Composition Syllabus Checklist

Fall 2023

**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 2023 is **4238.**

Thus, English 101-50 would have a syllabus saved under the file name **ENGL-101-50-4238\_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. |
|  |  | **Email 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 in the FAQ section of handbook. |
|  |  | **Texts and materials** |
|  | !! | **Grading policy**  If you use a numerical system to calculate grades, please use the following scale. (Those who do not use a numerical scale do not have to include this.)  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 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 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.  Note thatstudents must be able to make up work when they are abiding by UofL’s health protocols (i.e., staying home when they have symptoms or a positive test or when they have been instructed to quarantine). Instructors may NOT request medical documentation unless students miss a major “assessment or exam,” nor may they require that students submit proof of a negative test in order to return to class. For more details, see “Attendance Expectations” in <https://louisville.edu/coronavirus/faculty>. |
|  |  | **Continuity of Learning and Instruction**  \*Describe how students can make up work when they are ill or experiencing COVID-19 symptoms and cannot attend class. Similarly, describe the actions that will be taken if you become ill or start experiencing COVID-19 symptoms and cannot attend. For more details, see “Attendance Expectations” in <https://louisville.edu/coronavirus/faculty>. |
|  |  | **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? |
|  | !! | **Cardinal Core statement** *(for English 101, English 102, and English 105)*  This course fulfills a Cardinal Core Written Communication Requirement. |
|  | !! | **Cardinal Core 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. |
|  |  | **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: Instructors can find more information in the handbook in the section on PLAGIARISM. |
|  |  | **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 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 in Hum LL04D.  Their contact information and office hours can be found at <https://louisville.edu/english/composition/contact> |
|  |  | **OPTIONAL STATEMENTS**  **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 necessities, remember that UofL has resources to assist you. 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.   * Food (fresh and non-perishable), household and toiletry items: [Cardinal Cupboard](https://louisville.edu/involvement/leadership/engage-lead-serve-board/cardinalcupboard/) (SAC W312) * Clothing, shoes, household items and office/art supplies: [UofL Free Store](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.facebook.com%2FUlFreeStore&data=05%7C01%7Candrea.olinger%40louisville.edu%7Cd0721e69c67b4e0e158608da75518ccd%7Cdd246e4a54344e158ae391ad9797b209%7C0%7C0%7C637951290356468168%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=ZrFT2xju%2FB4kqEKW2uzmc571%2FqqnJT37ldpq1kp5dSs%3D&reserved=0) (SAC W303C) * If you’re experiencing any academic, financial, or personal difficulties, a [Student Success Coordinator](https://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. * The UofL Concern Center can help you find and connect with relevant resources: [https://louisville.concerncenter.com/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Flouisville.concerncenter.com%2F%2520&data=05%7C01%7Candrea.olinger%40louisville.edu%7Cd0721e69c67b4e0e158608da75518ccd%7Cdd246e4a54344e158ae391ad9797b209%7C0%7C0%7C637951290356624399%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Z%2F4Ao9ZxNroQX4WtcckzUfeTvn84kXYNf6l7cIOcSlU%3D&reserved=0).   **Counseling Center:** If you are having a difficult time or generally feel stuck, it may be helpful to work with a trained therapist at the Counseling Center in an individual or group setting. People come into the Counseling Center to discuss a range of topics, including relationships, family, identities, grief and loss, depression, stress, and many more experiences and concerns. The Counseling Center provides short term individual, group, and couples counseling, crisis intervention, and psychological testing. Clients seek services for a variety of areas of concern, including psychological, personal/social, academic, and career issues. To schedule an appointment, please contact the Counseling Center at 502-852-6585 or stop by the office in the Student Activities Center Room W-204. More info: <http://louisville.edu/counseling/>    *Additional Counseling Resources*:  [24/7 Adult Crisis Line](https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.sevencounties.org%2F&data=05%7C01%7Candrea.olinger%40louisville.edu%7C821c1626cb0140f96e8f08da74debfde%7Cdd246e4a54344e158ae391ad9797b209%7C0%7C0%7C637950797294640909%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=VWcsJcoB3KHT8pSdJkItU391rkgw3%2BzqP3HOPqyrvBM%3D&reserved=0): 502-589-4313 or 800-221-0446 (available 24/7)  [The National Suicide Prevention Lifeline](https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.suicidepreventionlifeline.org%2F&data=05%7C01%7Candrea.olinger%40louisville.edu%7C821c1626cb0140f96e8f08da74debfde%7Cdd246e4a54344e158ae391ad9797b209%7C0%7C0%7C637950797294640909%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=JYpzQ4YzacYK0uDSnRYz35fTDFLxRlQD47tn9EGDps4%3D&reserved=0): 1-800-273-TALK (8255) (available 24/7)  [Crisis Text Line:](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.crisistextline.org%2F&data=05%7C01%7Candrea.olinger%40louisville.edu%7C821c1626cb0140f96e8f08da74debfde%7Cdd246e4a54344e158ae391ad9797b209%7C0%7C0%7C637950797294640909%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=V4PSerxG6XeXKsXoI2FV4I0NHXJQNX%2F%2BEb55TQtYvW4%3D&reserved=0)Text HOME to 741741 (available 24/7)  [The Trevor Project](https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.thetrevorproject.org%2F&data=05%7C01%7Candrea.olinger%40louisville.edu%7C821c1626cb0140f96e8f08da74debfde%7Cdd246e4a54344e158ae391ad9797b209%7C0%7C0%7C637950797294640909%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=j9N9%2F4AVSEa5hfWrX1rlwPx6N%2FCEzppC40SmMCLFXoQ%3D&reserved=0): 1-866-488-7386 (available 24/7 for individuals ages 13-24 who identify as LGBTQ)  **Services for Veterans**  There is a range of resources for UofL veterans, including the Office of Military and Veteran Student Services (Houchens LL08).  This office serves as a resource for any issues you may be encountering. 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 me in 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. For details 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.  **COVID-19 Public Health Guidelines**  \*Instructors are welcome to include information about UofL’s health and safety protocols on your syllabus. UofL’s website (<https://louisville.edu/coronavirus>) includes campuswide announcements, sections for students and faculty; and details about health protocols (e.g., what to do if you are exposed or test positive). |