

CORE 131: WRITING IN THE DIGITAL AGE

FALL 2018, DR. PATRICIA TAYLOR

SYLLABUS AND ASSIGNMENT GUIDE TABLE OF CONTENTS

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1.1 INSTRUCTOR CONTACT INFORMATION

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 Office: Heelan Hall 303
 Office Hours: MWF 2:00-3:00, TTh 1:00-2:00, and by appointment

1.2 COURSE SCHEDULE

Readings and assignments should be completed in the order in which they are listed on the schedule, with readings completed before most assignments.

BS = BrightSpace Reading

AG = Assignment Guide section of this syllabus

WG = Writing Guide section of this syllabus

Most assignments are due 1 hour before class begins on BrightSpace. The exceptions are assignments in [square brackets], which **do not** need to be turned in on BrightSpace, only brought to class.

| | Date | Readings Due | Assignments Due |
|---|------|---|--|
| M | 8/20 | Syllabus (1-24) | Quiz 1 due by 11:00 PM |
| W | 8/22 | <i>Rewriting</i> (1-13) BS: <i>Understanding Rhetoric: A Graphic Guide to Writing</i> AG: Assignment 1 Directions (31-41) | |
| F | 8/24 | <i>Rewriting</i> (14-34) <i>Just Mercy</i> (3-18) WG: Formatting Papers (56) | Exercise 1 (see AG pg. 25) |
| M | 8/27 | BS: <i>The New Jim Crow</i> (1-19) WG: Using Sources: Signal Phrases, Summary, and Paraphrase (79-83) | Quiz 2 |
| W | 8/29 | <i>Just Mercy</i> (19-46) | Exercise 2 (AG 25) |
| F | 8/31 | BS: <i>The New Jim Crow</i> (20-57) WG: Quotations (83-85) WG: Developing a Question (57) | Exercise 3 (AG 25) |
| M | 9/3 | Labor Day – No Class | Labor Day – No Class |
| W | 9/5 | <i>Just Mercy</i> (47-66) | [Project 1, Steps 1-4] Exercise 4 (AG 25-26, 31-35) |
| F | 9/7 | <i>Just Mercy</i> (67-91) BS: https://lifehacker.com/how-to-use-mind-maps-to-unleash-your-brains-creativity-1348869811 BS: YouTube Video on MindMapping https://www.youtube.com/watch?v=L0XzZCd2tPE | [Exercise 5; AG 26] |

| | Date | Readings Due | Assignments Due |
|---|-------|--|--|
| M | 9/10 | WG: Logical Outlines (58-66) | Exercise 6 (AG 26) |
| W | 9/12 | WG: Paragraphs, Topic Sentences, and Transitions (75-78) | Participation Evaluation 1 (Download from BS Dropbox) |
| F | 9/14 | <i>Just Mercy</i> (92-114) WG: Introductions (67-74) and Conclusions (86-87) | Project 1: Logical Outline (See AG 37-40, WG 53-61) [Sign up for Conferences] |
| M | 9/17 | [No class; visit writing center] | Individual Conferences |
| W | 9/19 | [No class; visit writing center] | Individual Conferences |
| F | 9/21 | [No class; visit writing center] | Individual Conferences |
| M | 9/24 | WG: Editing (94-99) | Project 1: Draft [& Recording] (Steps 10-13, AG 40) |
| W | 9/26 | <i>Just Mercy</i> (115-126) AG: Project 2 Prompt (42-45) | Project 1: Final Draft and Reflection (Step 14, AG 41) |
| F | 9/28 | <i>Rewriting</i> , "Forwarding" (35-54) WG: Conducting Research (88-90) BS: https://www.theatlantic.com/education/archive/2015/09/when-schooling-meets-policing/406348/ | [Exercises 7 & 8 (AG 26-27)] |
| M | 10/1 | BS: Na and Gottfredson, "Police Officers in Schools" | |
| W | 10/3 | <i>Rewriting</i> , "Countering" BS: https://www.theatlantic.com/education/archive/2015/09/will-school-discipline-reform-actually-change-anything/405157/ | Exercise 9 (AG 28-29) |
| F | 10/5 | <i>Just Mercy</i> (127-146) | |
| M | 10/8 | BS: https://www.wikihow.com/Write-White-Papers | Exercise 10 (AG 29) |
| W | 10/10 | <i>Just Mercy</i> (147-185) | Exercise 11 (AG 29) |
| F | 10/12 | <i>Fall Break</i> | <i>Fall Break</i> |
| M | 10/15 | AG: Finding and Using Images (91-93) | Project 2: Logical Outline |
| W | 10/17 | <i>Just Mercy</i> (186-202) | Participation Evaluation 2 |
| F | 10/19 | <i>Rewriting</i> (99-124) | Project 2: First Draft due by 8PM Sunday, 10/21 [Sign-up for Conferences] |
| M | 10/22 | [No class; visit writing center] | Individual Conferences |
| W | 10/24 | [No class; visit writing center] | Individual Conferences |
| F | 10/26 | [No class; visit writing center] | Individual Conferences |
| M | 10/29 | <i>Just Mercy</i> (203-226) | Project 2: Second Draft |
| W | 10/31 | | Exercise 12 (AG 29-30) |
| F | 11/2 | <i>Just Mercy</i> (227-241) | Project 2: Final Draft & Reflection |

| | Date | Readings Due | Assignments Due |
|---|-------|---|--|
| M | 11/5 | AG: I-Search Website Prompt (37-41) | [Exercise 13 (AG 30)] [Meet in the Library's Computer Classroom] |
| W | 11/7 | <i>Just Mercy</i> (242-255) | [Exercise 14 and Search Terms (AG 30, 47)] [Meet in the Library's Computer Classroom] |
| F | 11/9 | | [Meet in the Library's Computer Classroom] |
| M | 11/12 | <i>Just Mercy</i> (256-274) | [Meet in the Library's Computer Classroom] |
| W | 11/14 | | [Meet in the Library's Computer Classroom] |
| F | 11/16 | | Project 3: Logical Outline |
| M | 11/19 | <i>Just Mercy</i> (275-294) | [Sign up for Conferences] |
| W | 11/21 | Thanksgiving Break | Thanksgiving Break |
| F | 11/23 | Thanksgiving Break | Project 3: First Draft due by 8PM on Sunday, 11/25 |
| M | 11/26 | [No class; visit writing center] | Individual Conferences |
| W | 11/28 | [No class; visit writing center] | Individual Conferences |
| F | 11/30 | [No class; visit writing center] | Individual Conferences |
| M | 12/3 | AG: Final Portfolio Prompt (51-54) | Project 3: Final Draft |
| W | 12/5 | <i>Just Mercy</i> (295-316) | Project 4: First Draft |
| F | 12/7 | AG: Final Exam Prompt (55) | Participation Evaluation 3 |
| | | Final Exam 11 AM section: T, Dec. 11, 10-11:50 1 PM section: W, Dec. 12, 12:30-2:20 | Project 4: Final Draft |

Note on Course Withdrawals: The institutional deadline for withdrawal without penalty is November 5th. After the withdrawal deadline, students may withdraw with a penalty grade of WP (withdrawal passing) or WF (withdrawal failing). Withdrawals are not permitted during finals week.

Note on Syllabus Changes: The instructor may clarify, change, and/or amend the contents of the syllabus and assignments as needed, provided that students are given reasonable notice of such adjustments.

1.3 COURSE DESCRIPTION

From the catalog: a multimodal composition experience in which students learn to evaluate information and incorporate it ethically as they create, develop, and refine their writing, speech, and design skills in a variety of modes of expression.

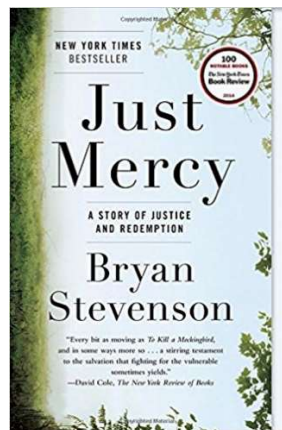
In more basic language: this course is a writing workshop designed to introduce you to the process of academic writing and communication. You will learn how to conduct your own academic inquiry and research. Ideally, this will be a process in which you learn to read, research, and write to fulfill your own intellectual curiosity and to contribute to ongoing conversations about a topic. We will read carefully, think deeply and critically about the issues, and develop our thinking through writing and revision. Please expect to be reading and writing extensively in preparation for each class. You will receive feedback on your work both in person and in writing.

Prerequisites: CORE 130 or ACT English Score of 20 or higher. If you have not completed these pre-requisites, please see me immediately.

1.4 REQUIRED TEXTS AND MATERIALS

Harris, Joseph. *Rewriting: How to Do Things with Texts*. Second Edition, Utah State UP, 2017. ISBN: 9781607326861.

Stevenson, Bryan. *Just Mercy*. Spiegel & Grau, 2014. ISBN: 9780812984965



For every class, you should also bring the following with you:

- Any assigned readings
- Notebook and pencil or pen
- Your laptop with Word and PowerPoint installed
- This syllabus and assignment guide

1.5 COURSE OUTCOMES

By the end of CORE 131, students should be able to:

| Outcomes | Process | Assessment |
|--|---|--|
| Write and speak in a range of genres, using appropriate rhetorical conventions; | In class, we will discuss the expectations for different audiences, contexts, and rhetorical purposes. | Assignments in four different genres (comparison, white paper, research, and reflection) |
| Effectively communicate in multiple modes using digital technologies; | We will focus on producing written and visual products, but we will also use oral communication, movements, and electronic technologies as part of the composition process. | Written essays, research website, electronic portfolio |
| Read, quote, cite, and analyze sources, balancing their own voices with secondary sources; | We will practice reading and analyzing multimodal texts for the author's project, claims, evidence, conventions, and rhetorical strategies. We will find, evaluate, analyze, and synthesize sources to inform and situate claims. | Compare and Contrast Essay, White Paper, I-search website |
| And employ flexible strategies for generating and revising their writing projects. | Assignments will include an intensive, recursive revision process. We will revise drafts to include changes in ideas, structure, evidence, and style. | Outlines & Drafts, Conferences, Peer Review, Quality of Failure |

General Education Outcomes: Students will be able to demonstrate adequate development of ideas through support and specificity; clear organization with coherence and unity; and the ability to use concise, vivid, energetic prose with correct grammar and punctuation. Research shall be thorough, well documented, and smoothly integrated.

1.5.1 GRADE DISTRIBUTION

| | |
|---|------------|
| Participation and Preparation | 25% |
| Participation Evaluations | 20% |
| Individual Tutorials, Outlines, and Drafts | 50% |
| Exercises | 30% |
| Project 1: Rhetorical Comparison | 15% |
| Project 2: White Paper | 20% |
| Project 3: I-Search Website | 25% |
| Reflective Portfolio | 10% |
| Quality of Failure (Final Exam Reflection) | 5% |

Note: failure to turn in any major project (Projects 1, 2, 3, portfolio) will result in automatic failure for the class, regardless of the numeric grade earned through the other assignments. This is because the course outcomes will not have been met if you have not completed all major course work. Please see additional course policies on late work.

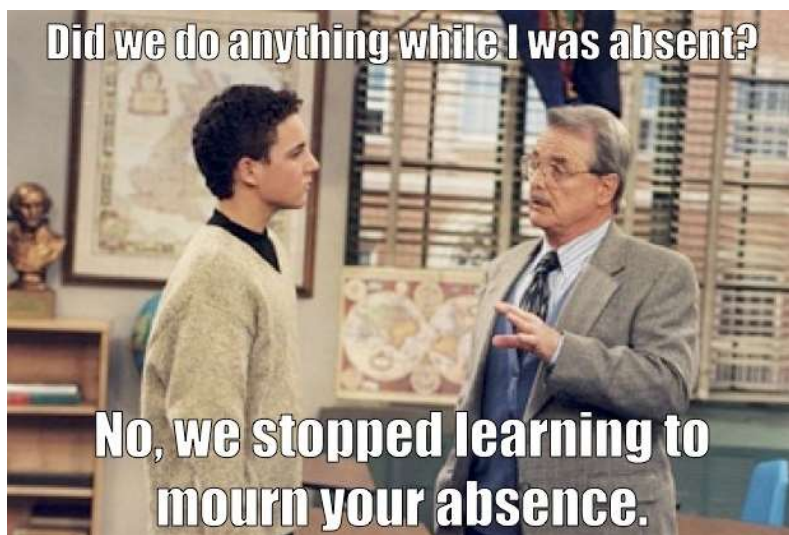


1.5.2 GRADING RUBRIC: WHAT THOSE PESKY LETTERS MEAN

It is important to remember that simply fulfilling the *minimum* requirements of the course warrants an average grade—a C, not an A. Coming to class every day and doing assignments is not something that earns “extra credit” or an automatic A; these are expected elements of the course. A higher grade will be based on the distinctive quality and development of your work, on your ability to guide a piece of writing through the various stages of revision, and on a willingness to explore new subjects, genres, and techniques. Below is a breakdown of how I view letter grades; as we move into the semester we will talk about these elements in more detail. With each major project, you will receive written comments as well as a visual break down in a rubric of which of these elements you did well, and which you need to improve.

| Scale | Quality of Work |
|------------|--|
| A | An “A” project is superior: it has excellent ideas, logical and compelling organization, precise language, and polished prose. The project addresses the rhetorical situation (assignment, audience, purpose, or context) in a sophisticated manner. It has a complex, convincing, and interesting argument expressed in a thesis statement, and topic sentences and transitions that guide the reader through the logical moves of the argument. The project has extensive, analytic use of any source text(s), demonstrating a clear understanding of the ethical use of sources. It builds on or responds to the ideas of others in thoughtful and/or innovative ways. Multi-modal elements are compelling, fully integrated with the argument, and well executed. The project has been thoroughly and significantly revised; it is also extensively proofread, with few or no grammar, spelling, punctuation, or citation mistakes. |
| 94-100.00 | |
| A- | The “B” project exceeds expectations with above-average, high-quality work. It predictably addresses the rhetorical situation. It has a clear thesis, with a well-developed and well-organized argument, clearly articulated in transitions and topic sentences. It shows active, ethical engagement with any source texts, and genuine intellectual work on the part of the author. Multimodal elements are well integrated and appropriate to the rhetorical situation. The project shows substantial improvement from previous drafts. Any grammar, spelling, or punctuation mistakes do not hinder the expression of meaning. The project may have a few structural flaws, or a few weak points, but overall is a strong piece of work. |
| 90 - 93.99 | |
| B+ | The “B” project exceeds expectations with above-average, high-quality work. It predictably addresses the rhetorical situation. It has a clear thesis, with a well-developed and well-organized argument, clearly articulated in transitions and topic sentences. It shows active, ethical engagement with any source texts, and genuine intellectual work on the part of the author. Multimodal elements are well integrated and appropriate to the rhetorical situation. The project shows substantial improvement from previous drafts. Any grammar, spelling, or punctuation mistakes do not hinder the expression of meaning. The project may have a few structural flaws, or a few weak points, but overall is a strong piece of work. |
| 87 - 89.99 | |
| B | The “B” project exceeds expectations with above-average, high-quality work. It predictably addresses the rhetorical situation. It has a clear thesis, with a well-developed and well-organized argument, clearly articulated in transitions and topic sentences. It shows active, ethical engagement with any source texts, and genuine intellectual work on the part of the author. Multimodal elements are well integrated and appropriate to the rhetorical situation. The project shows substantial improvement from previous drafts. Any grammar, spelling, or punctuation mistakes do not hinder the expression of meaning. The project may have a few structural flaws, or a few weak points, but overall is a strong piece of work. |
| 84 - 86.99 | |
| B- | The “B” project exceeds expectations with above-average, high-quality work. It predictably addresses the rhetorical situation. It has a clear thesis, with a well-developed and well-organized argument, clearly articulated in transitions and topic sentences. It shows active, ethical engagement with any source texts, and genuine intellectual work on the part of the author. Multimodal elements are well integrated and appropriate to the rhetorical situation. The project shows substantial improvement from previous drafts. Any grammar, spelling, or punctuation mistakes do not hinder the expression of meaning. The project may have a few structural flaws, or a few weak points, but overall is a strong piece of work. |
| 80 - 83.99 | |

| | |
|---------------------|--|
| C+ 77 - 79.99 | The “C” project meets minimum expectations with average or mediocre work. The work has some of the good points listed above, but also has serious flaws. The project attempts to address all the elements of the rhetorical situation, but the attempt is insufficient or inappropriate. The language is often imprecise; the argument isn’t fully developed or clear, or the thesis is too vague. The student does not critically engage the texts, only summarizing or “quote bombing.” The project may have large structural problems, but these problems do not hinder the audience’s understanding. Multimodal elements may not be well integrated into the project. A “C” project will have a few “bright” spots, or areas that might be useful in revising. In short, it has unrealized potential. |
| C 74 - 76.99 | |
| C- 70 - 73.99 | |
| D+ 67 - 69.99 | “D” and “F” projects have multiple serious flaws that handicap the work. The project either is difficult to understand or fails to address the assignment goals, prompt, or rhetorical situation. A thesis or argument is unidentifiable, or the project may be reliant on summary rather than analysis. The language is hard to understand, or ideas may be jumbled in such a way as to hinder the audience’s ability to understand the work. Multimodal elements hinder the expression of meaning, or contradict the argument. This project may misuse or misrepresent its sources. (Note: an “F” for reasons of plagiarism is a 0 on the assignment; other failing grades may have some points attached.) |
| D 64 - 66.99 | |
| F 0 - 63.99 | |



2.1 EXPECTATIONS: ATTENDANCE AND PUNCTUALITY

- Attendance for every class and individual conference is mandatory.
 - **Each student can receive up to three (3) excused absences.** Absences can be excused for any reason, but only if the student contacts me by e-mail *before* class, or afterwards in cases of life-threatening emergencies.
 - Each unexcused absence, or each excused absence beyond three, will lower your overall participation grade 10% [2.5% off your overall final grade, or about 1/3 of a letter grade].
 - **Seven absences or more, excused or otherwise, will result in automatic failure for the course.** You should withdraw from the course if you reach this limit.
 - **You can be marked absent if you are tardy or unprepared.** Being late to class or leaving early counts as 1/3 of an absence. If you are late, you must see me after class to make sure you are marked present; if you do not, it will be counted as a full absence. If you are more than 15 minutes late, it will be counted as a full absent. If you come without having done the assigned reading more than once, you may be marked absent as well.
 - **Make-ups:** Students may “make up” as many as three absences by completing one of the following:
 - If you miss a day when a reading was assigned, write a 500-word summary of the reading with analysis. The summary must “come to terms” with the reading. See Joseph Harris’s chapter on “coming to terms” in *Rewriting: How to Do Things with Texts* for more details.
 - If you miss a day when no reading was assigned, you may attend the writing center for additional help on whatever the current assignment is, and write a 200-word reflection explaining what you worked on and what you learned from the session.
- These make-ups must be turned in within one week of the absence in the “absence make-up” dropbox on BrightSpace. The date of the absence must be included in the document title if you want to receive credit. *Make ups do not affect the 7 absence limit, only the 10% grade penalty.*
- **Students who complete the semester with no absences or all absences made up will be eligible to have their final grade rounded up to the next whole number.**

2.2 EXPECTATIONS: PARTICIPATION AND PROFESSIONALISM

I place great value on earnest, enthusiastic engagement. Some of the greatest joy I'll have in class, in fact, will be in hearing your insights and seeing your minds at work. One of our goals is to involve you actively in the learning process rather than simply deluge you with information; to that end, your comments and analysis will provide much of the substance of our class, and much of your grade as well. At three points in the semester, you will be expected to turn in a self-evaluation of your participation and professionalism with regards to this class. I expect the following:

1. **Preparation:** Please arrive at every class with your textbooks, your laptop or copies of any work due that day, a notebook and pen/pencil to take notes, and your copy of this syllabus and assignment guide. Make sure you have completed any reading, and have turned in work on BrightSpace.
2. **Frequency and Quality of Comments and Questions:** Make an effort to say at least one substantial, thoughtful thing in each large-class discussion—this can include asking good questions. Talk more during small group discussions, but also let others have a turn to speak. Please be respectful towards the authors we are reading, towards your fellow students, and towards me. You are welcome and encouraged to disagree with other people's positions so long as you refrain from using language that is derogatory or insulting.
3. **Listening Skills:** Listening is just as important to good participation as speaking. The best participants carefully listen to what others say in order to build on their ideas. During class, your body language should indicate that you are listening: you should be visibly awake and taking notes. Do not hold side conversations; such talking is distracting to your professor and prevents you or others from listening.
4. **Professionalism:** Please avoid using any electronic devices unless I explicitly ask you to use them, as they are often distracting not only to you, but to me and to other members of the class. Texting or using electronics in an off-task way during class time will result in being considered absent. Outside of class, any e-mails to me should be professionally formatted with the following elements: 1) a clear subject header, including the course you are referring to (CORE 131); 2) a salutation ("Dear Dr. Taylor"); 3) complete sentences and paragraphs; 4) a signature with your first and last name.

2.3 EXPECTATIONS: QUALITY OF FAILURE

One of the greatest hindrances to a student's active learning can be fear of failure: fear of looking silly or stupid in front of a classmate or faculty member, or fear of not getting a good grade on a project. For some students, this fear can become crippling: they choose not to take risks, they might choose not to turn work in because it isn't as good as they think it should be, or they may not even try to complete the work because they are afraid it may prove they aren't good enough.

However, the ability to fail well is an important skill, perhaps even more important than doing something "right" the first time. This class will provide you with opportunities to fail well. If you fail because you tried hard and put in the work, or because you took an intellectual risk, that is inherently valuable. As Edward Burger argues, "individuals need to embrace the realization that taking risks and failing are often the essential moves necessary to bring clarity, understanding, and innovation." Rejecting the fear of failure, he writes, can result in "a mind enlivened by curiosity and the intellectual audacity to take risks and create new ideas, a mind that sees a world of unlimited possibilities."



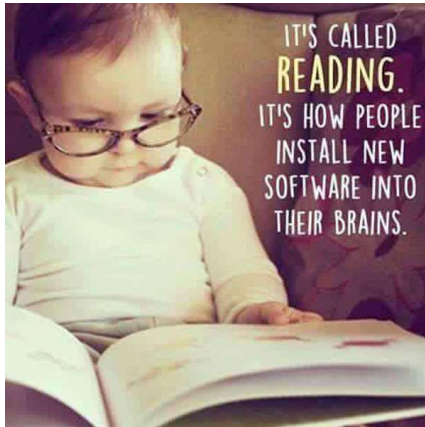
As a teacher, I value curiosity, risk taking, persistence, integrity, and self-awareness more than simple success. I believe there are good, useful types of failure, and poor types of failure. Failure can be good depending on what you do both before and after you fail. High quality failure requires care and effort before, and a willingness to learn afterwards. Low quality failure comes from carelessness, excessive procrastination, refusing to take responsibility for one's actions, or ignoring offers of assistance or constructive criticism.

For this reason, 5% of your grade will be dedicated to “quality of failure.” To earn this 5%, you will write a reflection at the time of the final exam in which you discuss the quality of your failure over the semester. You will be graded not on how much you failed, but what led to your failures and how you handled your failures. Were you willing to challenge yourself to take risks that might result in failure? Were you aware of when you have failed, and did you refuse to give up in the face of failure? Did you find ways to use your failure to create something new and interesting? Have you grown from your failures? I hope this grade category will give you the freedom to try new things, and even to fail at them, and to come back having learned something from the experience.

2.4 EXPECTATIONS: READINGS

Readings are listed on the course schedule on the day they are due.

Please come to class having carefully completed the assigned readings. If it becomes apparent that you as a class have not done the reading, or have not paid close attention to the reading, **I will institute quizzes.** As you are reading, think about how you can demonstrate that you have paid close attention to the text. What questions do you have after reading? What conclusions can you come to about the purpose of the text? How does the text reinforce, influence, or challenge what you think about the ideas we have been discussing in class?



You should annotate your text with your thoughts. Do not simply highlight. Instead, write down your understanding of what is happening on the page; underline passages that are important; write questions next to passages that you don't understand or don't agree with. If you don't want to

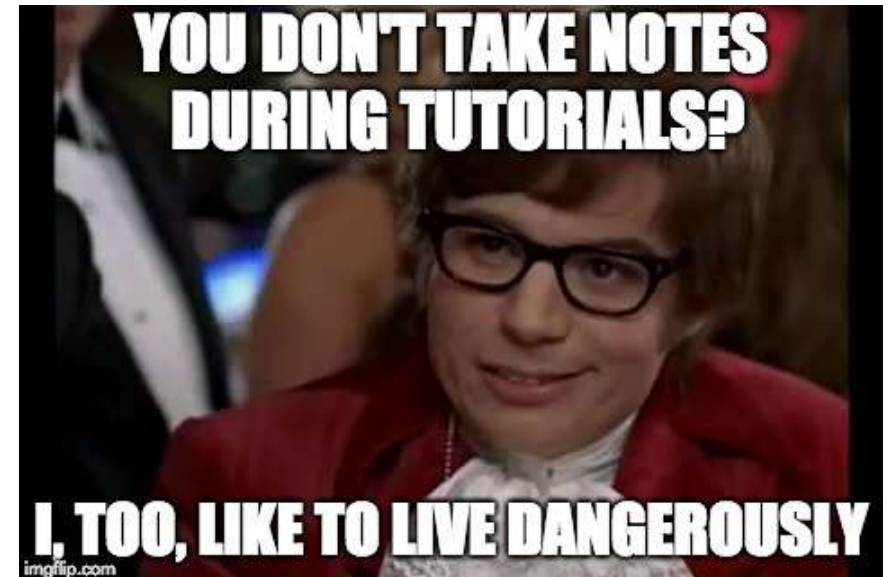
write in your book, write on sticky-notes to serve the same purpose. In-text note taking will be very valuable in writing your outlines and papers, as your ideas and thoughts are suddenly much easier to recall, find, and use in your writing.

I will often begin class by asking you one thing you learned or had a question about from the reading. Sometimes I will ask you to show me the annotations or notes you took to prove you did the reading; if you cannot demonstrate you completed the reading, I may ask you to leave class, or mark you absent.

2.5 EXPECTATIONS: INDIVIDUAL TUTORIALS

This course emphasizes personalized development—that is, much of this course will be tailored to your particular needs. This will be accomplished by regular individual or small group tutorials. You will need to schedule 15-minute individual tutorials with me several times during the semester in order to work on some issues one on one. To prepare for these meetings, you need to sign up for the meeting on StarFish, bring a copy of your current outline or draft with you to my office, come with questions about how you can improve your work, and be prepared to take notes. During the meeting, we will discuss the different avenues for improving your work.

Note: missing individual tutorials will be considered two absences.



3.1 POLICIES: OFFICE HOURS AND E-MAIL

Office hours are a crucial form of class engagement and participation.

Students who come to office hours are more likely to improve their skills and do well in this class.

- My office hours are MWF 2:00-3:00 PM and TTh 1:00-2:00 PM.
- You can reserve a 15-minute timeslot in advance on StarFish. Reservations have first priority, but you can also simply drop by.
- I am also available at other times by appointment, my schedule permitting; I encourage you to e-mail me if you cannot come to the scheduled office hours so that we will find a time for us to meet.

When you come to office hours, it helps to have a specific question to discuss, a paragraph you want feedback on, or a skill you want to work on. If you're feeling lost and don't know what you need to work on, or have multiple issues you want to discuss, I recommend scheduling a longer appointment so we have plenty of time. Of course, if I'm not busy with another student, I'm also happy to talk about more general things like your time at Briar Cliff, your larger educational and professional goals, the latest Star Wars or Marvel movie, etc., so feel to just stop by.

Email: I try and answer any questions via e-mail within 24 hours during the workweek unless there are exceptional circumstances; I expect you to do the same. If you do not ask a question, I will read your e-mail but may not reply. I usually check e-mail on weekends, but not as often. Please plan accordingly.

- I will not normally comment on whole projects outside of office hours or the normal class revision and grading process. However, I am happy to look at small pieces of your work if you provide a particular focus for my comments. For example, if you send me a polite e-mail with a draft of an essay introduction, asking if you have clearly established your argument, I'd be happy to provide feedback by e-mail.
- I recommend that if you have a question about a grade, you come to office hours instead of asking by e-mail. I recommend you do not ask about grades during class time because other students will be present. If you cannot attend office hours, send me an e-mail with your schedule of availability and I will do what I can to find a time to meet with you.

3.2 POLICIES: ACADEMIC INTEGRITY

In academic writing, we are encouraged to build on the ideas and texts of others; this is a vital part of academic life. However, when we use another person's ideas, language, or syntax—whether directly, in summary, or in paraphrase—we must formally acknowledge that debt by signaling it with a standard form of academic citation. If we do not, we are guilty of plagiarism. In such cases, a student will receive a zero for the assignment or for the course (depending on severity and type of assignment), and the issue will be referred to the Provost's office.

You commit plagiarism if you do ANY of the following:

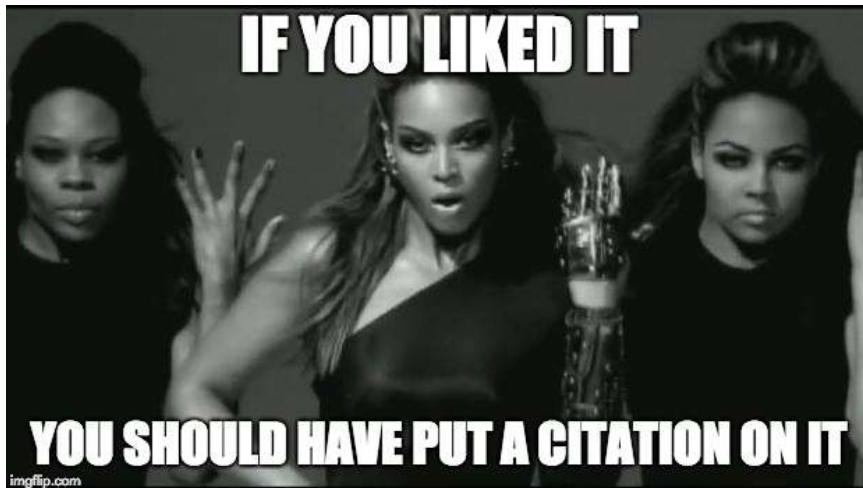
- **Use the internet as a source of ideas without citing**
- **“Cut and paste” text, images, or sound into a project without citing**
- **Modify material from a source (text, images, sound, etc.) and incorporate into a project without citing**
- Submit a project created by someone else, including a tutor, while claiming to be the author.
- Submit a project created in another course without the permission of both instructors.
- Put another person's ideas “in your own words” without documenting the source.
- Take another person's expressions—a key word, a phrase, or a longer passage—without telling your reader precisely what has been done. This is considered plagiarism even when the your own ideas are being expressed.

Plagiarism most often happens when students are staring blankly at the page they need to fill and they aren't sure what to write, so they go online and look for what they are “supposed” to say. They might copy and paste ideas into a document, or type what they read in the hopes it will help them get started. Most of the time, they intend to delete the copied passages, but later forget to remove them, or aren't sure how to rewrite what they've done without the borrowed material. To avoid this problem, here are a few strategies you can try instead of looking online:

1. Type out a passage from the reading that you think is important and write down everything you observe about the passage.
2. If you're working on a passage you don't think you understand, try paraphrasing it phrase by phrase or sentence by sentence. Use a dictionary to help you understand individual word meanings.

3. Go back over your notes from in class. Type up your notes and expand on them.
4. Brainstorm with a friend from class about things you could say.
5. Create a mind map. Some people find it easier to organize ideas visually before fleshing them out.
6. Come to office hours!

If you have questions about using sources during the semester, you can consult me, the Writing Center, the Purdue OWL (<http://bit.ly/2fn76eM>) or Harvard's online guide to using sources (<http://bit.ly/21PrHsx>). If you are ever tempted to plagiarize because of stress or lack of time, talk to me first because I can help. Do not let stress tarnish your academic record.



4.0 CAMPUS RESOURCES

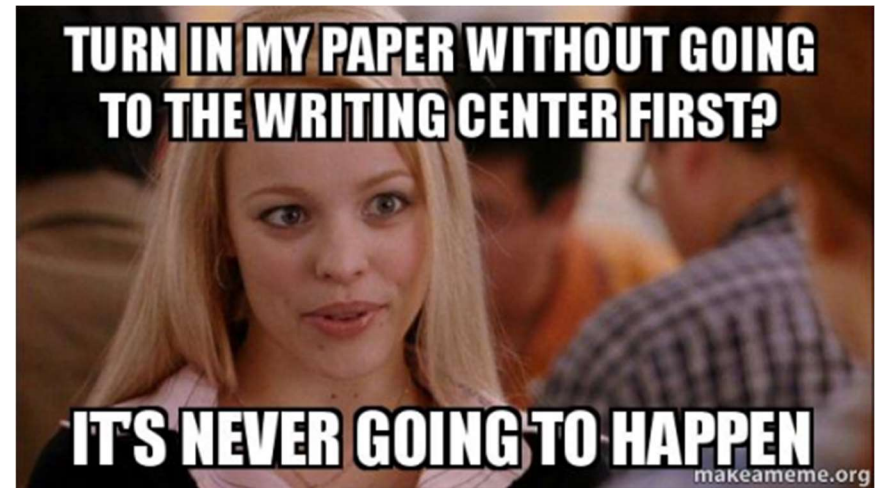
Disability and Student Support Services

Students with disabilities that need accommodations should contact Jeanene Sampson (Heelan Hall 108, 712-279-5562, Jeanene.Sampson@briarcliff.edu) to discuss needs. Documentation of the disability is required. Additionally, please make me aware of any needs you might have early in the semester (ideally, the first week) so I can best assist you.

Writing Center

The Writing Center, located in the Bishop Mueller Library, is available to all Briar Cliff students for strengthening your academic writing development. The Center provides one-on-one peer mentoring, workshops, and computer-

based tutorials. The Writing Center's number is 712-279-5520 or you can email the Writing Center mentors at writing.center@briarcliff.edu. The Center's web address is <https://www.library.briarcliff.edu/writing-center>.



Title IX Mandatory Reporting and Confidential Resources

I have a mandatory reporting responsibility under The Title IX Educational Act of 1972 which prohibits violence, harassment, and discrimination based on sex and gender. For the sake of Briar Cliff University students' safety and welfare, I am required to share information regarding sexual misconduct or information about a crime that may have involved a Briar Cliff University student with the Title IX Coordinator or Deputy Title IX Coordinators. This includes incidents that occur within on-line courses, on and off-campus, or study abroad; and whether I see it personally, am told about it directly (e.g., in-person, through an assignment, on a discussion thread, etc.), or learn about it indirectly (e.g., secondhand, social media, etc.).

Confidential assistance is available for students. If you or someone you know has been harassed, assaulted, or discriminated against because of sex or gender, the following resources are available:

Jeanette Tobin, Director of Counseling Services

712-279-5433, Jeanette.Tobin@briarcliff.edu

Carla Jo Morgan, Campus Nurse

712-279-5436, CarlaJo.Morgan@briarcliff.edu

Sr. Janet May, Director of Campus Ministry

712-279-5227, Janet.May@briarcliff.edu

Reporting to University Officials / Title IX Resources:

Louise Paskey, Title IX Coordinator
 712-279-5494, louise.paskey@briarcliff.edu
 Dave Arens, Deputy Title IX Coordinator
 712-279-1715, david.arens@briarcliff.edu
 Beau Sudtelgte, Deputy Title IX Coordinator
 712-279-1633, beau.sudtelgte@briarcliff.edu
 Security Department: 712-898-1888

The Sexual Violence and Harassment policy and additional off-campus resources can be found at:

<http://www.briarcliff.edu/legal-and-consumer/sexual-abuse,-assault-and-title-ix-procedures/>

5.1 ASSIGNMENT GUIDE: HOW TO TURN IN YOUR WORK

- **All assignments must be submitted on BrightSpace one hour before class begins unless otherwise noted in the course schedule.** I do not grade assignments that are turned in by e-mail or on paper.
- To submit work, go to our class page, Communication > Dropbox and then find the proper assignment. Assignments are listed by type, not chronologically, and there is more than one page of assignments.
- Do not submit Pages or Google Doc files—I cannot read them on BrightSpace or on my office computer. Convert to a Word document (.docx) to submit. If you do not know how to do this, use Google to look up directions.
- If you cannot turn an assignment in on BrightSpace, let me know by e-mail and bring the assignment to class. That will serve as a placeholder until you can submit on BrightSpace

File Names: Each submitted file name should include your last name, first initial, course, assignment title, and extension.

Example File Title

Taylor.P.CORE131-1E.Project1.Draft1.docx

Word Counts: While most assignments have word count recommendations, these are not hard limits. A few words under is fine (though if you are substantially short, you probably have misunderstood the requirements and will not do well), and if you need to go over, that is fine provided the content is good. Outlines and first drafts should be complete, not partial.

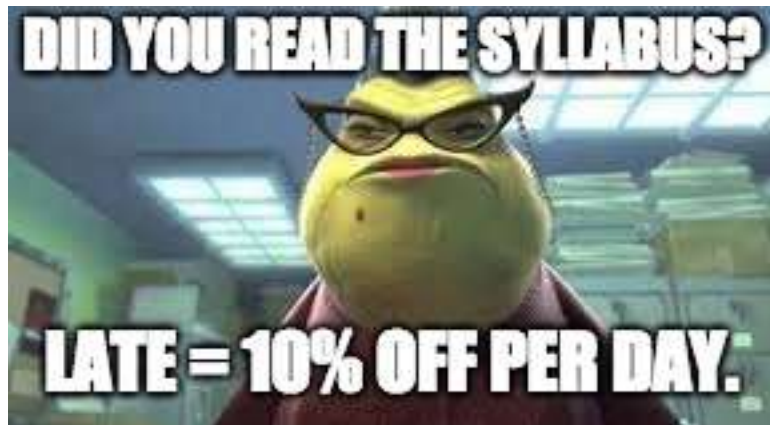
Formatting: *All* drafts should use standard MLA formatting unless otherwise directed; see page 56 of the Writing Guide. Proper citation is expected, even in your process documents (outlines, drafts, etc.); see pages 79-85 for how to adequately cite summary, paraphrase, and quotations. Always **cite as you write**—waiting to do it at the last moment is how accidental plagiarism happens. *Process documents without citations will receive no credit.*

5.2 ASSIGNMENT GUIDE: LATE WORK AND EXTENSIONS

- I do not give points if you turn in exercises or process documents such as outlines or drafts late; we need this work to be complete for in-class activities.
- Because I do not accept late work, **turning in an incomplete project is better than turning in nothing.** If you turn in nothing, you will

receive a 0; you are likely to still receive some points if you turn in an incomplete project unless there is plagiarism involved.

- For major projects, anything turned in more than 10 minutes after the deadline is considered late. Late work will be penalized 10% off the earned grade for each 24 hour period that it is late. BrightSpace drop boxes usually close one week after the project is due.
- Athletes are expected to turn in work ahead of absences for events rather than after. Any exceptions must be worked out with me several days in advance.
- **Students may request an exception to the late work policy by sending me an e-mail with the request at least 24 hours in advance, or by providing evidence of a significant, unexpected emergency (hospitalization, death in the family, etc.) as soon as possible.**
- I reserve the right to deny extension requests if a student is abusing this policy. No extensions can be granted for the final portfolio.



5.3 ASSIGNMENT GUIDE: GETTING FEEDBACK

I try to get grades and/or feedback to students within two weeks of the assignment's due date. Feedback will come in one of two forms:

- Two word documents: a rubric with overall comments explaining what worked well or needs improvement; and marginal comments created using Word's "Track Changes" and commenting features. You are expected to read the feedback, and come to office hours if you have questions. To find this feedback, open Communication > Dropbox in BrightSpace, and then find the appropriate dropbox. There should be an option to "View Feedback." Scroll to the bottom of the screen. There may be written feedback in paragraph form, or files for you to download with feedback.

- Turnitin Quickmark: Sometimes I will use Turnitin to provide feedback. To find this feedback, open Communication > Dropbox in BrightSpace, and then find the appropriate dropbox. Click on the Turnitin Similarity Score. Then follow the directions here for interpreting the feedback: https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides/Feedback_Studio/13_Viewing_Instructor_Feedback#Rubrics_and_Grading_Forms



5.4 ASSIGNMENT GUIDE: REVISION POLICY

I highly value the composition process, and I believe that learning to revise is one of the most important skills you will learn in this class. Moreover, I believe that students may improve their overall skills by practicing repeated revision, and they do so the most when they make the choice to revise.

To this end, you may request the opportunity to revise any major project that received a B- or lower (less than 83%), provided that you submitted *all* the required drafting steps (exercises, outlines, drafts, peer review, etc.) that were connected to the project, the project did not involve plagiarism, and the project was turned in on time. The request must be emailed to me within 72 hours of the grade being posted to BrightSpace. The request should be made via e-mail and include the following:



1. A clear indication that you understand the most important problems with the previous draft of the assignment, in your own words (rather than just echoing my comments).
2. A detailed plan for revision that addresses these problems, with examples or strategies you plan to use. Please note that *editing* is not the same as *revision*. Revision is changing the *substance* of the project, while editing is changing relatively superficial elements; a proposal that offers only editing or very limited revision plans will not be accepted.
3. A proposed deadline for the revised project that takes into account the other deadlines for the course—that is, do not schedule your revision to overlap with another deadline from the course, which might prevent you from doing your best work on either assignment.

I reserve the right to reject the request to revise if it fails to meet any of these guidelines. Taking the opportunity to revise cannot harm your grade, though I do not guarantee a higher grade on a revision. However, if you do earn a higher grade, it will replace your previous grade completely.

I also reserve the right to require revisions of some students (such students will receive a zero until completion of the revision).

Sample Revision Request:

Dear Dr. Taylor,

I would like to request the opportunity to revise my second paper. After reviewing your comments, my biggest problem seems to be that I don't have a focused argument. My argument changed as I went along, so the thesis statement didn't match the points or what I say in my conclusion. I like the ending of my paper and its argument better than what I have in the introduction, so I plan to create a new thesis that matches what I say in my conclusion. I will replace my first point so it sets up my argument more effectively. My second point will need a new transition, but my third point I think will work as it is. I also plan to address some of the other issues mentioned in your comments that are more superficial. I'll make sure the images and quotations are better integrated into the text, proofread more carefully, and work on making sure my transitions are specific rather than vague. I also plan to take the draft to the writing center. I would like to propose a deadline of November 17th for the revision—that will give me a couple of days after our next paper to make final changes.

Sincerely,
Georgina

