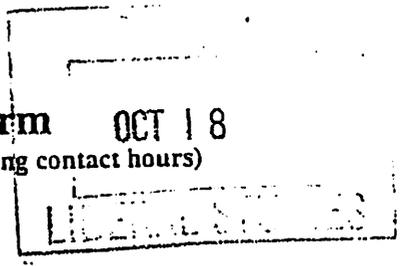


UWUC 11/27/01  
Senate 1/29/02 01-32



**Undergraduate Distance Education Review Form**

OCT 18

(Required for all courses taught by distance education for more than one-third of teaching contact hours)

**LIBERAL STUDIES Existing and Special Topics Course**

Course: English 101: College Writing

Instructor of Record: Dr. Gian S. Pagnucci phone: (724) 357-4788 e-mail: pagnucci@adelphia.net

**Step One:** Attach syllabus if request is for Special Topics course.

**Step Two:** Department or its Curriculum Committee  
The committee has reviewed the proposal to offer the above course using distance education technology, and responds to the CBA criteria as follows: Please see attached rationale document.

- 1. Will a qualified instructor teach the course?  Yes  No
- 2. Will the technology serve as a suitable substitute for the traditional classroom?  Yes  No
- 3. Are there suitable opportunities for interaction between the instructor and student?  Yes  No
- 4. a. Will there be suitable methods used to evaluate student achievement?  Yes  No
- b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty)?  Yes  No

5. Recommendation:  
 Positive (The objectives of the course can be met via distance education.)  
 Negative

Gail B... 10/18/01  
signature of department designee date

If positive recommendation, immediately forward copies of this form and attached materials to the President of IUP or designee and the Liberal Studies Office for consideration by the University-Wide Undergraduate Curriculum Committee. Dual-level courses also require review by Graduate Committee for graduate-level offering. Send information copies to 1) the college curriculum committee, 2) dean of the college, and 3) Dean of the School of Continuing Education.

**Step Three: UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE**

Positive recommendation  
 Negative recommendation

Gail S. Schrist 11/27/01  
signature of committee chair date

Forward this form to the President of IUP or designee within 24 calendar days after receipt by committee.

**Step Four:** President or designee  
 Approved as distance education course  
 Rejected as distance education course

[Signature] 12/4/01  
signature of President or designee date

**Step Five:**  
Forward materials to Dean of the School of Continuing Education.

Finally, in addition to my teaching experience and research into technology-focused teaching, I am a recognized IUP expert on technology. I believe this is documented by my service on the following IUP committees that set technology related policies at IUP:

- **Academic Computing Policy Advisory Committee (ACPAC)**, College of Humanities and Social Sciences Representative Liason, 1998-present
- **Instructional Design Center (IDC) Advisory Committee**, College of Humanities and Social Sciences Representative, 1997-present
- **Information Literacy Task Force**, APSCUF representative, 2001-present
- **University Senate Library and Educational Services Committee (LESC)**, Chair, 1999-present (Member since 1998)
- **College Technology Advisory Committee**, English Department Representative, College of Humanities and Social Sciences, 1998-present
- **Equipment and Budget Committee**, Chair, 1996-present (Member since 1995)
- **English Department Web Master**, 1996-present
- **Technology Teaching Practice**, Coordinator and Member, (Reflective Practice Small Group), 1996-1999

2. Will the technology serve as a suitable substitute for the traditional classroom? XX Yes      No

I believe that a range of technologies can be used to teach English 101: College Writing at a distance in a way comparable to a traditional face-to-face classroom. In fact, when College Writing is taught in a computer classroom, as I and many other people teach it, most of the following technologies are used to help students improve their writing. Thus there is a solid base of practice upon which to build a distance education version of this course. Specifically, these standard College Writing practices would be handled in the following way:

Orientation-An opening week orientation would be provided to make sure students would be able to use all appropriate course technologies. This practice is also done in face-to-face classes.

Freewriting-This common method of having students write in class to improve their thinking could be done using e-mail. Students would be asked to send the freewriting to a small group of peers and then respond to it as a way of matching the discussion of freewriting students normally do in class.

Journal Writing-Students are often asked to keep a journal for College Writing. They would do so here, but would be asked to send their writing via e-mail every other day.

Essay Writing-Students would write their papers in Microsoft Word and send them via e-mail attachment to the instructor. Essays would cover a range of instructor and student chosen topics.

Web Page Creation-Personal web pages would be created by each student using the free web authoring software in Netscape Composer. Pages would then be e-mailed

to the instructor for posting. These pages would be used to help all students in the class learn who their classmates are and to develop some sense of community.

Peer Editing/Response—Student essays would be posted at the eDRAFT web site. Students would then be required to read essays for the peers in their group and to send comments to their peers via the automated response system. Additional responders would be sought from other courses being taught, both at IUP and most likely Spelman College in Atlanta, GA, my collaborator's university. The instructor would also send feedback to students about their essays using this system. All of this feedback, both from students and the instructor, would be used by student authors to revise their papers before final grading. (Please see attached eDRAFT printouts for an overview of this peer response process or, better still, please view the Sample Class at the eDRAFT website: <http://www.english.iup.edu/edraft>).

Small Group Discussion—Students would discuss course related issues in small groups using WebCT bulletin board software which allows readers to post questions and read answers by other students.

Full Class Discussion—Students would post small group discussion summaries on a class bulletin board and also read and post comments about other issues.

Community Building—Students would create and share personal home pages with classmates and select a joint novel to read and film to view as ways of creating connections among all class members.

Lecturing—While lecturing is not normally a key emphasis for College Writing, some information, for instance brainstorming and revising techniques, would be shared via a class web site. Students would be required to visit the class web site twice per week to read new information postings and to view current assignments.

Writing Portfolios—Students would create a reflective introduction that organizes and links their already posted online essay drafts

**3. Are there suitable opportunities for interaction between the instructor and student?**       Yes       No

Instructor Conferences—Instructor/student conferences are an absolutely vital part of English 101: College Writing. In fact, English 101 is designated as a 4 credit course specifically to provide time for instructor/student writing conferences. To allow for this interaction with distance education, each student in the course will be required to use MSN Messaging software to hold two half hour live conferences with the instructor about their writing development. IN cases were even more direct contact is needed, the instructor will use traditional phone calls to contact the students.

E-mail Contact and Office Hours— Beyond scheduled conferences, regular interaction will take place between the instructor and the student over e-mail. Students will be given specific time frames for having questions read and responded to by the instructor via e-mail (again, phone calls will also be used by the instructor

as needed). In addition, the instructor will initiate regular contact with students through e-mailed messages and through postings on the course web site.

4. a. Will there be suitable methods used to evaluate student achievement?  Yes  No

Rough Draft Feedback—First and second drafts of student essays will receive responses via eDRAFT from a variety of class peers and outside readers. Third drafts will be e-mailed to the instructor as MS Word attachments. These drafts will be returned via e-mail with highlighted comments from the instructor. Student authors will use both peer and instructor response to revise their essay. This peer/instructor response to student drafts will be formative in nature.

Final Draft Evaluation—Students will send final essays to the instructor as e-mail attachments. These essays will be graded using rubrics to assess each student's written performance. Essays will be assessed based on such factors as writing style, grammatical accuracy, language usage, creativity, and thesis development. This instructor evaluation will be summative in nature.

Evaluation of Overall Student Writing Development/Final Grade—At the end of the course, following multiple revisions of each required essay, students will organize their written work into a web portfolio. This will be done by creating an electronic table of contents linked to each student's previously posted work. Each student will then review this collection of their work in order to write a reflective personal evaluation of their writing development over the course of the semester. The instructor will then use a rubric to provide a summative evaluation of each student's web portfolio and final course grade.

- b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty)  Yes  No

Student writing integrity will be controlled by requiring multiple drafts, by doing brainstorming of topics via e-mail, and by allowing student choice to promote investment in the writing activities. Personal narratives will encourage additional student honesty. Finally, WebCT bulletin board discussions of academic honesty and plagiarism issues will be conducted to help encourage high quality academic work by students in the course.

## 5. Course Restriction Issues

The English Department unanimously approved this course proposal on October 17th, 2001, with three stipulations:

- Prior to enrollment, each student must submit a writing sample to the instructor for review. This is to ensure that each student is correctly enrolling in English 101: College Writing and should not be enrolling in English 100: Basic Writing.
- Due to the heavy time demands required for effective writing instruction, this course should have an enrollment cap of 15 students for its initial offering. Regular IUP students may only enroll in the course with permission of the instructor.

## eDRAFT®

(electronic Discussion, Reflection, And Fluid Texts®)

eDRAFT® (electronic Discussion, Reflection, And Fluid Texts®) is an Internet-based writing collaborative which links composition students in geographically diverse areas. The goal of the project is to have students write for and peer respond to a culturally diverse Internet audience. This format allows eDRAFT® to be an open environment where students can post papers online and anyone using the web, even those not registered for specific writing courses in the project, can send responses to the student authors. At the bottom of every student essay is an embedded hypertext link to an e-mail based response form that helps to elicit comments from the diverse web audience.

## Sample eDRAFT® Project:

Sample Class

## Current eDRAFT® Projects:

Gian Pagnucci'sMike Williamson'sEN 101EN 101

## Previous eDRAFT® Projects:

Fall 1998Spring 1998Fall 1997The Cyber Notebook

eDRAFT®

(electronic Discussion, Reflection, And Fluid Texts®)

## Sample Writing Class

**Instructor: Gian Pagnucci**  
**Indiana University of Pennsylvania**  
**English 101: College Writing**  
**Section #01**

### EN 101 Message Board

<a href="#"><u>EN101 Syllabus</u></a>	<a href="#"><u>Assignment Schedule</u></a>	<a href="#"><u>Student Work</u></a>	<a href="#"><u>Student Web Pages</u></a>	<a href="#"><u>Student Created Writing Assignments</u></a>	<a href="#"><u>Class Projects</u></a>
<a href="#"><u>Students' Favorite Music</u></a>	<a href="#"><u>Newspaper Links</u></a>	<a href="#"><u>Authors</u></a>	<a href="#"><u>Usenet Discussion</u></a>	<a href="#"><u>HotMail</u></a>	<a href="#"><u>The IUP Writing Center</u></a>

eDRAFT® is the current version of a project begun by Nicholas Mauriello and Gian Pagnucci in 1996. The project was originally called the College Writing Peer Response Project (Mauriello, 1996). Michael Williamson is also now a member of the partnership.

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eDRAFT®

(electronic Discussion, Reflection, And Fluid Texts®)

Sample Student Essays

Instructor: Gian Pagnucci  
Indiana University of Pennsylvania  
English 101: College Writing  
Section #01

<p><b>Jessica T.</b></p> <ul style="list-style-type: none"> <li>• <u>Draft One</u></li> <li>• <u>Draft Two</u></li> <li>• <u>Draft Three</u></li> </ul>	<p><b>Tomathi</b></p> <ul style="list-style-type: none"> <li>• <u>Draft One</u></li> <li>• <u>Draft Two</u></li> <li>• <u>Draft Three</u></li> </ul>	<p><b>Ann-Marie Reilly</b></p> <ul style="list-style-type: none"> <li>• <u>Draft One</u></li> <li>• <u>Draft Two</u></li> <li>• <u>Draft Three</u></li> </ul>
<p><b>June K.</b></p> <ul style="list-style-type: none"> <li>• <u>Draft One</u></li> <li>• <u>Draft Two</u></li> </ul> <p>Draft Three</p>	<p><b>Mellanie R.</b></p> <ul style="list-style-type: none"> <li>• <u>Draft One</u></li> <li>• <u>Draft Two</u></li> <li>• <u>Draft Three</u></li> </ul>	<p><b>Dave Henningsen</b></p> <ul style="list-style-type: none"> <li>• <u>Draft One</u></li> <li>• <u>Draft Two</u></li> <li>• <u>Draft Three</u></li> </ul>
<p><b>Victoria Sweet</b></p> <ul style="list-style-type: none"> <li>• <u>Draft One</u></li> <li>• <u>Draft Two</u></li> <li>• <u>Draft Three</u></li> </ul>	<p><b>Nata Ciani</b></p> <ul style="list-style-type: none"> <li>• <u>Draft One</u></li> <li>• <u>Draft Two</u></li> <li>• <u>Draft Three</u></li> </ul>	<p><b>Dana S.</b></p> <ul style="list-style-type: none"> <li>• <u>Draft One</u></li> <li>• <u>Draft Two</u></li> <li>• <u>Draft Three</u></li> </ul>

The IUP Writing Center

eDRAFT® is the current version of a project begun by Nicholas Mauriello and Gian Pagnucci in 1996. The project was originally called the College Writing Peer Response Project (Mauriello, 1996). Michael Williamson is also now a member of the partnership.

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# A Burden to Carry

-by Jessica T.-

My husband and I are here on our honeymoon. Animal feces dot the ground everywhere I look, and open sewage lines pour out of buildings into the city gutters. We've been in this muggy and crowded city only twenty-four hours and already I feel on the edge, ready to explode, my senses flooded with new stimuli. The smells of New Delhi engulf and choke me. Every vehicle on the jam-packed street is powered by diesel, and the haze of pollution makes it tough to see even a few hundred yards ahead.

We take a motorcycle rickshaw, our romantic three-wheeled carriage, to a restaurant for dinner. Rickshaws, or tuk-tuks, are motorcycles with shells laid on top to accommodate two passengers in a back seat. They are Asia's answer to the need for a cheap and plentiful taxi service. As we weave through traffic trucks rumble by, spewing foul pollution from their exhausts in huge plumes. A man on camel back is almost run over by a careening vegetable truck, but somehow the driver manages to swerve around him at the last minute. The camel driver appears unruffled.

We pass a boy perched high atop an old wooden cart loaded with sacks of grain. He wears a tattered tunic over shorts, his bare feet cling to the sacks for balance. Two sad looking donkeys pull his cart, heads down, plodding away. The boy holds a long wooden switch in his hand and occasionally swats the donkeys, urging them to go faster.

We stop in front of the restaurant, and I get out and stretch. As custom in India dictates, my husband haggles with the rickshaw driver over a price for the ride. A woman walks near by, coming toward me. Her skin looks tough and leathery, as though it has already seen many years of a brutal existence. The colors of her yellow and red sari are muted by grime and dust, the fabric so used it is almost translucent. Her face and head are covered by the end of her sari in typical Indian fashion. She walks slowly, painfully, shuffling along as if she had no particular destination in mind. On her fingers are silver colored rings, and as they flash in the fading sunlight I think they are the most alive looking thing about her. In her arms she carries a bundle. The effort of bearing this burden seems to be exhausting.

Her eyes meet mine for the first time, and out of trained politeness I smile. She hurries to cover the small distance between us, a glimmer of hope crossing her face. When she reaches me, she thrusts her bundle up before me, smiling a big, crazy grin. I see it's a baby, and confused, I pull back the army ration wool blanket and take a closer look.

He is small, about the size of a six-month-old. But as I look closer, I realize he must be older, much older. His facial features and body shape aren't that of an infant at all, they are more like a toddler. His expression is blank and motionless, his stare empty. When I coo at him there is no flash of change in his face. With a start, I begin to realize something is not right with this child.

The mother thrusts the baby into my arms. His skin feels dry and hot, almost brittle. He reeks of the putrid smell of infection and diarrhea, his nose and eyes seep green mucus. Oh God, something is horribly wrong! I feel panic creeping up into my throat. The mother begins to back away from me and I cry out, sharply, "Wait! Where are you going? What's going on?"

I try to give the baby back she refuses me. No, no, she motions. She is pointing at me, and then to my husband. She wants us to keep her child! A thousand thoughts are racing through my mind: *Western medicine could it help? But customs regulations and immigrations you can't just leave the country with someone else's child can you? I don't want to adopt a baby, we would have to leave India right now and we just got here stop! You can't keep this baby. But what if he dies? Will I be able to live with myself,*

## Guided Response Form

Please answer all questions.

Your Name

Your E-Mail

Writer's Name

Title Of Work

What Is The Strongest Part Of This Writing?

What Questions Do You Have For The Author?

What Are Your Suggestions For Revision?

If you want to erase your response, press .

Once you feel you've written a helpful response, please press Submit to send your response to the student author.

---

[Return to eDRAFT](http://www.english.iup.edu/edraft/guided.htm)

# English 101: College Writing

## English at a Distance

<b>Teacher:</b>	Dr. Gian S. Pagnucci	<b>Semester:</b>	Spring, 2001
<b>Phone:</b>	(724) 357-4788	<b>Section:</b>	Distance Education
<b>Office:</b>	114-A Leonard Hall	<b>Location:</b>	Varies
<b>Hours:</b>	9:30-11:30 a.m. TR 3:45-4:45 p.m. T	<b>Time:</b>	Varies—will require 4-12 hours/week
<b>E-mail:</b>	pagnucci@adelphia.net e-mail is checked daily by noon		

### Distance Learning Section

This is a special section of English 101: College Writing. It has been designed to allow you to learn at a distance the same basic material that students learn in a traditional face-to-face section of the course. While this section of College Writing will be different in some key ways from traditional sections, the course will still be complete, rigorous, and a highly valuable educational experience. In fact, this course should help prepare you for other distance learning opportunities you might want to pursue.

### What is Distance Learning?

Distance Learning is a type of Higher Education that uses today's computer technologies to allow people to set their own time and place for conducting their learning. This means that you can take a distance learning course without having to set foot in a traditional classroom. The major advantage of distance learning is that it provides students with flexibility in balancing work, family, community, and educational commitments.

### Succeeding in a Distance Learning Course

Success in distance learning courses depends on self-discipline and the ability to learn without face-to-face interaction. IUP's distance education courses maintain the same rigor and high standards of its classroom courses. Academic progress is established and maintained through regular course participation.

Online students need to be prepared to regularly interact with their teacher and classmates in writing.

In order to be successful in this course you must:

- schedule time weekly to devote to the class activities
- make a print out from the calendar of your assignments and deadlines
- note that most units will require 6 to 12 hours of work and you probably cannot complete them in one week
- interact electronically with your online classmates and your teacher on a regular basis
- lectures and assigned readings (from textbooks and online resources)
- successfully complete all individual and group assignments and papers

In order to successfully communicate with your peers, your teacher, and others in the learning environment please follow these simple rules of etiquette.

1. Be specific when asking questions via email. Try not ask vague and general questions leaving the reader to interpret what you mean.
2. Be considerate of your peers and of different levels of understanding. Many a gem of wisdom may be lost if you assume another person has little to contribute to the discussion.
3. Be open-minded.
4. Plan and monitor your activities to allocate adequate time and resources for completing your work.
5. Be supportive of your peers.

### **Course Philosophy and Goals**

I have lots of goals for this course. Foremost, I want this to be a useful course for you, one which helps you not only to improve your writing skills, but also to produce a great deal of writing which is personally meaningful. So we'll spend the semester writing things which matter. We'll talk about how to use writing to effect social change, to preserve the past, and to plan for your future. We'll use writing to enhance your critical and creative thinking abilities. And we'll use writing to learn about each other and the world around us.

As the semester progresses, I'll ask you to write a lot, both on your own and with other people, since you can greatly improve your writing skills by observing other people's writing processes. We'll also study the writing around us, in books and newspapers, on television and in the movies.

In this course you'll also use a variety of technologies, such as e-mail and the Internet, to write and publish your work. To be a good writer in the coming century, you have to know how to use the latest tools. Since we all have different levels of technology skills, I'll spend plenty of time in class helping people with technical questions. By the end of the semester, I'll make sure everyone has become a proficient writing technology user (so if you are a beginner right now, don't worry).

Finally, too many students have learned over the years to dislike not only English classes but also reading and writing. I want to help you experience the pleasures and benefits of writing and reading. So we'll focus on doing meaningful literacy activities in this class. In fact, I'll ask you to personally plan many of these activities, so you'll get a say in how you spend your time.

By the end of the semester, I hope you will:

- be a better writer
- understand more about how to write well
- have created lots of valuable writing
- have done a lot of experimenting with your writing skills
- be a better team writer (a skill you'll need in the 21st century workplace)
- enjoy writing (even though it is a lot of hard work)

### Course Texts

- One novel—we'll be selecting this as a class.
- Assorted handouts and web sites--Provided by the instructor.
- Hacker, Diana. *A Writer's Reference. Third Edition.*--Recommended but not required. (covers grammar issues)

### Web Sites

Here are some valuable web sites we will make use of this semester:

IUP	<a href="http://www.iup.edu">http://www.iup.edu</a>
Dr. Pagnucci	<a href="http://www.english.iup.edu/pagnucci">http://www.english.iup.edu/pagnucci</a>
eDRAFT	<a href="http://gradeng.en.iup.edu/edraft">http://gradeng.en.iup.edu/edraft</a>
Writing Center	<a href="http://www.chss.iup.edu/wc">http://www.chss.iup.edu/wc</a>
Library	<a href="http://www.lib.iup.edu">http://www.lib.iup.edu</a>
English Department	<a href="http://www.iup.edu">http://www.iup.edu</a>
Registration	<a href="http://www.banner.iup.edu/ursa">http://www.banner.iup.edu/ursa</a>
Student Tech. Services	<a href="http://www.iup.edu/ats/sts">http://www.iup.edu/ats/sts</a>
Student Handbook	<a href="http://www.iup.edu/stuaff/source">http://www.iup.edu/stuaff/source</a>
Election Information	<a href="http://www.speakout.com">http://www.speakout.com</a>

### Course Costs

- Computer Equipment--Students must pay for software, disks, and other necessary computer supplies.
- Books--Students must purchase at least one book for the course.

Course Grading Categories	Course Grading Scale
50% essays and written assignments	90-100% A
10% web pages	80-89% B
10% online discussion	70-79% C
10% journal	60-69% D
10% conferences	below 60% F
10% portfolio	
100% final grade	

These are the current estimations for the value of each part of the final grade. If the instructor feels that students' educational needs require changes in the course requirements, grading categories, or grading scale, the instructor will announce these changes during class and well in advance of final grade calculations, thereby allowing time for students to adjust their work plans as necessary.

Any student who fails to turn in one of major paper by the end of the semester will not receive a grade higher than a D for the course. Any student who fails to turn in two of major papers by the end of the semester will automatically receive a grade of F for the course.

Any course work which is either given or graded by any instructor other than the **instructor of record** (Dr. Gian Pagnucci) will not be used in the computation of a student's final course grade.

### Course Work

- Students are expected to actively participate in all class activities. This means fully cooperating with other students, thoroughly completing class assignments, and regularly contributing to electronic discussions. If the instructor feels a student is not meeting these criteria, the student's grade will be docked accordingly.

- All course papers must be produced using a word processor.
- The writing and other work you do for this course will be shared electronically. So as you write, please carefully consider the public audience for whom you will be writing. We'll discuss this important issue further as part of the course.
- Microsoft (MS) Word for Windows is the primary software for the course. You are required to convert work done so it is compatible with MS Word. Please avoid Brother Word Processors since they are usually not compatible with MS Word.

### **Course Deadlines**

Meeting deadlines is critical, especially since students in other classes will be depending on us posting our materials online by specific dates. Therefore, work that is turned in late will be lowered by one letter grade. Overdue work will not receive credit if it is more than one class session late. Missed daily work may not be made up. Exceptions to these standards will only be made at the instructor's discretion in extenuating circumstances. Note: Since the course schedule may need to be revised during the semester, assignment deadlines announced in class have precedence over the ones listed in this syllabus.

### **Essay Feedback**

Rough Draft Feedback—First and second drafts of student essays will receive responses via eDRAFT from a variety of class peers and outside readers. Third drafts will be e-mailed to the instructor as MS Word attachments. These drafts will be returned via e-mail with highlighted comments from the instructor. Student authors will use both peer and instructor response to revise their essay. This peer/instructor response to student drafts will be formative in nature.

Final Draft Evaluation—Students will send final essays to the instructor as e-mail attachments. These essays will be graded using rubrics to assess each student's written performance. Essays will be assessed based on such factors as writing style, grammatical accuracy, language usage, creativity, and thesis development. This instructor evaluation will be summative in nature.

Evaluation of Overall Student Writing Development/Final Grade—At the end of the course, following multiple revisions of each required essay, students will organize their written work into a web portfolio. This will be done by creating an electronic table of contents linked to each student's previously posted work. Each student will then review this collection of their work in order to write a reflective personal evaluation of their writing development over the course of the semester. The instructor will then use a rubric to provide a summative evaluation of each student's web portfolio and final course grade.

### **Course Rewrites**

Revising is an essential part of the writing process, so for most essay assignments, if you are not satisfied with your grade, you may rewrite the paper. The rewrite option is not available for daily work or late papers. If your revision deserves a higher grade than you originally received, the new grade will replace the original one. In order for a rewrite to be acceptable, it must be turned in within one week of the original paper being returned to you. (For example, if you get the paper back on Wednesday, it must be turned in no later than the following Wednesday.) To get credit for a rewrite, you must turn in:

- the original paper
- the instructor's response/grade sheet
- the revised paper
- a page which explains in detail why you have made particular changes

If any of these criteria are not met, the rewrite will be returned to you unread and ungraded.

### **Course Conferences**

One key to success in any writing class is having regular conferences with your instructor about your papers. In fact, these meetings are so important that they've been built into all IUP English 101 classes. EN 101 has 2 weekly class meetings equaling 3 credits of the course with 1 more credit reserved for conferencing time. To earn this part of the course credit, students are required to schedule at least **2 writing conferences** with their instructor. These conferences will be around 30 minutes in length and will be scheduled during the semester when appropriate. Conferences will be conducted using MSN messenger.

### **Course Attendance**

While physical attendance for regular class sessions is not required for this distance learning course, you will need to take part in activities for the course each week.

### **Course Misconduct**

Students caught cheating, plagiarizing, or otherwise violating IUP policies will be disciplined accordingly, including potentially failing the course or being expelled from the university. For more information, please consult IUP's "Academic Integrity Policy" published in *The Source* (<http://www.iup.edu/stuaff/source>).

### **Course Syllabus Disclaimer**

While this syllabus is as complete and accurate as possible, all dates are subject to change without notice. The instructor may, to suit the educational needs of the students enrolled in this course, change any information contained within this syllabus, such as grading criteria, whenever necessary.

### **Course Technology Requirements**

Freewriting-This is a common method of having students write in class to improve their thinking. Freewriting for the course will be done using e-mail. Students will be asked to send the freewriting to a small group of peers and then respond.

Journal Writing-Students are often asked to keep a journal for College Writing. They will send their journal writing via e-mail to the instructor every other day.

Essay Writing-Students will write their papers in Microsoft Word and send them via e-mail attachment to the instructor. Essays will cover a range of instructor and student chosen topics.

Web Page Creation-Personal web pages will be created by each student using the free web authoring software in Netscape Composer. Pages would then be e-mailed to the instructor for posting. These pages would be used to help all students in the class learn who their classmates are and to develop some sense of community.

Peer Editing/Response-Student essays will be posted at the eDRAFT web site. Students will then be required to read essays for the peers in their group and to send comments to their peers via the automated response system. Additional responders would be sought from other courses being taught, both at IUP and most likely Spelman College in Atlanta, GA, my collaborator's university. The instructor would also send feedback to students about their essays using this system. All of this feedback, both from students and the instructor, would be used by student authors to revise their papers before final grading. (Please see

attached eDRAFT printouts for an overview of this peer response process or, better still, please view the Sample Class at the eDRAFT website: <http://www.english.iup.edu/edraft>).

Small Group Discussion—Students will discuss course related issues in small groups using WebCT bulletin board software which allows readers to post questions and read answers by other students.

Full Class Discussion—Students will post small group discussion summaries on a class bulletin board and also read and post comments about other issues.

Community Building—Students will create and share personal home pages with classmates and select a joint novel to read and film to view as ways of creating connections among all class members.

Lecturing-While lecturing is not normally a key emphasis for College Writing, some information, for instance brainstorming and revising techniques, will be shared via a class web site. Students would be required to visit the class web site twice per week to read new information postings and to view current assignments.

Writing Portfolios—Students will create a reflective introduction that organizes and links their already posted online essay drafts

### **Course Conferences**

Instructor Conferences—Instructor/student conferences are an absolutely vital part of English 101: College Writing. In fact, English 101 is designated as a 4 credit course specifically to provide time for instructor/student writing conferences. To allow for this interaction with distance education, each student in the course will be required to use MSN Messaging software to hold two half hour live conferences with the instructor about their writing development. IN cases were even more direct contact is needed, the instructor will use traditional phone calls to contact the students.

E-mail Contact and Office Hours— Beyond scheduled conferences, regular interaction will take place between the instructor and the student over e-mail. Students will be given specific time frames for having questions read and responded to by the instructor via e-mail (again, phone calls will also be used by the instructor as needed). In addition, the instructor will initiate regular contact with students through e-mailed messages and through postings on the course web site.

**Course Schedule** (The instructor may change this schedule without prior notice. The theme of particular essay assignments may also be changed to meet specific student needs.)

**January & February**

**Week 1**

Distance Education Orientation  
Assignment: get and scan old photo and interview family member  
post photos  
*discuss-family stories*  
begin Literacy Autobiography  
**Due**: photo

**Week 2**

review drafts in groups with class  
Select Class Book  
**Post Online**: Literacy Autobiography 1st draft

**Week 3**

respond to Literacy Autobiographies at eDRAFT  
*discuss-What makes for a good response?*  
Usenet introduction  
**Due**: Book Commentary 1  
Form Book Groups  
**Post Online**: revised Literacy Autobiography

**Week 4**

respond to Literacy Autobiography revisions at eDRAFT  
*discuss-What makes for a good revision?*

**March**

**Week 4**

online chat with partner classes  
begin research for Social Issues Paper  
**Due**: turn in Literacy Autobiography  
*1st Presidential Debate*  
online newspaper research for Social Issues Paper  
*Vice Presidential Debate*

**Week 5**

**Post Online**: Social Issues Paper 1st draft  
respond to Social Issues Papers at eDRAFT  
**Due**: Book Commentary 2

**Week 6**

**Post Online**: Social Issues Paper revision  
respond to Social Issues Paper revisions at eDRAFT  
Book Groups  
begin Collaborative Paper  
**Due**: turn in Social Issues Paper

**Weeks 7-9**

work on Collaborative Paper  
**Post Online**: Collaborative Paper 1st draft

**April**

**Week 10**

respond to Collaborative Papers at eDRAFT  
revise Collaborative Paper

*Election Day--Be sure to vote!*

**Post Online:** Collaborative Paper revisions

**Week 11**

work on revising Collaborative Paper  
discuss-professional book reviews  
begin Book Reviews

**Week 12**

work on Book Reviews

**Due:** Turn in Collaborative Paper

**Week 13**

compare Book Reviews

**Post Online:** Book Review 1st draft

revise Book Reviews

**Due:** Turn in Book Reviews

**May**

**Week 14**

Begin Reflective Paper

**Due:** Reflective Paper

**Week 15**

begin Final Letter and Portfolio

**Due:** Final Letter and Portfolio

## Distance Education Orientation

Before beginning your coursework, you must complete this Orientation Session.

The session makes sure that you have read all your introduction materials, have the necessary software installed, and are able to access and use WebCT.

### Orientation Session

Make sure you have read your orientation guidebook. Please refer back to the guidebook, as needed throughout your orientation.

Download and install all necessary software.

- Netscape Navigator 4.0 or above, or Internet Explorer 5.0 or above. Internet Explorer is recommended. There have been reports of compatiability issues with Netscape 6.0 when accessing WebCT.
- A virus scanner such as McAfee or Norton Antivirus scanning incoming and outgoing email.
- Microsoft Media Player 6.4 or newer, or compatible streaming media player
- Please make sure that you have the browser Java Enabled. (This may be under Preferences (Netscape) or Options (Explorer).
- Flash 5.0 Player plug-in for your Web Browser.
- Acrobat 4.0 Reader or newer.
- Word processor and Spreadsheet program, capable of view, creating, and modifying Rich Text Format (RTF) documents and Excel 97/2000 (.xls) spreadsheets. Microsoft Office 2000 is highly recommended.

Log on to WebCT. Click Here to go to WebCT Please note that you may have to log into "My WebCT" in order to get the course.

Note: Usernames and passwords are case-sensitive,(usually in lower case) so make sure to type in the name and password exactly as they were assigned to you. For example if your user name is xxxz then your initial password is also xxxz. You can use the mouse or TAB key to move from the username box to the Password box. Then press ENTER or click on the ENTER button.

Send an email to your professor using the WebCT Email component. .

You will use email to communicate with other students and your instructor. When using email you must be clear on the questions that you are asking, when you respond to a question put yourself in the role of the reader and make sure you explain things clearly. Make sure the heading has some sort of importance to what your are talking about. If you need immediate assistance please put the time frame in which you require a response.

Go to WebCT's Quiz Section, and take the quiz called Practice Quiz.Click Here to go to