



Spring 2026

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: 1pm-4pm T: 12pm-4pm W: 1pm-4pm Th: 12pm-2pm F: 1pm-2pm |
| Meeting Times | M/W/F 12pm-1pm | Meeting Location | BU 121 |
| 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 | <ul style="list-style-type: none"> • 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. | | |

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| | <ul style="list-style-type: none"> • 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 | <p>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.</p> <p>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.</p> <p>Dropping/Withdrawning from a class at your high school does not drop/withdraw you from your BSU Dual Credit class. You must email dualcredit@bsu.edu to request a drop or withdrawal from a course(s).</p> |

| How BSU Grade will be Calculated | <table border="1"> <thead> <tr> <th>Assignment</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Literacy narrative interview project</td><td>15%</td></tr> <tr> <td>Proposal + annotated bibliography</td><td>15%</td></tr> <tr> <td>Concept mapping project</td><td>15%</td></tr> <tr> <td>Research essay</td><td>20%</td></tr> <tr> <td>In-class reflective writing, scaffolding/process journal assignments</td><td>20%</td></tr> <tr> <td>Presence and participation (including peer review participation)</td><td>15%</td></tr> </tbody> </table> | | Assignment | Percentage | Literacy narrative interview project | 15% | Proposal + annotated bibliography | 15% | Concept mapping project | 15% | Research essay | 20% | In-class reflective writing, scaffolding/process journal assignments | 20% | Presence and participation (including peer review participation) | 15% |
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| 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 | See below | | | | | | | | | | | | | | | |
| | A: 94-100% | C: 74-76% | | | | | | | | | | | | | | |

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| (if different from BSU) | 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: 1/5-1/9 | | |
| | Mon: | Welcome! Syllabus day, introductions | |
| | Wed: | In-class writing: literacy narratives Example: R. Wall Kimmerer | Read: <i>Ballpoint</i> vol. 2: Intro to ENG 104 + ENG 103 Review Read: Kimmerer selections, "Braiding Sweetgrass Preface" + "The Planting of Grass" |
| | Fri: | Primary research discussion Overview of Literacy narrative interview project | Read: <i>Ballpoint</i> vol. 2: Ethical Approach to Primary Research + Types of Primary Research Read: Kimmerer selection, "The Teachings of Grass" Write: Submit "Literacy Narrative" journal (in Canvas) |
| Week 2: 1/12-1/16 | | | |
| | Mon: | Genre conventions of HONY project Drafting interview questions | Read: 3 interviews from <i>Humans of New York</i> project |
| | Wed: | Mini peer review: interview questions Strategies for recording interviews | Read: <i>Ballpoint</i> : Gathering Evidence (Primary) Journal: Interview Questions |
| | Fri: | Transforming interview into narrative | Journal: 1 st interview notes |
| Week 3: 1/19-1/23 | | | |
| | Mon: | No class, Martin Luther King Jr. Day | |
| | Wed: | Visual platform experimentation Journal: Literacy narrative exit ticket | Read: <i>Ballpoint</i> : Organizing Evidence (Primary) |

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| | Fri: | Asynchronous class, MYLP Field Trip Submit Introduction Blurb | Draft your project introductory blurb |
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Week 4: 1/26-1/30

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| Mon: | In-class peer review | Submit: 1 st draft Literacy narrative interview project to peer review discussion board |
| Wed: | Introduce research proposal + annotated bibliography project, Generating a topic | Read: <i>Ballpoint</i> Generating a topic + Generating a research question |
| Fri: | No class, extended weekend | Read: <i>Ballpoint</i> : Research methods overview + Research Proposal + Annotated Bibliography |

Week 5: 2/2-2/6

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| Mon: | Secondary vs. primary research Genre conventions of proposals and annotated bibliographies Generating a research question | |
| Wed: | Critical reading practice | Read: <i>Ballpoint</i> : Engaging in Critical Reading Read: Selection from <i>Bad Ideas About Writing</i> |
| Fri: | Asynchronous class, Dr. Bertekap on Model UN Trip Rhetorical analysis: academic article | Submit: Final draft Literacy narrative interview project |

Week 6: 2/9-2/13

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| Mon: | Workshopping research questions Getting started finding secondary sources CRAAP test | |
| Wed: | Library visit + scavenger hunt (weather dependent) | Read: <i>Ballpoint</i> : Ethical approaches to secondary research + Gathering evidence (secondary) |

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| | Using bibliographies to find more sources | Journal: Research Q + Preliminary Research |
| Fri: | Choosing your citation style + citing sources Relationship between sources and research question Sketches of research proposal sections | Read: <i>Ballpoint: Academic Ethics and Writing + Conventions</i> |

Week 7: 2/16-2/20

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| Mon: | Annotation mini peer review Planning your proposal | Journal: 1 st three sources + annotations |
| Wed: | Creating annotations that are helpful for future writing Planning + drafting your proposal Ball State Dual Credit Observation @ noon | Read: <i>Ballpoint: Organizing Evidence (Secondary)</i> |
| Fri: | In-class peer review | Submit: 1 st draft Proposal + Annotated bibliography |

Week 8: 2/23-2/27

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| Mon: | Individual conferences | Work on revisions + research |
| Wed: | Individual conferences | Work on revisions + research |
| Fri: | Individual conferences | Work on revisions + research |

Week 9: 3/2-3/6

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| Mon: | Spring Break | |
| Wed: | Spring Break | |
| Fri: | Spring Break | |

Week 10: 3/9-3/13

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| Mon: | Overview of concept map project + engaging with secondary sources Genre conventions of concept maps | |
| Wed: | Recognizing scholarly conversations as collages | Read: "Collage: Your Cheatin' Art" |

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| | | Submit: Final draft Proposal + Annotated bibliography 11:59pm |
| Fri: | Contextualizing activity | Journal: assembling quotes for concept map |

Week 11: 3/16-3/20

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| Mon: | Putting sources into dialogue | Find, read, and annotate any additional sources you might want/need for your project |
| Wed: | Making scholarly conversations visible in your map | Journal: Process note plan |
| Fri: | | |

Week 12: 3/23-3/27

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| Mon: | Peer review of concept map project | Submit: 1 st draft concept map project |
| Wed: | Options for theorizing/responding to your own research question | |
| Fri: | Incorporating secondary sources Transforming concept maps into outlines | Read: <i>Ballpoint</i> : Incorporating secondary sources |

Week 13: 3/30-4/3

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| Mon: | Rhetorical analysis: Academic article (for inspiration on quotations, body paragraphs, and literature reviews) | Choose one of your articles to rhetorically analyze in class tomorrow |
| Wed: | In-class mini workshop: intro + 1 st body paragraph(s) | Draft intro + first body paragraph Submit: Final draft concept map project |
| Fri: | Crafting effective transitions + old | Draft body of essay |

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| | | to new information flow | Read: “The Science of Scientific Writing” https://www.americanscientist.org/blog/the-long-view/the-science-of-scientific-writing |
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Week 14: 4/6-4/10

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| Mon: | No class, extended weekend | |
| Wed: | Describing your methodology | Draft body of essay Journal: Old to new information revisions Choose an article to rhetorically analyze in class |
| Fri: | Displaying your data: multimodal strategies | Read: “Incorporating Primary Research” + “Incorporating Visual Data” in <i>Ballpoint</i> vol. 2 (Only read the sections in the “Primary Research” section that apply to your work) Draft body of essay |

Week 15: 4/13-4/17

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| Mon: | Grammar day: run-ons, citations, helpful punctuation, every grammar question you've always wanted answered but were too afraid to ask about. | Draft body of essay |
| Wed: | In-class workshop: first 3 pages | Submit 1 st 3 pages to the class discussion board for some feedback |
| Fri: | In-class presentations – short (2 minutes max), informal updates about your paper | Prep short in-class presentations (2 minutes max per student) Journal: Revision & future writing plan |

Week 16: 4/20-4/24

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| Mon: | No class, Extended weekend | |
| Wed: | Strategies for concluding your essay + conclusion drafting | Continue drafting beyond page 3 |

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| | Fri: | Essay writing session | Write: 1-2 more pages |
| Week 17: 4/27-5/1 | | | |
| | Mon: | Peer review: part 1 | Submit: 1 st draft research paper |
| | Wed: | Peer review: part 2 Returning to your introduction | |
| | Fri: | Drafting your abstract Final class celebration | |
| Week 18: 5/5-5/9 – Final draft of research paper due during finals week (TBD) | | | |
| Classroom Policies & Information | <p>Grading of class participation</p> <p>Engagement in our course means being a good citizen in our classroom. You prepare for class by reading thoroughly, respectfully participate in small group activities, and make a solid effort to have your voice heard in full-group discussions.</p> <ul style="list-style-type: none"> - A-level participation: consistently raising hand to answer questions and participate in class discussions; thoughtfully building off of the observations and insights made by other class members; staying on task and active during small group activities; volunteering occasionally to read aloud from course texts; using technology responsibly and productively when asked to complete class-related research activities; taking full advantage of in-class workshops and peer reviews by being an active, respectful, and helpful reviewer of your partner's work; consistently bringing required class text to class. - B-level participation: raising hand to answer questions and participate in class discussion only occasionally; staying mostly on task during small group activities (with the occasional distraction); volunteering occasionally to read aloud from course texts; using technology responsibly and productively when asked to complete class-related research activities; making an average effort to be helpful to your partner during in-class workshops and peer reviews by giving specific feedback on your partner's work; consistently bringing required class text to class. - C-level participation: very rarely raising hand to answer questions and participate in class discussion; appearing repeatedly off-task during small group activities; continually allowing technology to become a distraction during class; making a below-average effort to be helpful to your partner during in-class workshops and peer reviews by giving vague/unspecific feedback | | |

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| | <p>on your partner's work; making a habit of forgetting your required class text.</p> <p>Email</p> <p>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 (which can occasionally happen), 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. I also tend to be slower to respond on weekends, but I typically check my email Sunday evenings.</p> <p>Wireless Device Policy</p> <p>Due to the distracting nature of phones/screens, the default notetaking method for this class will be handwritten notes. If we are doing a specific research activity that involves going online, I will let you know when you can take out your laptop/tablet for class use. Your phone should remain silenced and out of sight throughout all classes. If I see too many tech distractions during class, I will not hesitate to revoke laptop/tablet privileges. Our course requires <i>responsible</i> use of technology. All students are also subject to the Academy's policy below:</p> <p>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.</p> <p>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.</p> <p>Mutual Respect & Classroom Environment</p> <p>Throughout the semester, we will read texts 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</p> |
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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. I will also issue warnings before we discuss sensitive topics. If you have any reason why our class material for that day may not be a good fit for you, please let me know so I can help connect you with the support you need.

Academic Dishonesty

You are responsible for the integrity of your work, and you must produce work that is academically honest. This means that all your coursework must be your own and must be created specifically for this course. Failing to maintain the integrity of your work can have serious consequences. Examples of academic dishonesty include, but are not limited to, the following: submitting someone else's paper, including papers you obtain online, as your own writing; and attempting to take credit for someone else's (or an AP's) words or ideas without properly citing them. If you are even remotely uncertain about whether or not any part of your work is academically honest, please contact me for assistance. Also, please refer to the student handbook for additional information, especially the quoted portions below:

- *Plagiarism: representing as one's own work any material obtained on the Internet (such as term papers, articles, etc.). When Internet sources are used in student work, the author, publisher and website must be identified. (See policy on Academic Dishonesty in the student handbook.)*
- *Students are prohibited from using any electronic device to capture, record, and/or transmit test, quiz, exam, or other class information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty and students are prohibited from using electronic devices to receive such information.*
- *Plagiarism or violations of procedures prescribed to protect the integrity of an assignment, such as: a. Submitting an assignment purporting to be one's original work, which has been wholly or partially created by another person; b. Presenting as one's own work ideas, representations, or words of another person without customary and proper acknowledgment of sources; c. Submitting as new work, without the faculty member's prior consent or knowledge, one's own work which has been previously presented for another class elsewhere; d. Knowingly permitting one's work to be submitted by another person as if it were the submitter's original work; e. Cooperation with another person in academic dishonesty, either directly or indirectly, as an intermediary agent or broker; f. Knowingly destroying or altering another's work, whether in written or digital form, computer files, artwork, or other*

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| | <i>format; g. Aiding, abetting, or attempting to commit an act or action that constitutes academic dishonesty.</i> |
| Attendance Policy | <p>Attendance is mandatory. Students may receive excused absences at the professional discretion of the school nurse, the associate director of mental health services, the associate director of college counseling and student engagement, the director of academic affairs, and the executive director of the Indiana Academy. Unexcused absences occur when students miss class without prior approval from the aforementioned designated school officials. Continued absences (both excused and unexcused) from Academy classes increase the likelihood of unsuccessful completion.</p> <p>Alongside steady attendance, students are expected to maintain consistent healthy habits of decorum, respect, and kindness towards their classmates, instructors, and teaching assistants. When students fail to meet these classroom behavioral standards and academic habits, it is the expectation faculty engage appropriately to bring quick and immediate resolution. When students consistently fail to meet these behavioral standards and academic habits in the classroom, an administrative consequence ladder will be adopted, and recorded, in attempt to administratively address, engage, and rectify ongoing challenges.</p> |
| Late Work Policy | <p>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.</p> <p><i>Late Final Drafts</i></p> <p>Unless you have a note from our school nurse (Nikki Al Khatib), Dr. Wallpe, or Dr. Schultz, any projects or papers submitted late are subject to my late policy. I will automatically deduct 1 step of a letter grade each day your project or paper is past due (so, an A paper would automatically become an A minus, then a B plus, etc.). If your work is more than one week overdue and you want to submit it but don't have an excused absence, you must come meet with me about it.</p> <p><i>Late/Incomplete First Drafts</i></p> <p>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</p> |

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| | <p>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).</p> <p>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.</p> <p><i>Late Short Assignments</i></p> <p>I do not grant extensions on late short assignments (in-class reflective writing, journals, and annotations). If your submission is not in on time, a step of a letter grade will be deducted. If more than a week has passed from the short assignment's due date, you must come meet with me about it if you want to still submit it.</p> <p>Revision Policy</p> <p>In order to pass the course, you must submit a first draft and a <i>significantly</i> revised final draft of each of the 4 major projects. I will not accept unrevised 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.</p> |
| Make-up/Re-take Exam Policy | <p>Because each major writing project undergoes significant revision with opportunities for feedback from me, your peers, and the Writing Center, I do not usually 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.</p> |
| Dual Credit-High School Credit Policy Statement | <p>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.</p> <p>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 <u>before the given deadline</u>. Ball State will bill students via postal mail; no</p> |

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| | <p>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 <u>not</u> permitted.</p> <p>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. <i>Refunds will not be issued if Ball State credits are not able to be transferred.</i> 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.</p> <p>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.</p> |
| BSU Student Rights and Responsibilities | <p>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 <i>Dual Credit Student and Parent Handbook</i>, located at bsu.edu/dualcredit. 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.</p> <p>The <i>Dual Credit Student and Parent Handbook</i> 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.</p> |
| Student Academic Ethics Policy | <p>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).</p> <p>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.</p> |

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| Policy on the Americans with Disabilities Act (ADA) | If you need course adaptations or accommodations because of a disability, please contact the <i>Office of Disability Services</i> . The <i>Office of Disability Services</i> 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 . |
| Title IX – Sexual Misconduct | <p>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.</p> <p>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.</p> <p>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, kslabbaugh@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.</p> |
| 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 <u>Beneficence Pledge</u> and through university resources found at 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. |

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| | <p>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.</p> <p>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.</p> <p>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.</p> <p>For more information about all of our programming, visit bsu.edu/learningcenter or call 765-285-1006.</p> |
| The Writing Center | <p>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. Online and in-person appointments are available seven days a week; however, plan ahead because appointments book quickly!</p> |
| Syllabus Change Policy | <p>This syllabus is a guide to the course and may be subject to change with reasonable advanced notice as course needs arise.</p> |