



English 1301: An Introduction to Composition and Rhetoric
 3 Credit Hours / 48 hours per semester
 12 Weeks: 02/14/2015 – 05/17/2015
 Lecture / Core Curriculum
 NW Alief, B123, MW 8 – 10 a.m. CRN #51396

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HCC Learning Web Page: <http://learning.hccs.edu/faculty/cecilia.bonnor>

Office Hours: 10 – 11 a.m. Monday and Wednesday; and by appointment.

Please feel free to contact me concerning any problems that you are experiencing in this course.

You do not need to wait until you have received a poor grade before asking for my assistance.

Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics. Feel free to come by my office anytime during these hours.

Required Texts

- Maimon, Elaine P., et al. *The McGraw-Hill Handbook*. 3rd. ed. New York: McGraw-Hill, 2012. Web. (MH), available via McGraw-Hill Connect Composition
- The current edition of the *English 1301 Study Guide*, available via McGraw-Hill Connect Composition (SG);
- Peterson, Linda H., et al. *The Norton Reader: An Anthology of Nonfiction*. 13th ed. New York: Norton, 2012. Print.
- **McGraw-Hill Connect**
 McGraw-Hill Connect® is a web-based assignment and assessment platform that gives students the means to better connect with their coursework, with their instructors, and with the important concepts that they will need to know for success now and in the future. Students will do an online diagnostic and then will complete a packet of assignments that are interactive and self-explanatory. The final packet has been assigned a due date. To register with Connect, please click on the following link, and follow the instructions: http://connect.mheducation.com/class/bonnor_51396

Other Materials

- College Level Dictionary
- Blue Books for all in-class assignments
- College-ruled Notebook Paper and Black or Dark Blue pens
- Three-ring notebook or Folder with pockets for handouts
- College-level dictionary and thesaurus
- Pocketed paper folder for essay #4 research materials

COURSE DESCRIPTION, PURPOSE, AND OBJECTIVES

MISSION STATEMENT OF THE ENGLISH DEPARTMENT

The purpose of the English Department is to provide courses that transfer to four-year colleges; introduce students to literature from diverse traditions; prepare students to write clear, communicative, well-organized, and detailed prose; and develop students' reading, writing, and analytical skills.

CORE OBJECTIVES

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Students enrolled in this core curriculum course will complete a research project or case study designed to cultivate the following core objectives:

- **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making
- **Teamwork** (Comp I, Comp II, and TW)—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility** (Lit Only)—to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student proficiency in Communication Skills will be assessed as a formal written out-of-class essay, which is at least 3 pages long and which includes an oral presentation component as well as a visual component. Student proficiency in Critical Thinking will be assessed by a formal out-of-class essay assignment. Personal, Social Responsibility, and Teamwork will be assessed as part of long unit or major essay assignment, which will include assigned reading responses, pre-writing activities, multiple drafts, and group activities (such as peer review or group presentations). Student project grades will account for at least 5% of the final course grade.

ENGLISH PROGRAM STUDENT LEARNING OUTCOMES

(Composition, Literature, Creative Writing, and Technical Writing)

1. Write in appropriate genres using varied rhetorical strategies.
2. Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument, persuasion, and various genres.
3. Analyze various genres of writing for form, method, meaning, and interpretation.
4. Employ research in academic writing styles and use appropriate documentation style.
5. Communicate ideas effectively through discussion.

ENGLISH COMPOSITION I STUDENT LEARNING OUTCOMES

1. Demonstrate knowledge of writing as process.
2. Apply basic principles of critical thinking in analyzing reading selections, developing expository essays, and writing argumentative essays.
3. Analyze elements such as purpose, audience, tone, style, strategy in essays and/or literature by professional writers.
4. Write essays in appropriate academic writing style using varied rhetorical strategies.
5. Synthesize concepts from and use references to assigned readings in their own academic writing.

From ACGM:

ENGL 1301 Composition I

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Learning Outcomes: Upon successful completion of this course, students will:

- Demonstrate knowledge of individual and collaborative writing processes.
- Develop ideas with appropriate support and attribution.
- Write in a style appropriate to audience and purpose.
- Read, reflect, and respond critically to a variety of texts.
- Use Edited American English in academic essays.

Course Goals: In English 1301, we seek to provide writing instruction and practice that will help students master writing the short essay while developing critical reading skills. We believe that in mastering this particular kind of writing, students will also gain skills that will permit them to be successful at writing tasks in other college courses, their careers, and in their personal lives.

Course Description: A course devoted to improving the student's writing and critical reading. Writing essays for a variety of purposes from personal to academic, including an introduction to argumentation, critical analysis, and the use of sources

Minimum Writing Requirement: Minimum of 5000 words during the semester.

Grade Percentages

15% Essay #1: Personal Essay

10% Essay #2: Midterm Essay

15% Essay #3: Rhetorical Analysis Essay

20% Essay #4: Persuasive Research Essay

10% Reading Journals, Homework, Quizzes, Participation

20% LearnSmart Achieve (Connect Composition)

10% Final Exam

Instructional Methods: To fulfill my personal goal of making you the best writer and thinker I can in 12 weeks, you will experience a variety of instructional methods. We will work to improve and broaden your strategies to communicate your ideas.

We will work toward a shared understanding of:

- clarity in purpose and expression,
- sensible organization,
- sound content, including applications of concepts from and references to assigned readings,
- completeness in development,
- unity and coherence,
- sensitivity to audience
- effective choice of words and sentence patterns,
- grammatical and mechanical correctness, and
- appropriate MLA citation format.

Instructor Grading Criteria:

Papers will be graded by English Discipline standards, which include grammar, sentence structure, punctuation, word usage, tone, and mechanics. The grading profile is approximately weighted by the following percentages:

Content 30%

Organization 20%

Sentences 20%

Word Use and Tone 20%

Punctuation and Mechanics 10%

In addition to the average of grades on out-of-class writing, a student must obtain a passing average (70 - 100) on in-class writing in order to make at least a C in the course. If the average of in-class writing is a D (60 - 69), the student must receive a D in the course. If the average of in-class writing is an F (0-59), the student must receive an F in the class.

HCC Grading Scale:

A = 100 – 90 A (90.00 – 100): Exceptionally fine work, superior in mechanics, style, and content. Thoughtful and provocative ideas presented in a clear and compelling argument, using appropriate diction and an effective prose style, and with no mechanical errors.

B (80.00 – 89.99): Above average work, superior in one or two of the areas listed above. Good ideas presented in an organized essay which lacks a strong, analytic conclusion, or which indicates less-than-perfect control over style, spelling and grammatical constructions.

C (70.00 – 79.99): Average quality work, good, unexceptional, fulfills minimum requirements of assignment. Failure to address the assignment adequately by not following instructions, or failure to establish a proper focus and structure in organizing the argument, or evidence of an inability to monitor for syntactical problems.

D (60.00 – 69.99): Below average work, noticeably weak in areas listed above. Difficulty with two or more of the categories associated with a C.

F (0 – 59.99): Failing work, clearly deficient in areas listed above.

An 89.4 average at the end of the semester is a B. A 79.4 average at the end of the semester is a C.

Course Policies

1. Please come to class on time. Time missed before class is subtracted from the 12.5% attendance policy. Leaving class early or arriving late also result in time subtracted from the 12.5% attendance policy.
2. No sleeping.
3. If you must leave early, please tell me before class starts.
4. I will dismiss the class, so please do not pack books before I do this.
5. The out-of-class essays must be typed and submitted to turnitin. The in-class essays will be written either in blue books purchased in the bookstore or on the computer in the computer lab.
6. If for some reason I am more than fifteen minutes late, class is dismissed. Follow your course calendar and complete any assignments for the next session.
7. The time to discuss an essay grade is after it is returned, not at the end of the semester.
8. When you email me, use correct English and proofread your message. Write complete sentences, capitalize proper nouns, and use correct punctuation. Do not write “b4” for “before” or “u” for “you,” any other shortened form of a word, or text message language. Write as if you were on the job and producing text acceptable in the Houston business community.

HCC Policy Statements:

Attendance Policy

Regular attendance is required at Houston Community College. If you arrive up to fifteen minutes late to class, you are considered tardy. After that, you are considered absent. Leaving early from class counts as a tardy as well. HCCS class policy states that a student who is absent more than 12.5% (6 hours) of class may be administratively dropped. Students who intend to withdraw from a course must do so by the official last day to drop.

Withdrawal Policy

The State of Texas has begun to impose penalties on students who drop courses excessively. For example, if you repeat the same course more than twice, you have to pay extra tuition. Beginning in the Fall of 2007, the Texas Legislature passed a law limiting first time entering students to no more than **six** total course withdrawals **throughout** their academic career in obtaining a certificate or baccalaureate degree. There may be future penalties imposed.

If you do not withdraw before the deadline, you will receive the grade that you are making as the final grade rather than a “W.” This grade (due to missing classes and missing work) will probably be an “F.” Please the HCC website to find your withdrawal date.

You should visit with your instructor, an HCC counselor, or HCC Online Student Services to learn what, if any, HCC interventions might be offered to assist you to stay in class and improve your performance. Such interventions could include tutoring, child care, financial aid, and job placement.

If you feel that you cannot complete this course, please take the time to meet with me to discuss why you feel it is necessary to do so. I may be able to provide you with suggestions to enable you to complete the course. Your success is important. If you wish to withdraw, fill out the withdrawal form online and submit it.

International Students: Receiving an Fx in a course may affect the status of your student Visa. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.

Grades of “W” and “I”

A grade of “W” is given for a “withdrawal.” A grade of “I” is given for “incomplete.” An “I” is for emergencies only. You have one semester to complete the missing work.

Student Course Reinstatement Policy

Students have a responsibility to arrange payment for their classes when they register, either through cash, credit card, financial aid, or the installment plan. Students who are dropped from their courses for non-payment of tuition and fees who request reinstatement after the official date of record can be reinstated by making payment in full and paying an additional \$75.00 per course reinstatement fee. The academic dean may waive the reinstatement fee upon determining that the student was dropped because of a college error.

Discipline:

As your instructor and as a student in this class, our shared responsibility is to develop and maintain a positive learning environment for everyone. I take this responsibility seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and to assist to me achieve this critical goal. (See Student Handbook)

Academic Honesty:

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student’s individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcing roles. You are expected to be familiar with the HCC’s policy on Academic Honesty found in the catalogue. What that means is that if you are charged with an offense, pleading ignorance of the rules will not help you.

Just so there is no misunderstanding, plagiarism (using another's ideas or words without giving credit), Collusion (unauthorized collaboration with another person in preparing written work offered for credit), and other forms of cheating will not be tolerated. To be accepted, all papers require proof of their development. Students who plagiarize, collude, or cheat may face disciplinary action including the grade of 0 for the assignment, an F for the course, and/or dismissal from the college. For more on plagiarism, see "Plagiarism" in The New McGraw-Hill Handbook, second edition. (See Student Handbook)

Special Needs

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the Northwest College at the beginning of each semester. Professors are authorized to provide only the accommodations requested by the Disability Support Services Office. Contact: Dr. Becky Hauri at 713-780-7909.

HCC Student Email Accounts

All students who have registered and paid for courses at HCC automatically have an HCC email account generated for them. Please go to <http://www.hccs.edu/students/email/> to review how to send email using this account.

International Students

Receiving a “W” in a course may affect the status of your student visa. Once a “W” is given for the course, it will not be changed to an “F” because of the visa consideration. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and any other transfer issues.

Diagnostic Essay

All English 1301 students write a diagnostic essay during the first class session in order to confirm their placement into English 1301. The essay will not count as a grade in the course. One goal of the Houston Community College English Department is to place you in an appropriate English class where you will learn and succeed.

Free English Tutoring

The Northwest College offers you numerous opportunities for free English tutoring at our tutoring centers (Alief, Spring Branch, and Katy) or our electronic tutoring services. At Alief, writing tutorials will be in room Room B130 (713) 718-6342

Hours: Mon/Tue 8:30am-2:30pm; Wed/Thu 8:30am-7pm; Fri 8:30am-12:30pm; Sat 10am-2pm

Check with the Northwest college website times or call: Spring Branch (713) 718 5889, Katy (713) 718 5841. Be sure to bring your books and a copy of the assignment(s) with you when you go to the Writing Center lab. You will find the AskOnline tutoring icon on the HCC homepage for students.

Open Computer Lab

You have free access to the Internet and word processing in the open computer labs in the Alief, Spring Branch and Katy Campuses. Check on the door of the open computer lab for hours of operation.

Student Organizations

One organization of interest to students taking English classes is Phi Theta Kappa. Phi Theta Kappa is the honor society of two-year colleges. Students must earn a 3.5 grade point average and accumulate 12 credit hours at HCCS. HCCS has an internationally recognized chapter: Omega Sigma. Numerous transfer scholarships are offered through this honors organization. Contacts are available at www.omegasigma.org .

Inclement Weather

During inclement weather conditions, monitor major local channels for updates on school closings.

Late Paper Policy and Make-Up Exams

All assignments are required to be submitted to turnitin. Due dates are posted on your syllabus and/or assignment page. Late papers will be docked a letter grade (ten points) per class session. No papers will be accepted more than a week late. If you miss any in-class essays, contact me immediately to schedule a make-up exam. **No make-ups on daily quizzes!** You can drop two low or missed quiz grades at the end of the semester.

Electronics Policies

Electronics in the classroom: As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices and will not use these devices in the classroom unless you receive permission from the instructor. If such a device sounds or is used during class, it will be considered a disruption of the educational process (such as other forms of inappropriate behavior) and the student may be asked to leave for the rest of the class period. If a student expects an emergency call, he or she must speak to the instructor to receive an exception to this policy.

1. Turn off and put away all cell phones, beepers, text-messaging devices and other electronic devices when class starts. The sounds of cell phones ringing during class are disruptive. Students should not leave the class to make a call or answer one (or worse—answer a call in class). No cell phones permitted on top of desks.
2. No Bluetooth devices in ears allowed during class.
3. No MP3 players or other music devices with earphones allowed during class.
4. No laptops open during class.
5. You can answer your calls and make calls during your break.

Use of Cameras and Recording Devices

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. These devices are also not allowed to be used in campus restrooms. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations.

EGLS3 -- Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term

ALL ASSIGNMENTS MUST BE SUBMITTED TO TURNITIN – To do so, please log in using our Class ID, 9569483 and the password, spring2015.

Schedule of Assignments: Monday/Wednesday Classes

Please Note: This schedule is subject to change as I get to know the pace of the class and the needs of the students.

Week One: 16 – 18 Feb. 2015

In-class diagnostic essay; Introduction to the course, the classical trivium, and logical techniques for writing and analyzing essays; Present proof of registration.

Homework due on 23 February 2015: Please print out and bring the course contract with you to class. This activity will count as a quiz grade.

Introduce McGraw-Hill Connect Composition; discuss registration process and Connect shell resources, including study guide and handbook.

Note: Please be sure to bring your textbooks to class every day beginning 23 February. 2015.

Week Two: 23 – 25 Feb. 2015

Education from the teacher's point of view: John Holt, "How Teachers Make Children Hate Reading"; Mike Rose, "Blue- Collar Brilliance"; Adrienne Rich, "Taking Women Students Seriously"; Lewis Thomas, "Notes on Punctuation"

Introduce and discuss Essay Assignment #1

Writing Process: MH Chapters 1 – 3, and 11; SG pp. 4 – 6; pp. 7 – 22; pp. 31 – 43; pp. 44 – 47

Due: In-class Journal

Note: Connect Pre-Test Due by 11:59 PM on Monday, 23 February 2015. Begin LearnSmart Achieve (on-going diagnostic), on Tuesday, 24 February 2015.

Week Three: 2 – 4 March, 2015

Education from the learner's point of view: Sherman Alexie, "Superman and Me"; Frederick Douglass, "Learning to Read"; Eudora Welty, "One Writer's Beginnings"; Maya Angelou, "Graduation"; Maxine Hong Kingston, "Tongue- Tied"; Richard Rodriguez, "Aria"; Stephen King, "On Writing"

Writing and Revising: Chapters 4 & 5, in MH; SG pp. 23 – 26; pp. 27 – 29

Due: Legible Draft of personal essay for peer analysis. Bring one copy to share with your four peers. If you do not have a digital or hard copy of your rough draft, you will not be able to participate and you will receive a zero for your rough draft.

Due: In-class Journal #3

Week Four: 9 – 11 March 2015

Due: Final draft of personal essay uploaded to Turnitin. Invention exercises and peer review rough draft must be turned in to receive full credit for this assignment.

Readings in natural history: Edward Abbey, "The Serpents of Paradise" (natural history); Chief Seattle, "Letter to President Pierce, 1855" (environmental advocacy); Rachel Carson, "Tides" (natural history); Peter Matthiessen, from "Tigers in the Snow"

Introduce Rhetorical Analysis Essay Assignment: MH Chapters 7 and 9; SG pp. 48 – 56

Due: In-class Journal

Spring Break: 16 – 22 March 2015

Week Five: 23 – 25 March 2015

Readings about contemporary environmental issues (cont'd): Terry Tempest Williams, “The Clan of One- Breasted Women” (environmental advocacy); William Cronon, “The Trouble with Wilderness” (reflections on American attitudes);

Readings on science and technology: Henry Wechsler et al., “Health and Behavioral Consequences of Binge Drinking in College: A National Survey of Students at 140 Campuses” (scientific report in its standard form); Melvin Konner, “Why the Reckless Survive” (social science drawing on scientific research)

Continue discussing Rhetorical Analysis Essay Assignment

Due: In-class journal

Week Six: 30 March – 1 April 2015

Essays on scientific method, theories, and discoveries: Thomas S. Kuhn, “The Route to Normal Science”; Stephen Jay Gould, “Darwin’s Middle Road”; Stephen Hawking, “Is Everything Determined?”

Due: In-class writing exercise

Check LearnSmart Achieve completion status.

Midterm Exam (Wednesday)

Week Seven: 6 – 8 April 2015

Due: Legible draft of rhetorical analysis essay. Bring one copy to share with your four peers. If you do not have a digital or hard copy of your rough draft, you will not be able to participate and you will receive a zero for your rough draft; peer review workshop.

Readings on philosophy: Plato, “The Allegory of the Cave” (philosophical text); Henry David Thoreau, “Where I Lived, and What I Lived For” (classic Transcendental philosophy); Zen Parables (religious document)

Due: Final draft of rhetorical analysis essay: Upload to Turnitin.com. Peer Reviewed rough draft must be turned in to receive full credit for this assignment.

Introduce and discuss persuasive essay assignment; Discuss Ch. 10, “Arguments,” in *MH*.

Week Eight: 13 – 15 April 2015

Monday, 4/13: Read “Don’t Blame the Eater,” on the learning web, in the folder labeled Essay #4. In class, we will have a small-group discussion of David Zincenko’s essay.

Wednesday, 4/15: We will watch a portion of *The Weight of the Nation* and discuss how the filmmakers appeal to the audience’s pathos, ethos, and logos, to convey the urgency of obesity. You will submit your notes on the film, at the end of class.

Week Nine: 20 – 22 April 2015

Monday, 4/20: Submit a brainstorming activity of 250 words, in you discuss your plan for the essay (i.e., how you intend to research and write persuasively on the obesity epidemic, given the constraints of the assignment). NOTE: We will meet in the Alief Library, for an orientation to the HCC library catalogue as well as databases.

Wednesday, 4/22: Select one source to bring with you to class. In class, we will practice directly quoting and summarizing the source, as well as creating a works cited entry. Discuss Chapters 20 – 21 in *MH*; start gathering sources and practice quotation integration; MLA Works Cited Workshop (Chapter 23c in *MH*)

Discuss the first five pp. of King’s “Letter from Birmingham Jail.”

Continue discussing persuasive essay assignment

Week Ten: 27 – 29 April 2015

Discuss Ch. 15-16; and 18 in *MH*

Monday, 4/27: Read the remainder of “Letter from Birmingham Jail,” for small group discussion on significant passages. Groups will present their findings to the rest of the class.

Wednesday, 4/29: Discuss MLA documentation style and guidelines (Chapter 23 in *MH*); *SG* pp. 56 – 61; 61 – 68

Discuss ways to organize persuasive essay (Ch. 22 in *MH*); and work on draft of outline in class; Begin writing the introductory paragraphs of your essay.

Finish LearnSmart Achieve, by Friday, 1 May 2015.

Week Eleven: 4 – 6 May 2015

Monday, 5/4: Bring a rough draft of your persuasive essay with you to class for peer analysis.

Bring one copy to share with your four peers. If you do not have a digital or hard copy of your rough draft, you will not be able to participate and you will receive a zero for your rough draft; peer review workshop; set aside time for individual meetings with students, to discuss drafts.

Wednesday, 5/6: Wrap-up; review for final exam; complete self-evaluation exercise

Complete the Connect Post-Test, by Friday, 8 May 2015.

Persuasive Essay Due (TBD)

Week Twelve: 13 May 2015

Final Examination: 8 – 10 AM

ENGLISH 1301 CRN #51396 (SPRING 2015)
SYLLABUS CONTRACT AGREEMENT

Print this page, sign below and turn it into your instructor to confirm you have read through the syllabus and agree to abide by its contents.

Instructor Requirements

As your instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Provide detailed description of any special projects or assignments***
- Inform students of policies such as attendance, withdrawal, tardiness and make up assignments
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required/requested
- Listen and consider all student comments regarding both course content and design

To be **successful** in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities
- Take substantial lecture and reading notes (i.e. not simply what is written on the board)
- Read and comprehend the textbook (bring textbook to class for referral)
- Complete the required assignments and exams
- Turn in all out-of-class work on time and in the proper formats (hardcopy and electronic)
- Students rarely pass this course if one of the major out of class components has not been submitted.
- Students also rarely pass if plagiarism is identified in one of their primary essays due to the zero tolerance policy (i.e. plagiarism = zero on paper)
- Ask for help when there is a question or problem*** (this includes if you are not certain about assignment instructions—if something is not clear, please do not hesitate to email me, ask questions in class or arrange for a meeting)
- Keep copies of and/or maintain electronic access to all paperwork, including this syllabus, handouts and all assignments.
- Score an average of 70 or higher on the Midterm and Final Exams

DATE

NAME (PRINT)

NAME (SIG.)
