although some aspects of the document might be well done, there are numerous or significant problems with its conception or execution.	Your supervisor would have another employee re-do the document and would question your basic competence and suitability for your position. This doubt would be reflected in your performance evaluations.
F (0-	An F document is failing work. It is submitted	Work on your résumé.

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59.99 points)	after the deadline, it does not respond to the readers' needs, it is extremely difficult to read, or it is unprofessional in appearance or writing quality.	
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The grade you get in this course is largely determined by two factors: your current skills in reading, critical thinking, and writing; and the effort you put into the course.

Everybody has unique skills. Some people can read five times faster than others do and understand the material better. Some people find it easier to create persuasive, logical arguments than others do. Some people can write better – more clearly, more correctly, more quickly – than others. Although everyone can improve his or her skills in these areas, some people will find the material in this course quite easy to master; others will find it quite difficult.

Equally important is the effort you put into the course. Many of you work outside of school, and some of you have family responsibilities. These commitments take time. To do well in this course, however, you will need to devote considerable time to it. Here are the five major tasks you will need to perform:

- *Reading the chapters in the textbook and information on handouts.* Most readings will require at least two hours to prepare. You will need to read the information at least twice, taking notes or marking the most important passages.
- *Reading the assignment sheets.* Every assignment explains what I am asking you to do, why I am asking you to do it, how I recommend you do it, and how I will evaluate it.
- *Meeting with other members of the class in preparing collaborative assignments.* Some of the course assignments are collaborative. Although you can carry out many of your meetings electronically, you will, on occasion, have to meet face-to-face. Meetings take time.
- *Planning, drafting, and revising your writing.* Writing is hard. You can do it fast or you can do it well. Throughout the course we will discuss techniques to make the process more effective and more efficient. But there is no getting around the fact that it will take time.
- *Studying my comments about your assignments.* When I return your assignments, I include comments. Read them carefully. Make sure you understand what I am trying to communicate. If you don't, ask me. Make checklists focusing on those things you need to pay particular attention to in your writing.

So, how much time and effort do you need to devote to this course? To a large extent, it depends on what grade you want. The typical student who earns an A has probably devoted 10-14 hours per week to the course. That same student could probably earn a B with 8 or 9 hours. A C calls for a smaller investment – perhaps 5-8 hours. A D is easy: 3 or 4 hours. And an F doesn't take any time at all.

But please keep in mind that I am evaluating the quality of your assignments, not the number of hours you spend creating them. A strong writer can get that A with 5 hours per week, whereas a weak writer could spend 20 hours per week and still earn no higher than a C. Just as some students are better at calculus than others are, some are better at writing than others are. I wish I could figure out a way to correlate your effort and your accomplishment, so that if you worked hard you were guaranteed an excellent product, but it doesn't work that way.

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I can guarantee two things, though. First, the harder you work, the more your writing will improve. And second, the more your writing improves, the better you will do in your other courses and in your professional career.

The grading scale for essays are as follows:

<i>Grade Equivalent</i>	<i>Numeric Grade</i>	<i>Grade Equivalent</i>	<i>Numeric Grade</i>
A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
		F	0-59

I round points up. In other words, an 89.56 is a 90.

Distribution of Grades: Your course grade will be determined through the following percentages:

Community Discourse Portfolio:	20%
University Discourse Portfolio:	20%
Public Discourse Portfolio:	20%
Writer’s Notebook:	15%
Peer Responding and Participation*:	15%
Quizzes:	10%

*Participation includes: purposeful class discussion, engaged group work (including verbal and written responses to the texts of others), attendance, tardies and timely preparedness.

Final Participation Grade: Based on the quality of your participation, you will earn a number grade between 0-104 (*see Earning Participation Points above*) at the end of the course. Note that I reserve the right to notify you in writing of other behaviors or actions that could affect your overall participation grade.

Additional Information about Quizzes: Quizzes will receive number grades from 0-100; the purpose of quizzes will be to allow you to demonstrate that you have completed outside readings and that you are engaged during the class.

University Services

ATTIC: You may be required or find it helpful to do some additional work in the ATTIC (Advising, Tutoring, Testing, International Student Center) if you are have challenges in one or

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more areas in your writing. Academic assistants help students through the processes of invention, organization, writing, revising, and editing of essays and research papers. The ATTIC also offers Regents' Test preparation instruction. The ATTIC maintains student academic enrichment as its primary mission and students should expect to work to improve their grammar and mechanics. Students should not expect an editorial or proofreading service.

The ATTIC encourages both student "drop-ins" and faculty referrals.
Room J-253 -- Phone: 678-915-7361.

Disability Statement: *Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the counselor working with disabilities at 678-915-7361 as soon as possible to better insure that such accommodations are implemented in a timely fashion.*