ASU Online

ENG 102 Syllabus PDF

ASU Online®
Arizona State University

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Course and Faculty Information

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Course and Faculty Information

> (i) **The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course syllabus but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.**

Course Description

ENG 102 introduces students to college-level composition skills and strategies, empowering students to become independent writers and researchers. This course gives students an opportunity to practice developing writing and research topics, expressing ideas effectively, and engaging with 21st-century digital composing. Course work will engage students with rhetorical concepts, including the relationship between audience, genre, and language use.

Course assignments are organized according to a process model in which students invent, research, draft, give and receive feedback, and reflect. This model provides students quality cognitive time to work on topic and draft invention; discuss ideas and strategies with their instructor, writing mentor, and peers; and practice providing quality feedback to peers and revising their own writing.

During the semester, students will work on multimodal projects including a digital portfolio. Multimodal composing means students will compose using written words as well as images and other media. The metacognitive reflections students complete in the digital portfolio are designed to help students strengthen learning so they can transfer the knowledge, practices, and habits learned in future writing.

Note: Please keep in mind that this is a 3-credit-hour course and requires the same amount of work as a 15-week class. Because this is an accelerated class, you will need to work approximately 18 to 20 hours per week to be successful. We recommend logging into the class every day. Please plan ahead to give yourself adequate time to work on each project daily.

Credits: 3
Prerequisites: None

Instructor Information

This course is offered in the Writers' Studio within the College of Integrative Sciences and Arts. It is taught by an Instructor and supported by Writing Mentors. You can find the names of your instructor and writing mentor as well as their contact information on the Meet Your Instructional Team page in Module 1.

Your instructor will guide you through the major writing projects, provide feedback and grade your assignments, answer your questions, and provide general support for your learning. Your writing mentor is there to moderate and assess discussion board participation as well as provide additional feedback opportunities through revision workshops.

Your instructor should be your primary point of contact for questions about the course and your assignments. Please contact your instructor if you have questions or concerns.

If an issue arises that needs further attention, or you feel the issue cannot be resolved with your instructor, please contact Dr. Ebru Erdem, Course Coordinator, at eerdem@asu.edu.

Custom Course Reader

Your required custom reader for this course is hosted on the Top Hat learning platform. Completion of the assigned readings is part of your final grade.

The required materials for this course will be integrated into Canvas and made available to you at a special discounted rate of $30.00 plus tax. The charge for the book will appear on your student account under the item type BKSTR PUBLISHER NEGOTIATE RATE after drop/add. For more information about Top Hat and how to access your eBook, please see "Access Your eBook" in Module 1.

Course Access

Your ASU courses can be accessed by both my.asu.edu and myasucourses.asu.edu; bookmark both in the event that one site is down.

Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers Chrome, Mozilla Firefox, or Safari).

- Adobe Acrobat Reader (free).

- Webcam, microphone, headset/earbuds, and speaker.

- Microsoft Office (Microsoft 365 is free for all currently-enrolled ASU students).

- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments.

Help

For technical support, use the Help icon in the black global navigation menu in your Canvas course or call the ASU Help Desk at +1-(855) 278-5080. Representatives are available to assist you 24 hours a day, 7 days a week.

## Student Success

To be successful:

- Check the course daily.

- Read announcements.

- Read and respond to course email messages as needed.

- Complete assignments by the due dates specified.

- Communicate regularly with your Instructor and peers.

- Create a study and/or assignment schedule to stay on track.

- Access [ASU Online Student Resources](#).

Repeat Students

If this is not your first time taking ENG 102 in the Writers' Studio, you may be contacted by your instructor to set up a plan for your success in the course. All course work must be completely redone; you cannot copy and paste your discussion board posts from one term to the current term. You may use your previous work on the projects as a foundation for significant work and revision for current projects—however, we will expect to see significant improvement on these projects. You can use the digital portfolio you created from your previous work, but you will need to make significant additions and revisions to it. You must demonstrate your new learning as well as focus on how the ideas in the course were clarified for you this second time around. Please contact your instructor if you have any questions on how to proceed.

Course Requirements and Assessment

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Course Requirements and Assessment
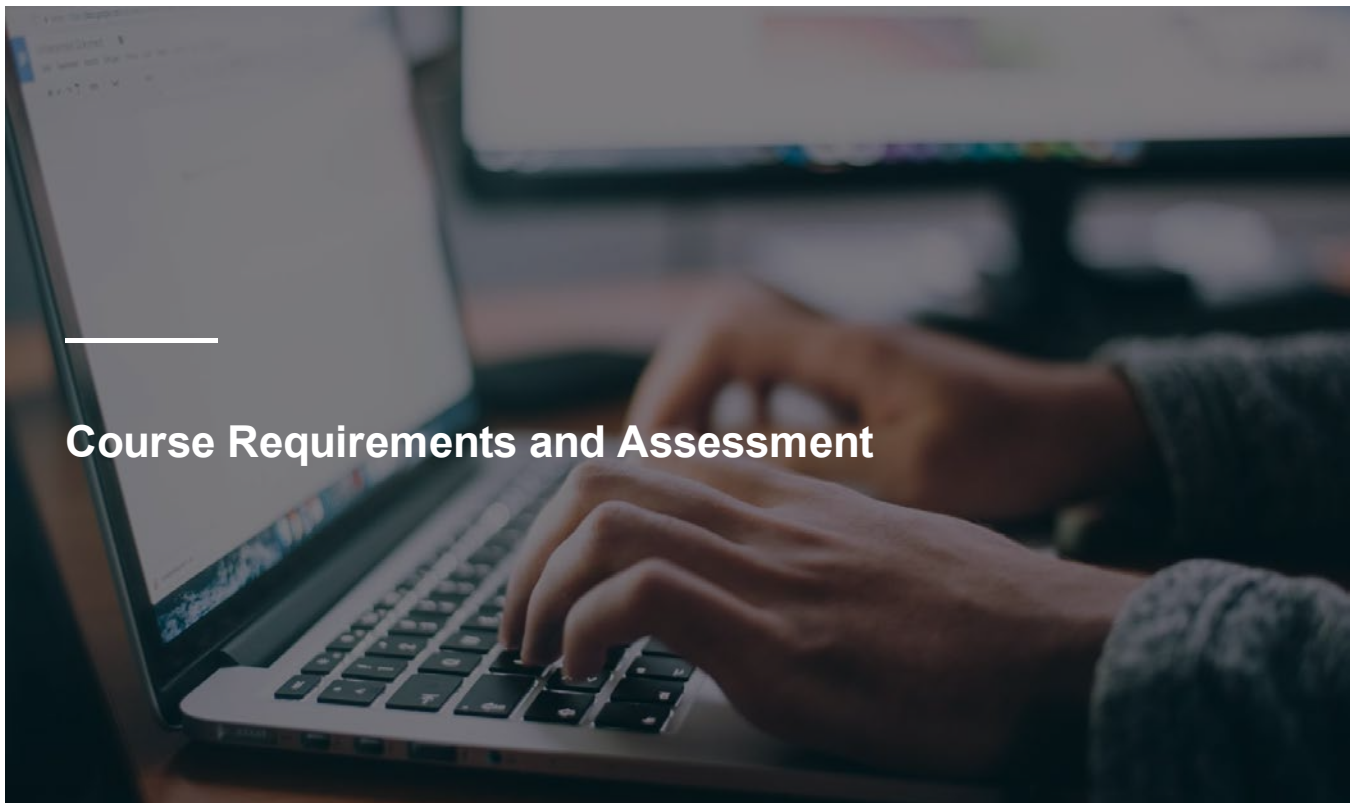
Overview

This course employs a process-centered model. You will complete multimodal projects with enhanced process work. For each multimodal project, you will submit multiple invention and revision assignments and at least two full-length drafts. You will participate in guided peer review with classmates and your instructor on a feedback draft of the project. After further revision and editing, a revised draft will be submitted.

You will also reflect on their composing process and learning throughout the process of working on each project. In three required reflections, you will look back over their composing processes and habits as well as look forward to the skills and habits they hope to work on. In addition, you will provide evidence (drawing from your work in the course) to support the claims about learning and skill transfer made in the reflections.

All composed materials from projects, including invention assignments, drafts, discussions, and peer review feedback, should be considered when developing the content in your Portfolio. **Please note that you will not be required to include any identifiable information in your portfolio that violates FERPA.**

Invention and Revision Assignments (45% of overall grade)

Throughout the semester, you will regularly accrue points for completing "invention" and "revision" assignments: composing assignments that do part of the critical thinking and writing required to complete larger composing projects. Successful composers complete invention work as part of their composing process. To receive full credit for invention and revision assignments, you must submit assignments on or before the deadline on the day that it is due. The purpose of the process work is to help students do crucial invention work on the major projects: fueling the creative thinking processes and undertaking the work needed to compose drafts (and then revise these drafts) of each project. Below are some of the invention activities we'll employ:

DISCUSSION ASSIGNMENTS	INVENTION ASSIGNMENTS	REVISION ASSIGNMENTS	PEER REVIEWS

Discussion assignments are facilitated by Writing Mentors (embedded student tutors). To meet expectations in discussions, you must make a positive contribution to the discussion that extends beyond an initial post to a prompt. Contributions can take the following forms: asking thoughtful questions, offering comments to peers' posts that move a discussion forward, and providing specific examples that illustrate, clarify, or complicate the topic being discussed. It is important to not only respond to the Instructor's writing prompt, but also to other student responses. Please make sure to carefully read the Discussions Learning Outcomes Rubric.

DISCUSSION ASSIGNMENTS	INVENTION ASSIGNMENTS	REVISION ASSIGNMENTS	PEER REVIEWS

You will be assigned invention activities (shorter writing and research tasks designed to help you generate material for your longer project drafts) throughout the course; these activities are designated in the Modules content areas of the course Canvas site.

| DISCUSSION ASSIGNMENTS | INVENTION ASSIGNMENTS | REVISION ASSIGNMENTS | PEER REVIEWS |

Writers need thoughtful and informed feedback on their writing to improve their writing skills. For each writing project, you will engage in peer review, applying the critical reading and thinking skills essential to revising your own drafts as well. Other revision assignments, like a revision plan, may also be assigned.

DISCUSSION ASSIGNMENTS	INVENTION ASSIGNMENTS	REVISION ASSIGNMENTS	PEER REVIEWS

For each writing project, you will engage in peer review. Writers need thoughtful and informed feedback on their writing to improve their writing skills. Working with your peers on your drafts will help foster collaborative learning skills.

Top Hat Readings (5% of overall grade)

You will be asked to complete readings from the Top Hat digital textbook in each module. Each reading is worth 3 points, and your score is based on answering the participation questions for each reading.

Reflections (20% of overall grade)

You will be asked to reflect on your process and learning throughout the semester. You will complete three reflections; as evidence of your learning, you will reflect on the work you have completed for the two major projects. These reflection assignments are designed to help you develop strong metacognitive habits, encourage you to think deeply about your learning, and help you transfer this learning to other classes and contexts.

Multimodal Projects - "Revised" Drafts (30% of overall grade)

You will work on two different substantial projects that are designed to allow you to practice the habits and skills of successful multimodal composing. You will work on developing your projects each week in smaller assignments, as this class emphasizes a process-based approach to achieving composing success.

For each project, you will have the opportunity to receive feedback on your "feedback" drafts from multiple sources. First, you will participate in guided peer review with classmates. Second, your Instructor will provide feedback on this draft as well. You may also submit a draft for feedback to one of the following sources: the Writing Mentor in the course or a tutor in ASU's Writing Centers (available in-person or online). After further revision and editing, you will submit a "revised" draft to the Instructor, who will score the project. Remember, revision is one of the most important processes we're working on in this course, so your "revised" draft should show evidence of substantial content revision.

Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas. **Do not submit an assignment via email or through InScribe.**

Assignment due dates follow Arizona Standard time. Click the following link to access the Time Converter to ensure you account for the difference in Time Zones. Note: Arizona does not observe Daylight Savings Time.

Although your digital portfolio exists in Google Sites and can be accessed at any time by your instructor, periodically you will be asked to provide the URL of your digital portfolio via an assignment in our Canvas course shell. It is crucial that you remember to submit your URL on Canvas for these assignments, as failure to do so may delay instructor feedback on your digital portfolio's development.

Lesson 3 of 10

Grading and Grading Policies

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Grading

Your final course grade will be determined based on the following grading schema explained in further detail in our Learning Contract:

Grade	Percentage of overall grade possible
A+	100%-97%
A	96%-92%
A-	91%-85%
B+	84%-78%
B	77%-66%
B-	65%-60%
C+	59%-53%
C	52%-47%

Grade	Percentage of overall grade possible
D	46%-40%
E	39%-0%

Scoring/Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. All major projects will be provided feedback and returned prior to the following project cycle deadline. Feedback may be provided in a variety of media including through face-to-face communication, audio/video clips, and screenshots.

You can expect feedback from instructors within 48 hours for smaller assignments and 5 days for reflections/project drafts.

Extra Credit

There are no extra assignments in this course. All students complete and are evaluated on the same assignments.

Late or Missed Assignments

This course focuses on improving your cognitive skills and habits in relation to maximizing composing success. Improvement happens through regular composing practice and through the repetition of the targeted habits and outcomes. All composing in this class is connected: early tasks lay the cognitive groundwork for later composing tasks. Missing an early assignment will prevent you from reaching your potential on the composing tasks still to come.

As a result of assignment connectivity and the need to think critically and compose often, a substantial percentage of the course grade comes from your consistent participation in the process of invention work. This means deadlines that you must meet to maximize your success. As a result, we have the following penalties for missing deadlines:

- Feedback and Revised Drafts of Project 1 and Project 2 and the First, Second, and Third Reflections are eligible for a score of 2/3 if submitted up to 24 hours late. Please communicate with your instructor about any major projects that are not submitted within 24 hours of the deadline.

- Any other assignments submitted up to 24 hours after the deadline will receive a score of up to 1/3. This includes any invention assignments, revision assignments, or discussion postings.

Notify your instructor BEFORE an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

Course Communication Policies

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Email

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

Instructors are not notified of messages posted in the Canvas gradebook. If you have a question about feedback you received on an assignment, please contact your instructor via email.

Instructors will respond to emailed concerns and questions within **24 hours from Monday through Friday between 8 AM and 4 PM Arizona time.**
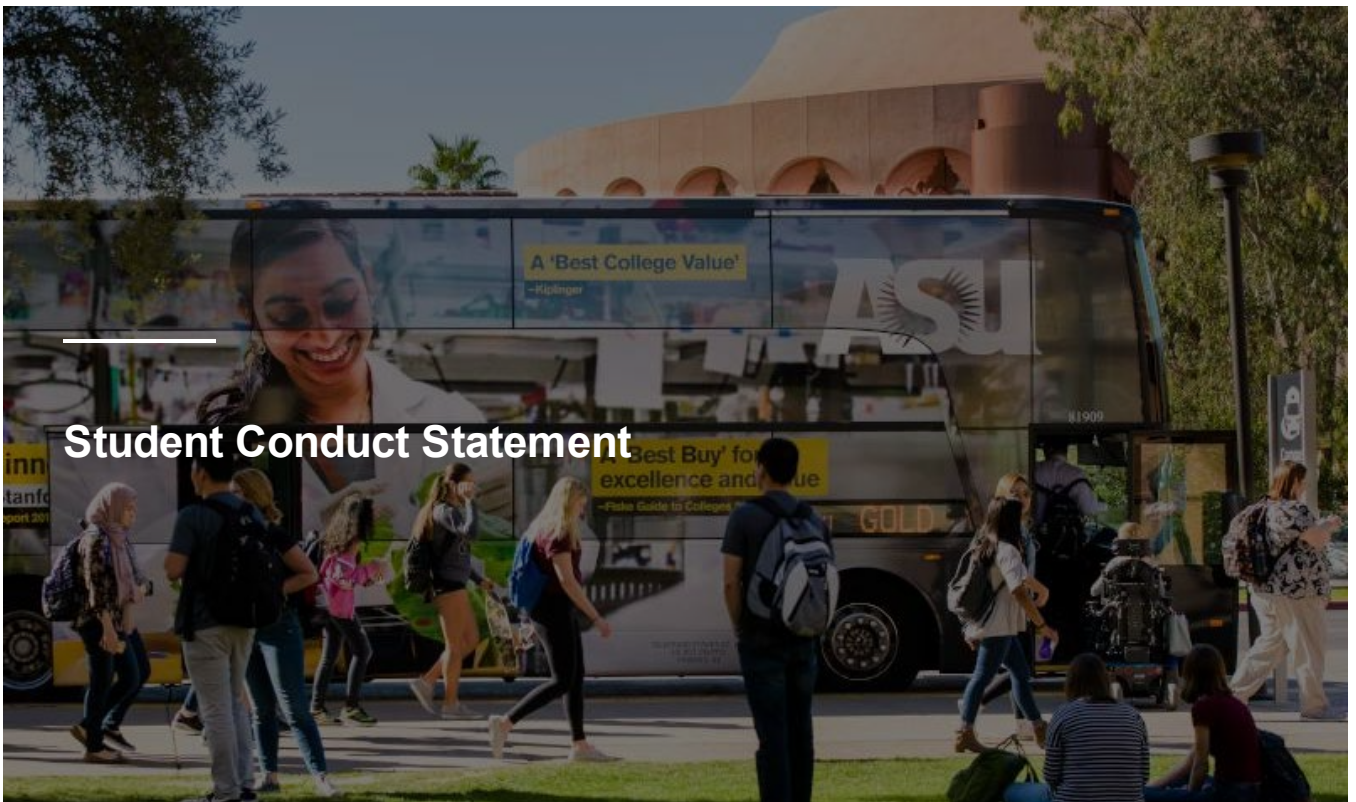
> (i) **Important:**
>
> ASU instructors will not respond to emails from other accounts. The ASU email is the only way to verify the identity of the sender of the email. We recommend not forwarding your ASU email to a separate account. The ASU system has built-in spam filters that block external accounts, such as Yahoo, Hotmail, Gmail, Me, etc., so make sure to keep your personal account and your professional ASU account separate. For help with your email go to: MyASU > Service > Live Chat OR New Ticket.
>
> Additionally, due to FERPA and student privacy concerns, your instructor will discuss grade-related questions sent from your ASU email only – not from external personal email accounts. Students bear the responsibility for missed messages and should check their

ASU email regularly. All instructor correspondence will be sent to your ASU email account.

Remember academic emails are not informal discourse; please be respectful and courteous in all correspondence sent to other members of the Writers' Studio community. Students are expected to follow the guidelines of netiquette for ASU Online students.

Student Conduct Statement

We want to build a classroom climate that is comfortable for all. It is important that we display respect for all members of the classroom – including the instructor and students. Any disruptive behavior, which is inappropriate in a collegiate atmosphere, may result in your dismissal from this class. While we support academic freedom, we expect professional and respectful behavior; therefore, students may not use offensive language in any forum of our class. Please do not disclose any knowledge of criminal activity, as we are obligated to report it.

Students are required to adhere to the behavior standards listed below:

- [Arizona Board of Regents Policy Manual Chapter V– Campus and Student Affairs, Code of Conduct](#)

- [ACD 125: Computer, Internet, and Electronic Communications](#)

- [ASU Student Academic Integrity Policy](#)

All student posts in Canvas discussions or InScribe should remain focused on the assignment-related discussion topics. Questions or concerns related to the course should be directed to your course instructor via ASU Gmail. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate or disruptive posts, including those of a personal nature, may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the InScribe community and/or course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (http://www.asu.edu/aad/manuals/usi/usi201-10.html).

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02 of the Student Services Manual](#), students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

Title IX

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 subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at Sexual Violence Awareness, Prevention and Response FAQs.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services.

Academic Integrity

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Academic Integrity
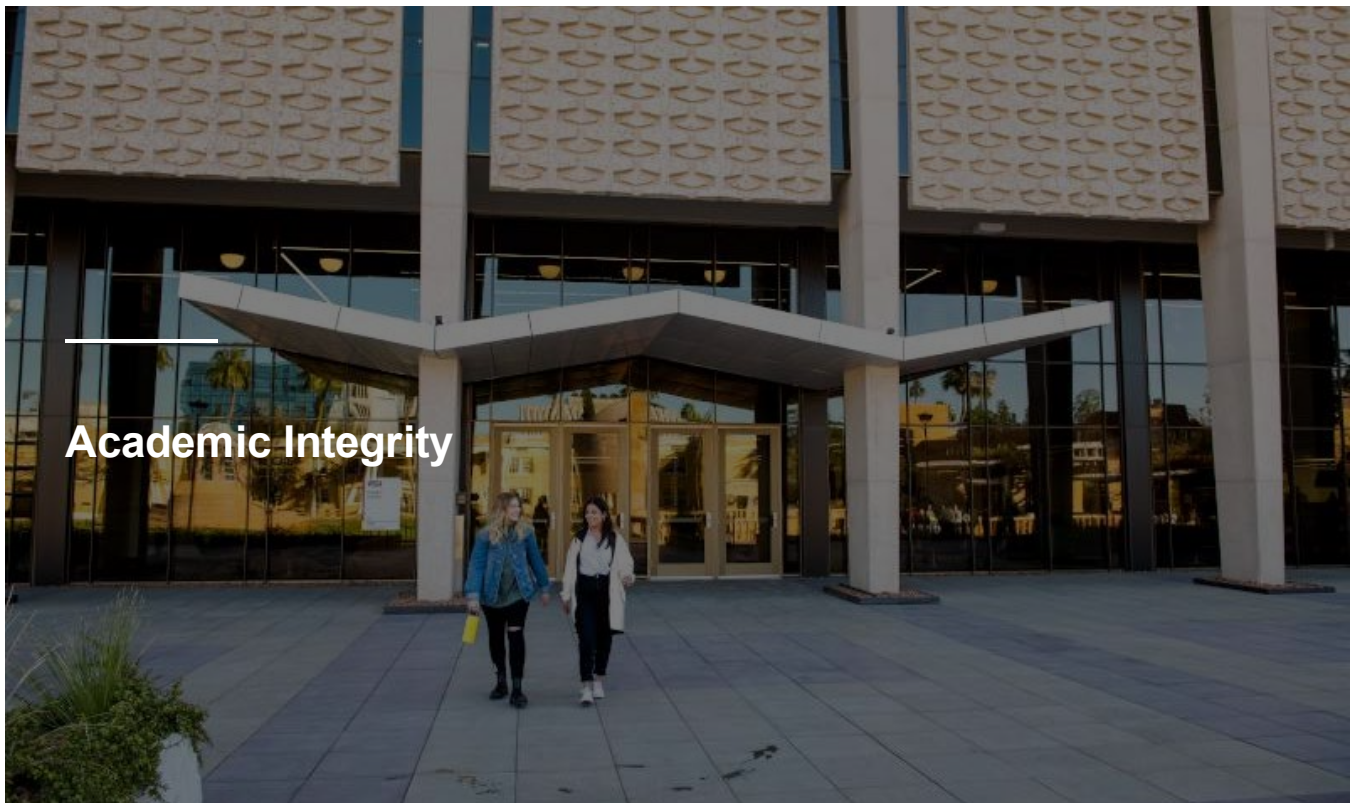
Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; thus, cheating and plagiarism are not tolerated. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken and a student's name will be kept on file. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), failing to turn in your own work for group projects, as well as providing materials of any type to a homework help site or a study resource site. Disciplinary action may

result in a reduced grade for the assignment or class, suspension or expulsion from the university, and/or an XE on his or her transcript. For further information, please read the Student Academic Integrity policy.

Disposition of Coursework

You should keep digital copies of your graded coursework in multiple locations. Any student who appeals a course grade must submit all graded coursework with an appeal; therefore, we advise that you keep copies of all your graded work in locations of your choosing **in addition to** the course Canvas site.

Prohibition of Commercial Note-Taking Services

In accordance with ACD 304-06 Commercial Note-Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

ASU Online Course and CISA Policies

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ASU Online Course Policies

View the ASU Online Course Policies.

Public Nature of the Classroom

Please consider all writing for this class to be "public." Part of becoming an effective writer is learning to appreciate the ideas and criticisms of others; in this course, our purpose is to come together as a writing community. Remember that students will be expected to share their writing with other members of the community. Avoid writing about topics that you may not be prepared to subject to public scrutiny or that you feel so strongly about that you are unwilling to listen to perspectives other than your own. Additionally, the feedback that is provided is intended to help improve your writing; be open to suggestions from other writers.

CISA Policies

Accommodation for Religious Practices

In compliance with ACD 304-04, students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious

obligations/holiday observances. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Student Accessibility Accommodations

Your success in this class is important. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let your instructor know as soon as possible. Your instructional team is open to working with you to develop strategies to meet both your needs and the requirements of the course.

Visiting the **Student Accessibility and Inclusive Learning Services** (SAILS) website might also help you to determine how you could improve your learning. If you need official accommodations, you have a right to have these met. You are encouraged to contact SAILS as early as possible (i.e., before the beginning of the semester) to assure you receive appropriate accommodations. You may also contact SAILS at 480.965.1234 or via email.

There are also a range of resources on campus, including the Writing Center and Academic Advising Center.

To make our courses accessible, we use tools that are compliant with Section 508 of the American Rehabilitation Act as amended (ADAAA) of 2008. Below are the accessibility statements for some of the tools and resources you may be using in this course:

Accessibility Statements

View the ASU Online Student Accessibility page to review accessibility statements for common tools and resources used in ASU Online courses.

If any other tools are used in this course, links to the accessibility statements will be listed below this sentence.

Active Duty and Veteran Military Personnel

We understand that military obligations can sometimes interfere with your ability to meet deadlines. We encourage you to work ahead as much as possible and to send your instructor official verification immediately if you have new orders or unanticipated training that prevents you from accessing the course. The instructor will make every effort to accommodate you for major projects. Unfortunately, some assignments like peer reviews and discussions cannot be made up.

Military-affiliated students are encouraged to visit the Pat Tillman Veteran Center's website and contact militaryadvocate@asu.edu with any questions.

Learning Goals

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Click each header below to learn more about each learning goal, including how you will gain practice and experience in that area.

Rhetorical Understanding and Practicing —

Rhetorical understanding and practice is enacting or doing language in all its forms for a variety of purposes. It is the practice of understanding what messages matter to you and how you can ethically communicate to a specific audience for a specific purpose. Rhetorical understanding involves purposefully choosing a tone, genre, and media, as well as effective strategies to engage readers and negotiate genre conventions. It also means practicing languaging, which is the act of using language in all the ways one can to communicate, know ourselves and others, and understand the various power dynamics that create language situations. This involves, for example, understanding how dominant conventions and standards within a given rhetorical situation shape what is considered "the norm" and limit the possibilities for how we can use language in different situations and locations.

Students will gain practice and experience in the following areas:

- Self-consciously confront dominant Western, white rhetorical concepts and practices by analyzing and composing a variety of texts.

- Practice radical openness in languaging with diverse audiences and as readers and researchers.

- Gain experience blending variations in Englishes for specific audiences and purposes.

- Practice using flexible, culturally relevant, audience-specific language for different purposes, for example, with a different voice, tone, and levels of formality.

- Practice choosing from and composing in different genres and media for diverse audiences and purposes.

- Gain experience reading and composing in different genres to understand differences in genre conventions and how they are shaped by readers' and writers' intentions and purposes.

Rhetorical Understanding and Practicing involves students being attentive to:

- How do the wide variety of contexts, including times, places, and situations, impact how you language (e.g., speak, write, read, etc.)?

- Where do dominant rhetorical concepts come from and how do you come to understand them?

- What are your own histories of languaging? What genres are you most familiar with and where does your familiarity come from?

- How are your responses to written texts informed by the language the writer uses and your assumptions and biases about what that language means?

- How is the way you communicate to different audiences informed by complementary and competing values, assumptions, and biases?

- Who has access to and understanding of different technologies and what assumptions do you make about those technologies and their creators/users?

Critical Languaging

Critical languaging involves a number of interconnected practices related to language use, including critical thinking, reading, and composing. It involves the ability to analyze, synthesize, interpret, and evaluate ideas, information, language choices, and texts. When writers engage in critical languaging, they do more than use information, ideas, and language to communicate. They evaluate the political frames of the sources they use and connect different ideas across texts. Critical thinking is also important for identifying bias, recognizing and understanding the origins of our own and others' assumptions about authorship and authority, and learning how various readers respond differently to different versions of English. These practices can help readers and writers understand and evaluate the logical development of arguments and learn to ethically make claims and draw conclusions. These practices are foundational not only for academic and professional writing but for effective interaction with information in daily life.

Students will gain experience in the following areas:

- Use critical languaging (thinking, reading, and composing) to deepen learning and understanding about a given topic.

- Gain experience engaging respectfully with and being open to diverse perspectives and ideas that may challenge preconceptions.

- Engage in both independent and collaborative inquiry with significant ideas and issues in writing and research.

- Practice deep attending to identify how perceptions of writers' ideas are shaped by biases, assumptions, and dominant language conventions.

- Gain experience reading a diverse range of texts rhetorically to understand how various features of texts are organized to suit different audiences and purposes.

- Understand the difference between primary and secondary sources, how to evaluate each for accuracy, reliability, etc., and how to use each type for different purposes and audiences.

- Learn to negotiate and integrate ideas that differ from and/or challenge the writer's ideas.

- Understand the way language is a social practice that can be used to give access to or exclude individuals from participating in the construction of knowledge.

Critical Languaging involves students being attentive to:

- What assumptions and biases do you bring to your languaging (e.g. writing and reading) that may impede you from expanding your understanding?

- What situations or informational contexts are comfortable for you and which are uncomfortable and why?

- What authors and composers have you found convincing or authoritative and who have you doubted or dismissed, and why? Which social identities are represented, and which are excluded?

- What language styles or vernaculars do you value and which do you dismiss, and why?

- How do you respond to ideas or authors that challenge your own assumptions and what other kinds of responses might you cultivate?

Composing as a Process —

Writers use multiple strategies, or composing processes, to invent, develop, and revise projects. Although writing processes are often presented linearly, in practice, composing processes are not usually linear: a writer may research a topic, compose a draft, and then conduct additional research and revise after receiving feedback. Composing processes are also flexible: successful writers can adapt their processes to different composing contexts and occasions. Students will learn a number of strategies, practices, and habits to adopt and adapt, but ultimately, writing processes are individual and will be informed by students' identities, previous literacy experiences, and current life circumstances.

Students will gain experience in the following areas:

- Use composing processes and strategies as a means to invent, discover, and reconsider ideas.

- Develop an adaptable and transferable process that is reflective of individual needs, experiences, and laboring conditions.

- Develop a writing project through connected assignments and drafts.

- Develop flexible strategies for reading, drafting, collaborating, revising, proofreading, and editing.

- Practice giving and receiving feedback within the writing community, including evaluating and acting on feedback from different sources.

- Learn metacognitive strategies for reflecting on evolving composing practices to transfer knowledge to other situations.

- Gain understanding of citation practices and conventions, including concepts of intellectual property, and experience citing various types of sources.

Composing involves students being attentive to:

- What past experiences and habits have shaped how you labor as a writer?

- What experiences have you had giving and receiving feedback and how have they impacted your confidence in writing?

- What assumptions have teachers and peers made about you as a writer, and how has that impacted your confidence in your writing?

- How do the assumptions you might make about your peers' writing might impact their confidence?

Habits of Mind

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Below, the eight Habits of Mind are briefly described. You can read about each of them in more detail by visiting the "Framework" document. The Habits of Mind are important to becoming a resilient student, but they are also applicable to your professional, personal, and civic life. You'll need to think about the Habits of Mind in relationship to your experiences with writing in your Portfolio reflections.

Habits of Mind (HoM) refers to ways of approaching learning that are both intellectual and practical and that will support students' success in a variety of fields and disciplines. The Framework identifies eight Habits of Mind essential for success in college writing:

- **Curiosity** – the desire to know more about the world.

- **Openness** – the willingness to consider new ways of being and thinking in the world.

- **Engagement** – a sense of investment and involvement in learning.

- **Creativity** – the ability to use novel approaches for generating, investigating, and representing ideas.

- **Persistence** – the ability to sustain interest in and attention to short- and long-term projects.

- **Responsibility** – the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others.

- **Flexibility** – the ability to adapt to situations, expectations, or demands.

- **Metacognition** – the ability to reflect on one's own thinking as well as on the individual and cultural processes used to structure knowledge.

Learning Contract

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Rationale

The Writers' Studio composition courses are communities of composers and writers. To become stronger writers and composers, students need feedback. That is why, in the Writers' Studio, we emphasize social and collaborative composing activities. Students need many opportunities to practice the concepts, habits, and processes foundational to first-year composition through interactions with peers, instructors, and writing mentors.

Part of this learning contract involves **committing to the community**: engaging in authentic and meaningful conversations about composing with your classmates, instructor, and writing mentor. To be an engaged and committed member of your Writers' Studio community, you also need to responsibly complete assignments and submit them in a timely manner. Your classmates need you to fully participate —their learning also depends to some extent on your learning.

Focus on Diverse Learners

We know that students find their way to first-year composition in the Writers' Studio through diverse life experiences and educational goals. We want to do our best to ensure you succeed in this class by helping you navigate these life and educational challenges. We believe all of you can not only pass this class but also maximize your potential as writers and composers. We understand that many of you have other commitments, life goals, and motivations, and we want all students to have a path to success in our courses.

Focus on Learning

To help all students find a path to success in our courses, we use the following contract to assess student learning. Our approach focuses on learning rather than grades. We ask you to think less about your grades and more about your composing and ideas. We encourage you to work thoughtfully, take cognitive risks, and pursue ideas that you find compelling, without being overly distracted by your course grade.

Focus on Composing

With this contract, we hope to move the focus from grades to composing. We hope you see your instructor and writing mentor as coaches who can offer support, feedback, and guidance—and who encourage you to excel. If you read, listen to, and act on their feedback and engage in conversation with them, you will grow as a composer while learning the valuable tool of self-assessment.

Course Grading

In order for you to grow as a composer and writer, you need to develop important skills and habits. Completing all required assignments will help you practice these skills and habits while meeting the course goals.

For every assignment, you can earn up to 3 points, defined as follows:

- 3 = meets all requirements

- 2 = meets most requirements

- 1 = submitted but meets few requirements

- 0 = not submitted or does not meet any requirements

This class has two categories of assignments: those that are assessed on completion and those that are assessed on content.

# Completion-Assessed Assignments

In this class, you will complete a number of "invention assignments," which are low-stakes assignments that help you develop your ideas for the larger projects you work on. (Details about what assignments count as invention work can be found under Course Requirements and Assessment) Invention assignments in this class are assessed on completion. That is, for these assignments, you will earn a "3" if you:

- submit the assignment on time

- complete all components for the assignment

- demonstrate consideration of previous feedback, where applicable

Content-Evaluated Assignments

Some assignments in this class require more time and effort; this includes your three reflections and two major projects. To earn a "3" on these assignments, in addition to meeting the criteria above, you will also be assessed on the content of each assignment. That is, your writing will be evaluated on whether you have met the requirements listed on the rubric for the assignment.

Focus on Feedback
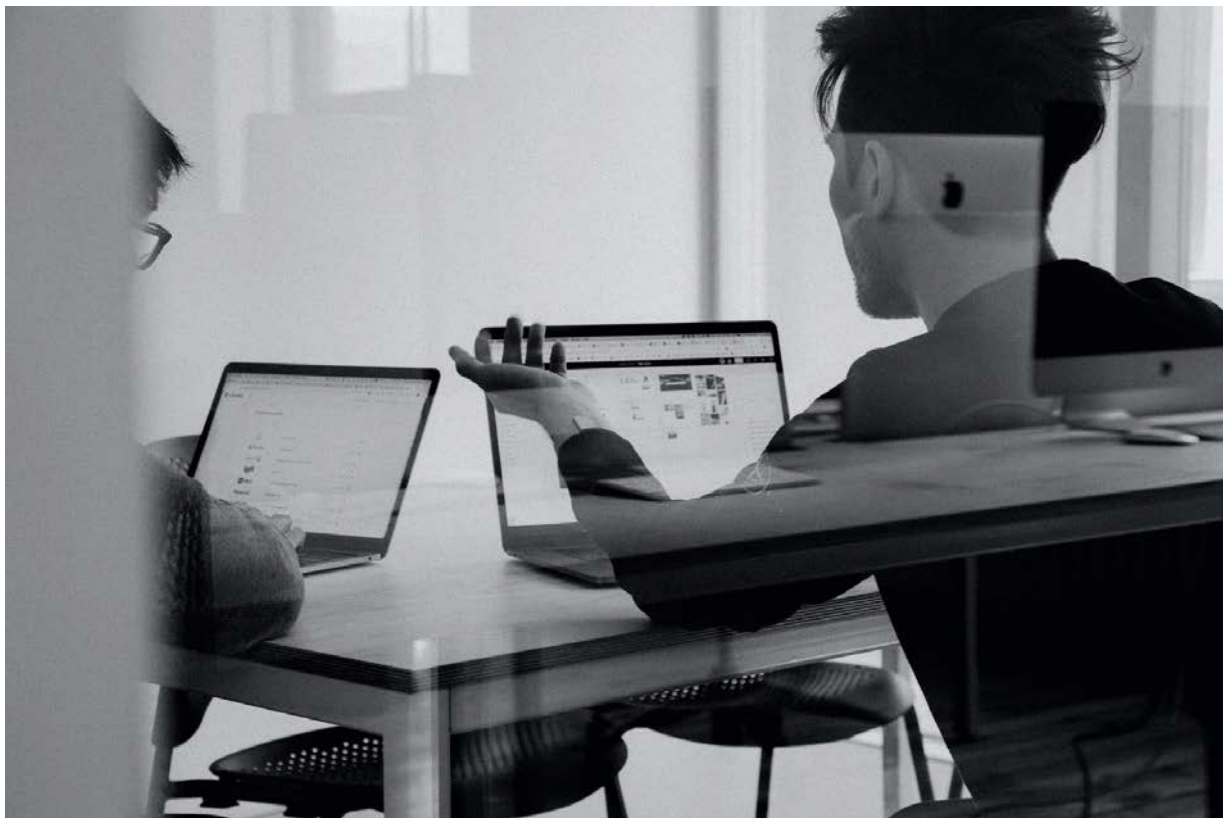
More important than any grade or score is the feedback you receive from your instructor, writing mentor, and peers. We want you to prioritize that feedback over any score you have been assigned. We hope you focus on building a conversation with the members of your class community about your composing rather than about any specific grade. Remember, the focus is on your learning.

If you engage seriously with the process approach to work in this course, you will leave with the knowledge, skills, habits, and practices you need for composing in college and beyond.

Assignment Weighting

Assignments will be weighted differently according to the amount of time and effort required. So, a reflection or revised draft will be weighted more than a discussion post, for example. Please see the breakdown of the assignment weighting under Grading and Grading Policies.

(i) Please also note that Canvas weighting always shows the total as a percentage. **In this scale from 0 to 3, a score of 2/3 (67%) is the equivalent of a B grade (not a D!).**

Charter for Compassion

ASU ASU Online

Taken and modified from The Charter for Compassion

The principle of compassion lies at the heart of all religious, ethical, and spiritual traditions, calling us always to treat all others as we wish to be treated ourselves. Compassion impels us to work tirelessly to alleviate the suffering of our fellow creatures, to dethrone ourselves from the center of our world and put

another there, and to honor the inviolable sanctity of every single human being, treating everybody, without exception, with absolute justice, equity, and respect.

It is also necessary in both public and private life to refrain consistently and empathically from inflicting pain. To act or speak violently out of spite, chauvinism, or self-interest, to impoverish, exploit or deny basic rights to anybody, and to incite hatred by denigrating others—even our enemies—is a denial of our common humanity. We in this class acknowledge that we all have failed to live compassionately to some degree.

We, therefore, pledge to do all that we can, knowing we'll fail on occasion, to restore compassion to the center of our lives (**at least in this course**) and attempt to engage with each other in this course with compassion. This means we will work to think first of others, their benefit, their well-being, and their learning, knowing that others are compassionately working for our benefit. We will strive to see our interdependence and interconnectedness, and labor for one another.

Many of us have been taught to put our individual needs above those of the community. This is also true in education, which is often framed in terms of competition rather than compassion and collaboration. In this course, everyone has a chance to earn an A— **your success does not depend on others being less successful**.

In this class, we ask that you think about your success—however you define it—as inextricably intertwined with that of your peers. Learning is a social, collaborative act, and showing care and compassion for your peers will strengthen the collective learning and make this class a more meaningful experience.

The following specific actions and behaviors we pledge to do in order to encourage and adopt a compassionate stance toward our colleagues in this class:

- Respond thoughtfully to your peers' discussions.

- Provide compassionate critique of your peers' work.

- Reach out to peers who you see struggling.

- Give your peers and teachers the benefit of the doubt.

- Communicate with all members of our community with kindness and respect.

- Be empathetic when reading about and responding to different opinions shared by your peers and teachers.