ENG 101: Freshman Composition

Instructor: Dr. Brooke Harrison
Email: brooke.harrison@cmich.edu
Phone: (989) 774-3364
Address: 220 Anspach Hall, Central Michigan University
Office Hours: MWF 2:00-3:00 p.m.
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Welcome to English 101 @ CMU!

Writing is a crucial part of your education at CMU, so all students are required to gain “written competency” to graduate. The two required writing competency courses are ENG 101 and 201. These courses are designed to help you succeed at CMU and to help you graduate as a fluent, confident, and flexible writer.

English 101 provides intensive practice in the intellectual and verbal habits required by a wide variety of public and academic writing, including careful reading, critical thinking, and coherent writing. English 201 focuses on writing research-based arguments, as well as helping students learn how to write about empirical data, which is sometimes necessary in creating persuasive arguments in some disciplines and professions. All writing in ENG 101 online will be completed using MS Word® and will be submitted to CMU’s course management system, Blackboard, for peer and instructor review.

Pre-Requisites

CMU uses high school GPA and ACT scores to calculate a writing placement score for all incoming freshmen. Traditional on-campus students and non-transfer students must have a writing placement score of at least 58 to enroll in ENG 101.

If you received a placement score of 51-57, contact Dr. Rose Gubele, the Director of Basic Writing to find out whether ENG 101 is the best option for you; ENG 103/099 might be better. She will ask you a few questions about your previous writing experiences and discuss your options.

If you received a score of 50 or lower, you are required to take ENG 100 before taking ENG 101; however, you may also contact Dr. Gubele about completing a diagnostic essay so she and the Dir. of Composition, can determine whether you qualify for a waiver of the ENG 100 requirement. Waivers are not automatic just because a student requests one.
Course Objectives

Composing Processes: By the end of English 101, students should be able to

• understand that writing is a recursive process that usually requires multiple drafts;
• understand that writing is a means of discovery as well as a means of communication and be able to use writing for both purposes;
• develop flexible strategies for generating, revising, editing, and proofreading;
• understand and be able to responsibly perform collaborative aspects of writing processes, including critiquing their own and others’ works and implementing advice from the instructor and others; and
• Use computer word-processing operations and other technologies to research, compose, revise, edit, and format papers.

Rhetorical Knowledge: By the end of English 101, students should be able to

• understand that effective writers need knowledge of topics, genres, and rhetorical strategies;
• recognize that texts have rhetorical purposes and that successful writers negotiate the rhetorical demands of differing discourse communities;
• write texts that define, restrict, and illustrate topics;
• form and evaluate effective theses or claims;
• evaluate and use a variety of different principles of organization in paragraphs and texts;
• adjust tone, diction, and content to different audiences; and
• Find, evaluate, analyze, and integrate with their own thinking appropriate primary and secondary sources (e.g., textual, visual, and auditory sources) and understand when such sources are necessary to a successful written text.

Knowledge of Conventions: By the end of English 101, students should be able to

• understand the conventions associated with different genres, including the use of common formats of different kinds of texts;
• be aware of the features of Standard Written English, especially those that distinguish it from spoken English;
• write prose without clichés, verbosity, and monotonous syntax;
• write prose in Standard Written English free of errors that undermine the writer’s credibility, such as comma mistakes, spelling errors, and errors in agreement; and
• cite sources correctly.

Other Course Goals: In addition to the major course objectives described in your textbook, you will also strive to acquire the following knowledge and behaviors:

• Self-discipline: Develop good work habits, e.g., writing regularly, producing professional-looking work, meeting deadlines and assignment requirements.
• Effective writing processes: Develop the habit of writing planning notes, writing drafts, then revising, proofreading, and editing.
• Rhetorical awareness: Develop skill in analyzing arguments and persuasive techniques. Develop skill in writing for a variety of purposes and audiences.
• Critical thinking skills: Develop skill in analyzing and evaluating style and content in both student compositions and published writing. Develop skill in presenting, both orally and in writing, criticism of written composition.
• Mechanics of Standard Written English: Develop skill in proofreading, avoiding errors in spelling, English punctuation, usage, capitalization, syntax, etc.
• Manuscript conventions: Develop skill in following directions for manuscript preparation.
Keys to Success in this Class

Some of the advice below comes from former students who have done well in this class. Some is my own advice extrapolated from many years of teaching the course to traditional and nontraditional students in a variety of formats.

- Carefully read this syllabus and other materials posted on the course Bb site as well as any materials and email sent to you by your instructor.
- Don't underestimate the level of difficulty and amount of work required. You will not do well if you place the coursework at the bottom of your list of priorities. Succeeding in school—like anything else—means making sacrifices, sometimes painful ones.
- Don't procrastinate. If you try to complete the work at the last minute, its quality will suffer, as will your grade. You will not receive a “C” or better this course if you wait until the last minute to complete the assignments or to contact your instructor about what you don't understand.
- Carefully read and study the assigned chapters and articles in the textbooks and other course materials, including review and instructor revision suggestions, and incorporate into your assignments the writing theories, strategies, and suggestions discussed there.
- Read and follow carefully the assignment and exam instructions in the syllabus, in the “Schedule of Assignment & Activities” (on Bb), and in the exams you receive from your proctor.
- View the assignments, exams, and other class work from the perspective of the intended readers. One of the goals of this course is to get you to think more strategically about who might read the documents you write. Never assume that anything you write is private, and don’t assume that your intended readers are only you classmates and instructor. In this course, all writing is public in the sense that it is subject to review by your peers and instructor. Grades, however, are private.
- Proofread and edit your work carefully. Students will be held accountable for several aspects of effective writing: content, style, rhetorical effectiveness, grammatical correctness, etc. Students who enroll in ENG 101 are supposed to know the basics of Standard Written English. This class will help you learn how to develop an appropriate and effective writing style, but if you don’t already grasp the fundamentals of correct grammar, punctuation, and usage, then you’re unlikely to earn a “C” in this course and should perhaps take ENG 100 first.

Instructional Materials

Required Textbooks

There are two required hard copy textbook and one e-handbook, which is discussed separately. When purchasing books, the most important piece of information is the ISBN, which is provided below for each book.

   - MSB Direct (see below)
   - from the publisher, W. W. Norton (which is less expensive) at [http://books.wwnorton.com/books/978-0-393-93174-7/](http://books.wwnorton.com/books/978-0-393-93174-7/), or
   - from Amazon.com at [http://www.amazon.com/They-Say-Academic-Writing-Readings/dp/0393931749/ref=sr_1_fkmr2_1?ie=UTF8&qid=1278869199&sr=1-1-fkmr2](http://www.amazon.com/They-Say-Academic-Writing-Readings/dp/0393931749/ref=sr_1_fkmr2_1?ie=UTF8&qid=1278869199&sr=1-1-fkmr2)

Just make sure you get the correct edition! On-campus student will NOT be able to purchase this
book at the CMU bookstore or SBX, because the on-campus sections of ENG 101 don’t use the edition with readings.

   • For on- and off-campus students, this book is available from MBS Direct; however, on-campus students might be able to purchase a copy at the CMU Bookstore or SBX.
   • There are also new and used copies available from Amazon.com at [http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Dstripbooks&field-keywords=English+101%3A+First-Year+Composition](http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Dstripbooks&field-keywords=English+101%3A+First-Year+Composition). Beware of the really cheap used copies—they might be missing pages.

3. *McGraw-Hill e-Handbook*, 2009. ISBN 0077350340. This is e-version of *The McGraw-Hill Handbook*, which is much less expensive than a traditional hard copy handbook, but you will have four years of access, which will come in handy for the writing you will do in you other classes. The purchase price direct from McGraw-Hill is $25.00. You may, of course, buy the hard copy version, but it will be much more expensive.
   All students can purchase access directly from McGraw-Hill (which costs less that buying from the bookstore) or from MBS (see below).
   On-campus students can also purchase access from the CMU bookstore or SBX. Instructions for purchasing the e-handbook directly from McGraw Hill are provided below.

*How to Purchase Textbooks from MBS Direct*

When placing an order through MBS Direct, the following information is required: college or university you are attending, site (location of class) or program, and complete course information including EPN and course name.

• By internet: Save 20% on express UPS shipping (next day or 2nd day)! Safely order textbooks and other course materials online from the Virtual Bookstore. Payment must be made by credit card. The URL is [http://direct.mbsbooks.com/cmu.htm](http://direct.mbsbooks.com/cmu.htm)

• By phone: Call 800-325-3252 to place an order or for shipping rates. Hours are Monday-Thursday 7:00 a.m. – 10:00 p.m.; Friday, 7:00 a.m. – 6:00 p.m.; Saturday, 8:00 a.m. – 5:00 p.m.; Sunday 12:00 p.m. – 4:00 p.m. CDT/CST. Payment can be made by credit card or personal check (must be mailed via U.S. postal service). Students ordering course materials to be shipped internationally should call: International Phone: 573-441-9179, International Fax: 573-446-5254.
How to Purchase Access to the e-Handbook from McGraw-Hill

To purchase the access code directly from McGraw-Hill,

1. Go to [http://www.mhprofessional.com/mhhe_index.php](http://www.mhprofessional.com/mhhe_index.php) and enter the ISBN in the Search space, as shown below. The ISBN is 0077350340

Place your order in the screen shown below by clicking on the red "Add to Cart" Button:
Once you have purchased a registration code, you will need to use it to gain access:
1. Go to http://mhconnectcomposition.com
2. Click on First-time Registration.
3. Enter the registration code your received when your purchased access and click “Submit.”

If you need help or have any questions about the e-handbook, visit the 24-hour online support center at http://mpss.mhhe.com/products-connect.php OR call 1-800-331-5094.
Grades

The course grade will be based on the following course work:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>Responding to an Article (1,000 – 1,500 words)</td>
<td>100 pts</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>Rhetorical Analysis of an Editorial (1,000 – 1,500 words)</td>
<td>150 pts</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>Bibliographic Essay (1,500 – 2,000 words)</td>
<td>200 pts</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>Literacy Autobiography (1,500 – 2,000 words)</td>
<td>150 pts</td>
</tr>
<tr>
<td>Other Assignments</td>
<td>Four Writing Skills Exams (250 -500 words, 50 pts each)</td>
<td>200 pts</td>
</tr>
<tr>
<td>Other Class Work (readings, textbook exercises, peer reviews, etc.)</td>
<td>200 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,000 pts</strong></td>
<td></td>
</tr>
</tbody>
</table>

You can expect your instructor to review/grade and return your assignments and exams within one week after the due date; however, if you submit your work late, then your instructor cannot promise to return your graded work within one week. (See Course Policies below for more about late work.) Grades will be available on Blackboard under Course Grades, and will be updated within 24 hours of a graded assignment being returned to you.

A grade of “C” is the normal grade for this course, and students must earn a “C” (not a “C-“) to receive competency credit for this course. The grades of “A” and “B” are honor grades, indicating a student has produced excellent or exceptionally good written work while meeting the minimum quantitative requirements. A grade of “C” means the student has adequately met the minimum quality and quantity standards of the course. Grades of “D” and “E” mean the student has not met the minimum requirements either quantitatively or qualitatively.

The grading criteria are listed on pages 3 - 4 in your *English 101: First-Year Composition* textbook. Each assignment will receive a letter grade (sometimes with a + or -) as follows:

A = the writing has excellent adherence to grading criteria.
B = the writing has good adherence to grading criteria.
C = the writing has satisfactory adherence to grading criteria.
D = the writing has unsatisfactory adherence to grading criteria.
E = the writing has extremely unsatisfactory adherence to grading criteria. The assignment might have other problems that indicate it does not satisfy other requirements.

The grading scale for the course is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>935 – 1,000 pts</td>
<td>(93.5-100%)</td>
</tr>
<tr>
<td>A-</td>
<td>895 – 934</td>
<td>(89.5-93.4%)</td>
</tr>
<tr>
<td>B+</td>
<td>865 – 964</td>
<td>(83.5-89.4%)</td>
</tr>
<tr>
<td>B</td>
<td>835 – 884</td>
<td>(83.5-86.4%)</td>
</tr>
<tr>
<td>B-</td>
<td>795 – 834</td>
<td>(79.5-83.4%)</td>
</tr>
<tr>
<td>C+</td>
<td>765 – 794</td>
<td>(76.5-79.4%)</td>
</tr>
<tr>
<td>C</td>
<td>735 – 764</td>
<td>(73.5-76.4%)</td>
</tr>
<tr>
<td>C-</td>
<td>695 – 734</td>
<td>(69.5-73.4%)</td>
</tr>
<tr>
<td>D+</td>
<td>665 – 694</td>
<td>(66.5-69.4%)</td>
</tr>
<tr>
<td>D</td>
<td>635 – 664</td>
<td>(63.5-66.4%)</td>
</tr>
<tr>
<td>D-</td>
<td>595 – 634</td>
<td>(59.5-63.4%)</td>
</tr>
<tr>
<td>E</td>
<td>0 – 594</td>
<td>(0-59.4%)</td>
</tr>
</tbody>
</table>
The Essay Assignments

Assignment 1: Responding to an Article
This assignment is described in Chapter 2 of your ENG 101: FYC textbook. The group of readings referred to in the assignment description includes those on pages 153 - 481 in They Say, I Say.

However, you may NOT write your Assignment 1 essay in response to David Zinczenko’s “Don’t Blame the Eater,” because everyone will be reading that essay in preparation for Writing Skills Exam 1. Your Assignment 1 essay should be 1,000 – 1,500 words, double-spaced.

Assignment 2: Rhetorical Analysis of an Article
This assignment is described in Chapter 3 of your ENG 101: FYC textbook. However, instead of your instructor providing you with a group of editorials on Blackboard, you will choose an article from among those on pages 149 - 481 in They Say, I Say.

However, you may NOT write your Assignment 2 essay about Gerald Graff’s “Hidden Intellectualism,” because everyone will be reading that essay in preparation for Writing Skills Exam 2. Also, select a different article from the one you chose to respond to for Assignment 1. Your essay should be 1,000 – 1,500 words, double-spaced.

Assignment 3: Bibliographic Essay
This assignment is described in Chapter 4 of your E101: FYC textbook. The purpose of this essay is for you to inform your readers about the variety of viewpoints on one of the questions posed by the four groups of essays on pages 149 - 481 in They Say, I Say:

- Is Fast Food the New Tobacco? (including “Don’t Blame the Eater” by David Zinczenko)
- Are 24, Family Guy, and Grand Theft Auto Actually Good for You? (including “Hidden Intellectualism” by Gerald Graff)
- Is Economic Mobility Just A Dream?
- Is America Over?

Try to explore as many different sides of the issue as feasible. In other words, your essay should answer the question, “What are the issues relevant to the question at issue?” The purpose of this assignment is NOT for you to take a side and argue for it. If you must take a side, do so only in the conclusion, and only if your “side” makes sense given the sources you have reviewed in your essay.

Your essay should be 1,500 – 2,000 words, double-spaced and should present the views of 8 - 10 sources, at least four of which must come from one of the four groups of essays in They Say, I Say listed above (you may use more than four you wish), and no more than two of which may be web sites (and any web sites used must meet the standards of credibility presented in the Widener University Library’s Online Tutorial referred to in the assignment description in your textbook). No newspaper or popular media sources may be used, since they offer only surface-level depth; however, an extended editorial or two might be appropriate, depending on the topic—check with your instructor. Do not use any wikis as sources, as they are unreliable. And be careful about using blog posts; some are quite good and might make good sources, but check with your instructor first.

Assignment 4: Literacy Autobiography
This assignment is described in Chapter 5 of your ENG101: FYC textbook. The essay “Remembering Writing, Remembering Reading” by Deborah Brandt will be placed on Blackboard. Your essay should be 1,500 – 2,000 words (6 - 8 pages), double-spaced.
How to Submit Assignments to Blackboard

1. Complete each essay assignment using MS Word®. Be sure to place your name and the page number in the header of your assignment so that it will automatically appear on each page of your assignment, but suppress this feature in the first page.

2. Save each assignment as a Word® document with the following filename:
   
   YourfirstnameYourlastnameA#

   The # symbol is the assignment number; e.g., JohnDoeA1 would be Assignment 1 for John Doe. Word® will automatically add the .doc or .docx file extension to the file when you save it.

3. Go to the “Assignments” page of your class bb cite and upload your assignment by the due date and time:
   
   3.1 Click on the “View/Complete Assignment” link for the assignment you’re completing.

   3.2 Click the “Browse” button, and locate your completed assignment on your computer or flash drive. Once you click “Open,” your file (including the path) should appear within the “Attach local file” field.

   3.3 Finally, at the bottom of the Bb page, click the “Submit” button to send the assignment to your instructor’s Grade Center

4. Verify that your assignment has been submitted correctly by selecting “My Grades” and locate the assignment and grade column.

   4.1 If a green exclamation mark appears, your assignment was submitted correctly.

   4.2 If an “in progress” icon appears (it’s a little page with a pencil), you have either incorrectly submitted your assignment or clicked “Save,” rather than “Submit.” Return to the assignment and click the “Submit” button.

   4.3 If the “in progress” icon still appears, contact the CMUI Help Desk for assistance at 989-774-3662.

The Writing Skills Exams

All writing skills exams in this course are proctored. The four writing skills exams take the form of short essays (250 – 500 words) you will write in response to a prompt that will be given to you by your proctor. You will complete these essays using Word®. No handwritten responses will be accepted.

You will have a week-long window in which to complete each exam. In other words, you may not take an exam before its stipulated “Opening Day” or after the deadline, as stated in the Schedule of Assignments and Activities” on Bb. You will have two hours to complete each exam. You may use any of your textbooks and the e-handbook as reference materials on all exams.

How to Obtain a Proctor: Students must identify a proctor for any course that requires monitored exams. CMU Online will verify the information and mail the exams directly to the proctor. The proctor administers the exams, one at a time. Courses with online proctored exams require a proctor who has a computer with Internet access that the student can use to take exams. The computer can be a desktop or laptop model, but it cannot be the student’s own personal computer.

Acceptable proctors include CMU Center personnel, school counselors, school/college administrators or teachers, military or industry education/testing centers, or the librarian at a local library. Unacceptable proctors include, but are not limited to, family members, friends, co-workers and/or subordinates, workplace supervisors, and other CMU students. CMU reserves the right to
deny any proctor or assign proctors to students as deemed necessary by the CMU Online staff. Examination packets are not mailed to home addresses or Post Office boxes.

To complete the proctor request form, go to http://ddlcampus.cmich.edu/orientation/cgi-bin/proctors1.asp

**How to Submit Exams to Blackboard**

1. Immediately after receiving the exam from your proctor, send me an email telling me that you are beginning the exam. Your instructor’s email browser will automatically record the date and time the email was sent. Your proctor might also be required to record the date and time you took the exam.

2. Complete the exam using MS Word®.

3. Save your exam on a flash drive and give the file the following filename:

   YourfirstnameYourlastnameExam#

   The # symbol is the exam number; e.g., JohnDoeExam1 would be Exam 1 for John Doe.

   Word® will automatically add the .doc or .docx file extension to your file.

4. Go to the “Assignments” page of your class Bb site, and upload your exam within the two hour time limit:

   4.1 Click on the “View/Complete Assignment” link in your class Bb site for the exam you’re completing.

   4.2 Click the “Browse” button and locate your completed assignment on your computer or flash drive. Once you click “Open,” your file (including the path) should appear within the “Attach local file” field.

   4.3 Finally, at the bottom of the page, click the “Submit” button to send the exam to your instructors’ Grade Center.

5. Verify that your exam has been submitted correctly by selecting “My Grades” and locating the exam and grade column.

   5.1 If a green exclamation mark appears, your exam was submitted correctly.

   5.2 If an “in progress” icon appears (it’s a little page with a pencil), you have either incorrectly submitted your exam or clicked “Save,” rather than “Submit.” Return to the exam and click the “Submit” button.

   5.3 If the in progress icon still appears, ask your proctor to print out a copy of the exam to return to CMU Online with the other exam materials OR ask your proctor to email the exam to your instructor immediately so that you will receive credit for submitting the exam within the exam period. Be sure to contact your instructor right away to inform him/her about the problem you experienced. You should also contact the CMU Help Desk at 989-774-2662 to report the problem.
Class Policies

Revisions: Revision means “re-seeing,” and that is exactly what writers try to do: to take another look at the large issues in their drafts and make sure the content and organization are set before editing, proofreading, and printing a final version. Obviously, it is crucial that writers become adept at “re-seeing” their own drafts, but to do that, they often benefit from getting feedback from others. Your instructor will respond to your work-in-progress and so will your peers. By reading and commenting on your classmates’ work, you will also become a stronger, more critical reader of your own writing.

Each of the four major essay assignments will go through the process depicted in the flow chart on the right; none of the writing skills exams may be revised. Your instructor will place you into groups on Bb and you will upload your Peer Review drafts to your Group page. (See the instructions in the next section of the syllabus for Peer Review.)

With respect to the 3rd and “final” draft of each assignment, which your instructor will review (i.e., for Step 7 of the process on the left), the following conditions for revision apply:

• You must do more than merely correct all the editing errors or errors in format: Revision is not a substitute for editing in the first place. A revision must improve the substance of the assignment (e.g., rhetorical effectiveness, logic, organization, writing style, etc.), as well as correct most of editing errors, without introducing many new ones.

• If your “final” draft is better than the previous version that your instructor reviewed, your grade will be raised accordingly; however if the revision is not substantive or actually turns out to be worse, your grade won’t be raised, but it won’t be lowered either. Your instructor might offer you a chance to revise once more—but don’t count on it. He/she is likely teaching three or four other on-campus classes and is unlikely to have time to look at another draft.

• Your instructor’s comments on the initial draft he/she reviews will reflect the problems that, at the time, seem most serious and happen to catch his/her eye: rarely will an instructor comment on everything that is effective or ineffective about an assignment. When your instructor reads a revision, he/she will probably comment on problems that were not commented on the first time. These problems will affect the grade of the revision. Moral: don’t just “fix” the problems that got pointed; reread the assignment critically and do all that you can to improve it!

REMEMBER: If you need additional help revising, you may submit your draft to the Writing Center for online consultant review at http://webs.cmich.edu/writingcenter. But do plan ahead.

• Your instructor will compare the new draft of your paper with the previously reviewed draft to see whether your revision is substantial (as opposed to superficial).

• Any penalty for lateness and/or for failing to submit a draft for Peer Review that might have applied on the previously reviewed draft also applies to the revision.
Peer Review on Bb: You will be assigned to Peer Review groups using Bb’s Group page feature. Each group will consist of three or four students. From inside your Group page, you’ll be able to upload your draft as well as download the drafts of your group members.

Follow this procedure for reviewing your classmates’ drafts:

1. Download each draft you are supposed to review, and give each a new filename as follows:
   
   AuthorfirstnameAuthorlastnameA1YourfirstinitialYourlastnamePR
   
   For example, JohnDoeA1MSmithPR, would be the name given to a draft written by John Doe and reviewed by M. Smith.
   
   These new files will be the ones you comment on and return to your Group page for your group members to download when you’re done reviewing them.

2. For each draft, open the file and read the draft. At the end of the draft, type in your answers to the Peer Review Questions for that assignment, which are included in your E101: FYC textbook at the end of each relevant chapter. You may also use the Insert Comment feature in Word® to make additional comments and revision suggestions beyond those included in your textbook, but not DO NOT make specific editing changes to the draft’s grammar, punctuation, etc. If you think the draft has numerous problems in this regard, then at the end of your written responses to the author, remind his/her to proofread and edit carefully before submitting the next draft for instructor review.

3. Be sure to save commenting your work as you go.

4. When you are finished, upload the reviewed drafts to your Group page for your group members to retrieve.

5. Use whatever comments you receive from your group members that seem most helpful in revising your draft in preparation for instructor review. Don’t simply send your instructor the same draft you submitted for Peer Review. If you do, your instruction will know, because he/she will also be a member of each group to monitor the review work and provide guidance for future peer reviews.

Incompletes: Some students register for online courses without seriously considering the time commitment that will be required. Many students have work and family responsibilities that limit their ability to successfully complete an online course—especially if they are taking more than one course—while others simply procrastinate, trying to complete (usually unsuccessfully) all the coursework at the last minute and then wondering why their instructor won’t give them an Incomplete.

An Incomplete is not an automatic consequence of failing to complete all the course requirements. There is a specific procedure that students must follow in requesting an Incomplete, and it is outlined in CMU’s Undergraduate Bulletin. A decision about whether to grant an Incomplete is entirely up to the discretion of the instructor.

No instructor can even consider giving an Incomplete unless the student meets both of the following criteria:

1. The student must have successfully completed 51% of the coursework, and "successfully completed" means that the student has earned a "C" or better on that coursework.

2. The student must provide a reason for requesting an Incomplete that the instructor finds both legitimate and compelling. The burden of proof is on the student to provide compelling evidence that he/she is unable to complete the remainder of the course requirements due to some unforeseen emergency (e.g., serious illness or injury). Claiming to have a serious problem is insufficient: students must provide compelling evidence to support their claims. Not having enough time to complete the course work due to work and/or family constraints is neither a legitimate nor a compelling reason. Everyone is busy.
Academic Honesty: As stated in the CMU Undergraduate Bulletin, "In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which [sic] students submit must be the product of their own efforts and must be consistent with appropriate standards of academic and professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited." In cases that involve the above instances of academic dishonesty, the student's grade and status in the course are left to the discretion of the instructor. These are serious offenses that involve serious consequences.

In this class, plagiarism—whether intentional or not—on any of the assignments and/or exams may result in an E on the assignment. While the Internet has made it easier for lazy, unintelligent, and/or unethical persons to commit plagiarism—either by copying and pasting material into their papers without citing the sources or by ordering completed essays from online paper mills—new technologies have also been developed that make it easy for instructors to determine whether the students' writing is actually their own and whether all source material has been adequately cited. In this class, all assignments may be checked for plagiarism using SafeAssign. If your instructor suspects that a student has plagiarized an assignment, he/she might submit the assignment to the SafeAssign database. He/she might also randomly select assignments for routine check.

There are other types of student behavior that, while not as obviously dishonest as those mentioned above, equally compromise the integrity of education. Some examples of this kind of behavior include bringing an unprofessional attitude to the course and/or not doing the assigned work according to the schedule, not meeting deadlines, not following instructions, nor communicating respectfully with your instructor and classmates, and so forth.

Students also lack integrity when they expect that very little real work should be required of them. Higher education is designed to be challenging, which means it requires students to use complex thought processes to operate at a high level of intellect.

If do your part to maintain these standards of integrity and contribute to your own exemplary education, your degree will actually be worth more than the paper it's printed on.

Posting to the Discussion Board and/or Class Blog: Students must follow these guidelines, which have been adapted from the Association of Yale Alumni (http://www.aya.yale.edu/lists/etiquette.htm):

1. Remember: You are interacting with people.
   Because you only see letters stringing across a screen, it is easy to forget or ignore that a person sits on the other side of the network. This can tempt people to excess verbal boldness or emotional explosions, leaving readers angry and hurt. Over the Internet, you should consider yourself as having a face-to-face conversation with someone in a crowded room. Cursing and raw abuse are not appropriate. Keep debate civil, and keep it a debate, not a slanderous brawl. Always remember behind every email address is another person. [Note: Any student engaging in what the instructor perceives as inappropriate behavior on the class discussion board or blog will be blocked from further posting and will lose points for those class activities.]

2. Differentiate between public and private messages.
   The discussion board and blog are public spaces. Personal messages, such as criticism of a person's writing style should be sent to that person only. To broadcast such messages on the discussion board can embarrass and anger others. Messages for everyone on the list go to the Discussion Board. If you instructor feel that you are posting work that's difficult to read and understand, he/she will contact you privately and suggests way for you to improve.

3. Make subject lines descriptive.
   People should be able to understand the messages you post by glancing at the subject line.
“Hello,” is not as good as “My responses to Exercise 14” or “Comments on the sample rhetorical analysis essay.”

4. **Condense the original message to which you are replying.**
   When replying to a message, re-send a few summarizing lines of the original message so the reader will know immediately what matter you are addressing. The user who receives dozens of messages a day can easily forget what he wrote a couple days before. However, do not re-send the entire original message, especially if it's long.

5. **Sign your postings.**
   Include at the end of your message your name and e-mail address.

6. **Be brief.**
   Write succinctly but thoughtfully. Your post will have greater impact and more people will read it.

7. **Write clearly and logically.**
   Simplicity of expression usually is best. Sudden poetic bursts intended to "impress" usually do not impress, and might bother the readers.

8. **Be prudent with speculation.**
   On the Internet, rumor can grow extravagant and spread like fire. Remarks beginning with, "I have a feeling that . . ." or, "I think that . . ." should be used with care.

9. **Be cautious with humor and sarcasm.**
   Typed language is naturally colder than spoken language, because it is stripped of voice inflections and body language. Quite easily, humor can be taken as insult, especially if subtle. Some users prefer to use symbols that hint at tone, such as the smiley face: :-) It is safest to frankly note satirical messages.

10. **Discussion boards and blogs are as good, and only as good, as the participants make them.**
    Such venues work best when intelligent people share fresh knowledge and ideas. New ideas can stimulate discussion. Trivial or inane comments often kill discussion.

**Other Class Policies**

1. Unless otherwise instructed by your instructor, complete all the essay assignments and exams using Word® and upload them to Bb. Don't email any files to your instructor without his/her permission. Don't send any course work to your instructor by U.S. Postal Service, UPS, FedEx, etc. without your instructor's permission.

2. Feel free to email me any questions you have about the course work. I also have regular on campus office hours, during which you can call me (see days and times at the beginning of this document). Just because this is an online class, that doesn't mean your instructor is available 24/7 or will be able to immediately reply to your emails. You can expect a reply to email within 12 hours on weekdays, within 24 hours on weekends, if not sooner.

3. In composing your emails to your instructor, use Standard Written English, not IM or TM abbreviations or slang. If your instructor can't read or understand your email, he/she is unlikely to respond. (That's true in most workplaces, too, so start practicing now how to write a professional-quality email.)

4. I will be communicating with the class as a whole both through email and Announcements on Blackboard. Check the announcements regularly, as that is where you will find my responses to the progress of the class on specific formal assignments, discussion board posts, peer review, etc. These announcements will be an important way for you to gauge your work in the class (before you receive a final grade that can't be changed!).
5. Participate in peer reviews. If you don’t submit a draft to your Group page on Bb for peer review by the deadline, you will lose 25 points from your course grade. If you don’t comment on your group members’ drafts by the deadline, you will also lose 25 points.

6. Turn in all other work on time (e.g., discussion board exercises, journal assignments, instructor drafts, writing skills exams, etc.). An assignment will lose 5% of the grade for each day it is late. No Assignment that is more than one week late will be accepted and will receive a zero (0). Alas, Murphy’s Law exacts a toll on all of us, so each student is permitted to turn in the ONE instructor draft OR Writing Skills Exam up to a week late without a grade penalty. This does not apply, however, to the final draft of Assignment 4, which is due on the last day of class.

7. Keep backup copies of all your work during the semester. DON’T THROW AWAY ANYTHING!

8. Don’t plagiarize. Plagiarism (intentional or not) can result in an “E” on an assignment or even in the course.

9. CMU provides students with disabilities reasonable accommodation to participate in educational programs, activities, or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the office of Student disability Services (120 Park Library; telephone: 989-774-3018; Telecommunications Device for the Deaf: 989-774-2568), and then contact me as soon as possible.

Due Dates for Major Assignments, Exams, & Activities

All assignments and activities are due by 11:59 p.m. EST on the dates stipulated below:

Draft 1, A1 uploaded to your Group Page on Bb for Peer Review ..................................................Friday, Aug. 27
Peer Review comments due on Draft 1, A1 ...........................................................Monday, Aug. 30
Draft 2, A1 uploaded to Bb for Instructor Review .........................................................Friday, Sept. 3
Instructor Feedback on A1 available ...........................................................................Wednesday, Sept. 8
Draft 1, A2, uploaded to your Group Page on Bb for Peer Review .......................Monday, Sept. 13
Draft 3, A1 Final draft uploaded to Bb for instructor re-evaluation ......................Wednesday, Sept. 15
Peer Review comments due on Draft 1, A2 ..............................................................Friday, Sept. 17
Draft 2, A2 uploaded to Bb for Instructor Review .........................................................Monday, Sept. 20
Deadline for completing Writing Skills Exam 1 .....................................................Tuesday, Sept. 21
Instructor Feedback on A2 available ...........................................................................Friday, Sept. 24
Draft 3, A2 Final draft uploaded to Bb for instructor re-evaluation ......................Monday, Sept. 27
Deadline for completing Writing Skills Exam 2 .....................................................Monday, Oct. 4
Draft 1, A3 uploaded to your Group Page on Bb for Peer Review .......................Monday, Oct. 11
Peer Review comments due on Draft 1, A3 ..............................................................Friday, Oct. 15
Deadline for completing Writing Skills Exam 3 .....................................................Monday, Oct. 18
Draft 2, A3 uploaded to Bb for Instructor Review ..................................................... Wednesday, Oct. 20
Draft 1, A4 uploaded to your Group Page on Bb for Peer Review ............................ Monday, Oct. 25
Instructor Feedback on A3 available ........................................................................ Wednesday, Oct. 27
Peer Review comments due on Draft 1, A4 .............................................................. Friday, Oct. 29
Draft 2, A4 uploaded to Bb for Instructor Review ..................................................... Monday, Nov. 1
Draft 3, A3 Final draft uploaded to Bb for instructor re-evaluation ........................ Wednesday, Nov. 3
Instructor Feedback on A4 available ......................................................................... Monday, Nov. 8
Deadline for completing Writing Skills Exam 4 ...................................................... Friday, Nov. 12
Draft 3, A4 Final draft uploaded to Bb for instructor re-evaluation ......................... Friday, Nov. 12

The complete, detailed “Schedule of Assignments and Class Activities” is in the Course Materials section of your class Blackboard site.