

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: **ENGW 111**

or Degree Plan(s):

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TBC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ²³	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

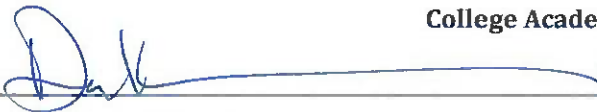
Department/School(s)

 March 6, 2025

Chair Signature Date

Chair/Program Director Signature Date

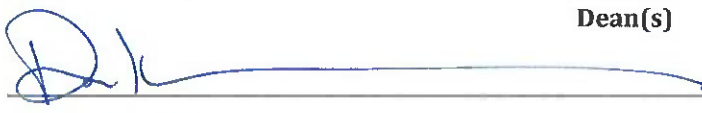
College Academic Council(s)

 5-21-25

Chair Signature Date

Chair Signature Date

Dean(s)

 5-21-25

Signature Date

Signature Date

Teacher Education Council

Signature Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

.Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	ENGW 111.01 / ENGW 111.L1
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Debbie Williams
B	Course Instructor	All current composition course instructors
C	Course Title	Writing for the Academy and Community
D	Course Abbreviation for Banner if title is more than 30 characters	Writing for Academy
E	College	CAHSS - Arts, Humanities, and Social Sciences
F	Department or School	LALI - Language & Literature
G	Number of Credit Hours	3
G1	Number of Lecture Contact Hours	3
G2	Number of Lab Contact Hours	1
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	3
K	Course Schedule Type	<u>Lecture/Lab (LLB)</u> The lab is a co-requisite embedded lab.

L	Number of Faculty Workload Hours	4
M	Grading Mode	<u>Standard</u>
N	Maximum Enrollment	18
O	Catalog Description (50 words or less)	The theory and practice in reading and writing analytical and persuasive essays
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	Required of students (1) ACU writing subscore of 16-18 (or Accuplacer or SAT verbal equivalent) or (2) who have completed ENGL 003 and ENGL 004 .
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	Corequisite: ENGW 111.L_.
R	If the course is cross-listed, specify the subject code and course number of the other course	
S	Does this course require any additional student course fees?	<u>Yes</u> If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	<u>Yes, every year</u>
T2	Will the course be offered in spring terms?	<u>Yes, every year</u>
T3	Will the course be offered in summer terms?	Select <u>If needed</u>
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2025

V	Is this course required for a program(s)?	<u>Yes</u> If yes, submit a separate completed curriculum proposal to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	<u>No</u> If yes, provide rationale:
X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	<u>Yes</u> If yes, provide course ID, term, and enrollment: ENGL 140: ST: Writing for Academy; Fall/spring 2023-2025; enrollment 18
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	ENGL 111

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

ENGW 111 (3-1-3) will replace ENGL 106 (2-0-2) / ENGL 006 (0-1-1) and ENGL 107 (2-0-2) / ENGL 007 (0-1-1).

The ENGL 106/107 sequence required students to take 6 hours for ENGL 111 credit. In 2017, Governor Greg Abbott signed HB 2223 in order to increase retention and graduation rates of under-prepared students (especially male students). The Bill mandated the enrollment of all students in an ENGL 1301 (ENGL 111) course in state universities, regardless of their scores on the Texas Success Initiative Test. This mandate was intended to help students proceed more quickly into their major coursework.

Coincidental to Abbott's mandate, our field was moving away from the stretch model toward a corequisite one. Thus, as I planned the ENGW courses, I drew on best practices from the discipline of Composition and Rhetoric. These practices suggested that underprepared students would most likely be successful in a first year composition course that offers a trained embedded tutor and a co-requisite lab as a fourth meeting hour. The teachers and I piloted three versions of

this: class-embedded tutor only; tutor and co-req lab; co-req lab only. Our anecdotal data so far suggests that ACU entering first year students will perform best and be more likely to return after their first year in a course with a corequisite lab.

The restructuring saves students three hours in their pursuit of credit for ENGL 111. This change also helps our ability to compete for underprepared first year students who might attend our cohort schools, offering a faster route to credit for a course that doesn't carry the stigma among the student body that 106/107 did.

In sum, the ENGW 111 curriculum parallels ENGL 111. It offers a faster way to achieve ENGL 111 credit. The main difference is the corequisite lab in the ENGW class that helps students have more time with the professor and thus be more likely to achieve course goals.

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

ENGW 111 is a course designed to give entering first year students or any students transferring without ENGL 111 credit for ENGL 111. It is based on ENGL 111 curriculum. Students with an ACU writing subscore of 16-18 (or an Accuplacer or SAT verbal equivalent or credit for ENGL 003 / ENGL 004) would take this course. To receive credit for this course, students must write four major essays (1200-1400 words) well enough to receive a passing grade in the course.

2. State the overarching course goal(s) in performance terms.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Create responses to (perform) tasks in persuasive and analytical contexts, including but not limited to, audience analysis, crafting appropriate support, establishing authorial credibility, and writing in an appropriate style.	Scaffolding assignments for all major essays and major essays.
2	Analyze discourse written by others.	Verbal and written analysis of audience and arguments in texts assigned for reading.
3	Apply principles of revision and editing appropriate for your purpose, topic and audience, as well as your writing context—timed or untimed.	Rough drafts and final drafts of major assignments (out-of class writings) and in-class practice writings.

	Student Learning Outcome	Measurement
4	Evaluate ethical and moral implications of rhetorical choices.	Verbal and written analysis of texts assigned for reading.
5		

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Bullock, Richard, Michael Brody, and Francine Weinberg. *The Little Seagull Handbook*. 5th ed. Norton, 2024.

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location(s).

7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section 2B.

Updated 8/19/2024

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: March 13, 2025
TO: Dr. Debbie Williams
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for ENGW 111.01 – Writing for the Academy and Community

After reviewing the course application and syllabus, the library can support the proposed course. Please contact James Wiser, Librarian Liaison, if you will require additional library resources in the future for the course. Thank you for letting us review the course application.

Abilene Christian University

ENGW

111.01/111.L1

Policies and Syllabus for Writing for the Academy and Community Fall 2025

Dr. Deb Williams
Professor of English
ACU Box 28252
debbie.williams@acu.edu

ENGW 111.01 is a 3-hour class
ENGW 111.L1 is a 1-hour lab
Office: ADM 216D
Phone: 674-2405, h 439-8252

Office hours: TR 8-10, 1-2:30; MW 1-2:30 and by appointment

Mission Statements

ACU

To educate students for Christian service and leadership throughout the world.

College of Arts, Humanities, and Social Sciences

To equip students with the knowledge, skills, and values necessary to make a positive impact in the world, guided by their faith and academic pursuits.

Department of Language and Literature

To provide students with a core liberal education, preparing them for careers by cultivating critical thinking, communication, and creativity through the study of languages, literature, rhetoric, and poetry.

Texts and Supplies

- Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*. 5th ed. Norton, 2024.

Prerequisite

ACU writing sub-score of 16-18 (or Accuplacer or SAT verbal equivalent) or ENGL 003/004.

Course Goals, Description, and Format

ENGW 111 is a three-hour course with a one-hour co-requisite lab. The curriculum of this class parallels that of ENGL 111. The major difference between the two is the required 4th-hour meeting time (co-requisite lab) for this class. This class is the first of a 2-semester sequence, designed for traditional and non-traditional students who meet the prerequisite above to prepare you for writing tasks in your college career. In the course, you will be equipped to question and evaluate your personal paradigm, as well as to evaluate the claims of “voices” around you so that you may adequately “give an account” of what you believe.

During the semester, you will write 3 to 4 major assignments. We may choose as a class to create a digital text with a written draft and reflection for the last major assignment. For the 4 assignments, planning must be submitted for my comments at every phrase of the writing process. For every written assignment, you will give feedback to and receive feedback from your classmates on rough drafts to aid you in preparing the best draft you can for each essay. For the final exam, you will write a times, in-class essay using a prompt provided to you.

We will meet face-to-face, and I will use a variety of teaching methods to facilitate your achieving the objectives stated below, including active learning activities, mini-lectures, frequent feedback, individual conferences, email, and use of Canvas LMS resources.

Corequisite Lab Requirement

The lab component for this course is required, but it is not like science labs, and in many ways, it will differ from a math lab you may be taking. You are expected to attend each lab. Labs provide additional instruction toward your class objectives. Attendance and participation in each lab session will count towards 10% of your course grade. Failing the lab may cause you to fail the class, regardless of your grade in the course.

Each week, you will meet 50 minutes with your classmates and me. This time will function as an additional class period—with teaching, re-teaching, or workshop writing, depending on what the course calendar specifies and the class needs. To get credit for the studio hour you will be expected to do what you would in a regular class period:

- come on time,
- stay for the entire time,
- submit documentation for an excused absence
- participate and work on material that is connected to the class, not to another course.

Credit will be assigned as follows:

A = attending 14/15 days	D = attending 9/15 days
B = attending 13/15 days	F = attending 8 or fewer days
C = attending 11/15 days	

Course Competencies

Several premises guide me in choosing what I think this course should enable you to do. I always seek to align my personal premises with the goals of the University and my department. My personal premises that drive my choices are

- the Lord's valuing effective communication as evidenced in Christ's varied use of communication (as well as a myriad of examples in scripture),
- language being a major feature characterizing humans because we are created in God's image, and
- our seeking to do all things as unto the Lord (Colossians 3:23) without grumbling or complaining (Philippians 2:14).

My faith statement as a professor that frames my teaching and scholarship, one that I share with several other colleagues on campus, follows:

Sovereign God calls us to be a community of learners—humbled, renewed, and unified before Him. As we are being transformed, we reflect His light, shaping all inquiry into a pursuit of God and His Truth. Let us [as faculty] encourage one another and our students in this journey.

As your professor, it is my goal for you by the semester's end that you, as a writer, be able to

1. perform (create responses to) tasks in persuasive and analytical contexts, including but not limited to, audience analysis, crafting appropriate support, establishing authorial credibility, and writing in an appropriate style as demonstrated in your scaffolding work and final essays for all major assignments.
2. analyze discourse written by others as demonstrated in verbal and written analysis of audience and arguments in texts assigned for reading.
3. apply principles of revision and editing appropriate for your purpose, topic and audience, as well as your writing context—timed or untimed, demonstrated in your rough and final drafts of all out-of-class assignments and in-class practice writing.
4. evaluate ethical and moral implications of rhetorical choices and apply Christian (or personal) values in the exercise of rhetorical skills, as demonstrated in your scaffolding and major assignments.
5. approach and perform writing tasks in a manner that reflects a Christian commitment to do "whatever you do, work[ing] at it with all you heart, as working for the Lord, not for [people]. (Colossians 3:23; NIV)

Course Expectations and Grading Criteria

Class Assignments

1. You *must* submit each major assignment to pass the class, regardless of your course average.
2. Most, if not all, of us will have a cell phone. Take care to turn off the ringer on the phone. If you expect a call for an unusual emergency situation, let me know, and you may take the call in the hall.
3. Because we will be writing so much, I will not accept late planning and late rough drafts of any paper *unless* I approve an extension prior to the due date of the assignment.
4. Late final drafts will be penalized 1 (one) letter grade for the initial class period they are late. After that, they will be penalized one-half letter grade per day up to one week. After that, the assignment, if turned in, will receive an "F."
5. In addition to coming prepared with a significant rough draft, to receive full credit for rough drafts, you must prepare a thoughtful reader's response for the essays written by those in your group. You must provide group members of copies of your essay on time. Failure to do so will result in lost points. Additionally, failure to complete an adequate critique for your group members will result in the loss of one letter grade on your final essay grade. If you feel inadequate to critique a group member's paper, please see me for help or seek help from the Writing Center.
6. Problems with your technology will not be accepted as valid reasons for submitting late work *unless* we experience a system-wide crash (or glitch) or have a serious campus-wide virus. Allow enough time in preparing your work to cover any emergencies that may occur. If you have technical problems, get help by calling 674-4357.
7. Also, if we are drafting or working with a computer in class, and you need a laptop, you may check out a computer in the library that is designated specifically for students taking first year English courses. Team 55 will have a list with your name on it, and you should return the computer as soon as you can after class. Plan to allot time to check out the computer: checking out a computer is not a valid excuse for being tardy to or missing class. If you have difficulty with this, please let me know.
8. The final exam will be taken in person at the designated final exam room (TBA) at 8:00 am on Tuesday of finals week. You must take the final exam essay to pass the course; you may not take the essay early.

Attendance Policy

If you are more than 15 minutes late, you will be counted absent. Nine absences in an MWF class (or 6 in a TR class) mean you may be dropped from the class with the grade of WF. You are allowed 2 absences without penalty; however, you will be expected to be prepared for the next class, or your work for that day may be penalized and not accepted. If you miss a class, you are responsible for the material covered and any assignments made. Ignorance of an assignment will not excuse late work, as assignments and information are accessible on a smart phone and an iPad. Certainly, email or call me if you are having any difficulties.

What you should do if you must miss a class:

- *Communicate with me.* Explain your absences, in advance of the class if possible. Send an email or leave a voice message on my office phone.
- *Turn in all homework or assignments.* Assignments are due on the assigned date unless you make prior arrangements for extenuating circumstances.
- If you miss class for a university excused trip, you must arrange a meeting with me to discuss how to make up work.

Assignments and Grade Percentages

1. Diagnostic: Expectations and Goals	2%
1. Values Essay	15%
2. Critique of ChatGPT argument	8%
3. Classical Argument	15%
4. Rogerian Argument	15%
5. Evaluation Essay	15%
6. Final essay (final exam)	5%
7. Daily and group work	5%
8. Lab Credit	20%

Grading Procedure

To assign a course grade, I use a 10 point scale (90-100 = A, etc.).

I arrive at your grade in the following manner:

- I examine your paper in terms of its focus, development, organization, style, grammar, and planning.
- I consider each area equally when assigning grades, using the criteria for the paper as stated on each paper's assignment sheet.

If you don't understand why you received the grade you received, please see me. Please check email frequently for reminders and syllabus modifications.

Academic Honesty

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship, and research.

The full Policy is available for review at the Provost's office web site (<https://acu.edu/office-of-the-provost/academic-integrity-definitions/>).

Using AI Tools (ChatGPT) and Academic Honesty**

The purpose of a university education (among other things) is to expand your horizons and prepare you for a professional life and career by a) providing expert guidance as you encounter the great minds and ideas of the past and present; and b) honing your ability to express yourself thoughtfully and professionally on a variety of topics. It's fine to use any tools that enhance and enrich this process if they conform to the stated policies of the professor and the course. It is NOT fine to use any tools in a way that detracts from this process or that cheats you of a proper education.

General Guidelines to Ethically Negotiate Changes in AI

A fascinating and, for some, frightening feature of programs like ChatGPT is the unpredictable modifications and refinement of its capabilities. At some point, one or more of the specific guidelines above may become obsolete. Regardless of how AI develops, use these two *general* principles to guide you in its use.

1. Avoid deception or the appearance of deception (by misrepresenting something as being written by you when it wasn't) and
2. Engage with the course material yourself in a productive and educational way (the AI should add to your learning, not prevent it).

Specific Guidelines

Other professors may have other policies, but for THIS course, you may use ChatGPT or any other AI program as a tool in generating work for this course. All tools have limitations. At this point in our work together, CHATGPT shouldn't be

depended on to write or revise essays. It is not as effective with either task as you'll want to be to earn a good grade. On the other hand, it can help you surface search terms, outline possibilities, and provide you with a response to a "prompt" you give it that you can critique to avoid problems with logic and development in your final draft of an essay. To help you decide how to best use this tool in your growth as a writer, I've provided the guidelines below for this class.

1. **Document.** First, ask permission. If granted, document. Specifically, if you use an AI program to generate any work—in a formal assignment (essay) or scaffolding—that you submit for credit, **be sure to indicate which parts are not composed by you personally and which parts are written by you.** You can do this with a statement, such as "When I asked ChatGPT what a certain audience might want to know about my topic, here's what it said" Indicate with quotation marks what parts were written by AI.
2. **Clarify what you asked for.** If you use an AI program to generate a response to any assignment or prompt, be sure to **include in your submission exactly what you typed into the search field** (in other words, if you altered any prompt (writing assignment) by shortening, clarifying, or simplifying it in any way, let me know exactly what that was so I can see what the AI program was responding to. If you gave the program the exact prompt word for word that was written by me, please indicate that clearly, as well.)
3. **Include your analysis.** If you use ChatGPT or another AI program to respond to a prompt or compose an assignment, be sure to **include your own personal commentary/response** to what the program wrote (in other words, you can use it as a launch-point if that helps stimulate your own thought; but it should not replace your own ideas and your own response to the assignment).
4. **Read assigned course material.** Make sure **your own personal commentary/response** is thoughtful, specific, illustrates that you have read and thought about the assignment, and **meets the length requirements of the assignment.** (In other words, what is written by AI does NOT count towards meeting the length requirement of the assignment).

If you're struggling with the reading or with thoughts on our class discussion, etc., consider these possibilities for using ChatGPT for help. After reading/viewing an assigned text if you are struggling to complete the assignment, pose a question (prompt) to Chat. After reviewing its response, consider questions like these:

- What parts you think ChatGPT (or any other AI program) got right in its answer (and specifically why you agree with it)?
- What parts you think it got wrong (and specifically why you think it's wrong, and how you would argue against it)?
- Where you think the AI response is overly vague (and specifically how you would correct that)?
- What additional specific examples might include from the assigned reading or video text to support one or more of the points made by the AI program, and why you think that example would be a good illustration?
- How you think the ideas generated by AI on this subject or text might compare in their applicability to other texts we've read or heard or ideas you have come across and why?

Penalties for Misuse of AI in Submitted Assignments

Programs to detect AI are uneven at best. In the future, AI-generated texts will be "marked" with a feature to clearly indicate the use of AI, but currently such a program is in development. That means anything that appears to be written by AI software and does not conform to the above guidelines for proper use may receive a grade of zero. Students will be notified by comment on the assignment of the reason for the grade penalty and can challenge the decision if they wish. A challenge should be made within one week of the original notification. The student will then have the opportunity meet with me in person (with another professor present) to defend the assignment.

If there is a second offense, the student's course average will be dropped by ten points (and a further ten points off the course grade will occur for each subsequent offense).

How can you avoid suspicion with your work, whether it is warranted or not? Start now doing what will do in your future workplace. Make notes of your own ideas, wording, and so on. (This means do scaffolding assignments.) Texts generated by AI currently sound stilted; they don't sound a human's writing, so document where you use it and keep notes of your original thoughts. Weave your words and ideas into AI, documenting where thoughts and words have come from (whether from friends, library sources, popular culture sources, or AI), just as you would in any assignment of any kind. Remember that we are beloved by God and created in His image. Language is a, if not THE, key feature of God's image in us. As you

and I make our way together in this exciting time, I want to help you and to give you the benefit of the doubt. You, I trust, will want to seek my help and show me all the resources you've uncovered to articulate your interesting ideas as effectively as you can. ***Written with Sherry Rankin*

Technology Notes

Set up your phone to receive Canvas announcements. Doing so will ensure that you get class reminders, as well as notifications of necessarily changes to the course calendar or answers to questions you and your peers might have.

Check your email daily. Please feel free to *email* me with any questions or concerns. As you know, email is not secure: never write anything in a message you wouldn't want your preacher, mother, or boss to read. Also take care not to spam or send out mass notes to people who would not welcome your messages. When you write to me, please do the following:

- include ENGW111 in the subject line so I can easily distinguish your mail from the numerous messages I receive each day.
- include your name, either in the message, signature, or "sender" line.
- use paragraphing and editing just as you would if you were emailing a boss.

Special Needs Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

ACU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

The Writing Center

The ACU Writing Center, located next to Starbucks in the Brown Library, welcomes all students who would like help with writing assignments from any class. Trained and experienced tutors will provide feedback for any writing assignment at any stage of the writing process--from planning and drafting to revising and editing. Visit www.acu.edu/writingcenter for more information.

A Final Note

ENGW 111 is one of my favorite courses, and I am always thankful to have the opportunity to teach freshman composition. I welcome your questions and concerns and want to help you any way I can. One way I can best help you is through *talking* (yes, *face-to-face*) with you during individual conferences. I'm anticipating an enjoyable class as we learn together

ENGW 111 Tentative Course Calendar

Assignment 1: What Do I Value?

Date	Monday	Wednesday	Friday
Week 1 8/25	Introduction/ Syllabus; Diagnostic <i>For next class, finish diagnostic</i>	Diagnostic due; <u>Thinking</u> about writing and rhetoric. <i>For next class, read Seagull, W1-4; post in Canvas</i>	Discuss reading miscommunication video and process <i>For next class, watch 2 Ted Talks in Canvas. Post in Canvas.</i>
Week 2 9/01	Labor Day!	Discussion of Ted talks; discussion of thought experiment and values <i>For next class, be thinking about your value: readings and video in Canvas due Friday</i>	Introduce Values Essay Prompt; discuss homework; discussion of values and examples <i>For next class, post ideas for your topic in Canvas</i>
Week 3 9/10	Discussion of values and examples <i>Make final topic selection by Tuesday 5:00 pm; Topic choice must be approved</i>	Discussion of development possibilities; Review sample essays; introduce short readings <i>Read W11 and W15 and post brief summary in Canvas</i>	Discuss readings, organization; workshop (brief a device to write) <i>Finish rough draft</i>
Week 4 9/15 Follies	Peer editing; scheduling with WC	<i>For Monday, week 5, finish essay 1 (due 9/19). For Wednesday, WEEK 4, watch the overview video of "Understanding Arguments"; read W8;</i>	

Essay 2: Classical Argument with AI

Date	Monday	Wednesday	Friday
Week 4 9/15 Follies	<i>For Monday, week 5, finish essay 1 (due 9/20). For Wednesday, WEEK 4, watch the overview video of "Understanding Arguments"; read W8;</i>	Overview sources; Discuss Classical Argument and topic choices <i>Post topic and point of connection with topic in Canvas; check for approval.</i>	Discuss topics and AI prompts; practice crafting prompts <i>Review topic choice if needed; Finish essay 1</i>
Week 5 9/22	Essay 1 due by midnight; Practice crafting argument prompt with AI Resources: <i>Finish crafting prompt; generate AI argument and submit both in Canvas; Review the sources for critique</i>	Refer to resources " <u>Argument</u> " and " <u>Classical Argument</u> "; discuss "Logical Fallacies" video in Canvas. Review critique assignment <i>Write a 500 word critique of AI argument.</i>	Discuss critiques in groups; practice with using critique to generate classical argument <i>Submit thesis, audience, and key supporting points in Canvas.</i>
Week 6 9/29	Discuss critiques; discuss thesis and role of audience <i>Revise today's homework if needed.</i>	Audience impact on argument; Use of AI on refutation and documentation; organization <i>Homework TBA</i>	Sample essays and questions <i>Work on Rough Draft; bring to workshop</i>
Week 7 10/06 Home-coming	Workshop <i>Write rough draft</i>	Peer editing <i>Polish essay 2</i>	Editing workshop; discuss upcoming video <i>Polish essay 2 due; Watch TedTalk "12 x 16" (18.21) Post brief notes in Canvas</i>

Assignment 3: Effective Persuasion (Rogerian Argument)

Date	Monday	Wednesday	Friday
Week 8 10/13	Watch "Unlearning"; Discuss videos and problems with classical argument; <i>Polish essay 2</i>	Essay 2 due; Review prompt; discuss topics and connection(s) with audience <i>Submit possible topic idea, audience, and point you could re-think</i>	Final discussion of topics/samples <i>Submit final topic choice, audience, and connection/unlearning</i>
Week 9 10/20	Discuss topic ideas/connection with audience; Sample Rogerian essays;	Sample essays	<i>Fall Break!</i>
Week 10 10/27	Discuss thesis and organization; sample essays <i>Submit organizational plan</i>	Workshop <i>Write rough draft</i>	Peer editing <i>Polish essay 3 (NOTE you'll continue to have some homework during this time.)</i>

Assignment 4: Determining the Veracity of a Print-oriented News Story

Week 11 11/03			Rogerian paper due; Evaluation practice <i>Reading Evaluation chapter pdf in Canvas</i>
Week 12 11/10	Essay 2 due Evaluation practice; establishing criteria	Review prompt and discuss topics, categories, and criteria <i>Post potential topic, category and criteria in Canvas before Break.</i>	Criteria, Reasons and Evidence; discussion of topics <i>Submit topic possibility, categories and criteria</i>
Week 13 11/17	Source verification <i>Final modification of topic/criteria and outline</i>	Possible problems And sample essays <i>Write rough draft</i>	Peer Editing <i>Final draft due next Monday</i>
Week 14 11/24	Editing Workshop	<i>Happy Thanksgiving!</i>	
Week 15 12/01	Editing workshop	Discussion of final exam; final paper due.	Discussion of final exam; class evaluation.
Dead Day (no classes) 12/08 Final Exam 12/09 8:00 a.m. Location: TBA NOTE: The ENGW 111 final is a "block" final. Do NOT check your schedule for this final exam based on course day/time, as you'll miss our final exam.			