



Welcome to ENGL 1102!

Instructor's name: Pam Murphy

Office Location: TLC 1114B or 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:

1102-LCV: T/TH 11-12:15 in Hum 228

1102-108: T/TH 3:30-4:45 in Hum 131

1102-145: T/TH 5:30-6:45 in PAFF 107

Writing Center Hours: N/A

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

Course Description:

This is a composition course that develops writing and critical thinking skills beyond the levels of proficiency required by ENGL 1101, that emphasizes interpretation and evaluation, and that incorporates a variety of more advanced research methods.

Section Description:

This section takes as its focus research, thinking, and writing related to career paths and the narratives that inform our choices and our perceived limitations about those paths. We will take serious and creative looks at our options and at our inherited ideas about self and work. Our class will perform critical explorations of stereotypes and standard narratives surrounding career planning and the pressure to know what you want to do with your life as college freshmen, specifically in context of the influence of cultural and familial expectations.

Learning Outcomes:

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

- To extend the skills of effective expository, analytical, and argumentative writing established in English 1101 and to comprehend principles important to constructing analysis- and research-based essays.
- To apply critical thinking skills to analyze, synthesize, and evaluate information and ideas from diverse oral, written, and/or visual sources.
- To conduct research, develop organizational strategies, and compose documents using the academic conventions of English and to include both primary and secondary sources.

Required Texts:

***In addition to the primary texts listed below, we will read and discuss brief essays and articles (available as hyperlinks on my website), as well as other texts/media suggested by either myself or students during class discussions.

Access Required:

The Marvelous Mrs. Maisel, an Amazon original series created by Amy Sherman-Palladino. You will need access to Amazon Prime for this course, but this is the only expense associated with texts for this course.

You will also need access to Twitter during the early portion of the semester. Additionally, I will provide links to podcasts, articles, and/or short stories throughout the semester. As needed, I will provide students with scans or hard copies of any additional texts not linked on my website.

Other Materials:

- Flash drive, Google Docs, or some other portable or electronic storage for independent computer use (all students are responsible for producing and retaining copies of their work).
- Paper and pen/pencil as necessary to take notes in class.
- Reliable access to a printer, internet, and email.
- Some days will be workshop days! Students will be encouraged to bring their laptops/tablets to class these days.

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>
<p style="text-align: center;">Out-of-Class Major Assignments</p>	<p><u>Rhetorical Précis/ Annotated Bibliography</u> 7 entries (minimum)</p> <p><u>Research Proposal</u> 1.5 pages, minimum</p> <p><u>Research Essay: Presenting Discoveries</u> 7-9 Pages</p>	<p>Each student must complete and properly submit all three major out-of-class assignments to qualify to pass this class with an A, B, or C;</p> <p>Completion and proper submission of two major out-of-class assignments will result in a D for the course.</p> <p>Completion and proper submission of one or fewer major out-ofclass assignments will result in an F for the entire course. No exceptions.</p>

<p style="text-align: center;">Revision</p>	<p style="text-align: center;">Substantially Revise Two or More Components of the Major Out-of-Class Assignment Trajectory, in consultation with me.</p>	<p>To earn an A or B in this course, you must revise and properly submit at least two components of the major out-of-class assignments. 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, you must earn full credit (10/10) for each out-of-class assignment submission, whether through a good-faith effort original submission, or through subsequent revisions, in order to earn the corresponding grade noted in the contract.</p> <p>*Per the contract, if you choose not to revise any of your major out-of-class assignment components, the highest grade you can earn in this course is a C.*</p>
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Course Policies/Statements (General); [University-Wide Common Language for Syllabi](#) (more specific language regarding the general policies is listed below)

Course and Grading Policies (Specific):

Technology Policy: Remember that you (or someone else) paid for you to be here, so pay attention in class. Turn phones to off position, do not disturb, or silent. Put them OUT OF SIGHT when you come in to class. If it becomes a problem, I'll start taking off points from attendance. Laptops/tablets should ONLY be used during class writing assignments. Working on coursework for other assignments during my class will count as non-attendance.

Revision Policy: Students may revise portions of the major assignments and components of the final paper, as identified in CourseDen and in class discussions. Revisions will come with their own set of procedures. Revised major out-of-class components/assignments MUST include the graded copy of the original submission, a metacognitive reflection, and a summation of my comments/critiques. Students will highlight/underline any changes made in their revised assignments. Due dates are available via CourseDen.

Paper Format: All out-of-class assignments should be submitted according to MLA format (or in the format required by coursework in your major). Please see *A Writer's Resource, OWL at Purdue*, and/or the UWC website for additional information.

Late Work Policy:

Out-of-Class Assignments: 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. Work must be completed and correctly submitted in order to count. If you submit your assignments in hard copy AND the CourseDen dropbox up to seven days late, I will give you credit for the work; however, the assignment will no longer qualify for revision, unless there are extenuating circumstances that we discuss together. (Important to note: per our contract, you must submit at least two revisions across the semester in order to receive an A or B in this course; likewise, you must earn a 10/10 for good faith effort on all three major out-of-class assignments in order to qualify for an A or B in the course.) Submissions 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 assignments. That means that missing the grace period (7 days past the due date) for any out-of-class assignment 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:

- o 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 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>Thursday, January 9</p> <p>First introduction to our assignment trajectory:</p> <ol style="list-style-type: none"> 1. Topic Selection and Research Process 2. Proposal 3. Presenting Discoveries Essay <p>What's it all mean, anyway?</p> <p>Watch clips in class. Journal response/class discussion.</p>
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		<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>The Marvelous Mrs. Maisel</i>, our first primary discussion text (Amazon series).</p> <p>Journal response/class discussion.</p>	<p>Thursday, January 16</p> <p>Read assigned links TBA (from my website) prior to class.</p> <p>Class discussion: themes, emerging ideas, etc.</p> <p>Write it out.</p>
<p>Week Three</p>	<p>Tuesday, January 21</p> <p>Discussion: <i>A Raisin in the Sun</i></p>	<p>Thursday, January 23</p> <p>Annotated Bibliography Assigned.</p> <p>Discuss research focus process.</p> <p>Discuss and practice effective research. Review annotated bibliography and rhetorical precis.</p> <p>Practice bibliography building.</p> <p>Individual work: mapping out research avenues/options.</p>

<p>Week Four</p>	<p>Tuesday, January 28</p> <p>Class workshop. Bring your bibliography draft in hard or digital copy to class.</p> <p>Discuss strategies for building/improving bibliography entries so that they help you prepare for and successfully write your research paper for this course.</p>	<p>Thursday, January 30</p> <p>Discuss themes/points of focus emerging from your research/interests.</p> <p>Discuss paper proposals.</p> <p>First draft of bibliography page due in CourseDen by 11:59 p.m. tonight.</p> <p>HW: Continue working on your bibliography page: must include at least seven complete entries by the due date (next Tuesday).</p> <p>Feb 1 @ 7 p.m. Blackbox Theater: Toni Morrison Play</p>
<p>Week Five</p>	<p>Tuesday, February 4</p> <p>Review sample proposals. Question/Answer Session for essay proposals.</p>	<p>Thursday, February 6</p> <p>In-class writing: drafting your research proposal using questionnaire and/or notes from our discussions.</p> <p>Bibliography due in hard copy AND in CourseDen dropbox by the beginning of class.</p>
<p>Week Six</p>	<p>Tuesday, February 11</p> <p>Proposal drafts due in CourseDen by 11:59 p.m. Monday, February 10.</p> <p>Workshop proposals.</p>	<p>Thursday, February 13</p> <p>Review sample research papers in class.</p>

<p>Week Seven</p>	<p>Tuesday, February 18</p> <p>Bibliography Revision due in hard copy AND in CourseDen dropbox by the beginning of class.</p> <p>Group work: review sample intro and body paragraphs for effective research paper drafting.</p>	<p>Thursday, February 20</p> <p>Final Proposal due in hard copy AND in CourseDen dropbox by the beginning of class.</p> <p>Workshopping sample introductions for research papers.</p>
<p>Week Eight</p>	<p>Tuesday, February 25</p> <p>In-class writing: drafting introduction paragraphs for research papers.</p>	<p>Thursday, February 27</p> <p>Submit your introduction draft to the CourseDen dropbox by 11:59 p.m., Wednesday, February 26.</p> <p>Workshop intros from draft submissions.</p> <p>Discuss body paragraph structure and purpose. Review examples.</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>Out-of-class writing day: Work on your own, drafting your first body paragraph and submit to the CourseDen dropbox by 11:59 p.m. tomorrow, Wednesday, March 4.</p> <p>Graham Barnhart Poetry Reading @ Kathy Cashen Hall @ 6 p.m.</p>	<p>Thursday, March 5</p> <p>Workshop body paragraphs from draft submissions.</p>
<p>Week Ten</p>	<p>Tuesday, March 10</p> <p>In-class writing day: editing first body paragraph and building second body paragraph.</p>	<p>Thursday, March 12</p> <p>Submit a draft of your essay so far (including revised intro and at least two body paragraph drafts)</p>

		<p>to CourseDen dropbox by 11:59 p.m. on Wednesday, March 11.</p> <p>Complete readings TBA prior to class.</p> <p>Discuss writing style and purpose from the assigned readings.</p> <p>HW: Continue to draft and edit additional body paragraphs using strategies discussed in class.</p>
Week Eleven	<p>Tuesday, March 17</p> <p>Spring Break</p>	<p>Thursday, March 19</p> <p>Spring Break</p>
Week Twelve	<p>Tuesday, March 24</p> <p>In-class sample research paper assessment.</p> <p>Bring a copy of your own draft so far.</p>	<p>Thursday, March 26</p> <p>Breakout discussion. What's your focus? How's it going? Where's the energy? If it's waning, how can you renew your enthusiasm about your project?</p> <p>Read essay TBA prior to class today.</p> <p>Discuss reading.</p>
Week Thirteen	<p>Tuesday, March 31</p> <p>Guest Speaker, TBA: Day in the Life . . .</p>	<p>Thursday, April 2</p> <p>Draft of Research Paper due in CourseDen by 11:59 p.m. on Wednesday, April 1.</p> <p>Workshop day.</p>

Week Fourteen	Tuesday, April 7 Classes Canceled for Scholar's Day	Thursday, April 9 Breakout discussion. What's your progress? What have you discovered? Read essay TBA prior to class today. Discuss reading.
		Toi Derricotte Poetry Reading: Time and Venue TBA
Week Fifteen	Tuesday, April 14 In-class writing and troubleshooting day. April 15: Tayari Jones Fiction Reading @ 7 p.m. in Campus Center Ballroom	Thursday, April 16 Questions and concerns AND revision of at least two paragraphs of your choice due in CourseDen by 11:59 p.m. Wednesday, April 15. Q&A Session, based on submissions; Workshop using student draft submissions.
Week Sixteen	Tuesday, April 21 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.	Thursday, April 23 Last Day of Classes for this Course Course Evaluations. In-class editing.
Finals Week One	Tuesday, April 28 Reading Day - No Class	Thursday, April 30 Portfolio Conferences
Finals Week Two	Tuesday, May 5 Portfolio Conferences	Thursday, May 7 Final Research Paper due in CourseDen only by 11:59 p.m.

****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 two major assignments or components of assignments, 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 assignment, 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 necessary 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 three major assignments in the course (good faith effort only).
- Revise two or more of the major assignments or major assignment components 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 three major assignments in the course (good faith effort only).
- Revise two or more of the major assignments or major assignment components 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 (good faith effort only).
- 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 three major assignments in the course (the final assignment **MUST** be one of your two submissions).
- 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 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.