



Welcome to ENGL 1101!

Instructor's name: Pam Murphy

Office Location: TLC 1114B and 2238 (moving early semester)

Office Hours: Mondays, online only, 12-2;
Wednesdays: 11:30-2;
Tues/Thurs 9:30-11; and by appointment.

Telephone (direct): 678-839-4885

Telephone (department): 678-839-6512

Class Meeting, Time, Location:

1101-24, -03Z: T/TH 12:30-1:45 in Hum 206

Writing Center Hours: N/A

Email: pamm@westga.edu. **DO NOT EMAIL ME THROUGH COURSE DEN!** Use your student GMAIL account!

Course Description:

This composition course focuses on skills important for critical thinking and effective writing in a variety of contexts, with emphasis on close reading strategies, understanding and building argument, and practicing analysis.

Section Description:

This section takes as its theme the ethics and presentation of true crime and justice in media. Our class will perform a critical exploration of the contemporary fascination with crime-focused documentaries, as well as with podcasts and traditional texts that allow mainstream audiences a window into the workings of the criminal justice system and related institutions.

Learning Outcomes: As a result of close readings and of critical engagement with various texts, students will be able . . .

- To identify and employ a variety of rhetorical modes and techniques of persuasion, and will acquire reasonable mastery of conventions of college-level prose writing.
- To develop and apply critical thinking skills in effective expository, analytical, and argumentative writing, and to gain facility with the entire writing process from invention through revision.
- To develop organizational strategies, and to incorporate and document additional textual materials to strengthen and support argument.

Texts, Readings, Instructional Resources, and References

Required Text(s)

- 1) *True Crime: An American Anthology*, edited by Harold Schechter, available for purchase at the university bookstore or Amazon, etc. (ISBN 1598530313)
- 2) *Manhunt: Unabomber*, episodes three and six, available on *Netflix*
- 3) *Atlanta Monster*, a free podcast available via Apple Podcasts or Google Podcasts, etc. Here's a link: <https://www.cbc.ca/radio/podcasts/missing-murderedwho-killedalberta-williams/>
- 4) A selection of other podcasts and TED talks, TBA

Additional Supplies:

- Access to Cloud storage or a flash drive for saving essays
- reliable access to a printer, internet, and email
- access to *Netflix*

Additional Text(s): *See links available on my website.*

Grade Breakdown:

Assignment Name	Description	Weight
<p>Class Participation/Investment in Your Own Writing:</p> <p>You'll do a lot of writing, sometimes to get ideas out, sometimes to frame up more organized assignments . . . and it counts.</p>	<p>Reading Responses: Students respond individually in writing to daily reading assignments/discussions.</p> <p>Online Postings: You will be expected to submit portions of your out-of-class assignments to CourseDen before final drafts of those assignments are due. See the calendar and CourseDen for due dates. These submissions will be used in writing workshops the following class day.</p>	<p>Must complete 90% of this work (in conjunction with other expectations listed in the grading contract) to qualify for an A, 80% for a B, 70% for a C, 60% for a D.</p>

<p style="text-align: center;">Regular and Mindful Attendance:</p> <p>Attendance alone doesn't earn the grade but IS included in the class contract. You must fulfill all of the expectations identified in the grading contract in order to earn the corresponding grade.</p>	<p style="text-align: center;">Daily Engagement in Classroom Activities:</p> <p>Your attention and investment in the classroom directly impact your performance on essays and other assignments. Aside from missing opportunities to maximize your performance as a writer, distractions such as phones, browsing on personal devices, working on assignments for other classes, sleeping in class, or simply not participating will have more concrete consequences: I will mark you as nonattending—because you may be physically present but otherwise absent—and attendance policies including the corresponding consequences for your final grade will apply to these kinds of “absences.”</p>	<p>Per the contract, you <i>can</i> miss three or fewer classes and earn an A, four or fewer classes and earn a B, five or fewer classes and earn a C or D. More than five missed classes will result in an F for the course.</p> <p>Note, of course, that attendance alone will not earn these grades—all of the criteria for each grade bracket on the contract must be fulfilled.</p>
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<p>Out-of-Class Essays (x3)</p>	<p><u>Essay One: Engaging the Text</u> 2-3 pages minimum (750-1000 words)</p> <p><u>Essay Two: Analyzing Rhetoric</u> 3 pages minimum (1000-1200 words)</p> <p><u>Essay Three: Synthesizing Arguments</u> 3 pages minimum (1000-1200 words)</p>	<p>Each student must complete and properly submit all three out-of-class essays to qualify to pass this class with an A, B, or C;</p> <p>Completion and proper submission of two out-of-class essays will result in a D for the course.</p> <p>Completion and proper submission of one or fewer out-of-class essays will result in an F for the entire course. No exceptions.</p>
<p>Revision</p>	<p>Substantially Revise One or More of the Out-of-Class Essays, in consultation with me.</p>	<p>To earn an A or B in this course, you must revise and properly submit at least one of the out-of-class essays. For the revision to count, you have to meet with me during your revision process, and you must submit the revision according to specification by the due date.</p> <p>*Per the contract, if you choose not to revise any of your out-of-class essays, the highest grade you can earn in this course is a C.*</p>

Grading Information and Policy

See the grading contract below for details.

Essay Revision Policy

You will have the option to revise Essay One and/or Essay Two. Your revisions must be substantial and must include: 1) a hardcopy of your revised essay, 2) a stapled copy of the original graded draft, and 3) a metacognitive reflection paragraph that thoughtfully discusses your plan for improving your essay (details for the revision reflection and submission guidelines can be found on my website). See course calendar for revision due dates. **No** late submissions allowed for revisions. Revisions will only count toward fulfillment of the grading contract if you 1) follow all instructions, 2) meet with me during revision, and 3) submit a substantial revision that engages effectively with feedback.

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy:

<https://www.westga.edu/administration/vpaa/commonlanguagecourse-syllabi.php>

Late Work Policy

Essays: All final drafts must be submitted in hard copy and in essay drop boxes in Course Den by the designated time on the due dates. Essays have to be completed and correctly submitted in order to count. If you submit your essay in hard copy AND to the CourseDen dropbox up to seven days late, I will give you credit for the essay; however, the essay will no longer qualify for revision, unless there are extenuating circumstances that we discuss together. (Important to note: per our contract, you must revise essay one or two in order to receive an A or B in this course.) Essays over 7 days late will NOT be accepted. Students with valid emergencies (hospitalization, family death, etc.) must speak with me (before the due date, if possible) if an extension needs to be discussed, in which case we will amend the contract accordingly. Otherwise, the penalties listed in this section will apply—no exceptions. Remember, to earn a C or higher for this course, you will need to submit all three out-of-class essays. That means that missing the grace period (7 days past the due date) for any out-of-class essay will result in a final course grade of D or lower. Note: The final assignment and final portfolio **must be** completed by the due date, NO exceptions.

Rare Opportunity—Read Carefully

Class Participation Note: I will drop ONE missed class and missed daily writing/participation mark at the end of the semester IF you do the following:

○ **Attend an on-campus or off-campus academic event** (for example, attend a guest lecture, a COAH event, a play, etc). from any discipline and write a 1-2 paragraph, typed response to the event. This response should:

1. Clearly identify the event you attended and the date and time of the event.
2. Include a thoughtful response that addresses some or all of the following questions: How does the event connect to themes/ideas discussed in class? What was your reaction to the event? What was discussed at the event you attended? What did you learn? If it was a film or theatrical performance, what themes were addressed? What do you make of the character performances, staging, etc.?

3. Extra credit work must be submitted to the designated dropbox in CourseDen and will not be accepted after the last day of regular classes.

NOTE: No additional opportunities will be given to make up missed class or work.

Attendance Policy

Your regular participation in this class is a vital part of your success. Read the grading contract at the end of this document carefully because attendance IS tied to your grade. If you miss more than five class meetings, you will fail the course. To earn an A or B, as per our contract, you can miss no more than three or four class meetings, respectively.

If your absences put you at risk of failing the class, you will have two options: 1) withdraw from the class, which will generate a W if done on or before Friday, February 28—or a WF if after that deadline; or 2) remain on the roll (still attending classes, if so desired) and receive the grade that the contract outlines for your level of participation/effort/attendance. If you suspect that outside responsibilities might cause you to miss more than five classes, then you should consider taking the course at another time. Again: Friday, February 28, is the last day to withdraw from class with a W (without incurring a WF).

Communication Rules:

Please contact me via westga email (pamm@westga.edu). If you contact me via CourseDen email, there's a likelihood I will not see it. I will do my best to respond to all westga emails within 24 hours during the week and generally within 48 hours over the weekends. If you don't hear back from me within that timeframe, please write to me again.

Expected Response Times

Out-of-class assignments will generally be graded and returned within two weeks of the due date and will contain feedback on what you did well and what you can do to improve. When I offer revision opportunities, expect response times to be a bit longer for the revision grades, as I place priority on original assignments when allocating my grading time.

Tentative Course Schedule

<p>Week One</p>	<p>Tuesday, January 7</p> <p>Introduction to course and course theme:</p> <p>I want my crime TV! What's up with that?</p>	<p>Thursday, January 9</p> <p>First introduction to our essay trajectory:</p> <ol style="list-style-type: none"> 1. What? 2. How? 3. All together now: What? How? Common threads? Why does it matter? What's my take? How can I contribute? 4. What's it all mean, anyway? <p>Watch clips in class. Journal response/class discussion.</p> <p>Open drop/add ends tomorrow, January 10, at 11:59pm.</p>
<p>Week Two</p>	<p>Tuesday, January 14</p> <p>Introduction to <i>Atlanta Monster</i>, our text (podcast) for essay one.</p> <p>Read links to assigned articles TBA (from my website) prior to class.</p> <p>Journal response/class discussion.</p>	<p>Thursday, January 16</p> <p>Listen to assigned episodes (TBA in CourseDen) prior to class.</p> <p>Continue class discussion: themes, emerging ideas, etc.</p>

<p>Week Three</p>	<p>Tuesday, January 21</p> <p>Essay One Assigned.</p> <p>Discuss and practice effective engagement.</p>	<p>Thursday, January 23</p> <p>Listen to assigned episodes (TBA in CourseDen).</p> <p>Introduction writing: practice and assessment.</p> <p>Staging Your Essay: Writing an introduction that effectively summarizes the text's main argument, and critically engages with and responds to the text's argument.</p> <p>In-class writing day.</p>
<p>Week Four</p>	<p>Tuesday, January 28</p> <p>Submit a draft of your introduction to CourseDen dropbox by 11:59pm on Monday, January 27.</p> <p>Class group work: evaluating and revising introductions: BRING a typed, handwritten, or computer copy of your intro draft.</p>	<p>Thursday, January 30</p> <p>Finding your voice: building your argument.</p> <p>Identifying and clarifying your argument in clear topic sentences; crafting a thesis statement that effectively umbrellas underneath it your main points.</p> <p>Idea generation for the first essay and drafting of first body paragraph.</p> <p>Feb 1 @ 7 p.m. Blackbox Theater: Toni Morrison Play</p>
<p>Week Five</p>	<p>Tuesday, February 4</p> <p>Submit a draft of your first body paragraph via CourseDen by 11:59 p.m. on Monday, February 3.</p> <p>Bring a copy of it to class!</p> <p>Workshop.</p>	<p>Thursday, February 6</p> <p>Critiquing essays objectively. What moves is the author making? Are they effective? Why or why not?</p> <p>Write it out.</p>

<p>Week Six</p>	<p>Tuesday, February 11</p> <p>Submit a draft of a second body paragraph via CourseDen by 11:59 p.m. on Monday, February 10.</p> <p>Workshop.</p>	<p>Thursday, February 13</p> <p>In-class writing day for essay one. Bring your work so far (hard copy or computer copy). Come prepared to write.</p>
<p>Week Seven</p>	<p>Tuesday, February 18</p> <p>Essay One Due in hard copy AND in CourseDen at the beginning of class.</p> <p>Bring your copy of <i>True Crime</i> to class today!</p> <p>Introduction to the book; in-class reading (of short sections).</p> <p>Write it out: initial response.</p>	<p>Thursday, February 20</p> <p>Read from text TBA prior to class.</p> <p>Class discussion.</p>
<p>Week Eight</p>	<p>Tuesday, February 25</p> <p>Read sections of <i>True Crime</i>, TBA, prior to class.</p> <p>Write it out: Reading responses.</p> <p>Class discussion.</p>	<p>Thursday, February 27</p> <p>Watch episode three and six of <i>Manhunt: Unabomber</i> prior to class.</p> <p>Class discussion.</p> <p>Discuss the rhetorical analysis essay.</p> <p>Components of the second essay: How to evaluate a source: assess effectiveness, persuasiveness, and identify its rhetorical appeals.</p> <p>Assessment practice.</p> <p>Last day to withdraw with a grade of W is tomorrow, Friday, February 28.</p>

<p>Week Nine</p>	<p>Tuesday, March 3</p> <p>Discuss and critique introductions for rhetorical analysis papers.</p> <p>In-class writing: introduction.</p> <p>Optional Essay One Revision and Metacognitive Reflection due in hardcopy and in CourseDen by the beginning of class.</p> <p>Graham Barnhart Poetry Reading @ Kathy Cashen Hall @ 6 p.m.</p>	<p>Thursday, March 5</p> <p>Submit draft of introduction to CourseDen by 11:59pm on Wednesday, March 4.</p> <p>Workshop Day.</p>
<p>Week Ten</p>	<p>Tuesday, March 10</p> <p>Sample Body Paragraph Assessment.</p> <p>Individual in-class writing: Body Paragraph Development.</p>	<p>Thursday, March 12</p> <p>Individual in-class writing: Body Paragraph Development.</p>
<p>Week Eleven</p>	<p>Tuesday, March 17</p> <p>Spring Break</p>	<p>Thursday, March 19</p> <p>Spring Break</p>
<p>Week Twelve</p>	<p>Tuesday, March 24</p> <p>Submit draft of essay so far to CourseDen by 11:59pm on Monday, March 23.</p> <p>Bring a copy of your work so far to class (printed or computer copy).</p> <p>Workshop and writing day!</p>	<p>Thursday, March 26</p> <p>Essay Two due in hard copy in the green bin outside my office door by 7 p.m. Submit an electronic copy to CourseDen by that time, as well.</p> <p>No class today! Get your writing done; stop by my office if you need to chat.</p>

<p>Week Thirteen</p>	<p>Tuesday, March 31</p> <p>Introduction to Argumentative Synthesis.</p> <p>Identifying emerging patterns / themes/arguments/ contradictions across the semester.</p> <p>Practicing argumentative synthesis.</p>	<p>Thursday, April 2</p> <p>Essay three assigned: Argumentative Synthesis.</p> <p>Developing Essay Three— Introduction.</p> <p>Evaluating synthesis papers: breaking down intro, thesis statements, body paragraphs, etc.</p> <p>Revision Discussion for Essay Two.</p>
<p>Week Fourteen</p>	<p>Tuesday, April 7</p> <p>Classes Canceled for Scholar’s Day</p>	<p>Thursday, April 9</p> <p>In-class writing and feedback day.</p> <p>Toi Derricotte Poetry Reading: Time and Venue TBA</p>
<p>Week Fifteen</p>	<p>Tuesday, April 14</p> <p>Individual conferences in lieu of class:</p> <p>Portfolio Meetings: Sign up for a mandatory one-on-one discussion of your portfolio and essay three.</p> <p>April 15: Tayari Jones Fiction Reading @ 7 p.m. in Campus Center Ballroom</p>	<p>Thursday, April 16</p> <p>Individual conferences in lieu of class:</p> <p>Portfolio Meetings: Sign up for a mandatory one-on-one discussion of your portfolio and essay three.</p>

Week Sixteen	<p>Tuesday, April 21</p> <p>Drafts of your third essay so far due in CourseDen by 11:59 p.m. on Monday, April 20. (MUST include your intro AND at least TWO body paragraphs in order to count.)</p> <p>In-class writing day: bring your papers in hard or digital form: plan to edit/draft/revise; also, write down questions or concerns you have about the essay, your findings, etc.</p>	<p>Thursday, April 23</p> <p>Last Day of Classes for this Course</p> <p>Course Evaluations.</p> <p>In-class editing.</p> <p>Optional Essay Two Revision and Metacognitive Reflection due in hardcopy in CourseDen AND in the bin outside my office door by 7 p.m. today.</p>
Finals Week One	<p>Tuesday, April 28</p> <p>Reading Day – No Class</p>	<p>Thursday, April 30</p> <p>Optional in-class writing day.</p>
Finals Week Two	<p>Tuesday, May 5</p> <p>Optional in-class writing day.</p>	<p>Thursday, May 7</p> <p>Essay Three Due in CourseDen only by 11:59 p.m.</p>

****Note:** All times are EST. Dates may change at the instructor’s discretion: all changes will be posted in the News/Announcements section of CourseDen.

Expectations of Students

I expect you to:

- Display a working knowledge of the syllabus and contract
- Attend all classes, arriving on time with relevant materials in hand
- Participate fully and respectfully in class discussions
- Remain attentive and engaged throughout the class period
- Respond graciously to constructive criticism
- Improve your writing during each step of the process
- Avoid repeating mistakes addressed in feedback
- Submit quality work, complete and on time
- Communicate promptly with me about any questions or concerns

Ultimately, your success depends on how much time, energy, and effort you are willing to put into the class. I am only in control over one-hundred percent of my own effort, but I promise you will always receive my full effort. I hope and expect to have the same from you.

Course and UWG Policies

Attendance Policy:

In order to distribute Title IV funding (federal student aid), student attendance verification is required. For this class, students are required to be present in class during week one, in order to be considered as attending class. Students who do not attend in the first three days may be dropped from the class for nonattendance.

Americans with Disabilities Act Statement:

If you are a student who is disabled, as defined under the Americans with Disabilities Act, and require assistance or support services, please seek assistance through the [Center for Disability](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies, as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

HB 280 (Campus Carry):

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campuscarry.php>

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incident of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion, depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate

others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

Course Support

*Hyperlinks provided for accessibility throughout.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM) Call: 678-

839-6248 or 1-855-933-8946 or email:

online@westga.edu [24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#) 678-839-6280

[Distance Learning Library Services](#) [Ingram](#)

[Library Services](#)

[Accessibility Services](#) 678-839-6428; counseling@westga.edu

Introduction to Contract Grading

The contract below outlines the requirements to receive each of the possible final grades in this course. Here's a brief explanation of what that means and what you can expect:

In short, grades often provoke anxiety among students, leading them to strategize about how to keep scholarships or to meet a specific graduation requirement, etc. This dynamic can inhibit authentic engagement with the learning process. In this class, all of your energy and investment can be directed toward exerting your best effort to complete the work at hand. It's still work, and we will write a lot, but if you put forth a good faith effort in this course, you're going to pass, and you can probably even earn an "A" or "B." **In return, though, this expects a good faith effort from you, meaning that you won't just be able to make a specific score on a test or essay to get a specific course grade. Instead, you will have to engage in a sustained and rigorous manner with the learning process.** (Read that last part again, and internalize it. It's probably the most important passage here.)

By shifting our focus from performance-based grades to intensive effort, this course offers students more meaningful engagement with the learning process, but it also means that you're going to be completing a lot more work than you otherwise might. Here's an explanation for each of the major requirements in the course, followed by a simplified, bare bones contract which breaks down how those requirements translate into final course grades.

Major Assignments

You need to complete all major assignments (there are three, described on the syllabus in brief and on my website in detail), as well as a formal and substantive revision of at least one major assignment, in order to earn a passing grade. Near the end of the semester, we will use your work on these assignments to inform a transparent conversation about the relative “quality” of your writing in meaningful ways that will empower you as a writer going forward.

Hopefully this contract will help dispel “grade anxiety” for you and me alike, given that it largely makes your final grade in the course a function of how much effort is put into the course. However, this doesn’t mean that quality doesn’t matter at all. As we’ll discuss this semester, grammar, for example, is complicated, particularly since “standard grammar” is a cultural construct with political implications. At the same time, many hiring managers, coworkers, clients, etc., tend to value standard English, and therefore privilege language-related conventions in formal contexts. For that reason, some of your feedback and revision will be tied to grammar and mechanics. The same applies to other facets of writing, including organization, evidentiary support, and even stylistic choices.

So, while your final grade isn’t entirely based on the quality of the work submitted, know that the class itself, particularly the major assignments, will both expect, assess, and work to improve quality—often in blunter and more rigorous ways than it would if this course made quality the primary factor in your final grade. You can, and might earn a “D” on a major assignment; if you do, though, you should approach it as a chance to more clearly see and work on aspects of your writing that need improvement. The grade you earn on each essay, though, is detached from your final grade, which is based instead on your good faith effort (measured as 10/10) to complete and submit your assignments correctly and on time. In short, you must complete all major assignments to pass the course because you must complete all major assignments to receive the kinds of insight and feedback that will empower you as an orator, writer, and communicator.

Other Assignments

The need to complete a certain percentage of the total work in the course in order to earn the corresponding letter grade is a little simpler. It’s like this: you’re going to write often and that writing is intended to help you practice and improve as a writer. The repetition you’ll experience in this course is intentional. Writing requires practice, which honestly demands a lot more from us intellectually. So, we’re going to write, and we’re going to write a lot. Sometimes, you’ll keep what you produce to include in a major assignment, and other times you’ll workshop what you produce with the instructor and/or your peers in order to receive feedback AND to practice offering feedback that helps you think critically about writing. Still other times, you’ll never use or even read what you produce again. That’s because the point is, on some level, simply to produce. It seems practical to me, then, to use your willingness to produce writing as a measure of your effort to improve as a writer.

Attendance

Attendance is also simple to explain, even if it here encompasses being both physically and mentally present at class meetings. Much of the feedback that you receive on your writing will come from class discussions—both from the instructor and from your peers. Being actively present, in other words participating meaningfully in the work we do, will help you grow as a writer, whether by your gracious reception of that constructive feedback or by graciously giving that constructive feedback to others. In other words, much of the effort that you put into the course will occur in the classroom. Let's work together to ensure that we have an honest, but supportive, space in which we can commit to and benefit from that labor, pledging to attend all of the classes that we reasonably can. I will work to maintain an "Attendance" category under the "Grades" tab on CourseDen to help everyone keep track of where they stand, but make sure you keep track of your own attendance as well. Your participation is ultimately your responsibility, and it is one of the most important concepts you are learning in college.

Portfolio Meeting

The final requirement, the portfolio meeting, is included not because it will necessarily require much additional effort from you, but because it provides us a capstone for the semester, a chance for you to reflect upon and celebrate your progress (and, if you're putting in the effort, you will make progress) as well as to receive some final recommendations from me on how to grow as a writer going forward. We will talk about your strengths and weaknesses as you finish the course. Plus, you'll leave the meeting knowing just where you stand in relation to our contract.

Grading Contract for English Composition

***To earn a grade of "A" in the course, you agree to do the following:**

- Complete and properly submit all major essay assignments in the course.
- Revise one or more of the major essay assignments in the course in consultation with the instructor.
- Complete at least **ninety percent** of all other assignments in the course according to specification (good faith efforts only).
- **Miss no more than three class meetings** during the semester.
- Compile a portfolio of your writing, according to specification, and meet with the instructor to discuss it near the end of the semester (during a designated time).

***To earn a grade of "B" in the course, you agree to do the following:**

- Complete and properly submit all major essay assignments in the course.
- Revise one or more of the major essay assignments in the course in consultation with the instructor.
- Complete at least **eighty percent** of all other assignments in the course according to specification (good faith efforts only).
- **Miss no more than four class meetings** during the semester.
- Compile a portfolio of your writing, according to specification, and meet with the instructor to discuss it near the end of the semester (during a designated time).

***To earn a grade of "C" in the course, you agree to do the following:**

- Complete and properly submit all major essay assignments in the course.
- Complete at least **seventy percent** of all other assignments in the course according to specification (good faith efforts only).
- **Miss no more than five class meetings** during the semester.
- Compile a portfolio of your writing, according to specification, and meet with the instructor to discuss it near the end of the semester (during a designated time).

***To earn a grade of “D” in the course, you agree to do the following:**

- Complete and properly submit all but one of the major essay assignments in the course.
- Complete at least **sixty percent** of all other assignments in the course according to specification (good faith efforts only).
- **Miss no more than five class meetings** during the semester.
- Compile a portfolio of your writing, according to specification, and meet with the instructor to discuss it near the end of the semester (during a designated time).

You will earn a grade of “F” in the course if you

- do not complete more than one major essay assignment, OR
- miss more than five class meetings, OR
- otherwise fail to meet the minimum requirements to earn a “D.”

In conclusion, one fails if one simply makes little effort to complete the work of the course or does not submit that work in such a way that it can be assessed or assessed in a timely fashion.