

**Fall 2022 EN 202 H5 Honors Composition**  
**Heather J. Macpherson, Instructor**  
**Worcester State University**

Instructor	<a href="#">Heather J. Macpherson</a>
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Office	Sullivan Bldg., Writing Center 306
Day/Time	T& R: 8:30-9:45 S309
Office Hours	W: 8:30-10:20 and by appointment face-to-face & in Zoom

“The purpose of a writer is to keep civilization from destroying itself.” ~Albert Camus

“Don’t tell me the moon is shining; show me the glint of light on broken glass.” ~Anton Chekov

“There is no greater agony than bearing an untold story inside you.” ~Maya Angelou

### **Course Description**

EN 202 Honors Composition provides students with intensive study and practice in analytic reading and writing, argument, and research methods. Students are required to write a minimum of four essays in a range of forms, from personal to analytic; the final assignment for the class is a research essay. Students will also learn to incorporate primary and secondary sources into their work according to the rules of MLA style.

In this section of Honors Composition, we will engage with three texts that challenge our thinking about culture, global communities, and various political and social issues connected with our writing and discussions that are relevant to the world we live in. Many of our readings and our assignments will ask students to think and write critically (and sometimes personally) about various viewpoints on what it means to be human in a complex world. By viewing ourselves and the world around us through a global lens, we can then view these subjects theoretically, practically, and creatively through various modes of traditional and nontraditional writing.

LASC Categories: WR2

Credits: 3

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### **Student Course Learning Outcomes/Assessments**

By the end of EN 202, students will be able to:

	<b>Student Course Learning Outcome</b>	<b>Assessment Method(s) for this SLO</b>
<b>SLO 1</b>	Apply and analyze different rhetorical strategies to specific writing situations and articulate why writers choose to	Class engagement and participation; informal

	certain strategies to recognize that writing is not only an academic mode of communication but a real world communication.	discussion posts; formal writing assignments
<b>SLO 2</b>	Value, prepare and respond to the social implications of language use and maintain ethical standards in their writing.	Class engagement and participation; informal discussion posts; formal writing assignments
<b>SLO 3</b>	Interpret various texts with critical and analytical thinking and reading that will further illuminates how we see our communities through story and subtext	Class engagement and participation; informal discussion posts; formal writing assignments
<b>SLO 4</b>	Develop research methods and skills applicable not only to academic assignments but the real world	Class engagement and participation; informal discussion posts; formal writing assignments

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**Required Texts Available at the [Campus Bookstore](#).** If you opt to purchase these titles elsewhere, please give yourself plenty of time to receive them before the start of the course (as noted in my previous email).

**Required Texts (Purchase [here](#))**

- Cole, Teju. *Black Paper: Writing in a Dark Time*. Chicago: U. Chicago P., 2021.
- Luiselli, Valeria. *Tell Me How It Ends, An Essay in 40 Questions*. Minneapolis: Coffee House Press, 2017.
- Washutta, Elissa and Theresa Warburton eds. *Shapes of Native Nonfiction*. Seattle: U. Washington P., 2019.
- Additional online readings and/or handouts supplied by the instructor.

**Attendance & Participation**

Participation means that you are **attending** each and every course meeting (F2F/Online) and **contributing** to our **discussions on the assigned readings, documentary viewings, small and whole group exercises, and peer revision workshops**. If and when you join a Zoom meeting you will immediately enter a ‘waiting room.’ Please be patient waiting for me to allow you to ‘enter’ the class meeting, especially if you arrive late.

***Student Responsibilities***

You are responsible for coming to class prepared. This means that you bring the required texts to class and that you have **read and [annotated](#)** the readings prior to the date they will be discussed in class.

Additionally, you will be expected to have posted your thoughts on the text to Blackboard discussion boards if the syllabus asks you to do so.

Establishing communication with myself and with your peers will serve you well in this course and will also help build the communication skills necessary in a myriad of settings. I strongly encourage you to attend office hours at least once during the semester and to open up communication by emailing me. You may find that your peers are sometimes just as helpful with clarifying course expectations as I am. Thus I encourage you to exchange email and phone numbers with at least two students in this class.

**Essays:** You will write 4 short essays, 3-4 pages each plus a works cited page (when required) during the course of the semester. In addition, you are also required to complete a **Research Essay:** The research essay (10-12 pages) provides you with an opportunity to further develop your knowledge in a specific area or field of interest to you. The end product is a culmination of the research process which includes engaging with primary and secondary texts, critical thinking, source evaluation, organization, and composition. The research essay is in lieu of a final exam. You will give a presentation about your research essay on the last day of class.

**Peer Revision Workshops:** at least 2 essays include one session of peer revision. Missing a peer revision workshop is an unexcused absence and cannot be made-up.

**Extra Credit:** There is no extra credit. Do the work assigned in our course.

**Emergencies:** On the very rare occasion, uncontrollable circumstances may force you to miss class or you may be unable to submit an assignment, please make every effort to communicate, when possible, of your absence.

#### **Grading Criteria**

Participation (you are not just attending and present in each course meeting, but adding to discussions, activities, etc.)	25%
Essays, 3-4 pgs. (3)	25%
Research Essay, 10-12 pgs. (1)	25%
Research Essay Presentation, 3-5 min.	25%

#### **Grade Conversions:**

**A = 94 or above, A- = 90-93, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 74-76, C- = 70-72, D+ = 67-69, D=63-66, D- = 60-62, E=59 or below**

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**Electronics:** Please bring your laptop to F2F meetings **IF** you have purchased digital textbook copies, or you plan to type notes in class. Please keep your cell phones and all devices on mute. However, **use of these devices must be limited to instructional purposes only**. Repeated violations or disruptions as a result of the use of electronic devices will result in this permission being revoked. **Do NOT use your device to play video games, watch Netflix, shop, or anything else other than instruction during class time.**

### Weekly Schedule

**Note:** The instructor reserves the right to make changes to any information contained in this syllabus at any time during the semester. Changes will be announced, and an updated version of the syllabus will be posted on Blackboard and/or distributed to students.

Scheduled Course Meetings	Topics & Assignments	What's Due
<b>Week 1</b>  <b>T 9/6</b>	<b>Topics:</b> Introductions; review texts and syllabus; accessing Blackboard. Essaying & CNF  <b>Assignments:</b> <a href="#">Plagiarism Quiz</a> ; read course syllabus in full; watch <a href="#">“MFA Reading Series “Shapes of Native Nonfiction”</a>	
<b>R 9/8</b>	<b>Topics:</b> Laws of Rhetoric; Accessing the <i>OED</i> and defining terms in your essaying  <b>Assignments:</b> Short Essay 1 assigned today. Read Washuta & Warburton: intro and “Technique” section.	-Plagiarism quiz due today before class. Submit screenshot to BB.  -Syllabus contract due today before class  -Discuss video
<b>Week 2</b>  <b>T 9/13</b>  <b>Last Day to Add a Day Course</b>	<b>Topics:</b> How to avoid plagiarism: Paraphrasing v. summarizing; using quotes effectively. Discuss readings  <b>Assignments:</b> Read Washuta & Warburton “Coiling” section	-Readings for discussion
	<b>Topics:</b> Description & devices; discuss readings.	-Short Essay 1 due today, 11: 59 PM via Google docs

<b>R 9/15</b>	<b>Assignments:</b> Read Washuta & Warburton “Plaiting” section; short essay 2 assigned today	-Readings for discussion.
<b>Week 3</b> <b>T 9/20</b> <b>Last Day to Drop a Day Course</b>	<b>Topics:</b> Sentence & paragraph structures; peer review process	-Readings for discussion
<b>R 9/22</b>	<b>Topics:</b> Peer review workshop; rhetorical patterns <b>Assignments:</b> Read Washuta & Warburton “Twining” section	Short essay 2 draft due before class today for peer review workshop
<b>Week 4</b> <b>T 9/27</b>	<b>Topics:</b> Analytical writing, pt. 1 <b>Assignments:</b> Washuta & Warburton Reader Response DB.	-Short essay 2 due, 11:59 PM via Google docs -Readings for discussion
<b>R 9/29</b>	<b>Topics:</b> Analytical writing, pt. 2: bringing the personal into the academic <b>Assignments:</b> analytical writing exercise DB;	-Reader Response discussion board due today
<b>Week 5</b> <b>T 10/4</b>	<b>Topics:</b> Raising questions, what’s missing, and looking carefully <b>Assignments:</b> Read <a href="#">“How Racist is America?”</a> . Then complete Blackboard Discussion Board; read Cole’s “Part 1”.	-Discuss Cole’s Lecture 1: “Experience” -Analytical writing exercise due in DB

<b>R 10/6</b>	<p><b>Topics:</b> Socratic circle &amp; participation. Rhetoric in the 21st century.</p> <p><b>Assignments:</b> short essay 3 assigned; read Cole “Part II” and watch watch <a href="#">Berlin Lecture 1: “Experience” with Teju Cole</a></p>	<p>-“How Racist is America?” Forum Conversation due before today’s class meeting.</p> <p>-Discuss text</p>
<p><i>Week 6</i></p> <p><b>M 10/10: Indigenous Peoples’ Day, No Classes</b></p> <p><b>T 10/11</b></p>	<p><b>Topics:</b> How we write, what we write, and why it matters.</p> <p><b>Assignments:</b> CNF Flash Essay. Read Cole “Part III” and watch Berlin Lecture 2: <a href="#">“Epiphany” with Teju Cole</a></p>	<p>-Readings and lecture for discussion.</p>
<b>R 10/13</b>	<p><b>Topics:</b> Art, photography &amp; place in writing</p> <p><b>Assignments:</b> Read Cole Part IV and watch <a href="#">Berlin Lecture 3 “Ethics” with Teju Cole</a></p>	<p>-CNF flash essay due Friday, 10/14 via Google docs</p> <p>-Readings for discussion.</p>
<p><i>Week 7</i></p> <p><b>T 10/18</b></p> <p><b>10/19: Last Day to Make Up Incomplete Grades</b></p>	<p><b>Topic:</b> Peer review workshop, essay 3</p> <p><b>Assignments:</b> Read Cole Part V and Epilogue</p>	<p>-Short essay 3 draft due for today’s class meeting</p> <p>-CNF Flash Essay due, 11:59 PM</p> <p>-Readings for discussion</p>
<p><b>R 10/20</b></p> <p><b>Last Day to Declare/Change Major/Minor</b></p>	<p><b>Topics:</b> Writing with humanity and ethics in mind</p> <p><b>Assignment:</b> Read <a href="#">“Show Your Humanity in Your Writing”</a> Short essay 4 assigned today.</p>	<p>-Short essay 3 due, 11:59 PM.</p> <p>-Readings for discussion</p>
<p><i>Week 8</i></p> <p><b>Failure warnings issued to</b></p>	<p><b>Topics:</b> Why research matters; brainstorming topics from the</p>	<p>-Readings for discussion</p>

<b>Registrar's Office</b>  <b>T 10/25</b> <b>Failure warnings issued to students</b>	readings & making personal connections  <b>Assignments:</b> Research proposal assigned today; watch <a href="#">"Valeria Luiselli on Tell Me How It Ends"</a>	
<b>R 10/27</b>	<b>Topics:</b> Types of research sources & accessing WSU research databases  <b>Assignments:</b> Read Luiselli Intro, I. Border & II Court. Develop resource list for research essay.	-Luiselli talk for discussion
<b>Week 9</b> <b>T 11/1</b>  <b>11/2 Last Day to Withdraw from a Course</b>	<b>Topics:</b> Writing for different disciplines, pt. 1.  <b>Assignment:</b> Read Luiselli III. Home, IV Community & Coda. Begin reading and notetaking for research essay.	-Readings for discussion.  -Research proposal due today
<b>R 11/3</b>	Socratic Circle on Luiselli  Assignments: Midsemester assessment. Continue reading and notetaking for research essay.	-Readings for discussion
<b>Week 10</b> <b>T 11/8</b>  <b>11/9 Last Day to Elect a Pass/Fail option (does not apply to EN 202)</b>	<b><u>Writing conferences.</u></b>  Assignments: First draft of research essay (at least 5 pages).	
	<b><u>Writing conferences.</u></b>	

<b>R 11/10</b>		
<b>11/11 Veteran's Day, No Classes</b>		
<b>Week 11</b> <b>T 11/15</b>	.Peer review workshop today.	First five pages of research essay due for peer review workhsop
<b>R 11/17</b>	Topic: Proofreading, editing, revising	

<b>Week 12</b> <b>TH: 11/22 &amp; 11/24</b> <b>Thanksgiving Week, No Class Meetings</b>	Topics: Refining sentences and sentence structures.  Assignments: Read " <a href="#">Think You Know How to Write a Sentence?</a> " and the excerpt from <a href="#">Fish</a> .	
<b>Week 13</b> <b>T 11/29</b>	Writing Workshop & MLA citation.	Readings for discussion.
<b>R 12/1</b> <b>12/2 Student Evaluation of Faculty</b>	Topics: Footnotes v. endnotes; MLA  Research Essay drafts due for peer review session	Research essay draft due today
<b>Week 14</b> <b>T 12/6</b>	Research Essay Presentations  Assignments: Read " <a href="#">A Brief Guide to Writing Film Papers.</a> "	
<b>R 12/8- Last Day of Classes</b>	Research Essay Presentations	
<b>Research Essays Due Fri., Dec. 9th, 12 noon.</b>		



**Reading Day, 12/10**

**Final Exams, 12/14-22** (There is no final exam for this class.)

## Revision Checklist

### ***Subject, Audience, Purpose***

1. What's the most important thing I want to say about my subject?
2. Who am I writing this paper for? What would my reader want to know about the subject?  
What does my reader already know about it?
3. Why do I think the subject is worth writing about? Will my reader think the paper was worth reading?
4. What verb explains what I'm trying to do in this paper (tell a story, compare X and Y, describe Z)?
5. Does my first paragraph answer questions 1-4? If not, why not?

### ***Organization***

1. How many specific points do I make about my subject? Did I overlap or repeat any points? Did I leave my points out or add some that aren't relevant to the main idea?
2. How many paragraphs did I use to talk about each point?
3. Why did I talk about them in this order? Should the order be changed?
4. How did I get from one point to the next? What signposts did I give the reader?

### ***Paragraphing (Ask these questions of every paragraph)***

1. What job is this paragraph supposed to do? How does it relate to the paragraph before and after it?
2. What's the topic idea? Will my reader have trouble finding it?
3. How many sentences did it take to develop the topic idea? Can I substitute better examples, reasons, or details?
4. How well does the paragraph hold together? How many levels of generality does it have? Are the sentences different lengths and types? Do I need transitions? When I read the paragraph out loud, did it flow smoothly?

### ***Sentences (Ask these questions of every sentence)***

1. Which sentences in my paper do I like the most? The least?
2. Can my reader "see" what I'm saying? What words could I substitute for people, things, this/that, aspect, etc.?
3. Is this sentence "fat"?
4. Can I combine this sentence with another one?
5. Can I add adjectives and adverbs or find a more lively verb?

### ***Things to Check Last***

1. Did I check spelling and punctuation? What kinds of grammar or punctuation problems did I have in my last paper? How does my paper end? Did I keep the promises I made to my reader at the beginning of the paper?
2. When I read the assignment again, did I miss anything?
3. What do I like best about this paper? What do I need to work on in the next paper?

— from **A Rhetoric for Writing Teachers** by Erika Lindemann

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## Guidelines for Peer Revision Workshops

Source: Cleghorn, Cassandra. "PEER EDITING: ANALYSIS/EVALUATION QUESTIONS." Department of English. *Williams College*. Accessed 5 Aug 2019

**Your Name:** \_\_\_\_\_ **Author's Name:** \_\_\_\_\_ (Write on this form and on your copy of the paper itself),

1. What is the thesis of this paper? Underline it on your copy. How effectively is it stated? Could it be narrower and more focussed? Could it be broader and more thoughtful? How successfully does the writer stay with that thesis throughout the paper?
  2. What sort of evidence does the writer use to support the thesis? Are there concrete details and examples provided from the work? Does s/he concentrate on the theme? Image? Metaphor? Meter? Tone? Form? Could the writer have used either more or better details to support and illustrate the thesis? Be exact here; use examples. Name one or two things that the writer did NOT use to discuss the work, but which you think would have been helpful in developing the argument.
  3. Does the paper have a line of argument? That is, does the argument build in a logical and cumulative way? Does the argument have momentum? Are there elements of the paper that detract from the argument and should be edited out? (Indicate these specifically). Are there missing steps which would tighten the argument and help its flow? (Name these exactly?) Are you persuaded by the argument?
  4. How coherent are the individual paragraphs? Does each seem both to have a central idea and to connect to another paragraph and the thesis? Indicate two or three places (be specific here) where the writer could have brought particular paragraphs into sharper focus.
  5. Comment on the voice of the paper. Does it seem appropriate to its subject and audience? Is the writer's diction clear? Are there places where a "signposting" phrase would help to guide the reader? Provide two examples where you think a better word or phrase could have been substituted for the one the writer used and defend your choice.
  6. In general, what do you see as the paper's greatest strengths and weaknesses? How has the essay given you a new way of thinking about the assignment? Cite a particularly sharp insight or cogent formulation. What should the writer consider in revising the paper? Give the writer a sample of how a sentence might be improved.
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### ***Student Responsibilities***

You are responsible for coming to class prepared for both F2F meetings and online coursework. This means that you bring the required texts to class and that you have read and annotated the readings prior to the date they will be discussed in class. Remember: this is a hybrid course, which means our Blackboard site is just as important as our classroom meeting space for doing work, continuing discussions, and so forth.

Establishing communication with myself and with your peers will serve you well in this course and will also help build the communication skills necessary in a myriad of settings. I strongly encourage you to attend office hours at least once during the semester and to open up communication by emailing me. You may find that your peers are sometimes just as helpful in clarifying course expectations as I am. Thus, I encourage you to exchange email and phone numbers with at least two students in this class.

[Academic Honesty](#) per the [Undergraduate Catalog](#).

Academic integrity is an essential component of a Worcester State University education. Education is both the acquisition of knowledge and the development of skills that lead to further intellectual development. Faculty are expected to follow strict principles of intellectual honesty in their own scholarship; students are held to the same standard. Only by doing their own work can students gain the knowledge, skills, confidence and self-worth that come from earned success; only by learning how to gather information, to integrate it and to communicate it effectively, to identify an idea and follow it to its logical conclusion can they develop the habits of mind characteristic of educated citizens. Taking shortcuts to higher or easier grades results in a Worcester State University experience that is intellectually bankrupt.

Academic integrity is important to the integrity of the Worcester State University community as a whole. If Worcester State University awards degrees to students who have not truly earned them, a reputation for dishonesty and incompetence will follow all graduates. Violators cheat their classmates out of deserved rewards and recognition. Academic dishonesty debases the institution and demeans the degree from that institution.

It is in the interest of students, faculty, and administrators to recognize the importance of academic integrity and to ensure that academic standards at Worcester State University remain strong. Only by maintaining high standards of academic honesty can WSU protect the value of the educational process and the credibility of the institution and its graduates in the larger community.

### **What Constitutes Academic Dishonesty?**

Academic dishonesty includes intentional violations of accepted standards of ethics and academic integrity as well as negligent violations of standards that the individual reasonably should have known and followed. The following is not an exhaustive list of violations but provides guidelines for evaluating common areas of concern, such as cheating, plagiarism and falsification of information.

#### **Violations of academic honesty include:**

##### **1. Cheating, including but not limited to:**

1. traditional cheating methods including copying on exams or assignments, letting other students copy one's own work, using crib sheets in quizzes and tests, glancing at other students' work, or giving answers to other students

2. giving or receiving unauthorized assistance in exams, laboratory exercises or other academic assignments or attempting to do so, or using unauthorized materials or information sources on tests or assignments, including communication via cell phones or computers or use of materials stored on or accessed by computer or other digital media, or collaboration between or among more than one student on an assignment that is supposed to be done individually
  3. submitting someone else's work as one's own or allowing others to claim one's own work as theirs, including misrepresenting one's identity in an online course or allowing others to do so
  4. obtaining from any source an unauthorized copy of a test or assignment or portion of a test or assignment, and/or disseminating such material through any means, including cell phone or computer.
- 2. Plagiarism, including but not limited to:**
1. use of other people's ideas, words, research or artistic creations without giving credit
    1. submitting any work, including homework, not done by the person who hands it in and whose name is on it
    2. submitting papers or other work purchased, copied or obtained free in whole or part from another source, including papers from the internet or from another person, including a friend or a relative
    3. using another person's unpublished ideas without permission, taking credit for another person's unpublished ideas, or taking sole credit for the product of joint efforts with another person.
  2. improper or inadequate citation of material from books, professional periodicals, magazines, websites, unpublished reports, personal communications, images, graphic materials or other citable sources
    1. use of facts, data, or specific ideas without citing the source
    2. inaccurate or incomplete citation of sources
    3. quoting another's words without indicating it is a quotation
    4. using extensive quotations in place of one's own ideas, even when cited.

**Note:** standards and forms for citation vary among disciplines and even among teachers. Students should ask their teachers about the expectations for any particular course or project.

- 1. Misrepresentation or falsification of information, including but not limited to:**
  1. intentionally misrepresenting information to help make a point not supported by the work, including misquoting or taking ideas out of context
  2. falsifying the collection or interpretation of data in a research project
  3. citing sources not used
  4. falsifying one's qualifications, including academic background or other experience.
- 2. Seeking credit for the same work in more than one course, including but not limited to:**
  1. submitting the same paper or project, or significant parts of the same paper or project, to two or more different courses without getting permission from the professors who give the grades
  2. using the same internship or fieldwork experience for two or more different courses without prior permission from the professors and internship supervisors involved.
- 3. Other academic misconduct, including but not limited to:**

1. forging, damaging or changing examinations, grades or other academic material or records including written and/or electronic material and records
2. interfering with or damaging another student's work including homework, papers, laboratory assignments, artistic creations or research projects
3. removing or damaging academic material or equipment, including electronic data, belonging to Worcester State University or any other member of the Worcester State University community
4. deliberately making a false report of academic misconduct or covering up an incident of academic misconduct.

For the full policy including students rights, judicial procedures, and so forth, click [here](#).

### **Electronics Policy**

Recognizing that some students may access course materials online, the use of laptops, ereaders, and similar devices will be permitted in the classroom. However, **use of these devices must be limited to instructional purposes only**. Repeated violations or disruptions as a result of the use of electronic devices will result in this permission being revoked. **Do NOT use your device to play video games, watch Netflix or anything else other than instruction during class time.**

### **Netiquette Practices for Discussion Board Posts and Responses, and Sending Email**

1. Consider context and your audience. An e-mail to your professor or instructor may be more formal than to another student:
  - a. Address your professor by their title (Hello Dr. Smith, Hi Professor Smith, etc.) unless they inform you otherwise. Always make sure to include the following information from your professor, especially if you do not know them well: your name (first and last), what course you are in (they likely teach multiple courses), and what question or concern you have. Also, be sure to use the subject line of the email to include your last name, course number, and topic of discussion or concern.
2. Keep your messages short and to the point. Just as you have to read everyone else's posts, they have to read yours too.
  - a. Avoid redundancy in your posts. If students are making the same points over and over again, it becomes boring for you to read as well as for them. Try to come up with new and interesting points.
3. Try to avoid capital letters as it will come across as though you are shouting.

- a. You may want to emphasize a particular word or sentence in your post. Rather than using capital letters to make your point, utilize bold or italics to emphasize. If you are making a direct quote from a text be sure to use MLA formatting.

4. Do not attack the writer of a post with derogatory language or comments or personal attacks on a person (known as “flaming”).

- a. We all have opinions, however, you want to remain professional in your approach when you disagree with a classmate. It is fine to disagree! Rather than attack your classmate, add a point about why you disagree with their statement or argument. Use of profanity will only discredit your argument.
- b. Even if you think someone has attacked you, think it through or contact your instructor before replying back. Sleep on it, take 24 hours away from the situation. If someone has said something you may perceive as an attack, take some time before responding. If it has really offended you, think of contacting your professor. However, think it through before taking any action.

5. Speak up if you have questions or concerns.

- a. If you have questions, ask them! Everyone else probably has the same questions. If you are nervous to ask your question in a discussion forum, then you can always contact your professor one-on-one.

6. Get involved and participate on a daily basis if possible.

- a. Do not wait until the day a post is due (or even the hours before). Try to begin posting several days before the deadline. This will allow you to get involved in the discussion from the beginning and be a stronger contributor to the class.

7. Only use emoticons and expressions to communicate what cannot be communicated nonverbally.

- a. Emoticons (for example 😊 ) can be a great way to express your feelings that you may not be able to communicate nonverbally and make the tone of your post clearer.

8. Make sure to read responses carefully and do not skim.



- a. As stated above, you want to avoid redundancy in your posts. One way of doing this is by reading your peers' original posts and coming up with new ideas rather than sharing the same ideas over and over again.

Source : <https://web.uri.edu/teachonline/netiquette-in-your-online-class/>

### **Instructor's Response Policy**

I will **respond to emails** received Monday through Friday within 24 hours of receiving the emails. Saturdays, Sunday, and holidays may take 48-72 hours to respond.

**Major assignments** take one week to complete grading; if you have not received your graded work within seven days, please feel free to contact me.

**Quizzes** take 3-5 days to complete grading before posting a grade and returning the work.

**My participation in your discussion board** posts and responses will consist of the following: I will read your posts and responses, take note of exceptional commentaries and observations for F2F discussions, and occasionally respond. The discussion board for this class is to continue our studies and creativities, but most importantly to assist in building community in our classroom. Finally, I track participation in the DBs.

### **Common Courtesy**

Arrive on time and be seated before the beginning of class. If you must come in late to class, please do NOT disrupt the class.

All cell phones, pagers, or any electronic devices **MUST BE TURNED OFF and out of sight** during class except when explicitly approved for an in-class activity. If an emergency requires you to keep your phone on, please keep it on vibrate and quietly take the call outside away from classroom doorways.

Also, wearing earbuds or headphones during class suggests a lack of interest and disrespect; this can affect your participation grade.

### **Academic Resources & Support Services**

[\*The Learning Resource Center\*](#)

The Library is the intellectual heart of Worcester State University, a place where members of the campus community converge, collaborate, learn, and discover. We're a friendly group of experts ready to assist you with your scholarly pursuits, including research consultations at the research help desk or by phone, email, and online chat. We also work with faculty in the classroom, enhancing their students' ability to navigate the complex information network of Google, Wikipedia, printed and electronic books, media, and databases.

The Library is located on the 2nd and 3rd floors of the Learning Resource Center. You'll find a variety of spaces that meet your needs: individual carrels for independent study, collaborative areas with large, flat-screen displays, tables with ample space to spread out, lounge chairs with built-in desks, and, of course, café seating in the Starbucks Café operated by Chartwells. If you are in the Honors Program, you can study independently or with a group in the Honors Lounge on our main floor.

We're confident you'll locate the information you need to succeed at WSU. Ubiquitous wireless Internet will link you to our collections containing over 200,000 items, including the more than 80,000 ebooks in the [eLibrary database](#), and to more than 125 electronic databases with thousands of ebooks and articles from scholarly and popular publications. We offer free printing for library resources. You'll enjoy reciprocal borrowing privileges at area libraries through the Academic and Research Collaborative and our extensive interlibrary lending agreements with other libraries.

The library also hosts 2 collections by notable literary figures: the [Dennis Brutus Collection](#) and the Milton Meltzer Collection.

- The Dennis Brutus Collection is an [archival collection](#) that consists of primary documents donated by Dr. Brutus, including manuscripts, letters relating to many public and personal topics, texts of speeches, travel documentation, and photographs. These materials, maintained by [the Center for the Study of Human Rights](#), are now available to scholars, students, and independent researchers.
- The [Milton Meltzer Collection](#), named for a distinguished author of nearly 100 books for children, who was raised in Worcester, contains several hundred volumes from his personal library—ranging from books about historical and social science topics to biographies—and his original works of over 100 titles, as well as some archival documents. These volumes are interspersed in our general collection.

We are centrally located in the Learning Resource Center, which has a full-service computer lab, the [UTS Help Desk, and Laptop Repair Depot](#) on the 3rd floor as well as 20 classrooms, media production facilities, several academic departments, and administrative offices scattered on other floors.

### [\*Student Accessibility Services\*](#)

In the Student Accessibility Services at Worcester State University, we coordinate support services and programs that enable equal access to education and university life for students with disabilities—including temporary or permanent challenges with mental health, chronic health, sensory ability, physical health/mobility, and learning ability. If you are living with one or more disabilities, we invite you to meet with us and register with our office—it's voluntary and

confidential. You'll need to supply documentation by a qualified professional regarding the impact of your disability along with your completed self report.

### **What We Provide**

We've designed our services to help you achieve academic and social success. We will meet with you to discuss risk factors and decide on a case-by-case basis what educational, housing, and classroom accommodations are appropriate.

Accommodations and services are individually determined based on the functional limitation(s) that are identified by a diagnostic evaluation and during an intake interview. They may include, but are not limited to:

- Assistive technology
- Disability-related advising
- Exam-related accommodations (i.e. additional time on exams; distraction-reduced testing location)
- Faculty consultation/training
- Housing accommodations
- Interpreting accommodations
- Note-taking services
- One-on-one support from a learning specialist
- Scheduling accessible classrooms

Our office collaborates with academic advisors, faculty, the [Counseling Center](#), residence life, [health services](#), and athletics to help ensure that you have a positive, supportive college experience. Our staff includes a full-time, year-round learning specialist who is able to provide one-on-one support and help you establish a consistent relationship with us.

### **Student Empowerment**

Empowerment is our overarching goal, and we work with you to develop self-advocacy and other life skills. WSU's chapter of [Delta Alpha Pi](#), the international honor society for students with disabilities, plays a key role in helping us accomplish this objective. You can also learn more about the Commonwealth Honors Program at WSU [here](#).

### **Disabilities & Accommodations: Note on Access**

Any student with a documented disability is welcome to contact the instructor early in the semester so that reasonable accommodations may be worked out to support his or her success in this writing course. Contact and location information for [Student Accessibility Services](#):

[Shaughnessy Administration Building](#)

Suite A-131

508-929-8733

508-929-8214 (fax)

[sas@worchester.edu](mailto:sas@worchester.edu)

The Writing Center is located in the Sullivan Academic Center, Room 306. The Writing Center provides one-on-one conferences to assist with your writing. Please do not hesitate to go early, go often—it's free, but you do need to contact the Writing Center to make an appointment. If I think you need additional assistance out of class I will require you to make an appointment with the Writing Center; following your meeting, your essay must receive both a stamp and handwritten initials of the consultant you met with.

### **Disruptive, Threatening, or Violent Behavior**

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. A disruptive student may be withdrawn from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior is defined by the instructor. Please note that should disruptive behavior become threatening or violent, I will contact University Police.

### **Sexual Violence and Harassment Based on Sex**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subject to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university.