Course Syllabus

Review this document and the ENGL 1100 Course Information Module posted in Canvas. As a student in this class, you are expected to be aware of all course policies and procedures, listed in the Syllabus and ENGL 1100 Course Information Module.

***English 1100 Fall 2024: Foundation of College Writing***

***Section 301, 9:00am-9:50am, Bate XXXX***

***Section 302, 10:00am-10:50am, Bate XXXX***

***Instructor:*** Jennifer Sisk

***Office Information:*** Bate 2143, Office Phone: 328-1539

***Office Hours:****Tuesday/Thursday 11-1 pm, Wednesday 2-4:00pm, and by appointment*

***Webex Office:  https://ecu.webex.com/meet/siskj***

***Email:*** SISKJ@ecu.edu; or jennsisk@gmail.com (only use gmail in case of emergency or issues with access to school email. Emailing in Canvas is encouraged)

The Writing Foundations Program at East Carolina University aims to enable students to engage in productive deliberations over civic issues by fostering civil dialogue. We condemn hate speech, including ideological expressions that privilege one race over another. Let us be brave in the face of differing viewpoints; let us be resolved in the condemnation of hate speech.

***Textbook-****There is no required Textbook for this class. All readings will be provided on Canvas.*

***Technology***- In this course, you will have online activities such as discussion boards, online quizzes, journaling, reviewing lectures, and peer-reviewing assignments outside of class in Canvas (canvas.ecu.edu). This class requires reliable access to a computer and a microphone for recording presentations and providing peer review feedback. Webcams are an option for office-hour interactions but are not required. Please review the ECU Computer Recommendation.

Equipment—including computers, webcams, headsets, and hotspots—is available for checkout at both ECU libraries:

· Equipment Available for Checkout from the main campus library ([linkLinks to an external site.](https://library.ecu.edu/services/borrow-equipment/%22%20%5Ct%20%22_blank))

**\*\*Important Course Requirement\*\***

As the semester progresses, keep all of your projects, including all drafts, all peer review comments, and all feedback from me. You will need this material to complete the final exam. I encourage you to create a folder on your computer/PirateDrive/Email for ENGL 1100.

***CLASS POLICIES:***

***Attendance:*** This is a face-to-face class. Your attendance, in person, is expected. Attendance will be taken daily, and excessive absences can negatively impact your final grade. If you are feeling unwell, or if you have been exposed to COVID, it is best to get tested and stay home until you receive a negative result. We need to proceed in an abundance of caution, for the safety of all.

Absences due to COVID or other sicknesses (with documentation) will not be counted against you. It is important that you keep in touch with me by email with updates on your absences. Missing more than a third of the semester (15 classes) will result in failure for the course (again, absences without documentation). Absences after 5 will result in a deduction of 2 points from your final grade for each absence over 5.

Class meetings will be used to complete in-class writing assignments and group work, to participate in peer review activities, to receive information about assignments and expectations, and to discuss reading material.

Should you miss class, you will have a group to communicate with for notes and advice, and Canvas will be updated with information regularly.

Official University absences ([https://www.ecu.edu/cs-studentaffairs/dos/excused\_ absences.cfmLinks to an external site.](https://www.ecu.edu/cs-studentaffairs/dos/excused_%20absences.cfm)) will be recognized, although I will expect you to submit work prior to your absence unless we have discussed a different option. If you need to be absent for any reason, it is very important that you make me aware of your absence as soon as possible.

\*Missing scheduled conference will also result in an absence (mandatory conference and exit interviews- this does not include office hours meetings)

***Office Hours:*** Office hours this semester will be mostly virtual. I welcome students during office hours.  Please contact me when you have questions about an assignment or if you would like to try out ideas before an assignment is due. If you find yourself falling behind, make an appointment with me ASAP.

***Assignments:*** Homework and classwork will not be accepted late.  Major projects have a 24-hour "grace period." This means that if you are running behind on an assignment, you have 24 hours after the original due date to submit your Final Draft. There will be a 10-point penalty for the "grace period." Any assignments submitted after the "grace period" will result in a zero, unless other arrangements have been made (in writing).

All assignments will be turned in in MLA or APA format, typed, double-spaced, and in 12-point font with 1-inch margins, unless otherwise specified.  We will have quizzes and discussion posts on assigned reading to guarantee class discussion.

***Participation:*** Student participation is necessary for this class and is included in the studentship percentage of your final grade.  Participation proves to the instructor that students have completed reading assignments and helps alleviate unnecessary quizzes and homework assignments.

***E-mails:*** I will not accept any assignments turned in via e-mail.  Anything turned in must be done so through Canvas unless otherwise specified. Also, check your ECU e-mail regularly (daily!). Class updates will appear on Canvas, which you should also check daily, but if I need to get in touch with you specifically, it will be done via e-mail. Use an online file storage system, or email all major assignments to yourself so that we do not run into any problems with unsaved papers. This way you will always be able to find your paper no matter where you are on or off-campus. Computer problems are not acceptable excuses for missing work.

**The University Writing Center** (UWC) is a free resource where experienced consultants from across disciplines work one-on-one with ECU students, faculty, and staff.  Consultants support students at all stages of the writing process to make rhetorically informed choices. At the UWC, part of our mission is to empower students as writers with distinct voices.  This means that we recognize all dialects and languages as equally legitimate and prioritize higher-order concerns such as idea development and organization over grammar. The UWC offers two types of online appointments: Meet Online (chat, video, and/or audio “real-time” sessions) and eTutoring (online paper submission). Appointments can be made at [ecu.mywconline.com (Links to an external site.)](http://ecu.mywconline.com/). They begin on the hour and last approximately 45 minutes. When scheduling an appointment, students should submit their assignment instructions and any work that they’ve done, as well as be prepared to ask questions. However, they do not have to have anything written to work with a consultant.  More information about the University Writing Center can be found at [ecu.edu/writing (Links to an external site.)](http://ecu.edu/writing). For questions, call the UWC at 252.328.2820 or email onlinewriting@ecu.edu.

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***Course Theme***: This semester we will focus on the issues of **Sustainability** and **Environment**. We will read, write, and discuss a variety of topics related to sustainability. We will also work with local environment organizations for our Service-Learning, including SustainECU, FROGGS, and others.

***Service Learning:***Service Learning is a great opportunity for students to get involved in their community and to take the educational experience out of the classroom and into the real world.  Each student will be responsible for serving at least 10 hours with their community partner.  Students will explore the role of their community partner organization and the need for that organization (the population served or overall “cause”), and spend time both in and out of class reflecting on their service experiences. We will reflect in our major assignments for the course, and we will also reflect in informal ways during most class days, with discussion and journal writing. We will read a variety of articles about Service Learning, Social justice Issues, Advocacy, and Civic Responsibility. We will have a full Service-Learning introduction within the first few weeks of the course to further explain your community involvement, as well as how this involvement will be recorded and verified. These assignments are impossible to complete without fulfilling the 10 hours of fieldwork. It is your responsibility to begin this fieldwork fairly early in the semester (by Week 4 of the semester) in order to fulfill the required 10 hours in plenty of time to ensure successful final drafts of our major writing assignments. As you can see below, 75% of your course grade is related to the Service-Learning component of this course.

***PROJECTS***

Project 1- Writing to Reflect-Humanitarianism Narrative                                                =15%

Project 2- Writing to Analyze-Rhetorical Analysis of Social Justice Text                   = 20%

Project 3- Writing to Persuade-Persuading Advocacy and Action                               = 25%

Project 4- Service Learning Handbook and Presentation                                              = 15%

Portfolio/Exam                                                                                                                       = 10%

Studentship/Classwork/Homework, etc.                                                                              = 15%

***Project One— Writing to Reflect: Humanitarianism Narrative (15%):***For your first project, you will write a **3**pg paper about a significant experience in your life. This experience must be something related to **Sustainability, Environment and Nature**. You will be writing for a group of your peers, and other English 1100 students. Explain how this experience helped you to grow as an individual and to see the value of creating sustainable practices and caring for the environment. In other words, your narrative should convey the personal significance of your past experience(s) with the chosen topic and then relate it to more universal concerns or social importance. The event(s) you choose to write about may have had positive or negative effects, but in either case, you must carefully describe the event(s) for your audience, keeping in mind that most of your classmates are not familiar with your family, your home community, or other aspects of your background. The final paper will be at least **3 full**pages long.

\*\*You are responsible for submitting pre-work, drafts, and peer feedback for each project. Failure to do so will negatively affect your grade.

***Project Two -- Writing to Analyze: Rhetorical Analysis of Social Justice Text (20%):***For this assignment, you will take a closer look at rhetorical strategies within a particular text. The analysis includes the identification, examination, and evaluation of various techniques and tools used by the author of a text. In choosing a text for this assignment, you will work with a TedTalk. Your requirement is to pick a TedTalk with a **Sustainability Context**. The theme or message, the larger social significance, should relate to some aspect of **Social Justice**. This could be a video about sustainability, nature, climate changes, or other environmental topics.  You will turn in an explanation of why this text is significant and should be used for this project. You will then analyze the text by looking at all rhetorical strategies used by the author. Wording, organization, and tone are major elements that must be explored.

Be sure that you **do not** use any outside research. This is to be strictly your opinion. Be as detailed as possible, using specific passages to back up your claims. Your final paper will be **4** full pages.

\*\*You are responsible for submitting pre-work, drafts, and peer feedback for each project. Failure to do so will negatively affect your grade.

***Project Three – Research Paper: Persuading Advocacy and Action (25%):*** Assignment 3 will be your first research paper this semester. You will research in-depth the Community Partner and Service Organization that you work with for the Service-Learning component of this course. You will take a persuasive stance to encourage others to participate in this organization or cause. This can include advocacy for **issues of environmentalism, sustainability,** or other related causes, or encouraging others to get involved with these local organizations.

Your target audience will most likely include the citizens and government officials of Pitt County (depending on your service location). You must research both the organization as well as the population that it serves. You will include **5** academic sources, as well as including your own personal experience. The final paper will be at least **6-8 full**pages, accompanied by a Works Cited page. **If you do not turn in the reference page or include in-text citations, you will not receive credit for the assignment**. Lack of reference page or in-text citations is an issue of plagiarism.

\*\*You are responsible for submitting pre-work, drafts, and peer feedback for each project. Failure to do so will negatively affect your grade.

***Project Four – Service Learning Handbook (15%):***As our final major writing assignment, once you have fulfilled the 10-hour Service requirement, you will then work to create a Handbook for Future Student Volunteers.  This Handbook will include several small written elements such as a basic overview of the community partner, a newspaper article about one event or experience, a collection of personal narratives and reflection, tips and advice for future students, an informational brochure, a Bibliography of references, and a Forecast essay which synthesizes the significance of the organization, experiences, and long term effects.  A detailed handout will be distributed later in the semester

***Service Presentation:***All students will be grouped based on service location or population served. With your group from the Service-learning project, you will present your experiences to the class in a 5-7 minute presentation. Your purpose is to explain both the population and organization that you worked with to the rest of the class. (There will be group and individual options).

**\*\*Further required supplemental work for this assignment (concerning keeping track of fieldwork hours and contact information for the organization with which you work) will be discussed in class.**Length requirements for each section of the Handbook will be given later in class.  The final Handbook will be submitted in print and digitally (when possible).

***Final Portfolio and Self-Analytical Writing (10%):*** You will have the opportunity to revise your major writing assignments at the end of the semester. This assignment is your final exam. With each major writing assignment and with the Final Portfolio revisions, you will submit self-analytical writing that reflects your overall writing process. You will compile a portfolio that includes revised assignments, along with **all drafts of and feedback on those assignments***.* All final drafts included in the portfolio, as well as the self-analytical, will be uploaded to Canvas Portfolio.