Foundations of College Writing is an introduction to and exploration of expository, analytical, and research-based academic writing: instruction in critical reading; developing, supporting, and organizing ideas; drafting and revising; understanding grammatical conventions; proofreading and editing; and other important aspects of the writing process.

Successful writing is purposeful and audience-specific. It requires writers to reflect carefully on their decisions and those of other writers. Writers must also be aware of the conventions that guide those decisions. Writers must also employ strategies for generating ideas, organizing materials, drafting, and editing their own work.

Outcomes & Objectives
English 1100 will promote your facility with critical reading and writing by helping you to do the following:

- Discover significant questions to explore and address via writing
- Explore the many different purposes of writing, including writing to reflect, analyze, explain, and persuade
- Practice drafting and revising
- Increase your awareness of organizational strategies and your ability to apply them
- Become attentive to how audience and purpose affect content, tone, and style
- Incorporate sufficient and appropriate details and examples both from your experiences and from secondary research
- Express your ideas with clarity and with effective syntax and punctuation
- Gain competence in using computer technology in the writing process
- Schedule and meet deadlines.

You will write extensively, both formally and informally, often for every class meeting, and you must be prepared to share your writing with your peers on a regular basis. You will be asked to write in a variety of genres, most of which will involve multiple pages of revised prose.

Writing Intensive (WI) Designation & University Writing Portfolio
English 1100 is a writing intensive course in the Writing Across the Curriculum Program at East Carolina University. With committee approval, this course contributes to the twelve-hour WI requirement for students at ECU. Additional information is available at the University Writing [website].
In addition to uploading your course material to your English 1100 Portfolio in Blackboard, you will also submit material to a University Writing Portfolio using iWebfolio.

- Students will learn to use various heuristic and planning tactics in preparing a written composition. In drafting and revising, they will learn to choose words carefully, exploit English syntax fully, and ensure coherence. They will learn to edit for standard written English usage, punctuation, and spelling. They will also become competent in using the computer to perform those processes.
- Students will improve their reading skills in order to understand literally, to infer, to recognize ideological bias, and to evaluate. They will deepen their sensitivities to connections and differences among texts. They will increase their capacities for reflecting on experience and analyzing and solving problems creatively.
- Students will learn the aims and means of the expositor and the advocate and will learn to write in order to inform and to persuade.
- Students will learn to formulate research questions, identify and search both print and electronic bibliographic indexes, locate resources in the library, and read widely for selected kinds of information. They will learn to incorporate information gained from the library and other sources into their compositions, citing documents appropriately.

University Writing Portfolio Upload Requirement.
This course is designated “writing intensive” (WI) because, in addition to providing you with important content to learn, it has been designed to help you improve as a writer. Several years ago, ECU’s University Writing Program instituted the WI graduation requirement (6 hours of WI coursework beyond English 1100 and 1200/2201, at least 3 hours of which must be in the major) with the goal of preparing students to be effective writers. As a university, we want to see how well we are doing in meeting that goal.

To assist with this effort, you will submit one major writing project, along with a description of the assignment for that project and brief responses to four questions about your writing, near the end of this course. These materials will be uploaded to your “University Writing Portfolio,” which you will access and create (if you have not already done so in a previous WI course) through the “student portfolio” link in Pirate Port (https://pirateport.ecu.edu/portal/).

Each year, representatives of ECU’s University Writing Program will randomly select a set of University Writing Portfolios from recently graduated students to assess how effectively ECU’s writing programs meet the needs of ECU students. The assessment work of the University Writing Program has no bearing on your grades: assessments will be done after a student graduates. Moreover, results of University Writing Portfolio assessments will only be used to improve instruction for future students and will never be reported in any way that connects those results to individual students.

As the last major project for the class—in place of a final examination—you will do the following:
1. Based on feedback from your peers and from me, revise two projects **significantly**. In other words, your revisions should involve more than simply editing or moving a few things around. In the event that you cannot identify ways your assignments could be made more effective for their original audience(s) and/or purpose(s) through significant revision, you should come speak with me about revising one or both of your assignments for a new audience and/or purpose.

2. Compile a portfolio that includes these two revised assignments, along with **all drafts of and feedback on those assignments**. This material should be gathered neatly in a file or pocket folder (not a 3-ring binder), and all components of the portfolio should be **clearly labeled**. All final drafts included in the portfolio, as well as the self-analytical essay, will be uploaded to Blackboard and iWebfolio.

3. Compose a self-analytical essay to turn in with the portfolio. The self-analytical essay should explain and justify the changes you have made to the two pieces of writing you have revised. In addition, the letter should identify and explain what you believe is effective in these two writing projects and what you believe could yet be improved. I will be paying particular attention to how well your letter reflects an awareness of the rhetorical strategies that are present in your writing. More information about the cover letter will be distributed during the semester.

Additional information on creating your University Writing Portfolio and uploading your materials are available online (**www.ecu.edu/QEP**) and in person at the University Writing Center (**www.ecu.edu/writing/uwc**), located in Joyner Library.

**Texts & Course Costs**


Please purchase and bring a marble journal (daybook) with you to each class. You may also be required to make photocopies or print-outs of the sources you use in the major writing assignments. You may be asked to provide multiple copies of drafts for peer review.

**Attendance**

In order to be successful in this class, your regular attendance is essential. 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. Beyond the damage absences can have on your class citizenship grade, missing more than 3 class meetings of a TR class without full documentation of a university-excused absence will lower your course grade 1/3 a letter grade for each additional class absence. Your grade can be lowered even down to an “F” if the absences continue. I will send you a written warning when your course grade begins to suffer due to missed classes.

Official University absences will be recognized, although I will expect you to hand in 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. ([https://www.ecu.edu/csstudentaffairs/dos/excused_absences.cfm](https://www.ecu.edu/csstudentaffairs/dos/excused_absences.cfm))

**Late Work**
I do not accept late work unless specific, documented emergencies prevent you from completing something on time.

**Final Exams**
You are required to attend the final exam during which time you will prepare and submit the required university and Writing Foundations program assessment portfolios.

**Academic Integrity**
Academic integrity is a fundamental value of higher education at East Carolina University; therefore, I will not tolerate acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize or falsify.

**Plagiarism**
The ECU student handbook defines plagiarism as “Copying the language, structure, ideas, and/or thoughts of another and adopting same as one’s own original work.” You may access the student handbook definition [here](https://www.ecu.edu/csstudentaffairs/dos/excused_absences.cfm).

Be aware that the writing you do for this course must be your work and, primarily, your words. It is OK to incorporate the words or ideas of others in support of your ideas, but when you do so, you should be sure to cite the source appropriately. We will practice careful citation during the course.

Penalties for plagiarism are severe—if I become aware of any intentional attempt to plagiarize (e.g. knowingly submitting someone else’s work as your own, downloading a paper from the internet, etc.), you will be given an “F” for the assignment and a report will be filed with the Office of Student Rights and Responsibilities, the office which maintains reports from all university faculty and staff regarding academic integrity violations. If you are caught cheating or plagiarizing a second time, in this course or in any other course while you are at ECU, you can be suspended or even expelled from the university. Be sure to see me if you have any questions about plagiarism before you turn in an assignment.
Instructor Expectations
As a student in charge of their learning experience in this course, I expect you:
• to arrive on time for class, every class period with your writing, your badging materials, and the supplies listed above;
• to devote a minimum of six (6) hours per week outside of class to course-related activities;
• to meet deadlines and ask for an extension in writing prior to class or due date if you have extenuating circumstances;
• to display an open attitude about writing, about research, and about peer and instructor feedback;
• to conference with me and your peers during class
• to visit during my office hours as needed. No appointment is necessary. If my office hours do not work for you, we can find other times, locations, or virtual meeting places that do.

Grading
Breakdown by Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1: Writing Stop Reflection &amp; Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Project 2: Analysis of Cultural Artifact</td>
<td>20%</td>
</tr>
<tr>
<td>Project 3: Inquiry-Driven Research Project</td>
<td>20%</td>
</tr>
<tr>
<td>Course Portfolio and Cover Letter</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation/Leading Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Class Citizenship</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>% of Distribution</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>0</td>
</tr>
</tbody>
</table>
Class Citizenship
By class citizenship, I am referring to your efforts to make this a successful class for yourself, for your fellow students, and for your instructor.

Some things you can do to earn a high grade in this area are
• come to class consistently and be attentive while you are here
• participate actively and productively in peer review sessions
• bring your texts and other class materials to every class
• complete readings thoroughly and on time, and
• participate productively in class discussions.

Some things you can do to earn a low grade in this area are*
• miss peer review or bring insufficient work to peer review
• arrive late or leave during class
• read or focus on non-related course material including that accessed through technology
• sleep in class
• use cell phones without permission during class
• show disrespect for the views of others
• hold side conversations during class, and
• participate in any activities that do not contribute positively to the learning environment in the classroom.

*Please be aware that, in addition to the negative effects these poor citizenship practices will have on your class citizenship grade, they can be grounds for more serious disciplinary action, including removal from the course.

University Writing Center
I strongly encourage you to make use of the writing assistance provided by the University Writing Center (UWC), located in Joyner Library 1015. You can visit the UWC during any stage of the writing process. While the UWC does accept walk-ins if a consultant is available at that time, it is a very good idea to make an appointment ahead of time at https://ecu.mywconline.com or call 252.328.2820. Appointments begin on the hour and last about 45 minutes. When you visit the UWC, be prepared to ask and answer questions about your writing. It is also helpful for you to bring a copy of your assignment and any work you’ve done so far.

Accommodations for Students with Special Needs
East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Department for Disability Services, located in Slay 138, to verify the disability before
any accommodations can occur. The telephone number is 252-737-1016 and their email is dssdept@ecu.edu. I am more than willing to help make this class accessible to all students.

Weather/Campus Emergencies
In case of adverse weather, or other campus emergency, critical information will be posted on the campus web site and announced on the campus hotline: (252) 328-0062.

Continuity of Instruction
During a pandemic or catastrophic event, and after all face-to-face instruction has been suspended, communication for our class will take place through ECU email and course websites. In the event of such an emergency, check your ECU email account for instructions.