FIRST – YEAR WRITING PROGRAM GUIDEBOOK

UNIVERSITY OF GEORGIA

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University of Georgia First-Year Writing, 2020-2021

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CHAPTER 1: INTRODUCTION TO FIRST-YEAR WRITING

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Why Write? FYW and Academic Discourse

Writing is more than simply recording our thoughts, observations, and conclusions. Often it is a way of discovering what we think or feel. If it were merely the transcribing of what is in our minds, writing would never cause us any problems. Yet how many times have you sat down to write, thinking you knew what you wanted to express, only to find that your thoughts were jumbled or half-formed? Or you may have begun a writing assignment with nothing to say, but found, as you wrote, that you had a range of opinions and information about your subject. In both cases, you discovered what you actually knew or thought only in the act of writing.

Scholars and researchers have long known that writing is itself "a way of knowing." The act of writing improves comprehension of academic material and fixes that material in our memories. Even more important, writing can play a crucial role in the process of learning itself. Writing helps us to make connections among different pieces of information and between information and ideas; it also provides us with a visible record of those connections and (for instance, in the case of multiple drafts) shows us how our ideas change over time. In other words, writing allows us to produce not just information, but knowledge.

The kind of writing focused on in First-Year Writing (FYW) is called academic discourse. At the University of Georgia, you will be asked to do many different kinds of writing for your classes. As you move into your academic major toward graduation, you will become increasingly involved in writing tasks that draw on specific genres and conventions for your academic field. Psychologists, for instance, engage in different kinds of research and writing than do literary critics. First-Year Writing cannot prepare you directly for all these advanced experiences in writing; what we do instead is to give you a grounding in

academic discourse, which lays a foundation for later thinking and writing experiences by practicing kinds

of writing that seek to inform and persuade a range of audiences. In FYW courses, you will do research on various topics and, together with your teacher and fellow students, work through writing and discussion to use that information to produce knowledge. You will also test the persuasiveness of your knowledge for a variety of audiences, including your teacher, peers, and others.

Two other important goals of FYW are the arts of revision and collaborative critique. For each writing assignment, FYW classes engage in drafting and revision, and for each they engage as well in peer review. You get the opportunity to demonstrate your proficiency in these two crucial areas in the Composing/Revision and Peer Review exhibits in the Electronic Portfolio that you submit as your final requirement in the course. (The Electronic Portfolio is discussed in detail later in this book.) Your skill in these areas will stand you in good stead as you leave your current teacher and classmates, moving through the core curriculum and your chosen major at the University of Georgia. Finally, our program emphasizes writing in electronic environments that are important not only to academics and the world of business, but also to individuals in their private lives. You will experience a variety of technologies in FYW, including the program's own electronic writing environment, Emma, which we use both for work during the semester and for constructing final FYW Electronic Portfolios.

The Instructors and Administration of UGA's First-Year Writing Program sincerely hope that you enjoy your experiences with writing this year and that you leave our program with the skills and work habits necessary to succeed in writing tasks throughout the curriculum and in the world of work. More broadly, we hope that you leave us feeling confident of your critical thinking, your composing and revision skills, and your ability to comment intelligently on your own and others' writing. Finally, we hope that you will continue to enjoy and practice writing during your years at the University of Georgia. For that reason, we will give you information later about further opportunities for reading and writing at UGA.

CHAPTER 2: Description of First-Year Writing Courses

All FYW courses share a set of core goals, or learning outcomes, which are detailed below and are also reflected in the program grading rubric and capstone Electronic Portfolio assignment (both of which are discussed in greater detail later in this Guide).

English 1101: First-year Composition I

English 1101 focuses on informational, analytical, and argumentative writing (the principal genres of academic discourse that students will encounter in many courses across the curriculum), and on research skills and critical thinking. While there are different varieties of English 1101 classes and instructors design their own syllabi, you can get a general sense of what an English 1101 course looks like by consulting the First-Year Writing Program's website, available online through the English Department Home Page at: http://www.english.uga.edu/.

Prerequisites

Students must either place into English 1101 or pass out of the Academic Enhancement Program.

Goals

In English 1101 students will learn to:

- compose papers in and out of class using processes that include discovering ideas and evidence, organizing that material, and revising, editing, and polishing the finished paper;
- think critically so that they can recognize the difference between opinion and evidence and so that they can support a complex, challenging thesis;
- address papers to a range of audiences;
- understand the collaborative and social aspects of the writing process and demonstrate an ability to critique the writing of themselves and others;
- develop a sense of voice appropriate to the subject, the writer's purpose, the context, and the reader's expectations;
- understand how genres shape reading and writing and produce writing in several genres;
- follow the conventions of standard edited English and MLA documentation;
- use electronic environments for drafting, reviewing, revising, editing, and sharing texts;
- understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts.

Requirements

Students will compose a minimum of three written projects (1,000-1,500 words or longer) that count for at least 50% of students' final grades. In addition to writing papers and doing other work, all students will create a final electronic portfolio that counts as 30% of their final grade.

The ePortfolio is discussed at greater length below.

Course Texts

Palmquist. Joining the Conversation: A Guide for Writers, 4th Ed.

English 1102: First-year Composition II

Prerequisites

To enroll in English 1102, students must have either exempted English 1101 or passed it with a "D" or better. To graduate, however, students must have earned a grade of "C" in English 1101 and have a combined average grade of "C" in English 1101 and 1102. Students therefore are strongly advised not to enroll in English 1102 until they have received a "C" in English 1101.

According to the University policy on plus-minus grading, a grade of "C-" will not satisfy the requirement for a "C" in ENGL 1101; a combined average of "C-" or 1.7 in English 1101 and 1102 will not satisfy the requirement for a combined average of "C" in the two courses. For more information on plus-minus grading, see: http://www.bulletin.uga.edu/PlusMinusGradingFAQ.html. FAQ #6 is particularly relevant to the requirements of First-Year Writing.

Goals

English 1102 shares the core goals, or learning outcomes, of English 1101 but includes as well other goals specific to the course. The content also varies: while English 1101 focuses on different varieties of non-fiction writing, English 1102 focuses on informational, analytical, and argumentative writing through literary texts in various genres; as in English 1101, research and critical thinking skills are also emphasized. While there are different varieties of English 1102 classes and instructors design their own syllabi, you can get a general sense of what an English 1102 course looks like by consulting the ENGL 1102 Sample Syllabi posted on the First-year Composition Program's website, available online through the English Department Home Page at: http://www.english.uga.edu/.

In English 1102 students will learn to:

- read fiction, drama, and poetry and write analytically about them;
- understand literary principles and use basic terms important to critical writing and reading;
- complete written projects in and out of class using processes that include discovering ideas and evidence, organizing that material, and revising, editing, and polishing the finished paper;
- think critically so that they can recognize the difference between opinion and evidence and so that they can support a complex, challenging thesis, and more specifically, document writing using textual evidence;
- address written work to a range of audiences;
- understand the collaborative and social aspects of the writing process and demonstrate an ability to critique the writing of themselves and others;

- develop a sense of voice appropriate to the subject, the writer's purpose, the context, and the reader's expectations;
- understand how genres shape reading and writing and produce writing in several genres;
- follow the conventions of standard edited English and MLA documentation;
- use electronic environments for drafting, reviewing, revising, editing, and sharing texts;
- understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts.

Requirements

Students will compose a minimum of three written projects (1,000-1,500 words or longer) that count for at least 50% of the student's final grade. In addition to writing papers and doing other work, all students will create a final electronic portfolio that counts as 30% of their final grade. The ePortfolio is discussed at greater length below.

Course Texts

Schilb and Clifford. Making Literature Matter, 7th Ed.

Alternative Approaches to First-Year Writing

The First-Year Writing Program is involved in a number of innovative programs on campus and offers several alternative versions of its core courses. Each of these courses has the same prerequisites, goals, and requirements as the more traditional versions.

Honors Courses for First-year Composition II

Honors students have the option of substituting for English 1102 either English 1050H (Composition and Literature) or English 1060H (Composition and Multicultural Literature). These courses have the same general goals as other First-Year Writing courses at the University of Georgia, but each class is designed individually by the instructor, often around a special topic.

English Composition for ESOL Students

Special sections of English 1101 and 1102 are reserved for students who have a native language other than American English and who can benefit from an English for Speakers of Other

Languages (ESOL) emphasis in these classes. Students enroll only with the permission of the department (POD), but the classes are not marked differently on their transcripts. The ESOL sections, like classes for native speakers, focus on writing academic argument in English 1101 and writing about literature in English 1102.

First-Year Writing classes for ESOL offer non-native speakers opportunities for vocabulary development, for grammar practice, and for orientation to American styles of writing and organization. Residents of the United States whose first language is not American English, as well as international students, may qualify for these classes. To determine your eligibility and to obtain a POD to register for the ESOL classes, contact the First-Year Writing Program Office (706-542-2128) or Kensie Poor, kpoor@uga.edu.

First-Year Writing Online

In the regular, eight-week "Thru Term" of summer school, the First-Year Writing Program offers English 1102E, a fully online, asynchronous course. Students in 1102E meet all the standard FYW ENGL1102 requirements while completing a series of units (or "modules"). Students work as a cohort between specified dates, but do not meet as a group during particular class times, either online or face-to-face. Assignments fall due on most weekdays throughout the summer session.

Special Topics FYW

Experienced instructors may design a special topics version of FYW that is approved in advance by the First-Year Writing Committee. These courses often focus on topics related to the instructor's research or scholarly interests, and the sections are marked by a special note in ATHENA.

Reacting to the Past

The FYW Program frequently offers sections of composition that incorporate the innovative pedagogy of UGA's Reacting to the Past curriculum. You can find out more about Reacting at the University of Georgia at: https://dae.uga.edu/services/rttp/.

Service Learning

English 1101S allows students to hone their developing writing skills through community service while still fulfilling the goals of a standard 1101. Depending on the focus of the course, 1101S may involve field trips and out-of-class community service as well as community based writing projects. The ultimate goal of service-learning is to promote students civic and academic learning while contributing to the public good. Service Learning courses are not offered every semester.

CHAPTER 3: Policies and Procedures

Placement

Most university students will take six hours of FYW (English 1101 and 1102) during their first year at UGA. However, some students will receive credit for these hours based on the following tests. Complete information about Placement is available on the Registrar's website, under the heading "Credit from Testing" at https://reg.uga.edu/students/credit-from-testing/.

1. The Advanced Placement Test: Students who earn a score of 3 or 4 on the National Advanced Placement Test in Literature and Composition or Language and Composition receive three hours of credit for English 1101; those who earn a score of 5 receive six hours of credit for English 1101 and 1102. All AP equivalencies are available on the Registrar's website.

2. The International Baccalaureate (IB) Test: Students who earn a score of 4, 5, or 6 on the International Baccalaureate Test at the Higher Level (HL) in English receive three hours of credit for English 1101; those who earn a score of 7 on the International Baccalaureate Test at the Higher Level (HL) receive six hours of credit for English 1101 and 1102. Students who earn a score of 5, 6, or 7 on the Standard Level (SL) test receive three hours of credit for English 1101. All IB equivalencies are available on the Registrar's website: https://reg.uga.edu/students/credit-from-testing/.

3. Cambridge International A Level and Cambridge AICE Diploma: "Admitted students are encouraged to contact UGA departments for placement and credit until credits are published. The University of Georgia is currently reviewing credit equivalencies for Cambridge International A Level and Cambridge AICE examinations." Please check the Registrar's website for updates as more information becomes available at https://reg.uga.edu/students/credit-from-testing/cambridge-equivalences/.

4. The English Departmental Placement Test: Students not placed by a national placement test such as AP will fall into two groups. Students with an SAT (Evidence Based Reading & Writing) score of 590 and above or an ACT score of 26 or above place automatically in ENGL 1101 and may register for that class without any further testing; if these students choose to do so, they may take the English Departmental Placement Test voluntarily with an eye to earning three credit hours for English 1101.

Students with an SAT (EBRW) score of 580 or below who have not been placed by a national placement test are **required** to take the English Departmental Placement Test before registering for any First-Year Writing class. Specific information about the Departmental English Placement Test can be found at the Testing Services Website: https://testing.uga.edu/.

The Departmental English Placement Test consists of two parts, mechanics and rhetoric. A score of 22 (part 1) and 20 (part 2) will earn students three hours of credit for English 1101 and they can register for English 1102. Students whose test scores indicate that they might have trouble in

English 1101 will write an essay to determine whether they will be advised to take English 1101 or a Division of Academic Enhancement class, such as UNIV1105.

Students should take the placement test at a First-year Orientation Session. Those who miss the test at Orientation may take it later at University Testing Services in Clark Howell Hall. However, the test is not open to students who have taken or are currently enrolled in First-Year Writing here or elsewhere. For more information, please visit the Testing Services website at: https://testing.uga.edu/. This test is currently undergoing revision for next year.

Absences

Because writing skills develop slowly over time and because in-class activities are crucial to the discussion-based format of the class and its community-building mission, students' regular attendance is important in First-year Writing. It should be emphasized that when students miss class, regardless of whether the absence is excused or not, it is the responsibility of the student to keep up with the course. Instructors are neither required nor expected to re-teach material covered in class to students who were absent.

Students who contract a serious illness will only have those absences excused if the instructor receives notification of the illness from UGA's office of Student Care and Outreach at the time of the illness. It is the responsibility of the student to have SCO send a message to their instructor verifying the serious nature of the illness. Students who need to quarantine or isolate because of symptoms of or exposure to serious illness should report via DawgCheck, inform their instructor, and obtain a test as soon as possible. Absences accrued during that quarantine and testing period will be excused with documentation of a test taken during the recommended time period after exposure to the illness or upon developing symptoms (see dawgcheck.uga.edu). Students who test positive should report via DawgCheck and, pending SCO confirmation, will have those absences excused.

Beyond what is described above, the only other excused absences are those listed under UGA policy 4.06, jury duty, military service, and religious observances.

Upon a student's seventh un-excused absence (for classes that meet MWF) or upon the fifth absence (for MW and TTH classes), students will begin to incur grade penalties. Students incur no grade penalties for un-excused absences 1-6 (for classes that meet MWF) or un-excused absences 1-4 (for MW and TTH classes). For each unexcused absence in excess of six (for MWF classes) or in excess of four (for MW and TTH classes), three points will be deducted from the student's final grade in the course.

Grade Appeals

1) Students considering an appeal regarding a final grade in an FYW course should first read UGA's guidance on the academic appeals process, available at: https://honesty.uga.edu/Student-Appeals/Grade-Appeals/.

2) After final grades have been recorded, the student should first appeal to the course instructor. The appeal to the instructor should contain a cover letter explaining the grounds for the appeal, and providing all relevant supporting documentation.

3) If, after appealing to the instructor, the student is not satisfied, they may appeal to the FYW Program Director, per Department of English bylaws. In the appeal to the FYW Program Director the student should include: a) a cover letter explaining the grounds for the appeal; b) all relevant supporting documentation; c) copies of all appeal materials that were submitted to the course instructor in Step 2. The FYW Program Director will not consider appeals received more than 30 days after final grades were recorded.

Incompletes

The University assigns certain grades that are not computed in the grade point average. The Incomplete ("I") is one of these. It indicates that students have completed almost all of the course work satisfactorily but are unable to meet the full requirements of the course for reasons beyond their control.

When assigning Incompletes, instructors will explain in writing what students must do to finish the course and to calculate a grade, providing a copy of these instructions to both the student and to the FYW office. Students who receive Incompletes may have no longer than three semesters to complete all of their remaining work satisfactorily. Instructors can require that students complete work in a shorter period of time. If an "I" is not removed after three terms (including Summer Thru Term), it automatically changes to an "F" by the Registrar's office. Incompletes are assigned sparingly and at the discretion of the instructor when a small amount of essential work remains. FYW Instructors must first obtain permission from the Director of the First-Year Writing Program to assign a grade of "I." An "I" is never assigned prior to mid-semester or for the purpose of allowing students to repeat courses.

General Grading Weights

The meaning of grades is defined generally in the undergraduate version of the University of Georgia Bulletin: http://www.bulletin.uga.edu/.

The meaning of grades according to the First-year Composition Program and the Program Grading Rubric is defined as follows:

C Competent / Credible / Complete (70-79)

B Skillful / Persuasive (80-89)

A Distinctive (90-100)

D Ineffective (60-69)

F Extremely Ineffective (<60)

W Withdrew

See the discussion of the FYW Grading Rubric below for more information about grading procedures.

Plus/Minus Grading

Plus and minus grades are assigned only to a student's final average for the course. For the final course grade in First-Year Writing Program, the numerical range for each plus/minus grade is as follows:

A   4.0 (92-100)

A-   3.7 (90-91)

B+   3.3 (88-89)

B   3.0 (82-87)

B-   2.7 (80-81)

C+   2.3 (78-79)

C   2.0 (70-77)

C-   1.7 (68-69)

D   1.0 (60-67)

F   0.0 (<60)

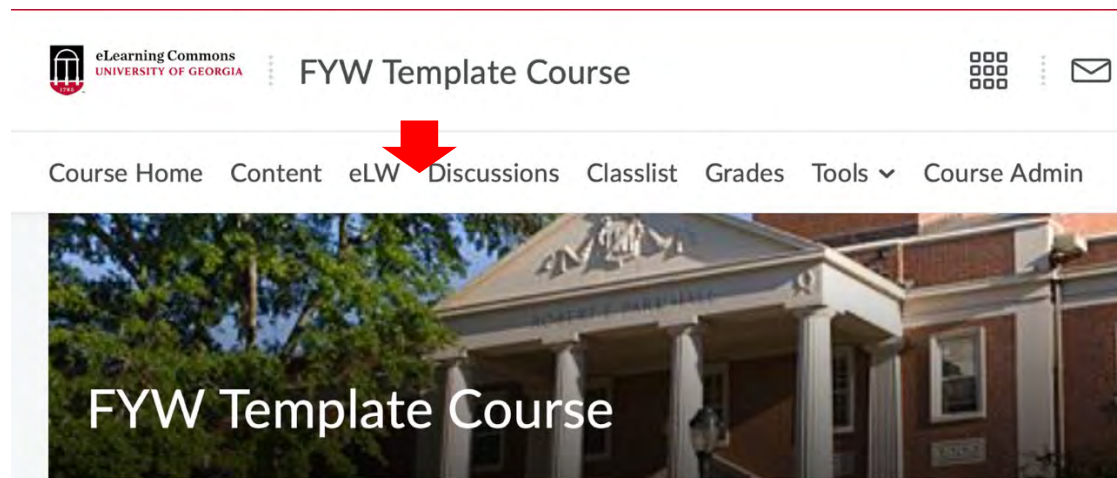# CHAPTER 4: Using eLW in the First-Year Writing Program

What is eLW?

eLearning for Writers (eLW) is the First-Year Writing program's digital writing tool that works with UGA's online learning platform, eLearning Commons (eLC). eLW is designed for composing, collaborating on, and revising academic writing. Created from FYW's previous platform, Emma, eLW offers a range of tools for writers and instructors. These include journal and brainstorming space, draft organization and comparison, and the ability to create comprehensive peer and instructor reviews at various stages of the writing process. Peer partners and instructors can provide holistic feedback, insert comments into a document, or use markup tags to identify common writing issues. eLW has been designed with years of instructor and student feedback to meet the needs of the First-Year Writing community.

Accessing eLW

eLW appears on the eLC menu of FYW courses, the same as other tools such as Discussions and Grades. Clicking the eLW menu icon will open eLW in a new tab.

Students do not need to register for eLW; they are enrolled from their FYW courses on eLC. eLW will only appear on courses that are approved and have installed eLW as a tool.

Projects

eLW is a project-based writing platform. All documents students create are organized by the projects and stages that instructors establish. The First-Year Writing Program encourages process writing, a practice that emphasizes each stage of composition.

Projects are the major assignments for FYW courses. The name of a project in the example below is "Drama and Film." Each project will have its own stages, markup tags, and optional rubric sets as determined by your instructor.
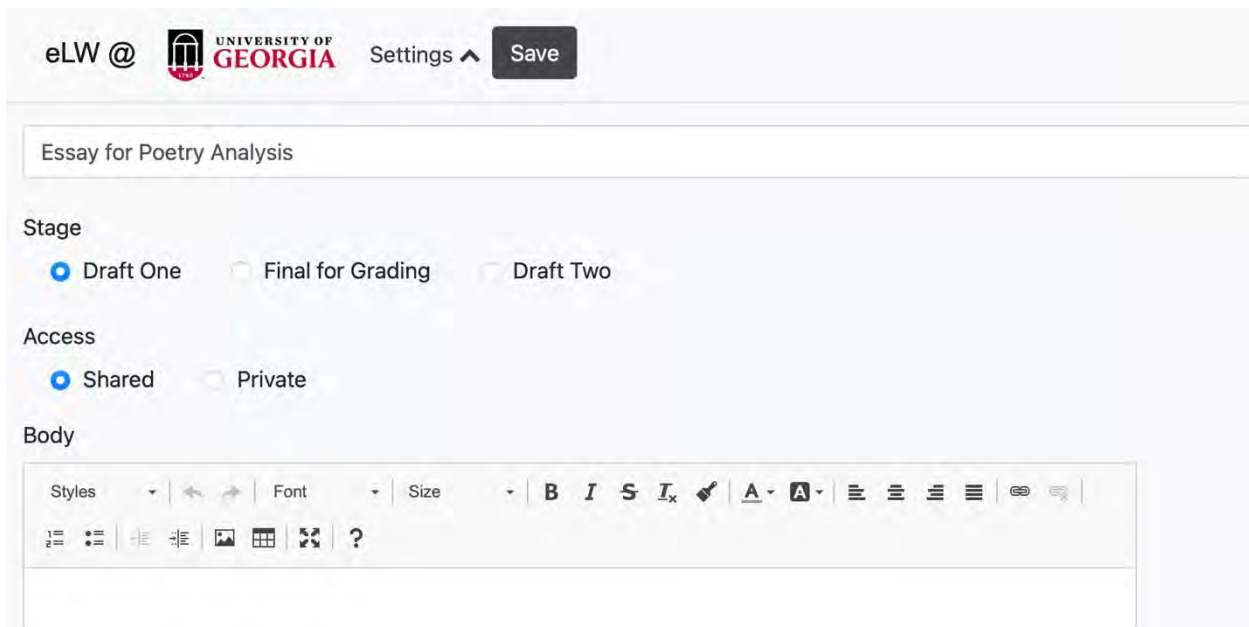
Creating a Document

In the Documents tool, select **New Doc** to create a new document in eLW. Click the project for which you would like to create a document, and you will arrive at the document editor. A new tab with the open document editor will appear.

Once in the document editor, you may edit the title, choose the stage and access, and insert and edit text. The **stage** indicates where you are in the writing process for a project such as: brainstorming, first draft, final draft. Select which stage of your project you are working on, paying attention to any information your instructor provides about how to file your document in eLW.

Choose the **access** for the document. **Private** documents are only visible by the instructor and the student. **Shared** documents are available to the entire class. Typically final drafts are private and peer review documents are shared. Consult your writing prompt or your instructor if you aren't sure if a document should be private or shared.

 If you need to change the title, stage, or the access, click **Edit** after the document has been saved.
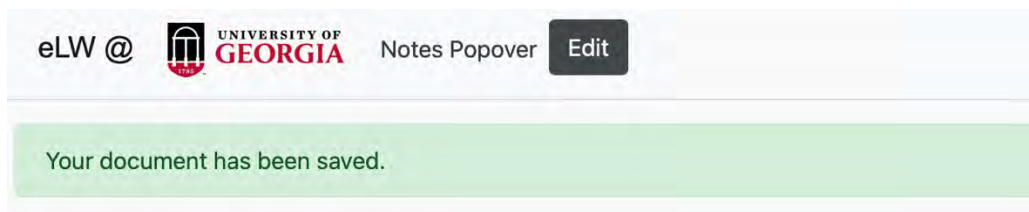
If you don't see the stage or access selections, click **Settings** which may be collapsed to provide more screen space for the document editor.

Once you have saved documents, you can organize and view them in the Documents tool. Each document is color coded for the project, access, and stage. To see only documents that you have created, select **My Docs**. To see documents your class has shared, select **Shared Docs**.

Reviews

Reviews are copies of a document that contain feedback or suggestions from an instructor or classmate. You create a review for a document that someone else owns and has shared. Select the document you want to review either by searching **Shared Docs** or choosing a specific author under **Select Author**.

When you select the specific title of the document you want, a new tab of that document in the will open. Select **Create Review**.

Once you create a review, you can edit the text, add **markup**, or **insert a note**. Any edits you make will be visible as a review but will not appear in the author's original shared document.

All reviews will appear in the Document listings. A review you created for someone else will have a blue review icon and indicate the original author.

To view reviews that others have created for you, find your document under **My Docs**, and look in the Reviews column. A document with no reviews will have nothing in this column. If a document has reviews, click Reviews to select which review you want to view.
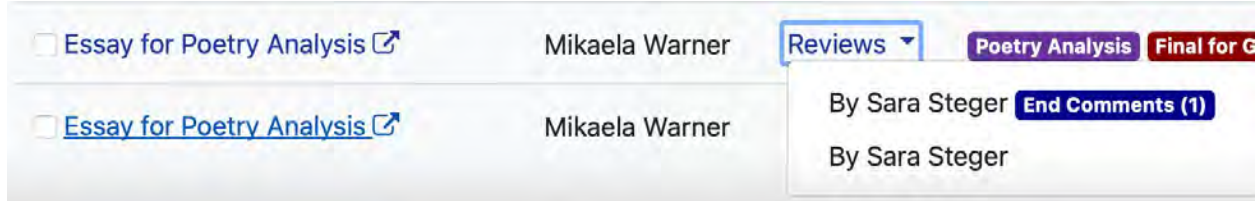
Markup

Markup are color-coded notes on the text that provide targeted feedback. Markup sets are customized by your instructor for each project. Markup appears on the right-hand side of the screen, or at the bottom in smaller browser windows. Some markup tags will link you to a resource to better understand the issue and offer strategies to revise.

To insert a **markup tag**, highlight the text you want to draw attention to, then select the markup tag under the markup sets available. Below we have selected Markup 4: Syntax and Style. The text you selected will now be highlighted in the tag color and have the specific feedback attached. You can add more than one tag to any part of the text.

To undo a tag you've inserted, press the backwards arrow in the text editor menu.

Notes are custom comments that you can insert directly into the text. To insert a note, highlight the text you want to comment on, write your note in the text box in the upper right-hand corner under **Insert Note** and select **insert**. A note will appear as blue text in a white bubble, while markup tags will appear as white text in dark colors.

Selecting **Save** on a review will allow you to see all the markup and notes as the author will see them. You have two viewing options: **Notes Inline** and **Notes Popover**. **Notes Inline** inserts all feedback at the end of the document in footnotes. **Notes Popover** hides detailed feedback until you hover over the tag with your cursor.

You can change between Notes Inline and Notes Popover by selecting the option next to the Edit button.

Compare Documents

eLW allows you to compare two different documents such as two drafts of an essay. In the documents listing, select the far left check box of the two documents you want to compare. Then select **Compare** from the documents menu. A new tab with the compared documents will open with changes color-coded.

Journal

eLW includes a journal tool for writing that is seen only by you and your instructor. The journal tool is not intended for extensive editing or feedback, but for private low-stakes writing. Click the **New Journal** button to get started. Your instructor may offer feedback on your journals; these comments will display to the right of your posting.

Technical Information

Students should *always* back up their eLW documents with files saved elsewhere in their preferred document format (OpenOffice, Word, etc.). We strongly recommend typing in a word processor (i.e. not online) and copy-pasting into eLW's editor. As always when working online, students should save often and back up their work.

Formatting changes may happen when copying text from a different document into eLW, or when converting an eLW document into a PDF. Be sure to double check documents before submitting.

FYW Digital Learning Labs

The First-Year Writing Digital Learning Labs are located on the first floor of the new wing in Park Hall in Park Hall 117, 118, and 119. Digital Lab consultants work at the front desk of Park 118 and are available for walk-in help during work hours. You can check out a laptop for use in the instructional labs, check out a dongle to connect your laptop, and use the scanner in 118. If you intend to check out equipment, be sure to bring your UGA ID.

Contact consultants for eLW help via email at esupport@uga.edu.

Your instructor will let you know if you are scheduled to meet in the teaching labs. Park 117 has movable tables and six mediascape screens that are connected to desktop computers. Park 119 has projector screens and individual desks.

CHAPTER 5: EVALUATION OF ESSAYS

What Do Teachers Want?

Because all writing, no matter how personal, attempts to communicate with some audience, writing is a social art. And all writers — whether students writing to develop their skills, amateurs writing to satisfy personal ambition, or professionals writing to support themselves — need to get some reaction to their writing. One form of reaction students get is from peer review. By critiquing one another's papers constructively in workshops, student writers gain immediate insight into the effectiveness of their argumentation and prose. Peer review is an important part of the assessment of students' work, for it allows students to get feedback from a range of real readers; the process of responding to other students' essays helps students to become good critics of their own and of others' writing. This skill is important to much college work and is often cited by employers as being crucially important to the world of work. Because peer review is an important skill cultivated in First-Year Writing, the capstone Electronic Portfolio includes a demonstration/discussion of the writer's Peer Review process. Students also receive comments and other feedback on some drafts and on graded essays from their First-Year Writing teachers; this feedback, along with peer review commentary, is important to the job of revising graded essays for inclusion in the ePortfolio.

Another form of reaction students get to their writing is from their teachers. How teachers grade a written project should interest all students. First, they should understand that no exact correlation exists between the number of marks, or even comments, on a paper and the grade that paper receives. A composition does not begin as a "100" and then lose points as the teacher finds mistakes. Although errors can seriously damage the overall effectiveness of a piece of writing, to write well students must do more than merely rid their work of grammatical and mechanical errors. Effective communication depends primarily on rhetorical concerns; in other words, how effectively does the writing assignment being evaluated meet the needs of a particular audience and accomplish a particular purpose?

To ensure consistency and good communication across the Program, all FYW classes use a common FYW Grading Rubric, designed by a volunteer committee of teachers here in our English Department, which explains in detail our criteria for different grades. There are four basic categories:

- Competent/Credible/Complete, which describes compositions that are satisfactory and passing and therefore fall into the "C" range;

- Skillful/Persuasive, which describes compositions that are well above average – clearly superior to competent work – and fall into the "B" range;

- Distinctive, which describes compositions that stand out from even very competent work in a singular or important way and therefore fall into the "A" range;

- Ineffective, which describes work that, for different reasons, does not meet the basic criteria for competency.

Teachers and peers will offer comments and feedback to help you improve your work during successive stages of the drafting process. But when your instructor grades the final draft of your project, she or he will decide, first of all, which of the four categories the composition falls into, using the particular criteria listed under each category for guidance. If your project has Unity, Evidence and Development, and follows basic rules for Presentation and Design, it has earned a C. If in addition, your project also has Coherence and Audience Awareness, you have entered the "B" range, and so forth. Once the instructor has commented on your work and determined the general category into which your work falls, he or she will then decide holistically what place in the given point spectrum your grade falls. For instance, if the project has Unity, Evidence, Presentation/Design, and is beginning to develop good Coherence, the instructor may determine that it falls toward the lower end of the Skillful/Persuasive spectrum (80-89 points): in such a case, your composition might earn an 82 or 83. If your project has, in addition to the qualities detailed above, a strong personal voice that clearly demonstrates Audience Awareness through its ability to communicate with "real people," it might earn an 87 or 88.

Of course, there is no exact mathematical formula for determining grades. For instance, it is always possible that a project that contains a few grammatical errors (Presentation/Design) or changes or loses direction at one or more points (Unity) excels so clearly in more advanced criteria – say, a sense of voice showing a clear Audience Awareness or an especially complex and original or imaginative argument – that the instructor decides it really should earn a B. In general, though, students should expect to satisfy all of the criteria for the Competent/Credible/Complete category in order to receive a passing grade.

The FYW Grading Rubric gives both students and teachers a common vocabulary for talking about writing quality and a set of important criteria for evaluating projects and/or compositions that are submitted for a grade during the semester and also those revised works submitted in the capstone electronic portfolio. Some instructors use a special template in Emma that links comments to criteria of the FYW Grading Rubric (which helps students to understand their grades). Students can also use the Rubric to

assess the progress of their own work as they move through the drafting process. Finally, as the Rubric indicates, teachers may include special requirements that affect students' final grades, adding or subtracting points based on those special, stated requirements. If you excel in these extra requirements or fail to meet them, your grade may be raised or lowered accordingly.

What Grades on Compositions Mean

In more specific numerical terms, the meaning of grades is defined by the undergraduate version of the University of Georgia Bulletin: http://www.bulletin.uga.edu/. The meaning of grades according to the First-Year Writing Program is defined as follows:

C   Competent / Credible / Complete (70-79)

B   Skillful / Persuasive (80-89)

A   Distinctive (90-100)

D   Ineffective (60-69)

F   Extremely Ineffective (<60)

W   Withdrew

I   Incomplete

Plus / Minus Grading

Plus and minus grades are assigned only to a student's final average for the course. For the final course grade, the numerical range for each plus/minus grade is as follows:

A   4.0 (92-100)

A-   3.7 (90-91)

B+   3.3 (88-89)

B   3.0 (82-87)

B-   2.7 (80-81)

C+   2.3 (78-79)

C   2.0 (70-77)

C-   1.7 (68-69)

D   1.0 (60-67)

F   0.0 (<60)

FYW Grading Rubric

Here is the actual rubric that your teacher will use when evaluating your essays and often will encourage you to use when critiquing your peers' essays and making judgments about your own work.

Student's Name_____ **Teacher** _____ _____

Project #_____ **Special Assignment Requirements** _____

Conference_____

"Enter a pertinent quote here." (Teachers can self-select)

Writing Center_____

_____ **Competent/Credible/Complete**

If you meet these first three standards, you are writing <u>competently</u> and you will earn a grade of "C." (70-79)

1. **Unity**
   - Contains a center of gravity, a unifying and controlling purpose, a thesis or claim, which is maintained throughout the composition.
   - Organizes writing around a thesis or according to the organizational requirements of the particular assignment (e.g., summary, narrative, argument, analysis, description, etc.)

2. **Evidence/Development**
   - Develops logical and relevant supporting detail and/or evidence.
   - Includes more specific, concrete evidence (or details) than opinion or abstract, general commentary.

3. **Presentation and Design**
   - Follows guidelines for Standard English grammar, punctuation, usage, and documentation.

- Meets your teacher's (or the MLA's) and the First-year Composition program's requirements for length and/or format.

_____ **Skillful/Persuasive**

If you meet all of the competency standards above and, in addition, achieve coherence and exhibit audience awareness, you are writing skillfully and you will earn a grade of "B." (80-89)

4. **Coherence**
   - Uses words and sentences, rhythm and phrasing, variations and transitions, concreteness and specificity to *reveal and emphasize the relationship* between evidence and thesis.
   - Explains how, why, or in what way the evidence/detail provided supports the claim/ point /thesis/topic ideas.
   - Incorporates evidence from outside sources smoothly, appropriately, and responsibly.
5. **Audience Awareness**
   - Demonstrates a sense that the writer knows what they are doing and is addressing real people.
   - Reflects a respect for values that influence ethos (e.g., common ground, trustworthiness, careful research).

_____ **Distinctive**

If you meet all of the competency standards, achieve coherence and exhibit audience awareness, and, in addition, demonstrate a mastery of one or more features of superior writing, you are writing distinctively and you will earn a grade of "A." (90-100)

6. **Distinction**
   - Your writing stands out because of one or more of the following characteristics: complexity, originality, seamless coherence, extraordinary control, sophistication in thought, recognizable voice, compelling purpose, imagination, insight, thoroughness, and/or depth.

Essay Grade _____ **+/- Points for special assignment requirements** _____ =

Final Grade

_____ **Ineffective**

If your work does not meet competency standards, either because you have minor problems in all three competence areas (1-3 above) or major problems in one or two competence areas, you will earn a grade of "D" (60-69) or "F" (<60), and you should schedule a conference with your teacher.

Understanding the First-Year Writing Grading Rubric's Vocabulary

The FYW Grading Rubric is the First-year Composition program's standardized guide for evaluating student writing. Many teachers use an electronic version of this Rubric and to mark compositions with coded electronic tags and inserted comments, while other teachers attach, clip, or staple a paper copy of the Rubric, along with their handwritten notes, directly to student work. Whether paper or electronic, teachers depend on the standard Rubric's language to guide their evaluation of student compositions; students must depend on the Rubric's language to understand their teachers' comments. Finally, the Rubric's common vocabulary helps students comment

on one another's work and to make judgments about their own projects. The Rubric helps to keep all parties on the same page! In order to help students and teachers use the Rubric most effectively, we discuss some of the key terms in the following sections.

Competent/Credible/Complete

In order to receive a passing and satisfactory grade of "C," students' work needs to meet the three principal criteria of Unity, Evidence/Development, and Presentation and Design.

1. **Unity = Staying on topic and providing structure "Contains a center of gravity, a unifying and controlling purpose, a thesis or claim, which is maintained throughout the composition."**

First-year compositions can be organized in many different ways. Compositions may have an implicit or explicit thesis, or they may simply have a unifying purpose or theme. In any unified composition, however, every sentence and every word will contribute in some way towards the exposition and development of the "main" idea.

Notice that at the level of Competency "unity" does not require a particularly complex, clever, or imaginative thesis, nor does unity require strong coherence. Typically, a thesis can be described as having two parts: a topic plus a comment about that topic. For example, if my thesis were "cats are annoying," the topic would be "cats" and the comment would be "are annoying." In a composition with such a thesis, unity only requires that every sentence be related to either the topic ("cats") and/or the comment on that topic ("are annoying"). Teachers and peer reviewers sometimes need to read between the lines to notice an underlying or implied unity. For instance, sometimes a writer includes an apparently unrelated detail, such as "Cats often have long, fluffy fur." The writer may need to add just a word or two (perhaps adding a word or two about annoying shedding, allergies, or long cat hair on couches!) to firmly demonstrate the detail's underlying unity with the topic "annoying."

"Organizes writing around a thesis or according to the organizational requirements of the particular assignment (e.g., summary, narrative, argument, analysis, description, etc.)."

Simply put, to "organize writing around a thesis" or other central point means that the composition reveals, under examination, an overall organizational plan or strategy. To evaluate organization, a reader might ask questions such as these: Could this work be outlined? Does each paragraph play a role in developing the thesis? Does the work have a definite beginning, middle, and end? An organized composition might use logical, spatial, chronological, or even associational order — but the strategy will be employed to suit the topic and the purpose of the writing project.

2. **Evidence/Development = Providing support (examples, details, or specifics) "Develops appropriate, logical, and relevant supporting detail and/or evidence."**

This criterion asks you to note whether the writer uses examples and/or other evidence to support their argument, position, or idea and whether that evidence is fairly used, accurate, and relevant. Depending on the type of writing assignment, good evidence may include anecdotes, images, descriptions, dialogue, quotations (from primary and/or secondary sources), graphs, and/or charts; typically, evidence will include quotations from a variety of sources — often including the texts read in class. In this case, you are evaluating the quality of evidence provided and sources used. To evaluate the quality of evidence, a reader might ask questions such as these: Did the writer use examples accurately and not take them out of context? Were selected quotations clearly related to the writer's argument? Was the source of the evidence credible? For a descriptive or narrative assignment, readers might ask if a particular scene is described with accurate, concrete, and specific details.

"Includes more specific, concrete evidence (quotations, interviews, charts, statistics, details, description, observation, and dialogue) than opinion or abstract, general commentary."

This criterion asks you to gauge quantity of evidence. To evaluate the quantity of evidence, you might ask questions such as these: Has the writer made many general claims about a topic without supplying specific supporting evidence? What is the ratio of sentences providing opinions compared to sentences providing support (giving examples, quotations, and details)? Typically, readers hope to find a good deal more evidence than opinion. On the other hand, you might ask: Does the writer string together a long series of quotations and facts into lists or lengthy quoted passages? Is there too much unincorporated and unexplained evidence?

3. **Presentation and Design = Correctness and formatting issues "Follows guidelines for standard English grammar, punctuation, usage, and documentation."**

To meet this criterion, here is a general rule of thumb: To pass at the level of Competency, a paper should contain two or fewer major errors plus four or fewer minor errors per 250-words (250 words is about a page). If there are no major errors, a composition should have eight or fewer minor errors per 250-words. All the major errors have to do with either sentence boundary recognition or Standard English grammar issues. For our purposes, the major errors are:

- Comma Splice
- Fragment
- Fused Sentence
- Subject/Verb Agreement
- Pronoun/Antecedent Agreement

All other errors are considered minor errors. If a student's paper has more errors than the standard described above, the paper is not meeting competency guidelines for a final draft. Remember, however, that this standard is just a guideline. Simply lacking a large

number of errors does not necessarily make a project "Competent" or passing. As we point out in the Introduction to this section: "A composition does not begin as a '100' and then lose points as the teacher finds mistakes."

"Meets your teacher's (or the MLA's) and the First-year Composition Program's requirements for length and/or format."

The standard format and documentation requirements for First-year Composition follow those for MLA formatting. Teachers, however, may have special requirements, which might include the use of specialized or alternative style sheets (such as CBE, CSE, APA, or Chicago), images, graphs, video, particular fonts, minimum word counts, bibliographies, appendices, notes, abstracts, etc.

4. **Coherence = The "Flow" "Uses words and sentences, rhythm and phrasing, variations and transitions, concreteness and specificity to reveal and emphasize the relationship between evidence and thesis."**

In general, while students can achieve unity by creating a strong thesis and staying on topic, they create coherence by focusing their reader's attention on the relationship between thesis and evidence (or theme and detail). Creating Coherence is about controlling emphasis.

Students may use diction (word choice) to emphasize the thesis-to-evidence connection by choosing words carefully, by repeating key words and phrases, by avoiding the repetition of unimportant words and phrases, and by using transitional phrases accurately. Writers can also use syntax – that is, sentence structure – to direct emphasis by varying sentence structures, by employing syntactical effects such as parallelism and antithesis, or simply by changing sentence length or reversing normal Subject-Verb-Object sentence patterns. In evaluating coherence, you may ask these questions: Has the writer used syntax and diction to create links and bridge gaps between his or her thoughts? Does the writer use transitional phrases and words frequently and accurately to help the reader follow the writer's thinking from sentence to sentence and from paragraph to paragraph? Does the writer's use of repetition, parallelism, figures of speech, and rhythm help to emphasize main points, or does the writer's choice of diction and syntax distract the reader from the main ideas?

"Explains how, why, or in what way the evidence/detail supports a point/claim/thesis/topic ideas."

Writers need to include explanations. In fact, in an argumentative essay, writers usually need to explain – sometimes at length – why each detail or item of support is included. Only rarely does evidence speak for itself. Coherence develops as writers explain how each part of their arguments' evidence provides support for their theses.

"Incorporates evidence from outside sources smoothly, appropriately, and responsibly."

The writer will consistently incorporate quotations and references to other outside sources into her own sentences. Coherent writers move often between paraphrasing, summarizing, and quoting brief passages from different sources. Few, if any, quotations are "hanging" — that is, standing alone in separate sentences; instead, they are embedded in the writer's own sentences, usually with explanatory remarks linking the quotations to the topic or thesis. Lengthy quotations, serial quotations, or long summaries rarely occur in a "Skillful" writer's essay.

5. **Audience Awareness = Writing should speak to real readers "Demonstrates a sense that the writer knows what they are doing and is addressing real people."**

Showing that a writer "knows what their doing" means that the writer works to develop his or her credibility (ethos). He or she might demonstrate particular knowledge or research concerning a topic, demonstrate comfort and familiarity with appropriate jargon or professional vocabularies, or simply use sound logic and clear reasoning in his or her discussion. Credibility can be developed in many ways.

"Reflects a respect for values that influence ethos (e.g., common ground, trustworthiness, careful research)."

Respect for an audience and values can be shown at every level. A reader evaluating writing for respect might ask these questions: Has the writer chosen an appropriate level of formality in his or her diction — avoiding the "too formal" for an audience of close friends, the "too familiar" with teachers or general audiences? Has the writer avoided unnecessary jargon or slang? Has the writer avoided sexist or racist language? Is the writer's choice of supporting examples and evidence appropriate, fairly used, relevant, and judiciously applied? Does the writer show a high level of integrity about facts and correctness at every level? Does the writer implicitly and explicitly show courtesy and good will towards readers whose opinions may differ? Does the writer acknowledge counter-arguments and other positions?

6. **Distinction: A few words about distinction "Your writing stands out because of one or more of the following characteristics: complexity, originality, seamless coherence, extraordinary control, sophistication in thought, recognizable voice, compelling purpose, imagination, insight, thoroughness, and/or depth."**

No single quality reveals distinction; that's why we've listed so many possibilities. A paper should meet standards in all five of the other criteria before it is considered for "Distinction." This does not mean that students' papers must necessarily excel in all five criteria (although many will and most will excel in three or more criteria), but papers should be average or better in every category and should not be deficient in any category when being considered for Distinction. The FYW Grading Rubric was designed by a volunteer team of instructors who carefully examined a range of essays, deciding what qualities papers at different grade levels share in common. Based on that work, we now

have a common vocabulary that students and teachers can use to understand how to succeed in First-Year Writing.

The Flexible Block Rubric

First-year Writing is currently changing rubrics from the Standard FYW Rubric described in this chapter to a new model, the Flexible Block Rubric, which will become the program's only assessment rubric beginning Spring 2022. For Fall 2021, your instructor might continue to use the Standard Rubric outlined later in this chapter, or they might be incorporating the new rubric structure for one, some, or all of your projects.

If your instructor is using the new Flexible Block Rubric, they will provide guidelines and the rubric itself, but here's a quick overview. For each project assessed with the Flexible Block Rubric, your instructor will select between three and six criteria (called "blocks") from the list below to help them assess your writing. As they read your work, they'll consider how much revision your draft or project will need to make that category exemplary, then they'll rate that block from a one (indicating that nearly all of the draft would need to be revised) to a five (indicating that the category needs little to no revision). As you consider how to revise your work, use these ratings as a guide to help you decide where to spend your time and energy.

Keep your project's rubric in mind as you write: these categories will be the things your instructor is looking for as they read your writing. You can find a list of possible rubric blocks below (though your project will only be assessed on a few of these), and all projects assessed with the Flexible Block Rubric will include the "Process" block.

Significance: the writer makes clear how, why, or in what way the evidence/detail provided supports the text's central purpose. A significant text moves beyond merely presenting evidence to gesture towards a larger point; answers "so what?" Significance in a research paper might involve discovering a new idea or phenomenon, significance in a personal reflective narrative might involve a personal realization, and significance in a persuasive essay might show the reader the real-world importance of the paper's central issue. In any case, it should provide an immediate answer to the question "Why is this important?"

Evidence: how the writer supports a claim: outside sources, anecdotes, sensory details, and/or multimodal evidence (e.g. images, sound, video, etc.) could all count as evidence depending on the assignment's genre. Effective use of evidence also assumes the writer has evaluated the sources' credibility, timeliness, and appropriateness for the genre of writing.

Organization: the way a text is structured with the writer's purpose and audience in mind. Organization should be intentional and includes both macro-level organization (i.e., how the text works overall) and micro-level organization (i.e., how the paragraphs are organized and how the sentences within them fit together).

Style: how the writer uses words and sentences to create a tone, character, or moment-to-moment impact on the reader. Effective style varies depending on the genre, audience, and purpose of the text, and no single style will be useful or preferable for all writing.

Argument: how the writer convinces the reader of something. An effective argument depends on the genre. In academic writing, arguments tend to be inquiry-based or conversational, as they attempt to build knowledge by questioning existing knowledge and proposing alternatives. In nearly all genres, however, a strong argument is non-obvious and something with which a reasonable person could disagree.

Multimodality: how the writer chooses multimodal elements for the text and how they combine different modes in a single text. Different sources define modes differently, so they might include: linguistic, aural, visual, spatial, and gestural modes, or written, oral, visual, electronic, and nonverbal modes. In any case, multimodality involves the intentional use of non-textual elements. Some sample descriptions follow, though instructors are free to add descriptions of modes not covered here.
- Visual Design: how the writer uses visual elements like contrast, alignment, framing, color, and other features to deliver or enhance meaning.
- Audio Design: how the writer demonstrates an awareness of sonic rhetorical strategies such as voice, music, silence, sound effects, and sound interaction, with careful attention to crafting the project for *listeners* (as opposed to readers)
- Choice and Interactivity: how the writer makes the reader or player an important part of the text's execution. An effective interactive text should give the user a sense of agency, power, or influence over the text. Navigation of the text's choices should involve non-trivial effort and intentionally designed consequences for the choices offered.

Audience Awareness: how the writer works to reach the actual or potential audience of the text. This is an intentionally broad, holistic block and could address multiple areas including style, multimodality, organization, etc.

Genre Awareness: how the writer follows recognizable forms in their writing, with attention to rhetorical situation and audience expectations. Genres are not static, so the writer may choose to challenge or stray from genre conventions, but when the writer does so, such moves are made intentionally. Attention to appropriate citation style and approach to using sources is also part of many genres.

Rhetorical Awareness: attention to the rhetorical situation: the particular circumstance of a given instance of communication, including exigence (the need or reason to communicate), context (the circumstances that give rise to exigence), rhetor (the originator of the communication), and audience (the auditor, listener, or reader). Like "Audience Awareness," this is a broad block, but unlike "Audience Awareness," it has more to do with fitting the text to the whole situation than to the audience alone.

Process: the variety of activities that go into writing/designing which often include planning, drafting, revising, peer reviewing, proofreading, and publishing.

Reflection: how the writer studies their own experiences, processes, behaviors, and tendencies. Reflection is more than simply recounting previous experiences; it should involve serious thought and commentary on what the writer has *discovered* through their own experiences.

CHAPTER 6: ELECTRONIC PORTFOLIOS

First-Year Writing Electronic Portfolio Instructions

Every student who takes a First-Year Writing course at the University of Georgia will compose an electronic portfolio over the course of the semester. The ePortfolio gives students an opportunity to revise and polish their work—even after it has been evaluated for a grade during the semester—to reflect on their writing processes, and to showcase their work in a personalized context. The use of an electronic portfolio for all FYW classes means that students have an opportunity to raise their grades through steady work and revision; it also means that students need to schedule adequate time to do their very best work in the portfolio, as it counts for 30% of their final grade.

Students develop portfolios throughout the semester using their instructors' directions to update and revise their work, uploading their final products to eLW. Students will also find that using feedback from their classmates in peer review sessions will make the portfolio development a much more rewarding process, as will calling on the Writing Center and Digital Learning Lab.

Individual instructors will make specific assignments for various parts of the portfolio. However, all ePortfolios must be submitted to eLW. In broad outline, the essential seven components of our ePortfolios are consistent in every FYW course and are described briefly below.

NOTE*: You cannot re-use or recycle any exhibit from your English 1101 portfolio, including the Biography or Introductory Reflective Essay, for your English 1102 portfolio. This would be Academic Dishonesty and handled under the Academic Honesty policy and procedures.*

Elements of the Portfolio

Biography

The biography is a short introduction to you, the author of the portfolio. Your teacher may specify particular information to include in your bio, but, in general, the bio should act as an author's note.

 Images on your biography page are optional, but readers like them, so you should try to include some image that is relevant. You can select a representative image (a windmill, a horse, or anything you can find on the Web—just remember to include a citation), or you can select an image of yourself. Think of it as a dust jacket image on the back of a book—how do you want to represent yourself? The goal of your Biography should be to establish a credible ethos**.**

Introductory Reflective Essay (IRE)

The most important element in your ePortfolio, the Introductory Reflective Essay provides a

reader with an introduction and guide to the rest of your work. A strong IRE ties together all the exhibits in your portfolio; it helps you describe and reflect on your writing processes, with your exhibits providing the supporting evidence. The IRE is also the first item your instructor will read after they open your Biography page. Your teacher may provide you with a specific prompt or direct you to some specific portion of the FYW program sample prompt to help you get started. In your IRE, you might discuss how the various exhibits you have chosen for your portfolio reveal the way you have engaged with the goals of the course listed earlier in this *FYW Guide*. Some very successful portfolios have re-organized the author's work for the semester around a common theme that the writer sees in their own work. In fact, the goal of the IRE should be to organize the portfolio in a meaningful way; it is the most active portion of the portfolio.

750-1500 words is the average length for an IRE, although some of the Moran Award winners have written longer IRE's.

Two Revised Essays from the Course

You will include in your Electronic Portfolio two of the three graded papers you have written for the class, revised and polished and posted to the portfolio. They should be substantive and well-argued, carefully edited, error free, and completely, thoroughly, and correctly documented in MLA format.

> *Note about the Revised Essays: We recommend a thorough revision for the Revised Essays exhibits in your Portfolio—not just a quick proofreading for surface errors. Could more evidence be developed, a new perspective raised, a change in tone attempted, or a firmer line of reasoning followed?*

> *When choosing essays to put in your ePortfolio, think about how they will work together to help make the portfolio a unified whole. Some students choose the essays that received the highest grades, but this is only one criterion. You may want to choose the essays you like the best, the ones you can improve the most, or the ones that fit best with your chosen theme.*

Exhibit of Composing/Revision Process

This exhibit demonstrates your composing and revision process. Typically, students construct this document by copying and pasting the same or similar sections of a selected essay into a single document. You can then add commentary explaining the significance of the different versions, pointing out and explaining the changes you made through successive drafts. The Revision Exhibit gives you a chance to demonstrate not so much your best products for the semester, but the skill set that you have built up over the course of the semester. The trick is to make it easy for a reader to follow the process; the explanation is just as important as, or

perhaps more important than, your chosen examples. This exhibit gives you a chance to reflect on your progress throughout the semester and to perform a self-assessment.

Exhibit of Peer Review Process

One of the goals for all FYW courses states that students will "demonstrate an ability to critique the writing of themselves and others." For this exhibit, which speaks directly to that goal, you will select and post to your portfolio one of the peer reviews that you have written during the semester, including commentary to help the reader understand your peer review process. One option is to choose a review you completed for one of your classmate's papers. Try to choose one that you believe was helpful and focused; you might want to ask your classmates about which ones were helpful to them. You may also copy and paste together several brief examples of peer reviews you have completed and construct a new document with inserted commentary. Explanations about the assigned peer review are often helpful here, too. As in the previous case, the Peer Review Exhibit gives you a chance to demonstrate not so much your best products for the semester, but the skill set that you have built up over the course of the semester. As with the Composing/Revision Process Exhibit, the Peer Review Exhibit gives you a chance to reflect on your progress throughout the semester and to perform a self-assessment.

Wild Card

This exhibit is up to you. The only limitations are that your Wild Card 1) must be an electronic file or link that "fits" (digitally speaking) in your portfolio; and 2) must include some of *your* writing, which may appear as captions, short descriptions, or introductory commentary. In the past, students have submitted journals, papers, photos with captions, short stories, poems, letters, song lyrics, scans of drawings with comments, news articles, podcasts, and music files. Some students create new exhibits especially to fit with their portfolio theme. In thinking about selecting or creating a Wild Card, consider how it fits into your overall portfolio rationale and how its inclusion will impact ethos and pathos.

Special Note on Presentation and Publication of your ePortfolio

Importance: The electronic portfolio, as the capstone project that showcases your achievements and learning, is very important; it counts for 30% of your final grade.

Digital Publication: The ePortfolio must be uploaded to eLC as an Assignment. • Most artifacts in your portfolio will be .doc or pdf files. Your instructor will let you know if they

prefer one file type over the other. Your instructor will also let you know if they prefer your portfolio submission to be one big file or several files. Regardless, keep in mind that the ePortfolio is not merely a loose collection of word-processed documents, but a **unified digital artifact** whose parts fit together in a rational and harmonious manner, much like the different paragraphs of an essay fit together to communicate one thesis. If you do not complete the ePortfolio properly, you may receive a grade of zero for this important project. For technical help, see the documents or videos under Content → FYW Resources and Info in your eLC class.

Presentation and Design: Just as the Grading Rubric considers Presentation and Document Design as important to the rhetorical success of your essays, so too does the ePortfolio. Your portfolio therefore must meet the highest standards for presentation and document design; failure to do so will seriously hurt your grade for the ePortfolio.

Readability and Access: It is very important that your instructor can access and read your portfolio without complications. It is your responsibility to make sure that:

- the ePortfolio and all its exhibits display properly without significant formatting issues;
- all exhibits are in one of the acceptable file formats (see below);
- the ePortfolio can be navigated easily and efficiently by your readers.

Check your portfolio on several different computers and open all the exhibits to make sure that the portfolio is reader-friendly.

Technical Note: Acceptable File Formats for ePortfolio Exhibits

To ensure that instructor will be able to open and read your ePortfolio, the FYW Program accepts only the following file formats for ePortfolio Exhibits that are primarily text documents:

.DOC

.PDF

DOC files: These documents can be composed in word processing software available through the University of Georgia's Office apps or through other word processing packages. However, note that the formatting and design of your documents may display differently on your instructor's computer. This option is recommended for documents that are primarily text, without complicated design elements.

PDF documents: Students who include a large number of images in their documents or have special design and formatting needs often choose to upload the documents in their portfolios as PDF documents. This is the only format in which you can be absolutely sure that the document appears exactly the same in your word processor and the web display.

How Are FYW ePortfolios Evaluated?

At the end of the semester, student portfolios are graded by the course instructor. In order to evaluate them, teachers read portfolios holistically. This means that the teachers "norm" themselves, getting a sense of what "constitutes" an A, B, C, etc. among the group of portfolios that they are reading, then judge each portfolio as a whole, assigning it a single grade. As teachers read through students' portfolios, they particularly gauge how well a student's Introductory Reflective Essay (IRE) describes the content found in the other exhibits and whether or not the student has been able to use writing to express his or her own encounter with the goals and evaluative criteria of the course. In other words, expect FYW teachers to use the IRE as a guide for reading your other documents, in order to get a sense of how well they match the expectations you set up in your Introduction. Of course, teachers always look for evidence of care, originality, hard work, and excellent writing, but in the portfolio we are also interested in students' ability to write reflectively and accurately about their own writing.

In addition, teachers often use the Rubric below, based on the standard FYW rubric and using the same or similar terminology, to help them get started when they are beginning to evaluate portfolios each semester. They may also point you towards this rubric to help you evaluate your own or your classmates' portfolio during a workshop.

ELECTRONIC PORTFOLIO RUBRIC

BIOGRAPHY

- Is present and complete;
- Is carefully proofread and edited, with very few errors of a grammatical, mechanical, or typographic nature.

[CCC] _____

- Shows clear and appropriate awareness of audience;
- Gives a coherent picture of the writer.

[SP] _____

Is distinctive for its:

- imaginative quality;
- extraordinary and effective care in craftsmanship and presentation;
- prose style;
- compelling authorial voice;
- persuasive argumentation.

[DIST]_____

INTRODUCTORY REFLECTIVE ESSAY

- Is present and complete;

- Makes a clear and complete statement about the writer's ethos, development, and/or skill set that is more than an autobiographical narrative or list of exhibits (unity-thesis);

- Offers a clear rationale for the choice of exhibits and their order (unity-organization);

- Explains the role of each exhibit in the overall portfolio and in supporting the thesis (evidence);

- ￼s carefully proofread and edited, with very few errors of a grammatical, mechanical, or typographic nature.

[CCC] _____

- Offers a strong, and vivid understanding of the writer and writing (audience awareness);

- Is particularly persuasive about how exhibits contribute to the whole portfolio (coherence).

[SP] _____

Is distinctive for its:

- imaginative quality;

- extraordinary and effective care in craftsmanship and presentation;

- prose style;

- compelling authorial voice;

- persuasive argumentation.

[DIST] _____

TWO REVISED CLASS ESSAYS

- Are present and complete;

- At a minimum, meet the FYW Rubric qualifications for CCC;

- Are carefully proofread and edited, with very few errors of a grammatical, mechanical, or typographic nature.

[CCC] _____

- At a minimum, meet the FYW Rubric qualifications for SP.

[SP] _____

- At a minimum, meet the FYW Rubric qualifications for a DIST or a "high" SP that shows extraordinary thoughtfulness and care.

DIST] _____

EXHIBIT OF COMPOSING AND/OR REVISION PROCESS

- present and complete;
- Offers a clear and complete statement about and/or example of the composing and/or revision process (unity);
- Supports that thesis with specific examples (evidence);
- Presents the examples in a logical manner (unity-organization);

- Is carefully written, edited, and proofread, with essentially no distracting errors of a grammatical, mechanical, or typographic nature.
[CCC] _____
- Offers strong and vivid examples of the writer and writing (audience awareness);
- Is particularly persuasive about how the examples support the thesis (coherence);
[SP] _____

Is distinctive for its:

- imaginative quality;
- extraordinary and effective care in craftsmanship and presentation;
- prose style;
- compelling authorial voice;
- persuasive argumentation.
[DIST] _____

EXHIBIT OF PEER REVIEW PROCESS

- Is present and complete;
- Offers a clear exhibit of a peer review (unity);
- Arranges one or more examples of peer review in a logical manner (unity-organization);
- Is carefully presented so that both the original and comments are easily seen. Errors in grammar or spelling don't interfere with conveying comments (presentation & design).
[CCC] _____
- Shows a strong, and vivid understanding of the writer and commentary (audience awareness);
- Is persuasive because comments show a clear understanding and response to the work (coherence).
[SP] _____

Is distinctive for its:

- imaginative quality;
- extraordinary and effective care in craftsmanship and presentation;
- prose style;
- compelling authorial voice;
- persuasive argumentation.

[DIST] _____

WILD CARD

- Is present and complete;

- Fits into the portfolio as a whole in a logical way that is described in the introductory reflective essay;

- Is carefully written, edited, and proofread, with few errors of a grammatical, mechanical, or typographic nature that distract from the purpose of the exhibit.
[CCC] _____

- Offers a strong and vivid understanding of the writer and writing (audience awareness).
[SP] _____

Is distinctive for its:

- imaginative quality;

- extraordinary and effective care in craftsmanship and presentation;

- prose style;

- compelling authorial voice;

- persuasive argumentation.
[DIST] _____

CHAPTER 7: ACADEMIC HONESTY AND PLAGIARISM

UGA Academic Honesty Policy

The University of Georgia is committed to "A Culture of Honesty." The First-year Writing Program supports this commitment and strictly follows the university's policies and procedures for dealing with possible instances of academic dishonesty. Information about "A Culture of Honesty" and the "UGA Academic Honesty Policy" and procedures can be found at the website of the Office of the Vice President for Instruction: https://honesty.uga.edu/Academic-Honesty-Policy/.

All FYW students should become very familiar with this site!

Plagiarism

A particular form of academic dishonesty that First-year Writing students need to understand and guard against is plagiarism. Plagiarism is the use of another's words or interpretations without giving credit. Plagiarism occurs when writers fail to use quotation marks to indicate exact words from a source, when they fail to paraphrase a passage completely, when they provide faulty sources, or when they fail to cite the source of any quotation or paraphrase.

In recent years, cutting and pasting information from the World Wide Web has led students to commit plagiarism. This occurs particularly when they have forgotten where the information was copied from or lose the ability to tell the difference between their own words and those copied from an electronic source. Students should also take additional care to ensure that the Wild Card exhibit for the final electronic portfolio is their own work and correctly identifies any work by other authors included in that piece.

To avoid plagiarism, writers should always:

1. Put quotation marks around any words taken from sources. When writers use an open book for writing a paper or taking notes, or when writers take notes by cutting and pasting from an online source or website, they must be careful not to plagiarize unintentionally.

2. Paraphrase material completely; changing or rearranging a few words or the tense of a verb is not paraphrasing. Writers should read the passage to be used, close the source book or minimize the web browser, and then write in their own words what they have read. They should then compare the paraphrase to the source; if by chance key words from the original are included, these should be changed or enclosed in quotation marks.

Note: Using quotation marks and paraphrasing is not enough – you must cite all sources on your Works Cited page.

3. Give accurate and complete citations for all material. In the handbook section in the second half of this Guide, you will find information about MLA and APA documentation

styles. Writers should refer to this source when creating compositions and/or should consult with their instructors as to what form is required in a particular course.

4. Avoid borrowing entire arguments or approaches to a subject from another writer. In general, college papers should argue an original idea and should not be paraphrases of another writer's work. All papers that students submit must be original work. The advantages to writers of a well-documented paper are obvious: documentation shows that writers know their subjects, and citations give ideas validity.

5. Students using graphs, images, or data must cite where the information is found.

Plagiarism

CHAPTER 8: RESOURCES

Students who are new to the University of Georgia are often unsure about what services are available to them and where to go for help of various kinds. This section offers you places to go for help with writing, research, and personal issues.

Tutoring and Help with Writing

The university offers writers in the First-Year Writing Program a wide range of services at different locations across campus.

The UGA Writing Center

The UGA Writing Center provides support to all UGA writers on any writing project, at any stage of the process. Undergraduate and graduate students as well as faculty, staff, and recent alums are welcome to schedule 45-minute, individual appointments with an expert writing consultant to access help and feedback on their writing. Appointments are available online in synchronous and asynchronous formats, and in-person at the following locations:

- Park Hall 66
- MLC
- Main Library
- Science Library, room 201

Students are invited to schedule up to two appointments a week. Writing Center consultants can assist UGA writers with a wide range of writing projects, including, but not limited to:

- ENGL 1101-1102 assignments
- Essays
- Lab reports
- Application materials
- Theses and dissertations
- Articles for publication
- Conference-style presentations
- Formal emails
- Teaching materials (e.g. syllabi, major assignments)

Writing Center staff is also available to provide instructional support in the form of workshops and in-class presentations. These workshops can address a range of topics, such as thesis statements, literature reviews, or citation styles; consultants are also available to collaborate directly with an instructor to create a workshop that meets their class's specific writing needs. For more information, please visit our website: www.english.uga.edu/writing-center. To register and schedule a one-on-one

appointment, visit www.uga.mywconline.com . Feel free to email the Writing Center administrative team with any questions or to arrange for a class visit: writingcenter@uga.edu

Division of Academic Enhancement (DAE)
Homepage: dae.uga.edu

The Division of Academic Enhancement empowers all students to achieve success with innovative courses, programs, services, and student-centered initiatives. Specifically, DAE can help students improve their writing and learning skills and develop strategies for success at UGA and beyond through the following free services:

- **Writing tutoring** is offered via face-to-face appointments, online appointments, and drop-in sessions to help students with academic writing assignments and projects.
- **Subject-specific tutoring** offers students an opportunity to attend one-on-one appointments, study pods, or drop-in sessions to assist them in business, computer science, foreign language, math, and science courses in a collaborative learning environment.
- **Academic Coaching** is a series of one-on-one appointments between a student and a certified coach to address common challenges in learning by creating and modifying a personalized Strategic Learning Plan.
- **Student Success Workshops** provide an opportunity for students to explore topics like time management, learning strategies, motivation, and professional communication.
- **UNIV 1105: Introduction to Academic Writing** is a three-hour course offered for students needing academic preparation before taking ENGL 1101. Students can also "drop back" from ENGL 1101 to UNIV 1105 (via a section change form) until the semester midpoint.

For more information, please visit dae.uga.edu.

The UGA Libraries
Homepage: http://www.libs.uga.edu

UGA has the largest library in the state, with 4.6 million books, and access to thousands of journals. All print resources at any state school in Georgia are available to UGA students through online request, as well. Library buildings on campus include:

- **Main Library on North Campus**: humanities, social sciences, business, and DigiLab;
- **Science Library on South Campus**: science, technology, agriculture, and Maker's Space;
- **Miller Learning Center**: online library resources and recording studio;
- **Special Collections Library**: rare books, manuscripts, media archives, and many exhibits.

For college-level research projects and papers, your instructors will expect you to use *published scholarly* resources and *critically evaluate* all sources.

The MyID and password will grant access to all our databases, e-books, and library accounts online, from anywhere.

"Chat with a librarian" on the library home page provides immediate research assistance. For more individual help, contact the FYW liaison librarian, Elliott Kuecker (elliott.kuecker@uga.edu) or sign up for a research consultation-with a librarian at http://www.libs.uga.edu/contact/consultation_request.

University Health Center

University Health Center serves as a safe space and central resource for the UGA campus community regarding physical, mental health & well-being. Below are several ways to access your resources:

- All Students are assigned a primary care provider home (PCP). Students can make appointments with their PCP for many reasons:
  o illness or injury
  o referral to other specialists for specific health needs- including our in-house Lab/Radiology
  o wellness checkups and physicals for classes or programs
  o questions about general health, sexual health, health goals, stress and mental wellness
- Free workshops/classes/Health coaching lead by licensed clinicians or health educators to provide students with tools to manage stress, anxiety, relationships, social etc. Visit BeWellUGA for a list of offerings available.
- Student leaders, UGA Faculty or Staff may schedule for their group, a wellness program or training with a health educator or licensed CAPS clinician through the UHC program request.

Counseling and Psychiatric Services (CAPS)
> CAPS is located on the 2nd floor of the University Health Center and is dedicated to student mental health and well-being. CAPS offer:
> - Short-term individual counseling
> - Group Counseling
> - Free workshops (BeWellUGA)
> - Therapy Assisted Online (TAO)- Free well-being service for students
> - Consultation to student leaders, faculty and staff
> - Psychiatric services- to monitor medications
> - Crisis intervention
> - Referral assistance to other providers, both on campus and in the local community.

We are open from 8:00 a.m. to 5:00 p.m., Monday through Friday. For more information about CAPS services, please call 706-542-2273 or see our website www.uhs.uga.edu/caps.
For after-hours emergencies call 706-542-2200 (UGA police) and ask for the on-call clinician.

- UGA campus has several resources for a student seeking mental health services and/or crisis support .

The **University Health Center's Health Promotion** department takes a proactive role in supporting the well-being and academic success of all UGA students.

There are also times when students need assistance in getting back on track and this is where *The Fontaine Center*, under the direction of UHC's Health Promotion will intervene. *The Fontaine Center* for intervention, prevention and recovery services steps in to ensure student success for those impacted by alcohol, other drug related incidents and interpersonal violence.

The **UHC Health Promotion Department** is home to many student wellness, prevention and support services including:

- Sexual health prevention, education, and the *Condom Express* program
- Nutrition education & counseling, and the *Nutrition Kitchen* for students interested in learning to cook.
- Prevention and wellness programming including healthy relationships, suicide prevention, stress, sleep, alcohol & drug misuse and interpersonal violence prevention may be found through BeWellUGA.
- *The Fontaine Center* provides prevention education, intervention and recovery support services for alcohol & drug misuse and those impacted by interpersonal violence:
  - *Collegiate Recovery Program*
  - Free and confidential, 24-hour support to survivors of interpersonal violence: **706-542-SAFE (7233)**.

To request a wellness program or schedule an appointment please call 706-542-8690

Disability Resource Center

The Disability Resource Center assists the University in fulfilling its commitment to educate and serve students with disabilities who qualify for admission. The Disability Resource Center, DRC, coordinates and provides a variety of academic and support services to students. Our mission is to promote equal educational opportunities and a welcoming academic, physical, and social environment for students with disabilities at the University of Georgia.

If you are a new or current student seeking services at the Disability Resource Center (DRC), we look forward to meeting with you! On the DRC website, www.drc.ugs.edu, you will find information about the accommodations and services we coordinate for UGA students who have disabilities. The site will give you a picture of who we are and our programs and services.

You can register with the DRC at any time, although we encourage students submit their information as early as possible. Once everything is submitted, the process to evaluate the application can take around 1-4 weeks, so the earlier you submit the application, the earlier we can begin that process. All information provided to the DRC is confidential. If you require accommodations at UGA, information on the DRC's registration process is provided on our website at https://drc.uga.edu/students/register-for-services.

Student Care & Outreach

The mission of Student Care and Outreach is to coordinate care and assistance for all students, undergraduate and graduate, who experience complex, hardship, and/or unforeseen circumstances by providing individualized assistance and tailored interventions.

Student Care and Outreach works to support and assist students as part of the larger academic mission. For faculty and staff, Student Care and Outreach can consult and provide collaborative support with departments for any student experiencing complications both in and outside of the classroom.

Student Care and Outreach is located on the third floor of the Tate Center, and is open Monday-Friday, 8:00am to 5:00pm. For more information about SCO resources, please call 706-542-7774 or visit https://sco.uga.edu/.

CHAPTER 9: WHAT COMES NEXT?

Research into the writing process shows that the use of writing as a part of the learning process and frequency of writing are both crucial to improving and maintaining the writing skills and critical thinking processes that students acquire in their First-year Composition classes. What is more, employers consistently report on the importance of basic communication skills, especially in writing, for the workplace. Research has also suggested a close connection between reading and writing proficiency, and UGA students have shown that they enjoy reading and discussing books outside their formal classes. For all of these reasons, the University of Georgia encourages you to seek out other opportunities for practice in reading and writing. We would like to conclude by telling you about future opportunities to practice your literacy skills, to use writing as a powerful learning tool, and to develop the writing skills that will be important for your professional careers.

Writing Certificate Program

The University of Georgia offers an interdisciplinary certificate program in writing. The purpose of the Writing Certificate Program (WCP) is to give undergraduate students from all colleges and majors at the University of Georgia an opportunity to develop and document their writing skills as they move from First-year Composition through the core curriculum and their academic majors en route to further education, professional training, or the workplace. Their writing skills will be developed in the context of their particular academic studies and interests and will be documented in a capstone electronic portfolio developed in a one-hour workshop course, **ENGL 4834: Electronic Writing Portfolio Workshop**, that presents and reflects on the students' writing projects and experiences throughout their undergraduate career. The writing done for the WCP will enhance students' understanding in their chosen field of study and will provide evidence to outside evaluators (such as admissions committees or employers) of the students' critical thinking, research, and communication skills, plus their understanding of genres and conventions of writing within their chosen discipline. For more information about the program, visit: http://write.uga.edu.

Writing Intensive Program (WIP)

The Writing Intensive Program at the University of Georgia provides students with opportunities to strengthen their writing throughout their undergraduate experience. The Program offers writing-intensive courses in varying disciplines — from Art History to Biology to Music to Sociology, for example. A key goal of the program is to foster student writing *in the disciplines* by helping students understand the conventions — or "ways of knowing" — of a particular field: how knowledge is constructed and communicated, and what rules of evidence and argumentation are practiced. To accomplish the goals of the program, each Writing Intensive Program (WIP) course is

supported by a specially trained "writing coach," who works with students to improve their writing and performance in the course by providing constructive and personal feedback. The advantages of this coaching — and WIP courses, in general — are many. A compelling majority of students enrolled in these courses consistently report that their experience with the Writing Intensive Program strengthened their writing skills; built their confidence in the writing process; encouraged a deeper engagement in course content, discussions, and assignments; taught them the writing conventions of their discipline; heightened their critical thinking skills; and prepared them for writing in other courses and future goals, such as graduate school or career-related work. **All WIP courses count toward requirements for the Writing Certificate Program**.

For more information about the program and its benefits, as well as for a list of current WIP courses, visit: http://www.wip.uga.edu.

The Major and Minor in English

The skills in writing and critical thinking that you have learned in First-year Composition will serve you well if you decide to major or minor in English. English majors learn to read, interpret, and analyze texts (novels, stories, plays, films, poems, essays, images, and other forms of cultural production) and to write with poise, brevity, and elegance. Majors can choose Areas of Emphasis for their Program of Study; areas of emphasis include Creative Writing, American Literature, Multicultural American Literature, Rhetoric and Composition, Humanities Computing, Medieval Literature, Studies in the Novel, Poetics, Advanced Studies in English, Interdisciplinary Renaissance Studies, Eighteenth Century Literature, and English Language Studies. Majors and minors can go on to careers in almost anything: teaching, editing, publishing, law, journalism, management, human resources, business communication, medicine, grant-writing, screen-writing, technical writing, and so on. Employers take an English major or minor as evidence of strong skills in writing, creativity, and critical thinking. You can find more information about the English major and minor at the program website: http://www.english.uga.edu/undergraduate-studies.

English majors are eligible for a number of special scholarships and awards. Declared majors can also join the Undergraduate English Association, a student-run organization that informs English majors about career opportunities with an English degree. Contact Jim Kallerman (jkallerm@uga.edu or in Park Hall Room 111) for more information on the UEA. High-achieving students who study English beyond First-year Composition may be eligible to join Sigma Tau Delta, the English honors society, regardless of their major. Please consult the undergraduate pages on the English Department website for more information about these opportunities.

Advanced Courses in Writing

The English Department offers several upper-division courses in writing that are open to students in other majors. The Academic Enhancement Program, housed in Milledge Hall, also offers an array of writing classes for native and non-native speakers.

UNIV 1105. Improving Grammar, Usage, and Style. 3 hours.
Athena Title: IMPROVING GRAMMAR.
This course teaches students to master formal grammar rules and terminology, to achieve a clear, fluent writing style, and to recognize common problems of usage so that they can effectively write and edit papers for academic and professional audiences.
Note: Students may enroll in this course simultaneously with ENGL 1101.

UNIV 1115. Introduction to Academic Writing. 3 hours (institutional credit).
Athena Title: Academic Writing.
The objective of the course is to prepare students for the kinds of writing required in English 1101 and other University courses. To meet that objective, UNIV 1115 stresses strategies for generating ideas and improving writing fluency, conventions of academic usage and style, patterns for organizing thought and arranging written material, and critical thinking and analysis. In the classroom and in individualized instruction, students receive extensive practice drafting, editing, and revising expository and persuasive essays.
Note: This course carries institutional credit and will not count toward graduation.

UNIV 1117. Basic Composition for Multilingual Writers. 3 hours (institutional credit).
Athena Title: MULTILINGUAL COMP.
This course is designed for both undergraduate and graduate students whose first language is not English. Its objectives include mastering English grammar, idioms, and sentence structure; building an academic vocabulary; and composing short academic papers. The course emphasizes problems that non-native speakers typically experience with proofreading, revision, and writing for an American audience. Assignments may be tailored to students' majors.
Note: This course carries institutional credit and will not count toward graduation.

ENGL 3590W. Technical Communication. 3 hours.
Athena Title: TECH AND PROF COMM.
This course deals with writing in the professional domains, with an emphasis on research methods, clear and accurate presentation of ideas and data, and computer-mediated communication. If you want an introduction to the role of writing in the workplace, this course would be for you.

ENGL 3600W. Advanced Composition. 3 hours.
Athena Title: ADV COMPOSITION.
Advanced Composition focuses less on professional contexts than on writing as a process, with an emphasis on the conventions of discourse situations, invention, revision, editorial skills, and document design. This course is particularly useful for students who want to practice and improve their academic writing.

ENGL 3850S. Writing and Community. 3 hours.
Athena Title: WRITING AND COMMUNITY
This course is a study of how writing functions in the formation and maintenance of communities and the role of written communication in addressing community needs and concerns. It will have a service-learning component in addition to being writing intensive, with students creating texts about community issues and for community partners.

ENGL 3860W. Science Writing for General Audiences. 3 hours.
Athena Title: SCIENCE WRITING GENERAL AUDIEN.
Clearly conveying complex scientific information to the public is becoming increasingly important. This course is a writing-intensive introduction to reading and writing about scientific research in order to bring scientific information to the general public. The following courses are reserved for students who have taken any two 2000-level ENGL classes or one 2000-level ENGL class and one 2000-level CMLT class.

ENGL 4830W. Advanced Studies in Writing. 3 hours.
Athena Title: ADV STUDIES WRITING.
Advanced study of writing as process and product, focusing on particular discourse situations or kinds of texts. Topics might typically be advanced technical communication, academic writing for literary scholars, or text and hypertext.

ENGL 4831W. The Critical Essay. 3 hours.
Athena Title: CRITICAL ESSAY.
The primary goal of the course will be to initiate students into the academic dialogue practiced by scholars of English. Each student will join this scholarly conversation by producing a research-based, academic paper of 20 to 30 pages in length about some aspect of English Studies to be workshopped in stages throughout the drafting process.

ENGL 4832W. Writing for the World Wide Web. 3 hours.
Athena Title: WRITING FOR THE WEB.
This class deals with both the theory and practice of digital rhetoric and composition. Here you will learn to use the basic tools to construct a wide variety of digital, multimodal texts for a range of audiences and purposes.

ENGL 4833W. Composition Theory and Pedagogy. 3 hours.
Athena Title: COMP PEDAGOGY
This course introduces you to the history and theories of college composition teaching. With a strong practical emphasis, ENGL 4833 prepares students to work as college writing tutors or as classroom writing assistants.

ENGL 4836W. Writing about Health and Medicine. 3 hours.
Athena Title: WRITING ABOUT HEALTH AND MED.
This writing-intensive English course introduces students to the narrative arts and trains them to identify, construct, and use narrative in fictional and non-fictional

writing about health, wellness, medicine, and able-bodiedness.

ENGL 4837W. Digital Storytelling. 3 hours.
Athena Title: DIGITAL STORYTELLING.
An introduction to the study and practice of narrative within digital environments. Students will work independently and collaboratively to analyze and create digital stories. At the end of the semester, students will participate in a Digital Story Showcase to share their work with a public audience.