

EH 101 INTRODUCTION TO ACADEMIC WRITING

Fantastic Beasts & Where to Find Them

Dr. Foster

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Office: Humanities 326.

Office Hours: TTH 8am-9am/2-3pm

Classroom: Humanities 102

EH 101-A: TTH 9:30am-10:50am



This is your EH 101 class. There are many like it, but this one is yours. This “Introduction to Academic Writing” focuses on the genre of academic argument and style and will cover many essential areas, such as critical reading, analytic writing, scholarly research methods, rhetorical strategies, and audience assessment. Our theme for the semester, “Fantastic Beasts & Where to Find Them,” is here to guide us through a menagerie of topics and perspectives that will nuance how we perceive and engage the world, and our mission as a class will be to explore and reimagine notions of monstrosity, wildness, wildernesses, beasts, strangers, weird lands, odd happenings, and bizarre creatures.

Course Goals:

- ❖ To rehearse and evolve your strengths and stamina as an academic writer.
- ❖ To equip you with strategies for writing and researching that will serve you in EH 102 and beyond.
- ❖ To learn, rehearse, and apply critical reading, response, & discussion skills to a variety of texts.
- ❖ To develop evocative and empathetic skills for critical imagination and critical questioning and analysis
- ❖ To build a repertoire of diverse rhetorical strategies to respond to multiple audiences.
- ❖ To demonstrate correctness in the written conventions of the academic community.
- ❖ To learn argument composition through multiple essay drafts and peer-review workshops.
- ❖ To develop skills, sensibilities, and personal voice and vision.
- ❖ To locate assignment-appropriate sources in the library and online.
- ❖ To engage multiple perspectives in arguments and determine your own position.
- ❖ To reflect, in writing, on your own development as a scholar and writer.

Required Books and Tools

- **REQUIRED: Birkenstein & Graff: *They Say, I Say* (4th Edition)**
- **REQUIRED: Reliable Internet Access.**
- **REQUIRED: YOUTUBE & NETFLIX ACCESS** (yes, you read that correctly.)
- **REQUIRED: PDFs & Web Links:** All other readings and digital texts will be available on Moodle.
- **REQUIRED: Composition Notebook and Folder:** You will need a small-ish self-contained notebook to use for daily writing and revising, collecting observations, taking notes, and drafting writings. You will also need a folder to keep track of handouts.
- **REQUIRED: Moodle:** Our class Moodle site is the primary venue for class materials & submission portals.
- **REQUIRED: Cloud Back-Up Drive (ex: DropBox, Grammarly, OneDrive, and/or Google Drive) →YOU ARE REQUIRED TO WRITE YOUR PAPERS ON A CLOUD DRIVE DOCUMENT. Google docs is**

fine, etc, as are other platforms; but it MUST save automatically and backup your documents. Crashed laptops or thumb drives and/or lost files are unacceptable and will result in loss of credit.

- **REQUIRED: A CORRECTLY-WORN FACE MASK: I reserve the right to turn you away from class if you are without a mask or refuse to wear it correctly.**
- **REQUIRED: Multi-Vitamins:** Unless you have restrictive health conditions, please start regular regimen of multi-vitamins (this can even be gummies or Flintstone vitamins. Just take them.) USE hand-sanitizer, and WASH YOUR HANDS before class. And STAY UP ON YOUR VACCINES, INCLUDING THE FLU VACCINE.
 - *Why Multi-Vitamins?* → Your dietary health will crash. You will be exhausted. You will be stressed. ALL of these factors will destroy your immune system. It will suck. All of these factors make you vulnerable (especially those in dorms and apartments) to vicious colds and infections that can easily knock you out of class for weeks. Defend your health. Take vitamins. Lysol your backpacks and phones. Use hand sanitizer.
- **Recommended: Buddy System:** Get to know one or more of your classmates, and swap some form of contact information with them so that you can exchange notes if absent, workshop outside of class, and text if you're running super late and might miss roll call.
- **Recommended: Grammarly.com:** this is a free cloud-based system that checks your grammar and spelling and recommends edits and revisions. You can also invest in a premium version of this system that can also track language patterns and check your citations. These are recommended support devices, especially if you struggle with grammar and syntax.



NOTE: *Please bear in mind that the items on the syllabus are subject to change at any time, in which case you will be notified and provided with an updated document.*

Attendance & Presence Policy

- **Be Prompt, Be Prepared, Be Present.**
 - You should strive to attend every class meeting.
 - Physical Attendance = well body, ready mind.
 - Web Attendance = ready mind, camera on your face.
 - Be in class. Be on time to class. Be prepared for class. Be emotionally, mentally, and physically present in class. Stop texting or messaging. Turn off any iMessages, iPhones and/or iGadgets. Shut down your WiFi. Stay awake.
- If you do miss class for any reasons, it will be **your responsibility** to find out what you missed. Read the syllabus, read the course schedule, look at Moodle, email your classmates, and read the class emails that I send.
- **I do not host make-up sessions to go over absentee material and will not reply to “what did I miss/ what is the homework” emails.** Moreover, missing class or arriving late could impact your participation grade, as well as the quality of your work. See “Quantitative and Qualitative Participation” Policies.
- Simplified attendance policy: **Be. Here.** Regular attendance and communication equals success.
- **COVID-19 MIGHT HAPPEN.** Or, occasionally, you may just have to miss class. Life happens, etc. So here are my policies:
 - ❖ **For starters, IF YOU ARE SICK, PLEASE STAY HOME.**



- ❖ **IF YOU FEEL ILL OR HAVE BEEN EXPOSED TO COVID-19, DO NOT COME TO CLASS. GET TESTED OR SEEK MEDICAL HELP.**
- ❖ You need not explain your circumstances if you need to miss an extended amount of time, but I ask that you notify the Provost's Office and check in with me for additional arrangements.
- ❖ **Also, DO NOT RECORD OUR CLASSES (VIDEO OR AUDIO). Violators will be reported.**

In the event of a Missed Class:

- **Please literally copy/paste/fill in/ send the following template message with your info:**
 - “Dear Dr. Foster, I will not be in class *[fill in day/time]*. I will check in with a friend in the class for information about our homework and class discussions. I hope to be back in class on *[fill in day/time]*. Thank you so much! Best Wishes, *[fill in your name]*”
- This note will give me peace of mind that you are okay because your emotional, intellectual, and physical wellbeing is my priority. This said, please don't disclose anything else. Please.
- This kind of absence note is a strong, professional practice for other classes, as well, and I encourage you to use the same or a similar note, formatted accordingly.
- **I will not always respond to these absence emails, but rest assured that I received them.**
- **Please don't apologize. If you're absent, you're absent.**
- **PLEASE, PLEASE, PLEASE DO NOT write a long, graphic accounts of your illness. PLEASE.**
- Please just read the syllabus, read the course schedule, email your classmates with questions, and read the class emails that I send. Complete the assignment to the best of your ability, get better, and come back to class. If you still have questions after that, I will answer them after class.
- Again, you are responsible for all materials due the day you return.
- **Again, I do not reply to “what did I miss/ what is the homework” emails or Discord messages.**
- **DO NOT send “Did you get my email?” emails if I've already made clear that I do not respond to “what did I miss” emails.**
- Again, see “Quantitative and Qualitative Participation” Policies.
- Also, I get it. *Some days you're the lady. Some days, you're the pangolin.* →
- Either way, just be good to yourself.



Withdrawal

If you need to withdraw from the class, no worries. Life happens. You do you. **Just keep an eye on the Drop/Add dates and Withdraw time limits on the schedule and communicate with your advisor accordingly.**

Grading Policy

“A” work is generally regarded as excellent; “B” work is good; “C” work is competent; “D” work is marginally below college standards; and “F” work is clearly below minimum college standards. Work that does not follow the assignment (though otherwise acceptable) will also receive an “F.” Work that is not done or not turned in is recorded as a zero. All major papers will be graded and returned before the next major assignment is due.

- ❖ Paper grades can be converted to percentages like this:
- ❖ A=94-up, A-=90, B+=88, B=84, B-=80, C+=78, C=74, C-=70, D+=68, D=64, D-=60, F=50.
- ❖ Final numeric grades will be converted to letter grades like this:
- ❖ 94-up =A; 92-90=A-; 89-88=B+; 87-83=B; 82-80=B-; 79-78=C+; 77-73=C; 72-70=C-; 69 and below=NC
- ❖ **BSC does not give out A+ grades.**

Note About Class Average: If you are keen on watching your average on an assignment-by-assignment basis, it is your responsibility to track of your letter-grade/percentage average, as I may not always be able to calculate your

average when you ask. Please log all grades, including participation assignment scores, in your notebook or in a computer file. Amazing Grade Calculator can also help you: <http://www.conquercollege.com/gradecalc/>

Grading Disclaimer and Notes:

- **As far as evaluation goes: “C” is for “Correct & Complete”; “B” is for “Beyond Correct-Complete”; “A” is for “Above Beyond-Correct-Complete.”**
- Just meeting class or assignment requirements, completing them, and doing them correctly is a minimum effort and is evaluated with a grade **starting at** a “C/ 74%” average, until merited Beyond or Above.
- **Ex: If you do everything “right” by an assignment’s criteria and meet the word count, your grade starts at a “C” and gains credit as it goes “Beyond” or “Above,” which means your assignment does not start at an “A” and “lose credit” or get points “counted off.”**
- Please read (or watch or listen to!) my comments fully and carefully after receiving a graded assignment; please refrain from contacting me **for at least 24 hours after receiving a graded assignment.**
- The average assignment-grading turn-around time is roughly 2 weeks. You will always receive your assignment back in advance of any upcoming assignment, with sufficient opportunity to revise your current work or conference with me.
- In this class, receiving a grade on an assignment affords you assignment commentary from me; you may also request a private conference with me to discuss specific aspects of your assignment, as they relate to your *performance* in the class. If you request a conference to discuss a graded assignment, please come ready to talk about a specific part from your assignment.
- I reserve the right to cancel unprepared conferences of any kind, per graded assignments or otherwise.

Note About Final Grades: They are final. They will not be changed.

Department Information

Chain of Command

If you have a concern about the class, please see me first. If we are not able to resolve your concern, we will schedule a conversation with Dr. Tynes Cowan.

Interest in Majoring or Minor in English or Creative Writing? ☺

Are you or is someone you know interested in majoring in being a badass English major/minor? If so, please ask me, your local English major badass, for information.

BSC Resources for Writers and Readers

Located in Humanities 102, the Writing Center offers in-person and virtual peer-to-peer tutoring and quiet, supportive lab space to work on writing assignments. The Writing Center’s tutors are students from a wide variety of majors on campus and have the range to address student writing needs with discipline specificity. Supervised and assisted by Writing Center directors, our tutors provide one-on-one consultations for any student at any point in the writing process. During these consultations, tutors do not “edit” papers; instead, they assist students in addressing any potential writing issues, including content development, grammar usage, and citation formatting. Each tutorial is about 30 minutes long, free of charge, and available on a drop-in basis. There is no limit to how many tutorials a student may attend.

Once logged in, a director will take your information and pair you with a tutor for your 30-minute tutorial.

The Writing Center is open Sunday-Thursday 4pm-8pm. To ensure a full 30-minute tutorial time slot, students are encouraged to be mindful of assignment-heavy weeks, keep track of due dates, and visit the Writing Center at their earliest availability during open hours. Please contact Dr. MK Foster or Laura Tolbert (writingcenter@bsc.edu) with any questions or requests for virtual appointments.

Academic Integrity and the BSC Honor Code

Adhere to the honor code at all times: As a member of the student body of Birmingham-Southern College, I recognize my responsibility to the traditions of the institution, to my fellow students and to myself. I recognize the significance of the honor system. I pledge that I have read and understand the Constitution of the Honor Council, including the Honor Code, and agree to be bound by its provisions. Additional information on the honor code and violations can be found in the Birmingham-Southern Student Handbook and on the BSC website.

PLAGIARISM: If you claim someone else's work as your own, you are plagiarizing. "Patch-writing," the strategy of using copied sentences and then "right-click" copy/pasting for synonyms and minimal rephrasing, is also a form of plagiarism because it is still the theft of someone else's ideas and structures. Additionally, a failure to cite your sources incorrectly (or not at all) is also a form of plagiarism. Examples: an entire paper written by someone else (perhaps purchased on the internet); a sentence, phrase, or idea lifted from a source without proper documentation. If you have **any** doubts, err on the side of caution and cite the source. Plagiarism often happens when people procrastinate or are intimidated by an assignment. In any or every case, please just contact me. Here is the official definition from the Student Handbook: "When you use someone else's words, ideas, or data derived through experimentation or investigation without giving that person credit, you are plagiarizing. This is contrary to academic integrity and to the BSC Honor Code."

The Honor Pledge:

*As a member of the student body of Birmingham-Southern College,
I realize my responsibility to the traditions of the institution,
to my fellow students and to myself.
I recognize the significance of the Honor System,
and I pledge that I will not lie, cheat, or steal
as a member of the Birmingham-Southern College community.*

"Revise and Resubmit" Policy

- ❖ Putting one word after another is easy. Crafting a thoughtful, lovely creative work by using carefully selected words and images to convey a visceral constellation of experiences and emotions— is hard and scary.
- ❖ Never fear: writing is a process. And part of that process is revision. Hence, there is also a "Revise and Resubmit" opportunity attached with every assignment:
 - You may revise any assignment from our semester and submit it to me for re-evaluation for a possibly different grade, one that may be higher, lower, or the same, as your initial grade.
 - Here are the rules:
 - 1) If you would like to "Revise & Resubmit," please make an appointment with me.
 - 2) Bring copies of your original drafts from class and your submitted/graded essay with my comments. We will then discuss ways for you to make your essay stronger.
 - 3) You will then revise your assignment and submit it to me by email along with a copy of your original essay and an attached analysis of the changes that you made to your essay.
 - 4) All revisions have the same due date: our last class of the semester.
 - 5) I will not leave extensive comments or endnotes when I review your "R&R" paper. If you would like to further discuss your work, please make an appointment with me.



6) Each assignment may only be “Revised & Resubmitted” once, but if you want to double-down on your revision, I highly encourage you to make multiple appointments with me and also with the Writing Center.

Personal Pronouns

My personal pronouns are she/her/hers. I am committed to building as inclusive a classroom community as possible, and as such, I am committed to addressing everyone as they wish to be addressed, which includes using everyone’s preferred personal pronouns. If you prefer one set of pronouns to another, I invite you to share (privately, if you wish) that I might address you as you wish to be addressed. Additionally, if you would rather be addressed by one set of pronouns in the classroom and another in conference or office hours, I’m happy to support you in this way, as well.

!!! “EEPC” Policy → ***Extreme Extenuating Personal Circumstances***

Life happens to us all, especially in college. If you have any chronic, sudden, or simply a long-term life situation, extreme extenuating personal circumstances (ex: critical illness, personal loss, pregnancy, hospitalization, difficult medical diagnoses, depression, anxiety, family crisis, a newborn baby at home, etc.), please know that you are NOT legally obligated to share these details and encouraged to share specifics only with your advisor, but you are asked to communicate with me in broad terms so that I will know if you need support. *Communication is everything* in this course in this capacity, as it is in so many others. Ipso facto, the sooner you communicate, the greater the odds that we can decide on accommodations for your circumstances. *You are not alone here at BSC, and if you need support, please reach out.*

Title IX

BSC is committed to preserving a safe and welcoming educational environment for all students. As part of this effort, I am available to hear any concerns you have relating to the health and safety of campus community members, including yourself. I will seek to support you, refer you to appropriate resources, and assist you in reporting to the appropriate College officials any allegation of discrimination or harassment if you so desire. Of particular focus, sexual harassment includes any form of non-consensual sexual contact, dating violence, stalking, and related behaviors, and BSC has specific measures to respond to such behaviors. In addition, I must report all allegations of child abuse or neglect and credible threats of harm to yourself or others. Such reports may lead to contact from a College official who will want to talk with you about the information that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like more information, you may reach the Title IX Coordinator: David Eberhardt (deberhar@bsc.edu), Vice President for Student Development and Title IX Coordinator, Brandon Brown (brbrown@bsc.edu), Associate Dean of Students, and Dana Bekurs (dwbekurs@bsc.edu), Assistant Dean of Students.

Safe Spaces

Writing is a very personal, deeply vulnerable act, and we owe it to one another to work together to build a community of proactive kindness and active empathy in this class, on campus, and in our world today. This classroom, as well as my office (HU 326), are both safe spaces for all students, and I will do everything I can to ensure your emotional, physical, and intellectual wellbeing and growth. **I reserve the right to dismiss from class any persons who put the safety of the class community at risk**, and I reserve the right to call upon the college’s administration, if I feel the class is unsafe for my students because of the behaviors of one or more students.

Please know that you are not, nor ever will be, obligated to disclose



any personal information about your life or identity, and please know that on this campus, you are protected by Title IX and have my support if ever you need to contact Title IX resources on campus.

Student Grievance Policy

Students should follow the complaint process as outlined in the current Birmingham-Southern College Student Handbook.

Accommodations, Universal Design, & Disability Statement

I am committed to building an inclusive classroom experience for all, and I believe in “universal design” classrooms. If there is any way that I might be able to better support your learning, please do let me know. I’m happy to work with you. Birmingham-Southern College complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request by contacting the Office of Accessibility in-person, via email (accessibility@bsc.edu), or by calling 205-226-7909. The Office of Accessibility is located in the Counseling and Health Services Suite of Norton Center Room 241. Students who are registered with the Office of Accessibility are responsible for providing faculty with a copy of their accommodation letter and scheduling a meeting to discuss how their approved accommodations will apply to this course. Visit the Office of Accessibility website for additional information or contact Sandra Foster (smfoster@bsc.edu). If you are registered with BSC’s Accessibility Office, **it is your responsibility to make an appointment with me as soon as possible or to come by during office hours** immediately to submit your documentation for my records and to privately discuss only any course *accommodations* that may be necessary. During this discussion, **you are not expected to disclose** any details concerning your disability, though you may discuss these details at your discretion. These same policies and protocols apply to conditions related, but not limited to chronic, volatile physical illnesses or other EEPs, in which case you are also encouraged to contact the Provost’s Office.**

Title IX

Birmingham-Southern College is committed to the creation and maintenance of a safe learning environment for students and the campus community. The College forbids any type of sexual or gender-based misconduct among its students, faculty, and staff. The College encourages all members of the academic community to report suspected sexual and gender-based misconduct to the appropriate authorities so that it can be investigated, remedied, and eliminated. Such misconduct is prohibited whether the actor is a student, faculty member, staff member, contractor, visitor, or another member of the College community. BSC forbids retaliation against any person who has opposed, reported or participated in an investigation concerning sexual or gender-based misconduct.

In accordance with federal policy, all College employees are required to report information related to discrimination and harassment which includes, but is not limited to, sexual assault, relationship violence, stalking, and sexual harassment. For this reason, if you tell a faculty member about a situation of sexual harassment or sexual violence or other related misconduct, the faculty member must share that information with the Title IX coordinator. As a student, you can report allegations of sexual misconduct to officials in Student Development (Assistant Dean of Students, Dana Bekurs; Associate Dean of Students, W. David Miller; Vice President for Student Development, David Eberhardt), Campus Police, or confidential resources in Counseling Services, Health Services, and Religious Life. Please refer to the Title IX section of the BSC website for more information on filing a report and available resources.



Emergency/Disaster Academic Communications Policy

In the event of an emergency cancellation of class, I will use Discord & Moodle to provide additional course information to you all and provide instructions for how we will convert our class plans to an online forum.

Class Safety and Emergency Protocol

If I determine the safety, health, or wellbeing of the whole class to be at risk, I will dismiss everyone for the day, and we will reconvene online on Moodle. If I dismiss the entire class on the basis of a major crisis or emergency, please leave the building, and call **Campus Police (205) 226-4700.**

Inclement Weather

Inclement weather or other events beyond the control of the College that might cause risk or danger to students, faculty, and staff may occasionally result in changes to normal College operations, including cancellation of classes or events; the calendar schedule may be adjusted.

Weapons Policy

For the wellbeing of all, **I completely forbid all weapons in my class. ALL.**

Please, practice your knife juggling at home.

Technology Policy: Please memorize::

If we are in person, turn your phone ALL the way OFF. Punch the button. DONE. For the purposes of accommodating student learning needs, laptops and tablets are allowed in the physical classroom for taking notes and reading downloaded PDF files, unless instructed for other use. However, cell phone/ iPhone PDFs are NOT ACCEPTABLE. Only exceptions*: “EEPC” cases and students with documented accommodations. Again, if you are iMessaging, Instagramming, Tweeting, Facebooking, Emailing, Ebay-ing, or DOING HOMEWORK FOR ANOTHER CLASS during our class, I reserve the right to dismiss you from class for the day with a single request and to count it as an unexcused absence. I encourage you to download your materials ahead of time and disable your Internet and messaging systems during class. Everything that we need for class will be available to you before class or in class. Also, “hide-texting” on your phone or laptop messaging system is awkward and painful to watch, so I reserve the right to call you out in front of the whole class and embarrass the moment accordingly.

If we are virtual, TURN YOUR CAMERA ON, TURN IT TOWARDS YOUR FACE, AND GIVE OUR CLASS YOUR UNDIVIDED ATTENTION. If you are iMessaging, Instagramming, Tweeting, Facebooking, Emailing, Ebay-ing, DOING HOMEWORK FOR ANOTHER CLASS during our class, or flipping your camera up to the ceiling, I reserve the right to remove you from the Zoom call for the day and to count it as an unexcused absence.



See also, the Participation Policy at the end of this syllabus for details about how violating this policy can harm your grade and damage the class community.

Class Environment

Disclaimer the First: Adult Content and Perspectives— This class is designed for the expansion and advancement of adult minds, and some course materials and conversations may include, but are not limited to, blunt discussions of

profanity, violence, sex, gender, class, race, and sexuality. Each text has been purposefully selected to support the academic goals of the course.

- NOTE (I): The views within the texts provided are not necessarily those of the instructor and are intended only to promote dimensional inquiry and dialogue. You are free to express your point of view; you are not free to express your point of view at the cost of invalidating or threatening other points of view. Again, firmly, this is a space of civility, respect, kindness, generosity. I reserve the right to dismiss from class without daily credit any persons determined to be disrupting and/or posing a threat to the emotional and psychological wellbeing of the class.
- NOTE (II): To be clear: any idea expressed in this class will never itself receive an evaluation; but the technique and skill with which the idea is expressed and executed will receive an evaluation— and that is our goal: deliberate, innovate writing that fully and dimensionally articulates our ideas via sophisticated inquiry and complexly imagined discourse.
- NOTE (III): These texts are not marked with trigger warnings; however, if you feel sensitivity towards a particular text or issue, you are welcome to contact me in advance of class so that we can make alternate arrangements for your learning; under such circumstances, you are not obligated to disclose any personal information to me at all.

Disclaimer the Second: Vulnerability—By nature of the fact that writing is, the rawest of the arts, the material both read and written in this class will involve adult language, issues, and content and will also come from deeply personal, vulnerable places, both real and imagined. I expect full maturity and sensitivity in every capacity and require that each member of the class uphold BSC's commitment to a safe environment of civility and respect within which we can all aspire to become deliberate, innovative, and versatile scholars and writers. Again, I reserve the right to dismiss from class without daily credit any persons determined to be disrupting and/or posing a threat to the emotional and psychological wellbeing of the class.

- NOTE About “Bad Writing” & Mindfulness— As you will hear me say over and over, *“There is no such thing as “bad writing,” but there are such things as “young/green writing” and “inappropriate writing.”* In the case of “young/green writing,” I’m talking about writing that is still very new and working on becoming stronger, because literally no one starts off writing mind-blowingly “good” work. Again, writing is a craft and a practice; it takes time. In the case of “inappropriate writing,” I’m not talking about “sensitive content” like profanity, consensual erotic content, graphic descriptions of trauma within personal narratives, or obscure fetishes. I’m talking about writing content that comes from a place of complete wrecklessness, brazen insensitivity, hatred, and/or violence or writing that is willfully ignorant and/or purposefully triggering and harmful— which is all to say, I am not here to censor you; but I am here to maintain the emotional safety of the class, so I’m asking you to be mindful of the experiences of others. If you’re nervous about something you want to write or have written, you are welcome to come by my office, and check in with me.

Disclaimer the Third: Effort/Skill Levels—Performance (and ultimately final grades) in a writing class is usually the direct product of personal effort in the class, entirely beholden to evidence of critical growth and development, and degrees of professionalism, including spelling, grammar, and formatting— not necessarily by the degree of a student’s previous academic successes and/or inherent ability. Translation: hard work will always beat talent that’s not working hard.

Disclaimer the Fourth: Professionalism— Please be observant of professional manners of addressing the class, the instructor, the environment of the classroom, and the course. Please address me as “Dr. Foster,” and please only contact me using my BSC email address. *Please take time to prepare yourself professionally for class, in addition to preparing your assignments.* Furthermore, please attire yourself appropriately for class. Shirt and shoes required. No PJs, please.

Disclaimer the Fifth: FERPA— the Family Educational Rights and Privacy Act: by federal law, I am prohibited from discussing or disclosing your collegiate school records with or to third parties beyond the jurisdiction of the university's authority. If your parents or guardians have questions, comments, or concerns about your school or academic records, it is your responsibility to communicate with them. If you personally need clarifications for matters concerning your school record, please communicate first with me about your specific questions before communicating with your respective third parties.

Assignments and Grade Distribution

-Summary Assignment.....	10%
-Revised "Monster" Essay	15%
-Stasis Assignment.....	10%
-"Back Talk" Assignment.....	10%
-Final Project Proposal.....	10%
-Final Project	20%
-Portfolio & Introduction.....	5%
-Writing Lab Hours.....	5%
-Quantitative Participation.....	10%
-Qualitative Participation.....	5%

Descriptions of assignments will be provided on a separate document and in each assignment sheet.

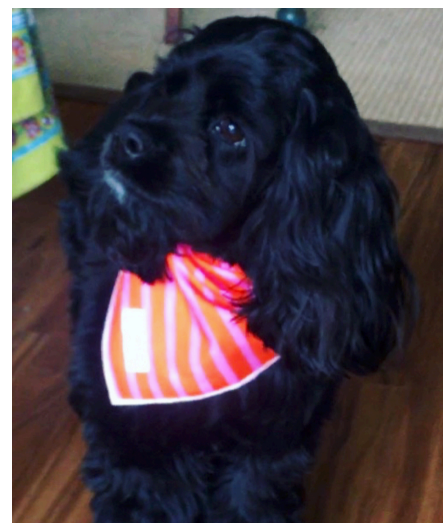
Turnitin

BSC is committed to helping students uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to TurnItIn.com for the purpose of detecting textual similarities. Assignments submitted to TurnItIn.com will be included as source documents in TurnItIn.com's restricted access database solely for the purpose of detecting plagiarism in such documents. TurnItIn.com will be used as a source document to help students avoid plagiarism in written documents.

Office Hours and Contact

Office Hours are times just for you to come by my office and hang out! If it's a busy week, our meetings might be shorter than usual— But! Please, I welcome you to reach out virtually and come talk with me about your work and to get feedback on your writing! And while we're at it, we can nerd out or rage about all the cool things we're reading in class! I'm also always down to talk about writing, poetry, Lady Gaga, fanfiction, TV show ships, life, the Renaissance, and my little doggo Liberty Belle →

I will try to promptly respond to emails, between the hours of 8am and 5 pm, but **PLEASE do not ever ask me if I received your email or send me even more emails to see if I received your first email.** Please give me 24 hours to respond during weekdays and 48 hours to respond on weekends.



Conferences

We will have at several scheduled one-on-one conferences in my office (see the Course Schedule for conference days). These meetings are *mandatory*. If you cannot attend our scheduled conference, please email me at least 2 hours before our planned time. Note: time prevailing, make-up conference times may or may not be available.

Participation Policies

- Exercise **respect, vulnerability, and kindness.**
- Exercise full maturity and professionalism.
- Reserve all judgment.
- Attend every class.
- Complete all reading, homework, and assignments; bring your work to every class.
- Abide by the policies written on the syllabus and spoken as verbal agreements in class.

Complete and engaged participation is essential to the design and function of this course and will count for 15% of your final grade (10% quantitative; 5% qualitative), which, by the numbers, can mean a difference of letter grades. In addition to point values from your reading responses and class work, I will take the following things into account in determining your final qualitative participation grade in a holistic impression:

- Being Prompt: Consistent Attendance and Punctuality. No tardiness.
- Being Prepared.
- Completed reading and assignments
- Bringing your texts and your notes to class
- Camera on AND facing the camera.
- Keeping your phone, email, and social media off.
- Take out your earbuds. Turn off your music.
- Participate in class work
- Actively sharing comments and asking questions about the reading or what you have written
- Listening and responding to your classmates in respectful and constructive ways
- Staying awake and being physically attentive.
- Being healthy & **NOT SHOWING UP SICK** → if you pose a health risk or disturbance to others or yourself, I reserve the right to excuse you from class to go get medical help.
- Being Engaged outside of class:
- Being on-time to conferences and appointments.
- Staying in contact if you have questions or need support in completing an assignment or if you have questions about the texts.

Qualitative and Quantitative Participation

As a note by way of formally and contractually clarifying participation score calculation, your engagement and effort in class and outside of class are all weighted into your participation grade at the end of the semester.

***QUANTITATIVE** PARTICIPATION: Part of this grade comes from a hard, quantifiable score based on points possible from your reading responses, your class work, extra credit, etc. Losing points on 1-2 quantitative assignments will not destroy this average, but losing multiple points on multiple assignments could easily cost your final grade the difference between half and whole letter grades. Please take these points seriously. If you feel like you're behind in points, please consider taking advantage of some of the extra credit opportunities in the class, such as the movie nights and plays.

***QUALITATIVE** The other part of this grade is a qualitative average that I assign based on my semester-long impression of afore-mentioned engagement, attendance, effort, adherence to course policies stated in the syllabus, and general behavior and etiquette, therein. Again, in this context, attendance and handing in assignments is minimum qualitative engagement, averaging a "C" (75%) at the end of a semester; by the same token, in this context, the regular vocalism does not guarantee a top average, either.

Note: In this context, the most valuable engagement comes from thoughtful, consistent, evident commitment to the class, its members and goals, alike, which can take forms including, but not limited to: active listening and note-taking, precise and well-timed contributions to discussions, generosity towards your classmates in discussion, efforts towards office hours meetings and appointments with me, and demonstrated energy towards advancing your critical handlings of our readings. Additionally, if you are someone who is very reserved in class, please talk to me at the beginning of the semester, so that we can work out a system for qualitative participation that will best serve you. All grades will abide by the grading scale set above in the syllabus.

Verbal Agreements

At the start of each class roll call, I will say, “When I call your name, please tell me ‘TRUE’ on your honor at Birmingham-Southern College 1) that you have turned off your phone and messaging, 2) that you have completed the reading and response, and 3) that you are well and ready to participate in class.” The list may change based on our readings and assignments, but the organization of this list will stay the same. If all of these things are True, please say **“True”** to audibly affirm for me and your peers that (on your Academic Honor at BSC) you are Present and Prepared for the day. This is a daily, professionally binding affirmation from you and confirms your observance of the class and your respect for all of its persons and policies.

Above all, always remember in this class:

We’re here to become deliberate, innovative creators.

We’re here to bravely imagine our own and others’ lives complexly, generously, & compassionately.

We’re here to ask questions, seek perspective, and, with perspective, ask even better questions.

