# WRIT 1110: Seminar in Academic Writing

Fall 2020

## Important Information

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| **Instructor:** | Hannah Yerington |
| **Course Information**  Section identifier:  Course time and location: | 1016  12:30-1:20 EST, M,W,F, Zoom  <https://bgsu-edu.zoom.us/my/hannahyerington> |
| **How to Contact Me:**  Email:  Zoom  I will respond within 24 hours. However, any communication sent after 5:00 pm on Friday through Sunday may not receive a response from me until the following Monday. | [hannahy@bgsu.edu](mailto:hannahy@bgsu.edu)  https://bgsu-edu.zoom.us/my/hannahyerington |
| **Office hours:**  Zoom Link:  Sign Up Link: | Monday 2-4 EST held on Zoom. 1st hour is always is available for sign up and drop in, but I will only be around for the second hour if there are sign ups made prior.  <https://bgsu-edu.zoom.us/my/hannahyerington>  <https://docs.google.com/document/d/1TXluPfP07EilLCno7RwYxz4ydUAmm0R4wBvzDnytClc/edit?usp=sharing> |
| **Fall 2020 Academic Calendar and Information about Dropping/ Adding Courses:** | <https://www.bgsu.edu/registration-records/academic-calendars/fall-academic-calendar.html> |
| **BGSU UWP Website:** | <https://www.bgsu.edu/arts-and-sciences/english/writing.html> |

**Course description**

WRIT 1110 Seminar in Academic Writing provides students a foundational understanding of reading and writing for academic purposes. Students engage readings from multiple genres, develop strategies for creating effective written arguments and reflect on their writing with an eye toward transferring knowledge about writing to new situations. Using a workshop approach, students build confidence as readers, writers, and critical thinkers by taking on writing projects that have meaning to them personally. Working together, students and faculty explore understandings of how writing works in academic contexts through the process of composing writing that includes, but is not limited to, digital, visual, and narrative expository texts. ePortfolio-based. Graded A, B, C, NC.

(This course fulfills Bowling Green Perspective learning outcomes for English Composition and Oral Communication.)

**Personal note:**

WRIT 1110 can very simply be defined as a writing class on writing. In this class you will be expected to be creative, to engage with one another, and to acquire writing skills that will help you in future courses and assignments. This class is an exploratory space where you can take risks, play with media forms, and create your writing process.

Assigned reading is purposefully limited in this class. However, much of the class will focus reading each other’s work and doing peer review. Please bear in mind, you are expected to engage with each other’s writing as texts worthy of consideration and respect.

I hope you will leave this course more aware of the diversity of writing that surrounds us and more confident in your ability to tackle all different forms of writing. I am so thrilled to be on this academic journey with you all!

**About Me:**

Hello. My name is Hannah Yerington (she/her/hers). You can call me Hannah or Ms. Yerington. My first name can be a bit tricky to pronounce, so just remember that my first name rhymes with Lana (Del Ray). I am currently living in Vancouver, BC. This means I am running on PST, so 3 hours earlier than Bowling Green. Because of this, I am unlikely to respond to an email you send me any time before 12pm EST. I am currently an MFA graduate student in Poetry. At times, my senior dog Paddington, may bark, or my partner’s kitten, Tala, may walk across my keyboard. When not reading, writing, or teaching, I love swimming, cooking, and engaging in Jewish culture and community.

**Remote Learning:**

WRIT 1110 is a remote course, meaning all classes are online. Classes are live and at a scheduled time. On Mondays, the entire class will meet together. For Wednesdays, and Fridays, you will be divided into two cohorts. You will attend the class to which your cohort is assigned. This is ensure that all of you are able to receive the attention and instruction you need to thrive, and in order to bond more closely with your peers. Once a month, class will be canceled, and instead replaced with one on one conferences with me. You will be expected to participate in online activities and assignments as well. All online activities by cohort. In this course, you and your peers will be responsible to help build the knowledge The entire class and assignments will be the same for each cohort, however they may sometimes by divided of the course. You must be an active learner. You are accountable for completing all projects, assignments, and activities. To succeed in remote learning, we must work together to create strong partnerships and communication practices.

**Flexibility during COVID19 Policy:**

Though our class is online, COVID-19 is still very present in all our live and learning online is a new format for many of us. I urge you to be as communicative as you can with me about any extenuating circumstances that may affect your ability to be perform inside and outside of class. I am open to creating learning plans with you, to accepting late work (given that this was communicated beforehand), and discussing workload. I plan to be checking in on each of you regularly through personal conferences, and you can use these times to let me know how you are doing, and how I can support you academically.

**Zoom Policy :**

We will be using Zoom for our classes. Please follow the Zoom Launch instructions on the BGSU website to set up Zoom for yourself. I welcome you to use the chat feature, but please keep language respectful. If you are comfortable doing so, please keep your camera on in class. Should you need to use the restroom, feel free to turn it off and excuse yourself (you do not need to tell me). <https://www.bgsu.edu/zoom.html>

**Grammar Notice:**

Grammar and syntax is not the emphasis of this course. If I see you make simple repeated mistakes, I will mark this on your paper. However, I will rarely correct grammar on minor assignments. My goal is to help you all become stronger writers, and I believe that the grammar is secondary to this goal.

**Late Policy:**

Please stay on top of your work. There are many discussion boards and assignments that must be done by Tuesday night before class. You will be penalized for turning in these assignments in late. However, any assignment due on a Friday, you may turn in by midnight Saturday and will not be penalized (you will just loose more of your weekend!). If you expect work to be late, or you are regularly finding it hard to meet deadlines, please communicate with me. I am willing to work with you within reason. I understand that there are many circumstances out of our control right now.

Each of you are entitled to two excused absences a semester. Please communicate with me beforehand. If you need more excused absences, this will be granted on a case by case basis.

Two weeks worth of unexcused absences may result in you receiving no credit in this course.

**Required course materials:**

* Regular access to our course Canvas site
* Access to assigned course readings, provided by instructor
* Access to a digital device with the capability to use Outlook email, Webex, and Canvas

**Project Assignments:**

You will compose and revise three major projects this semester: a literacy narrative, a discourse community essay. At end of the semester you will choose materials from these projects that demonstrate your writing process and show your growth as your ePortfolio.

Literacy Narrative🡪Writing Remix🡪Discourse Community🡪Reflective Introduction to ePortfolio

**Writing Project 1: Literacy Narrative (1,200-1,600 words or digital equivalent)**

The first project, a literacy narrative, draws on your expertise as both a reader and a writer. You will examine your own literacy history and lead readers to a conclusion or a main theme based on your narrative. This project isn’t simply a story about the types of books you like to read (although that may come into play); instead, the literacy narrative builds on the course readings and uses terminology and ideas from those readings to discuss your main finding about reading and writing: namely, your literacy story. You will tell a carefully constructed narrative that makes a point about your literacy experiences and that also sets goals for the course. What have you learned thus far? What do you want to learn? And given the expectations and learning outcomes, how do you expect to meet your goals?

**Writing Project 2: Remix (1,200-16000 words or digital equivalent)** This project asks you to reconsider a piece of writing you have completed in the past. You will examine the rhetorical elements and contexts of your original project in order to determine how the writing project would change if written for a different audience, with a different purpose, in a different genre, etc. This project asks you to do more than simply update or polish a piece of writing. Instead, you will use the original writing to create something new. As DJs and other musicians add to, remove, change, and combine parts of a song to make a remix, you will make a remix of your original project, transforming it to fit the new context. This project also asks you to provide an analysis of the new context and how your remixed work addresses it.

**Writing Project 3: Discourse Community Analysis (1,200-1,600 words or digital equivalent)**

This project asks you to examine writing through the lens of a discourse community. What type(s) of discourse communities are you part of, and what types of writing and languaging do members of these communities use to participate in the life of that community? You will use resources from the library and from our course readings to detail the conventions of a specific discourse community and share these conventions with the class, so that we all come away from this project with a broader understanding of types of writing and languaging that take place across contexts.

**Additional Work for the Course:**

**Discussion Boards**

Throughout the semester, you will be expected to engage with assigned readings, reflective questions, and in discussions with your peers via discussion boards. These discussion boards will be related to your formal writing projects and in-class discussions. Your responses will be used as workbenches for you to invent ideas. Discussions are based on participation only (complete/not complete).

**Online Assignments**

Shorter writing activities will be assigned to supplement drafting, revising, and editing the major projects. These writing assignments are designed as lower-stakes efforts to improve strategies for writing and critical thinking and aimed to help you build stronger formal writing projects. Such activities may include discussion boards, reading assignments, small-group discussions, or other individual or collaborative activities. Active engagement and attempts toward these activities will count toward your class participation grade.

**Writing conferences**

Writing is often supported by good conversations about writing, and you should try to attend conferences whenever you would like to question, talk or brainstorm with the instructor. In addition, there will be office hours held every week, and at least three mandatory conferences during the semester.

**Peer Review**

For each formal writing project, class members will work together to review one another’s writing. Peer reviews are an important part of the knowledge-making process in academia and beyond. For writers, it is helpful to get as much feedback as possible from thoughtful reviewers in order to revise substantively and to create a more rhetorically effective written text. Moreover, peer reviews have the added pedagogical benefit of encouraging substantive conversations about writing. Through critical reading and focused discussion, writers and reviewers articulate their knowledge and, in the process, become sharper readers and writers.

**Participation**

Students are expected to complete all formal writing projects, smaller assignments, class activities, discussions, conferences, and workshops with appropriate effort and engagement. Participation makes up 20% of your grade. During this time of hybrid learning, open communication is key. If there is a reason that your participation is dwindling or you are facing challenges, please let the instructor know as soon as possible to work out a plan of action. In some cases, students may need to miss class or submit work late for various reasons outside of their control. In those cases, you must communicate with me as soon as possible to make arrangements for completing any class-work that is missed and to ensure that you remain on track.(In some cases, students may need to miss class for university- sanctioned activities. Please see the University policies listed in the next section about religious holidays and non-academic activities for more details.)

**Due Dates and Schedule (Subject to Change)**

**You can always find what is due for each week on the To-Do list for the week on Canvas.**

**Discussion Posts:** Typically **Tuesdays Midnight, or by midnight on Friday.** In theschedule, these are labeled as “Discuss.”  
**All Projects are Due:** Typically due **Friday at Midnight or Wednesday night at Midnight. Reading Completed By:** Typically **Monday or Tuesday by 12:30 (before class).** In the below schedule, these are labeled as “Read”  
**(Please note that there are exceptions to these rules, so always check!)**

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| **Week** | **Online** | **F2F** |
| 1 | **Focus:** Welcome and Introductions **Activity:** Post an Introduction Video to Discussion Board on Canvas Due (8/28, Midnight)  **Discuss**: Are Pets Working Hard or Barely Working? (Due 8/28, Midnight) **Read:** Syllabus (By 8/31, 12:30) **Assignment**: Syllabus Bingo (by 8/31, 12:30 pm) | None |
| 2 | **Focus:** Your WRIT Cohort **Activity-**Letter to Ms. Yerington (by 9/4, Midnight) **Assignment:** post to Scavenger hunt Discussion Board (By 9/4, Midnight) | **Activity:** Introductions **Activity:** Go Over Syllabus **Activity:** Genre Scavenger Hunt **Read** : House **Discuss :** House **Activity:** Genre Scavenger Hunt |
| 3 | **Focus:** Project #1: Literacy Narrative **Read:** Literacy Narrative #1-Sandra Cisneros (by 9/7,12:30 pm) **Discuss:** Literacy Narrative #1 (by 9/8, Midnight)  **Assignment:** free write on relationship to writing/reading (by 9/11, Midnight) | **Discuss:** Literacy Narrative #1 **Discuss:** What is a Literacy narrative? Why bother writing one? **Discuss:** Our personal writing/reading narratives |
| 4 | **Focus: Literacy Narrative Map Read**: Literacy Narrative #2-Ocean Vuong (by 9/14, 12:30 pm) **Discuss**: Literacy Narrative #2 (by 9/15, Midnight)  **Assignmen**t: Literacy Narrative Map (9/15, Midnight) | **Discuss**: Ways to create a literacy narrative map **Present**: your maps **Discuss**: Literacy Narrative #2 |
| 5 | **Focus:** Write, Write, Write **Activity:** Draft Your Literacy Narrative **Assignment:** Outline of Your Writing (8/23, Midnight) **Discuss:** How your writing is going for you (no deadline) | **Class is canceled for one on one conferences.** |
| 6 | **Focus:** Defining Remix | Introduce Remix through a couple engaging videos and articles.   * In Class: Talk about remix, look at examples of remixes to discuss, read Waddle’s *No General Audience*. |

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|  | **Read** “Disney Didn't Invent Cinderella. Her Story Is at Least 2,000 Years Old” by Kelsey McKinney (by 9/30 before class)  **Review**: Sample Remix Assignment.  **Discuss:** What is Your Definition of Writing and Of Rhetoric? (10/2 Midnight)  **Discuss**: Let's Talk About Remixing**.** (By 10/2 Midnight)  **Literacy Narrative Project DUE (by 10/2, midnight)** |  |
| 7 | **Focus:** Remix and Rhetorical Situation  **Read:** “Writing and Rhetorical Situations” by National Council of Teachers of English (NCTE) (before class 10/7)  **Read:** “How Remix Culture Informs Student Writing & Creativity” by Antero Garcia (before class 10/7)  **Discuss**: What is Your Definition of Writing and Of Rhetoric? (by 10/9, Midnight)  **Discuss:** The Rhetorical Situation and Your Remix (by 10/9, Midnight)  **Assignment**: Submit the Analysis of the Rhetorical Situation for your remix (by 10/9 Midnight) | **Discuss**: Begin identifying Rhetorical Situations  **Activity**: Workshop Analysis for your Remix  **Activity**: Post Write on Literacy Narrative |
| 8 | **Focus:** Your Favorite Remixes **Discuss**: Share Examples Of Your Own Favorite Remixes (by midnight 10/13)  **WRITE WRITE WRITE**. Your Remix Draft is Due next week. | **Discuss**: Favorite Remixes and why they are successful  **Discuss**: Effective Peer Review |
| 9 | **Focus:** Peer Review- Remix Assignment:  **Conferences**  **Assignment**: Submit Your Remix Draft (by 10/21)  **Assignment**: Peer Review of Remix Draft (Due Wednesday Midnight 10/23)  After reviewing the feedback from your cohort members, submit your Revision Checklist (Due MONDAY Midnight 10/26) | **Classes cancelled for Conferences** |
| 10 | **Focus:** Defining Discourse Communities **Review**: Upcoming Writing Project #3: Discourse Community.  **Read**: Please read ONLY section 2.3 of “The Concept of Discourse Community” by John Swales before class by 10/28  **Discuss**: Complete the Week 10 Discussion: The Concept of Discourse Community (by Midnight 10/30)  **Assignment**: Submit the Draft of Your Remix assignment for instructor feedback by (Midnight 10/30 Writing Project #2) | **Discuss:** Primary Research Methods framed around Discourse Communities Think of some interests/communities you are in, and apply some of section 2.3 to your thinking!  **Activity:** We will be interviewing each other on Discourse communities of which we are members. |
| 11 | **Focus:** How to Study A Discourse Community **Discuss**: How Discourse Communities Shape Writing.  **Assignment:** Submit your Discourse Communities Project Plan. | **Discuss:** Primary Research Methods framed around Discourse Communities  **Activity**: Post Write on Remix Project |
| 12 | **Focus:** Presenting What You Learned About Your Discourse Community  **Discuss:** Your Discourse Community and Your Final Project (by 11/10, Midnight)  **Assignment**: Submit your Discourse Community Outline/VisualSketch (by 11/13, Midnight) | **Discuss:** Learning About ePortfolios |

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| 13 | **Conference**  **Assignment**: Submit your Discourse draft by Wednesday, Midnight, 11/18  **Assignment**: Complete your Peer Review of Discourse Community Analysis by Midnight 11/20  **Assignment**: After reviewing the feedback from you cohort members, submit your Discourse Community Analysis Revision Checklist (by MONDAY, 11/23 Midnight) | **No Class. Conferences and Peer Reviews.** |
| 14 | **Focus:** Reflective Introduction to ePortfolio Project  **Review**: Reflective Introduction to the e-Portfolio Assignment.  **Discuss**: Complete the Week 14 Discussion: Share Your Course Experience. (Due 11/27, Midnight) (We will work on this in class)  **Assignment**: Submit the link to Your e-Portfolio by (11/27) | **Discuss**: how to open E-Portfolio  **Activity**: Pick Artifacts |
| 15 | **Short Conferences**  **Assignment**: Submit your Reflective Introduction (by 12/2, Midnight)  **Assignment**: peer review for your group (by 12/4, Midnight) | **Activity:** In Class Reflection  **Activity**: Workshop Reflective Introduction |
| 16 | **Focus:** Course Wrap-Up and Celebration (Finals Week)  We will only have class together on Monday, as a final reflection time and goodbye.  **Assignment:** Submit the link to Your Final e-Portfolio.Due 12/11, Midnight  page11image7916736 | We will decide together! |

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### **Assessment:**

Your work this semester will be assessed according to criteria determined by the instructor for each individual assignment. Your projects will receive a letter grade of A, B, C, or NC (“No Credit”), which is considered a failing grade. All major projects must be submitted in order to pass the class. I will provide feedback and grades on each writing project in the Canvas gradebook. Additionally, you will earn participation points during each project span, which will be used to calculate your final course grade.

Each of the four formal writing projects, plus participation, is graded on a 100-point scale. The table below reflects the distribution of those points.

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| Project | Percent of Grade |
| Writing Project 1: Literacy Narrative | 20% |
| Writing Project 2: Remix | 20% |
| Writing Project 3: Discourse Community Analysis | 20% |
| Writing Project 4: Reflective Introduction to the ePortfolio | 20% |
| Participation ( reading responses, in-class assignments, and in class response)  Participation (Peer Review) | 10%  10% |
| Total | 100% |

For the course as a whole, possible grades at the end of the semester are A, B, C, or NC (i.e., “No Credit”). A grade of NC will not be calculated into a student’s GPA, and students will have the opportunity to re-take the class in a subsequent semester with no penalty.

However, it is possible to receive an F in this course. If you should stop attending class for any reason without going through the University’s official procedure for dropping the class, you may receive an ATN, which is a failure due to attendance. The grade of ATN will appear on your transcript and an F will be calculated into your GPA.

## **Course learning goals:**

1. Apply curiosity in academic writing. *What roles does writing play in our desire to know more about the world?*

2. Practice openness to new perspectives. *How is writing used to demonstrate a willingness to consider new ways of thinking and acting?*

3. Practice creativity in approaches to writing. *How do we practice creative approaches for generating, investigating, and representing ideas through writing?*

4. Read across multiple genres of academic writing. *How do we engage and invest ourselves in writing?*

5. Generate example-based feedback to others’ writing. *How do we sustain interests in and attention to short- and long-form writing?*

6. Develop strategies for revising writing projects across drafts. *How do we demonstrate ownership of our writing as argument and understand the consequences of our rhetorical choices and arguments?*

7. Use documentation, syntax, grammar, mechanics, and formatting strategically. *How might we adapt writing to specific situations, expectations, and demands?*

8. Communicate example-based reflections about one’s writing to a range of audiences. *How might we use writing to reflect on our own thinking and on the cultural processes that inform our thinking?*

## BGP Learning Outcome Alignment

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| **BGP Learning Outcomes:**  **English Composition & Oral Communication (ECOC)** | **Ohio Transfer Module Learning Outcomes** | **WRIT Learning Outcomes** |
| **ECOC 1.** Formulate effective written and/or oral arguments that are based upon appropriate, credible research. | 1) Rhetorical Knowledge | WRIT 1120 2, 6, 8 |
| **ECOC 2.** Construct materials that respond effectively to the needs of a variety of audiences, with an emphasis upon academic audiences. | 2) Critical Thinking, Reading, and Writing  3) Knowledge of Composing Processes | WRIT 1120 1, 2, 5, 6, 7 |
| **ECOC 3.** Analyze how the principles of rhetoric work together to promote effective communication. | 1) Rhetorical Knowledge | WRIT 1120 3, 4, 8 |
| **ECOC 4.** Communicate effectively when participating in small groups and/or making formal presentations. | 1) Rhetorical Knowledge  3) Knowledge of Composing Processes | WRIT 1120 5, 8 |
| **ECOC 5.** Utilize rhetorical strategies that are well-suited to the rhetorical situation, including appropriate voice, tone, and levels of formality. | 4) Knowledge of Conventions | WRIT 1120 2, 3, 7 |
| **ECOC 6.** Demonstrate critical thinking, reading, and writing strategies when crafting arguments that synthesize multiple points of view. | 1) Critical Thinking, Reading, and Writing | WRIT 1120 1, 4, 5, 8 |

**Course and program policies:**

### **University Writing Program (UWP) AntiRacism Statement**

UWP believes that *words change worlds* and faculty and administration strive to help you understand that words, more broadly, *language*, is powerful. Language can be used to create positive change, but it can also be used to dominate and oppress. UWP administration and faculty commit to working with you and offering you opportunities to develop and succeed as writers. You will enter UWP with prior knowledge, experiences, values, and histories that will influence your writing and language practices. Instructors, including me, want you to know that a “standard English” does not exist. UWP instructors strive to continuously reflect on our own language practices—including examining and confronting our own biases—to understand how these practices impact you, in the classroom and beyond. UWP encourages you to develop your unique voice and identity through projects that build on each other and value discussions about discourse communities, agency, negotiation, and reflection.

Please see the UWP website (<https://www.bgsu.edu/arts-and-sciences/english/writing.html>) for our full Anti-Racism Statement.

### **Academic honesty**

All work submitted for a grade in this class must be your own original work. It must also be written originally for this class, unless otherwise noted for a particular revision assignment. You must responsibly credit sources of information (whether quoted, paraphrased, or summarized) in your submitted work. For more information on how the University defines and enforces academic honesty, see the [Code of Academic Conduct](https://www.bgsu.edu/student-handbook/code-of-conduct/code-of-academic-conduct.html)[1].

### **Supporting diverse and inclusive learning environments**

The University Writing Program (UWP) understands writing as a deeply social communicative act that develops through sustained practice. At the same time, our lived experiences inform *what*, *how*, and *why* we write. Research on writing development tells us that growing our confidence as writers involves also developing our confidence as readers and speakers. UWP strives to create inclusive learning spaces both inside and beyond the classroom in which students and faculty work together to explore and practice strategies for impactful writing. When, as a classroom community, faculty and students commit to and negotiate a respectful exchange of ideas, questions, and attempts at writing, we create opportunities to learn.

### **Classroom etiquette**

Because this class is discussion-based and will sometimes address sensitive and personal topics, it is essential that students approach topics and peers with appropriate levels of care, sensitivity, and understanding to facilitate a conducive learning environment for all. In order to promote an inclusive and constructive learning environment, demeaning, marginalizing, and otherwise negative language and behavior will not be tolerated in the classroom or in our online class meeting space. Respect and courtesy toward the instructor, classmates, and classroom guests are expected. Language and behaviors that are disruptive, abusive, or harassing may result in disciplinary action as specified by the Student Code of Conduct.

### **Public nature of your written work**

As this is a workshop-style writing seminar, be aware that everything you write for this course may be read by peers and your instructor.

### **Final exam**

We will only be meeting online during our university-scheduled final exam time. We will use this time to finalize and reflect on the course, which might include submitting portfolios, and reflecting on the course.

**Grade appeals**

WRIT courses abide by the grade appeal process of the English Department and the College of Arts and Sciences. If you would like to appeal your grade, please contact the UWP office (writing@bgsu.edu).

**University policies:**

### **Accessibility statement**

If you have a documented disability that requires accommodations to obtain equal access for your learning, please make your needs known to me, preferably during the first week of the semester. Please note that students who request accommodations need to verify their eligibility through the Office of Accessibility Services, 38 College Park Office Building (access@bgsu.edu, phone: 419-372-8495; TTY: 419-372-9455).

### **Title IX statement**

Bowling Green State University (BGSU) is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are antithetical to the university’s mission and core values, violate university policies, and may also violate federal and state law. Faculty members are considered “Mandatory Reporters” and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit [BGSU’s Title IX page](https://www.bgsu.edu/titleix)[2] to access information about university support and resources.

### **Religious holidays**

It is the policy of the University to make every reasonable effort to allow students to observe their religious holidays without academic penalty. In such cases, it is the obligation of the student to provide the instructor with reasonable notice of the dates of religious holidays on which he or she will be absent. Should you need to miss a class due to a religious holiday, understand that absence from classes for religious reasons does not relieve you of responsibility for completing required work. In such an event, you should consult with me well before you leave for the holiday to make alternative arrangements for completing any work missed.

### **Non-academic activities**

Students who engage in university-sanctioned non-academic activities are expected to provide the instructor with documentation from the university organization as well as reasonable notice of the dates he or she will be absent. Should you need to miss a class due to a university-sanctioned activity, understand that absence from classes, even if excused, does not relieve you of responsibility for completing required work. In such an event, you should consult with me well before you miss class to make alternative arrangements for completing any work missed.

### **Student veteran-friendly campus**

BGSU educators recognize student veterans’ rights when entering and exiting the university system. If you are a student veteran or a student currently serving in any branch of the military, please let me know if accommodations need to be made for absences due to drilling or being called to active duty.

### **University closure due to bad weather**

In most cases, the University will not close for winter conditions unless the Wood County Sheriff’s Department declares a Level 3 emergency. Closing information will be communicated through BGSU’s [AlertBG text system](https://www.bgsu.edu/public-safety/bgsu-emergency-management-and-response/alertbg.html),[3] BGSU e-mail notification, BGSU’s website, and Toledo’s Television stations. (Note: You can sign up for or update your AlertBG settings by signing into [MyBGSU](http://my.bgsu.edu/) and clicking on the AlertBG tab at the top of the page.)

**Campus writing resources and co-curricular opportunities:**

### **WRIT LibGuides**

LibGuides are class-specific pages with materials to support students’ work at various stages of the course. The [LibGuide for WRIT 1110](https://libguides.bgsu.edu/gsw1100-1110)[4] offers guidance for academic writing. The [LibGuide for WRIT 1120](https://libguides.bgsu.edu/gsw1120)[5] offers guidance for research writing.

### **The Learning Commons**

The Learning Commons in the Jerome Library is a learning environment that supports students with free tutoring, including writing consultations at [The Writing Center](https://www.bgsu.edu/learning-commons/writing.html).[6] Consultants provide a real audience for writers, who gain valuable feedback toward revising writing for clarity, logical organization, and overall effectiveness.

### **UWP Writing Showcase**

The Writing Showcase is a celebration of excellence in first-year writing, providing students in WRIT courses an opportunity to share their writing and learn from peers. Students who present a poster or paper at the Showcase gain professional experience, receive feedback on their work in a supportive environment, and develop their resumes. Additionally, the Showcase awards prizes for the outstanding individual poster, outstanding individual panel presentation, and outstanding collaborative presentation. For more information, see the [Writing Showcase](https://www.bgsu.edu/arts-and-sciences/english/writing/news-and-events/writing-showcase.html)[7] on our website.

### ***WRIT: Journal of First-Year Writing***

*WRIT*, a digital journal of first-year writing, publishes exceptional alphabetic and multimodal texts composed by students in University Writing Program courses at BGSU. The journal celebrates engaging, innovative writing that explores authors' curiosity on a variety of topics and is composed for a variety of audiences and contexts in a range of genres. For more information, or to submit a polished piece of writing to the journal, see the [WRIT page on ScholarWorks](https://scholarworks.bgsu.edu/writ/).[8]

### **UWP Writing Awards**

Students in WRIT 1110 and WRIT 1120 are eligible to submit their writing for annual writing awards. Please visit the UWP website for more details about the [selection criteria and submission process](https://www.bgsu.edu/arts-and-sciences/english/writing/student-resources/student-awards.html).[9]

**Other campus resources:**

### **Falcon Forward**

Falcon Forward is BGSU’s online resource hub for first year students and includes information about academic expectations and resources, building relationships with faculty, key offices and initiatives on campus, career exploration and resume building, and managing your transition to college. Check out [Falcon Forward’s many resources](https://www.bgsu.edu/academic-advising/falcon-forward.html).[10]

### **Counseling Center**

The Counseling Center is located at 104 College Park Office Building. To contact the center, call (419) 372-2081.

**COVID-19 Statement**

The instructor and students in this course will adhere to the University’s COVID-19 Personal and Community Health Requirements. These requirements mandate that, unless an individual exception has been approved by the University, all members of the BGSU community are required to:

* Practice physical distancing of at least six (6) feet with others to the extent feasible.
* Unless alone in an assigned work area or residential setting, or an exception is approved by the

University, wear a face covering as set forth by the Ohio Department of Health.

These requirements will be carefully observed for the protection of all members of our community. Refusal to comply shall result in progressive disciplinary action, from a request to leave the classroom to suspension from the institution.  
Students may request exemptions from wearing a face covering for an approved reason (e.g., health reasons, inability to affix own mask, etc.) by completing the Facial Covering Exemption Request form. The Office of Accessibility Services will validate requests for exemptions and work with students to identify appropriate solutions (e.g., face shield, remote/online courses).