



English 730/830 Teaching Writing

Fall 2020

Course Info: English 830, Section 001; English 730, Section 001

Class Format: Online and Asynchronous with Optional Synchronous Zoom Sessions, Wednesdays 2:30-4pm EDT

Professor: Dr. Matt Vetter

Zoom Room: <https://iupvideo.zoom.us/my/dr.vetterzooms>

Office Hours in Zoom: Tuesdays and Thursdays, 11am-1pm, and by appointment

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Course Introduction

English 730/830 serves as a graduate-level seminar in the teaching of college composition. In this course we will work towards two central goals. First, we will increase our knowledge and understanding of current concepts, theories, and issues in writing studies – especially those that are immediately applicable to the teaching of general-education, college composition. Second, we will apply this new knowledge to the practical work of curriculum development and other teaching practices – syllabus design, lesson planning, assignment development and assessment work. These two central goals, disciplinary knowledge and practical experience, will guide all of the work we do. But they will also allow us to explore multiple approaches to the teaching of college writing, and to think about how teachers adapt and evolve their pedagogies to account for cultural, educational, and technological shifts. Because some of you already have multiple years of experience teaching college writing, we will use this course as an opportunity to review and revise y/our teaching practices to match current theories and practices. We will study dominant theoretical approaches in composition studies, but I will also challenge each of you to adapt, subvert, and/or re-make those approaches to your own current and future teaching contexts. Welcome to English 730/830. I look forward to reading and commenting on your work, and to learning from your experience as teachers of writing and language.

Course Goals

At the conclusion of the course, the student should be able to:

- Identify, understand, and apply theories, current research, and best practices of composition instruction to general education writing courses
- Practice syllabus design, lesson planning, course development, and assessment in preparation for teaching college writing
- Understand, teach, and support student writing processes
- Develop strategies for supporting students with different needs, including but not limited to multilingual learners, basic writers, LGBTQ students, racially and culturally diverse students, and students with disabilities

- Discuss facilitation of revision through commenting, conversation, and peer review
- Reflect on and develop teacher identity and articulate a teaching philosophy
- Increase awareness and understanding of how advances in digital technology open up opportunities and challenges for the teaching of writing

Required Course Texts

Adler-Kassner, Linda and Elizabeth Wardle. *Naming What We Know: Threshold Concepts in Writing Studies*. U P of Colorado, 2015.

Bean, John C. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. Jossey-Bass, 2011.

Additional materials, such as scholarly articles, will be made available as PDFs on D2L.

Course Work

Teaching Approach Presentation: For this project, you will prepare and share a brief presentation on a particular composition pedagogy. Your presentation can take the form of a Powerpoint or other slideshare document or Screencast video, and will be shared in a discussion board forum in D2L. In preparing your presentation, you should draw heavily from a current article in writing studies on a composition pedagogy topic chosen from the list of topics and dates below. The presentation should review the major features of your chosen pedagogy, provide an example of characteristic activity of that pedagogy, and finish by sharing a discussion board prompt on a topic related to that teaching approach. **Important:** You will need to share your article selection with the class in advance (specific dates/times in D2L Learning Modules) so everyone can read it before your presentation. Also note that you will be working on this assignment in small groups of three. These groups will also be used for other activities in the course (for example, peer review). Student Groups to be determined first week class.

Presentations Sign-ups - *We'll work on this during our first Zoom session.*

1. Genre pedagogy: Devitt, "Teaching Critical Genre Awareness" (PDF in D2L) -
2. Critical race pedagogy: Baker-Bell et al., "The Pain and the Wounds: A Call for Critical Race English Education in the Wake of Racial Violence" (PDF in D2L) -
3. Open choice (possible topics include metacognition, group learning, collaborative writing) -
4. Inoue, "Laboring Toward Grading Contracts and the Inner Dikes" (PDF in D2L)
5. Feminist pedagogy: Fuller and Russo, "Feminist Pedagogy: Building Community Accountability" (PDF in D2L) -
6. Villanueva, "Subversive Complicity and Basic Writing Across the Curriculum" (PDF in D2L)

Major Course Assignment (Engaging a digital text): Design a major course assignment that asks students to engage in either the composition or analysis of a digital and/or multimodal text. For example, students might be assigned to conduct a rhetorical analysis of digital,

persuasive memes, or write a feature article using the online publishing platform *Medium*, adding images or videos to complement their writing. **This project asks you to design the assignment document that would contextualize and provide instruction for students.** Your assignment sheet should include: an overview of the assignment, project processes, stated goals or learning outcomes, a timeline, assessment criteria, and any resources for working on the project. Because this assignment should involve either the composition or analysis of a digital text, you should also be as clear as possible about the particular software, web application, or other digital media students will be working with. More information about this assignment is available further in the syllabus (immediately below course schedule) as well as in D2L assignment. This assignment is the same for both PhD and MA students.

Course Design: Create a detailed syllabus for a general-education writing course within a specific institutional context, either IUP's *Liberal Studies English* program or some other university or college you have a current, or future connection to – for instance, somewhere you are currently teaching. Your syllabus should include: the institution's course catalog description, a course overview, required course texts, specific learning objectives, brief descriptions of all major and minor course assignments, relevant course policies, and a weekly schedule with readings, assignments, and activities for each class session (15 weeks, 2 or 3 sessions per week for PhDs; 10 weeks, 2 or 3 session per week for MAs). To accompany your syllabus, you will write a 3-5 pg. rationale essay that discusses how your course design is informed by course readings and that links the particular choices you made for readings and course assignments to student learning outcomes. More information about this assignment is available further in the syllabus (immediately below course schedule) as well as in D2L assignment. This assignment is slightly different for PhD students and MA students. MA students are only expected to design a 10 week schedule. PhD students are expected to design a 15 week schedule.

Teaching Philosophy or Aspiration Statement: Write a 1-2 page teaching philosophy towards the end of the course that is informed by our readings, discussions, and assignments. This will be included in your teaching portfolio, described below. MA students may write a Teaching Aspiration Statement which discusses their goals as future teachers rather than current practices/philosophies.

Teaching Portfolio: As a culminating project in the course, you will create a teaching portfolio by compiling the work you've done in this course (as well as any other documents you would like to include). You may choose to (1) create an online portfolio using a website builder (Wordpress, Google Sites, etc.) or (2) create a "static" portfolio using a program such as Microsoft Word or Adobe Acrobat. Your portfolio should include the following elements:

- (1) Some form of introductory or cover page, that includes relevant forecasting and/or table of contents
- (2) Teaching Philosophy

- (3) Major Course Assignment + abbreviated summary (¼ pg. single-spaced) (and any additional assignments you have created in your previous teaching career)
- (4) Course Design + abbreviated rationale (½ - 1 page single-spaced) (and any additional syllabi you have created in your previous teaching career)
- (5) Any additional materials you would like to include (e.g. statement on assessment practices, student evaluations, etc.)

Contract Grading

At this point in your educational career, you are quickly transitioning from student to professional, and as such, my goal in this class is to provide opportunities for you to be independent, take risks, and explore the course content. I also want to facilitate an inquiry-driven, egalitarian classroom community. Given this framework, we will use a “Contract Grading” in this course.

The contract is simple: everyone in this course begins with an A, and maintains that grade as long as *all of the course requirements are met*. The terms of the contract are as follows: high quality, Ph.D./M.A. level writing and thinking on all projects; on time submissions of work and drafts; consistent, on-time class attendance; and regular contributions to the classroom community. This is not to say your work needs to be perfect, rather, I want you to make a substantive effort on drafts and projects in this class. Show me that you are thinking and working through these issues like a professional. Teaching is going to be a big part of your future career (or already is)—demonstrate that importance in class and in your work now.

If I feel you are not meeting the standards and expectations of the course and are doing sub-par work, you are “breaking the contract.” I will assess your work informally in the course using a “check” system. Check indicates that you are meeting minimum contract expectations (e.g. B work). Check plus indicates that you are exceeding contract expectations (e.g. A work). Check minus indicates that you are not meeting (does not meet contract expectations), and more than one check minus indicates that you are breaking the contract. If you are breaking the contract, I will discuss my concerns with you, and I will use an alternative grading system, as described below:

- Teaching Approach Presentation (20%)
- Major Course Assignment (20%)
- Course Design (25%)
- Teaching Philosophy/Aspiration Statement (15%)
- Teaching Portfolio (25%)

Course Policies

Atmosphere: I ask that everyone in our class practice civility, kindness, and collegiality. Let’s build a community that values constructive critique and mutual support of each other’s work,

educational and cultural background, and individuality.

Participation: I expect a high level of participation in a graduate-level course. You should come prepared to every class session, having completed all assigned readings and writing assignments due for that session.

Attendance: In lieu of attendance, you are expected to log in to D2L and complete all activities and assignments in a timely manner. If something comes up that would prevent you from turning in things on time, please contact me. Weekly synchronous zoom sessions are optional but recommended.

Late Work: 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.

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.

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.

Electronic Devices: Laptops, smart phones, and tablets are encouraged in my classroom, and should be used to reference assigned readings, or other course activities.

Writing Center: Trained 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 is committed to maintaining a learning and work environment that is free from sexual harassment and sexual violence. Acts of sexual harassment or sexual violence, including sexual assault, dating violence, domestic violence, and stalking, seriously undermine the atmosphere of trust and respect that is essential to a university community. Moreover, sexual harassment and sexual violence are legally prohibited and will not be tolerated. To report a complaint of sexual harassment or sexual violence, including sexual assault, dating violence, domestic violence, and stalking, against a student and discuss options, contact a Campus Security Authority coordinator; the Office of Student Conduct, 307 Pratt Hall, at 724-357-1264; or the Compliance Officer/Title IX Coordinator. If the student does not want to proceed with a student conduct complaint or police report, the Compliance Officer/Title IX Coordinator will still investigate to determine what occurred and take appropriate steps to resolve the situation, mindful of the University's obligation to provide a safe and nondiscriminatory environment for all students.

Title IX: In order 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 Department of Human Services (1-800-932-0313) and University Police (724-357-2141). Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: <http://www.iup.edu/socialequity/policies/title-ix/>

Course Modules *Subject to change according to class needs, See D2L for dates

Text Abbreviations

EA – *Engaging Ideas*, by Bean

NWWK – *Naming What We Know*, Adler-Kassner and Wardle

PDFs available on D2L

For precise due dates, please refer to D2L Learning Modules

Week - Module	Topics	Readings	Activities and Assignments
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1	Naming What We Know – Disciplinary Knowledge	Read: Syllabus (PDF); Yancey, “Introduction” (xxvi-xxxiv); Adler-Kassner and Wardle, “Naming What We Know: The Project of this Book” (pp. 1-11) in NWWK	Introductions Review syllabus Presentation sign-up Reading Discussion 1 Weekly Zoom
2	Writing and critical thinking; Helping writers think rhetorically; Writing as subject and activity	Read: Ch. 1-3 (pp. 1-51) in EI; “Metaconcept” and “Concept 1” (pp. 15-34) in NWWK	Reading Discussion 2 Weekly Zoom
3	Genre in teaching writing; Designing writing assignments and activities;	Read: Ch. 4, 6-7 (pp. 52-65, 89-145) in EI; “Concept 2,” (pp. 35-47) in NWWK; Devitt, “Teaching Critical Genre Awareness” (PDF); Teaching Approach Presentation Review: Example assignments	TAP 1 Discussion Activity Assignment analysis (in Zoom) Weekly Zoom
4	Identity and ideology; Critical pedagogy	Read: “Concept 3” (pp. 48-58) in NWWK; Baker-Bell et al., “The Pain and the Wounds: A Call for Critical Race English Education in the Wake of Racial Violence” (PDF); Ch. 8 (pp. 149-160) in EI	TAP 2 Discussion Activity Major assignment proposal due Weekly Zoom
5	All writers have more to learn; Writing as meta/cognitive; Group learning	Read: “Concept 4” and “Concept 5” (pp. 59-81) in NWWK; Ch. 10 (pp. 183-201) in EI; TAP 3 on open topic	TAP 3 Discussion Activity Respond to peers’ assignment proposals Weekly Zoom
6	Grading and assessment; Responding to student writing; Contract-based grading	Read: Ch. 14 and Ch. 16 (pp. 267-289, 317-336) in EI; Inoue, “Laboring Toward Grading Contracts and the Inner Dikes”	Individual grading activity TAP 4 Discussion Activity Weekly Zoom
7	Using threshold concepts in curriculum development	Read: Introduction, Ch. 6, and Ch. 7 of “Using Threshold Concepts” (pp. 84-121) in NWWK	Major assignment due to professor Reading Discussion 3 Weekly Zoom

8	Research and information literacy; Information behaviors	Read: Ch. 13 (pp. 224-263) in EI; McClure, “Googlepedia” (PDF)	Reading discussion 4 Weekly Zoom
9	Bodies and Embodiment; Disability, sexuality, and gender; Feminist pedagogy	Read: Dolmage, “Writing Against Normal” (PDF); Wallace and Alexander, “Queer Rhetorical Agency: Questioning Narratives of Heteronormativity” (PDF); Feminist pedagogy: Fuller and Russo, “Feminist Pedagogy: Building Community Accountability” (PDF in D2L)	TAP 5 Discussion Activity Weekly Zoom
10	Supporting basic writers; Supporting multilingual writers; Issues of grammar and correctness	Read: Ch. 5 (pp. 66-86) in EI; “CCCC Statement on Second Language Writing” (PDF); Villanueva, “Subversive Complicity and Basic Writing Across the Curriculum (PDF)	TAP 6 Discussion Activity Draft of Course Design to Peers Weekly Zoom
11	Coaching the writing process; Peer review	Read: Ch. 15 (pp. 290-316) in EI	Course Design peer review Weekly Zoom
12	Conferences	No readings this week	Sign up and attend individual conference Final course design + rationale due
13	Teaching Philosophies; Teaching Aspiration Statements	Read: Sample teaching statements; Sample teaching portfolios	Teaching philosophy or aspiration statement for peers Workshop activity Weekly Zoom
14	Holiday Break	Holiday Break	Holiday Break
15	Final Teaching Portfolio		Final teaching portfolio due by Dec. 5

Major Course Assignment (Engaging a Digital Text)

Overview:

Design a major course assignment that asks students to engage in either the composition or analysis of a digital or multimodal text. For example, in my first-year writing class last semester, students performed a rhetorical analysis of digital, persuasive memes. In my advanced composition course, students wrote a feature article using the online publishing platform *Medium*, and adding images or videos to complement their writing. You will produce an assignment sheet (1-2 pp.) that will include an overview of the assignment, project processes, stated goals or learning outcomes, a timeline, assessment criteria, and any resources for working on the project. Because this assignment should involve either the composition or analysis of a digital text, you should also be as clear as possible about the particular software, web application, or other digital media students will be working with.

As with the other practical documents you will design in English 830, you should assume that you are teaching a general-education, first year composition course. You may examine the sample syllabi and sample course assignments posted in D2L for additional course information (such as learning goals) as well as for assignment ideas.

Required Elements:

Identifying Contextual Information: Course name and number, institution, instructor's name

Overview: A brief, overall description of the assignment, esp. the end-product students will create

Processes: A list of steps the student should follow to successfully complete the assignment

Learning Goals: 2-3 goals the assignment will work towards, e.g. practice rhetorical analysis, work with multiple sources to synthesize perspectives on a topic

Timeline or "Important Dates:" Important process dates that identify particular steps and related content supporting the assignment

Assessment Criteria: A list of expectations, the criteria by which the student's work will be graded

Resources

Sample syllabi and assignments are posted in D2L under "Sample Teaching Documents"

Criteria: A successful assignment accomplishes the following:

Includes required elements: overview, processes, learning goals, timeline, assessment criteria

Uses section headers and other visual cues to help organize content

Engages a digital text, either through the composition of a digital text or analysis of a digital text

Draws on our readings so far in the course (threshold concepts, critical thinking, rhetoric, assignment design, genre)

Demonstrates thorough proofreading process

Is written in a way that is accessible to the first year composition student

Course Design & Rationale Essay

Overview

For this assignment, you will create a detailed syllabus for a general-education writing course within a specific institutional context, either IUP's *Liberal Studies English* program or some other university or college you have a past or future connection to – for instance, somewhere you would like to teach or continue your studies, or somewhere you are currently teaching. The course you imagine for this assignment should be explicitly focused on the practice and knowledge of writing, which might include discussion and coverage of topics such as rhetoric, literacy, academic writing, research, genre, narrative, nonfiction, new media, and writing skills related to working with sources, style, organization or structure, thesis development, and argument. Accordingly, you have a fair amount of freedom for this assignment, but I ask that you not design a course in creative writing or literature.

To accompany your syllabus, you will write a rationale essay (900-1500 words, or 3-5 pgs.) that discusses how your course design is informed by course readings and that links the particular choices you made for readings and course assignments to student learning outcomes. For instance, you should help me understand how specific readings and assignments helped to accomplish your course learning outcomes, and how the course design in general was motivated by our readings.

Project Components

Syllabus: Your syllabus should include: the institution's course catalog description, a course overview, all required course texts, specific learning objectives, brief descriptions of all major and minor course assignments, relevant course policies, and a weekly schedule with readings, assignments, and activities for each class session. The schedule should span 15 weeks, with 2 or 3 meetings per week, for PhD students, and 10 weeks, with 2 or 3 meetings per week, for M.A. students.

Rationale Essay: The Rationale Essay should be written in a reflective, narrative style. Feel free to use the first-person "I" pronoun when describing the choices you made for the course design and linking those choices to your own understanding of course readings. This is not an informal document, however. I expect the finished essay to be proofread and polished. Include reader-friendly devices such as transitions and forecasting statements to provide structure. Finally, make a central point about what you are trying to accomplish with this course, and organize the essay with evidence and discussion for how you were able to do that. Evidence and/or contextualization for this essay should draw from our course readings.

Note: Include both the Syllabus and Rationale Essay in a single document (.doc or .docx) to be uploaded to D2L.

Strategies

The major course assignment you've already designed can be a good place to start. Think about how you can build outward from this assignment – what other major assignments would you want to include in an assignment sequence? How do these assignments work together to accomplish learning outcomes common to a general-education writing course?

Practice backwards design (Bean, 95-96) and articulate learning goals first, then work backwards from the last assignment to imagine a sequence of writing projects and relevant course content. There's a great list of brainstorming questions for backward course design on p. 95 of *Engaging Ideas*.

Work with a composition textbook or reader. You can begin a course design by deciding how you will use the course text, and then building in relevant assignments and activities. Some textbooks provide assignments and or/units for working on specific conceptual knowledge and writing skills. You can use this structure or assignment sequence to design your course as well.

Resources

Sample syllabi and assignments are posted in D2L under "Sample Teaching Documents" module

Course descriptions and outcomes included in appendix to this assignment.

Textbooks available in my office. Dr. Dana Driscoll also has a larger library of textbooks.

Once you've identified a textbook to use, you may find an online Table of Contents to help you plan your reading schedule. The online textbook *Writing Spaces* is a great text for first year composition (writingspaces.org).

Criteria

A successful course design (syllabus) accomplishes the following:

Includes required elements: institutional course description, course overview, course texts, specific learning objectives, brief descriptions of all major course assignments, relevant course policies, and a weekly schedule with readings, assignments, and activities for each class session.

Uses section headers and other visual cues to help organize content

Demonstrates engagement with our course readings on pedagogical approaches, best practices in teaching writing, and conceptual writing knowledge

Demonstrates thorough proofreading process

Is written in a way that is accessible to the general-education writing student

Demonstrates an awareness of design principles such as contrast, repetition, alignment, and proximity

A successful rationale essay accomplishes the following:

Successfully uses a first-person, narrative style to reflect on the process of designing the syllabus

Employs organizational devices such as transitions and forecasting statements to organize content and create a reader-friendly structure

Makes connections to course content (readings, activities) in order to explain and contextualize assignments and course outcomes

Includes a central point about what the course is trying to accomplish and how certain elements work towards those goals

Demonstrates a thorough process and a polished, proofread final product

Appendix

You may adapt and/or copy these directly into your course syllabus.

Institutional Course Descriptions (IUP)

ENGL 101: ENGLISH COMPOSITION I

ENGL 101 is meant to be taken in a student's first semester at IUP. This course introduces early college literacy skills: students learn how to develop their own writing process, how to be rhetorically flexible in a variety of writing situations, and how to write in a variety of genres, and they begin to learn how to integrate the voices and ideas of others into their own texts.

ENGL 202: ENGLISH COMPOSITION II

Composition II should be taken in a student's first semester of his/her sophomore year. In this course, students synthesize writing process, rhetorical flexibility and genre awareness, and critical reading and analysis skills they have learned in 101 and 121. This course serves as a foundation for the sort of academic and scholarly work they will read and write in their majors courses.

Institutional Course Outcomes (IUP)

ENGL 101: ENGLISH COMPOSITION I

Students who successfully complete English 101 will be able to:

- use writing processes to generate, develop, share, revise, proofread and edit major writing projects.
- produce essays that show structure, purpose, significant content, and audience awareness.
- produce a variety of essay genres.
- understand and integrate others' texts into your own writing.
- reflect on your own writing process and rhetorical effectiveness.

ENGL 202: ENGLISH COMPOSITION II

When you successfully complete English 202, you will be able to:

- access relevant print and electronic resources, artifacts, or human resources; read, evaluate and select resources;
- manage and sustain an inquiry project
- critique your own and others' essay drafts

- compose focused and cohesive syntheses
- ethically use a body of knowledge inside your own written work: paraphrase, quote, summarize, explain/interpret/comment, cite, and document (MLA or APA)
- reflect upon your reading and research processes, writing processes and rhetorical effectiveness

Course Policies

Attendance: After 3 unexcused absences, I will lower your final course grade by 5% for each additional absence. I will consider excusing absences due to illness or personal emergency but will ask for documentation. Please be aware that, if you are absent during a class period where a major assignment is due or peer review is scheduled, that you must contact me to arrange a make-up or alternative.

Late Work: 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.

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.

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

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

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.

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