

English 1B (Composition, Second Course*)
Instructor: Mr. John Murphy

Handout 1 – Course Introduction and Policies
(“Greensheet”) Spring 2014, page 1

(*This course is often titled “Intermediate Composition” on some CSU and Community College campuses.)

The course “Greensheet” is analogous to a business model “contract,” with accompanying regulations, performance goals and “outcomes”/“objectives” expectations. Required “Greensheet” material required by the university’s administration and by the English Department is presented in *italics*.

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

Office location
Phone number
email address
Office hours

Sections taught this semester and class times/rooms
Required textbooks and materials
Recommended books and supplies
Daily class topics, activities and assignments due

OFFICIAL INFORMATION FROM THE UNIVERSITY ADMINISTRATION & THE ENGLISH DEPARTMENT:

English 1B Course Description: *“English 1B is the second course in SJSU’s two-semester lower division composition sequence. Beyond providing repeated practice in planning and executing essays, and broadening and deepening students’ understanding of the genres, audiences, and purposes of college writing, English 1B differs from English 1A in its emphasis on persuasive and critical writing (with less attention paid to the personal essay), its requirement for fewer but longer essays, and its introduction to writing informed by research. Students will develop sophistication in writing analytical, argumentative, and critical essays; a mature writing style appropriate to university discourse; reading abilities that will provide an adequate foundation for upper-division work; proficiency in basic library research skills and in writing papers informed by research; and mastery of the mechanics of writing.” GE Category: Written Communication C3.*

Prerequisites: *“Passage of Written Communication 1A with a grade of ‘C’ or better, or approved equivalent,” which may include transfer and/or AP course(s), and passage of the English Proficiency Test (EPT), unless exempt.*

Course Goals/Student learning Objectives: *“Building on the college-level proficiencies required in English 1A, students shall achieve the ability to write complete essays that demonstrate advanced proficiency in all of the following:*

- *Clear and effective communication of meaning.*
- *An identifiable focus (argumentative essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).*
- *An appropriate voice that demonstrates an awareness of audience and purpose.*
- *Careful attention to review and revision.*
- *Effective and correct use of supporting materials, including independent research (e.g., quoting, paraphrasing, summarizing, and citing sources);*
- *Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.*
- *Effective organization and development of ideas at paragraph and essay levels.*
- *Appropriate and effective sentence structure and diction.*
- *Command 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.”)

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.”*

Department “Minimum Word” Requirement for English 1B: *“A minimum of 8000 words.”*

Required General Education Area C3 English 1B Learning Objectives:

Learning Objective 1: *Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A (as summarized below):*

1A Student Learning:

- *Students should be able to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).*
- *Students should be able to express (explain, analyze, develop, and criticize) ideas effectively.*
- *Students should be able to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.*
- *Students should be able to write for different audiences (both specialized and general).*

Learning Objective 2: *Students shall write complete essays that demonstrate the ability to use (locate, analyze, and evaluate) supporting materials. Including independent library research, and identify key concepts and terms that describe the information needed.*

Learning Objective 3: *Students shall write complete essays that demonstrate the ability to select efficient and effective approaches for accessing information utilizing an appropriate investigative method or information retrieval system.*

Learning Objective 4: *Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.*

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Learning Objective 5: Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments.

Learning Objective 6: Students shall write complete essays that demonstrate the ability to identify and discuss issues related to censorship and freedom of speech.

English 1B Content Objectives:

The following Content Objectives are specific to Area C3:

- This course should emphasize those skills and activities in writing and thinking that produce (1) the persuasive argument, and (2) the critical essay, each of which demands analysis, interpretation, and evaluation.
- 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. Six to eight 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 shall include useful models of writing for academic and general audiences; readings shall be used consistently with the course goal of enhancing ability in written communication and reading. A substantial portion of the reading should be devoted to analytical, critical, and argumentative essays. Instructors should help students develop and refine strategies for reading challenging material.
- The course shall include an introduction to the library and to basic research strategies, including locating materials, evaluating them, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. Instructors shall assign a traditional research paper or a series of short essays in which library research informs the student's position or thesis.

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 practica. Other course structures will have equivalent workload expectations as described in the syllabus."

WRITING – Essays: English 1B builds upon the writing skills learned in English 1A, moving beyond 1A's instruction in grammar and form and the personal/reflective essay. English 1B explores writing the persuasive argument and the critical essay, emphasizing analysis, interpretation, synthesis and evaluation. English 1B continues practice in prewriting, organizing, the "writing process" itself, revising and editing begun in English 1A, but with more emphasis on PRODUCT and less on PROCESS. 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, students will write an in-class diagnostic essay. This initial writing sample enables the instructor 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 will suggest periodic (even weekly) tutoring at one of the campus tutoring facilities or advise enrollment in a more suitable course. **PLEASE NOTE: SJSU's ENGLISH 1B IS NOT A REMEDIAL ENGLISH CLASS.**

The University Essay: The culminating department writing exam for English 1B 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 two college-level reading passages 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."

The Research Paper and Information Literacy: English 1B includes an introduction to the library (both traditional and virtual), and to basic research strategies (e.g., forming "search strategies," locating sources and analyzing their quality and usefulness). A university librarian will instruct one session of class in one of the library's learning lab classrooms. Here, students will gain hands-on experience in using common library research tools, both electronic and print. One of the most important components of English 1B is instruction on composing a college-level research paper. Students will learn and practice quoting, paraphrasing and summarizing skills, applying MLA Documentation Format to all research-based assignments. Students will learn how to properly cite sources and create a "Works Cited" (bibliography) page.

READING: Readings are extensive and varied and will form a basis for writing, research and class discussions. 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 imperative that students

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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 *People* and *Entertainment Weekly*) is essential. (Content Objective: "Useful models of writing for academic and general audiences...enhancing ability in written communication and reading...analytical, critical, and argumentative essays.")

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:

ASSIGNMENTS (See Class Calendar, Handout 2, for all assignment due dates.) WEIGHT (%)
COURSE CONTENT: "Six to eight essays...totaling a minimum of 8000 words...excludes the final examination."
Mandated word count estimates and associated G.E. Learning Objectives [LO] and Content Objectives [CO] are included.

- Diagnostic Writing Sample (verifies prerequisite skills)
(3-4 pages, handwritten, 600-800 words, LO1- diagnostic, CO-organizing, writing, revising, editing/in-class) 0%
- Introductory Argument Paper
(4-6 pages, typed, 1000-1500 words, LO1, LO4, CO-rewriting, organizing, writing, revising, editing/argument) 5%
- Midterm In-class Essay (reading response, analysis/argument)
(4-5 pages, handwritten, 800-1000 words, LO1, LO4, CO-organizing, writing, revising, editing/in-class/argument) 5%
- Cause and Effect Analysis
(5-7 pages, typed, 1250-1750 words, LO1, LO2, LO5, CO-critical essay...analysis, interpretation, evaluation) 10%
- Critical Review/Comparison (critical thinking/analysis/argument)
(6-7 pages, typed, 1500-1750 words, LO1, LO2, LO3, LO4, LO5, CO-critical essay...analysis, interpretation, evaluation/argument) 10%
- Research Paper – Argument
(8-10 pages, typed, 2000-2500 words, LO1, LO2, LO3, LO4, LO5, CO-persuasive argument, library/research strategies, et al.) 15%
- Final In-class Essay (reading response, analysis/argument)
(4-5 pages, handwritten, 800-1000 words, LO1, LO4, CO-organizing, writing, revising, editing/in-class) 10%
- Comprehensive Concepts and Skills Test
(CO-"skills and activities in writing and thinking," "introduction to the library...research strategies") 10%
- Group Argument Unit Writing Project/Presentation (using propaganda devices)
(4-7 pages, typed, 1000-1750 words, LO1, LO2, LO4, LO5, CO-organizing, writing, revising, editing/persuasive argument) 5%
- Department Final Essay (This exam **must** be taken in order to pass the course.)
(4-5 pages, handwritten, 800-1000 words, not counted in administration's word count requirement; LO1, LO4) 20%
- Classroom and Group Activities (include other writing assignments, library orientation and online assignment, group activities, research-related projects, participation, and quizzes – both announced and unannounced). Each assignment will be assigned points, and the cumulative point totals will be tallied into a percentage grade. See class handouts for specific activity details.
(LOs 1-6, CO-"skills and activities in writing and thinking," "introduction to the library...research strategies") 10%

TOTALS: Required Word Count range: 8450-12500 words.

(**NOTE: The Class Calendar—Handout 2—and lesson handouts contain specific details on all assignments.)

GRADING: A-F.

MANDATED 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). Be aware that grades below "C" are often not acceptable for courses in majors and minors, may not count toward graduation requirements and are almost never transferable. See your advisor for specific policies and recommendations.

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).

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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 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 undergraduate 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 (10th Street Garage on the corner of South 10th 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.sjau.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/ testing accommodations 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 DRC 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>."
- DR. MARTIN LUTHER KING, JR. JOINT CITY-UNIVERSITY LIBRARY, northwest corner of campus. Obtain a student library card immediately at the beginning of the semester if you don't already have one. (NOTE: At times, because of funding irregularities, the library may have to curtail hours of operation and services.)

CLASS 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.

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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 sessions. 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 session (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 already written on the board.

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 an emergency **only**), students may attend an alternate section of the same class on the same day. 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 were 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 only be spreading your illness to classmates and others in the University community. Stay home and get well! Early in the semester, find a "study buddy" to rely on for class notes and any 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 have 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. The physical paper must be turned in on time. **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): "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. The website for Student Conduct and Ethical Development is at 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 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 that you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors."

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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. Plagiarism 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, 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 are 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.")

Paper Format: For outside-of-class word-processed or typed assignments, use standard 8½" x 11" white, unlined paper. Use an attractive, modern, clean-looking 10- or 12-point font (e.g., Arial, Helvetica, Tahoma, Trebuchet, Verdana), 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 (no paper clips, torn and folded edges, glue, straight pins, gum, etc.). Avoid plastic covers or 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 for 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 a "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 are 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 cover sheet (details below) to the final draft. Attach the peer review form (if a peer review session was conducted for the assignment) to the BACK of your final draft.

Cover Sheets: Some papers may require a formal cover sheet, which 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., Cause and Effect), and the date, also centered, about 4/5 of the way down the page, without boldface, clip art or other embellishments. An instructor rubric/checklist, containing spaces for ratings and comments, may 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 editing papers for peer review. Don't just mark something as wrong or deficient without offering suggestions. (Comments such as "You need to go back to remedial" or "WTF?" are never helpful.)

LATE ARRIVALS, EARLY EXITS: If you are late to class or need to leave early, please enter or exit quietly to avoid interrupting the instruction. If a group activity is in progress, approach the instructor after you find a seat to be placed into a group or receive alternate 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 (e.g. smart phones or I-pads) 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, Greek organizations, etc.): Please bring your forms to the instructor **DURING OFFICE HOURS ONLY**. I have no time to fill out these forms while preparing for class, during class or after class.

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 ever receive special treatment or special privileges over their classmates. Therefore, I NEVER ASSIGN OR ALLOW "EXTRA CREDIT." DON'T ASK.