




EN400 RHETORIC & COMPOSITION COURSE SYLLABUS

Course Information	Term/Course Dates	Meetings Days/Times	Course Delivery Format
EN400-01 3.0 Credits	Jan. 23 to May 16, 2025	TTH 17:30-18:50	HYBRID* (IN-CLASS & ONLINE) *Click here for HYBRID COURSE DELIVERY FORMAT Description

Instructor Information Dr. Christopher Balajadia Garcia-Santos Email: cgarcia@triton.uog.edu Phone: Office: 671-735-2765 	Office: Tan Lam Pek Kim English-Communication Building Room 215 - DEAL Main Office, 2 nd floor Office Hours: Wednesday: 2:00PM – 5:30PM Thursday: 4:30PM – 5:00PM Friday: 10:30AM – 12:30PM
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COURSE CATALOG DESCRIPTION + COURSE CONTENT

EN400 CATALOG COURSE DESCRIPTION

The course offers a study of rhetorical and composition theories with emphasis on classroom application of the current research on the teaching and study of writing. Students enrolled in this course should have completed, at least, nine credit hours of EN upper-division courses.

EN400 COURSE CONTENT

The course content may include the following:

- A. Historical Overview
 1. Survey composition theory
 2. Survey first and second language Learning theory
 3. Survey of classical to present rhetorical theory
- B. Current Research on Teaching Composition
 1. Theories and applications from sociolinguistics
 2. Theories and applications from Discourse Analysis
 3. Examination of the features of standard written English
- C. The Work of Writing Teachers
 1. Case studies of public school-age writers
 2. Recognition and analysis of developing school age writers
 3. Methods and applications of classroom writing
- D. Increasing class participants' awareness of their own writing abilities
- E. Independent studies of special interest areas, such as writing strategies for second language students, specialized writing such as business and technical writing, methods to deal with writer's block, etc.

Student Learning Outcomes Alignment Matrix

Learning Outcomes (SLOs)	Composition Program (CLOs)	English Major Program (PLOs)	Institutional (ILOs)
To successfully complete the course, the student will:	Upon completion of the composition sequence, students should be able to demonstrate the academic composition fluency necessary to perform critical literacy tasks in general and major university courses and for personal, civic, and professional purposes by:	Upon completion of a course of study in the English programs, students will demonstrate competency to:	Some of the expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of any degree are:
SLO1. Express an understanding of the relationship between composition and the rhetorical tradition in writing assignments and class discussion	CLO1. Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully CLO2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding CLO3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	PLO2. Use critical reading and thinking skills by responding to detailed questions pertinent to various texts. PLO3. Prepare, organize, and deliver effective oral presentations for a variety of purposes and audiences PLO5. Write coherent essays and research papers that include: a fully developed thesis, proper paragraphing and organized structure, and correct grammar usage, mechanics, syntax, and logical thought content	ILO1. Mastery of critical thinking and problem solving ILO3. Effective oral and written communication
SLO2. Select appropriate scholarship of rhetoric, composition, and composition pedagogy related to writing instruction to construct a theoretically informed, evidence-based pedagogical position	CLO1. Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully CLO2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding CLO3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	PLO1. Understand the concepts, structures, and functions of human languages PLO 2. Use critical reading and thinking skills by responding to detailed questions pertinent to various texts PLO 4. Conduct substantive research using discipline-appropriate techniques, methodologies, and environments (digital or non-digital), producing or locating valid data and source materials	ILO1. Mastery of critical thinking and problem solving ILO3. Effective oral and written communication ILO4. Understanding and appreciation of culturally diverse people, ideas and values in a democratic context
SLO3. Employ knowledge of diverse rhetorical and writing experiences through various writing assignments, lesson planning, and professional journal reviews in order to develop a best practice model for future classroom application	CLO1. Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully CLO2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding CLO3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	PLO1. Understand the concepts, structures, and functions of human languages PLO2. Use critical reading and thinking skills by responding to detailed questions pertinent to various texts PLO4. Conduct substantive research using discipline-appropriate techniques, methodologies, and environments (digital or non-digital), producing or locating valid data and source materials PLO5. Write coherent essays and research papers that include: a fully developed thesis, proper paragraphing and organized structure, and correct grammar usage, mechanics, syntax, and logical thought content	ILO1. Mastery of critical thinking and problem solving ILO3. Effective oral and written communication ILO4. Understanding and appreciation of culturally diverse people, ideas and values in a democratic context

Note: Guidelines and requirements listed in this course syllabus are subject to change at the discretion of the instructors to accommodate student progress, semester challenges, health crises, and/or natural disasters. Changes will be announced in class, via email, or on the Moodle Course page.

COURSE TEXTS

Required Texts

The following texts will be used in this course.

Cunningham, E. M. (2018). *Understanding rhetoric: A guide to critical reading and argumentation*. Irvine, CA: BrownWalker Press/Universal Publishers, Inc.

Plato. (2014). *Gorgias and Phaedrus: Rhetoric, philosophy, and politics* (J. Nichols, Jr., Trans.). Ithaca, NY:

Notes about the required texts for this course:

The titles of required texts as specified in this syllabus **are not available** at the Triton Store (bookstore) but can be ordered online. I encourage students to invest in the (digital) Kindle version or the Nook version of these texts because of the useful digital features students can use as they engage these course readings. Students can also purchase the printed bound copies of these texts. If you opt to order a printed copy, please let me know. The readings from these text for the first four weeks of the course will be provided by the instructor. Students are expected to acquire their individual copy of these texts no later than the fifth week of the course – as the instructor will not provide a copy of these readings thereafter.

Additional Required Readings – Not Listed in this Syllabus

Students should expect to read a variety of other texts related to the course materials and the students' individual course projects and assignments not listed on this syllabus. For texts not listed in this section of the syllabus, but is assigned as required readings for lessons (as specified in the Course Calendar), the instructor will provide students a copy of the text or a URL to an open-access version of the readings in our Moodle classroom. For individual student projects and assignments, students will have to conduct secondary research using academic databases to locate specific texts relevant to the student's individual course project and assignment topics.

COURSE FINAL GRADES

Students Final Grades is based on the evidence of mastery of the course learning outcomes (SLOs) observed in students course assignments as presented throughout the semester. Therefore, students are provided both formative and summative assessments of their work and performance in the course.

The Course Grade – the grade issued to a student at the end of the term – is based on the sum of the percentage of points of earned points on assignments as defined below. The percentage of points each assignment contributes to the Course Grade is stated in the "Course Grade Breakdown." A student's attendance and assignment submission patterns impact the Course Grade. That is, frequent absences and tardiness and late or no coursework submission will reduce the student's Course Grade or may constitute a failing grade for the course. All decisions about the student's Course Grade are handled case-by-case and are entirely at the instructor's discretion as supported with appropriate evidence.

- A+ (98-100) Outstanding performance throughout course with consistent demonstration of exemplary mastery of course competencies in all assignments; timely submissions of all coursework
- A (93-97) Outstanding performance throughout the course with progressive demonstration of superior mastery of course competencies in all assignments; timely submission of all coursework

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- A- (90-92) Approaching outstanding performance towards the end of the course, demonstrating progressive mastery of course competencies in assignments; timely submission of most of all coursework
- B+ (87-89) Above average performance throughout the course with progressive mastery levels of course competencies demonstrated in *most but not all* assignments; timely submission of most if not all coursework
- B (83-86) Above Average performance throughout end of the course with progressive mastery of course competencies demonstrated in *many but not most* assignments; timely submission of coursework
- B- (80-82) Approaching Above Average performance by the end of the course with increasing frequency of mastery of course competencies demonstrated in assignments, especially those completed during the second half of the term; timely submission of coursework
- C+ (77-79) Average performance throughout course, with increasing levels of course competencies demonstrated in assignments; all coursework submitted although a few, if any, are submitted late
- C (70-76) Average performance in course with limited and inconsistently demonstrated mastery of course competencies in assignments; most coursework is submitted although a few, if any, are submitted late
- D (60-69) Average performance in course but minimal (passing) mastery of course competencies are not consistently demonstrated in coursework – few, if any, assignments not turned in or are turned in late
- F (<60) This grade is issued to a student of any of the following reasons: 1) Student has a pattern of not submitting coursework; 2) Evidence of plagiarism is observed in student's coursework (e.g., essay/writing assignments); 3) Student submits work that was not produced by the student (original work) or was work submitted for a grade for another course (in a past term)
- UW This symbol in place of a grade is issued by the Registrar to a student who the instructor did not issue a letter grade (listed above: A+ to F) and instead have recorded the date of the last class the student attended
- W This symbol is issued by the Registrar to a student who officially withdrew from the course

COURSE EXPECTATIONS

- 1. HYBRID Course delivery:** This course is a 3-credit hour course scheduled for the regular term. As such this means that we meet 3 hours per week either face-to-face, in-person, on campus or online synchronous or asynchronous. Most class sessions will be held in person. Note that for every scheduled hour of class (i.e., 3 hours per week), students are expected to spend a minimum of 6 additional hours completing asynchronous (out-of-class) hours on work for this class per week (that is, for every one hour of schedule time, students are expected to complete an additional 2 hours of independent study for this course on their own time – as in, homework reading and writing assignments).
- 2. Assignments.** You're expected to complete all assignments. Some assignments will be collected, and some won't be collected. Successful course participation depends in large part on your readiness to discuss assignments with groups or in a whole class situation.

3. **Assignment Revisions.** All submitted papers will demonstrate extensive revision work. Instructors will collect drafts, planning materials, and peer reviews when the student turns in the paper for evaluation. Revisions of the final draft are required for all portfolios. This revision policy does not exist to give a second chance to those with poor time management but to allow students who are seriously attempting to improve their writing, every opportunity to do so. All revisions are expected to be significant; minor editing will not result in a grade increase and may result in a grade decrease. Revisions must be thoughtful and extensive.
4. **Participation and Class Activities.** Class activities involve a variety of tasks: writing, discussion, group work, etc. Participation does not mean solely answering questions. Your thoughtful participation is essential for the success of this class. Participation includes taking part in class discussions. Discussing ideas is imperative now that you are part of a college community.

Always remember that this classroom welcomes all ideas. Because each person is a unique individual entitled to her/his opinions and beliefs, any comments, jokes or remarks that denigrate the worth of an individual's physical/mental ability, religion, race, creed, ethnic background, gender, sexuality, body size, past, etc. are inappropriate, thoughtless, non-academic, and a product of poor and immature decision making. If any type of derogatory speech makes its way into class discussions, the instructor will respect students' right to make that comment; however, instructor reserve the right to remove students who disrupt classroom discussion or who do not respect the "safe haven" classroom space, from the classroom for that particular day. Students who continue to disrupt discussions or disrespect peers will be asked to withdraw from the class, or risk receiving an F for the course.

5. **Peer Review.** Students will work in writing groups for each major paper and topical discussion to discuss ideas, organization, and stylistic choices, and consider peer's successes and weaknesses observed in peers' essays. Workshops work effectively only if all members of the group participate. Being absent or arriving to class without your draft will result in zero points earned for that assignment component, which will, of course, affect your essay assignment and portfolio grades. DO NOT miss these peer reviews. In short, **peer review is a response activity**, meaning that it's an activity that provides students' an opportunity to engage with peers about their writing. **Peer Review is NOT an opportunity to evaluate peers' work.**
6. **Conferences.** Several one-on-one virtual conferences with your instructor will be scheduled throughout the semester. Although these conferences are NOT graded, they are a way for you and your instructor to assess your writing journey. Any conference is a crucial component in improving your essay in preparation for the final portfolio. In other words, you have a greater chance of passing the class if you attend conferences.

EN400 RHETORIC AND COMPOSITION ASSIGNMENT INFORMATION

Course Assignments and Calculation of Grades

Students are to attend class, participate during lecture-discussion classes, complete and submit assignments, and produce a course portfolio. Specific guidelines and evaluation criteria will be provided for each assignment. All students are expected to actively participate in the course. Active participation is not only simply saying something brilliant (or not brilliant) during class session. Active participation includes paying attention to the brilliance that peers speak and especially allowing peers to complete their speaking turn without interruption and/or disruption. Should students fail to participate, their final grade may be lowered by up to 10% (that is, up to a whole letter grade may be lowered).

Assignments

1. Pre-Instruction and Post-Instruction Assessment Activities	10%	_____
2. Rhet/Comp Challenge #1 The Dialogues	15%	_____
3. Rhet/Comp Challenge #2 <i>Understanding Rhetoric</i>	20%	_____
4. Rhet/Comp Challenge #3 Rhetorical Analysis Exercises	25%	_____
5. Rhet/Comp Challenge #4 Rhet Comp Research Project	30%	_____

Total 100% _____ points

Criteria for Student Work

Your work will be evaluated based on the learning outcomes of this course and your use of academic English. Course grades will be based on completion of required work and the level of mastery of the learning outcomes demonstrated by your written work. Detailed descriptions of the requirements and scoring criteria will be provided for each assignment. You may schedule an appointment to discuss your work and your standing in the course at any time during the semester.

Descriptions and Brief Directions for Grading Areas

1. Course Assessments

SLO: 1, 2, 3

Students' pre/post instruction assessments will include in-class timed essay writing and tests that measure skills and competence related to the course content.

2. Part 1, 2 and 3: General Assignment Descriptions

SLO: 1, 2, 3

Writing Assignments (ex.: Summary/Analysis/Synthesis/Response Writing)

Students will be assigned to compose a variety of shorter writing assignments of varying lengths, purposes, and audiences over the term. These writing assignments will require students to demonstrate advanced writing (compositing) competence, sophisticated language skills, and command of the range of rhetorical forms. Among these shorter writing assignments include expository, summary-response, and synthesis-analysis texts.

Asynchronous Discussion Forums

Moodle discussion forums will primarily focus on course readings. The discussion topics for Moodle forums will either be specific direct questions prompted by the instructor that are specific to course readings or will be ideas/thoughts/responses of students in which they would like to the class to discuss.

The formats for Moodle discussion range. Some forums will be Question & Answer meaning that the instructor will ask a question to which everyone then replies. Another format used would require students to first post a response to the prompt before viewing other replies. Some forums will allow student to add discussion topics.

In-person/online Synchronous Unpacking Reading Activities

Students will be assigned various readings in which they will lead the class discussion. Students may spend a few minutes summarizing the readings, but the major of the time must be spent on discussing the readings and examining the readings so as to improve our understanding of rhetoric/composition. Ideally, students should prepare several questions about the readings for the class to discuss.

3. Rhetoric and Composition Research Project Assignment

SLO: 1, 2, 3

All students will have to complete a capstone course project. This project is a traditional research project. The product of the research can be presented as a traditional paper format or a digital essay/composition with born-digital components embedded in the product. Additional detailed information will be provided at various stages of the assignment completion process. An information sheet for each step of the assignment stated above will be provided to students via Moodle. The major assignment parts and the research project process is as follows:

- 1) Topic Exploration, Research Question, and Focus Freewrite (Assignments and Conferences)
- 2) Annotated Working Bibliography + Research Project Report Draft 1 (Writing Conference)
- 3) Research Project Report Draft 2 (for Peer Review)
- 4) Research Project Report Graded Draft (for formal grade)
- 5) Project Reflection Analysis (Composition assignment)

Assignment Formatting

Paper Format

Label all assignments according to the specified documentation style. If no style is specified for the assignment, place your name, course and section number, assignment, and date in the upper left-hand corner of the first page and your last name and page number in the upper right corner of subsequent pages. Incorrectly or incompletely labeled assignments and assignments that do not follow the required format do not receive credit or feedback.

Unless another style is specified, all assignments done outside of class must be typed unless arrangements are made with your section instructor in advance. Use an appropriate serif font, such as Times New Roman with a size of 12. Double space. Use one-inch margins. Instructions for including process documents such as drafts are given in class before the work is due. You may want to create and use a Microsoft Word Template to remind yourself of these requirements each time you prepare work for this class.

File Format and File Names

Use the required file format for each assignment, usually a document file. The file name must consist of the student code you have been assigned for this class followed by the name of the assignment. More information will be provided in class.

COURSE CALENDAR

CALENDAR DATE	SESSION	ACTIVITIES & ASSIGNMENTS	SLO ALIGNMENT
Session 1 01/23/2025	F2F	Introductions Student Information Sheet and Part 1 Questions Course Syllabus Review	
Session 2 01/28/2025	F2F	Pre-Instruction Assessment: Part 2 Questions Introduce Rhet & Comp Challenge 1: The Dialogues	
Session 3 01/30/2025	F2F	Rhet & Comp Challenge 1: The Dialogues Plato's Gorgias – In-class readings, discussion, and writing tasks	
Session 4 02/04/2025	F2F	Plato's Gorgias – In-class readings, discussion, and writing tasks	
Session 5 02/06/2025	F2F	Plato's Gorgias – In-class readings, discussion, and writing tasks	
Session 6 02/11/2025	F2F	Plato's Gorgias – In-class readings, discussion, and writing tasks	
Session 7 02/13/2025	F2F	Plato's Gorgias – In-class readings, discussion, and writing tasks	
Session 8 02/18/2025	F2F	Plato's Gorgias – In-class readings, discussion, and writing tasks	
Session 9 02/20/2025	F2F	Plato's Phaedrus – In-class readings, discussion, and writing tasks	
Session 10 02/25/2025	F2F	Plato's Phaedrus – In-class readings, discussion, and writing tasks	
Session 11 02/27/2025	F2F	Plato's Phaedrus – In-class readings, discussion, and writing tasks Introduce Rhet & Comp Challenge 2: <i>Understanding Rhetoric</i> Cunningham Chapter 1: Brief History of Rhetoric Chapter 1 Summary Assignment	
Session 12 03/04/2025	F2F	Cunningham Chapter 1 in-class review and discussions	
03/06/2025	HOLIDAY: CHARTER DAY		
Session 13 03/11/2025	Online Asynch (on-campus option)	Cunningham Chapter 2: Rhetorical Analysis: A Guided Methodology Chapter 2 Guided Reading Quiz View Instructor's Chapter 2 Reading overview and commentary Cunningham Chapter 3: Establishing A Written Dialogue with a Text Chapter 3 Guided Reading Quiz View Instructor's Chapter 3 Reading overview and commentary	

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Session 14 03/13/2025	F2F	Cunningham Chapters 2 and 3 in-class review and discussions	
03/17/2025 - 03/22/2025		SPRING BREAK	
Session 15 03/25/2025	Online Asynch (on-campus option)	Cunningham Chapter 4: Writing an Analytical Essay Chapter 4 Guided Reading Quiz View Instructor's Chapter 4 Reading overview and commentary Cunningham Chapter 7: Rhetorical Analysis – Additional Models Chapter 7 Guided Reading Quiz View Instructor's Chapter 7 Reading overview and commentary	
Session 16 03/27/2025	F2F	Cunningham Chapter 3 in-class review and discussions	
Session 17 04/01/2025	F2F	Introduce Rhet/Comp Challenge 3: Rhetorical Analysis Exercises Introduce Rhet/Comp Challenge 4: Rhetoric and Composition Research Project	
Session 18 04/03/2025	Online Asynch	Rhetorical Analysis Exercises View Lessons for each Rhetorical Analysis Exercise and complete assignments for each exercise Rhet and Comp Research Project View instructor's recording of project process and assignments Schedule/Attend Individual conferences	
Session 19 04/08/2025	Online Asynch	Rhetorical Analysis Exercises View Lessons for each Rhetorical Analysis Exercise and complete assignments for each exercise Rhet and Comp Research Project View instructor's recording of project process and assignments Schedule/Attend Individual conferences	
Session 20 04/10/2025	Online Asynch	Rhetorical Analysis Exercises View Lessons for each Rhetorical Analysis Exercise and complete assignments for each exercise Rhet and Comp Research Project View instructor's recording of project process and assignments Schedule/Attend Individual conferences	

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Session 21 04/15/2025	Online Asynch	Rhetorical Analysis Exercises View Lessons for each Rhetorical Analysis Exercise and complete assignments for each exercise Rhet and Comp Research Project View instructor's recording of project process and assignments Schedule/Attend Individual conferences	
Session 22 04/17/2025	F2F	Rhetorical Analysis Project Preview informal presentations	
Session 23 04/22/2025	F2F	Rhetorical Analysis Project Preview informal presentations	
Session 24 04/24/2025	Online Asynch	Schedule/Attend Individual conferences	
Session 25 04/29/2025	Online Asynch	Schedule/Attend Individual conferences	
Session 26 05/01/2025	F2F	Peer Review	
Session 27 05/06/2025	F2F	Peer Review	
Session 28 05/08/2025	F2F	Peer Review	
Session 29 05/13/2025	F2F	Peer Review	
Session 30 05/15/2025	F2F	Course Wrap-up	
FINALS 05/22/2025	F2F	FINALS – Post-instruction Assessment Part 2 Questions	

COURSE POLICIES

Assignment Submission and Late Work

You need to participate and to be current with your work. Late assignments are accepted only 1) in the case of extenuating circumstances, which you inform your section instructor about immediately, preferably before the assignment is due, and 2) specific arrangements, including amount of credit reduction, are made with your instructor in advance. Let me know as soon as possible if you are having problems with any of the work in this course.

Attendance

This class is based on participation. Important opportunities for developing your skills and receiving feedback happen during class. Because of the importance of what we do in class, absences affect your success in the course; it is your responsibility to contact the instructor as soon as you can.

Make-Up Assignments

When you cannot turn in an assignment on time, you must inform your instructor as soon as possible about the situation, and request to make-up missed assignments or in-class assessments including any assessment activities. If you miss lecture-discussion sessions, you should retrieve lesson and assignment information from our Moodle or your peers and seek clarification from your instructor as needed.

Course Withdrawal

Students who elect to withdraw from the course after the university's voluntary withdrawal deadline (see UOG's undergraduate catalog) should not expect (or demand) the instructor to sign a withdrawal form. If a student electing to withdraw from the course is required by the registrar's office to complete the "Petition to Withdraw" form, then the deadline to withdraw from this course had passed.

No Recording Policy

Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

UNIVERSITY POLICIES AND STUDENT SERVICES

Student Counseling and Wellness Center

Contact the Wellness Coordinator, Venus Ituralde: (671) 735-2890; wellness@triton.uog.edu (location: HSS103).

I Pinangon Campus Suicide Prevention Program:

(671) 735-2888; ipinangon@triton.uog.edu (location: HSS212).

Campus Security (G4S) Contact Number: (671) 888-2456

EEO/ADA/Title IX Policies and Commitment to Student Learning

The University is committed to providing an inclusive and welcoming environment for all members of our community. Federal and local laws protect the University community from any act of sex discrimination. Such acts violate the essential dignity of our community members. If you need assistance with EEO (Equal Employment Opportunity) and/or

Title IX concerns, contact the director of EEO/ADA and Title IX Office, located in Dorm 2 Iya Hami Hall, Room 104: (671) 735-2244, (671) 735-2971, or eeo-ada@triton.uog.edu

ADA Policy and Commitment to Student Learning

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Student Counseling and Advising Service Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor will be provided to me. To register for academic accommodation(s), please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2460.

Plagiarism Policy

The University of Guam defines plagiarism in the Student Code of Conduct as follows: "The term 'plagiarism' includes, but is not limited, to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." Plagiarism is a serious academic offense. As such, any student found to have committed an act of plagiarism will, at the very least, fail the assignment. Multiple offenses, if discovered, may be referred to the Student Discipline and Appeals Committee for more severe consequences. Students may not submit work done in one class for credit in another class without the prior consent of all instructors involved. Please let the instructor know at any time you have questions about plagiarism.

DEAL Writing Center

The DEAL Writing Center assists students with their writing. In working with the tutors of the Writing Center, students engage in conversation about writing. Tutors are graduate or undergraduate students who are trained and committed to helping writers increase their skills; they do not edit your paper for you. Get the latest information about the Writing Center at <https://sites.google.com/view/dealwritingcenter>.

Writing Center Objectives

The Writing Center shall:

- Help writers use instructor, peer, and writing tutor feedback to revise their work; and
- Provide a forum for writers to enact writing as a collaborative, social process.

Statement of Use for Turnitin.com Service

As part of its commitment to student learning and to integrity in scholarship, the College of Liberal Arts and Social Sciences subscribes to Turnitin, an instructional service that compares submitted papers to multiple sources.

Turnitin may be used in this course to help student learn best practices in citing sources. Turnitin will compare each paper that a student submits (through Moodle if a Moodle user) to a vast database of articles, essays, and student papers. It will state what percentage of the paper is from other sources and provide links to these sources.

Students will be able to submit drafts of papers to Turnitin before submitting a final draft for grading. This will allow students to 1) check how much of their work comes from other sources; 2) review their citation uses and 3) revise as necessary before the final paper is due.

Turnitin by itself does not identify plagiarism. It simply checks for source use. It will assist, however, should plagiarism be suspected. The instructor will review students' papers, examine the sources and citations identified by Turnitin, and do any additional research necessary before making a decision. All submissions to this course may be checked using this tool.

Students should submit papers to Turnitin (or Moodle for Moodle users) **without their names or other identifying markers.** Turnitin and Moodle will automatically show this information to the instructor under each student's name, but the information will not be retained by Turnitin. **If a student forgets, and submit a paper with identifying information on it, it will be retained in the Turnitin repository.** Your submitted work will be archived in the Global Turnitin repository. In summary:

1. Instructors will use Turnitin as one of the many learning approaches of the class to encourage integrity in scholarship and nurture student success in the thoughtful use of sources.
2. Instructors will inform students of the use of Turnitin in the syllabus and for each assignment.
3. Instructors will use Turnitin for all submissions for each Turnitin assignment.
4. Instructors will consider all factors before making any decision concerning plagiarism.
5. Instructors will inform students that they should remove their names from submissions to ensure confidentiality.

If students have questions about Turnitin, please ask the instructor.