

Faculty Guidebook for Composition

Department of English

University of Texas of the Permian Basin

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TABLE OF CONTENTS

Welcome and Overview of the Composition Program.....	Page 3
Technology Access and Web Courses.....	Page 4-5
General Information for Instructors.....	Page 6
Departmental Policies for Students in the Composition Program.....	Page 7
Evaluation of Teaching.....	Page 7
General Procedures for Placement of Students in the Composition Program.....	Page 9
How Students are Placed in the Composition Program.....	Page 10
Privacy Rights of Students.....	Page 11
Course Descriptions and Instructional Objectives.....	Page 12
Texts and Syllabi.....	Page 16
Policies and Procedures on Academic Misconduct.....	Page 17
Portfolio Assignment.....	Page 19

WELCOME

Your role in the Composition Program at UTPB is vital to departmental success. Since the first contact most students have with the department is through your class, you can do much to foster a positive attitude toward English courses, help to recruit English majors and generate student interest in upper-level English courses as you teach students to be skillful writers.

The Composition Program has two different courses, multiple sections, and varied faculty. Therefore, it is important that we function with uniform policies, procedures, goals, and objectives. It is, however, equally important that we encourage diverse teaching methods. Thus, this document both promotes responsibility to the department and allows for varying teaching styles. Because the document is crucial to the program and continually revised, it is imperative that you review it each semester. Please alert the Director of the Composition Program (Dr. Rebecca Day Babcock) to any errors you find in or questions concerning this document.

OVERVIEW OF THE COMPOSITION PROGRAM

The main purpose of composition courses is to teach writing. The courses focus on the rhetorical process—planning, drafting, and revising a text with a specific purpose and audience in mind. Students may also attend to social processes through collaborative projects, conferences, and peer reviews.

Each course presumes mastery of the previous course; therefore, faculty must understand the entire program. In addition, the faculty should explain to the students how each course builds on the one before. Sample syllabi for these courses can be found in the supplement, or simply ask one of your colleagues.

Students who have graduated from American high schools may enter English 0399 or 1301. A small percentage of students may enter directly into 1302 or may be exempt from the composition requirement altogether.

UTPB regulations require students have credit in 1301 and 1302 to receive a bachelor's degree. In addition, most colleges use grades in English 1302 to determine if students are proficient writers.

TECHNOLOGY ACCESS AND WEB COURSES

Computer/Internet Access and Support

Computers with internet access, as well as a photocopier are available for use in the Graduate Teaching Assistant and Adjunct Offices, located in MB 4272. The College of Arts and Sciences assigns part-time faculty and GTAs a code for this copier; please contact your administrative assistant (#2281) to receive this code. The Dunagan Library and Mesa Building Computer Lab (MB 2215) also offer computer access to instructors and students. Finally, you may access UTPB's Wireless Internet services in the Dunagan Library, Mesa Building, Visual Arts Building, Founder's Building, and all GAB classrooms.

Adjunct faculty have access to a voice message system: for more information on how to sign up for a voice mailbox, visit <http://www.utpb.edu/ird/telecom/adjunctvm.htm>. If you are in need of a fax machine or scanner, visit the College of Arts and Sciences (MB 3212; 432-552-2220), or the Department of Literature and Languages (MB 4106; 432-552-2280). Your mailbox is also located in this office, as is an additional copy machine.

The Information Resources Division (IRD) provides technical support for UTPB faculty, and if you are having trouble with computer software or hardware on campus, they are the people to call. The IRD is located at (432) 552-2415. For more information about the IRD, including filing a service request for technical assistance with university computers, visit <http://www.utpb.edu/ird/index.htm>, and click on "Faculty and Staff." For more information about acceptable use of computers and UTPB's information policies, please visit <http://www.utpb.edu/ird/RR/UTPBAUP.HTM>.

UTPB Webmail

All UTPB students, faculty, and GTA's have a UTPB email account through Mirapoint Webmail. More information about Webmail may be found at <http://www.utpb.edu/ird/acctmaint/>; a training module for Webmail may be accessed at <http://www.utpb.edu/ird/webmail/training/index.html>.

Your Webmail username and password can also be used to access online databases from the Dunagan Library at a location away from the UTPB campus (this is known as proxy service). For more information about how to access online databases through a proxy server, visit <http://www.utpb.edu/ird/proxy/> and <http://www.utpb.edu/library/dbsremote.html>.

Distance Learning Courses

The REACH Department (Mesa Building 3239) manages and operates distance learning technologies at UTPB. Even if you are not asked to teach or assist in an online course, it is a good idea to become familiar with distance learning technologies such as UT Telecampus and WebCT. Courses that meet in a traditional classroom setting can also be web-enhanced using these technologies. Instructors in a web-enhanced course can post a syllabus, lectures, and handouts on a class website, as well as provide a forum for student discussion and a place to submit assignments to the instructor. All UTPB instructors have this option, but you must contact REACH before the semester if you desire to web-enhance your course. If you are asked to teach a course exclusively online, or a hybrid course that meets periodically online, you will receive more training in course design through the REACH department.

REACH offers training on both web design and course structuring in an online or web-enhanced course. They can also train you to work with two-way interactive video technology, as well as setting up audio resources in an online classroom. Direct any questions you may have about distance learning or the services REACH offers to: Oneita Burgess, REACH Director (MB 3239G). You may also contact her at ext. #2879, or at burgess_o@utpb.edu. More information about the REACH department may be found at the REACH homepage, <http://aa.utpb.edu/reach>.

GENERAL INFORMATION FOR INSTRUCTORS*

- a. Check your mailbox for rosters for your classes, to verify that every student attending your class is officially registered for the course. The twelfth day roster is especially important, as it is the census day for the semester. Students whose names are not on your roster should be directed to the Registrar.
- b. Check printout from Kellye Manning and make sure that all students in class are correctly placed.
- c. Follow up on students who do not attend and encourage them to either attend or drop. Use the Early Alert System or the phone or email to notify the Dean of Students about any students who are absent for two weeks or more and have had no contact with you. This is extremely important, as we have many students who fail simply because they drop a class without filling out the official paperwork, they choose to stop attending after the withdrawal deadline has passed, or they simply don't turn in their work. The composition program has pledged to follow up on missing students. Please support this effort. You can visit the website for the Early Alert System at <https://eas.utpb.edu/> (you must be on campus to access the website).
- d. If you know in advance that you need to be absent, please arrange to have your classes covered. Fellow teachers are usually glad to provide this service knowing that someone else will do the same when it's their turn. If you have an emergency, try to notify the department secretary, the area coordinator, the department chair, and/or the freshman English coordinator. If they are not available you can call a student or even someone who has an office near your classroom. The point is to let the students know and not leave them hanging.
- e. Turn in a copy of your syllabus to the English department secretary during the first week of classes for each class you are teaching.
- f. Adjuncts should have one office hour per week for each class. Full-time instructors must have five hours a week over three different days. Schedule these hours at various times of the day to accommodate students' differing schedules.
- g. The composition program is involved in various activities and projects during the year. It also conducts regular bimonthly meetings: all instructors of composition are required to attend these meetings.

***The term "instructor" as used in this document refers to any member of the composition faculty.**

DEPARTMENTAL POLICIES FOR STUDENTS IN THE COMPOSITION PROGRAM

Attendance

There is no departmental attendance policy. Instructors are free to implement any attendance policy they wish, but these policies, once chosen, should be rigorously maintained. Policies are meaningless if not followed. The university requires excused absences for school-sponsored activities and religious holy days. Students having trouble with attendance should see the Dean of Students.

Comp II requirements

The portfolio is worth 50% of the grade.

After the 2008 assessment, faculty were pleased that their efforts to contact students who did not pursue the course were rewarded. Only one of the requested portfolios was not turned in. Faculty were pleased overall with the quality of the portfolios. We will continue the practices of contacting students who stop attending class and of turning in their names through the early alert system. Faculty are also strongly encouraged to hold individual appointments to discuss papers and portfolios. To streamline the portfolio process, instructors are reminded to make sure all names are blacked out on the portfolios turned in for assessment.

EVALUATION OF TEACHING

New instructors are required to submit their teaching materials to the chair or area coordinator before the start of the first teaching semester. Syllabi should also be submitted to the secretary. New adjuncts are required to be observed the first semester they teach. Subsequent observations are suggested but not required unless the first evaluation is unsatisfactory. GTAs are required to be observed twice the first semester, and then once thereafter as long as the evaluations are satisfactory. Lecturers are not required to be observed, but it is strongly encouraged. >>>

Document For Evaluating English Department Teaching Assistants and Adjuncts

Section I. Checklist of Evaluation Criteria

A. For Workshop / Studio Formats.

- i) Did the instructor provide adequate materials to prepare students for the assigned task?
YES NO *(Underline Your Answers)*
- ii) Workshop tasks were linked to tasks/skills learned previously?
YES NO
- iii) Tasks foreshadow skills to be learned later?
YES NO
- iv) Were students comfortable working with each other in an evaluative environment?
YES NO
- v) Did all or most of the students contribute to the workshop?
YES NO
- vi) Did students show enthusiasm for the task?
YES NO
- vii) Did most students accomplish the goals / acquire the skills for the activity?
YES NO
- viii) Has the instructor established a beneficial rapport with the students that enhances the effectiveness of the workshop?
YES NO
- ix) Did a majority of the students enrolled attend the class observed?
YES NO

B. Discussion / Lecture Format.

- i) Lecturer / Discussion Leader has effectively outlined the goals of the particular class observed.
YES NO *(Underline your Answers)*
- ii) An effective method was implemented to realize the goals.
YES NO
- iii) It was evident that today's class linked up effectively to themes, ideas, skills taught in previous classes.
YES NO
- iv) Equally evident was how today's class helped prepare students to acquire skills or approach topics to be taught in future classes.
YES NO
- v) The rapport the instructor has established with the students helped the group attain the goals of the class.
YES NO
- vi) The majority of students enrolled in the course attended the class.
YES NO

Section II. Written Evaluation.

Please write a description and evaluation of the class to explain why you have rated the instructor as you have above. Use this space to describe the teacher's strengths and to suggest ways for improving the instructor's technique. (Feel free to attach sheets if you wish).

Observer _____

Date _____ **Time** _____

Course _____ **Section #** _____

Instructor Observed _____

GENERAL PROCEDURES FOR PLACEMENT OF STUDENTS IN THE COMPOSITION PROGRAM

Students are initially placed in a composition course based on their ACT, SAT, Placement Test, and THEA scores. Careful attention to the following details will facilitate correct placement of students.

1. All first-time freshmen must take a placement writing exam in the Writing Center prior to the beginning of the semester or during the first week of classes. This exam assesses the writing skills of students to ensure they are correctly placed in the composition course that will help to develop these skills further. This placement test overrides placement by ACT and SAT scores. Furthermore, students will take the THEA exam to assess language skills. The scores of this test can trump all placement scores.
2. Carefully check the Data Sheet that will be sent to you by Kellye Manning or forwarded to you by the FEC. If you do not get this form in the first few days of class, please ask for it. Try to check that students are in the correct course, as students who are taking their initial semester of composition should be carefully screened to determine that they are in the appropriate course. To determine that students in their initial semester have been correctly placed, check your rosters against the master placement list provided by the Director of the Writing Center. In spite of the placement score, if you think a student has been misplaced, you can talk directly to the student about your concerns. If you cannot come to a resolution, see the FEC or Writing Center Director. If the matter is still not resolved, see the Area Coordinator or Department chair.
3. Before the start of school students in English 1302 who have not passed English 1301 at UTPB or an equivalent course at another university will be given a placement exam in the Writing Center which will serve as the final means of assuring that they have been correctly placed in those courses. Assuming that students are correctly placed in 1302 will require a bit more attention in the fall semester when many students are placed there without having taken 0399 and/or 1301 or an equivalent course. However, in the spring semester most 1302 students have passed one of those courses and cannot be moved out of 1302 for any reason; therefore, only a few students will be required to write the placement essay.
4. Remind students that English 1302 (or its equivalent) is a prerequisite for all English courses numbered 2000 and above.

HOW STUDENTS ARE PLACED IN THE COMPOSITION PROGRAM

Placement of New Students

Scores from the American College Testing Program (ACT) are required of incoming students (see Exceptions below). UTPB also accepts scores from the Scholastic Aptitude Test (SAT). The ACT consists of four separately scored parts: English, Mathematics, Natural Sciences, and Social Sciences. Students are placed into English courses based on their individual English scores and the sum of their English scores + their Composite scores. The Composite is the average of the four parts and appears on the ACT report. When placement is based on SAT scores, only the verbal section or VSAT, is used. Finally, the university also uses scores from THEA to determine placement.

Exception to the ACT/SAT Guidelines

A transfer student with over 24 hours credit or a student awarded transfer credit for an English course does not need ACT/SAT scores

Placement Exam

All first semester students must take a writing placement exam in the Writing Center. Students may test at any time. Their scores will determine whether their skill levels are most suited to a developmental course, English 1301, or in some cases, whether they advance place into English 1302. There are rare cases when students advance place entirely out of the composition sequence. Advance placements do not carry credit hours. Students have 90 minutes to take the exam, an essay response to a prompt, and the scores are usually available within 24 hours or less.

Placement of Other Students

Students who pass one English course should take the next course in sequence; e.g., a student passing 0399 registers for 1301.

Transfer students will have their transcripts evaluated to determine which course they should take.

AP and Concurrent students receive full credit for courses taken in High School. AP students must pass the AP exam.

PRIVACY RIGHTS OF STUDENTS (BUCKLEY AMENDMENT)

You should not discuss a student's records with anyone but the student. That means that we do not discuss a student's progress with his/her parents or guardians. The University assumes that "an undergraduate is **not** a dependent of his/her parents or guardians, unless the University is notified to the contrary by the student or his/her parents or guardian" (PS 30). The Composition Program interprets "notified" to mean "in writing."

Faculty members are responsible for maintaining the privacy of students' grades for any course or for any activity (project/test/quiz/paper) which is part of a course.

This policy is violated if a student's grade is (1) openly discussed in class; (2) visible on papers, tests or projects as they are returned, e.g., passed down the row or left on a desk to be picked up; (3) publicly posted in a personally identifiable manner; or (4) released over the telephone to anyone other than the student or the parents of a dependent student.

Disclosure of a student's grades by a faculty member may be made only in a manner that makes the grades identifiable only to the faculty member and the student.

Since the social security number is classed as "personally identifiable information," the disclosure of grades with the student's social security number or name is not allowed without the student's written permission.

Therefore, you should not leave graded projects, tests, quizzes, or essays outside your office door for students. You should also not request students to leave corrected essays at your office unless you are there to receive them.

COURSE DESCRIPTIONS AND INSTRUCTIONAL OBJECTIVES

*NOTE: These Course Content Descriptions are just for the instructor's reference. The official catalog copy should be the course description shared with students in the syllabus.

Composition I

Course Description

Composition I offers intensive instruction in the writing process (prewriting, drafting, revising, and proofreading), emphasizing the recursive nature of the process and the importance of the relationship among writer, audience, and subject. The course will also explore the connection between writing and critical thinking and the usefulness of writing as a tool for learning in all fields of knowledge. Students enrolling in Composition I will be expected to have a good command of Standard Written English.

Course Objectives

Upon completion of this course students will:

1. Understand and demonstrate the use of the writing process by producing *at least* 20 pages of writing using prewriting (invention), organization, drafting, revision (editing), and proofreading.
2. Demonstrate the skills of an effective college writer who is able to think critically and produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Along with that comes the ability to discover a topic, develop and organize that topic, and phrase it effectively for a particular audience.
3. Understand and appropriately apply modes of expression (i.e. description, exposition, narrative, argument, and self-expression) in written communication, specifically where that applies to basic principles of critical thinking, problem solving and the development of exposition and argument.
4. Demonstrate an understanding of style and voice in writing, including the use of choices in sentence structure, word choice, and punctuation, not only for correctness, but for rhetorical effect.
5. Develop the ability to research and write a documented essay.
6. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
7. Gain confidence and familiarity with writing and potentially view it as a rewarding activity in school and in life.
8. Develop personal values for ethical behavior specifically as that applies to the understanding and avoidance of plagiarism as it applies to the scope of this class.

9. Develop a capacity to discuss and reflect upon individual, political, economic and social aspects of life in order to establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world.

Prerequisites

- Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.
- Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.
- Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.
- Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.
- Demonstrate revision as a means to effective writing through drafting, refining key ideas and organizing them more logically and fluidly, using language more precisely and effectively, and drawing the reader to the author's purpose.
- Edit writing for proper voice, tense, and syntax, assuring that it conforms to Standard English, when appropriate.
- Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.
- Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.
- Conduct a research project that includes formulating a topic and questions, selecting information from a variety of sources, and producing and designing a document.

Course Content Description

Comp I is about the essay. The focus of the class is on writing rather than reading. If reading is to be done, it should usually be in essay form, and be used to stimulate critical thinking as an aid in essay building. Fiction and poetry should be avoided as these topics are covered in Sophomore Literature. Of course if there is time you are free to deal with literary texts as long as they don't take over the class. Some types of essays that can be assigned are personal, reflective, analytic, persuasive, documented, evaluative, exploratory. Please note that in Comp I we write a persuasive essay and a documented essay, as the argument and research paper belong in Comp II. Course content should also introduce MLA style. An introduction of logic is optional. As for grammar, mechanics and punctuation, mastery of these skills is a prerequisite for Comp I. Therefore, reviews of these skills are only given as necessary. Instructors are encouraged to use collaborative techniques such as workshops, peer review and conferences.

Composition II

Course Description

Composition II covers argument, rhetorical analysis and the research paper. In this course students analyze and respond to texts of various kinds through essays and research papers. Students will learn to defend their points of view by using textual evidence and strong rhetoric. Readings and exercises help students learn to write broad-minded, well-informed essays in polished academic prose that moves and educates the reader.

Course Objectives

By the end of the course students will:

1. Demonstrate the use of the writing process by producing *at least* 20 pages of writing using prewriting (invention), drafting, revising, editing, proofreading, and presentation.
2. Understand and appropriately apply modes of expression i.e. descriptive, expository, narrative, argumentative, and self-expressive in written communication, specifically where that applies to basic principles of critical thinking, problem solving and the development of exposition and argument.
3. Demonstrate good academic reading and interpretation skills for analytical evaluation and rhetorical analysis by producing persuasive arguments in an academic context.
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding. Students will establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world.
5. Develop personal values for ethical behavior specifically as that applies to the understanding and avoidance of plagiarism as it applies to the scope of this class.
6. Demonstrate the use of polished academic prose through papers that are not only correctly written, but show attention to the academic use of style and expression.
7. Develop the ability to do research and produce a documented research paper.

Prerequisites

- the ability to think critically and develop ideas in a clear and coherent manner
- an understanding of style and voice in writing, including the use of choices in sentence structure, word choice, and punctuation, not only for correctness, but for rhetorical effect
- the ability to adapt ideas to a variety of writing tasks after determining the appropriate topic, audience, tone, and mode of writing, in relation to the assignment

Course Content Description

Comp II covers argument, rhetorical analysis and the research paper. The objectives can also be read as requiring or at least justifying an analytic essay. Comp II is about reading and interpretation of texts, broadly defined. The papers in Comp II should engage an in-depth reading of a challenging text, although film and other media are also appropriate. However, students should engage in in-depth reading of several difficult texts. Comp II also should contain a review of MLA style and research techniques. Logical fallacies should also be taught or reviewed, depending on the students' experience level. As in Comp I, the reading should primarily consist of non-fiction texts. In Comp II students are required to write a reflective paper and compile a portfolio of their work.

TEXTS AND SYLLABI

All composition instructors will choose one of the following handbooks:

Simon & Schuster Handbook for Writers
Writer's Harbrace Handbook

The following are the default textbooks for the class. These books will be ordered for staff sections and are the suggested texts for new instructors who have not yet evaluated a number of textbooks for possible use. Teachers wishing to use other books should discuss their plans with the Department Chair or Freshman English Coordinator.

Readers

Comp I: *Conversations about Writing: Eavesdropping, Inkshedding, and Joining In*, (Eds. Sargent and Paraskevas)

Comp II: *A World of Ideas* (Ed. Jacobus)

All instructors must meet the course objectives (see page 12).

POLICIES AND PROCEDURES ON ACADEMIC MISCONDUCT

Scholastic Dishonesty

103.1 Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses (without the prior permission of the instructor) or the attempt to commit such acts.

1. "Cheating on a test includes;
 - Copying from another student's test or paper;
 - Using during a test, materials not authorized by the person giving the test;
 - Failing to comply with instruction given by the person administering the test which would include, but not be limited to, time restrictions, use of blue book, and seating arrangements;
 - Possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes." The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test;
 - Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - Collaborating with or seeking aid or receiving assistance from another student or individual during a test or in conjunction with another assignment without authority;
 - Discussing the contents of an examination with another student who will take the examination or soliciting another student who has taken the test to obtain information regarding contents of the test;
 - Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student;
 - Substituting for another student or permitting another student to substitute for one's self to take a test, a course, or any course-related assignment;
 - Paying or offering money or other valuable thing to, or coercing another person to obtain a test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
 - Falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - Taking, keeping, misplacing, or damaging the property of the University, or of another, if the student knows or reasonably should know that an unfair advantage would be gained by such conduct.
2. "Plagiarism" includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another

source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

3. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules of scholastic dishonesty.
4. "Falsifying academic records" includes, but is not limited to, altering or assisting in the altering of any official record of the University or the University of Texas System, and/or submitting false information or omitting requested information that is required for or related to any academic record of the University or University of Texas System. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against admission, revocation of a degree, and withdrawal of a diploma.
5. "Misrepresenting facts" to the University or an agent of the University or the University of Texas System includes, but is not limited to, providing false grades or resumes; providing false or misleading information in an effort to receive postponement or an extension on a test quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual; or providing false or misleading information in an effort to injure another student academically or financially.

PORTFOLIO ASSIGNMENT

End of Semester Portfolio

After you have completed each paper in this class, you will be required to assemble a portfolio of your work. This portfolio will include the final “clean” copies of your papers. Do not include drafts or papers with comments in this portfolio. You may also revise your papers on your own before you include them in the portfolio. Your portfolio must be presented in a plain manila folder. Do not include any fancy cover sheets, binders, photos, collages, etc.

In addition to gathering your papers, you will also write a 2-3 page reflective essay that discusses what you have learned about your writing this semester. Essentially, the task is to describe your growth as a writer over the semester by arguing for how your writing has met the objectives of the course. You will use your papers as examples to demonstrate how you have evolved as a writer, using the course objectives below to measure your improvement. Reflect on how your understanding of the writing process has evolved through your work in this course. You may also discuss how the readings in the course have influenced your writing style and technique. The paper should represent substantially your own work, and should exemplify your best work as a writer at the end of this course.

As always, use your best English and observe all of the rules of MLA style in this paper (including in-text citation and a works cited if necessary). This paper is not an evaluation of the instructor, so do not put my name in any part of the essay. It is not about me: it is about your progress and growth as a writer in this class. Just like any other essay you write in this course, you must not only assert your individual opinion and argue for it, but you must support it with examples from the text – in this case, your own papers. The **due date** for your portfolio, including the reflective essay, will be XX.

Comment [u1]: Please indicate whatever due date/s you have chosen for your class.

Course Objectives for ENGL 1302:

1. Demonstrate good academic reading and interpretation skills for analysis and rhetorical analysis.
2. Produce persuasive arguments in an academic context.
3. Demonstrate the use of polished academic prose through papers that are not only factually correct and logically reasoned, but that demonstrate attention to conventions of form in addition to elegance of style and expression.
4. Produce a documented research paper demonstrating appropriate use of MLA citation, use of quotes, summary and paraphrase.
5. Produce at least 20 pages of writing using prewriting, drafting, and revising.