



## Course Information

Composition I (ENGL 102.04) Fall 2021

MWF 2-250p

Johnson Hall 220

### Course Description:

Emphasizes and develops basic and intermediate writing skills, written and oral communication, revision in the writing process, and connects writing and critical thinking. Students learn to write for different audiences and purposes, in different genres of writing including but not limited to narrative, informational and argumentative writing and rhetorical analysis.

**Credit Hours:** 3 Semester Credits

**Professor:** Dr. Shimabukuro

**Office Phone:** 252.335.3348

**Email:** [khshimabukuro@ecsu.edu](mailto:khshimabukuro@ecsu.edu)

**Office:** Johnson Hall 146

### Office Hours/Availability:

- Monday, Wednesday, Friday 10a-1p
- Tuesday, Thursdays 1-2p in the Writing Center
- If these hours don't work email me to set up an appointment
- If face to face doesn't work we can always jump on Zoom, it's always the same link  
<https://ecsu.zoom.us/j/8764698685>

## Course Format/Location

Course meets face to face all the time

## Student Learning Outcomes (SLOs):

**By the end of the course, students should be able to:**

**Written Communication:** To enhance students' ability to effectively convey and receive information in writing at the college level. Students should also be able to use a variety of modern information resources and technologies and have the ability to differentiate content from style of presentation, and to suit content and style to the purpose of the communication.

**Critical Thinking:** To enhance the ability of students to summarize, synthesize, and evaluate information and to employ critical thinking skills in addressing real-life issues and problems.

**Information Technology Literacy:** The goal of information technology literacy includes a student's use of general purpose software applications, discipline specific software applications, or a technological device to complete tasks.

## Course Requirements

### Required Texts and Materials:

- *Black Ink* (readings for class)
- *From Inquiry to Academic Writing: A Practical Guide* by Stuart Greene (our reference/resource textbook)
- Other readings hyperlinked in the syllabus

### Computer Requirements:

- You will need access to a computer for writing papers
  - Typing on a phone has limitations on formatting, grammar/spell check, so please ensure all final assignments are done in Microsoft Word or Google Docs
- You will email assignments and use ECSU email to communicate with me
  - Our course policies has how to write formal emails
- You will need internet access for research
- Your grades will be posted on Blackboard
- Other than this you will not need any specific hardware or software

## Course Outline(our week by week schedule)

|                   |  |
|-------------------|--|
| <b>Week 16</b>    | <p><b>M 29 November:In Computer lab</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Class reflection</a></li> <li>● Portfolio is a series of two pieces→ explicit evidence and explanations of how that shows SLOs</li> <li>● Portfolio letter:           <ul style="list-style-type: none"> <li>○ Addressed to me</li> <li>○ What you thought of how the class ran</li> <li>○ What you liked and why</li> <li>○ What you didn't like and why</li> <li>○ What you're most proud of</li> <li>○ What you thought of your work, strengths, weaknesses, goals, for class from beginning to end</li> <li>○ What grade you think your portfolio earns and why</li> <li>○ <b>IF you're asking for the portfolio to be your final grade, you have to say that and explain why</b></li> </ul> </li> </ul> <p><b>W 1 December: In computer lab, last day of class</b><br/>Work on portfolio</p> |
| <b>Final Exam</b> | <p><b>Week of 6-10 December</b></p> <ul style="list-style-type: none"> <li>● Your portfolio should be emailed to me/dropped off by our scheduled exam date F 10 December 2-350p</li> <li>● Because of when grades are due I cannot accept these late</li> </ul>  |

## Module 1: Writing About Writing

|                      |   |
|----------------------|---|
| <p><b>Week 1</b></p> | <p><b>W 18 August</b></p> <ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Where are you?             <ul style="list-style-type: none"> <li>◦ descriptive exercise</li> </ul> </li> <li>• What do you care about?             <ul style="list-style-type: none"> <li>◦ Collage</li> </ul> </li> <li>• Who are you?             <ul style="list-style-type: none"> <li>◦ <a href="#">Identity web</a></li> </ul> </li> </ul> <p>Homework: Read <a href="#">“The Purpose of Education” for next class</a></p> <p><b>F 20 August</b></p> <ul style="list-style-type: none"> <li>• Thesis: TAG, writing tips</li> <li>• Why are you here?</li> <li>• What is the purpose of education?</li> <li>• Pre-assessment KWL chart</li> </ul> <p>Homework:</p> <ul style="list-style-type: none"> <li>• <a href="#">Complete First Email Assignment</a></li> <li>• Open our syllabus. Read it over. Using CNTRL + ALT + M (or insert comment), annotate the syllabus. Ask questions. Make comments on things you like, or don't understand. Everyone has editing access for this, and everyone can see what you put, so be aware.</li> </ul> |
| <p><b>Week 2</b></p> | <p><b>M 23 August</b> Journal prompt: Pick a <a href="#">photo</a>, describe it in as much detail as possible.</p> <ul style="list-style-type: none"> <li>• T-chart: describe versus analyze</li> </ul> <p><b>W 25 August</b></p> <p>Before class:</p> <ul style="list-style-type: none"> <li>• <a href="#">Read Jamaica Kincaid's “Girl”</a> (ignore the questions and prompts at the end)</li> <li>• <a href="#">Read Erin Nicole's “Teacher”</a></li> <li>• Annotate both for things you want to talk about in class             <ul style="list-style-type: none"> <li>◦ <a href="#">How to annotate</a></li> </ul> </li> </ul> <p><b>F 27 August:</b></p> <ul style="list-style-type: none"> <li>• Bring <i>Black Ink</i> to class             <ul style="list-style-type: none"> <li>◦ Choose either Terry McMillan's “New Black Scribe” or Edwidge Danticat's “Create Dangerously”</li> <li>◦ Read and write a personal response that focuses on what you thought.</li> <li>◦ Now under it, write an analysis, using TAG, come up with a thesis</li> <li>◦ Under that write three questions you have about the reading</li> </ul> </li> </ul>            |
| <p><b>Week 3</b></p> | <p><b>M 30 August</b></p> <ul style="list-style-type: none"> <li>• <b>CHANGE: we will have this presentation in our regular classroom, DO NOT go to the library</b> <ul style="list-style-type: none"> <li>◦ <a href="#">Informational literacy lesson</a></li> <li>◦ For more information see <i>From Inquiry to Academic Writing: A Practical Guide</i> CH 7</li> </ul> </li> </ul> <p><b>W 1 September</b></p> <ul style="list-style-type: none"> <li>• Before class read Colson Whitehead's “How to Write” in <i>Black Ink</i> p.187</li> </ul>   |

|                                      |   |
|--------------------------------------|---|
|                                      | <ul style="list-style-type: none"> <li>• How To <ul style="list-style-type: none"> <li>◦ PB &amp; J</li> </ul> </li> <li>• <a href="#">Talk about what Major Writing Assignment #1 should include</a></li> </ul> <p><b>F 3 September:</b></p> <ul style="list-style-type: none"> <li>• Examples of how-tos <ul style="list-style-type: none"> <li>◦ <a href="#">Video</a></li> <li>◦ <a href="#">Infographic</a></li> <li>◦ <a href="#">Written instructions</a></li> <li>◦ <a href="#">Manual/User's Guide</a></li> </ul> </li> <li>• Elements of each type, format of how-to</li> <li>• For more information see <i>From Inquiry to Academic Writing: A Practical Guide</i> CH 10</li> <li>• Choose topic, format, audience, purpose</li> <li>• Pick a model for your writing <ul style="list-style-type: none"> <li>◦ What format?</li> <li>◦ What does it need to include?</li> <li>◦ Who is the audience? What do you expect them to know?</li> <li>◦ How do you need to present the information?</li> </ul> </li> <li>• Workshop how to/teach me something assignment (in class)</li> </ul> |
| <b>Week 4</b>                        | <p><b>M 6 September: No Class</b></p> <p><b>W 8 September</b></p> <ul style="list-style-type: none"> <li>• Workshop how to/teach me something assignment</li> <li>• <b>Class in English Lab</b></li> </ul> <p><b>F 10 September: Class in English Lab</b></p> <p>Grade conference for Major Writing Assignment #1: How To</p> <p>Come prepared with your assignment to show me, answer questions about.</p> <p>If you cannot grade conference with me in class, either arrange a time to come to office hours OR email me your assignment and reflection (see under schedule for instructions).</p>   |
| <b>Module 2: Informative Writing</b> |   |
| <b>Week 5</b>                        | <p><b>M 13 September: Computer Lab all week</b></p> <ul style="list-style-type: none"> <li>• Choose one of the following topics: <ul style="list-style-type: none"> <li>◦ Harriet Jacobs</li> <li>◦ Chicamacomico Life-Saving Station,</li> <li>◦ Dr. Charlotte Hawkins Brown</li> <li>◦ Nina Simone</li> <li>◦ David Walker</li> <li>◦ London R. Ferebee</li> <li>◦ The Record, Wilmington newspaper</li> <li>◦ Charles Chesnutt</li> <li>◦ John Merrick</li> <li>◦ "Black Durham"</li> <li>◦ Moses Grandy</li> <li>◦ The Student Nonviolent Coordinating Committee</li> <li>◦ Romare Bearden</li> <li>◦ John Coltrane</li> <li>◦ Princeville</li> </ul> </li> </ul>   |

|                                  |   |
|----------------------------------|---|
|                                  | <ul style="list-style-type: none"> <li>• KWL chart, brainstorm research questions</li> </ul> <p><b>W 15 September</b></p> <ul style="list-style-type: none"> <li>• Take notes on the topic, cite, identify both summaries and direct quotes             <ul style="list-style-type: none"> <li>○ You may find it helpful to <a href="#">make a copy of this notes sheet</a></li> <li>○ For your module 2 assignment you're creating a presentation, so you'll need to hyperlink image sources (not Google images) and other information within the presentation then have a Works Cited page.</li> </ul> </li> <li>• <a href="#">Black Archives example</a> <ul style="list-style-type: none"> <li>○ <a href="#">H. Lee Waters Film Collection, Duke University</a></li> </ul> </li> <li>• For more information see <i>From Inquiry to Academic Writing: A Practical Guide</i> CH 7</li> </ul> <p><b>F 17 September</b></p> <ul style="list-style-type: none"> <li>• Start organizing your notes, images</li> </ul>   |
| <b>Week 6</b>                    | <p><b>M 20 September: In lab</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Class notes for this week</a></li> <li>• Peer feedback on presentation</li> </ul> <p><b>W 22 September: In lab</b></p> <ul style="list-style-type: none"> <li>• Revise presentation</li> </ul> <p><b>F 24 September: In classroom, bring laptops if you have them</b></p> <ul style="list-style-type: none"> <li>• Create works cited/bibliography/hyperlinks             <ul style="list-style-type: none"> <li>○ should be last slide</li> <li>○ cite information and sources</li> </ul> </li> <li>• For more information see <i>From Inquiry to Academic Writing: A Practical Guide</i> CH 10</li> </ul>   |
| <b>Week 7</b>                    | <p><b>M 27 September: In computer lab all week</b></p> <p>Revise and workshop your presentation</p> <ul style="list-style-type: none"> <li>• Remember, you have to include ALL the requirements to earn a C             <ul style="list-style-type: none"> <li>○ Make sure all your work is cited (information and images) in hyperlinks/in text citations and last slide/works cited page</li> </ul> </li> <li>• Just revising, changing an assignment doesn't earn a B. The revision has to be for a purpose, substantial             <ul style="list-style-type: none"> <li>○ <a href="#">Some specifics you might want to consider</a></li> </ul> </li> <li>• Consider all of the lessons we've covered during this module</li> </ul> <p><b>W 29 September</b></p> <p>Workshop day</p> <p><b>F 1 October</b></p> <p>Turn in your Major Writing Assignment #2: Presentation for a local class about your topic</p> <ul style="list-style-type: none"> <li>• Your audience and purpose should be clear</li> <li>• Visual and texts should work together</li> </ul> <p>You can grade conference in person OR email your presentation with the required reflection (at the bottom of this week by week syllabus). The reflection asks for specifics and details. It should be more than just a few sentences. You are reflecting on your work and presenting evidence of your work and process.</p> |
| <b>Week 8</b><br><b>Midterms</b> | <ul style="list-style-type: none"> <li>• No class this week, extended office hours:             <ul style="list-style-type: none"> <li>○ Monday 1203p</li> </ul> </li> </ul>  |

- Tuesday 10a-4p
- Wednesday None
- Thursday 11a-3p
- Friday 10a-3p

- ***If you want your posted midterm grade to include any make up work, it needs to be submitted before 3p on 8 October***

### Module 3: Rhetorical Analysis

#### Week 9

#### **M 11 October: No Class Fall Break**

For module 3 you will write a memo to a government representative on an issue. Your memo should include the following paragraphs:

- Identify the problem, including the historical background
- Take a position on the problem, supporting your stance with specific evidence
- Using research and specific examples suggest solutions to this problem

We will use the documentary *13th* for our classroom model. You can choose to use it for your memo or choose another documentary from the list below:

- *Coded Bias*
- *Blackfish*
- *Before the Flood*
- *Supersize Me*
- *Exterminate all the Brutes*
- *American Factory*
- *Food Inc.*
- *An Inconvenient Truth* and *An Inconvenient Truth: Truth to Power*
- *Hawai'i: The Stolen Paradise*
  - <https://www.docplus.com/> has amazing documentaries, for free.

#### **W 13 October and F 15 October Reminder: We're back in Room 220**

Before class:

- [Review this presentation of rhetorical devices](#)

In class:

- [Midterm Check In Survey](#)
  - Assignment Reflection
- Watch *13th*
  - Take notes on the documentary
  - Focus on the argument, what it is, how it is presented, the evidence used to support it
- Homework:
  - Choose your topic documentary if you're not going to use *13th*
    - Watch your chosen documentary
    - Be sure to take notes, treat it like a source
  - [Chapter 1 and 2 of Angela Davis' \*Are Prisons Obsolete?\*](#)
  - Annotate it. Highlight things you think are important. Comment in margins. Ask questions. Think of it as preparation for class discussion- which parts you want to talk about in class
  - [School to Prison Pipeline infographic](#)

|                |   |
|----------------|---|
|                | <ul style="list-style-type: none"> <li>○ <a href="#">North Carolina Commission on Racial and Ethnic Disparities in the Criminal Justice System</a></li> <li>○ Complete <a href="#">“Choosing and Responding to Texts” worksheet</a> for these readings</li> </ul>   |
| <b>Week 10</b> | <p><b>M 18 October</b></p> <ul style="list-style-type: none"> <li>● Finish watching <i>13th</i> <ul style="list-style-type: none"> <li>○ Anticipation Guide</li> </ul> </li> <li>● Class discussion:           <ul style="list-style-type: none"> <li>○ What are some of the issues that the documentary covers?</li> <li>○ What is the argument?</li> <li>○ What rhetorical devices were used?</li> <li>○ What are some of the examples?</li> <li>○ Is the argument convincing?</li> <li>○ What issues are present in the supplemental readings?</li> <li>○ How are they connected?</li> </ul> </li> </ul> <p><b>W 20 October and F 22 October: Class on Zoom</b></p> <ul style="list-style-type: none"> <li>● Complete the <a href="#">MWA #3 Rhetorical Analysis worksheet</a></li> </ul>  |
| <b>Week 11</b> | <p><b>M 25 October: Class back face to face, computer lab</b></p> <ul style="list-style-type: none"> <li>○ Mini-lesson: memo format</li> <li>○ Choose your specific audience</li> <li>○ You want to choose someone who works on the issue you chose, has a platform on that issue, or can do something about the issue</li> <li>● Workshop your memo           <ul style="list-style-type: none"> <li>○ Get peer feedback</li> </ul> </li> </ul> <p><b>W 27 October: Class back face to face, computer lab</b></p> <ul style="list-style-type: none"> <li>● Revise, finish memo</li> </ul> <p><b>F 29 October: Class back face to face, computer lab</b></p> <ul style="list-style-type: none"> <li>● Finish workshoping your memo</li> <li>● Submit your assignment when done</li> <li>● Be sure to include your reflection</li> <li>● Can grade conference in class OR email completed paper with reflection</li> </ul>                     |
| <b>Week 12</b> | <p><b>M 1 November: In computer lab</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Complete Week 12 Check In survey</a></li> <li>● Discuss <a href="#">final portfolio</a> project</li> <li>● <a href="#">Sample portfolio</a></li> <li>● Review SLOs, language, action verbs, brainstorm things you can use to prove</li> <li>● Start building portfolio</li> </ul> <p><b>W 3 November: In computer lab</b></p> <ul style="list-style-type: none"> <li>● Take stock: what do you have as artifacts?</li> <li>● Start putting them together, start commenting, explaining, describing HOW that artifacts shows your SLO</li> </ul> <p><b>F 5 November:</b></p> <ul style="list-style-type: none"> <li>● No class</li> <li>● Computer lab is available if you need it</li> <li>● Finish working on what you have for your portfolio, be sure to have list of what you still need, so you can work on that in Module 4</li> </ul> |

| Module 4: Narrative Writing |   |
|-----------------------------|---|
| <b>Week 13</b>              | <p><b>M 8 November</b></p> <ul style="list-style-type: none"> <li>No class:             <ul style="list-style-type: none"> <li><a href="#">Look at the narrative choice board</a></li> <li>Send me a proposal of what your narrative will be, what you chose and why, outline/describe it</li> </ul> </li> </ul> <p><b>W 10 November: Back in 220</b></p> <ul style="list-style-type: none"> <li>Read examples of narrative you chose</li> <li>Identify elements</li> <li>In groups, plan types of narrative, brainstorm, get feedback</li> </ul> <p><b>F 12 November: Back in 220</b></p> <ul style="list-style-type: none"> <li>Introduction to narratives</li> </ul> |
| <b>Week 14</b>              | <p><b>M 15 November: Back in 220</b></p> <ul style="list-style-type: none"> <li>Before class read the poems in the narrative writing packet that was email             <ul style="list-style-type: none"> <li>I suggest printing them so you can write on them, annotate them, take notes</li> </ul> </li> </ul> <p><b>W 17 November: Back in 220</b></p> <ul style="list-style-type: none"> <li>Before class read the excerpts from <i>Bad Feminist</i>, <i>A Place To Stand</i>, and <i>Thick</i></li> </ul> <p><b>F 19 November: Back in 220</b></p> <ul style="list-style-type: none"> <li>Responses</li> </ul>   |
| <b>Week 15</b>              | <p><b>M 22 November: In computer lab</b></p> <ul style="list-style-type: none"> <li>MWA #4 due: narrative             <ul style="list-style-type: none"> <li>You can grade conference in class or email with reflection</li> <li>This will not be accepted after 23rd</li> </ul> </li> </ul> <p><b>T 23 November is the hard deadline for the semester. Any missing, make up, revised work is due by then.</b></p> <p><b>W 24, TH 25 and F 26 November: No Class</b></p>  |

## Assignments and Submitting Work

### Assignments

Our class is divided into modules, each module focuses on a type of writing, and each module has resources, readings, and practice assignments, designed to give you the skills needed to demonstrate your proficiency with that type of writing as shown in the major assignment at the end.

Each module has a major assignment you build up to and each is worth 20% of your final grade:

- Module 1: introduction
- Module 2: informative writing
- Module 3: rhetorical analysis
- Module 4: narrative
- Final portfolio

### Submitting Work

In general we grade conference in class about assignments. IF you are unable to do this, please arrange to do this during office hours OR email me the assignment. Please label the subject of your email the name of your



assignment. Make sure you send an actual email that contains a reflection, do not just send an attachment or link. Assignments will not be graded without the reflection.

Your reflection should include:

- An overview of what you thought of the assignment, your process, the steps you took.
  - What you think are the strengths of the work
  - What you think are the weaknesses
  - What you'd do different
  - What you learned doing this assignment
- Specific evidence from the assignment of how the minimum requirements were met.
  - For example, "my assignment is a presentation geared towards middle school students, to inform them about dinosaurs. The simple layout, cheerful colors, and cartoon images point to this audience. It's informative, which shows the purpose, but the facts are written in a short, understandable way. The images and text work together to provide information."
- Any details on how you revised the piece.
  - For example, "I drafted my narrative, then set it aside for a couple of days. When I came back to it I read it out loud to check for anything I needed to fix, writing my notes out, then typed these up. I noticed that a lot of my sentences ran on, I ran out of breath reading them, so I rewrote to make them shorter and more concise. This is the draft I brought to class to workshop and my classmates read and offered feedback. One suggestion they made was that the organization didn't make sense, how one topic led to the next. I used this to revise, make changes, to my final draft."
- Any specifics on what you did that went above and beyond the minimum requirements, revision.
- Anything else you think it's important for me to know.

### Grading Scale

|          |  |
|----------|--|
| <b>A</b> | "A" work includes all the minimum requirements, shows evidence of revision, AND represents the highest level of academic attainment, It designates work of exceptionally high quality, <b>it is given only for work of the highest quality.</b>  |
| <b>B</b> | Designates work which is above average and of good quality. The "B" grade represents a high level of academic attainment; it is given for work which is above average but lacks the high quality of "A" work. <ul style="list-style-type: none"> <li>● "B" work includes <b>all</b> the minimum requirements <b>AND</b> shows evidence of revision, which means that you have to explain what you revised and why, and what your revision process was.               <ul style="list-style-type: none"> <li>○ Revision can mean you ask me to look at drafts, it can mean sharing with peers, it can mean setting time aside for you to have the space to revise.</li> <li>○ This is not about dictating what revision looks like, it is acknowledging that revision is a process and a necessary part of writing</li> </ul> </li> </ul> |
| <b>C</b> | Designates work which is satisfactory and of average quality. The "C" grade represents an adequate level of academic attainment; it is given for work which is acceptable but lacks the superior quality of "B" work. <ul style="list-style-type: none"> <li>● In our class "C" work means that you met the minimum requirements</li> <li>● "C" work must be complete.</li> <li>● If it's missing any of the required elements of the assignment, does not do what was asked, it cannot earn a "C"</li> </ul>  |

|          |   |
|----------|---|
| <b>D</b> | Designates work of less than satisfactory quality. The "D" grade represents a minimal level of academic attainment; it is given for work which is less than average in quality but is at least of sufficient quality to meet minimum standards in most courses and thus carries credit. <b>However, in General Education courses, courses within the Professional Education sequences, and English major courses, grades of "D" work do not meet the minimum standards and must be repeated.</b> <ul style="list-style-type: none"> <li>• "D" work means you turned something in but it did not do what was asked, did not meet the requirements of the assignment</li> </ul> |
| <b>F</b> | Designates work of such unsatisfactory quality that no credit is awarded. <ul style="list-style-type: none"> <li>• An "F" means you did not turn in an assignment or it is so far off topic that it cannot be awarded credit.</li> </ul>  |

***\*ECSU does not award minus or plus grades***

W: Withdrawal.

### Disputing Grades

Sometimes the grade you earn is not the grade you wanted. However that does not mean that the grade you earned shows bias, or that it was unfair. I stand by the grades you earn. Grade grievances will not be considered unless:

- You've submitted all assignments
- You've taken advantage of all opportunities to revise assignments for a higher grade
- You've met with me at least once in office hours
- You write me a formal email stating specifically where you think bias/unfairness occurred, supported with evidence

Showing evidence of bias/unfairness means that you have been unfairly or improperly treated by a faculty member or academic program/department in connection with the academic process. For example, it applies to disputes over assignment of grades, decisions about program or degree requirements or eligibility, or claims that course requirements are unfair.

### Dropping the Class

For the most part, I will not drop you from class in order to "save" you from a poor grade. It is your responsibility to drop the course if you feel it is in your best interest to do so, and it is your responsibility to do so according to ECSU's academic calendar deadlines.

- That being said, I ask that you talk to me before you drop the class. Sometimes the things (or grades, or material) that appear insurmountable to a student are easily worked through. Discussion with your professors is always key to your success, but especially with such big decisions. We can often find a solution that is not as drastic.
- Even if you do ultimately decide to drop, it's helpful for me to know why, so I can know how I can help future students.

If you are dropped from the class:

- A drop before the end of the third week in a sixteen-week semester will not appear on your transcript, and you will not earn credit hours or a grade in the course.
- If you withdraw the first week of class you will not earn a “W.” You’ll then have roughly two months where if you withdraw 3-4 weeks after you’ll earn a “WD.” Then you’ll have roughly a month after that where you’d earn a “WF.”
  - Although a W will not earn you credit hours for the course or affect your GPA, it will appear on your transcript.
  - If you withdraw from a class needed to fulfill General Education or major requirements you will have to retake the class and earn credit.
  - Be sure to check your transcript and with your advisor before withdrawing.
- After the drop/add deadline, **students can withdraw from no more than 16 semester hours during their undergraduate career in which a grade of "W" will be posted to a student's transcript.** After a student has exceeded this limit, the student must receive a final grade of A, B, C, D, or F. A grade of Incomplete ("I") will not be allowed as a substitute for a course withdrawal beyond the course withdrawal limit. Any course that a student withdraws from is counted toward the 16 semester hour limit.

[Information about our class, policies, and guidelines can be found here.](#)