



FIRST – YEAR WRITING PROGRAM GUIDEBOOK
UNIVERSITY OF GEORGIA
2020-2021

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*, 3rd 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: <http://www.reactiving.uga.edu/>.

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/content_page/placement-tests.

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 final Portfolio, students' regular attendance is essential in First-year Composition.

Consequently, during fall and spring semesters, on the fifth absence (MWF classes) or the fourth absence (TTh classes), no matter what the reason, students can expect to be administratively withdrawn with a W before the withdrawal deadline and administratively withdrawn with an F after the withdrawal deadline.

For the Summer Thru Term, on the fourth absence, no matter what the reason, students can expect to be administratively withdrawn with a W before the withdrawal deadline and with an F after the withdrawal deadline.

Grade Appeals

It is the instructor's responsibility to judge work and assign grades. Consequently, students with questions about final grades should first discuss those questions with their instructors. If the problem cannot be resolved in discussion, students may prepare a grade appeal in writing according to the guidelines established by the Franklin College Faculty Senate Bylaws, Article V. The bylaws are available at: <https://www.franklin.uga.edu/content/faculty-senate-laws>. Search for "Grade Appeals." This information can be found in Article 5 under Faculty Senate By-laws.

In First-year Composition appeals, the Director of First-year Composition replaces the Department Head of English in the appeals procedure, in accordance with the English Department bylaws. See Section II, "Appeals at the Department Level." Once a ruling on the grade appeal has been made, if either the student or instructor wants to take the appeal further, the appeal will be conducted according to the guidelines set out in Section III, "Appeals at the College Level."

Before appealing a grade, students should be aware of the following conditions established by the Franklin College Bylaws:

1. A student may appeal a grade if, and only if, he or she is able to demonstrate that the grade was based on factors other than a fair assessment of the student's academic performance in the course.
2. The standards by which grades are assigned, the number and relative weight of assignments on which grades are based, and decisions to allow students to make up or retake missed examinations or assignments, are not grounds for appeal.

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 changes to an "F." 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 Emma in the First-Year Writing Program

What is Emma?

Emma is a web application designed specifically for writing and revising in academic communities. Students and instructors use Emma throughout the composing process, from brainstorming and drafting through peer review, revision, grading, and commenting. Emma organizes tools useful for multi-modal composition within a digital environment. The Emma environment, by providing both public and private spaces where students can collect their work and receive feedback from their peers and instructor, fosters an academic learning community.

Creating an account

Emma uses UGA's MyID. To create an account, open a web browser to the Emma homepage (<http://www.emma.uga.edu>) and click the **Sign in** button. Enter your MyID and password. Once you have logged in, please fill out the profile page. Enter your name carefully as you will not be able to edit it later. You may update your photo and biography at any time.

Enrolling in a course

Once you have completed your profile, please enroll in a course. Click the Enroll in a Course button and carefully enter your instructor's last name. A list of courses will come up; select your section by clicking the Enroll button (Tip: Note carefully the time of your section – many instructors teach several FYW sections). Until your instructor approves your request, your course will be listed as Pending.

Please update your Profile

Photo URL

Tell us a little about yourself.

Styles **B** *I* Size

Ron Balthazor, Ph.D. is an academic professional at the University of Georgia. He teaches composition and Environmental Literature and is the lead developer of the project, a web application for writing.

His scholarship has appeared in Portal, The Journal of General Education, Readerly/Writerly Texts, Literary and Linguistic Computing, and ATQ. His continuing interests include Environmental Literature and Eco-criticism, Thoreau, E.O. Wilson, PHP, Symfony, and gardening. He writes a blog that offers his reflections on life in the garden: gardenhouseporch.blogspot.com

Words: 78

Your Institution

Courses Enrolled

Demo

Ron Balthazor , 10:00 am

Click course name to enter.

nce approved, the course will display under Courses Enrolled: click the name of the course to enter it.

The Class Workspace in Emma

Most pages in Emma will have a navigation bar across the top for the major tools in the application and a side navigation bar on the left for working within the selected tool. The first page is the Course Home Page, which includes information about the course: the upcoming events in the calendar, an announcement space, and access to the roll and your classmates' profiles.

On the top navigation bar, you see the major tools in Emma. Each will be described below.

Resources

Your instructor will post your syllabus, assignments, readings and other resources here. Note the menu on the left: you will be able to select various categories of files.

Title	IT	Folder
html Drama Essay Assignment	Shared	ENGL 1102: Essay Assignments
html Poetry Project Assignment	Shared	ENGL 1102: Essay Assignments
html Short Story Essay Assignment	Shared	ENGL 1102: Essay Assignments

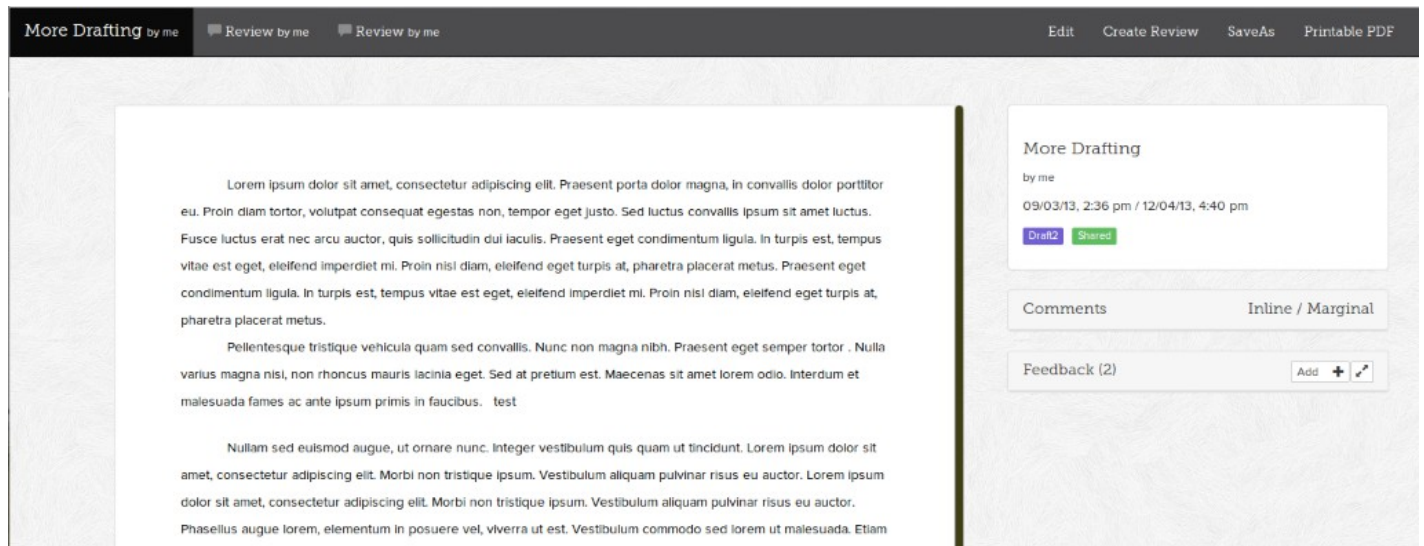
Projects

The Projects space, which is the document-collection space, is where you will do much of your work in Emma. Every document in Emma belongs to a project, and within that project, students add labels to organize their files and drafts. For example, for a Poetry Project, you might have files labeled as Draft 1, Draft 2, Peer Review, and Final. You can find your files and the files of your classmates using the various menus on the left as well as the toolbar just above the file list.

The First-Year Writing Program encourages Process Writing, a practice that emphasizes the stages of composition as much as the final documents. Emma allows you to store and label each stage easily. If you mislabel a document, you can change the label by clicking on the Settings below each file listing.

On the left navigation, you will find the Create button (which you will find for many of the tools in Emma). Clicking Create gives you a drop-down menu for choosing whether you want to create an Emma document, upload a document or other file, or create a link to other websites or documents.

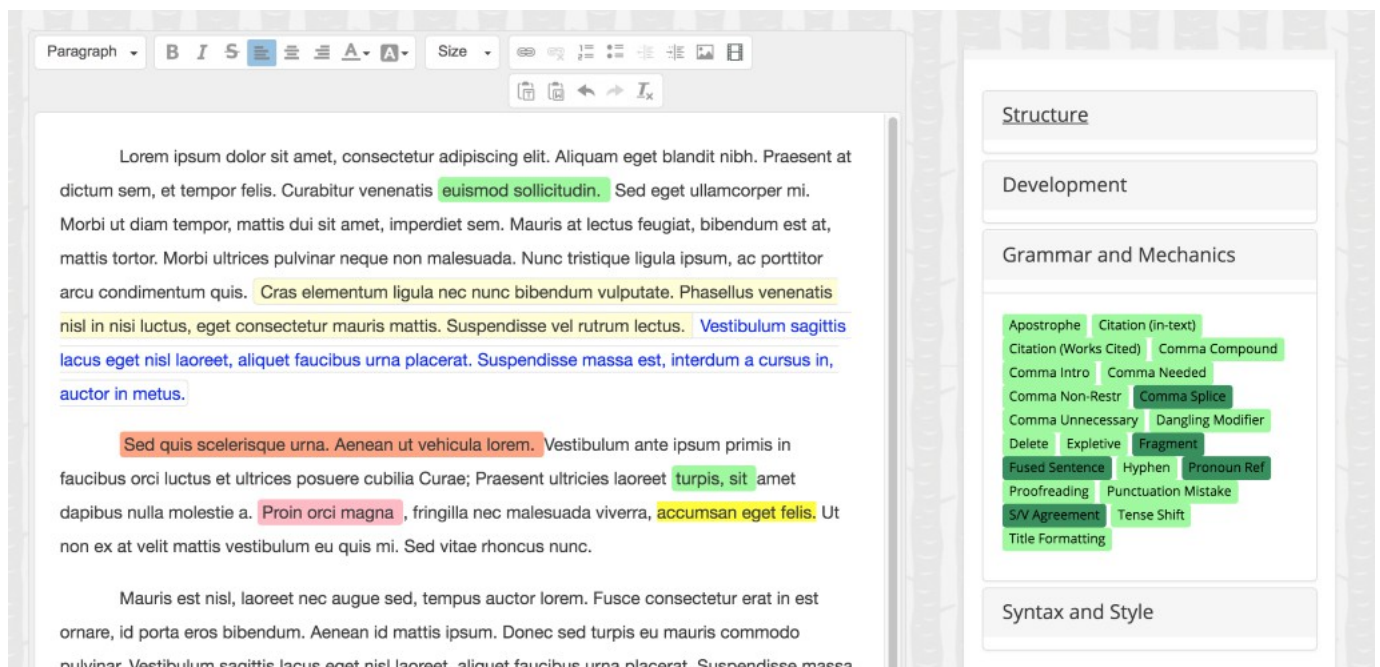
Similarly, Emma makes it easy to offer Peer Review. Find the document of the peer you would like to review by selecting Shared Files and then the name of the author on the tool-bar, open the document (or mouse over the document listing), and then click Create Review.



The Peer Review will be connected to the original file and labeled as a Peer Review Document.

To find Reviews by you or for you, click on Projects, then click on “Reviews by me” or “Reviews for me” on the left menu.

Documents created in Emma can take advantage of the application's built-in tools, which include an array of editing and formatting tools, note insertion, and built-in markup highlighting.



When your instructors read and evaluate your documents, they can include markup links to

information and exercises to help you resolve grammatical, mechanical, or rhetorical issues.

The screenshot displays a writing tool interface. On the left, a text editor shows a paragraph of placeholder text. A red box highlights a sentence: "Sed vestibulum ante ipsum". A tooltip window titled "Dangling Modifier" is open over this text. The tooltip contains the following information:

- Dangling Modifier**
- Dangling modifiers cause confusion over who is doing an action.
- Having arrived late for practice, the coach was angry at Sally.**
- Editing strategy:** Whenever you see an -ing verb form before or after the main part of the sentence, make sure that the subject of the nearest clause performs the action.
- Having arrived late for practice, Sally made the coach angry.**
- [Click for more](#) | See *FYC Guide* Part 2, Ch. 35: "Sentence Order," subheading "Check for dangling modifiers."

On the right, a sidebar titled "Markup" shows a list of error types with corresponding colored icons:

- Factual Topic Sentence (orange)
- Analysis (Missing) (pink)
- Comma Compound (green)
- Comma Splice (dark green)
- Dangling Modifier (2) (light green)
- Proofreading (light green)

At the bottom of the sidebar, there are buttons for "Comments" and "Inline / Marginal".

Calendar

The screenshot shows a course navigation menu at the top with the following items: Demo, Resources, Projects, Calendar, Journal, Forum, Notes, and Portfolio. Below the menu is an "Agenda" section. A single event is listed:

Jun 19 2014 10:00 AM ■ Journal Assignment Due

Please post a reflection of at least 100 words on the reading for today in the Journal

Your instructor may post assignments and deadlines in the class Calendar. There are several views, including a month display and an agenda listing that shows events for the whole term. Upcoming events are also displayed on the Course Homepage.

Journal

Emma includes several tools for low-stakes writing. The Journal, as the name suggests, is a simple place for informal writing that is seen only by you and your instructor. Click the Create button to get started. Your instructor may offer feedback on your journals; these comments will display beneath your posting.

Journal Entry

Title

Body

Styles | **B** | *I* | [List icons] | **A** | **A** | Size | [Link/Unlink] | [List/Unlist] | [Align left/center/right] | [Image] | [Embed] | [Undo] | [Redo] | **I_x**

|

Words: 0

Update Cancel Delete

Forum

Tell me what you think
by Ron Balthazor, Jun 18 2014

about this reading.

Ron Balthazor says: Jun 18 2014 [Reply](#) [Edit](#)

Very interesting.

Ron Balthazor says: Jun 18 2014 [Edit](#)

I agree.

The Forum offers a shared writing space for conversations. Students can post comments and replies to each other within a discussion topic.

Notes

Another Note

Very interesting.

New Note

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut ut arcu laoreet, gravida mi sit amet, accumsan sapien. Donec sed dui accumsan, consequat erat vel, varius augue. Morbi turpis sapien, adipiscing id lorem quis, semper porttitor tellus. Suspendisse porttitor mi eu varius eleifend. Sed vulputate libero ut interdum volutpat. In consectetur est lorem, nec tincidunt sapien feugiat ac. Nullam quis tellus sed est tincidunt elementum ut vitae metus. Donec enim eros, laoreet non vulputate in, consequat quis est. Donec ac lectus at metus laoreet pretium. Suspendisse porttitor fringilla arcu non adipiscing. Morbi vitae purus cursus, iaculis erat vitae, ultricies augue. Vestibulum ante ipsum primis in faucibus orci luctus et ultrices posuere cubilia Curae;

In the Notes space, you can collect ideas for essays, save research, or take notes in class.

FYC Standard

The standard portfolio for UGA FYC

Biography

Add +

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

Images on your biography page are optional, but readers like them, so you should try to include some image that is relevant.

Introductory Reflective Essay (IRE)

Add +

The most important element in your ePortfolio, the Introductory Reflective Essay (usually 750-1500 words) 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.

Original Essay 1

Add +

(Optional)

You should check with your instructor to see whether you should post an original version of your first revised essay.

First Revised Essay

Add +

An essay written for this class (ca. 750-1500 words), thoroughly revised, edited, and polished.

html Poetry Essay

Remove

Original Essay 2

Add +

(Optional)

You should check with your instructor to see whether you should post an original version of your second revised essay.

Second revised essay

Add +

An essay written for this class (ca. 750-1500 words), thoroughly revised, edited, and polished.

Exhibit of Revision Process

Add +

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, adding commentary, explaining the significance of the different versions, and pointing out the changes made through successive drafts.

Technical Information

Because Emma has been designed as a multi-modal composition platform, it accepts many types of files, including those containing multimedia elements, such as images, videos, and hyperlinks. There is a 10MB size limit for files uploaded to Emma. Depending upon the file format and the browser you are using, these files may be accessed within the browser in Emma, or you may need to download them.

Files in proprietary formats—such as .doc, .wpd, or .docx—can only be downloaded and accessed using the proprietary software with which they were created; therefore, your instructor may or may not accept assignments in these formats during the course of the semester. **For the final ePortfolio, all final drafts should be created using Emma documents (eDocs) or should be converted to PDF.** Microsoft Word documents (.doc or .docx format) will not be accepted in the ePortfolio.

Students should *always* back up their Emma documents with files saved elsewhere in their preferred document format (OpenOffice, Word, etc). We strongly recommend that students compose in a word processor and copy-paste their work into Emma's document editor. During peer review, students should save often to avoid losing work. Students and instructors also should remain aware that the file conversion of documents to Emma document HTML files may

result in formatting changes, so check final submissions carefully. Students can get help with personal word processing solutions in the FYW Digital Learning Lab in Park Hall 118.

FYW Digital Learning Labs

The First-Year Writing Digital Learning Labs are located on the first floor of the new wing in Park Hall. We have two teaching labs:

- ! Park 117 has movable tables and mediascape screens, but no computers. A limited number of laptops will be available for checkout for use in the 117 during the class period. Students must bring their UGA id card to Park 118 to check out a laptop.

- ! Park 119 has 11 computers and two projectors.

Your instructor will let you know if you are scheduled to meet in the teaching labs.

Park 118 of the FYW Digital Learning Labs is open to First-Year Writing students and instructors every weekday 8:00-5:00. This lab has computers and a scanner that students can use to work on assignments related to their FYC classes. Students can visit Park 118 on a walk-in basis to meet with a member of our support team for technical assistance with Emma or other FYC technologies. All members of our support team are experienced teachers who use Emma and other relevant FYW technologies in their own classrooms, so they are a tremendous resource for students taking FYW courses.

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 competently 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 FYC 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.

1. 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.

**2. 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?

3. 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.

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 ELC. 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 ELC. 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* and/or the FYW Grading Rubric's criteria. 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 through the Portfolio module, found under the Assignments section. You may want to format your ePortfolio as a single .PDF or .DOC file containing all your exhibits; however, submitting each exhibit as an individual file is also fine. Whichever option you choose, 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. Help with the technical aspects of uploading student portfolios may be found under the "Help" module in Emma.

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);
- A 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 Composition 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.

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.



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 Department of English operates the UGA Writing Center in Park Hall 66 as a resource for students looking for help with writing. Undergraduate students, whether in an FYW course or not, are welcome to use its services anytime during their careers at the University of Georgia for up to two, sixty-minute appointments per week. Serving students and majors across the campus, the Writing Center welcomes all types of writing, including but not limited to essays, lab reports, application statements, and CVs/resumes. Common reasons for utilizing the Writing Center include help with content development, overall organization and flow, thesis creation, source evaluation, and citations.

The Writing Center operates at two additional locations:

1. Science Library, Room 201. Students with writing for science classes often seek assistance at this location from a Writing Intensive Program consultant with a background in science writing.
2. Online consultation service for all-purpose help.

For hours, policies, and scheduling for all locations, see the Writing Center's scheduling website at: <https://uga.mywconline.com>. For general information see the Center's website: <http://writingcenter.english.uga.edu/>. Schedules for the Writing Center are posted by the start of the first week of each academic semester. The Writing Center accepts drop-in clients if no students are scheduled for the desired walk-in time, but scheduling an appointment is the most reliable way to meet with a Writing Center consultant.

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 FYC 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.

Counseling and Psychiatric Services (CAPS)

CAPS is dedicated to student mental health and well-being. We support students in achieving both academic and personal life goals. CAPS offers:

- ! Short-term individual counseling
- ! Groups and workshops
- ! Consultation
- ! Psychiatric services
- ! Crisis intervention
- ! Referral assistance to other providers, both on campus and in the local community.

CAPS is located on the second floor of the University Health Center. 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.

University Health Center

University Health Center serves as a safe space and central resource for the UGA campus community regarding physical, mental health & wellness. 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.
- ! **Counseling and Psychiatric Services (CAPS)**
CAPS is located on the 2nd floor of the Health Center and is dedicated to student mental health and well-being. CAPS offers:
 - ! Short-term individual counseling
 - ! Group Counseling
 - ! Free workshops(BeWellUGA)
 - ! 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](#) .

! Student leaders, UGA Faculty or Staff may schedule for their group, a wellness program or training with a health educator or licensed clinician through the UHC [program request](#).

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.uga.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>.

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.