

## English 101: Introduction to College Writing

### Course information

Instructor: Yuan Zhao (he/him)  
Email: y0zhao23@louisville.edu  
Course code: ENGL 101-66-4228  
Year & term: Fall 2022-2023  
Classroom: Belknap Academic Building (BAB) 414  
Time: Tuesdays & Thursdays 9:00-10:15  
Office hours: Tuesdays 15:30-17:30, Bingham Humanities LL04 or by appointment

### Course Description

English 101 focuses on recognizing and responding to different rhetorical situations and developing effective writing processes. A student writer in English 101 should expect to: create and revise works in multiple genres, establish a clear purpose and sense of their own presence and position in each work, and compose the equivalent of 18 - 20 pages of text over the course of the semester.

### Student Learning Outcomes:

#### ❖ Rhetorical Knowledge

Students will produce writing that responds appropriately to a variety of rhetorical situations. Their writing should:

- Focus on a clear and consistent purpose
- Analyze and respond to the needs of different audiences
- Employ a tone consistent with purpose and audience
- Use a variety of genres or adapt genres to suit different audiences and purposes
- Choose evidence and detail consistent with purpose and audience
- Recognizes the utility of digital technologies for composition

#### ❖ Critical Thinking

Students will produce writing that abstracts, synthesizes, and represents the ideas of others fairly. Their writing should:

- Summarize argument and exposition of a text accurately
- Demonstrate awareness of the role of genre in the creation and reception of texts
- Provide an understanding of knowledge as existing within a broader context, including the purpose(s) and audience(s) for which a text may have been constructed
- Incorporate an awareness of multiple points of view
- Shows basic skills in identifying and analyzing electronic sources, including scholarly library databases, the web, and other official databases

#### ❖ Processes

Students will produce writing reflective of a multi-stage composing and revising process. Their writing should:

- Reflect a recursive composing process across multiple drafts
- Illustrate multiple strategies of invention, drafting, and revision
- Show evidence of development through peer review and collaboration

### ❖ Conventions

Students will produce writing that strategically employs appropriate conventions in different writing situations. Their writing should:

- Use structural conventions such as organization, formatting, paragraphing, and tone
- Demonstrate control of such surface features as syntax, grammar, punctuation, and spelling
- Provide an understanding of the conventions of multimodal composition that comprise developing communication in the 21st century

### ❖ Confidence and Ownership

In fulfilling the above outcomes, students will take ownership of their work and recognize themselves as writers who:

- Have a growing understanding of their own voice, style, and strengths
- Demonstrate confidence in their writing through frequent drafts
- Can articulate their own positions relative to those of others

## Course placement criteria

English 101: Open to all incoming students

## Textbook and major reading materials:

Wardle, Elizabeth and Doug Downs. *Writing About Writing*, Bedford/St. Martins Press, 4th ed., 2020. (ISBN: 9781319195861)

“Archive of Workplace Writing Experiences,” (URL: <https://www.workplace-writing.org/> )

Beverly Moss, “Phenomenal Women,’ Collaborative Literacies, and Community Texts in Alternative ‘Sista’ Spaces,” *Community Literacy Journal*, vol. 5, no. 1, 2010, pp. 1–24.

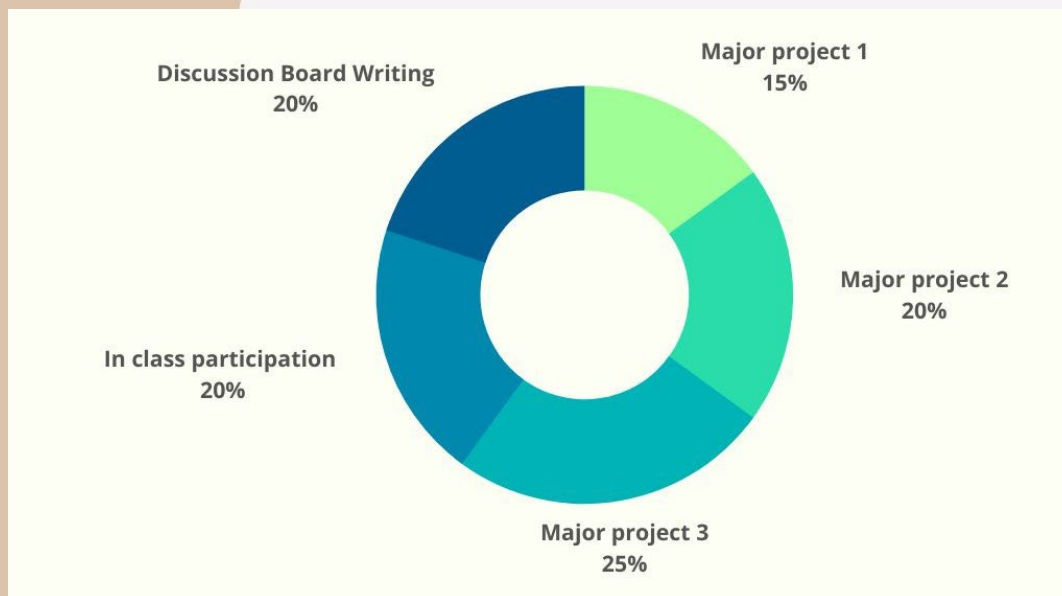
Dana Driscoll, “[Introduction to Primary Research: Observations, Surveys, and Interviews](#)”

Digital Media Suite module: “ENGL 101 Introduction to College Writing” (URL: <https://dcidt.louisville.edu/DMS/Course%20Specific%20Pages/content/index.html#/lessons/ctkqLiWuCOOR6mAYRqeOfIYwAnA9wIZ3> )

“English 101 Information Literacy Module,” (URL: <https://louisville.libwizard.com/f/english101> )

Sara P. Alvarez et al., “On Multimodal Composing” (URL: <https://kairos.technorhetoric.net/21.2/praxis/devoss-et-al/index.html> )

## Descriptions of Assignments



### Major Project 1: Literacy Narrative (15%)

By reflecting on your literacy histories and language practices, you will make connections with course readings to develop a claim about some aspect of your experiences, habits, and/or beliefs.

You will compose a literacy narrative (4-5 pages, double-spaced) and a reflective cover letter (1-2 pages, double spaced).

### Major Project 2: “How I Write” video and artist’s statement (20%)

You will compose a short video (1-2 minutes) illustrating your writing process and how it is influenced by your tools, environments, and identities. You will also compose an artist’s statement (appx. 4 pages, double spaced) analyzing your video.

### Major Project 3: Discourse Community Analysis (25%)

You will compose a discourse community analysis (appx. 5-8 pages, double spaced) and a reflective cover letter (1 page, double spaced).

You will explore what counts as “good” writing or “successful” communication in a community of your choice (e.g., related to a particular major, career, or hobby you are interested in) through primary source research (conducting an interview and a genre analysis) and secondary source research (using UofL library databases and making connections to course readings). This project should, therefore, reflect what you have learned throughout the semester.

### In Class Participation (20%)

For the first few weeks, you will be guided to be familiar with the class routine. Every class consists of: (1) a last lesson recap, (2) discussions about assigned readings, (3) free writing practice based on discussions, (4) assignment announcements. The interdependency between you and the instructor weighs a lot to the final success of this course. Thus, your contributions to discussions are much appreciated. It means, to guarantee the effectiveness of class, please make sure you read assigned readings and follow the instructions to think about the corresponding questions before coming to the class. Get prepared for the class and share your insights, thoughts and questions. Don’t be afraid to ask questions. Sometimes, we are

not looking for a resolution, and for humanities, not every question can get a perfect answer. Don't skip class even if you cannot finish reading the assigned texts. We will talk about effective reading strategies in class.

I also realize that everyone has different learning habits. Some are extraverted while some are introverted. I will gladly sit down with you to discuss how you can participate in this class in ways that respond to your learning patterns and needs.

### Discussion Board Writing (20%)

We are going to conduct in-class writing activities regularly. You are expected to complete your in-class writings and post them in the Discussion Board in Blackboard before the next class starts. In addition, you are expected to read your peers' Discussion Board posts and respond to at least one of them before the next class starts. Each post is expected to be at least 50 words, and there is no word limit for responses. In most cases, you can finish the post writing in class. Revision of the posts are highly encouraged.

### Major Due Dates

Major project 1: 9/25 Sunday at 23:00 pm  
 Major Project 2: short video project on 10/17 Monday at 23:00 pm  
 artists' statement on 10/22 Saturday at 23:00 pm  
 Major Project 3: 12/3 Saturday at 23:00 pm

### Course Schedule

I reserve the right to make changes to the reading schedule below, to facilitate learning in this course.

#### ❖ Unit 1: What has shaped your literacy histories?

**Week 1** *Note: Monday, August 22 – Classes begin & Last day to register*

Tuesday

8/23 Introduction to Course (No Reading)

Thursday

8/25 Reading:

"Investigating Writing," Chapter 1 in *WAW*, p. 3-24.

*Note: Friday, August 26 - Last Day to Add or to Drop with 100% Tuition Credit. (by 10:00 p.m.)*

#### Week 2

Tuesday

8/30

Readings:

(1) "Reading and Writing for Conversational Inquiry," Chapter 2 in *WAW*, p. 30-33.

(2) "Rhetorical Reading: The Reader's Role in Conversational Inquiry," Chapter 2 in *WAW*, p. 42-49.

Thursday

9/1

Readings:

(1) Introduction to Chapter 5 in *WAW*, pp. 240-243.

(2) Deborah Brandt, "Sponsors of Literacy," Chapter 5, *WAW*, pp. 244-265.

#### Week 3

Tuesday

9/6

Reading:

Continue Deborah Brandt, "Sponsors of Literacy," Chapter 5, *WAW*, pp. 244-265.

Thursday  
9/8

Reading:  
Vershawn Young, "Should Writers Use They Own English?," Chapter 5, *WAW*, pp. 325-336

#### Week 4

Tuesday  
9/13

Readings:  
(1) Continue: Vershawn Young, "Should Writers Use They Own English?," Chapter 5, *WAW*, pp. 325-336  
(2) A literacy narrative example that engages with secondary sources: Julie Wan, "Chinks in My Armor: Reclaiming One's Voice" Chapter 5, *WAW*, pp. 349-357.

*Note: Last day to withdraw with 50% tuition credit*

Thursday  
9/15

Reading:  
Richard Straub, "Responding—Really Responding—to Other Students' Writing," Chapter 4, *WAW*, pp. 217-229.

#### Week 5

Tuesday  
9/20

Peer Review for Project 1

*Note: Last day to withdraw with 25% tuition credit*

Thursday  
9/22

Peer Review and Revision for Project 1 (No reading)

### ❖ Unit 2: How do you write?

#### Week 6

Tuesday  
9/27

Recap for Unit 1  
Introduction for Unit 2  
Readings:  
Introduction to Chapter 4 in *WAW*, pp. 83-86.  
Prior assignment samples for project 2 (to be completed in Class)

Thursday  
9/29

Readings:  
(1) Sara P. Alvarez et al., "On Multimodal Composing" (Introduction, Composing) (URL: <https://kairos.technorhetoric.net/21.2/praxis/devoss-et-al/index.html> )  
(2) Digital Media Suite module: "ENGL 101 - Storyboarding and Design," (URL: [https://dcidt.louisville.edu/DMS/Course%20Specific%20Pages/content/index.html#/lessons/-lycTmvgbShQGmTVaoOK-vS4Z\\_y5NOSz](https://dcidt.louisville.edu/DMS/Course%20Specific%20Pages/content/index.html#/lessons/-lycTmvgbShQGmTVaoOK-vS4Z_y5NOSz) )

#### Week 7

Thursday  
10/6

*October 3 - 4 Midterm Break*

Readings:



- (1) Sara P. Alvarez et al., “On Multimodal Composing” (Analysis, Conclusions, Process, the Tools) (URL: <https://kairos.technorhetoric.net/21.2/praxis/devoss-et-al/index.html> )
- (2) Digital Media Suite module: “ENGL 101 - Premiere Rush tutorials,” (URL: <https://dcidt.louisville.edu/DMS/Course%20Specific%20Pages/content/index.html#/lessons/i-223V54CSyTnAJI2KEEDL6YkpLS8NM3> )

**Week 8**

Tuesday  
10/11

## Readings:

- (1) Jaydelle Celestine, “Did I Create the Process? Or Did the Process Create Me?,” Chapter 4, *WAW*, pp. 205-216.
- (2) Digital Media Suite module: “ENGL 101 - Captioning,” (URL: [https://dcidt.louisville.edu/DMS/Course%20Specific%20Pages/content/index.html#/lessons/K8ulcnFJigbWB1\\_oRAUIGJ0wDMFdv-L7](https://dcidt.louisville.edu/DMS/Course%20Specific%20Pages/content/index.html#/lessons/K8ulcnFJigbWB1_oRAUIGJ0wDMFdv-L7) )

Thursday  
10/13

## Reading:

Anne Lamott’s “Shitty First Drafts,” Chapter 4, *WAW*, pp. 87-92.  
Peer Review Day

**Week 9**

Tuesday  
10/18

Video showcase

Thursday  
10/20

Video showcase

*Note: Friday, October 21 – Last day to withdraw*

❖ **Unit 3: How is “Good” writing context-specific?**

**Week 10**

Tuesday  
10/25

Recap for Unit 2

Introduction for Unit 3 (to start academic writing)

## Readings:

- (1) “Genres and How Readers and Writers Depend on Them,” Chapter 2, *WAW*, pp. 34-41.
- (2) English 101 Information Literacy Module (URL: <https://louisville.libwizard.com/f/english101> )

Thursday  
10/27

## Reading:

- (1) Introduction to Chapter 4 in *WAW*, pp. 83-86.
- (2) John Swales, “Reflections on the Concept of Discourse Community,” Chapter 7, *WAW*, pp. 544-559.

**Week 11**

Tuesday  
11/1

## Reading:

John Swales, “Reflections on the Concept of Discourse Community,” Chapter 7, *WAW*, pp. 544-559.

Thursday

- 11/3 Readings:  
 (1) Dana Driscoll, "[Introduction to Primary Research: Observations, Surveys, and Interviews](#)"  
 (2) One interview project from "Archive of Workplace Writing Experiences," (URL: <https://www.workplace-writing.org/> )
- Week 12**  
 Tuesday  
 11/8 Readings:  
 (1) One interview project from "Archive of Workplace Writing Experiences," (URL: <https://www.workplace-writing.org/> )  
 (2) Sean Branick, "Coaches Can Read, Too: An Ethnographic Study of a Football Coaching Discourse Community," Chapter 7, *WAW*, pp. 624-635. (UG student essay)
- Thursday  
 11/10 Readings:  
 Beverly Moss, "Phenomenal Women,' Collaborative Literacies, and Community Texts in Alternative 'Sista' Spaces," *Community Literacy Journal*, vol. 5, no. 1, 2010, pp. 1-24.
- Week 13**  
 Tuesday  
 11/15 Readings:  
 Beverly Moss, "Phenomenal Women,' Collaborative Literacies, and Community Texts in Alternative 'Sista' Spaces," *Community Literacy Journal*, vol. 5, no. 1, 2010, pp. 1-24.
- Thursday  
 11/17 Readings:  
 Khadidja Belhadi, "[The Ecology of Change: The Algerian Protest Signs](#)" (graduate student article in *Grassroots Writing Research Journal*)
- Week 14**  
 Tuesday  
 11/22 Workshop and Peer Review Day  
 Note: November 23 – 27 – Thanksgiving Break
- Week 15**  
 Tuesday  
 11/29 Peer Review Day  
 Thursday  
 12/1 Conclusion of Unit 3 and the course

*Note: Dec. 5 - Last Day of Classes  
 Dec. 6 – Reading Day*

## Course Policies A-Z

### Absences

If you have to miss class, please do the following three things. First, let me know in advance if you can, in case there are any logistics I need to consider. Second, make sure to keep up with any assignments or writing tasks that were due as soon as you can. Third, check in with

me during office hours whenever you can, so we can get you up to speed on anything you've missed.

### **Accommodations**

The University of Louisville is committed to providing access to programs and services for students with disabilities. Students who have a disability (temporary or permanent) or condition which may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with their instructor to identify, discuss, and document any feasible instructional modifications or accommodations. Please inform your instructor about circumstances no later than the second week of the semester or as soon as possible after a disability or condition is diagnosed, whichever occurs earliest. For information and auxiliary assistance, contact the Disabilities Resource Center (Stevenson Hall, 502-852-6938). In accordance with University policy, I am happy to provide accommodations for students with learning disabilities and I will protect the confidentiality of students' individual learning needs.

### **Attendance Statement**

Attending class meetings is the most important part of completing this course. Attending class means being physically and mentally present and prepared to participate in class discussion and activities. I expect you to be on time and willing to engage with our course material in every class meeting. With that being said, you are allowed to have **four** absences over the course of the semester, no questions asked. Your absences are yours to use whenever you choose, but you should not miss more than four classes. You are also responsible for all of the work that you will miss on those days, and your work should still be submitted on time if at all possible. It is your responsibility to get the information that you missed in class, but you may email me if you have questions that cannot be answered by your classmates. If you anticipate struggling with lateness or attendance, or if a problem arises, please contact me so we can discuss a plan for the semester.

### **Basic Needs Support:**

Doing well in classes (and in life, for that matter) means getting a good night's sleep, having enough to eat, and being able to get to where you need to go. If you are having any difficulties with these necessities, remember that UofL has resources to assist you. Please reach out to one of these great resources if you find yourself in need at any time during this course or after.

- Food (fresh and non-perishable), household and toiletry items: [Cardinal Cupboard](#) (SAC W312)
- Clothing, shoes, household items and office/art supplies: [UofL Free Store](#) (SAC W303C)
- If you're experiencing any academic, financial, or personal difficulties, a [Student Success Coordinator](#) in our **Student Success Center** can work with you individually to provide guidance and support and connect you to resources. For first-generation college students, Student Success Center is highly recommended to you.
- The UofL **Concern Center** can help you find and connect with relevant resources: <https://louisville.concerncenter.com/>.

### **Cancelled Classes/Campus Closure**

If the University closes because of Covid-related restrictions, inclement weather, or other emergencies, we will rely on a contingency plan to continue the course to the best of our



ability, and we will take our discussion online to Blackboard and Discussion Boards. I will receive no earlier information than you do about UofL's decisions in these cases, so please pay attention to the university's official announcements about whether campus will be closed.

### **Cell Phones and Laptops: see *Tech Policy***

### **Communication**

Outside of class discussion and office hours, I will communicate via email and Blackboard. Emailing me is the best way to get in touch and I will usually respond promptly to your questions during the week. Occasionally I might forget to respond to an email, though, so if I you don't hear from me after three days, please send me a quick reminder! In our weekly discussions I am committed to making this class a welcoming and respectful environment for exchanging critical ideas. This requires that we speak thoughtfully, listen generously, and assume good intentions. But I also know that exchanging ideas openly can lead to moments of discomfort and it's entirely possible that you might have questions or even problems with the course, the readings, my teaching, or the class discussions. If that's the case, I hope you will talk to me about it; I am open to receiving feedback and making any adjustments you need.

### **Counseling Center**

If you are having a difficult time or generally feel stuck, it may be helpful to work with a trained therapist at the Counseling Center in an individual or group setting. People come into the Counseling Center to discuss a range of topics, including relationships, family, identities, grief and loss, depression, stress, and many more experiences and concerns. The Counseling Center provides short term individual, group, and couples counseling, crisis intervention, and psychological testing. Clients seek services for a variety of areas of concern, including psychological, personal/social, academic, and career issues. To schedule an appointment, please contact the Counseling Center at 502-852-6585 or stop by the office in the Student Activities Center Room W-204. More info: <http://louisville.edu/counseling/>

#### **❖ Additional Counseling Resources:**

- [24/7 Adult Crisis Line](#): 502-589-4313 or 800-221-0446 (available 24/7)
- [The National Suicide Prevention Lifeline](#): 1-800-273-TALK (8255) (available 24/7)
- [Crisis Text Line](#): Text HOME to 741741 (available 24/7)
- [The Trevor Project](#): 1-866-488-7386 (available 24/7 for individuals ages 13-24 who identify as LGBTQ)

### **Diversity and equal opportunity**

As an MA student and a GTA at the English Department, I strive to foster and sustain an environment of inclusiveness, so that students may achieve their highest potential without fear of prejudice or bias. I will encourage you to show respect for the spectrum of human differences -including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status.

### **Email**

Please check your UofL email account regularly for any class-related messages from me. Also, make sure to check the Blackboard site for questions and other study materials. I welcome your e-mails and will try to respond to them promptly. If you do not hear from me

after three days, please send me a quick reminder to make sure I did not forget about your email.

### **General Education Statement (Written Communication)**

This course fulfills a General Education Written Communication Requirement. Written Communication is the ability to develop and express ideas, opinions, and information in appropriate forms. To fulfill this requirement, students will complete, revise, and share a substantial amount of writing in multiple genres or media. Students who satisfy this requirement will:

<b>Outcome</b>	<b>Instructor's Assessment of Outcome</b>
Produce writing that reflects a multi-stage composing and revising process and that illustrates multiple strategies of invention, drafting, and revision.	Students will produce at least two drafts of each major assignment and will receive credit for engaging in various stages of the writing process (e.g., brainstorming, peer feedback).
Select and/or use appropriate genres for a variety of purposes, situations, and audiences.	Students will write in multiple genres and address at least two different audiences over the course of the semester. Their written reflections will address how their audience and purpose shaped their research and writing choices.
Apply academic conventions in different writing situations; employ structural conventions such as organization, formatting, paragraphing, and tone; and use appropriate surface features such as syntax, grammar, punctuation, and spelling.	Students' writing will be graded, in part, on awareness and control of textual conventions.
Employ critical thinking processes to create an understanding of knowledge as existing within a broader context and to incorporate an awareness of multiple points of view.	Students' writing will be graded, in part, on students' ability to think critically about their sources.
Select, evaluate, and integrate material from a variety of sources into their writing and use citation appropriate to the discipline.	Students' writing will be graded, in part, on students' ability to integrate a variety of primary and secondary sources in their writing.

### **Grade Disputes**

If you have questions or concerns about your progress in this course, please do not hesitate to discuss any issue with me during my office hours. If you wish to dispute a grade, I will be happy to meet with you, but I will first ask you to carefully explain your justification in writing. In most cases, I will offer you the chance to revise and resubmit your assignment.

### **Grading**

I grade on a plus/minus scale, with the following conversion from numbers to letter grades:

A+ (97-100)	A (93-96)	A- (90-92)
B+ (87-89)	B (83-86)	B- (80-82)
C+ (77-79)	C (73-76)	C- (70-72)
D+ (67-69)	D (63-66)	D- (60-62)
F (59 and lower)		

Each project assignment will come with a grading rubric that tells you exactly how to score points.

### **Late Work**

Each assignment due has a clear deadline posted on the reading schedule and on the assignment itself. However, I observe a 24-hour grace period. So if you're running into last-minute trouble when submitting your assignment, know that you'll still get full credit if you hand it in within 24 hours after the deadline. No need to email me about this; you can use this grace period whenever you need. The grading rubric for each assignment says how many points you get for handing in the assignment on time; if you hand it in after the grace period, you will lose those points.

### **Linguistic and Cultural Pluralism**

From Dr. Ligia Mihut's (2019) article, "Linguistic pluralism: A statement and a call to advocacy," in *Reflections: A Journal of Community-Engaged Writing and Rhetoric*, 18(2), 66-86. The statement below was adopted by the FYW program at Barry University, where Mihut works, and has been adopted by a number of other universities.

The ability to communicate in multiple languages and/ or use varieties of English is a valuable asset. In this course, you are encouraged to use or draw on your varied linguistic and cultural resources. Although we will generally employ English(es) and Standard Written English (SWE) in the classroom, you may resort to other languages and rhetorical practices for particular assignments. To ensure effective communication, we need to consider audience, purpose, and rhetorical strategies on the premise that not all rhetors have the exact same understanding of rhetorical principles. Hence, whenever you deem necessary, supplement information, resources, and experiences that would enhance the communication practice. For instance, if most of your audience does not speak Spanish(es), you may need to provide translation or captioning; if you discuss writing in international sites or cite authors unknown in Anglophone spaces, offer additional commentary or footnotes to facilitate your audience's understanding of your rhetorical context; or, if you use a particular image in your multimedia project that carries certain cultural connotations, you need to provide supplementary information so that your message effectively attains the intended purpose. Remember that words, accents, and discourses have power. In this class, you're invited to explore, reflect on, and interrogate power dynamics manifested in personal, home, professional, and academic discourses.

### **Religious observances**

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days. If a class session or due date conflicts with your religious observances, please notify me so we can make alternate arrangements. In most cases, I will ask you to turn in your assignment ahead of your scheduled absence, but your absence will not affect your grade in this course.

### **Tech policy**

I understand that many of you will choose to write with your laptops and tablets throughout the semester, which is great, but that technology can also easily distract us. When using your laptops and tablets, please stay focused on classwork and don't have distracting material on your screen.

If, for whatever reason, you do not have access to the Internet or to various technologies, books, etc., please let me know privately. We can come up with an alternative plan; I am happy to provide assistance so that all students have access to required materials. While I expect everyone to submit their own work, I strongly encourage groups to help each other with technology or other questions. If you need to borrow laptops, you can contact Ekstrom Library for help (<https://library.louisville.edu/ekstrom/aus/equipment>).

### **Title IX/Clery Act**

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. For more information, see the Sexual Misconduct Resource Guide:

<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>

### **Veteran Services**

There is a range of resources for UofL veterans, including the Office of Military and Veteran Student Services (Houchens LL08). This office serves as a resource for any issues you may be encountering. I recognize that calls to active duty, problems with GI Bill disbursements, and other issues might affect your ability to complete assignments. If any problems arise, feel free to keep me in the loop, and I will do what I can to help. See also [louisville.edu/admissions/apply/transfer/veterans/campus-resource-team](http://louisville.edu/admissions/apply/transfer/veterans/campus-resource-team).

### **Writing Center**

The Writing Center (<http://louisville.edu/writingcenter>) is a free service for all undergraduate and graduate students, faculty, and staff. Highly trained consultants will meet with you for 50 minutes to discuss any stage of the writing process—brainstorming, organizing your essay, refining your argument, identifying patterns of error, etc. To make an appointment, go to their website or call 852-2173. For ENGL101, students going to the Writing Center will get bonus grades for their visits. Please remember to let the writing center consultants send an email to me after your conference.