Composition Syllabus Checklist

Fall 2021

**Syllabus Filename**

Please make sure that the syllabus you upload is named per the appropriate convention:

ENGL-(course number)-(section number)-(semester code)\_syllabus.

The semester code for Fall 2021 is **4218.**

Thus, English 101-50 would have a syllabus saved under the file name **ENGL-101-50-4218\_syllabus.docx**

**Syllabus Content**

The following information should be included in your syllabus. Please note that any item marked **‼ must use the exact wording indicated there (or at the link).** Other items may be framed in your own language as long as they indicate the required information.

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| **✔** |  | **Item that must be included:** |
|  |  | **Name of Instructor** |
|  | !! | **Official Course Name:**  English 101: Introduction to College Writing  English 102: Intermediate College Writing  English 105: Advanced Composition for Freshmen  English 303: Scientific and Technical Writing  English 306: Business Writing  English 309: Inquiries in Writing |
|  |  | **Course number and section** |
|  | !! | **Year and term** |
|  |  | **Office room number and carrel # (if applicable)** |
|  |  | **Office hours**  Two hours per week for one section and four hours for two or more sections. Summer teaching requires three hours per week. It is a good practice to explicitly indicate that students may make appointments for other times.  NOTE: See further information in the OFFICE HOURS section of handbook. Also see information on STUDENT CONFERENCES. |
|  |  | **Phone and e-mail address** |
|  | !! | **Course goals/course description**  Must include student learning outcomes found here:<http://louisville.edu/english/composition/101-and-102-outcomes.html>  \*Provide an overview of the design of your course. Explain the relationships of writing and reading assignments and other activities to the overall purpose and goals of the course.  NOTE: Further info on Assignment Sheets in the GRADING CRITERIA handbook section. |
|  |  | **General overview of required work**  \*Provide a brief description of formal writing assignments, informal writing, participation, and any other work. Indicate the percentage each contributes to the final grade. |
|  | !! | **Course prerequisites/ placement criteria**  English 101: Open to all incoming students  English 102: Eng. 101, approved transfer credit for Eng. 101, or Portfolio Placement.  English 105: Open only to qualified students who have been notified of eligibility.  English 303: Eng. 102 or 105  English 306: Eng. 102 or 105  English 309: Eng. 102 or 105  NOTE: See further information on placement and ESL in the FAQ section of handbook. |
|  |  | **Texts and materials** |
|  | !! | **Grading policy**  In addition to your policy, inform students that English courses are graded on a plus/minus scale. If you use a numerical system to calculate grades, please use the following scale.  A+     100-97        A    96-93         A-    92-90  B+       89-87        B     86-83         B-    82-80  C+       79-77        C     76-73         C-    72-70  D+       69-67        D     66-63         D-    62-60  F          59 and below |
|  |  | **General schedule of all major due dates**  The hard copy of the syllabus must contain due dates for major writing assignments (drafts and final manuscripts or portfolios). Individual daily reading and short writing assignments may be posted on Blackboard as long as that is stated on the hard copy of the syllabus. |
|  |  | **Attendance Statement**  Provide students with information of how attendance will affect their grades. Instructors are not required to factor attendance in calculating a student’s grade, but if they do, it must be in accordance with the Composition Program’s attendance policy.  NOTE: See further information in the section of handbook on EXCUSED ABSENCES FOR UNIVERSITY-SANCTIONED EVENTS and CLASS ATTENDANCE.  **(Revised for Fall 2021)** The revised COVID-19 attendance policies are taken from the following guidelines on classroom procedures: <https://louisville.edu/coronavirus/faculty/spring-2021-information-for-faculty/#attendance> They are also copied here:   * Attendance expectations for in-person courses and in-person aspects of online courses may be established by faculty but accommodations must be made when students have a university-excused absence or public health exigencies occur. Faculty should provide online options for making up work when students abide by the university's health and safety protocols by staying home when they have COVID-19 symptoms, when they’ve been instructed by health center staff to quarantine due to an exposure, or when they are isolating due to a positive test. Faculty should not require doctor’s notes for these absences. * Students who disclose they've tested positive for COVID-19 should be guided to follow the [health and safety protocols](https://louisville.edu/coronavirus/health-protocols/health-protocols/#individuals). They should inform Campus Health and they'll be given specific isolation guidance. The university's [contact tracing, isolation and quarantine](https://louisville.edu/coronavirus/health-protocols/health-protocols/#mitigation) protocols are all located on the Health Protocols tab of this website. A note from the student's medical provider or Campus Health is required before they may return to in-person classes on campus; however, proof of a negative test is not required, nor should it be requested by faculty and staff. * Students who say they're not comfortable attending class in person should be reminded that the vaccines available in the United States are effective and masks provide increased protection. Neither hybrid nor remote courses are an option this semester. |
|  |  | **Late work policy**  \*Provide students with your policy for turning in and grading late work. |
|  |  | **Revision policy**  Recognizing the importance of revision to writing development and the fact that peer feedback has purposes different from those of teacher feedback, in spring 2020 the Composition Program adopted the following teacher feedback and revision policy: All students must have the option to revise at least one project after receiving the teacher’s feedback and/or a grade. We encourage allowing revision on all projects that do not come near the end of the semester. As you craft your policy, consider the following factors:   * Will you require revision on all major projects or the ones not at the end of the semester, or will you make revision optional for one or more projects? * Will you require students to complete any tasks to support their revision? For example, they could submit a cover letter describing the changes they made, attend a writing center consultation, or conference with you about the revision in class or out of class. * When will their revision be due? For example, they could submit it at a time of their choice, two weeks after they receive your feedback and/or grade, or at the end of the semester. * If you assigned a grade, would the new grade replace the old one, or would it be averaged with the old one? |
|  | !! | **General education statement** *(for English 101, English 102, and English 105)*  This course fulfills a General Education Written Communication Requirement. |
|  | !! | **General Education Outcomes:** *(for English 101, 102, and 105; use this exact language)*  **Written Communication (WC)**  Written Communication is the ability to develop and express ideas, opinions, and information in appropriate forms. To fulfill this requirement, students will complete, revise, and share a substantial amount of writing in multiple genres or media. Students who satisfy this requirement will:  1. Produce writing that reflects a multi-stage composing and revising process and that illustrates multiple strategies of invention, drafting, and revision.  2. Select and/or use appropriate genres for a variety of purposes, situations, and audiences.  3. Apply academic conventions in different writing situations; employ structural conventions such as organization, formatting, paragraphing, and tone; and use appropriate surface features such as syntax, grammar, punctuation, and spelling.  4. Employ critical thinking processes to create an understanding of knowledge as existing within a broader context and to incorporate an awareness of multiple points of view.  5. Select, evaluate, and integrate material from a variety of sources into their writing and use citation appropriate to the discipline.    **Modes of assessment:**  \*for each general education outcome, you must list a corresponding mode of assessment. Feel free to develop your own modes of assessment or use this or adapt one:   1. Students will produce at least two drafts of each major assignment and will receive credit for engaging in various stages of the writing process (e.g., brainstorming, peer feedback). 2. Students will write in multiple genres and address at least two different audiences over the course of the semester. Their written reflections will address how their audience and purpose shaped their research and writing choices. 3. Students’ writing will be graded, in part, on awareness and use of textual conventions. 4. Students’ writing will be graded, in part, on students’ ability to think critically about their sources. 5. Students’ writing will be graded, in part, on students’ ability to integrate a variety of sources in their writing. |
|  | !! | **Written communication statement** *(for English 303, English 306, and English 309)*  Approved for the Arts and Sciences upper-level requirement in written communication (WR). |
|  | !! | **Title IX/Clery Act Notification**  Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies.  Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).    Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX.  Faculty and instructors must forward such reports, including names and circumstances, to the University’s Title IX officer.    For more information, see the Sexual Misconduct Resource Guide  (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>). |
|  |  | **Right to make changes statement**  The instructor has the right to make changes to the course schedule/syllabus if necessary. |
|  |  | **Other Course policies:**  \*These items can be placed on Blackboard as long as the hard copy syllabus explicitly tells students that is where they can find the policies)  **Plagiarism Statement**  The University defines plagiarism as “representing the words or ideas of someone else as one’s own in any academic exercise.” Thus, all writing you do for this course must be your own and must be exclusively for this course, unless the instructor stipulates differently. Please pay special attention to the quotes, paraphrases, and documentation practices you use in your papers. If you have any questions about plagiarism, please ask your instructor. If you plagiarize, your instructor reserves the right to assign you a failing grade for the course and your case will be reported to the College of Arts and Sciences.  NOTE: Please see further information in the PLAGIARISM section in the composition handbook.  **Statement on behalf of students with disabilities**  Students who have a disability or condition which may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with the instructor to identify, discuss and document any feasible instructional modifications or accommodations. Please inform instructor about circumstances no later than the second week of the semester or as soon as possible after a disability or condition is diagnosed, whichever occurs earliest. For information and auxiliary assistance, contact the Disabilities Resource Center.  **Grievance procedure statement**  Students who have questions or concerns about their grades, the class, or an assignment are encouraged to see their instructor as soon as possible. If not satisfied with that discussion, students may contact an Assistant Director of Composition, Lauren Fusilier, Cooper Day, or Taylor Riley, in Hum LL04D.  Their contact information and office hours can be found at <https://louisville.edu/english/composition/contact> |
|  |  | **Optional statements to include:**  **(Updated for Fall 2021) Basic needs support**  Doing well in classes (and in life, for that matter) means getting a good night’s sleep, having enough to eat, and being able to get to where you need to go. If you are having any difficulties with these basic necessities, remember that UofL has resources to assist you.  For food items, in addition to some household and toiletry items, you can go to the [Cardinal Cupboard](https://louisville.edu/involvement/leadership/engage-lead-serve-board/cardinalcupboard/) pantry in SAC W312. Additionally, a [Student Success Coordinator](http://louisville.edu/studentsuccess/student-success-coordinators/meet-the-coordinators) in our Student Success Center can work with you individually to provide guidance and support, and connect you to resources, if you’re experiencing any academic, financial, or personal difficulties. And finally, you can find support and resources via the [UofL Concern Center](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Flouisville.concerncenter.com%2F&data=04%7C01%7Candrea.olinger%40louisville.edu%7Cdf6f23c36635461d592308d960c2c8a0%7Cdd246e4a54344e158ae391ad9797b209%7C0%7C0%7C637647211962693159%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=rhzSdLbdRR4ecD9m1hZYzubPqeGW%2Bp2sq3y7Cl1Ib2M%3D&reserved=0). These challenges are unfortunately more common than we would wish; please reach out to me or to one of these great resources if you find yourself in need at any time during this course or after.  **Services for veterans**  There is a range of resources for UofL veterans, including an office, a mentoring and tutoring program, a student organization, and a Facebook group (UofL Student Veterans of America, SAC 310). If you need an accommodation, let me know. I recognize that calls to active duty, problems with GI Bill disbursements, and other issues might affect your ability to complete assignments. If any problems arise, feel free to keep the loop, and I will do what I can to help.  **Gender-Inclusive Bathrooms**  A list of gender-inclusive bathrooms on campus is available at [uofl.me/inclusivebathrooms](about:blank).  **Preferred Name**  You have the right to be addressed by the name you prefer. Please feel free to communicate this to me directly. In addition, if the name you use is not currently what’s in Blackboard when you log in, I encourage you to officially update that information in our system.  To access the name change option, go to ULink, scroll to “Personal Information” and click on “Preferred Name.” Change your first and/or middle name to your preference and click “Save.” Your preferred name will display on class and grade rosters and in Blackboard. You can also have a new Cardinal Card issued with your preferred name for free. For more information on how to update your name in UofL systems, visit <https://louisville.edu/lgbt/trans-uofl/preferred-name-option>.  **Linguistic and Cultural Pluralism**  From Dr. Ligia Mihut’s (2019) article, “Linguistic pluralism: A statement and a call to advocacy,” in *Reflections: A Journal of Community-Engaged Writing and Rhetoric*, *18*(2), 66-86. The statement below was adopted by the FYW program at Barry University, where Mihut works, and has been adopted by a number of other universities. If you use or adapt this, please credit Dr. Mihut.  The ability to communicate in multiple languages and/ or use varieties of English is a valuable asset. In this course, you are encouraged to use or draw on your varied linguistic and cultural resources. Although we will generally employ English(es) and Standard Written English (SWE) in the classroom, you may resort to other languages and rhetorical practices for particular assignments. To ensure effective communication, we need to consider audience, purpose, and rhetorical strategies on the premise that not all rhetors have the exact same understanding of rhetorical principles. Hence, whenever you deem necessary, supplement information, resources, and experiences that would enhance the communication practice. For instance, if most of your audience does not speak Spanish(es), you may need to provide translation or captioning; if you discuss writing in international sites or cite authors unknown in Anglophone spaces, offer additional commentary or footnotes to facilitate your audience’s understanding of your rhetorical context; or, if you use a particular image in your multimedia project that carries certain cultural connotations, you need to provide supplementary information so that your message effectively attains the intended purpose. Remember that words, accents, and discourses have power. In this class, you’re invited to explore, reflect on, and interrogate power dynamics manifested in personal, home, professional, and academic discourses. |
|  |  | **(Updated for Fall 2021) COVID-19 Public Health Guidelines**  UofL has established the following health and safety protocols for all university members to follow while on any university campus. Additionally, all university members are expected to stay in compliance with state and federal safety guidelines.   * 1. Wear a mask or face covering in common areas and avoid touching your face.\*   2. Practice physical distancing.   3. Cover your cough or sneeze with your elbow or a tissue then throw that tissue in the trash.   4. Disinfect used surfaces and frequently touched objects.   5. Wash your hands often with soap and water for at least 20 seconds.   6. Use an alcohol-based hand sanitizer with at least 60% alcohol if soap and water are not readily available.   7. Stay home if you are feeling sick and avoid close contact with people who are sick.   \*Masks should be worn over the nose and mouth.  For more details, see [fall 2021 health requirements and procedures for classroom instruction](https://louisville.edu/coronavirus/faculty/spring-2021-information-for-faculty/#health):  Some notable policies (copied from the above site):   * COVID-19 vaccines are strongly encouraged but not required. At this time, no unit, college or school is permitted to require their students to get vaccinated except for the Schools of Medicine, Nursing, Dentistry and Music due to the risk these schools’ instructional methods and learning experiences have demonstrated. * Masks are required in all classrooms and indoor, public spaces on campus. Faculty should consult the [Mask/Face Coverings in Class Response Guide](https://louisville.edu/coronavirus/assets/face-coverings-in-class-response-guide) for recommended responses and resources regarding mask compliance. If faculty can achieve six feet or more of physical distance from all students in an indoor space, faculty are allowed to remove their mask for the extent of their lectures. * Physical distancing is encouraged, but not required when a space can accommodate six feet between students. Classroom spaces have traditional seating arrangements this semester. Vaccination and masks remain the two primary tools for stopping the spread of COVID-19. * Disinfection stations will be available in classrooms. Physical Plant will supply disinfectant spray, towels and hand sanitizer. |