

## ENG 11011-037 Spring 2016

SFH 00211 12:30pm - 1:45pm TR

Instructor: Jeanne R. Smith

Office: 418-J University Library

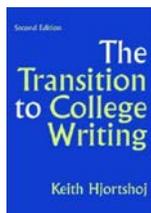
Hours: MW 10AM-12PM, TR 2-3  
PM, and by appointment.

Phone: 330-672-1788

Email: [jrsmith3@kent.edu](mailto:jrsmith3@kent.edu)

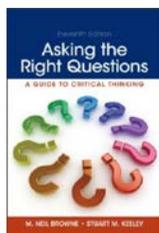
**Please note:** We are using the university's course management system for communication, assignment collection, grade notifications, feedback, and materials distribution in this class. If you do not have access to your own computer, or your computer is not supported by campus systems, you will need to go to a campus computer lab in order to fulfill course requirements which use web-based tools and materials. (*Training.kent.edu offers excellent workshops throughout the semester on using all the campus systems you need for this course.*)

### Required Texts:



Hjortshoj, Keith. *Transition to College Writing*. 2e. New York: Bedford/St. Martin's, 2009.

- ✓ You will need this book immediately.



Browne, M. Neil and Stuart M. Keely. *Asking the Right Questions*. 11th ed. Upper Saddle River New Jersey: Pearson Prentice Hall, 2015.

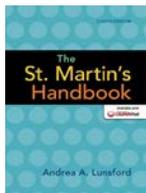
- ✓ You will need this book by the third week of class.

### Other Books / Resources You Will Use (These are provided for you; there is nothing to buy.)

- The Writing program's *Guide to College Writing I and II* (inside our Blackboard Learn course).
- *Writing Commons*: <http://www.writingcommons.org/>
- *Writing in College: from Competence to Excellence*: <https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=247>
- KSU Library General Interest Databases: <http://libguides.library.kent.edu/c.php?g=278084>
- KSU Library Government Documents: <http://libguides.library.kent.edu/Government>

### Recommended Texts and Supplies

- A **USB drive** for storing and making backups of email and course work, and for downloading open-source programs or articles for class use, and to save and access your work outside of the course management system during class.
- A quality hardback desktop college **dictionary**.



Lunsford, Andrea A. *The St. Martin's Handbook*. 8<sup>th</sup> Ed. New York: Bedford/St. Martin's, 2015.

- ✓ If you are going to purchase a print handbook, this is the official choice of the Kent State University Writing Program.

**Course Description:** College Writing I is an introduction to academic reading and writing habits in a university setting. These literacy habits include not only writing skills, but also critical reading skills, listening, speaking, collaboration, research, and technology skills. Success at the university includes more than knowledge of your major subject area. Equally important is your ability to write and communicate in ways that earn you respect in your academic discipline. This course is designed to help you do all of the following:

- Practice the many processes that lead to good writing, including planning, revising, editing, evaluating sources and working with others.
- Learn how to recognize and strategically use the conventions of academic literacy.
- Understand and use rhetorical principles to produce public and private documents appropriate for academic and professional audiences and purposes.
- Learn the web and digital environments valued by the university.
- Learn how writing at the university is often based on previous research and inquiry, and how to use this research in your writing.

### **Learning Outcomes:**

**Rhetorical Knowledge**--By the end of their Tier I writing course, students should be able to recognize the elements that inform rhetorical situations. This understanding should enable them to produce texts that

- Have a clear purpose.
- Respond to the needs of intended audiences.
- Assume an appropriate stance.
- Adopt an appropriate voice, tone, style, and level of formality.
- Use appropriate conventions of format and structure.

**Critical Thinking, Reading, and Writing**--By the end of their Tier I writing course, students should be able to

- Use reading and writing for inquiry, learning, thinking, and communicating.
- Analyze relationships among writer, text, and audience in various kinds of texts.
- Use various critical thinking strategies to analyze texts.

**Knowledge of Composing Processes**--By the end of their Tier I writing course, students should be able to

- Understand writing as a series of recursive and interrelated steps that includes generating ideas and text, drafting, revising, and editing
- Recognize that writing is a flexible, recursive process
- Apply this understanding and recognition to produce successive drafts of increasing quality

**Collaboration**—By the end of their Tier I writing course, students should understand that the writing process is often collaborative and social. To demonstrate that understanding, students should be able to

- Work with others to improve their own and others' texts.
- Balance the advantages of relying on others with taking responsibility for their own work.

**Knowledge of Conventions**—By the end of their Tier I writing course, students should be able to

- Employ appropriate conventions for structure, paragraphing, mechanics, and format.
- Acknowledge the work of others when appropriate.
- Use a standard documentation format as needed.
- Control syntax, grammar, punctuation, and spelling.

**Composing in Digital Environments**—Developments in digital technology are expanding our understanding of “writing.” To the extent that technology is available and appropriate, by the end of their Tier I writing course students should be able to

- Understand the possibilities of digital media/technologies for composing and publishing texts.
- Use digital environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts.

### **Why are My Math and Writing Courses “Linked”?**

Your *College Writing I* and *Quantitative Reasoning* courses complement each other because they feature thinking skills directly connected to each other both in college and in the world outside of college. Successful students learn to analyze, synthesize, and critically evaluate; to listen to alternative viewpoints; and to reconsider their first ideas on a topic. They use these skills to succeed not only in their coursework, but also in their careers, and as citizens.

If we examine the course goals for College Writing I and Quantitative Reasoning, we see overlap in the skills learned in the two courses, as the table below shows.

College Writing I Goals	Shared Goals between the Two Courses	Quantitative Reasoning Goals
<p>Improve rhetorical knowledge: recognize the elements that inform rhetorical situations.</p> <p>Improve knowledge of composing processes.</p> <p>Improve knowledge of writing and editing conventions.</p>	<p>Develop critical reading, analysis and evaluation.</p> <p>Develop information literacy.</p> <p>Improve communication and collaboration.</p> <p>Practice revising and rethinking.</p> <p>Practice working in digital environments.</p> <p>Improve logical reasoning.</p> <p>Engage students in meaningful learning experiences.</p>	<p>Increase students' quantitative and reasoning abilities.</p> <p>Improve students' ability to communicate quantitative ideas both orally and in written format.</p> <p>Strengthen mathematical abilities that are needed in other disciplines.</p>

Your instructors will use this overlap to help you succeed, collaborating to show you ways to apply the work you are doing in one course to your work in the other course. The linked classes will help you succeed in all of your courses at the university by developing your critical thinking.

### Why Does This Matter To Me?

Your linked courses will give you a competitive edge in college and beyond. College educated people develop certain habits of mind: asking critical questions, listening to alternative views, revising work in progress, persisting through complexity and difficulty, and understanding their own thinking processes. These habits add up to what we call “critical thinking,” which is fundamental to coursework in all majors.

You have probably noticed that successful professionals in leadership roles can communicate persuasively. These people have influence in large part because they can blend writing and quantitative reasoning skills to make decisions, as well as to motivate, inspire and influence other people.

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### Required Work:

- Prepare for class every day, and upload a daily preparation assignment the evening prior to the class meeting, and bring a copy of that work to class.
- Participate consistently, actively and insightfully in class discussions, workshops, presentations and peer reviews. Complete an in-class assignment each class day to help document your participation.
- Submit rough drafts of 5 papers: writing autobiography, analysis, critique, argument, reflection.
- Submit final drafts of 5 papers: writing autobiography, analysis, critique, argument, reflection.
- Participate in online discussion, peer review workshops, surveys and collaborative writing activities.
- Submit a complete course portfolio of revised assignments.
- Use a university-supported web browser to access the KSU FlashLine system, Google Drive, Qualtrics and Blackboard Learn to submit assignments and communicate with other members of the class.
- Complete library instruction activities. <http://libguides.library.kent.edu/tutorials>
- Use Library resources: <http://libguides.library.kent.edu/c.php?g=278084>

**The “Flipped Classroom”:** “Flipping the classroom” is an active-learning technique in which students learn the basics of the course content by preparing for class. The students and instructor then spend class time interacting with and elaborating on that content, deepening learning and making it “stick.”

The best way to learn how to write is to a) write often, and b) use feedback on that writing. Therefore, in this course, there is a writing assignment due every single class day. These writing assignments, though small, **must be submitted to the Blackboard Learn website in the appropriate assignment slot at or before 11:59 PM the night before class meets.** No exceptions will be permitted, so plan ahead. You must also bring a copy of the required assignment with you in print or electronic form to class in order to participate.

Each preparation assignment is worth 5 points. Participating in each class workshop is worth 5 points. Credit is not awarded for students who fail to submit preparation, or who do not participate in the class activities. See the assignment preparation schedule at the end of this syllabus for details, and keep up with the **electronic version** of the assignment preparation schedule on our Blackboard Learn course website, as the schedule may require adjustment over the course of the semester.

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**Exams:** There are no scheduled exams in this class. A revision portfolio functions as your final exam. However, I may give unannounced quizzes on assigned readings, if I suspect students are not reading assigned material carefully. These quiz grades will be added to the course total.

**Grades:**

*Grades for Preparation and Participation*

Students earn 5 points credit for each course preparation assignment they upload by the stated deadline the evening before class. They earn 5 points for active participation in class (as determined by the instructor).

*Grades on Papers*

Papers are collected at the rough draft stage and given an assessment of “Ready” or “Not Ready” for formal evaluation, with 50 points awarded for submitting a rough draft that meets the assignment’s word count. This assessment will be accompanied by a feedback form that breaks out the feedback for the qualities of writing listed below that need the most attention in that particular draft. Grades on the revised drafts will be determined according to a 5-stage rubric (20 points = “Strong,” 15 points = “Acceptable,” 10 points = “Needs Work,” 5 points = “Poor,” or 0 points = “Not Attempted”) based on those same qualities, which are listed below:

- **Rhetorical Purpose:** How well do you address what the assignment asks you to do? How well do you develop those ideas?
- **Attention to Audience:** How well do you address readers' needs for context and background? How well do you present your message to meet the interests and concerns of the readers?
- **Source Use:** How fairly and appropriately do you use sources, and how accurately do you document their use?
- **Structure:** How unified, coherent and clearly sequenced is your draft.
- **Style, Editing and Proofreading:** How well do you control editorial conventions of college-level academic writing and adapt your style to your readers’ expectations?

Essay 1: Response Narrative

Essay 2: Comparative Analysis of Opposing Arguments

Essay 3: Critique of an Argument

Essay 4: Independent Argument/Synthesis with Source Support

Essay 5: Course Reflection

### Grades for the Course

There are 30 class meetings for which you can earn preparation and participation points in this course. Each class meeting can earn you 10 points (5 points for preparation and 5 points participation) for a total of **300** points. Turning in a rough draft of each essay that meets the minimum word count is worth 50 points, for a total of **250** points. Each of the 5 revised essays is potentially worth 100 points, for a total of **500** points. The final course portfolio is worth **300** points. Therefore, a “perfect score” in this course is **1,340** points. Any additional points from impromptu in-class quizzes will be added to the course total.

300 Preparation and Participation

250 Rough Drafts

500 Revised Drafts

300 Portfolio

**1,350 TOTAL**

At the end of the semester, your accumulated points -- from the papers, preparation assignments and participation, the course portfolio, and any quizzes -- are totaled and matched with the letter grades in the table below.

93 % – 100 % of the points	= A	<p><b>At any point in the semester, you may determine your estimated grade for the course:</b> Add up the total number of points you have <u>earned</u> in the course thus far, and divide that figure by the total number of points <u>available</u> in the course <u>thus far</u>. <b>The resulting figure represents the percentage of the available points you have earned and corresponds to a letter grade.</b></p> <p><i>Earned Points / available points = percentage of available points earned.</i></p> <p><b>Example: 1,160 / 1,350 = 85%, a B</b></p>
90 % – 92 % of the points	= A-	
87 % – 89 % of the points	= B+	
83 % – 86 % of the points	= B	
80 % – 82 % of the points	= B-	
77 % – 79 % of the points	= C+	
73 % – 76 % of the points	= C	
70 % – 72 % of the points	= C-	
67 % - 69 % of the points	= D+	
66 % - 60 % of the points	= D	
59% and below	= F	

### Kent State University Undergraduate Grades

Grade	Interpretation	Points	
A	Excellent	4.0	<p><b>According to the university Registrar, the letter grades assigned to undergraduates carry very specific meanings.</b></p>
A-		3.7	
B+		3.3	
B	Good	3.0	

<b>B-</b>		2.7
C+		2.3
<b>C</b>	<b>Average</b>	<b>2.0</b>
C-		1.7
<b>D+</b>		1.3
<b>D</b>	<b>Poor</b>	<b>1.0</b>
<b>F</b>	<b>Failure</b>	<b>0.0</b>
NF	Never Attended "F"	0.0
SF	Stopped Attending "F"	0.0

These meanings are given in the table to the left.

Source:

[http://www.kent.edu/sites/default/files/transcriptlegend\\_2013\\_0301.pdf](http://www.kent.edu/sites/default/files/transcriptlegend_2013_0301.pdf)

**Attendance Policy:** *Excellent attendance is mandatory for your success in this course. A significant portion of your grade is based on your preparation for and participation in class. Failure to attend class can cause you to fail the course.*

According to the university policy register, section 3 -01.2 "Administrative policy regarding class attendance and class absence," at the discretion of the instructor, students may be excused from class for properly documented "illness and injury, disability-related concerns, military service, death in the immediate family, religious observance, academic field trips, and participation in an approved concert or athletic event, and direct participation in university disciplinary hearings." Students in this course must

- *Document absences in hard copy form:* For example, a form from your coach or a written excuse from a doctor. No phone or e-mail excuses will be accepted.
- *Submit excuses in a timely manner:* All excuses for anticipated absences must be submitted before the anticipated absence, or -- in the case of an unanticipated absence -- on the first day of the student's return to class.
- *Assume all responsibility for getting assignments and submitting work:* Even when absences are excused, it is the student's responsibility to catch up and submit the required work. Find yourself an "accountability buddy," who will give you information about what you missed when you miss a class. *The instructor is not your accountability buddy.*
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*Please note: Missing 20% or more of the class meetings will result in a failing course grade. 20% of 29 class meetings is 6 class meetings. This means that 6 absences (the equivalent of missing 3 weeks of class) will result in failure. Do not let this happen to you.*

*Please also note: lateness counts.* Late arrivals to class are disruptive, disrespectful and unprofessional. If you are late to class by more than 10 minutes, you are recorded as absent for that day and will receive a zero for participation for that class meeting. For each two times you are late to class by fewer than 10 minutes, you will also be marked absent for a day and will lose a day's credit for participation.

*Social media policy and what I mean by “present” in class:* being physically in the room while class is in session, but being on your phone or social media is not what “being present” in class means. In fact, it is considered disruptive to class. When you are in our class, put your phone away, set your phone to silent, and close your social media. Be present. If you have an emergency situation where you are waiting for an important communication, let me know before class starts, and leave the room to take the call or text. Every two times you are caught not being “present” in class by engaging in social media or your phone, you will be charged with an absence.

*Class dismissal time:* class is dismissed by the instructor at the end of our class period. If you are finished with your own work early, please report to the instructor, who will give you responsibilities helping other students until class is officially dismissed.

**Individual Conferences:** All students are encouraged to seek additional commentary on their writing and help in the course through instructor-student conferences. Students frequently report that face-to-face feedback and personalized help are the most significant factors to their success in this course. If my office hours are inconvenient for you, consider setting up an appointment to work with me at time that is better for you. I am on campus Monday through Friday, and I am very easy to find.

**Writing Commons:** Kent State University’s writing center, called the “Writing Commons,” is located on the 4th floor of the University Library (330.672.1787), room 418-H. Staffed by undergraduate and graduate student tutors, the Writing Commons offers feedback and support at all stages of the writing process for all university students. The Writing Commons has writing resources and a computer lab for walk-in use. Drop in or make an appointment whenever you need feedback or additional resources. Much as I advocate that students to take advantage of the Writing Commons, attending sessions at the Writing Commons can never be a substitute for participating in a credit-bearing class. In other words, you cannot “make up” absences by attending sessions at the Writing Commons.

**Assignment Submissions:** Follow the instructions given in your class for all assignment submissions. Most often, you will turn in material by uploading it to Blackboard Learn in Microsoft Word RTF, DOC, or DOCX format. Some assignments will be due in class, and may be submitted only during class time in our classroom. Please note: I do not accept any assignments by e-mail. Assignments submitted in formats other than those required or submitted by email will not be accepted for credit. If you have difficulty producing material in the required formats, or using any campus-supported software, consider attending a technology help session ([training.kent.edu](http://training.kent.edu))

**Late or Incomplete Work:** Follow the course assignment calendar as it is updated on the Blackboard Learn course website. (The schedule at the end of this syllabus is a tentative starting point to demonstrate the pace of the course.) Late work will not be accepted for credit without an official, accepted excusal from class. The missing work will receive scores of zero.

**Classroom Etiquette:** This course will be conducted in conformity with the university’s policies on sexual harassment, equal opportunity and affirmative action (<http://www.kent.edu/policyreg>) and the university Code of Student Conduct (<https://www.kent.edu/studentconduct>). Students are expected to be polite to and tolerant of each other and the instructor. Disruptive, intolerant, threatening or harassing behavior in chats, class discussions, conferences or e-mail messages will result in disciplinary action. When it comes to cell phone use, respect the group by setting your cell phone to silent or to vibrate, and by refraining from texting or taking cell phone calls in class. If you receive an emergency call, please step outside the classroom to deal with it.

**Important Privacy Notice:** Because the writing you do in this course is public, not private, and will be posted in various stages of development on our class website, you will need to be aware of the privacy rights of the

people you may write about or quote. In all your writing for this course, you must not mention other students by name, or identify them in a way that could easily lead to their identification (such as, "my roommate," "the student who lives in room 112," etc.). This restriction applies to materials posted to any area of our class webpage in Blackboard Learn. If the person you are mentioning or interviewing is a minor (whether a student at Kent State University or not) you must either obtain a signed, written release from that person or must disguise his or her identity, so the minor is not uniquely recognizable. This privacy requirement does not extend to faculty members or adults other than fellow students; however, because of academic integrity and libel laws, you still have a responsibility to represent people's positions accurately and completely. Do not forward the writing of your fellow students to people outside of the class. *Respect your classmates' work and privacy.*

**Accommodations for Accessibility:** University policy 3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. ***Please note, you must first verify your eligibility for these through Student Accessibility Services*** (contact 330-672-3391 or visit [www.kent.edu/sas](http://www.kent.edu/sas) for more information on registration procedures).

**Plagiarism:** "Plagiarize" means to present as one's own a material portion of the ideas or words of another, or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. This definition includes using another student's work as your own as well as inadequately referencing other sources in your work. Plagiarism carries a variety of sanctions, ranging from lowering of a grade to dismissal from the University. The University Policy on Plagiarism is published in the University Policy Register:

<http://www.kent.edu/policyreg/administrative-policy-regarding-student-cheating-and-plagiarism>

You are responsible for knowing and abiding by this policy. In addition, the university publishes a series of resources on plagiarism: <http://libguides.library.kent.edu/plagiarism/policy>. Take some time early in the course to read these resources, and raise questions in class as we work with source material together.

University policy 3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided in this policy will be used to deal with any violations. If you have any questions, please read the policy at

[http://www.kent.edu/policyreg/policydetails.cfm?customel\\_datapageid\\_1976529=2037779](http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037779) and ask for help from your instructor.

**Course Assignment Preparation Schedule:** There is a writing assignment due every single class day. These writing assignments, though small, must be submitted to the Blackboard Learn website in the appropriate assignment slot by 11:59 PM the day before class meets. No exceptions will be permitted, so plan ahead. Each preparation assignment is worth 5 points. Participating in the class workshop is worth 5 points. **Keep up with the online version of this assignment preparation table in our Blackboard Learn course website, as the schedule may require adjustment over the course of the semester.**

<b>Assignment</b>	Turn in to Blackboard Learn by <u>11:59 PM the night before</u> this class for your preparation credit.
No assignment: just show up with an open mind!	1/17
Read syllabus and access class Blackboard Learn website Submit the assignment verifying that you read the syllabus and examined the course Blackboard Learn website.	1/19
Read <i>Transition</i> , Chapter 1” Orientation.” Read <i>Transition</i> , Chapter 9, “Conclusion: The Whole Point of Writing.” Submit a 1 page summary of chapter, and explain how the Conclusion relates to the ideas in your summary of the chapter.	1/24
Read <i>Transition</i> , Chapter 2, “Language and Learning.” Submit a 1-page summary of the chapter.	1/26
Read <i>Transition</i> , Chapter 3, “Reading: How to Stay on Top of It.” Submit a 1-page summary of the chapter.	1/31
Read <i>Transition</i> , Chapter 4, “How Good Writing Gets Written.” Submit a 1-page summary of the chapter.	2/2
Submit a rough draft of Essay 1: Response Essay with Narrative Development.	2/7
Submit a revised draft of Essay 1: Response Essay with Narrative Development.	2/9
Read <i>Questions</i> , Chapter 1, “The Benefit and Manner of Asking the Right Questions.” Relate the ideas I this chapter to Transitions. Be specific. Read <i>Questions</i> , Chapter 2, “Speed Bumps Interfering with Your Critical Thinking.” Submit a set of examples of the speedbumps in the chapter that have affected you.	2/14
Read <i>Questions</i> , Chapter 3, “What Are the Issue and the Conclusion?” Submit your response to passage 3 for this chapter. Read <i>Questions</i> , Chapter 4, “What Are the Reasons?”	2/16

Submit your response to passage 3 for this chapter.	
Read <i>Questions</i> , Chapter 5, "What Words or Phrases are Ambiguous?" Do passage 3, page 55. Read <i>Questions</i> , Chapter 6, "What Are the Value and Descriptive Assumptions?" Do passage 3, page 73.	2/21
Read <i>Questions</i> , Chapter 7, "Are There Any Fallacies in the Reasoning?" Submit your response to passage 3 for the chapter. Read <i>Questions</i> , Chapter 8, "How Good Is the Evidence: Intuition, Personal Experience, Case Examples, Testimonials, and Appeals to Authority?" Submit your response to passage 3 for this chapter.	2/23
Submit a rough draft of Essay 2: Analysis	2/28
Submit a revised draft of Essay 2: Analysis	3/2
Read <i>Questions</i> , Chapter 9, "How Good Is the Evidence: Personal Observations, Research Studies and Analogies?" Submit your response to passage 3 for this chapter. Read <i>Questions</i> , Chapter 10, "Are There Rival Causes?" Submit your response to passage 3 for this chapter.	3/7
Read <i>Questions</i> , Chapter 11, "Are the Statistics Deceptive?" Submit your response to passage 3 for this chapter.	3/9
Read <i>Questions</i> , Chapter 12, "What Significant Information is Omitted?" Submit your response to passage 3 for this chapter. Read <i>Questions</i> , Chapter 13, "What Reasonable Conclusions Are Possible?" Submit your response to passage 3 for this chapter.	3/14
Choose your article for Essay 3 (Critique) and upload a PDF of that article to the preparation assignment 3/15/17 by 10 PM	3/16
<b>SUBMIT YOUR FINAL DRAFT OF ESSAY 2 TODAY As your participation assignment. There is no preparation assignment.</b>	<b>3/21 - no class meeting</b>
<b>SUBMIT YOUR ROUGH DRAFT OF ESSAY 3 by the class preparation deadline of 3/22/17 at 10 PM.</b>	<b>3/23/16 - no class meeting</b>



SPRING RECESS – PLEASE REST AND RECHARGE!



Read <i>Transition</i> , Chapter 5, “Rules and Errors.” List the rules from the chapter that you were taught. Read <i>Transition</i> , Chapter 6, “Footstools and Furniture: Variations of Form and Flow in College Writing.” Submit a 1-page summary of chapter 6.	4/4
Read <i>Transition</i> , Chapter 7, “Writing in Reference to Others.” Essay 4 Submit ½ to 1 page on why we document according to Transitions.	4/6
Read <i>Transition</i> , Chapter 8, “Research Papers.” Submit a 1-page explanation of what is wrong with “the standard method” according to <i>Transition</i> and relate those points to it to the Conclusion.	4/11
Submit a rough draft of Essay 4: Independent Argument	4/13
Submit a revised draft of Essay 4: Independent Argument	4/18
Submit a rough draft of Essay 5: Reflection for the Portfolio	4/20
Submit a revised draft of Essay 5: Reflection for the Portfolio	4/25
No new assignment: come to class for the Post Assessment: TBA	4/27
Prepare for Portfolio Workshop: Students’ Choice I	5/2
Prepare for Portfolio Workshop: Student Choice II	5/4
Portfolio Due (Finals week) 5/10/17 @ 3 PM (Congratulations! You finished College Writing !!)	

**Federal Learning Outcomes for College Writing I at Kent State University**

- Distinguish and strategically use the conventions of academic literacy.
- Identify rhetorical principles to produce public and private documents appropriate for academic and professional audiences and purposes.
- Practice academic writing, including planning, revision, editing, evaluating sources, and working with others.
- Practice the process of critical reading.
- Operate Web and digital environments valued by the university, such as using word processing, using e-mail, and participating in chat rooms.
- Evaluate and practice how writing, at the university, is based on supporting opinions with facts and evidence.

*In-class activities that support the above learning outcomes:*

- Respond to papers of peers.
- Discuss readings as basis of writing.
- Use computers for writing.

*Out-of-class activities that support the above learning outcomes:*

- Write papers in multiple drafts to practice the process of writing.

- Use computers to communicate with classmates, research, and word process.
  - Conduct one interview as a source for a paper.
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By remaining in the course you agree to the policies and methods outlined in this syllabus. Any supplemental pages, addenda, or corrections to this syllabus will be announced in class, will be posted to the course Blackboard Learn class website, and will become part of this syllabus