

**FAYETTEVILLE STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES**

I. LOCATOR INFORMATION

Semester: Fall 2009

Course Number and Name: ENGL 347 Writing Children's Literature

Instructor: Carole Weatherford
cweatherford@uncfsu.edu

Course Meeting Time: Online course

Location: Online course

Office Location: Butler 129

Office Hours: Tuesdays and Thursdays, 10:00 a.m.-12:30 p.m. and 1:45-2:15 p.m. Other times by appointment.

Office Telephone: 910-672-2149

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. COURSE DESCRIPTION

This course will provide students with an understanding of how to write for children in different literary genres and with an opportunity to create written manuscripts for children. The course will also consider issues and trends in the children's publishing industry. Prerequisites: English 110 and English 120.

Online Course

This course utilizes Blackboard as the primary form of student/faculty interaction. We do not meet in a classroom but we have regular and frequent interaction via the computer. You are expected to know and utilize all the different elements of Blackboard for communication with your peers and with the instructor.

Throughout the course, this discussion board will be open for questions and answers about the class. You are expected to assist each other in discovering the answers to the questions that arise. Email is not our primary form of communication; it will be reserved for emergencies. Communication takes place in group forums. I will monitor all discussions and provide input where appropriate.

This course is much more challenging for the student because it requires greater technological skills and, most of all, because it requires you to be a highly motivated self-learner. You will be expected to be able to work independently and via online groups to accomplish a variety of tasks.

You are required to obtain your textbook, the journal articles for your papers, and other class supplies on your own. Some external links are provided to assist you.

Minimum Technological Prerequisites

You must have access to a computer with the following capabilities:

- Broadband or DSL high-speed Internet access.
- Complete MS Office software*
 - All documents must be submitted in MS WORD or as Rich Text Format (rtf) files.
- Adobe Acrobat Reader (Can be downloaded for free from the internet)
<http://get.adobe.com/reader/>

*The MS Office software suite is available for remote (off-campus) use through the FSU Citrix portal. <https://fsuportal.uncfsu.edu/Citrix/AccessPlatform/auth/login.aspx>

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. TEXTBOOK

There is no formal textbook for this class. We will be accessing many online resources featuring articles, videos, podcasts, and databases. The web sites that will be utilized most frequently are listed below. Specific reading assignments are listed under each unit.

Blackboard Help (Read all sections before starting coursework.)
<http://www.uncfsu.edu/bb/students/index.htm>

Introduction: Course FAQs (on Course Information page; read before starting coursework.)

The Purple Crayon – A Children’s Book Editor’s Site
<http://www.underdown.org>

Children’s Book Council
<http://www.cbcbooks.org>

Society of Children’s Book Writers and Illustrators–Publications
<http://www.scbwi.org/pubs.htm>

Institute of Children’s Literature–Writing Tips
http://www.theinstituteofchildrensliterature.com/F9624/writing_tips.htm

Writing Children’s Books - Aaron Shephard’s Kidwriting Page
<http://www.aaronsherp.com/kidwriter/index.html>

Reading Rockets Video Interviews of Children’s Book Authors and Illustrators (also includes transcripts)
<http://www.readingrockets.org/books/interviews>

IV. SPECIFIC COURSE OBJECTIVES

Students will be able to:

- 1) Demonstrate knowledge of the publishing process and of issues in the children's book trade.
- 2) Write in various genres of children's literature.
- 3) Formulate criticism of children's literature created by other students.
- 4) Develop a portfolio of original children's literature.

V. COURSE REQUIREMENTS AND EVALUATION CRITERIA

a. Grading

Final grades are calculated on a four-point system and affect a student's grade point average as indicated below.

Grade	Credit Hours	Quality Points	Meaning
A	Hours attempted and earned	4 per credit hour;	Exceptionally high (90-100 points)
B	Hours attempted and earned	3 per credit hour	Good (80-89 points)
C	Hours attempted and earned	2 per credit hour	Satisfactory (70-79 points)
D	Hours attempted and earned	1 per credit hour	Marginally passing (60-69 points)
F	Hours attempted – Not earned	0 per credit hour	Failing (0-59 points)
FN	Hours attempted – Not earned	0 per credit hour	Failing due to non-attendance. (Student registered, but <u>never</u> attended.)
W	Hours attempted – Not earned	No impact on GPA	Class withdrawal prior to deadline (see Academic Calendar)
P	Hours attempted and earned	No impact on GPA	Satisfactory - Assigned only in classes specified as Pass/Fail
WU	Hours attempted – Not earned	No impact on GPA	Withdrawal from all classes for semester or term
AU	Hours attempted – Not earned	No impact on GPA	Auditing

AU	Hours attempted – Not earned	No impact on GPA	Auditing
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b. Attendance

Engage online from the first day of class. Submit work on time. Participate in the online writing workshop via the Discussion Board.

c. Assessments

Grading will be based on a total of 100 points:

Assessments	Percentage of grade
The business of children's publishing (annotated	20%

bibliography, query letter, publishing opportunities assessment)	
Creative writing assignments	55%
Peer Critiques	25%

*For each creative writing assignment, points will be spread among multiple revisions.

d. Policy on Late Assignments: Ample time is provided between assignments for timely submission of work. Late work will impede the peer critique process and will be penalized with a deduction of half the maximum points for the assignment (for example, minus 5 points for a 10-point assignment).

VII. COURSE OUTLINE WITH ASSIGNMENT SCHEDULE

This class will be conducted as a writing workshop, using Blackboard's Discussion Board, where each student has a separate forum and where the instructor will offer critiques and feedback. Submit assignments as attachments beneath your name on the Discussion Board. Label the forum exactly as the assignment appears in the syllabus. For example: Assignment 1: Annotated bibliography of children's books.

You are required to revise and resubmit each manuscript at least once (for each of the four creative writing assignments). Perfect scores are rarely given to first drafts. Your revisions should reflect changes beyond the edits suggested by my feedback. Learn to self-edit. Read the manuscript aloud to yourself. As you listen, pause to revise. Listen again to paragraphs and sentences. If you practice this, you will hear where editing is needed.

For each creative writing assignment, you will partner with another student to engage in peer critiquing. These critiques will inform your revision process. Peer critiques are usually due a few days after the writing assignment itself. Specific peer critique due dates appear under each assignment. Submit peer critiques under your partner's forum on the Discussion Board.

Due Dates Reading & Assignments

Unit 1 Course Introduction

Reading

Introduction: Course FAQs (on Blackboard's Course Information page)

Blackboard Help (all sections)

<http://www.uncfsu.edu/bb/students/index.htm>

UNCG ICampus Online Etiquette -

<http://web.uncg.edu/dcl/ICAMPUS/resource/etiquette.asp>.

Log on Blackboard's Discussion Board and introduce yourself to your classmates.

Unit 2 Children's Book Genres and Categories

Children's Literature Genres

<http://www.uleth.ca/edu/currlab/handouts/genres.html>

Understanding Children's Book Genres
<http://www.right-writing.com/genres.html>

Society of Children's Book Writers and Illustrators – Publications
<http://www.scbwi.org/pubs.htm>

Select the link for SCBWI Publications, and read the following article:
From Keyboard to Printed Page: Facts You Need to Know

Assignment 1: Annotated bibliography of children's books (10 points)

Due date: 9/1/09

Compile an annotated bibliography of twenty (20) distinguished and/or award-winning children's books published since 2000. In the annotations, identify each book by genre and category (see below). The bibliography should include one book from each genre and category. Some overlapping will occur.

Genres: contemporary realistic fiction, historical fiction, nonfiction/informational, poetry, biography, modern fantasy and science fiction
Categories: alphabet books, counting books, concept books, picture books, picture story books, early readers, middle grade fiction, middle grade novels, young adult novels, young nonfiction, middle grade nonfiction, young adult nonfiction. You may consult a librarian or bookseller or identify books using the Database of Award-winning Children's Literature <<http://www.dawcl.com>>. Your bibliography should adhere to Modern Language Association style. See examples below and consult the online guide at: <http://www.lesley.edu/library/guides/citation/mla_annotated.html >.

Book with a single author or illustrator

Author's last name, Author's first name. Book title. City of publication: Publisher, year of publication.
Indent your annotation. It should be 3-5 sentences long

Example:

Weatherford, Carole. Remember the Bridge: Poems of a People. New York: Philomel Books, 2002.

This poetry collection includes twenty-nine poems paired with historic images and spanning four hundred years of African-American history.

Book with an author and illustrator

Author's last name, Author's first name. Ill. by. Illustrator's first name
Illustrator's last name. Book title. City of publication: Publisher, year of publication.
Indent your annotation. It should be 3-5 sentences long.

Example:

Weatherford, Carole. Ill. by Floyd Cooper. Becoming Billie Holiday. Honesdale, PA: Wordsong, 2008.

In this fictional verse memoir for young adults, ninety-seven poems written in Billie Holiday's voice and titled after her songs trace her rise from poverty to jazz royalty. Nostalgic sepia-toned paintings complete this sensitive portrait.

Unit 3

The Children's Book Publishing Industry – Issues and Trends

Reading

Society of Children's Book Writers and Illustrators – Publications

<http://www.scbwi.org/pubs.htm>

Select the link for SCBWI Publications. Read the following article:

What Can You Expect? A Brief Overview of Types of Publishers

2008 Observations on Publishing

<http://www.education.wisc.edu/ccbc/books/choiceintro09.asp>

Celebrity Children's Books: A Terrible Trend

<http://parenting.families.com/blog/celebrity-childrens-books-a-terribletrend>

How to Get Out of the Slush Pile

<http://www.underdown.org/slush.htm>

Where Do You Get Your Ideas?

<http://www.institutechildrenslit.com/rx/wt01/ideas.shtml>

Children's Book Council – Our Members (a directory)

<http://www.cbcbooks.org/about/ourmembers.aspx>

Assignment 2: Assessing Publishing Opportunities (10 points)

Due date: 9/10/09

After completing the reading assignment, consider which genres and categories of children's books appeal to you most as a writer. What opportunities exist in the marketplace for books in those areas? What publishers might you target? What challenges might you face? Write a one-page paper discussing the current climate for children's books and the opportunities that you perceive.

Unit 4

Writing Picture Books

Reading

Predictable Books

<http://www.monroe.lib.in.us/childrens/predict.html>

Reading Rockets – A Video Interview with Mo Willems

<http://readingrockets.org/books/interviews/willems>

Picture Book Secrets

<http://www.underdown.org/mf-picture-book-secrets.htm>

“Writing Your Story: Tips on How to Write Children's Stories”

by Aaron Shephard

<http://www.aaronshep.com/kidwriter/Tips.html>

"Targeting the Emergent Reader by Joan Broerman (optional reading)
http://www.underdown.org/early_rd.htm

Assignment 3: Writing a Picture Book Manuscript (10 pts.)

Components: manuscript, evaluation form

Due date: 9/24/09

<http://www.monroe.lib.in.us/childrens/predict.html>

Read one book from at least three different categories listed on the "Predictable Books" web site. Note the use of patterns in each of the texts. Using the "Evaluation of a Fictional Picture Book/Manuscript," (on Blackboard's Course Information page), evaluate one of the books.

Write a picture book manuscript using one of the predictable patterns cited in this unit's background reading.

OR

Write text for a wordless picture book. Wordless books are listed at:

www.weberpl.lib.ut.us/content/booklists/sort/t/31

Unit 5

Critiquing Children's Book Manuscripts

Each student is responsible for peer critiquing. You will be paired with another student and will be responsible for responding to one draft of each creative writing manuscript that your partner submits. Your feedback should be submitted as a letter to your partner. Your letter should be thoughtful and constructive. Use criteria on "Evaluation of . . . Book/Manuscript" forms (on Blackboard's Course Information page) as a guideline for your critiques. Post comments below your partner's manuscript on Blackboard's Discussion Board. . . In addition, you may use the "comments" function on MS Word. If you like, you may also weigh in on manuscripts by students other than your partner. **Peer critiques are usually due a few days after the writing assignment itself. Specific peer critique due dates appear under each assignment.**

Reading

Tight Writing

http://www.underdown.org/mf_tight_writing.htm

Margot Finke's Secrets of Writing for Children

Read these two articles (located halfway down the page):

Self-Editing Tip Sheet

Powerful Writing Tips

<http://mysite.verizon.net/mfinke/Secrets.html#self>

Guide for Self- and Peer-Editing Fiction

Downloadable from Blackboard's Course Information page

Assignment 4: Peer-Editing Practice (4 points)

Due date: 9/30/09

After doing the background reading, peer-edit your partner's picture book manuscript. Compile your comments in a three-to-four paragraph letter to your partner. As the course proceeds, this exercise will be repeated for subsequent writing assignments.

Unit 6

Writing Poetry for Children

Reading

Poetry for Children: Choosing the Format

<http://www.underdown.org/poetry-formats.htm>

Rhyming Picture Books: For Those Who Must

<http://www.underdown.org/mf-rhyming-picture-books.htm>

Reading Rockets – A Video Interview with Jack Prelutsky

<http://readingrockets.org/books/interviews/prelutsky>

Assignment 5: Poetry (10 points)

Components: manuscript, peer critique

Due date: 10/13/09

Read children's poetry books by Jack Prelutsky, Janet Wong, J. Patrick Lewis, Marilyn Singer, Charles Smith, Jane Yolen and/or Nikki Grimes. Note the themes that these poets choose.

Write a series of at least three (3) children's poems around the same theme or narrative. Or write one longer poem with 14-21 scenes or stanzas (to fit a picture book for grades pre-K-8).

Assignment 6: Critique your partner's themed poems. (4 points)

Due date: 10/16/09

Unit 7

Writing Nonfiction and Biography for Children

Reading

Twelve Steps to Nonfiction Writing Success

<http://www.institutechildrenslit.com/rx/wt06/nfsteps.shtml>

Reading Rockets – A Video Interview with Gail Gibbons

<http://readingrockets.org/books/interviews/gibbons>

Reading Rockets – A Video Interview with Seymour Simon

<http://readingrockets.org/books/interviews/simon>

Biography for Children

http://www.suite101.com/article.cfm/childrens_writing/5344

Writing for Magazines

<http://www.underdown.org/magazines.htm>

Reading Rockets – A Video Interview with Kathleen Krull

<http://readingrockets.org/books/interviews/krull/transcript>

Assignment 7: Write an informational article OR a biography suitable for a children's magazine. Conduct picture research to find images to accompany your article. (15 points) CHOOSE OPTION 1 OR 2. DO NOT DO BOTH.

Due date: 10/26/09

Picture Research

Conduct picture research on digital image archives/galleries to identify images to accompany your text. You will need images that are either in the public domain (meaning not copyright-protected) and royalty-free (meaning no permission or fee to use in publication). Begin your picture research at this Wikipedia site which provides links to such images. **Find at least three (3) images (photos or illustrations) and paste at the end of your manuscript.**

Help: Public Domain Image Sources

http://meta.wikimedia.org/wiki/Help:Public_domain_image_resources

Option 1

Informational/nonfiction manuscript

Study a few recent informational/nonfiction children's books on a topic of interest to you. Using the form "Evaluation of an Informational/ Nonfiction Book/Manuscript" (on Blackboard's Course Information page), evaluate one of the books. At a school library or public library, examine children's magazines, such as Highlights, Appleseeds, Calliope, and Cobblestone to determine the types of biographies being published in periodicals for children.

Write a nonfiction article for a children's magazine . Research topic using primary and secondary sources.

Option 2

Biography

Write a biography for a children's magazine.

Components: manuscript, evaluation form, peer critique

Due date: 10/26/09

Biography

Study a few recent biographical children's books. Some distinguished biographers include Kathleen Krull, David Adler, Diane Stanley, Demi, Russell Freedman, and Candace Fleming. Using the form "Evaluation of a Biographical Book/Manuscript" (on Blackboard's Course Information page), evaluate one of the books. At a school library or public library, examine children's magazines,

such as Highlights, Appleseeds, Calliope, and Cobblestone to determine the types of biographies being published in periodicals for children.

Select an individual from past or present, and conduct research for a biographical article for a children's magazine. Write a complete biography or a partial biography covering only part of the subject's life. The manuscript should be 250 to 350 words.

Assignment 8: Critique your partner's informational/nonfiction manuscript. (4 points)

Due date: 10/29/09

Unit 8 Writing Modern Fantasy, Science Fiction and Fractured Fairy Tales for Children

Reading

Writing Young Adult and Children's Science Fiction & Fantasy: Make the Impossible Possible

<http://www.underdown.org/sffantasy.htm>

Reading Rockets – A Video Interview with Chris Van Allsburg

<http://www.readingrocket.org/books/interviews/vanallsburg>

SurLaLune Fairy Tales: A Fairy Tale Timeline

<http://www.surlalunefairytales.com/introduction/timeline.html>

Fractured Fairy Tales

http://www.marilynkinsella.org/Workshop%20papers/fractured_fairy_tales.htm

Assignment 9: Write either a fractured fairy tale or a modern fantasy or science fiction manuscript. (10 points)

Components: manuscript, peer critique

Due date: 11/12/09

Fractured Fairy Tale

Read several versions of a traditional fairy tale. Identify variations of the tale.

You may consult a librarian or the bibliography "Fractured Fairy Tales."

<http://www.acs.ucalgary.ca/~dkbrown/fft.html>

Write a variation of the traditional tale, adding new twists through setting, plot, characterization, and/or point of view.

Modern Fantasy and Science Fiction

Read three works of fantasy by Chris Van Allsburg or David Weisner.

Write a picture book manuscript or one chapter for a middle grades novel in the genre of modern fantasy or science fiction.

Assignment 10: Critique your partner's fairy tale or modern fantasy or science fiction manuscript. (4 points)

Due date: 11/16/09

Unit 9 Final Project

Reading

Rites of Submission: Cover Letters and Query Letters

<http://www.underdown.org/covletr.htm>

Query Letter for Children's Book Fiction

http://www.underdown.org/mf_query_letters.htm

Query and Cover Letters: How to Get 'Em Right"

<http://www.underdown.org/mf-cover-and-query-letters.htm>

Final Assignment: Refining a Manuscript

Assignment 11: Revision for Peer Critique (5 points)

Due Date: 11/19/09

Revise the best manuscript that you have written during this course. Post that revision on Blackboard. Your critique partner will give more feedback. To seek input from classmates (besides your partner), post your revision under the Discussion Board's Final Manuscript Forum on the Discussion Board. Although not required, students are encouraged to offer feedback on each others' final manuscripts.

Assignment 12: Peer Critique (4 points)

Due date: 11/24/09

Critique your partner's revised manuscript.

Assignment 13: Final Draft (5 points)

Due Date: 12/4/09

After considering the feedback and revising **again**, post the final draft of your best manuscript.

Assignment 14: Query Letter (5 points)

Due date: 12/4/09

Write a query letter for your manuscript. Target a specific children's book publisher. Complete the Manuscript-in-Progress Form (on Blackboard's Course Information page) AND **paste the form** under your query letter.

IX. TEACHING STRATEGIES

Teaching strategies include written assignments, critical reading, and peer critiquing. The course will employ discussion board forums.

X. SUPPLEMENTAL READING

Buccieri, Lisa Rojany and Economy, Peter. Writing Children's Books for Dummies.

Hoboken: For Dummies, 2005.

Koehler-Pentacoff, Elizabeth. The ABC's of Writing for Children: 114 Children's Authors and Illustrators Talk About the Art, Business, the Craft, and the Life of Writing Children's Literature. Sanger, CA: Quill Driver Books, 2002.

Bulletin of the Center for Children's Books
<http://bccb.lis.illinois.edu>

Cooperative Center for Children's Books
<http://www.education.wisc.edu/ccbc/default.asp>

ALAN Review (journal of the Assembly on Literature for Adolescents)
<http://scholar.lib.vt.edu/ejournals/ALAN>

School Library Journal - Interviews - Authors & Illustrators of books for children & teens
<http://www.schoollibraryjournal.com/community/Interviews/47052.html>

Write4Kids.com – <http://write4kids.com>

The Looking Glass: New Perspectives on Children's Literature
The online journal is free, but registration is required.
<http://www.lib.latrobe.edu.au/ojs/index.php/tlg>

Subscribe to the following free e-newsletters.

Publisher's Weekly Children's Bookshelf
<https://www.publishersweekly.com/subscribe.asp?screen=pi10®opt=logout>

School Library Journal Extra Helping and SLJ Teen
<https://www.schoollibraryjournal.com/subscribe.asp?screen=pi8>

XI. About the Professor

New York Times best-selling author Carole Boston Weatherford has 32 books of poetry, nonfiction and children's literature, including *Moses: When Harriet Tubman Led Her People to Freedom*, winner of an NAACP Image Award, Caldecott Honor Medal and Coretta Scott King Award for Illustration. *Becoming Billie Holiday* and *Before John Was a Jazz Giant* both won Coretta Scott King Honors; *Birmingham, 1963* won the Lee Bennett Hopkins Poetry Award and the Jefferson Cup; *The Sound that Jazz Makes* won the Carter G. Woodson Award from National Council for the Social Studies; and *Remember the Bridge: Poems of a People* and *Freedom on the Menu: The Greensboro Sit-ins* both won North Carolina Juvenile Literature Awards. Carole received Golden Kite Honors from the Society of Children's Book Writers and Illustrators for *Dear Mr. Rosenwald* and *Before John Was a Jazz Giant*. Her books have been short-listed by the International Reading Association, National Council for the Social Studies, and Bank Street College of Education and named best books of the year by the American Library Association, School Library Journal, Kirkus Reviews, and New York Public Library. Winner of the Ragan-Rubin Award from the North Carolina English Teachers Association and a two-time North Carolina Arts

Council Writers Fellow, she has taught at FSU since 2002. Her courses include: Children's Literature, Adolescent Literature, and Issues in Professional Writing.

Online Learning: Frequently Asked Questions

When and where does the class meet?

This course is totally online. We do not meet in a classroom but interact via the computer, using Blackboard. You are expected to know and utilize all the different elements of Blackboard for communication with your peers and with the instructor. This course is much more challenging for the student because it requires greater technological skills and, most of all, because it requires you to be a highly motivated self-learner. You will be expected to work independently, to collaborate online to accomplish a variety of tasks, and to pace yourself to meet deadlines.

How can I communicate with classmates?

Throughout the course, this discussion board will be open for questions and answers about the class. You may also contact classmates using Blackboard's email tool (under the Communications menu). Please adhere to online etiquette. See "Online Etiquette" at <http://web.uncg.edu/dcl/ICAMPUS/resource/etiquette.asp>.

One of the Discussion Board forums is called "Q&A." Students should use this forum to help each other find answers to questions about assignments or Blackboard.

What are the minimum technological requirements for this course?

You must have access to a computer with the following capabilities:

- Broadband or DSL high-speed Internet access
- Complete MS Office software*
- All documents must be submitted in Microsoft Word.
- Some presentations utilize PowerPoint.
- Adobe Acrobat Reader (Download for free from the internet)
<http://www.adobe.com/products/acrobat/readstep2.html>

* The FSU Citrix portal gives FSU students access to the Microsoft Office software suite free of charge (even off-campus!). <https://fsuportal.uncfsu.edu/Citrix/MetaFrame/default/default.aspx>

When does the course begin and end?

Refer to the FSU academic calendar at <http://catalog.uncfsu.edu/calendar.htm>.

When are mid-term and final exams scheduled?

There will be no exams in this course.

How do I succeed in this course?

To successfully meet course requirements, get busy from the first day of class. Do the background reading for each unit; then complete all parts of the corresponding written assignment(s). Budget your time and meet deadlines. You must work steadily to avoid falling behind.

How does a new student get an account for Blackboard and email?

Follow these instructions from on the ITTS web site.

<http://accts.uncfsu.edu/footprints/solution.cfm?id=2796&projectID=100>

How do I request Tech Support from ITTS?

Contact the Helpdesk at 910-672-2085. Press 1 for Blackboard and 2 for ITTS tech support. The ITTS Tech Support staff answers calls Monday-Friday, 8:00 am - 5:00 pm. Blackboard support is available twenty-four hours a day, seven days a week.

You may also get help via email (help@uncfsu.edu) or through the web site below.

<http://accts.uncfsu.edu/footprints/solution.cfm?id=2795&projectID=100>

Where do I submit assignments?

Use the appropriate forums on Blackboard's Discussion Board.

How do I submit assignments on the Discussion Board?

The Discussion Board's message window functions much the same as an email message window, with spaces for a subject line and a message. Attachments are possible, but are not recommended (more on that later). Here are some tips for preparing and posting your work.

1. Use word processing software to write your assignments. Use the software's spell-checker and grammar checker to correct errors. Proofread your writing. Respond fully to the question at hand and complete all required tasks or parts of the assignment.
2. Use the "select all" command to highlight your text; then, copy the text. Paste the copied text into the Discussion Board's message window. You may need to use the clipboard icon on the message window. In the subject line, label the post according to the packet number and assignment number (example: Packet 1-- Assignments 1 & 2). Please post all assignments for a packet in the same post.
3. Unless the syllabus directs you otherwise, respond to questions in complete sentences in paragraph form. Posts for each assignment should be three to five paragraphs long (15-20 lines) and show an understanding of the genre as well as careful reading of the text. After the first packet, points will be deducted for posts that are too brief.

May I submit my work as an attachment on the Discussion Board?

Assignments included as attachments take longer to open and, thus, to grade. Some attachments won't open at all due to software compatibility issues. When this occurs, I cannot give credit until the assignment is reposted in a format that I can read. To avoid such problems and to prevent delays in grading, please type or paste assignments in the message window unless the assignment includes formatting (tabs, italics, etc.) that will be retained only as a word-processing document. I cannot read documents prepared on Vista versions of MsWord or MSWorks. If you must attach a document, before attaching, save in rich text format (rtf), an option in the pull-down menu in the "save" or "save as" window.

How can I resolve compatibility issues between different versions of Microsoft Word and Works?

Download the Works 6.0 Converter from the ITTS site to convert word processor documents created in Microsoft Works 6.0 to Microsoft Word and other versions of Works. The converter works with Works 2000, 4.5, and 4.x, and Word 2002, 2000, and 97 on machines running Microsoft Windows 98, 2000 Professional, Millennium Edition, and XP.

<http://office.microsoft.com/downloads/2002/wp6rtf.aspx>

May I submit my work in the Digital Dropbox?

No. I do not check the Digital Dropbox.

May I submit my work via email?

Email is NOT our primary means of submitting assignments; it will be reserved for emergencies. If, after repeated tries and Tech Support, you cannot navigate the Blackboard's Discussion Board, you may email your work to cweatherford@uncfsu.edu. In your email's subject line, indicate the course number, packet number and assignment number(s); for example: ENGL 301 D1-Packet 1, Assignments 1 & 2.

If I experience technical difficulties, such as a computer crash or loss of internet access,

how can I submit work?

Mail it to this address: Carole Weatherford, 3313 Sparrowhawk Drive, High Point, NC 27265. During the fall and spring semester, you may leave work in my mailbox in Butler 123. During summer sessions, do not leave work for me on campus. I am not on campus in the summer.

May I submit late work?

Yes. Some restrictions may apply. The policy is explained in the syllabus.

Where can I get help with written assignments?

As a first line of defense, use your word processing software's spelling and grammar checkers. Consult Smartthinking, a 24/7 online tutorial service, accessible from Blackboard's Tools page. You may also get help in-person at the FSU Writing Center, 216-C Chick Building, Mondays through Fridays. Call for hours: 910-672-1864. <http://www.uncfsu.edu/writingcenter>

How long should posts be?

Some assignments ask you to complete tables that can be found on the Course Information page. Otherwise, follow guidelines in the syllabus for each assignment. Points may be deducted for responses that are too brief.

Where are grades posted?

Grades are in a thread/message under your posted assignment on the Discussion Board.

May I redo assignments for which I earn a low grade?

Yes. You may submit up to three drafts of each assignment.