



Studio:ENG 101 Composition

COURSE SYLLABUS

Old Dominion University, Spring 2021

How to get to class! Go to Blackboard and click where it says Schedule and Zoom link!

Instructor: Dr. Elizabeth Vincelette

Office Hours/Meeting with me: Meetings are available by appointment 8:00 a.m. and 6:00 p.m. M-F. If you would like to meet, please email me and put “Set up a meeting” in the subject line. In your email, give me a heads up of how I can help you-- [see these slides](#). I often meet students before & after class for office hours.

Email: ejvinsel@odu.edu**

**I will respond to your emails within 24 hours between Monday and Thursday, often faster. On Fridays, late afternoon might be my last email check. Emails sent on Saturday or Sunday may have a slower response from me and will be responded to on Monday morning at the latest. *Please use office hours and the VoiceThreads to ask questions instead of sending individual emails.*

The Syllabus (where you are now) isn't the same as the Schedule. The syllabus is a “contract” of the policies. The schedule is the calendar of assignments and should be accessed from Blackboard. You may also [access a copy here](#).

Tip: How to Navigate in this Document:

To make it so you don't have to scroll through the entire document each time you open it, use the links in the **Table of Contents** on the next page to take you directly to the part of the document you want to visit.

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Prerequisite: A score of 1 on the Writing Success Placement Tool (WSPT) or an override from an academic advisor.

Corequisite: ENGL 110 (English 101 pairs with English 110, so students enrolled in 101 will simultaneously be in 110 with the same instructor.)

Brief description: English 101 Composition Studio is an immersive study of writing, rhetoric, and composing concepts and strategies designed to complement and extend the English 110 curriculum.

Longer description: English 101 Composition Studio is an immersive study of writing, rhetoric, and composing concepts and strategies designed to extend the English 110 curriculum. English 101 provides additional instruction, guided practice, and support as writers learn to successfully compose and revise in multiple genres for multiple purposes and audiences and navigate university literacy expectations.

Standardized Student Learning Outcomes:

- Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Develop composing processes for a variety of technologies and modalities
- Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure



- Gain experience composing multiple genres for various purposes and audiences
- Gain experience reading multiple genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes
- Learn to give and to act on productive feedback to works in progress
- Reflect on the development of composing practices and how those practices influence their work

Writing Requirement: Students are required to write a minimum of 2500 words over the course of the semester beyond the 5000 word requirement of ENGL 110. Up to 500 of the 2500 word requirement may come from log or journal entries, preliminary writing, and in-class work. ■

Summary of Requirements

- written and spoken responses during the “live” & outside of class
- assignments stored in Google Drive
- assignments turned in to Blackboard
- attendance at three conferences
- completion of weekly assignments and in-class writings, as well as a Writer’s Progress Plan, Portfolio, and Team Resource Project
- participate in peer review during live class sessions
- regular attendance in class at scheduled times

Texts and Materials

Required Text: Various readings as PDF files and/or internet links posted for printing or distributed as digital handouts, available via the course schedule and Blackboard.

Materials: ODU MIDAS account, Google folder, and reliable daily Internet access.

Readings and assignments will be posted weekly in advance. Major assignments will be posted several weeks ahead of the due date.

Please note that some of the readings and videos contain material that may be considered offensive or sensitive. Because this is a college-level course, a wide range of language is presented, from the highest-level formal language to more common, everyday (even crude) speech. Materials for this course do not necessarily reflect the professor’s political views, and an open, trusting environment for all is encouraged.



Communication

Before and after class it's easy to meet. Appointments are also available. Also, you may email DrV to set up an appointment.

You are required by University policy to communicate with me by your **ODU email** account. **Please email from Blackboard**; you can get a copy in your own inbox that way. Please do not send emails to me from personal accounts. **Check your email every day.**

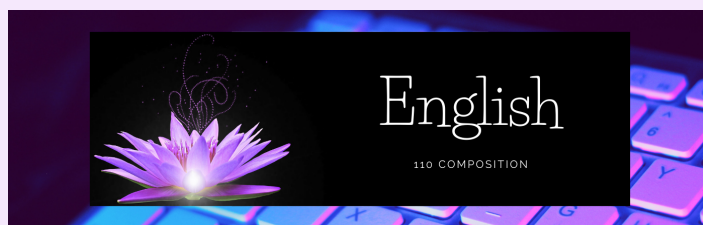
If you're trying to reach me by email and haven't heard back within a day or so, feel free to hit me up again. If you have ongoing questions, save them up and send one email because emails don't work like texts (it's rude to send many one after the other).

Here are some good tips on emailing me (and other professors):

- begin with a salutation;
- give me the information I need to answer your question (what assignment & what's confusing)
- write in a polite and professional voice even if you are upset (ask, don't demand);
- end with a closing;
- [Read here](#) for information on understanding professional email conventions with any/all of your professors.

I try to respond to ALL emails in a timely manner. However, I am likely to check email often during the day yet less likely to answer emails during the night. On weekends, I may not respond but will first thing Monday morning.

GroupMe: I don't discourage my students communicating with one another outside of class. In fact, I think it's a good idea, especially when we're in an online class. Remember that nothing online is private and that Student Conduct may get involved if there's a problem (like cyberbullying of another student or the professor). *A great use of GroupMe is to clarify questions you have for me before asking. Students who emerge as leaders and communicate on behalf of the group will show engagement in the*



course.

Practice good [Netiquette](#).

Time Management

Note: ENGL 101 is online and meets in real time. It is not a self-paced course.

Suggested Schedule for a Typical Week for Composition Studio					
M	T	W	R	F	Sa/Su
finish/work on assignments given last week in class that are due tomorrow	-be ready with work at the start of class that is due today -work is late if not ready to be turned in at the start of class (work due is often used in class the day it's due) but will often be due at 11:59 PM later on Tuesdays	you're probably working on ENGL 110 assignments on Thursdays	you're probably working on ENGL 110 assignments on Thursdays	maybe get ahead--look at your other classes and your work schedule! - -work on assignments due next Tuesday (gone over during class on Thursdays)	-work on assignments due next Tuesday (gone over during class on Thursdays) (try to take a brain break on the weekend if you can)

Assignments are often discussed in class for what's coming up. I will make and send announcements if I make updates or changes to the schedule.

Did you know that there's a formula for estimating the time it takes for each class? If you add up the time to prepare for a class and the time spent in person, a 3-hour credit class should take 3 hours in the physical classroom with an additional 7 hours or so of time reading, writing, and doing other preparation. That formula means each 3-hour credit class you take should be about a 10-hour event, so taking 4 classes means a 40-hour week. That's why being a full-time student is a full-time job!

Special Note for Distance Classes (Tech problems)



Students sometimes experience unanticipated problems with submitting assignments by the due date. Often those problems include course platform navigation glitches, computer/server/internet glitches, or life's unexpected turmoils. But as a college student, you are expected to deal with those problems. That's part of the assignment and part of the learning process.

What if all the technology fails and Blackboard and/or VoiceThread isn't working? It's highly unlikely that both will be "down" for more than an evening.

If you have a Blackboard, email, VoiceThread, or Google Drive problem, **contact Information Technology Services (ITS)**. You can call or use the Help system online; I strongly recommend the online tickets because you can show me (or if this happens in another class, show that professor) the record of your trouble and will have evidence that you can use to help your grade, if needed. You can also take a screenshot of your "ticket" when you log your issue. If you have a power outage or something similar when something is due, let me know, and remember that I can look that information up online. When in a bind, use your late pass option (see Table of Contents in this document or scroll down).

Throughout the semester, if you find you are having issues with Google Drive or other ePortfolio tools, the ePortfolio assistants and tutorials are there to help you through the process. See here and make an appointment for help: [ePortfolio & Digital Initiatives](#)

Assignments and Grades

Writer's Progress Plan	20%
Responses (RTRs & YTRs)	40%
Team Writing Resource Project	15%
Revision of Paper 1 (TIB) and Paper 2 (VR)@ 5% each	10%
Reflective Portfolio (final exam)	10%
Participation Contract	5%

Your final grade in this course will be based on the following scale:

A 100-94, A- 93-90, B+ 89-87, B 86-84, B- 83-80, C+ 79-77, C 76-74, C- 73-70, D+ 69-67, D 66-64, D- 63-60, F 59-0

Please see the attendance policy below because points are taken off from the final grade past four absences.



Grading Policies for ENGL 101: Students who earn a D or higher in ENGL 101 will have earned a passing grade. They will earn three credits for the course, and their GPAs will be impacted accordingly. Students should keep in mind, however, that the co-enrollment course, ENGL 110, must be passed with a C or higher in order to move on to the required 200-level composition course. There are also some classes that require a grade of C or better in ENGL 110 as a prerequisite to enrollment.

More information about grades in ENGL 101 and ENGL 110:

- Students who fail both ENGL 101 and ENGL 110 are required to retake ENGL 110 but are strongly recommended to retake ENGL 101.
- Students who earn a passing grade in ENGL 101 but do not pass ENGL 110C with a C or better are required to retake ENGL 110 but are not required to retake ENGL 101.
- Students who do not earn a passing grade in ENGL 101 but pass ENGL 110 with a C or better are not required to retake ENGL 101 but can opt to retake the course to improve their GPA.

The university will offer a standalone, permission only section of ENGL 101 about once per year or as needed for students who wish to retake ENGL 101. If you find yourself in this situation, please contact the Director of Writing Support, Mary Beth Pennington at mpenning@odu.edu, so she can help you best choose when to take the course. Students who plan to retake the course should do so the same semester they are taking a writing intensive course, such as ENGL 211C, 221C, or 231C or a writing-intensive course in their major.

Assignments:

Major assignments include the Writer's Progress Plan, Responses (RTRs=Real Time Responses during class & YTRs=Your Time Responses done outside of class), ePortfolio, paper revisions for ENGL and 110, and the Team Resource Project. The remaining curriculum will be aligned with the ENGL 110 curriculum and responsive to the real-time needs of the students in the class. Assignment criteria (like a rubric) will be available for each.

Writer's Progress Plan (20%): For the Writer's Progress Plan, students will work with the instructor to isolate manageable and specific goals to work on throughout the semester, such as those needed to successfully complete ENGL 110, and writing further in their academic career and beyond. These goals and the students' progress toward improvement will be revisited, reflected on, and revised throughout the semester.



Responses (RTRs and YTRs) (40%): There are two types of written responses turned in, Real-Time Responses (RTRs) & Your-Time Responses (YTRs). RTRs are done in class and cannot be made up outside of class. If you miss class, you miss an RTR and can't make it up without a documented absence. To accommodate for real life, too, you get your two lowest RTRs dropped. YTRs are Your-Time Responses, short tasks and writings you do outside of class during your own time (what you called homework in high school).

Team Resource Project (15%): During the 2nd half of the semester, you will work individually and together on articles for a digital magazine. Work consists of two short articles and two long articles. Students may choose to work in pairs or small teams, so the group work is optional. The magazine will be assembled and displayed as a final, published composition.

Revisions of Paper 1 and Paper 2 from ENGL 110 (10%): Each revision is worth 5% of your total grade. You will receive feedback from me on your papers in the other English class you take with me (ENGL 110) and have a grade in **this class** for an extra draft you do of each of those papers.

ePortfolio (Final Exam) 10%: A writing portfolio is required for this class. Students must submit the Writer's ePortfolio in order to pass the course. The Writer's ePortfolio will include:

- a Table of Contents that clearly lists the specific goals and objectives the student intends to discuss and demonstrate;
- all drafts of and responses to the Writer's Progress Plan;
- each goal or objective stated clearly accompanied by relevant sample/s of their writing, a short reflection, and in-text annotations illustrating where and how the student worked on the goal directly in the student's writing;
- the participation self-assessment final draft
- a culminating essay (the final update of your WPP), that reflects on their overall progress as writers and students over the course of the semester

Over the course of the semester, students will collect, annotate, and reflect on representative writing that illustrates improvement in the areas outlined in the Writer's Progress Plan. These annotated artifacts will be submitted in the Writer's ePortfolio along with corresponding reflective mini-essays (150-250 words each) that explain how the highlighted passages demonstrate progress and/or the acquisition of the goals outlined in their Writer's Progress Plan and



the course's Student Learning Objectives. The reflective culminating essay may be written as the final exam for 101. Students will submit their portfolios to folders on Google Drive for evaluation. Instructors will share access to this drive with the director of writing support at the end of the term.

Participation Contract (5%): participation in this class is required (and necessary for completion of RTRs). Students will complete a participation contract at the start of the semester and a self-assessment close to the time of the midterm. You will revisit the contract & self-assessment as part of the final portfolio.

Attendance: *poor attendance can result in points being deducted from the final grade and failure. See the next section for the full policy.*

Extra credit: There will be planned opportunities for extra credit built into the course and a few surprise opportunities. Late extra credit will not be accepted.

Final Exam & Portfolio

Students must save their formal writing assignments in Google Drive. Tutorials are available [here on this site where it says Google Drive](#). At the end of the semester, students will each assemble and submit clean copies (no grades or comments) of *representative writing that demonstrates all written communication and learning outcomes for ENGL 110C*. These artifacts will be submitted along with a reflective essay, which together constitute the student's writing portfolio. Instructions will be provided closer to the end of the semester. Your portfolio will show how you're a better writer in December than you are in September!

Throughout the semester, if you find you are having issues with Google Drive or other ePortfolio tools, the ePortfolio assistants and tutorials are there to help you through the process. [ePortfolio & Digital Initiatives](#)

Feedback

Expect feedback on work turned in on time. I will regularly provide feedback to the entire class and individual feedback tailored to each student. If you're waiting for feedback, please **email me if you have a concern or would like feedback faster** (for example if you're trying to avoid repeating an error or want to check in before the next assignment).



Policies:

Submitting Work

Assignments: Students will store work in **Google Drive** during the course of the semester. Google Drive folders will be shared with DrV. **However, assignments will be turned in (uploaded) to Blackboard when completed.** *DrV will not go to the Google Drive folders to find student work.* For the final portfolio, DrV will need to access your Drive folder; instructions will be given for this.

Students must save all written work; handwritten work should be captured digitally after the fact with a picture and uploaded to Google Drive; most work will be “born” in Google Drive and be stored there. Students should maintain backup copies of all work. Students must store all major assignments, including the electronic portfolio, in Google Drive during the course of the semester. Technological tutorials will be provided.

Attendance & Participation

Mandatory Attendance Policy: Missing class meetings and conferences will negatively affect the quality of the work students produce. A great deal of 101/Studio is given to activities requiring student interaction (discussion, peer review, conferences). Therefore, English 101 has a mandatory attendance policy: students should miss no more than one week of class time (3 contact hours) without penalty. **Students who are absent for more than two weeks of class time (6 classes for MWF sections, 4 classes for T/R sections, and 2 classes for sections meeting once a week), will have points deducted from their final grade. Students who are absent for more than 25% of class time will receive an automatic F for the course. (Class meets 28 times, so after 7 absences, a student automatically fails.)**

Absences before the add/drop period don't count because a student may be undergoing schedule changes. After the add/drop period, each absence will result in deductions from your attendance grade; you get **two absences, no questions asked**; after that **one** point for each absence will be taken off of your final grade. To align with the two allowed absences, two of the RTRs will be dropped at the end of the semester. Note: I'm using the Blackboard attendance system, so I will have to manually adjust to give you the “exemptions.” For that reason, use the absences recorded as an estimate of how



you're doing because I will not make the attendance adjustments until the end of the semester.

In accordance with University Policy reasonable provisions should be made by the instructor for documented representation at University sponsored athletic or academic functions, mandatory military training and documented illness. The granting of provisions for other documented absences is left to the discretion of the faculty member. Missed conferences may be counted as absences.

Not coming to class does not automatically drop you from the class. Please check the University Catalog for the official policy.

Conferences: Three times this semester, you will be required to meet with your instructor for an individual conference meeting. Not attending a conference results in an absence.

Participation

This class depends on interaction. Sometimes, you will work in small groups in class, and we will often have discussions. We will write during class and share work, too. Participation is required to do well, so attendance is also required. For Zoom, cameras are strongly encouraged! We are working in a time like no other, and doing whatever we can to connect matters! Seeing a face matters. Expressions matter. Smiling matters.

It's a reasonable expectation that students attend class. Having your camera on is the **best way** to get across that you're engaged. During class, we will have check-ins of various kinds (use an emoji, thumbs up, or answer a question in the chat). Both attendance and participation will be gauged using these measures.

There may be times when you can't use your camera due to WiFi limitations or something going on in the background. If that's the case on a certain day, reach out to DrV or just put in the chat that your camera needs to be off. Once in a while we may all need a camera off, but if it's an ongoing issue for you, let DrV know in office hours so you can get some guidance or help.

Your class **participation grade** will be assessed using your Participation Contract and self evaluations.

Logging in and walking away or multitasking will not count towards attendance and



participation; in short, if a student logs in and then really isn't present, there's a problem. Anyone could zone out for a minute or two or have to get up, but after two missed in-class activities or check-ins, class participation grades will begin to drop. If a student is not participating in class, or there is evidence the camera/sound is off and the student doesn't reply, then there's a problem. A student exhibiting such non-participation/absence cannot expect DrV to re-teach the information in a meeting or office hours or answer questions via email *when the student clearly isn't putting in the effort, and all students are encouraged to reach out if there's an ongoing problem*. Lectures will be recorded and posted once Zoom has the recording ready to be posted (and DrV hopes to be able to post these on W and F each week!).

Examples of class participation include answering questions when called on in class (via Zoom); using an emoji response in Zoom; answering a poll in Zoom; writing in a Google doc during an in-class assignment; answering surprise questions sent by email or responding to Easter eggs, such as this one: if you are reading this right now, stop what you are doing and send DrV an email (ejvincel@odu.edu) using your ODU email address; in this email state that you found the "Easter egg" and would like participation credit for it, or if you see this during our first live class, put it in the chat as a private message to me that you saw this. This counts as extra credit!

Class Engagement Attributes	
<p>Positive Attributes include—</p> <ul style="list-style-type: none"> -Is obviously <i>present</i>, even though the class is online (has camera on & does check-in activities)* -Enters into class discussions -Offers questions or comments during class -has access to assigned texts -Uses quotes and page numbers from the readings -Checks email & Blackboard often -Poses questions -follows Zoom etiquette -helps monitor the chat or discussion 	<p>Negative Attributes include—</p> <ul style="list-style-type: none"> -Logs in but leaves or doesn't participate in check-in activities -Skips class -Shows up late -Sleeps in class or ignores surroundings -Exhibits disruptive behavior -Doesn't check email or Blackboard -Multi-tasks to the point that class activities aren't completed -doesn't follow Zoom etiquette -lack of professionalism, such as eating on camera, deliberately pointing the camera at the ceiling or not at one's



when DrV asks for volunteers	face; lying down during class-- <i>the camera highlights all of these things</i>
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Zoom logs participants' information, along with sign-in and sign-out times, and DrV will use Zoom reports to track attendance along with in-class activities and other check-ins during class. *The Zoom log will also show if a student is having WiFi connection problems.*

If the internet goes down (yours or mine) and we meet live for a Zoom class, always give me 15 minutes to arrive.** Hang out, wait, do work, whatever, and give me the amount of time I give students to be late without penalty.

If my Internet goes down to the point that I can't hold class, I will post the missing lesson as soon as possible and will adjust deadlines for students for assigned work, if that is needed.

Tardiness. A student is marked tardy when arriving past 10 minutes due to the disruption of the class. An occasional instance isn't an issue. If a chronic problem, after more than 3 instances, the tardy will count as an absence. Absences are recorded after 30 minutes when a student is late (but you should come anyway).

Conferences count as part of attendance and occur three times during the semester. During those weeks, students will sign up for individual conferences with DrV to discuss their writing; students will also complete peer reviews for one another those weeks.

Failure to attend a scheduled conference or peer review will result in an absence. During those conference/peer review weeks, the class will run asynchronously, which means that DrV will post the work ahead of time (the week before), and students will complete conferences at the times they sign up for and peer reviews on their own time (to be completed by the end of the week).

Because we are meeting with Zoom, sometimes technological glitches will happen, and you may also have to switch between a physical classroom and this Zoom class. You may also need to find somewhere quiet (and that can be really difficult sometimes)! Let me know if you anticipate a problem with being late with the kinds of situations described here, but if it's every now and then, just join in late.

If you join late, please do the best you can to get caught up with what we're doing. You



may contact classmates who were there on time, but if there's a regular problem/pattern of lateness, we will need to talk about class disruptions and make a solution. Note that quizzes or graded work started at the beginning of class can't be extended past a reasonable amount of time. Again, for special circumstances, let me know.

Excused absences. Some of you will be absent for health reasons or family emergencies. For **excused absences only** (with documentation), you will need to arrange makeup work for RTRs.

Prolonged absences: special note about Emergencies: If you have an emergency that requires more than a week of absences, you should contact [Student Outreach and Support](#) services. See [here for more on absences](#) from the "official" ODU perspective. To make up for lost class time during an extended absence or emergency, students will have access to Zoom recordings of class.

COVID-related absences:

Substitutions for certain assignments may be necessary if a student contracts COVID or has a related family crisis. One example of a substitution would involve using an outside reader (non class-member) or self-assessment as an alternative for peer review. Another example of a substitution would be that a student can watch a recording of class (Zoom recordings will be available once processed by the app and will be posted as soon as possible to Blackboard). Students experiencing COVID-related absences must contact the professor immediately and also contact [Student Outreach and Support](#) to report an extended absence.

Other absences. For absences that are **not officially documented/excused by ODU (doctor's note, mandatory training, athletics, or mandatory academic functions)**, students should still post on their Journals for credit.

In accordance with University Policy, reasonable provisions should be made by the instructor for documented representation at University sponsored athletic or academic functions, mandatory military training and documented illness. The granting of provisions for other documented absences is left to the discretion of the faculty member.

Dropping/ Withdrawal: Please note that because ENGL 101 and ENGL 110 are co-enrollment courses, once enrolled, students cannot drop or withdraw from one course without also dropping or withdrawing from the other. Should you find yourself needing



to drop or withdraw from these courses, be sure to speak with your advisor right away to discuss how this might impact your scholarships, financial aid, and full-time status.

Incomplete Grades. Students might receive incomplete grades for a semester for special circumstances. Completion of work will be arranged with the professor and follow a contract that the student and professor will sign. The contract will contain due dates for the completion of work. For an incomplete to be granted at the end of a semester, 80% of the work in the course needs to have been completed by the student.

Civility Policy: Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's words and use of language should be temperate and within acceptable bounds of civility and decency. In our discussions, we will have many opportunities to explore some challenging issues and increase our understanding of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always, we will need respect for others. Thus, an additional aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions (adapted from Alisse Portnoy, University of Michigan).

Late Work Policy

Late Assignment Policy: I understand that we all have lives outside of class that place important demands on us. Nevertheless, coursework should be viewed as a high priority and treated as such. Work is late when turned in past a deadline or past the start of class when the item is to be completed before class.

Most assignments in this course build on each other, so if you get behind or miss an assignment, you may have trouble completing assignments that follow. This “scaffolding” of assignments is critical for your success on papers, so every assignment



has a deadline (on the schedule and posted at the assignment upload area in Blackboard). **No RTRs are taken late.**

Late work will be received **only** if the student informs the instructor **before the due date of unusual circumstances that caused the delay**. If an extension is granted, a letter grade may be taken off for each day the paper is late. Late work due to a documented emergency will be received without penalty within a reasonable time frame. Time frames for extended absences must be written up as contracts with the instructor. All essays must be turned in in order to pass the course. **Late work for a team assignment** affects more than just the individual who is late, so late work for team assignments cannot be accepted.

Papers/projects: the final exam cannot be turned in late. Major paper assignments (including the first drafts) will receive a penalty of 10% a day when turned in late. The days include weekends and holidays, as your professor will be grading during those days and must turn work around quickly.

Extensions: Consult DrV individually for extensions. Work will be required during a reasonable time frame. Late work due to a documented emergency will be received without penalty within a reasonable time frame.

Final exam. The exam must be done on time. The 10% deduction cannot apply to the final exam due to the ODU policy on exam completion. Exams cannot be extended for students because professors must follow an exam calendar. Professors must grade exams fast, too (48-hour turn-around is expected of professors).

Please note that the following problems do not constitute excused late work:

- your internet connection going down, being slow, or you not having a reliable internet connection*
- your computer crashing, dying or otherwise being uncooperative (there are computer labs on campus and in the library)*
- having to work late/early/unexpectedly
- forgetting a due date



*let DrV know if something is wrong with your technology immediately; this is an online class, so you may not have access to labs on campus, and you may not want to go in public for internet access due to the pandemic

What if something isn't complete? It's best to turn something in for partial credit than to get a zero. It drops a grade fast. Turn in all the work to have the best quality work count.

Why does it matter if something is turned in late? It's a time-line issue and matter of consideration. The time-line issue involves an instructor not being able to go over feedback for an entire class if having to wait on work not yet submitted. Waiting hurts students who did work on time who can't get timely feedback. The instructor also can't grade in a structured, timely way, and no student likes waiting a long time to get work returned. Managing deadlines is a good work and life skill, too.

What if I have something scheduled or have a lot of things due in other classes? Ask for an extension in advance. Extensions must be requested outside of a 48-hour window. You also have the "late pass" option.

Protecting your work: Use your ODU-supplied Google Drive to store your work. The excuse that your "computer died" or "it was the only copy" will not work because when you write in a Google document, it's automatically saved (hallelujah). Save all emails and file them. You'll be happy if you look up how to put email in folders and automatically get Gmail to categorize ads and spam. Google it!

Other Administrative Matters

The Writing Center: Take a look at the [Writing Center's video about their services!](#) The Old Dominion University Writing Center offers free appointments and walk-in writing consultations to all currently-enrolled students on campus. Students may seek help with their writing projects for a variety of courses and meet with a consultant to discuss anything from brainstorming to learning how to proofread their own work.



The WC is open M-F; to make an appointment call 757.683.4013 during open hours or book an appointment online at odu.mywconline.com.

[Click here to access writing help documents](#) created by the ODU Writing Center.

To get the most out of your Writing Center session, please

- Start early. Students who visit us early in the writing process typically do better than those who wait. Appointments are often booked several days in advance.
- Come prepared. Whenever possible, bring a description of your assignment from your professor as well as the readings for your class. Bring a list of specific questions.
- Work with our Consultants during your appointment and take notes. Aim to come away from your session having skills to become a better writer.

Digital Help:

ePortfolio Assistants are peer mentors trained to support students as they compose with digital media and build ePortfolios. Through individual appointments, the assistants help students work with digital tools, demonstrating how to perform various actions within webbuilding platforms as well offering general feedback on the design, content, and function of an ePortfolio. These appointments are intended to help students learn to navigate and work within such systems on their own. Online resources are available at [ePortfolio & Digital Initiatives](#).

Library Instruction: Subject specialist librarians are available to meet with classes for instruction in the effective use of information resources. Instructors wishing to arrange instruction for their writing and research courses should complete the request form at: [Library Help](#), giving a minimum of 2 weeks' notice. Call Megan Smith at 757-683-4182 for further information. Reference librarians welcome the opportunity to work with faculty on integrating information literacy into their courses.

***DrV's pro tip: during much of the day, the library has live chat help! Use it or call because the request for help described above asks for two weeks' notice, which is hard to meet for most undergraduate students working on short-term projects.*

Honor System: Each student is expected to abide by the honor system of Old Dominion University: "I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as



cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned.” Please see the website for the [Office of Student Conduct and Academic Integrity](#) for more information.

Plagiarism

Departmental policy: Writers who use the words or ideas of others are obligated to give credit through proper acknowledgment and documentation. Failure to give credit is plagiarism, a violation of the ODU Honor Code that almost certainly will lead to failing the course and could lead to expulsion from ODU. If the quality of your in-class and out-of-class writing varies dramatically, the instructor has the right to ask you to write under supervision. If you have questions about how and when to acknowledge sources, please refer to your textbooks or see the instructor for advice.

What is plagiarism? The ODU Catalog defines plagiarism as follows: “A student will have committed plagiarism if he or she reproduces someone else’s work without acknowledging its source; or if a source is cited which the student has not cited or used. Examples of plagiarism include: submitting a research paper obtained from a commercial research service, the Internet, or from another student as if it were original work; making simple changes to borrowed materials while leaving the organization, content, or phraseology intact; or copying material from a source, supplying proper documentation, but leaving out quotation marks. Plagiarism also occurs in a group project if one or more of the members of the group does none of the group’s work and participates in none of the group’s activities, but attempts to take credit for the work of the group.”

Accommodations: Students are encouraged to self-disclose disabilities that have been verified by the Office of Educational Accessibility by providing Accommodation Letters to their instructors early in the semester in order to start receiving accommodations. Accommodations will not be made until the Accommodation Letters are provided to instructors each semester.

Statement on Educational Accessibility for Students with Disabilities: Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.



If you experience a disability which will impact your ability to access any aspect of my class, please present me with an accommodation letter from OEA so that we can work together to ensure that appropriate accommodations are available to you.

If you feel that you will experience barriers to your ability to learn and/or testing in my class but do not have an accommodation letter, please consider scheduling an appointment with OEA to determine if academic accommodations are necessary. The Office of Educational Accessibility is located at 1021 Student Success Center and their phone number is (757)683-4655. Additional information is available at the OEA website: [Office of Educational Accessibility](#)

FERPA: The student's academic progress up to and including the final grade will not be shared with any individual other than the student or an appropriate campus official without proper documentation allowing otherwise. This means that I cannot discuss your academic performance with your parents, guardians, or friends without a signed waiver from the Registrar's Office. However, please do know that *you* can always come talk to me if you are struggling.

Looking for what to do and when? Find the course Schedule of Assignments at the Schedule tab on Blackboard