

**English 1A (Composition, First Course\*)**

**Handout 1 – Course Introduction and Policies**

**Instructor: Mr. John Murphy**

**("Greensheet," Fall 2013 – Traditional Version)**

*(\*This course is often titled "Freshman Composition" at some CSU and community college campuses.)*

The course "Greensheet" is analogous to a business model "contract," with accompanying regulations, performance goals and objectives, and outcome expectations. Required "Greensheet" material required by the university's administration and by the English Department is presented here in *italics*.

**SEE HANDOUT 2, CLASS CALENDAR (attached), FOR:**

<b>Office location</b>	<b>Sections taught this semester and class times/rooms</b>
<b>Phone number</b>	<b>Required textbooks</b>
<b>email address</b>	<b>Recommended books and supplies</b>
<b>Office hours</b>	<b>Daily class topics, activities and assignments due</b>

**OFFICIAL INFORMATION FROM THE UNIVERSITY ADMINISTRATION AND ENGLISH DEPARTMENT**

**English 1A Course Description:** *"English 1A is the first course in SJSU's two-semester lower division composition sequence; it provides an introduction to baccalaureate-level composition, with attention to the "personal voice" and personal experience, on the one hand, and more formal attitudes and demands at the university (expository and argumentative essays), on the other. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings."*

**Prerequisites:** *"Passage of the English Proficiency Test (EPT score of 147+, lowered from 149 in 2011), or passage of an approved substitute course for the EPT, unless exempt."*

**Course Goals, Student Learning Objectives (G.E. Area A2):** *"Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:*

- Clear and effective communication of meaning.*
- An identifiable focus, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).*
- The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).*
- The ability to explain, analyze, develop, and criticize ideas effectively.*
- Effective use within their own essays of supporting material drawn from reading or other sources.*
- Effective organization within the paragraph and the essay.*
- Accuracy, variety, and clarity of sentences.*
- Appropriate diction.*
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement)."*

*"The above objectives will all be realized through the writing process developed in the course content." (See "COURSE CONTENT," below.)*

**Mandated English 1A Learning Objectives (G.E. Area A2):**

**Learning Objective 1:** *Students shall write complete essays that demonstrate the ability to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).*

**Learning Objective 2:** *Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.*

**Learning Objective 3:** *Students shall write complete essays demonstrate the ability to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.*

**Learning Objective 4:** *Students shall write complete essays that demonstrate the ability to write for different audiences.*

**Mandated English 1A Content Objectives (specific to G.E. Area A2):**

- Writing assignments shall give students repeated practice in pre-writing, organizing, writing, revising, and editing.*
- The number of writing assignments and their careful sequencing are as important as the total number of words written. Eight to ten essays totaling a minimum of 8000 words are required. This minimum requirement excludes the final exam, journal writing, quizzes, and other informal or brief assignments.*
- Although the majority of papers will be written outside of class, at least three essays shall be written in class.*
- Students shall receive frequent evaluations from the instructor. Evaluative comments must be substantive, addressing the quality and form of writing.*
- Reading for the course will be extensive and intensive. It shall include useful models of writing for academic, general, and specific audiences.*

**From the Curriculum and Policy Committee:** *"In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs."*

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**Department “Minimum Word” Course Requirement :** *“A minimum of 8000 words.”* (See “REQUIRED WORK.”)

**COURSE CONTENT: Mandated Statement – Estimation of Per-Unit Student Workload:** *“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally three hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.”*

**WRITING – Essays:** English 1A builds upon basic writing skills, including instruction in grammar, form and style. From the personal/reflective essay, English 1A’s assignments move on to the exploration of analysis, interpretation, synthesis, evaluation and argument, laying the foundation for English1B. The course includes practice in prewriting, organizing, the “writing process” itself, revising and editing. Practice in each writing skill area is intended to help students prepare for the demands of college writing assignments and for practical use in the world of work.

**Diagnostic Assessment:** During the first week of the semester, all English composition students are required to write an in-class diagnostic essay. This essay enables instructors to determine that each student’s prerequisite training/entry writing skill level is sufficient to ensure success in the class. If the results so warrant, the instructor may suggest periodic (even weekly) tutoring at a campus writing assistance center or will advise enrollment in a more appropriate course. **PLEASE NOTE THAT ENGLISH 1A IS NOT A REMEDIAL ENGLISH CLASS.**

**The University Essay:** The culminating department writing exam for English 1A is held on a special exam day near the end of the course. *“A common essay final, graded holistically, shall count 20 percent toward the course grade. A single university-wide final will be developed around a college-level reading passage each semester by the English Department Composition Committee. All faculty members teaching individual sections will grade the examination holistically under controlled conditions. Students must take the final exam in order to pass the course.”*

**READING:** With minor exceptions, most readings for the course will be in the form of essays and other short nonfiction works. These readings will form the basis for a majority of papers, in-class discussions and group activities, and will provide useful models of writing for academic, general and specific audiences. It is required that students complete the readings prior to their due dates and bring the appropriate books to class. Reading selections have been chosen deliberately for their thought-provoking content. Students will be asked to analyze interrelationships among several of the readings. Good citizenship and personal survival require the development of an informed, critical mind that can shield itself from government and media propaganda, bias and deliberately omitted or obscured information. Keeping current with national and world affairs from a variety of sources (beyond celebrity news) is essential in today’s world.

**Mandated “Diversity” Statement:** *“Assignments (both reading and writing) shall address issues of race, class, and gender when appropriate, and the perspectives of women and diverse cultural groups shall be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever possible.”*

**REQUIRED WORK FOR THE COURSE\*\*/EVALUATION:** Aside from the obligation to keep current with assigned readings, each student is responsible for completing the following assignments:

<u>ASSIGNMENTS</u> (See Class Calendar, Handout 2, for all assignment due dates.)	<u>WEIGHT (%)</u>
<i>Mandated word count estimates and associated G.E. Learning Objectives (LO) and Content Objectives (CO) are included.</i>	
* Diagnostic In-class Writing Sample (verifies prerequisite skills) <i>(3-4 pages, handwritten, 600-800 words; LO1, 2, 3; CO-practice, in-class, reading prompt)</i>	0%
* Extended Definition Essay <i>(3-4 typed pages, 750-1000 words; LO1, 2, 3, 4; CO-practice, reading, evaluation)</i>	5%
* Narration Essay <i>(3-5 typed pages, 750-1250 words; LO1, 2, 3, 4; CO-practice, reading, evaluation)</i>	5%
* Process Analysis Group Essay/Project <i>(4-6 typed pages, 1000-1500 words; LO1, 2, 3, 4; CO-practice, reading, evaluation)</i>	5%
* Midterm In-class Essay (reading response) <i>(4-6 handwritten pages, 800-1200 words; LO1, 2, 3; CO-practice, in-class, reading prompt)</i>	5%

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* Concepts and Skills Test 1 (LO1, 2, 3, 4; CO-evaluation)	5%
* Classification or Division Essay (4-6 typed pages, 1000-1500 words; LO1, 2, 3, 4; CO-practice, reading, evaluation)	10%
* Comparison and Contrast Essay (5-7 typed pages, 1250-1750 words; LO1, 2, 3, 4; CO-practice, reading, evaluation)	10%
* Argument Essay (Position Paper) (5-7 typed pages, 1250-1750 words; LO 1, 2, 3, 4; CO-practice, reading, evaluation)	10%
* Final In-class Essay (reading response) (4-7 handwritten pages, 800-1400 words; LO1, 2, 3; CO-practice, in-class, reading prompt)	10%
* Concepts and Skills Test 2 (LO1, 2, 3, 4; CO-evaluation)	5%
* Department Final Essay (This exam <b>must</b> be taken in order to pass the course.) (4-7 handwritten pages, 800-1400 words [not counted in administration’s word count]; LO1, 2, 3, 4; CO-reading prompt)	20%
* Classroom and Group Activities (includes other writing assignments, homework, projects, reading response activities, participation, and quizzes – both announced and unannounced). Each assignment will be assigned points, and the cumulative point totals will be tallied into a grade. See class handouts for specific activity details. (6-10 handwritten pages, variable; LO1, 2, 3, 4; CO-practice, reading) (TOTALS: Word Count range: 8200-12100 words.)	10%

\*\*NOTES: The Class Calendar (Handout 2) and lesson handouts contain specific details on all assignments. I NEVER give “extra credit” assignments. Don’t ask.

**GRADING: A-F. Official Department Policy Statement:** “The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog (“The Grading System”). Grades issued must represent a full range of student performance: A=excellent, B=above average, C=average, D=below average, F=failure.”

**GRADE EQUIVALENCY SCALE:** A+ (97-100); A (93-96); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (0-59).

**IMPORTANT!** Advancement into SJSU’s English 1B require a minimum passing grade of “C” (NOT “C-”). Additionally, grades below “C” seldom, if ever, transfer credit to another institution.

### SJSU Academic Standards of Assessment for Essay Grading:

**The “A” essay** will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use the language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

**The “B” essay** will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some descriptably slight weakness in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

**The “C” essay** will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.

**The “D” essay** will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

**The “F” essay** will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

### CAMPUS RESOURCES FOR ACADEMIC ASSISTANCE

SJSU WRITING CENTER, Clark Hall 126. Offers scheduled group workshops on specific writing problems and individual tutoring by appointment. (408) 924-2308. **Mandated Writing Center Statement:** “All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one on one tutoring services, the Writing Center also offers

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*workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center Website: <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.”*

SJSU PEER CONNECTIONS, SSC 600, first floor. Offers open tutoring on a regularly scheduled or drop-in basis in many subject areas. Register at their information desk during your first visit for access throughout the semester. (408) 924-2587. **Mandated Peer Connections Statement:** *“The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services, which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. In addition to offering small group, individual, and drop-in tutoring for a number of graduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are available for student use in Room 600 of the Student Services Center (SSC). Peer Connections is located in three locations: SSC, Room 600 (10<sup>th</sup> Street Garage on the corner of South 10<sup>th</sup> and E. San Fernando Streets), at the first floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit the Peer Connections website at <http://peerconnections.sjsu.edu> for more information.*

ACCESSIBLE EDUCATION CENTER, “AEC” (formerly the DISABILITY RESOURCE CENTER), Administration Building 110  
IMPORTANT! Students with disabilities who require special accommodations need to see me the first day of class to let me know of any special classroom or testing accommodations that they require. They must also register immediately with AEC. (408) 924-6000 **Mandated statement of campus policy on compliance with the Americans with Disabilities Act:** *“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with the AEC to establish a record of their disability. Students with disabilities that require special accommodations must be registered with the AEC (Accessible Education Center) to establish a record of their disability. The AEC website is <http://www.drc.sjsu.edu>.” (This web address is in the process of being changed to “aec.”)*

DR. MARTIN LUTHER KING, JR. JOINT CITY-UNIVERSITY LIBRARY, northwest corner of campus. Obtain a student library card at the beginning of the semester if you don’t already have one. This card provides access to services throughout the San Jose City Library system.

### COURSE POLICIES:

**IMPORTANT NOTES ON ADDS/DROPS:** Dropping a class is the **student’s** responsibility. Simply stopping attendance does not constitute an official drop and may result in an “F” on the student’s permanent record. **Mandated Policy Statement:** *“Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s ‘Catalog Policies’ section at [http://www.sjsu.edu/aars/policies/calendars/academic calendars/](http://www.sjsu.edu/aars/policies/calendars/academic%20calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy>. Students should be aware of the current deadlines and penalties for dropping classes.”*

**Attendance policy:** This is not an on-line or correspondence course. Since much work (including group activities) needs to be covered during each class session, you are expected to be present for class and ON TIME for class. Since you cannot participate if you are not present, you actually hurt your grade by being absent for more than THREE class hours. The participation segment (20 points) of your point-total grade reflects your involvement in class discussions and activities. Therefore, you will lose one point from that portion of your grade for each class over three that you miss. Students will be required to initial a roster as proof of attendance during each class (and, legally, must initial ONLY for themselves). Late students disturb classes, interrupt instruction, and cause inconvenience and disruption to group activities. If you are late, be sure to sign the attendance roster, pick up the day’s instructional materials and copy any notes written on the board.

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**Excused vs. Unexcused Absences:** Illnesses, injuries, accidents, family emergencies, inclement weather and traffic problems may cause unavoidable absences. Oversleeping, recovery from hangovers, taking mid-semester vacation trips and extending school holidays are examples of unexcused absences. In an emergency (for emergencies **only**), students may attend an alternate section of the same class on the same day, but only if they notify me by phone or email prior to the class. In any event, absent students should see me before class immediately upon return to provide details of their absence (and receive a possible “excused” grade for the missed day’s quizzes or activities), and to pick up any materials that may have been distributed. Another student might be able to take notes or obtain class materials for you if you anticipate an absence on a specific day.

**Personal Illness:** Do **NOT** come to class sick! You will spread your illness to classmates and others in the University community. Stay home and get well! Early in the semester, find a “study buddy” that you will be able to rely on for class notes and supplemental materials distributed in class that day. Tests and in-class essays can be made up on your return during arranged office hours.

**Make-up work following an absence:** You will be given ample time (**one week**) to turn in back assignments after an excused absence. **After that deadline, a zero will be recorded for the missing work.** **NOTE:** Under campus and department policies, incompletes for a course are issued only for extreme emergencies.

**Late paper policy:** In fairness to all students, any paper, or any other assigned work, that is turned in late (without reasonable excuse) will be assigned a maximum grade of 50% (F). Emailed papers are never acceptable. After one week (or for any assignment not done at all), a zero will be recorded for the assignment and calculated into the final grade.

**Use of Outside Assistance:** Campus or outside tutors may help with prewriting or may assist with basic skills instruction, but they should NOT be altering structure, inserting their own ideas, or be functioning as proofreaders who correct all grammatical errors for you. (On a related topic, computer spell-checks and “grammar wizards” are crutches, and they are not without flaws. Learn spelling and grammar rules!)

**Plagiarism: Mandated Academic Integrity Statement from the Office of Student Conduct and Ethical Development (formerly the Office of Judicial Affairs):** *“Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy, requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Student Conduct and Ethical Development (formerly Judicial Affairs). The policy on academic integrity can be found at [http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). The website for Student Conduct and Ethical Development is at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html). SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to, (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy. ADDENDUM 9/10: Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.”*

In plainer English, this class operates on a **Plagiarism Zero Tolerance Policy:** Copying all, or part, of another’s material and presenting it as one’s own is a grave matter. Plagiarism is defined as the unacknowledged use of another’s words or ideas and may involve: buying, stealing or “borrowing” a paper, hiring someone to write a paper, simply embellishing on another’s original ideas without providing a citation, or copying from an outside source exactly or paraphrasing too closely without citation. It is easy for the instructor to detect bought, borrowed, downloaded, or mass-produced papers. Discrepancies in style and mechanics can be revealed in the comparisons between in-class and out-of-class efforts. At SJSU, instructors now must report instances of plagiarism to the administration. In my classes, **EVIDENCE OF PLAGIARISM (OR CHEATING ON A TEST) WILL RESULT IN A GRADE OF ZERO FOR THE ASSIGNMENT OR TEST, AND AN F FOR THE COURSE.** **AGAIN, AS NOTED ABOVE, OTHER DISCIPLINARY ACTION MAY BE TAKEN.** (See also the SJSU Publication, “Academic Dishonesty and Its Consequences.”)

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**Paper Format:** For outside-of-class word-processed or typed assignments, use standard 8½” x 11” white, unlined paper. Use an attractive, clean-looking 10- or 12-point font (e.g., Arial, Helvetica, Tahoma, Trebuchet), but avoid script. Double space, unless you are directed otherwise. Leave adequate margins for comments (standard is 1” top, bottom and sides). However, do not fully justify margins. (Use left justification only.) Use only one side of a sheet for both typed and handwritten work. Fasten papers in the upper left corner with staples only. (Please, no paper clips, torn and folded edges, glue, straight pins, gum, etc.) Avoid plastic covers/binders since they are slippery and can fall out of a pile. For in-class papers, use lined loose-leaf paper (not torn out of a notebook with ragged edges). Use only black ink for all in-class writing (NOT pencil). Papers written in fluorescent green, hot pink, purple or orange may look “cool,” but they are difficult to read and look cheap and unprofessional. Blue can also be hard to read and does not copy well.

**Preparing a Paper for Peer Review:** Follow the regular routine as if you were preparing a final draft. However, you will attach a PEER REVIEW FORM to the front of your paper as a cover sheet and, instead of using your name for identification, you will write in your “code number” (assigned in class). **IMPORTANT: Papers prepared for peer editing MUST be complete. If they are not, or if you are not prepared with a paper at all (or have an unexcused absence) on peer-editing day, you will lose 10 Activity Points. Also, papers exhibiting insufficient effort will be subject to checking and Activity Point deductions.**

**Saving your work:** Be sure to save all of your work on a disk and ALWAYS CREATE A BACK-UP DISK! Keep all your work, if possible, on two disks. Don’t rely on just saving work onto a hard drive, which could fail. Another solution is to make photocopies of your original work.

**Revisions:** Paper revision is an integral part of the writing process. Therefore, peer-reviewing and re-drafting of papers have been built into the structure of the course.

**Preparing the Final Draft:** After making the appropriate revisions and corrections, staple an instructor evaluation form or a formal cover sheet to the front. Attach the peer review form (if a peer review session was conducted) with your reviewers’ comments to the BACK of your final revision.

**Cover Sheets:** Some essays may require a formal cover sheet. The cover sheet must include: the title of the paper (centered, in the middle of the page, with no special punctuation), then your name, the time of your class (e.g., 9:00), the name of the assignment (e.g., Comparison and Contrast), and the date, also centered, about 4/5 of the way down the page, without boldface, clip art or other embellishments. Again, occasionally, you will receive an instructor rubric/checklist that contains spaces for ratings and comments, which will substitute for the cover sheet. Always staple these forms to the front of your papers before class. Don’t take up valuable class time to assemble your papers or borrow another student’s stapler. Be prepared in advance.

**“Recycled” papers:** All work submitted in this class must be original. You may not “doctor” an old English paper to try to make it fit into a current assignment. Also, you may not submit a paper used for another course. Sometimes, students try to satisfy requirements for two different courses by composing one paper. When students attempt this feat, they wind up with a watered-down compromise that satisfies the requirements of neither assignment. Repeating students must submit new work on different topics from the original efforts.

**Portfolio:** Please SAVE all your graded papers, projects, tests, quizzes and homework assignments in a portfolio (a folder or a large envelope will do). Back assignments help you to trace your development and evolution as a writer and are useful during instructor conferences.

### Classroom “Code of Conduct”:

**CLASS DISCUSSIONS:** Sometimes, in an enthusiastic moment, a student may interrupt a fellow classmate or the instructor. Please be considerate to help maintain a courteous, friendly atmosphere in the classroom. Be respectful of others’ opinions and efforts in class discussions and assignments.

**PEER EDITING:** Try to offer constructive criticisms when commenting on papers during peer review sessions. Don’t just mark something as being wrong or deficient without offering helpful suggestions. Comments such as “You need to go back to Remedial,” or “WTF?” are never helpful.

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**LATE ARRIVALS/EARLY EXITS:** If you are late to class or need to leave early, please enter or exit quietly so as not to interrupt the instruction. If a group activity is in progress, approach the instructor to be placed into a group or receive alternative instructions.

**PERSONAL ELECTRONICS:** Turn off pagers/cell phone beepers during class time. Unless you have an emergency, please arrange to take your calls at other times. **USE OF LAPTOPS, RADIOS, CD PLAYERS, IPODS, HEADSETS/EAR BUDS, OR ANY HANDHELD ELECTRONIC DEVICES IN THE CLASSROOM IS PROHIBITED. ABSOLUTELY NO TEXTING IS PERMITTED AT ANY TIME.** You are to be tuned in **ONLY** to what is going on in class.

**RECORDING OF LECTURES:** If you wish to record a lecture in ANY of your classes for later review, as a courtesy, please ask the instructor's permission first. ***Mandated Statement on Recording policies:*** "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

**"GRADE CHECKS":** (for athletics, fraternities and sororities, etc.): Please bring your forms to the Instructor **DURING OFFICE HOURS ONLY**. I have no time to do extra paperwork during class time.

**Statement on fair treatment:** All students in my classes will always be treated fairly, equally, and with respect. I expect students to treat each other with the same courtesy and respect. No student or group of students will receive special treatment or special privileges over their classmates. Therefore, again, I never assign, or allow "extra credit." Don't ask.





