ENGLISH 103:

Rhetoric and Writing

ENG 103.42

Fall 2026

MWF 1:00 – 1:50 PM

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Course Basics

Instructor: John Carter

Email: john.carter@bsu.edu

Office Hours: MWF, 10:00 – 11:30 AM,
and by appointment
RB 345

Course Information

Course Description

Introduces students to principles of global rhetorics; develops secondary research and writing processes; provides practice analyzing how the processes and practices of language use vary across cultural and rhetorical situations; focuses on the creation of written and multimodal texts.

Course Vision Statement

At its core, this course focuses on communication: how we communicate ideas to others and how we, in turn, interpret the ideas they communicate to us. Additionally, more than a course topic, communication is a cornerstone of what makes us human, entangled and enmeshed within our individual biological and cultural ancestries. Because of this, how we communicate and situations in which we communicate are just as diverse and complex as we are.

In this course, we will do much of the usual English class stuff--write essays, complete projects, engage in discussions, read readings, etc. However, more than that, we will gain a deeper knowledge of the diversity and possibilities of rhetoric such that we can: 1) use it effectively and strategically to communicate ideas and 2) interpret others' use of rhetoric to engage with their ideas, and the world at large, with a critical consciousness.

Course Objectives

Upon completion of ENG 103, students will be able to:

1. Identify and analyze a variety of rhetorical concepts from different cultures

2. Assess strategies for invention, drafting, and revision for individual composing styles by setting goals and tracking growth
3. Demonstrate an awareness of the rhetorical history and impact of conventions (grammar, citation, format, and genre) as they vary by culture and discipline
4. Engage critically and carefully as readers (and listeners) of others' perspectives and diverse language practices
5. Produce texts in multiple modes for different rhetorical purposes and audiences
6. Incorporate evidence and synthesize information from multiple secondary sources to support a sustained argument

Course Modality/Structure

Our course meets in person, three times a week: **Monday/Wednesday/Friday, XXXXX**. The class is made up of sixteen modules across the 15-week (plus finals week) semester.

Teaching Philosophy

I believe that learning is a collaborative process between 1) the instructor and learners and 2) the learners and each other. I also believe that it is not a clean process, that it requires getting messy, making mistakes, and learning from them. Because of these two things, I also believe that **learning requires mutual respect, kindness, and grace between everyone within our community that is the classroom.** Without that, this is not a space where we can all can feel comfortable being our authentic selves and engaging in the complicated, messy work of learning.

In our class, you will likely encounter beliefs and ideas that are challenging in nature, new to you, and/or contrary to your own. The discomfort you feel in those moments is a normal part of the learning process. As a farm kid that grew up in the cornfields of East-Central Indiana, where ideas were rarely new or different, this is an experience I'm very familiar with! However**, as a member of this community, your job is to approach these moments with curiosity and your peers with respect.** If this is something you cannot do or have difficulty doing, you can always meet with me, and I will help you find a path to understanding.

In this class, you will see this philosophy put into practice in a number of different ways. What follows is just a few:

- Ample and descriptive instructor feedback, focused on opportunities for individual growth

- Reflective writing prompts that encourage students to explore and learn from their experiences and goals
- Discussions that help learners connect the everyday ways in which they use language to the academic concepts we cover
- Opportunities for learners to bring their own lived experiences and cultural backgrounds into the classroom to engage with course content
- Course materials that are diverse in terms of both authorship and their modality
- Classroom discussions, assignments, and projects that encourage learners to analyze and develop a critical consciousness about the arguments the encounter and media they consume on a daily basis

Course Materials

1. *BallPoint, Vol. I*
2. Laptop (if yours breaks or you don't have one, note that laptops may be checked out from Bracken Library)
3. A way to bring readings to class—printed out, tablet, laptop, etc., but see technology policy below
4. Regular access to the internet to check email, access course website, and submit assignments

Course Assignments and Assessments

Course Assignments

Our course has seven "types" of assignments. Assignment details, including instructions, relevant readings, due dates, and grading criteria/rubrics will be posted and updated on Canvas. Please check Canvas regularly to stay informed and on track.

You can review all the details for each below, but, briefly, they are:

1. Composition Projects
2. Written Responses
3. Daily Exercises
4. Participation/Professionalism

Composition Projects

Throughout the semester, you will complete three major projects, outlined below.

Media Rhetorical Analysis

In this first project of the semester, you will analyze a piece of media through three different rhetorical frameworks: one ancient framework, one multimodal framework, and one modern framework. The options for the media you analyze are very open, ranging from written media to audio media to visual or video media. You must use at least two external, secondary sources.

This project is paired with a reflection in which you discuss the challenges you faced, the skills you developed, and how your understanding of rhetoric changed over the course of your work.

The goals for this project are to help you develop your analytical skills and your knowledge of rhetoric and its impact on composition.

Community Issue Argument

In your second project of the semester, you will examine an issue specific to a community to which you are a member. This is an opportunity to closely observe and research a problem faced not only by you but your peers as well. Based on your observations, you will then offer specific and researched solutions to the problem.

An important component to this paper will be your attention to your audience, since you will be tailoring your argument to those most capable of shaping the change you want. To do this, you will select an appropriate ancient or modern rhetorical framework to use to structure your argument for the given issue and audience. Whereas the first project had you using rhetorical frameworks to analyze an argument, this project will have you using a rhetorical framework to craft **your own** argument.

Goals for this paper include in-depth observation of a familiar situation, use of secondary research to examine the issue and offer solutions, and use of a rhetorical framework to convince your audience to consider your stance and take action. Three secondary sources, minimum.

Multimodal Community Issue Project

For your final project of the semester, you will use your Community Issue Argument paper as a jumping off point to create a multimodal artifact that 1) spreads awareness of the community issue you've identified and/or 2) promotes your proposed solution.

There is a lot of flexibility for this project in terms of what you create. Some potential options are things like a zine, a podcast, a video essay, a series of social media posts, a movie poster, a flyer, etc. The only requirements as far as genres go is that it must use at least two modes of communication (e.g., video and audio, text and image, image and audio, etc.).

Goals for this project include developing your awareness of the impact of conventions as they vary by culture and rhetorical situation and expanding your use of rhetoric to include other modes of communication beyond text-only.

Written Responses

Like any other skill, effective communication comes from practice. Your written responses are opportunities for frequent, low-stakes writing to get you in the habit of translating your thoughts into coherent ideas. Each written response will address a specific prompt and must be at least 200 words in length, completed before our next class meeting—unless otherwise indicated.

The goal of these assignments is to provide an opportunity for practicing the work of writing and prewriting. To this end, when grading, I will be looking less for things like "proper" grammar or syntax, and more for content and engagement with the prompt. With this in mind, I use the following scale for grading:

Table 1: Written Response Score Chart

Number of Words	Score
200 Words	5 Points
150 Words	4 Points
100 Words	3 Points
50 Words	2 Points
<50 Words	1 Point
0 Words	0 Points

So, for example, a written response that addresses the prompt and is 175 words in length would receive 4 points out of 5 possible points. Similarly, a 225 word response that addresses the prompt would receive all 5 points.

Daily Exercises

This grade includes completion points on peer workshop drafts; scores on library handouts; quizzes; in-class writing exercises; and other miscellaneous work.

Participation/Professionalism

This category has two components: reflective prompts and periodic participation grades.

Reflective Prompts

Throughout the semester, you will respond to reflective prompts that are focused on helping you reflect on and learn from your growth. The length of these prompts will vary, depending on the situation. After turning in your third project, there will be a final reflective prompt in which you must reflect on the work you've done inside and outside of class and how you're grown since the beginning of the semester.

Periodic Participation Grades

Four times in the semester (Weeks 4, 8, 12, and 15), you will receive a score based on your in-class participation and professionalism.

In order to get the most out of this class, you must be here, plain and simple. Besides being physically here, you must mentally be here as well. **This means that I must be able to see you coming to class prepared and doing more than just filling a chair. This includes things like: asking questions, responding to questions, taking notes, displaying an engaged attitude towards the material and your peers, etc.**

Further, this is more than just a class, this is a community of writers, and, as such, we have a responsibility to treat each other with respect. This means that **beyond engaging with me as your instructor and the material of the course, I should see you engaging with your peers during peer review, group work, and class in general.** Contrary to popular myths, writing is, by and large, NOT a solitary act, so treating your peers as fellow professionals is the first step in professionalizing yourself as a growing writer/student/citizen.

Assignment Weights & Course Grading Scale

Table 2: Assignment Weights

Assignment Group	Percentage of Final Grade
Composition Projects	70%
Written Responses	10%
Daily Exercises	10%
Participation/Professionalism	10%
Final Grade	**100%**

Table 3: Grading Scale

Letter Grade	Percentage Range
A	100% - 94%
A-	<94% - 90%
B+	<90% - 87%
B	<87% - 84%
B-	<84% - 80%
C+	<80% - 77%
C	<77% - 74%
C-	<74% - 70%
D+	<70% - 67%
D	<67% - 64%
D-	<64% - 61%
F	<61% - 0%

Note: In order to fulfill the University's Core Curriculum requirement in Writing Program courses, students must earn a minimum grade of C- to pass; a grade of D+ is not passing. Writing Program courses may be repeated as many times as necessary to meet the requirement but:

- The first and all other grades will show up on the transcript.
- Only the most recent grade earned in the course will be used to compute the cumulative GPA.
- A grade of W will not replace a previous grade.
- Course credit hours apply only once to graduation requirements

University Statement

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.

Land Acknowledgement

I want to acknowledge and honor the Indigenous communities with ties to this region, particularly the Myaamiaki (Miami) and Lenape (Delaware) peoples. I also recognize that a land acknowledgement statement is not enough on its own and must be coupled with action. It is my hope that this course will contribute in some way to amplifying Native voices and perspectives, and I encourage you to learn more about both the complex histories and the current conditions of Native North America. Such work is critical to pursuing Ball State's commitment to Inclusive Excellence.

Course Participation Expectations

This course is designed with weekly activities, discussion, and other forms of regular collaboration and communication.

It is recommended that you log into your Canvas course 3 to 4 times a week and check your official Ball State email account daily to view announcements and prepare for class.

Complete all assignments, quizzes, tests, and any other activities by the stated due dates (see Late Assignment Policy for more details).

Attendance

Attendance for this class is required, so it is crucial that you attend class as often as possible. This is an in-person class, and it has been designed to function best in that modality. You simply cannot be successful in the class if you are not in the class. **If you miss more than two week's worth of classes (20%) [9 for MWF, 6 for TR], it will begin to detract from the total overall grade you could earn for this course.**

Specifically, **each absence beyond those two weeks will reduce your final letter grade by 2/3 of a letter grade.** So, for example, a B+ would become a B-.

We are all humans, we have lives, and we cannot always be present in class (physically, mentally, emotionally, etc.), and this policy is structured with that in mind. Doctor's notes and prior permission are not required**. It is, however, important to *communicate* with the instructor if you miss class, because this is a key aspect of being a respectful, active member of a community.**

While the course content for each day will be on Canvas, recognize that this does not accurately substitute for being in class. **You will miss the opportunity to learn from those in the class, share your own knowledge with them, and complete some in-class assignments.**

Additionally, being **more than 15 minutes late** (roughly a third of a class period) to class will count as an absence. Also, **any amount of tardiness** could have an effect on your daily participation grade.

One final note on attendance, if you make an appointment to meet with me outside of my office hours (MWF 10:00-10:50) and miss that appointment without contacting me at least two hours in advance, it will count as an absence.

The following absences are excused per university guidelines and will **not** count towards that two-weeks total:

- Disability accommodations
- Pregnancy, hospitalization, or medical leave
- Bereavement leave
- Religious observation
- Jury duty or court witness leave

- Military leave
- Ball State sponsored events

Please Note: While these above absences are excused by the university, they must be supplemented with appropriate make-up work.

Grading Policy

It is my policy that appropriate evaluation of your academic performance is an integral part of your learning experience.

In the absence of mistakes, fraud, bad faith or incompetence, I will be the key decision-maker on the assignment of grades.

Late Assignment Policy

In order to receive all possible points, assignments must be submitted on the day they are due. Assignments will receive a **10% reduction** in grade **for each day they are late—including weekends and holidays.**

That being said, I'm also a scholar juggling other classes and responsibilities, and I understand life happens. If extenuating circumstances present themselves and you need an extension on an assignment, please ask! I am generally willing to accommodate reasonable requests for an extension (i.e., you aren't asking on every assignment and it's not going to cause you to fall significantly behind). **If you don't make those arrangements with me beforehand, it'll affect your grade.**

I am also happy to make accommodations for those with emergency circumstances (e.g. health-related issues, emergencies, etc.). In these instances, contact me as soon as possible to let me know if there's an issue. I'll always work with you, so long as you reach out.

Please note: Canvas will not accept assignments for grading after 11:59 pm EST/EDT on the final day of class. To meet the university's grade submission deadline, except for our final portfolio, I cannot accept assignments for grading after 11:59 pm EST/EDT on the final day of class.

Feedback Policy

I will read ever discussion post, but I will not always personally comment on all posts. I will grade your written responses and daily exercises no later than within one week of submission. Larger items (e.g., composition projects, etc.) may take longer to grade but no more than within two weeks of submission.

AI Policy

At Ball State, we use GenAI to elevate human potential, not replace it. To succeed in an AI-infused world, students must balance technical skills with durable skills, lifelong abilities such as critical thinking, ethical judgment, communication, accountability, and responsible decision-making that define a Ball State graduate. Developing these durable skills requires you as students to think carefully about:

- when AI should and should not be used;
- how to use AI responsibly;
- how to verify AI-generated information; and
- and how to remain accountable for final work.

You may use GenAI tools for **some** work submitted in this course. You will be informed as to when, where, and how these tools are permitted to be used, along with guidance for attribution. **Any use outside of this permission constitutes a violation of Ball State University's Student Academic Ethics Policy.**

When in doubt, please ask me before using GenAI. You, the student, are always responsible for the content you submit, publish, share, or act upon, regardless of whether GenAI tools assisted in the process. For data security reasons, please use BSU-approved GenAI tools (e.g., BSU Gemini, NotebookLM), which support single sign-on (SSO) with BSU ID and password. Commonly used public GenAI tools carry a higher risk of data being shared externally. In contrast, when using BSU-approved GenAI tools, any data you input is protected within the BSU system. Instructors do not have access to BSU IT Center logs of AI tool usage, so student data shared through BSU-approved GenAI tools remain private.

Technology Policy

I ask that you keep phones silent and out of sight at all times—unless otherwise indicated.

Please bring your laptops to every class session, since we will, at times, be using them to engage with readings, perform group work, give feedback to peers, etc. That being said, there will be times I ask you to put them away, since most days they will not be necessary.

Checking phones or being on laptops when not instructed will have an effect on your participation grade.

Communication Expectations

"John, how will you communicate with us?"

Important information and updates about our course will be primarily communicated via Canvas announcements. If you have not already, please make sure that your Canvas account is configured to notify you when an announcement is posted. Doing so will ensure that you are always up-to-date throughout the progress of our semester.

More specifically, you can expect a weekly announcement from me before the start of each week, summing up where we've been, where we are, and where we are going. The goal with these routine announcements is to serve as a radar of sorts, keeping us aware of our surroundings as the semester's stress and workload comes and goes.

"John, how can we communicate with you?"

When it comes to communications from you to me, email is the best way to contact me, and my university email address can be found at the top of the syllabus.

I check my email regularly between the hours of 8:00 am and 5:00 pm during business days, and you can typically expect a response within a few hours. That said, at times it can take up to 24 hours to get a response, especially once the semester gets busy or if you email me after 5:00 p.m. If you don't hear back from me within 24 hours, please send me another email to nudge me and make sure your message stays on my radar.

If it is an emergency, send me an email, and we can sort things out later. Your safety, mental or physical, is always paramount—anything else can be dealt with once the emergency has passed.

"John, do you have office hours?"

Yes! I do! And I encourage you to take advantage of them!

If you are unavailable during my office hours or are concerned about timing, please send me an email and I will gladly schedule an appointment with you! I am also happy to chat with you via whatever method you are most comfortable: in person, text only, audio only, or video.

"John, how should we communicate with each other?"

I encourage you to keep our Beneficence Pledge in mind, in which the BSU community pledges to:

1. Act in a socially responsible way: To treat each person in the Ball State community with civility, courtesy, compassion, and dignity
2. Value the intrinsic worth of every member of the community: To respect and learn from differences in people, ideas, and opinions

For the purposes of our communication with one another as a class, this means that:

1. Communication in email, discussion boards, and other spaces (digital or physical) should be civil, courteous, and compassionate.
2. We will treat each member of our class with dignity.
3. Each member of our class is a valuable part of our educational experience, and we should respect their contributions to our course.
4. Be an active listener/reader. This means that you are focusing on the speaker/writer and not your own perspective.
5. Use the correct pronouns for your classmates (learn how to display your pronouns in Canvas).
6. Be aware of your own implicit bias as you communicate with the class.

Online communication (e.g., in discussion boards) lacks some of the cues that are available when in a shared physical space; furthermore, we all approach the classroom from various cultural and personal lenses. So keep the above in mind both inside the physical classroom and outside as well.

University Policies

Student Academic Ethics Policy

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the

foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's academic integrity website (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University Student Academic Ethics Policy.

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the instructor (including devices, AI tools, hidden notes, and open books).
- Using a generative AI system or a person to complete academic assignments such as response papers, discussion posts, essays, or any other assignment when such use is not explicitly permitted by the assignment instructions or the instructor.
- Utilizing another person or a generative AI system to take a quiz, examination, or similar evaluation in place of oneself.
- Using a generative AI system for research, creative work, theses/dissertations, grant proposals, IRB-regulated work, or publication-bound work in violation of university AI policies, funder/publisher rules, IRB requirements, or discipline-specific standards.
- Presenting as one's own work the ideas, representations or words of another person or of a GenAI system without customary and proper acknowledgment of sources or of the AI tool(s) used.
- Using generative AI systems to analyze data, conduct research, or generate content that is included in an assignment (images, graphs, charts, tables, etc.) without proper documentation, citation, and attribution of this AI use.
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).

- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

Disability Statement

If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's **Disability Services** office 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 / Sex Discrimination

Ball State University is committed to maintaining an educational environment free from sex discrimination, including sexual harassment, sexual misconduct, dating and domestic violence, and stalking. Students who experience or witness conduct that may violate University policy are encouraged to seek support and assistance. The Title IX Office can provide information about reporting options, supportive measures, and available resources. Contact the **Title IX Office** at 765-285-1545 or **titleix@bsu.edu**.

Please Note: As your instructor, I am a mandatory reporter. If you disclose information to me about conduct that may constitute sex discrimination or sexual misconduct, I am required to notify the Title IX Coordinator. The Title IX Office will reach out to discuss available resources, supportive measures, and reporting options. If you wish to speak with someone confidentially, you may contact the Counseling Center or the Center for Survivor Support.

Pregnancy and Related Conditions

Ball State University provides reasonable modifications for students affected by pregnancy, childbirth, or related medical conditions. Students seeking academic, housing, or other modifications are encouraged to contact the Title IX Office as early as possible to discuss available options and support. For assistance, contact the **Title IX Office** at 765-285-1545 or **titleix@bsu.edu**.

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. To make an appointment, visit myballstate.bsu.edu and click on "Navigate" in the Academic Tools section, or just go directly to bsu.navigate.eab.com.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit bsu.edu/learningcenter or call 765-285-1006. Follow us on Instagram: BallStateLC.

The Writing Center

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center to get additional feedback on your writing. The Writing Center can help you at any stage of the writing process, whether you're just getting started and need help brainstorming or when you're wrapping up a project and just want a second set of eyes. We work with writers from all disciplines and with all kinds of writing, including essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts.

You can choose from three appointment types: getting started on a new project (Planning appointment), discussing an existing draft (Feedback appointment), or scheduling time to work, with a tutor on hand to keep you motivated (Accountability appointment). To schedule a free appointment, go to bsu.edu/writingcenter. We offer online appointments

any time we're open, or you can meet a tutor face-to-face in Robert Bell 295 during weekdays and Bracken Library First Floor West in the evenings. Make sure you plan ahead, because appointments book quickly!

The Basic Needs Hub

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the Basic Needs Hub. The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a Basic Needs Assistance Form.

The Counseling Center

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found at BSU Counseling Center.

The Speaking Center

The Speaking Center is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation

process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this direct link to sign up for a time. Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

Canvas Accessibility

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010. Find more information by visiting the Canvas Voluntary Product Accessibility Template (VPAT).

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading Ball State's FERPA and Privacy and Protection.

Subject to Change Statement

This syllabus is subject to change in the event of extenuating circumstances.