

Spring 2025

**ENG 104: Composing Research**

**Indiana Academy for Science, Mathematics, and Humanities**

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| **BSU Credits** | 3 credit hours | **College of Science and Humanities** | Department of English |
| **Instructor** | Dr. Sarah Bertekap | **Office Location** | Elliott B027A |
| **Email** | sarah.bertekap@bsu.edu | **Office Hours** | M/W/F: 2pm-5pm  Tu: 3:30pm-4:30pm |
| **Meeting Times** | Section 9-10: 12pm-12:50pm  Section 11-12: 1pm-1:50pm | **Meeting Location** | BU 215 |
| **Prerequisite(s)** | ENG 101 and ENG 102; or ENG 103; or appropriate placement. | | |
| **Course Description** | Applies the fundamentals of rhetoric to the research process: methods of research; the rhetorical nature of research; elements, strategies, and conventions common to research writing, including multi-modal presentations of new knowledge. | | |
| **Core Transfer Library Course** | English Composition 2 | | |
| **Textbook and/or Course Materials** | Ballpoint vol. 2 (online textbook). All other course readings will be made available digitally in Canvas. | | |
| **Course Learning Outcomes** | • Create and complete research projects. This involves generating a research question, engaging in critical/analytical reading, developing an argument with evidence collected from both primary and secondary research, and documenting sources appropriately.  • Align research questions with appropriate research methods.  • Employ critical thinking in evaluation, speculation, analysis, and synthesis required to evolve and complete a research project.  • Use a variety of strategies to gather and organize information appropriate for the context and persuasive to the intended audience.  • Use the university research library to forward their research agenda.  • Engage in collaborative research.  • Employ format, syntax, punctuation, and spelling appropriate to various rhetorical situations in a stylistically sophisticated manner.  • Collect, analyze, and organize research information in verbally and visually compelling ways.  • Take initiative for the development and completion of individual and joint research projects. | | |
| **Important Deadlines** | If you wish to drop your class(es), you must do so by the first Friday of the starting week of the official Ball State term.  If for any reason you need to leave a class you registered for, you can withdraw. However, there are certain deadlines that need to be met in order to receive a refund for the withdrawn class or classes. Withdrawal deadlines are determined by the Registrar’s office and are published each school semester.  Dropping/Withdrawing from a class at your high school does not drop/withdraw you from your BSU Dual Credit class. You must email [dualcredit@bsu.edu](mailto:dualcredit@bsu.edu) to request a drop or withdrawal from a course(s). | | |

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| **How BSU Grade will be Calculated** | |  |  | | --- | --- | | **Assignment** | **Percentage** | | Literacy narrative interview project | 15% | | Proposal + annotated bibliography | 15% | | Concept mapping project | 15% | | Research essay | 20% | | In-class reflective writing, journal assignments, and peer review participation | 20% | | Presence and participation | 15% | | |
| **How High School Grade will be Calculated**  ***(if different from BSU)*** | See high school grading scale below. | |
| **BSU Grading Scale** | A: 94-100% | C: 74-76% |
| A-: 90-93% | C-: 70-73% |
| B+: 87-89% | D+: 67-69% |
| B: 84-86% | D: 64-66% |
| B-: 80-83% | D-: 60-63% |
| C+: 77-79% | F: 59% or lower |
| **High School Grading Scale**  ***(if different from BSU)*** | See below | |
| A: 94-100% | C: 74-76% |
| A-: 90-93% | C-: 70-73% |
| B+: 87-89% | D\* 69% or below |
| B: 84-86% | Click or tap here to enter text. |
| B-: 80-83% | Click or tap here to enter text. |
| C+: 77-79% | Click or tap here to enter text. |
| **Schedule of Assignments** | ​​**Week 1: 1/6-1/10**   |  |  |  | | --- | --- | --- | | ​Mon: | ​Welcome! Syllabus day, introductions | ​ | | ​Wed: | ​In-class writing: literacy narratives  ​ | ​Read: *Ballpoint:* Intro to ENG 104 + ENG 103 Review  ​ | | ​Fri: | ​Primary research discussion  ​Overview of Literacy narrative interview project  ​ | ​Read: *Ballpoint:* Ethical Approach to Primary Research + Types of Primary Research  ​ |   ​  **​Week 2: 1/13-1/17**   |  |  |  | | --- | --- | --- | | ​Mon: | ​Genre conventions of *HONY* project  ​Drafting interview questions | ​Read: Selections from *Humans of New York* project  ​ | | ​Wed: | ​Mini peer review: interview questions  ​Strategies for recording interviews | ​Read: *Ballpoint:* Gathering Evidence (Primary)  ​Journal: Interview Questions | | ​Fri: | ​Transforming interview into narrative | ​Journal: 1st interview  ​Read: *Ballpoint:* Organizing Evidence (Primary) |   **​**  ​  **​Week 3: 1/20-1/24**   |  |  |  | | --- | --- | --- | | ​Mon: | ​No class, Martin Luther King Jr. Day | ​ | | ​Wed: | ​Visual platform experimentation | ​Journal: Interviews as narratives | | ​Fri: | ​Introduction mini peer reviews  ​More visual platform integration | ​Draft your project introduction |   **​**  **​Week 4: 1/27-1/31**   |  |  |  | | --- | --- | --- | | ​Mon: | ​In-class peer review | ​Submit: 1st draft Literacy narrative interview project | | ​Wed: | ​Introduce research proposal + annotated bibliography project | ​Read: *Ballpoint* Generating a topic + Generating a research question | | ​Fri: | ​Secondary vs. primary research  ​Genre conventions of proposals and annotated bibliographies | ​Read: *Ballpoint:* Research methods overview + Research Proposal + Annotated Bibliography |   **​**  **​Week 5: 2/3-2/7**   |  |  |  | | --- | --- | --- | | ​Mon: | ​No class, extended weekend | ​ | | ​Wed: | ​Critical reading practice | ​Read: *Ballpoint:* Engaging in Critical Reading  ​ | | ​Fri: | ​Rhetorical analysis: academic article  ​ | ​Read: Academic article (TBD)  ​Submit:Final draft Literacy narrative interview project |   **​**  **​Week 6: 2/10-2/14**   |  |  |  | | --- | --- | --- | | ​Mon: | ​Workshopping research questions  ​Getting started finding secondary sources  ​CRAAP test | ​Journal**:** topic + research question  **​** | | ​Wed: | ​Library visit + scavenger hunt  ​Using bibliographies to find more sources | ​Read:*Ballpoint:* Ethical approaches to secondary research + gathering sources | | ​Fri: | ​Choosing your citation style + citing sources  ​Relationship between sources and research question | ​Read: *Ballpoint:* Academic Ethics and Writing + Conventions |   **​**  **​Week 7: 2/17-2/21**   |  |  |  | | --- | --- | --- | | ​Mon: | ​Annotation mini peer review  ​Conventions of research proposals  ​ | ​Journal**:** 1st two sources + annotations | | ​Wed: | ​Creating annotations that are helpful for future writing | ​Read: *Ballpoint:* Organizing Evidence (Secondary) | | ​Fri: | ​In-class peer review | ​Submit:1st draft Proposal + Annotated bibliography |   **​**  **​Week 8: 2/24-2/28**   |  |  |  | | --- | --- | --- | | ​Mon: | ​Individual conferences | ​Work on revisions | | ​Wed: | ​Individual conferences | ​Work on revisions  ​ | | ​Fri: | ​Individual conferences | ​Work on revisions |   **​**  **​Week 9: 3/3-3/8**   |  |  |  | | --- | --- | --- | | ​Mon: | ​Spring Break | ​ | | ​Wed: | ​Spring Break | ​ | | ​Fri: | ​Spring Break | ​ |   ​  **​Week 10: 3/17-3/21**   |  |  |  | | --- | --- | --- | | ​Mon: | ​Overview of concept map project + engaging with secondary sources | ​Submit:Final draft Proposal + Annotated bibliography | | ​Wed: | ​Putting sources into dialogue/recognizing scholarly conversations | ​Read: Academic article (TBD)  ​ | | ​Fri: | ​Contextualizing activity  ​Genre conventions of concept maps | ​Journal: assembling quotes for concept map  ​ |   **​**  **​Week 11: 3/24-3/28**   |  |  |  | | --- | --- | --- | | ​Mon: | ​Recognizing scholarly conversations in your own sources | ​Journal: Process note outline | | ​Wed: | ​Making scholarly conversations visible in your map | ​Work on concept mapping + synthesis | | ​Fri: | ​Peer review of concept map project | ​Submit: 1st draft concept map project |   **​**  **​Week 12: 3/31-4/4**   |  |  |  | | --- | --- | --- | | ​Mon: | ​Overview of research paper prompt  ​Transforming concept maps into outlines | **​** | | ​Wed: | ​Options for theorizing/putting your voice forward (responding to your own research question) | ​Journal: Research paper outline | | ​Fri: | ​Incorporating secondary sources  ​ | ​Read**:** *Ballpoint:* Incorporating secondary sources  ​Begin drafting intro + first body paragraph  ​Submit: Final draft concept map project  ​ |   **​**  **​Week 13: 4/7-4/11**   |  |  |  | | --- | --- | --- | | ​Mon: | ​In-class workshop: intro + 1st body paragraph(s) | ​Draft intro + first body paragraph | | ​Wed: | ​Rhetorical analysis: Academic article (for inspiration on quotations and body paragraphs)  ​ | ​Choose one of your articles to rhetorically analyze in class tomorrow  ​Draft body of essay | | ​Fri: | ​Crafting effective transitions + old to new information flow  ​ | ​Draft body of essay |   **​**  **​Week 14: 4/14-4/18**   |  |  |  | | --- | --- | --- | | ​Mon: | ​Grammar day: run-ons, citations, helpful punctuation, every grammar question you’ve always wanted answered but were too afraid to ask about. | ​Journal: Old to new information revisions  ​Draft body of essay | | ​Wed: | ​In-class workshop: first 5 pages | ​Submit 1st 5 pages to the class discussion board for some feedback  ​ | | ​Fri: | ​In-class presentations – short, informal updates about your paper | ​Journal: Revision & future writing plan |   **​**  **​Week 15: 4/21-4/25**   |  |  |  | | --- | --- | --- | | ​Mon: | ​No class, Extended weekend | ​ | | ​Wed: | ​Strategies for concluding your essay + conclusion drafting | ​Journal: Relationship between introduction & conclusion  ​Choose one of your articles to rhetorically analyze in class tomorrow | | ​Fri: | ​Introduction + thesis statement workshopping | ​Revise your introduction & bring to class |   **​**  **​Week 16: 4/28-5/2**   |  |  |  | | --- | --- | --- | | ​Mon: | ​Peer review: part 1 | ​Submit: 1st draft research paper | | ​Wed: | ​Peer review: part 2 | ​ | | ​Fri: | ​Final class celebration | ​ |   **​**  **​Week 17: 5/5-5/9 – Final draft of research paper due during finals week (TBD)**  ​​ | |
| **Classroom Policies & Information** | **Email**  I will always get back to you within 24 hours of you sending me an email. If I haven’t gotten back to you and 24 hours has passed, don’t hesitate to double-email me reminding me of your original question (I won’t think it is rude at all!). If you email me after 6pm it is likely I won’t answer until the following morning.  **Wireless Device Policy**  We will often do in-class writing as well as participation in collaborative documents, slides, and Padlet posts. Because of this, I encourage you to bring a laptop or tablet daily along with a notebook and pen/pencil. **Your phone should remain silenced and out of sight throughout class.** Part of our course will be helping you realize what study habits work best for you, so use this as an opportunity to try out different methods. If I see too many tech distractions during class, I will not hesitate to revoke laptop/tablet privileges. Our course requires *responsible* use of technology. All students are subject to the Academy’s policy below:  Pursuant to Indiana Code 20-26-5-40.7, The Indiana Academy for Science, Mathematics and Humanities prohibits student use of wireless communication devices for non- instructional purposes in the classroom. As such, any and all portable wireless devices, that have the capability to provide voice, messaging, or other data communication between two or more parties, must only be used for academic purposes directly tied to the classroom activity or related educational task. Exceptions to this wireless device policy are eligible through academic accommodations, individualized education programs, or with instructor approval permitting the use of a wireless device for justification related to health, safety, and/or well-being.  The improper use of a wireless device in an active classroom setting is subject to disciplinary action including but not limited to; a verbal warning, temporary seizure of said device by a school official, an unexcused absence for the class in question, written communication to parent/guardian, among other elevated consequences for repeated improper use.  **Multilingual Scholarship**  This classroom is a multilingual and translingual space, and we speak and write across languages. I encourage you to speak to me about any concerns you have with language use (reading, speaking, and/or writing) in this course, and I ask that you be respectful of your peers and their ways of communicating in this multilingual space.  **Mutual Respect & Classroom Environment**  Throughout the semester, we will read texts and engage with media that introduce complex, diverse, and sometimes controversial subjects.  I want this class to be a space in which we all feel safe and comfortable to share our thoughts, ideas, and opinions.  Each of you should regularly remind yourself that your thoughts and ideas are important and valuable. We must consider that each one of us comes into the classroom with our own histories, experiences, identities, values, etc. and each one of us deserves respect, care, and thoughtfulness in listening and communicating our ideas in a shared space. I will never ask you to change your mind, but I will expect your mind to remain open in this course. That being said, I will not tolerate disrespectful or inappropriate comments in this classroom, and those students found to be making such remarks will be asked to leave immediately and will forego participation for that day. I will also issue warnings before we discuss sensitive topics, and if you need to leave the room during an upsetting conversation, you may do so.  **Use of AI and LLM Technology**  **Humanities Division Statement**  The Humanities Division recognizes that artificial intelligence (AI) provides some exciting new tools for academic work. However, AI also poses significant dangers for academic integrity. Passing off as your own any research, words, or ideas which you did not create is plagiarism. That is always the case whether the source is print, internet content, or generated by AI. It is vital to read the policies your individual humanities instructors have regarding AI, and ask them any questions you may have about the use of AI in their course.  **Instructor Statement**  The purpose of this course is to deepen the skills, habits, and knowledge that AI chatbots offer convenient shortcuts through. In the process of generating writing for you, AI typically erases character and identity from the voice of your writing and pulls from uncredited, uncompensated sources of information. Under no circumstances should you use AI this semester to create writing that you claim as your own. If you have any questions about this, I am happy to chat with you about what I mean and what my expectations are.  FREEDOM OF SPEECH:    Ball State University is committed to freedom of expression and inclusiveness, which the University defines as our commitment to respect and embrace equity, inclusion, and diversity in people, ideas, and opinions.  Consistent with this value and in order to comply with Indiana law, the University provides a procedure to allow a student or employee of the University to file a complaint if a faculty member has not met the criteria outlined in the law.  A student or employee making a complaint under this procedure should file it using the University’s established[**EthicsPoint**](https://www.bsu.edu/about/administrativeoffices/general-counsel/whistleblowing) portal. Complaints will be referred to appropriate human resource professionals and supervisors for review through regular University processes. For additional information, visit the Ball State [**Freedom of Expression Webpage**](https://www.bsu.edu/about/freedom-of-expression). | |
| **Attendance Policy** | It is the policy of the Indiana Academy that any absence from class is unexcused, except for illness, death in the family, college or school-related activities, and extenuating circumstances. When a student is absent from a class, the instructor reports the student absence to the Faculty Attendance Coordinator in the Office of Academic Affairs. Unless the absence is excused by a school official, it is considered unexcused. The decision as to whether an absence is excused is not determined by the instructor. Four or more unexcused absences in any particular class a student takes will lead to academic and residential consequences to be determined by the Office of Academic Affairs and the Office of Residential Life that may include detention, residential groundings, parent/principal conference, among others.  If you are not in class when it officially begins, you will be marked as tardy. If you show up to class ten minutes or more late, you will be counted as absent. | |
| **Late Work Policy** | The work you produce in this course is part of our collaborative inquiry, and as such your writing is not a transaction between student and instructor alone. Because we will all participate in and support one another’s work, **timely completion of work is key to a productive experience for all.** If something affects your ability to complete work on time, please let me know so we can talk through options. Persistently late work means you penalize yourself by losing out on the opportunity to gather feedback from a test audience; it also means other students will lose the benefit of your input on their work.    *Late Final Drafts*  If you anticipate handing in your final draft late, you are **required to email me at least 24 hours in advance of the submission date** so that I am informed of the situation and can help you figure out a plan for getting the work done without penalty to your grade. **Failure to email me about late final drafts will result in me deducting 1 step of a letter grade each day it is past due (so, an A paper would automatically become an A minus, then a B plus, etc.).**    *Late/Incomplete First Drafts*  Deadlines for first drafts are tricky since your lack of a draft will impact your ability to benefit from peer reviews in class. **Because of this, late first drafts will reduce your grade on the final draft by 1 step of a letter grade (so, an A paper would automatically become an A minus if the draft was submitted late or incomplete).**  If you are going to be late or incomplete on submitting a first draft (which you should avoid as much as you can!), **email me at least 24 hours before the submission date** so I can instruct you on how to proceed with participating with peer review. Just because you don’t have a draft to share in peer review does not mean that you can’t help others with their work and learn from the workshopping experience. **You can still get participation credit for doing peer review even if you are missing your own draft or only have an incomplete draft to be reviewed.**  *Late Short Assignments*   I do not grant extensions on late short assignments (in-class reflective writing, journals, and annotations). If your submission is not in on time, it will be marked as a zero.  **Revision Policy**  In order to pass the course, you must submit a first draft and a *significantly* revised final draft of each of the 4 major projects. I will not acceptunrevised final drafts, nor will I accept a final draft without a first draft. We will discuss in class what constitutes “significant revision,” and I am happy to discuss this one-on-one at any stage in your writing process. | |
| **Make-up/Re-take Exam Policy** | Because each major writing project undergoes significant revision with opportunities for feedback from me and your peers, I do not typically encourage re-writes or revisions after the grade for that project is returned to you. However, if this is an avenue you want to pursue, please come to my office hours so we can discuss your options. | |
| **Dual Credit-High School Credit Policy Statement** | Students may choose to enroll in Ball State’s Dual Credit Program to earn college credit for ENG 104, Composing Research, from Ball State at a reduced rate of tuition ($25 per credit hour of $75 total). Students who are eligible for free or reduced lunch this academic year may enroll at no charge if verified by the school. Free and reduced lunch students will still be responsible for any textbook costs associated with the dual credit course.  To enroll in Ball State’s Dual Credit Program, students should have a 3.0 GPA on a 4.0 scale and complete the application & registration process before the given deadline. Ball State will bill students via postal mail; no money should be submitted to the high school. College credit can only be earned during the semester (or, in the case of year-long classes, during the academic year) in which the student is enrolled. Late enrollments are not permitted.  Whether college credit earned through dual credit courses will be accepted by another institution of higher education is determined by the college or university to which a student is seeking admission. Before enrolling through Ball State’s Dual Credit Program, students should check directly with that institution to determine if a course will be accepted and how it will be counted toward graduation requirements. *Refunds will not be issued if Ball State credits are not able to be transferred.* In most cases, students will need to earn a C or better to transfer credit from Ball State to another institution. Grades of D or lower earned in Ball State Dual Credit courses are recorded on a student’s Ball State transcript but may not be able to transfer.  The rigor of this course will be periodically reviewed by Ball State University faculty in an effort to maintain the high quality of education that each student receives. To learn more about Ball State’s Dual Credit Program, visit bsu.edu/dualcredit, call 765-285-1581 or email [dualcredit@bsu.edu](mailto:dualcredit@bsu.edu). | |
| **BSU Student Rights and Responsibilities** | While enrolled in Ball State’s Dual Credit Program, you are expected to abide by the academic rules of behavior befitting a university student. You should read the ***Dual Credit Student and Parent Handbook***, located at [bsu.edu/dualcredit](https://ballstate-my.sharepoint.com/personal/alhurt_bsu_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Falhurt%5Fbsu%5Fedu%2FDocuments%2FDual%20Credit%2FHandbook%2FStudent%2DParent%20Handbook%2FDual%20Credit%20Program%20Student%2DParent%20Handbook%2Epdf&parent=%2Fpersonal%2Falhurt%5Fbsu%5Fedu%2FDocuments%2FDual%20Credit%2FHandbook%2FStudent%2DParent%20Handbook). In particular, review the Code of Student Rights and Responsibilities, focusing on the policies regarding student rights and responsibilities, behavior, academic integrity, and related procedures.  The ***Dual Credit Student and Parent Handbook*** includes information regarding student qualifications, prerequisites, available courses, responsibilities, financial aid stipulations, transferability, withdrawal, refund and billing policies and more. It is important that you review the information contained in it. | |
| **Student Academic Ethics Policy** | Actions which include but are not limited to cheating, plagiarism, falsely claiming to have completed work, cooperating with another person in academic dishonesty, knowingly destroying or altering another student's work, or attempting to commit an act of academic dishonesty that violates the Student Academic Ethics Policy (http://www.bsu.edu/associateprovost/academicethics).  The consequences of academic dishonesty are determined on a case-by-case basis by each instructor and may include but are not limited to one or more of the following academic sanctions: informal meeting, removal from dual credit course, dismissal from the university, or other appropriate consequence. | |
| **Policy on the Americans with Disabilities Act (ADA)** | If you need course adaptations or accommodations because of a disability, please contact the ***Office of Disability Services***. The ***Office of Disability Services*** coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability services can be contacted at 765-285-5293 or [dsd@bsu.edu](mailto:dsd@bsu.edu). | |
| **Title IX – Sexual Misconduct** | Ball State University is committed to establishing and maintaining an effective, safe, and nondiscriminatory educational environment in which all individuals are treated with respect and dignity. For information about Ball State University’s Interim Title IX Policy and Procedures, please visit our website. Please note that the University’s policy and procedures have undergone significant revisions starting with the 2020-21 school year and ongoing.  Consistent with the University’s Notice of Nondiscrimination and in accordance with the U.S. Department of Education’s implementing regulations for Title IX of the Education Amendments of 1972 (“Title IX”), Ball State University prohibits sexual harassment that occurs within its education programs and activities. This prohibition extends to all applicants for admission or employment and to all students (any status) and all employees (any status). An individual who is found to have committed sexual harassment in violation of this policy is subject to the full range of University discipline, up to and including termination of employment or expulsion. The University will provide persons who have experienced sexual harassment with ongoing remedies as reasonably necessary to restore or preserve access to the University’s education program and activities.  Inquiries concerning the specific application of Title IX at Ball State should be directed to Ms. Katie Slabaugh, Associate Dean of Students/Title IX Coordinator in the Frank A. Bracken Administration Building, room 238, 765-285-1545, kslabaugh@bsu.edu. Persons can also contact the U.S. Department of Education Office for Civil Rights, Washington, D.C. 20202-1328, 1-800-421-3481, ocr@ed.gov. | |
| **Diversity Statement** | Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our [**Beneficence Pledge**](https://www.bsu.edu/about/administrativeoffices/student-conduct/policiesandprocedures/beneficence) and through university resources found at [**http://cms.bsu.edu/campuslife/multiculturalcenter**](http://cms.bsu.edu/campuslife/multiculturalcenter). | |
| **The Learning Center** | The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State.  Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. Unvaccinated students are required to wear masks and practice physical distancing in the Learning Center.  To make an appointment, visit my.bsu.edu and click on “Navigate.” You can also download the “Navigate Student” app for Apple or Android, or visit <https://bsu.navigate.eab.com>.  Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services.  Tests may be administered in the Learning Center.  Supplemental Instruction is available in select courses.  If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions.  For more information about all of our programming, visit [**bsu.edu/learningcenter**](https://www.bsu.edu/academics/collegesanddepartments/universitycollege/learningcenter) or call 765-285-1006. | |
| **The Writing Center** | All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295, Bracken Library, or online) to get additional feedback on your writing. To schedule a free appointment to discuss your writing, go to [**www.bsu.edu/writingcenter**](http://www.bsu.edu/writingcenter). Online and in-person appointments are available seven days a week; however, plan ahead because appointments book quickly! | |
| **Syllabus Change Policy** | This syllabus is a guide to the course and may be subject to change with reasonable advanced notice as course needs arise. | |