

Writing Across Communities & Genres English 101 | Composition I



Section 33, CRN 12259
Indiana University of Pennsylvania
Fall 2018 | T, TH 11:00-12:15
Meeting Location: HSS 319
Instructor: Dr. Vetter
Office Location: Sutton 345
Email: mvetter@iup.edu
Office Hours: Tues., & Thur., 12:30-
2:00pm; Wed., 1-3pm

Course Description

Welcome to English 101: Composition I. This course is designed to help you gain an understanding of how writing conventions change across different communities and genres. Throughout the term, you will get the opportunity to study writing in at least two communities, one representative of academic writing, and another community you choose yourself (which could be recreational, professional, social, etc.). By studying how the fundamental functions of writing (including style, genre, form, and textual borrowing) appear among these communities, you'll also develop a knowledge of their conventions and the capability to be more effective in different writing situations. In addition to this emphasis, we will also work towards building your awareness of genre by asking you to analyze samples of a specific print or digital text and create a multimodal guide for others interested in writing that genre. The ultimate goal of this course is to make you a more capable and reflective writer, one who works in a number of forms and media, and one who understands writing as a social endeavor that can help you achieve other long-term ambitions. Whoever you want to be, and whatever you want to do in your life, writing can help you get there.

IUP Course Catalogue Description

A first-year writing course. Students use a variety of resources to create projects in a variety of writing genres. Resources for writing include but are not limited to memory, observation, critical reading and viewing, analysis, and reflection. Students use writing processes to draft, peer review, revise, and edit their projects.

Required Course Texts and Materials

1. Selected Essays from *Writing Spaces: Readings on Writing*. Eds. Charles Lowe and Pavel Zemliansky. Anderson, SC: Parlor Press, 2011. Free Online Resource. <http://writingspaces.org>
2. Purdue Owl Style Guide. Free Online Resource. <http://owl.english.purdue.edu/owl/>
3. Single subject notebook (required, for informal writing assignments (IWAs) and in-class activities)

Student Learning Outcomes

At the conclusion of English 101, students should be able to:

- Identify and apply writing processes including drafting, sharing, developing, revising, editing, and proofreading to both short and more sustained writing tasks.
- Write in a variety of genres in response to specific rhetorical situations (i.e., recognize the role of audience, purpose, and context in creating and analyzing text) that take place in diverse print and digital environments.
- Analyze their own writing and the writing of others for rhetorical effectiveness and rhetorical choices (i.e., read like a writer), and integrate the writing of others into their own writing.
- Reflect critically on their own writing process, rhetorical effectiveness, and how learned skills and concepts can be applied in other writing contexts by cultivating effective habits of mind (e.g., curiosity, openness, metacognition).
- Demonstrate critical thinking (through reading, discussion, and/or writing) by interpreting, responding, critiquing, and acknowledging diverse perspectives in relation to their own.
- Identify connections between writing and life goals
- Learn how writing conventions shift across different communities and genres

Major Projects

1. Writing Your Life: A Personal Essay

A personal essay reflecting on the role of writing in your life. What's your previous experience with writing? How might writing help you accomplish specific goals or ambitions? This project will ask you to reflect on at least one community or profession you want to join and to think about how writing might be a tool to help you become a member of that community. The personal essay uses narrative, descriptive, and reflective writing and this one in particular asks you to dream and plan for your future. Who do you want to be? What do you want to accomplish and how can writing take you there? Think of the following audiences for this essay: yourself; someone in your life you look up to (and I encourage you to share this essay with that person); the professor and your classmates. 3-4 pages (900-1200 words; no source requirement).

2. Conventions Across Communities: A Compare and Contrast Essay

For this project, you'll write a (more academic) short essay comparing two communities (one academic, one of your choosing) and analyzing how conventions, genres, and styles of writing differ between them. This is a compare-and-contrast essay that requires a thesis-driven form and informal primary and secondary research (for example, observations and textual analysis of sample genres, readings from our course). We'll read examples of academic writing, and you will be asked to bring in some examples of non-academic writing. This assignment is meant to help you gain awareness of different conventions, situations, and practices across two writing communities. Your audiences for this essay include yourself; other first year college writing students; the professor and your classmates. 4-5 pages (1200-1500 words; primary and secondary documents should be sourced in a Works Cited page).

3. "How To" Genre Guide: A Collaborative, Multimodal Project.

For this project, we'll shift from studying communities to studying genres. You'll choose a single nonfiction genre (print or digital) to analyze, identifying specific conventions and features, and then produce a multimodal "guide" that teaches your audience how to write in that genre. Example genres might include a lab report, viral Twitter post, political manifesto, protest sign, shopping list, diary entry, or blog essay (but of course, there are many other possibilities). This is a group project, which means you'll be working collaboratively in groups of 3-4 to produce a single (digital) multimodal document (a brochure, poster, PowerPoint, etc.). Each member should have something to contribute. Your guide should be written and designed to be accessible to a wide audience. I will also ask you to use particular design elements such as lists, images, and sections to help readers better skim and comprehend material. Your guide should include attention to the following aspects of the genre: purpose, situation, organization/form, style/language, process, tips, and should include an example of the genre. You may choose to use these topics for headings for your guide or you may decide on your own headings, but I do expect you to cover these particular topics. In addition to this group product, each of you will also write a short reflection essay in which you report on how you contributed to the project as well as discuss what you learned about genre and multimodal composition. 3-4 pages (800-1200 words; cites at least one primary document in a Works Cited section) for the Guide; 1-2 pages (300-500 words, no source requirement) for the Individual Reflection.

4. Reflective Argument Essay and Portfolio

As a culminating project for this course, you will write a reflective argument essay that looks back on course readings, projects, and discussions and makes realizations about what you've learned in the course. For example, you might make the following argument in your reflective essay: "An essential concept to my growth as a writer this semester has been the idea that writing conventions, genres, styles, and expectations change as we move from one community to another. I especially realized this in Project 2, when I compared academic writing to writing in Facebook." As you can see from this example thesis, to be successful in this essay you'll need to reflect on your own writing and use quotes and summary from your course projects and our course readings as evidence to support your discussions. The reflective argument essay

component of this assignment should be 3-4 pages (900-1200 words) in length and should include quotes, summary, and/or paraphrase of at least three sources (which could include your own projects, as well as other course readings). Finally, a Works Cited page in MLA style is required for this essay.

You will also put together a digital portfolio using your IUP Dropbox account. Your final portfolio should include final drafts of all the major projects, as well as any process work you engaged in throughout the semester (for example, rough drafts). You should also turn in your notebooks (with all IWA entries) separately. The final portfolio is an opportunity for you to show off the work you've done all semester as well as to reflect on what you've learned. This portfolio is also a way for me, as instructor, to make a decision about whether your work in this course has earned the final grade "bump," raising your final grade by one full letter according to the grading contract. When making this decision, I look at all of the work you've produced for the portfolio as well as your reflective argument essay. Accordingly, my decision to raise your grade will be a holistic one that takes into consideration how well you've met criteria for each project and your overall engagement in the course (attendance, participation, work ethic). To be clear, I'm more interested in work ethic (how hard you've tried) than any particular writing skills (or lack thereof) you began the course with.

Informal Writing Assignments (IWAs) and Notebook Requirement

Every student is expected to purchase and keep a single-subject notebook in which to complete informal writing assignments (IWAs). **Do not combine another course notebook with this notebook or use loose-leaf paper. Please purchase and use a single-subject notebook for this course only.** Typically, whenever we have a reading, you'll also be expected to complete some kind of reading response. These assignments will vary depending on the readings and upcoming course projects. IWAs may also include proposals or other process-oriented pieces that will help you complete major projects. **You should bring your notebooks to class every day.** On days where you have written a reading response, I will check to make sure you have completed the assignment and I may ask you to share something you wrote to inform our discussion. You should also use your notebook to take notes and record class activities. I'll collect your journals at three points in the semester to assess and give minimal feedback. It is your responsibility to keep up with IWAs. **Give them a number and date according to my instructions.** Late or missing IWAs will result in a minor violation according to the contract. Unless otherwise notes, IWAs should be between ½ and 1 full page.

The Grading Contract

Grades are problematic, especially in writing courses. Traditional ways of grading lead to a lot of stress and anxiety, for both teacher and student. But grades can also hinder learning when we become so focused on assessment that we lose sight of our main objectives: practicing, discussing, and learning about writing. My own approach to grades is to **value effort rather than skill.** I believe that all students should have an equal opportunity to succeed in my course, regardless of the literacies or prior skills they bring with them. As a teacher, I'm trying to level the playing field but I'm also trying to get you to work through multiple difficult tasks because

that, I believe, is the best way to challenge you to learn. The most practical way (that I've found) to accomplish all of this is to use what's called a **grading contract**. The contract is meant to maximize learning and facilitate productive discussion about the essays you write. The gist of the contract is that **I guarantee a grade of at least a B to everyone who meets its terms** and in return, you promise to fulfill your side of that contract by doing your best to learn what we are trying to learn. Students who violate the contract (1 major violation or 4 minor violations) will see their promised grade reduced by a full letter grade. At the end of the course, you will have the opportunity to raise your grade by a full letter by producing a superior reflective essay and portfolio of writing gathered from the work you accomplished all semester. If you have violated the contract, a superior final project can still raise your grade (if you're down to a C, you could still get a B). The grading contract, then, largely makes grading automatic, up-front, and, I hope, less stressful, which should allow us to worry less about grades and more about learning how to best take advantage of writing in school, work, and life.

Assessing Your Writing

The grading contract allows us to focus less on a quantitative (numbers) judgment of your writing, and more on qualitative feedback. It might seem strange at first to not receive a grade on your essay, but remember that one of the goals of this course is to have a complex discussion about your writing and that we'll accomplish that goal through meta-commentary about how each of your projects succeeds and what you can work on in the future. I'll spend a lot of time thinking about and commenting on your work, and I expect you engage equally with my comments and to be constantly reflecting on your growth as a writer. I'll use Microsoft Word's comment feature to provide feedback and will also write a short letter at the end of your essay discussing what could be improved. I'll use a blue highlight for sentences/passages that are really well-written and a yellow highlight for sentences/passages that need some work. I'll highlight what I determine to be grammatical errors in yellow. If errors are numerous/distracting, I may ask you to rewrite the essay for credit. Furthermore, if your essay is not meeting the criteria of the assignment in terms of content, length, etc., I may ask you to rewrite the essay. For some of the essays, you will also be responsible for a review of a peer's project. I expect a high level of critical review here, one that earnestly attempts to help improve your partner's writing. If you fail to offer substantial advice, you won't receive credit for these (major) obligations.

Other Course Policies

Attendance: Each Absence in this course will result in a minor violation. 4 minor violations = reduction of final course grade by a full letter. This means you may have 3 unexcused absences before any grade penalty, but on the fourth absence, your grade will be reduced by a full letter (from B to C, for instance). I will consider, but not guarantee, excusing absences with written documentation, but they must be legitimate, e.g. severe illness, another extracurricular event. Participation is required in this course as well. We'll do a lot of small group work and frequent class discussions. Please come to class prepared to discuss the reading for that day. Bring your textbook and any notes that will benefit our discussion. Do the reading and be prepared to contribute to, but not dominate, the discussion.

Style and Format: In this class, all major project (with the exception of Project 3) should be formatted with the following in mind. Please use Times New Roman, 12-pt. font size, and double-space your writing. Each essay should include an MLA style header with the following information: your name, my name (Dr. Vetter), the class, and the assignment title. Example:

Jane Doe
Dr. Vetter
English 101
Project 1
Writing Your Life Essay

All projects should include an original title (**not the assignment title**). All projects (excepting the first) should also include an MLA-style Works Cited page (or section in the case of Project 3) For specific rules on MLA formatting, including how to format a Works Cited page, please visit <https://owl.english.purdue.edu/owl/>.

Late Work: Drafts of major projects must be submitted on time to avoid a major violation. If you are ill or have to miss a peer review class, please contact me before the class to set up an alternate peer review activity and to turn in your draft for credit. Final drafts of projects may be turned in any time during the “turn-in window” I have specified in our schedule. These are typically 3-4 day periods. I will only accept late work **if we have talked and come to some agreement**. If something is going on that is going to hinder you from finishing a project, please talk to me **before** the project is due. It’s really important that work for peer review or workshop is finished on time. Late IWAs will only be accepted with a valid excused absence (e.g. documentation of illness, emergency, or approved extracurricular activity). Email me (mvetter@iup.edu) and let me know what is going on before the due date. **Communication is essential.**

Communication: I use e-mail to communicate important information about the class. You are responsible for checking your school account regularly. You should also check D2L often for announcements concerning reading and writing assignments. You may email me at mvetter@iup.edu. I will do my best to respond within 24 hours.

Teaching Assistants: Our class will include a graduate teaching assistant, Ms. Oksana Moroz, who will support your learning in a number of ways, including leading class discussion, assessment of daily work, and providing feedback on major projects. Please give her the same respect you would provide any professor.

Privacy: Work on major projects is always public. Don’t submit writing you can’t let other students see. Drafts of papers must be polished and ready for classmates’ feedback on the assigned dates to get credit for peer review. Journals are semi-private. I will never ask you to share with classmates if you are not comfortable doing so. Journals will be assessed and read by the instructor, however, and possible by teaching assistants in the course.

Ethics: I define plagiarism as deliberate cheating, whether by claiming another's ideas or work as your own (fraud) or making up or falsifying information (fabrication) will result in a course grade of F and a report to Community Standards. You are at all times responsible for handling sources ethically by acknowledging the author and source of directly borrowed ideas and language in your writing.

Accessibility: The Office of Advising and Testing, in Pratt Hall, room 216, offers evaluation and support for students with disabilities. Please let me know as soon as possible if you need an accommodation in order to work successfully in this class. This classroom strives for full accessibility, and it is not necessary for you to have an official accommodation letter from Disability Services in order to request changes to the classroom that will better serve your needs as a student, although you are encouraged to explore the possible supports they can offer if you are a student with a disability. Both able bodied students and students with disabilities are encouraged to suggest any improvements to the learning environment.

Atmosphere: Everyone in our class, including the instructor, must remain civil and courteous at all times. We will often have opportunity to share our opinions and beliefs, but no racist, sexist, heterosexist, or any other negative communication harmful to an individual or group will be tolerated. I also expect civil behavior and respect toward our two teaching assistants.

Electronic Devices: Laptops, smart phones, and tablets are encouraged in my classroom when they are being used for class activities (referencing an assigned reading, or in a course activity or discussion).

Writing Center: Trained peer and graduate tutors in the IUP Writing Center can help you at any stage in the writing process, from developing a topic to drafting and revising. They can help you to document sources, understand your professor's feedback, and more. The Writing Center has three locations: For walk-in tutoring (no appointments), visit Room 218 in Eicher Hall, or visit the Satellite Writing Center in the Library, first floor. You can also make an appointment for an online tutoring session (at least 24 hours in advance). The Writing Center's website contains a link for making appointments for online sessions, or call 724-357-3029.

IUP Sexual Violence Policy: Indiana University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the university requires faculty members to report incidents of sexual violence shared by students to the university's Title IX coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a university-approved research project. **Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the university protection of minors policy.** Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth above, or at: **Title IX Sexual Harassment and Sexual Violence Resources**.

Important Academic Deadlines:

<https://www.iup.edu/news-events/calendar/academic/fall-2018/>

Please note the following important dates:

Sept 4	Drop period ends at the end of the day
Sept 4	Add period ends at the end of the day
Oct 23	Midterm grades available
Nov 5	Individual course withdrawal deadline
Nov 12	Total semester withdrawal deadline
Dec 11	Final exams
Dec 21	Final grades available

This space left intentionally blank for notes/questions

Course Schedule

*may be subject to change if needed; however, changes will be made to support your learning

<i>Date</i>	<i>Class Discussion Topic & Activity</i>	<i>Assignment Due (before class)</i>
Week 1: Reading Strategies & the Rhetorical Situation		
T 8/28	<p>Discussion: Class icebreaker & syllabus review; Overview of D2L and other course formats (Notebooks, IWAs)</p> <p>Activity: Writing exercise: What have other teachers said about your writing?</p> <p>In-class essay: What kind of writer are you?</p>	<p>Read: English 101 syllabus on D2L</p>
TH 8/30	<p>Discussion: Reading Strategies and the rhetorical situation: Activity: Applying reading strategies to a sample genre (Wikipedia article)</p> <p>Discussion: Tips for successful IWAs</p>	<p>Read: Bunn, How to Read Like a Writer</p> <p>Write: IWA on Bunn</p> <p>Due: IWA 1, Signed grading contract</p>
Week 2: Writing Your Life: Self-Authoring and the Personal Essay		
T 9/4	<p>Community builder: Two truths and a lie: Where do you see yourself in 5 years?</p> <p>Discussion: Introduce Project #1: Writing Your Life; Writing's power; Writing and identity</p> <p>Activity: In-class writing exercise: Past and future authoring</p>	<p>Read: Kamenetz, The Writing Assignment that Changes Lives</p> <p>Write: IWA on Kamenetz</p> <p>Due: IWA 2</p>
TH 9/6	<p>Discussion: Break-out group discussion of personal essays/literacy narratives; Literacy as life-changing</p> <p>Activity: Identify a writing strategy from one of the example essays and practice it in your notebook; In-class writing towards Project #1</p>	<p>Read: Cisneros, "Only Daughter"; or Villanueva, Excerpt from <i>Bootstraps: From an Academic of Color</i>; or Mellix, "From Outside, In"; or Murray, "All Writing is Autobiography"</p> <p>Write: IWA on personal essay of your choice</p> <p>Due: IWA 3</p>
Week 3: Show, Don't Tell – Narrative Writing		

T 9/11	Discussion: Narrative theory and practice; Transferring storytelling beyond the classroom; Activity: Drafting Project #1	Read: Ramsdell, Storytelling, Narration, and the “Who I am” Story Write: IWA on Ramsdell Due: IWA 4
TH 9/13	Discussion: From rules to principles; Rhetorical writing; Audience and reader awareness Activity: Audience brainstorm: Who is the one person that would like to see you succeed in college? What does it mean to write to that person?; Drafting Project #1	Read: Shelly, 10 Ways to Think About Writing Write: IWA on Shelley Due: IWA 5
Week 4: Shitty First Drafts		
T 9/18	Discussion: Writing process; Activity: Drafting Project #1; Informal share of draft so far	Read: LaMott, Shitty First Drafts Write: IWA on LaMott Due: IWA 6
TH 9/20	Activity: “Beyond the Red Ink” viewing Discussion: How to peer review Activity: In-class peer review	Write: Full draft of Project #1 Due: Full draft of Project #1 due
Week 5: Academic Writing and Critical Thinking		
T 9/25	Discussion: Critical thinking; Academic writing and personal writing; Introduce Project #2 Activity: Read-aloud Annie Dilliard’s “Living Like Weasels”; Critical thinking in Project #2 – using textual analysis to understand genre, style, and form	Read: Dasbender, Critical Thinking in College Writing: from the Personal to the Academic Write: IWA on Dasbender Due: IWA 7; Project #1 Final due to D2L (Turn-in window is 8am 9/25 through 8am 9/29)
TH 9/27	Discussion: Conventions of academic writing; Argument as conversation Activity: Locate a text that is representative of a specific academic community and do an initial review of its style and form	Read: Irvin, What is Academic Writing? Write: IWA on Irvin Due: IWA 8
Week 6: Comparing Academic and Non-academic Writing		

T 10/2	Discussion: Structures for compare and contrast essay; Thesis examples; Academic form Activity: Analysis of non-academic text; Comparison to academic conventions	Due: Bring in a text or digital artifact that exemplifies the writing of a non-academic community. Post on D2L Discussion Board, Project 2 Process Work
TH 10/4	Discussion: School shooting epidemic; Academic argument and evidence; Review academic conventions (thesis-driven form; topic sentences, claims, and support; compare and contrast structure) Activity: Analysis for argumentative structure: thesis, evidence, structure; Take notes on academic writing; In-class drafting of Project #2	Read: Grossman, Trained to Kill Write: IWA on Grossman Due: IWA 9 Due: Be prepared to work on your Project #2; Bring laptop or draft in your notebook or phone.
Week 7: Project #2 Conferences		
T 10/9	Individual Conferences with Dr. Vetter, No Class	Individual Conferences
TH 10/11	Individual Conferences with Dr. Vetter, No Class	Individual Conferences
Week 8: Working with Sources		
T 10/16	Discussion: Integrating sources Activity: Practice quoting and/or summarizing for Project #2; Works Cited Guide and Activity	Read: Stedman, Annoying Ways People Use Sources Write: IWA on Stedman Due: IWA 10
TH 10/18	Class Cancelled – Dr. Vetter at conference	Class cancelled
Week 9: Peer Review and Collaboration		
T 10/23	Discussion: How to peer review Activity: In-class peer review	Write: Full draft of Project #2 Due: Full draft of Project #2

TH 10/25	<p>Discussion: Introduce Project #3; Show examples of Project #3; Discuss multimodal composition and visual design</p> <p>Activity: Organizing collaborative projects; Individual and group roles; Expectations and methods for collaboration; Brainstorm possible genres for analysis</p>	<p>Due: Project #2 Final due to D2L (Turn-in window is 8am 10/25 through 8am 10/29); Read “What Are Multimodal Projects?” (in D2L)</p>
Week 10: Academic Conventions for Argument		
T 10/30	<p>Discussion: Genre awareness and analysis</p> <p>Activity: Genre analysis of samples and note-taking; Organize a meeting with your group outside of class</p>	<p>Read: Dirk, Navigating Genres</p> <p>Write: IWA on Dirk</p> <p>Due: IWA 11; Bring genre samples to class</p>
TH 11/1	<p>Discussion: Review Project #3</p> <p>Activity: In-class drafting of Project #3 content using section headings (purpose, situation, organization, style, etc.); Organize a meeting with your group outside of class</p>	<p>Due: Out-of-class meeting with your group</p>
Week 11: Multimodal Composition and Peer Review		
T 11/6	<p>Discussion: Review Project #3; Using digital software for multimodal design</p> <p>Activity: Work with Microsoft Word, Publisher, or other software to create the multimodal design for Project #3</p>	<p>Due: Out-of-class meeting with your group</p>
TH 11/8	<p>Discussion: How to peer review</p> <p>Activity: In-class peer review</p>	<p>Write: Full draft of Project #3</p> <p>Due: Full draft of Project #3</p>
Week 12: Reflection and Source Work Review		
T 11/13	<p>Discussion: Introduce Project #4</p> <p>Activity: Reflect, brainstorm, and outline an approach to the Reflective Essay assignment</p>	<p>Read: Student sample of Reflective Argument</p> <p>Due: Project #3 Final due to D2L (Turn-in window is 8am 11/13 through 8am 11/16)</p>

TH 11/15	Discussion: Integrating sources into academic writing; Working with your own writing as a source Activity: Quoting from your own writing; Quoting from course readings	Read: Stedman (review), Annoying Ways People Use Sources ; “Avoid Dropped Quotes”
Week 13: Thanksgiving Break		
T 11/20	No Classes – Thanksgiving break	No Classes – Thanksgiving break
TH 11/22	No Classes – Thanksgiving break	No Classes – Thanksgiving break
Week 14: Reflection and Argument		
T 11/27	Discussion: Turning your reflections on course experiences into evidence; Structuring your Reflective Argument Activity: Compile your digital portfolio in Dropbox; Moving from evidence to argument; thesis development activity; In-class drafting of Project #4	Read: Review course readings, IWAs, and your course work (projects) EVALUATIONS!!
TH 11/29	Individual Conferences with Dr. Vetter, No Class	Individual Conferences with Dr. Vetter, No Class
Week 15: End-of-semester Conferences		
T 12/4	Individual Conferences with Dr. Vetter, No Class	Individual Conferences with Dr. Vetter, No Class
TH 12/6	Individual Conferences with Dr. Vetter, No Class	Individual Conferences with Dr. Vetter, No Class
Week 16: Finals		
Finals Meeting	Tuesday, December 11, 10:15-12:15	Project 4 due to D2L (Turn-in window is 8am 12/11 through 8am 12/14); Drop off your notebooks

Grading Contract

This Grading Contract (hereafter the “Contract”), made and entered into on August 28, 2018 by and between Dr. Matthew Vetter (hereafter “The Instructor”) and _____ (hereafter “The Student”). The purpose of the contract shall be: As Instructor and Student, we agree to work together to fulfill each of our commitments and accomplish the course objectives of English 101 as stated in the course syllabus.

Student Commitments

Major Projects (referred to as “Major Commitments”):

As a student in the course I will commit to

- Complete **all** Major Projects with commitment and engagement according to the criteria specified by the relevant assignment sheet and turn in all Major Projects and any constituent parts of major projects, which should also demonstrate commitment and engagement, by the assigned due dates;
- Turn in **complete** and polished drafts for Peer Review for **all** Major Projects by the assigned due dates;
- Write helpful, thoughtful, and clear responses to peer drafts according to the directions for individual projects.

Class Preparation, Class Participation, and Homework (referred to as “Minor Commitments”):

As a student in the course I will commit to

- Complete all reading assignments and be prepared to discuss them in class, bringing all texts, printed articles, and other materials relevant to the reading (when applicable);
- Write thoughtful and reflective reading responses (IWAs) that demonstrate commitment and engagement to all assigned readings and that follow the assignment instructions, and post them or otherwise hand them in as directed;
- Participate in class discussion, group work, and in-class activities and turn in any and all homework or in-class assignments as directed;
- Be on time to and attend every scheduled class and be on time to and keep all out of class appointments;
- Maintain high ethical standards of courteous and civil behavior toward all members of the class.

Instructor Commitments

As Instructor, I will do my best to help students meet the outcomes and succeed in the course, and to fulfill my own responsibilities as outlined in the syllabus. I will provide thoughtful and

constructive feedback for all major work and will provide assessments of the student's commitment and engagement in the course. I will come prepared to course meetings to lead discussion of course readings and to teach course material. I will facilitate student interaction and class discussion to promote learning. I will also be available outside of class to meet with students one-on-one. I am committed to creating an atmosphere in which all students have an equal opportunity to learn.

Commitment Fulfillment Agreement

If and when the Student has fulfilled all commitments as specified above, the Instructor will submit the Student's grade for the course as no lower than a B. The Instructor may submit a grade higher than a B if the Student's writing and fulfillment of course objectives and outcomes have been of superior quality, as determined by a holistic assessment of the student's final project and portfolio of work. Superior writing, as assessed by the Instructor on the fourth project, may still improve grades by up to one full grade except an F.

The Instructor may submit a grade lower than a B if the Student fails to meet the terms of the contract in full. In that case, the Instructor will submit grades according to the following stipulations:

- Failure to meet any 1 Major Commitment will lower the Student's course grade from a B to a C. A second failure to meet any Major Commitment will lower the grade to a D, and a third failure to meet of any Major Commitment will result in an automatic F for the course.
- Failure to meet 4 of any Minor Commitments, whether of the same or different commitments, will lower the Student's grade from a B to a C, 4 more such failures to meet any Minor Commitments will reduce the contracted grade to a D, and any 4 further failures to meet any Minor Commitments will result in an automatic F for the course.

Signatures

The Instructor and the Student assert that they understand and agree to all provisions of the Contract, which takes effect on the date below.

Instructor Signature:

_____ Date: _____

Student Signature:

_____ Date: _____

Grading Contract Student Log

Use this document to record and keep track of any major or minor violations, and to help you calculate your grade according to the contract.

Minor violations: Includes the following: Absences, Incomplete homework assignments (IWAs), Late to class, uncivil or discourteous behavior, non-participation, unprepared for class. Remember you can accumulate up to 3 minor violations without a grade penalty. On the fourth minor violation, your grade will be penalized by a full letter

Minor Violation type, and date

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Major violations: Includes the following: Complete and on-time drafts and final projects; Complete and committed peer review participation. Remember that every major violation committed will result in an automatic letter reduction in your final grade.

Major Violation type, date

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Determining your grade: As long as your student log records 3 or fewer minor violations and zero major violations, you have sustained your commitment to the class and have maintained a B grade.

Grading Contract Student Checklist

It's also highly recommended that you "check off" all major and minor assignments as you complete them. This will help you make sure you're completing all the requirements of the course and fulfilling the expectations of the contract.

Minor Assignments:

Major Assignments:

- IWA 1 _____
- IWA 2 _____
- IWA 3 _____
- IWA 4 _____
- IWA 5 _____
- IWA 6 _____
- IWA 7 _____
- IWA 8 _____
- IWA 9 _____
- IWA 10 _____
- IWA 11 _____

- Project 1 First Draft _____
- Project 1 Peer Review _____
- Project 1 Final Draft _____

- Project 2 First Draft _____
- Project 2 Peer Review _____
- Project 2 Final Draft _____

- Project 3 First Draft _____
- Project 3 Peer Review _____
- Project 3 Final Draft _____

- Project 4 Final Draft _____

Individual Conferences
with Dr. Vetter (x2)

- 1. _____
- 2. _____

Completing all major and minor assignments, in addition to consistent attendance and participation, will help you ensure you are maintaining your side of the contract, and the promised "B" grade.