

Anoka Ramsey Community College – Coon Rapids Campus
English 0950: Elements of College Writing
Fall 2010 / Sections 01, 03, 05

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Office Hours:

- 10:00-10:50 a.m. / M, W, Th, F
- 12:00-12:50 a.m. / Th
- Other times by appointment

Class Meetings:

- | | | | |
|--------------|------------------|-------------------|--------------------------|
| • Section 01 | 8:00-8:50 a.m. | M, W, F in T 208 | M, Th in T 207 |
| • Section 03 | 9:00-9:50 a.m. | M, W, F in T 208 | M, Th in T 207 |
| • Section 05 | 11:00-11:50 a.m. | M, W, F, in H 119 | M in T 207 / Th in H 127 |

Texts:

- *The Last Communist Virgin*, by Wang Ping (2007).
- *MLA Handbook for Writers of Research Papers*, 7th ed. (2009).

Other Necessities:

- Student MetNet Email Account / D2L Access / ARCC Network Access
- Student I.D. / Library Card
- A class notebook or loose-leaf paper/folder
- Several 2-pocket or manila file folders
- One or two USB memory sticks (flash/jump/thumb drive)
- A college-level dictionary
- A stapler

Course Overview:

Please be sure to read the official course description and learner outcomes (on the course website) to get a sense of how the English Department envisioned this course.

While we will certainly cover all those topics, which are pretty common to every writing class, we must keep in mind that the **primary purpose** of this course is to help you prepare for ENGL 1121 – particularly in terms of introducing you to the practice of **academic writing** (e.g., essays, arguments, summaries, etc.) – as opposed to **personal writing** (e.g., diaries, journals, etc.) or **creative writing** (e.g., short stories, poems, novels, etc.).

But rather than struggling to produce dry and boring “school writing,” we will try to approach our topics in the way that the most exciting academic writing approaches any topic: **by making the familiar strange and creating new knowledge about everyday life**. And, we will develop our writing in the only way that it is possible to develop as writers: **by writing a lot**. My experience is the more you write, the more hopeful and

inspired you'll be about writing. We will also do a fair amount of **self-reflective writing** – to get to know ourselves as writers and to pay more attention to the things we do as we write.

To do all of this, **we will react to and incorporate what we read**, which is a primary feature of academic writing, but we will also use our own experiences and observations, our critical thinking skills, and our creativity. And, as we practice incorporating what we read into our own writing – using summary, paraphrase, and quotation – **we will also work on citing our sources clearly and correctly** – using the Modern Language Association (MLA) documentation system.

Requirements and Evaluation:

- Pre-class reading and preparation
- Attendance in class
- Daily in-class work and participation (live and online) = **15%**
- Three Informal Papers (Goals, e-Folio-MN, an in-class essay) = **15%**
- Paper 1 = an analytical essay about our own literacy = **15%**
- Paper 2 = an evaluation essay about the visiting writer’s book = **20%**
- Paper 3 = a summary-and-synthesis essay, using research, about community colleges = **20%**
- Paper 4 = a final portfolio and a self-reflection/assessment piece = **15%**

Schedule: The following schedule is subject to change; any changes will be announced in class and online.

INTRODUCTIONS / GOALS / INFORMAL PAPER #1

M 23 Aug.	In-class writing / Introductions to each other / Introduction to the course
W 25 Aug.	DUE: Read syllabus and schedule completely / DUE: Read Cristina Salat story (handout) / Continue course introduction / Q&A / Discuss qualities of good writing / QUIZ / Discussion / In-class writing
Th 26 Aug.	LAB / DUE: By today, you should have already (1) logged on to ARCC network, (2) logged on to D2L, and (3) created a MetNet email account / D2L survey and discussion post / Assign Informal Paper #1 / Demonstrate MLA paper format

FORMAL ESSAY #1 / ANALYZING OUR OWN LITERACY

F 27 Aug.	DUE: Read Frederick Douglass’ Narrative (handout) / QUIZ / Discussion / In-class writing / Introduce Essay #1
M 30 Aug.	DUE: Read sample student paper(s) (handouts) / QUIZ / Discussion / In-class writing / Discuss Essay #1 / Introduce, demonstrate, and practice prewriting strategies
W 1 Sept.	DUE: Prewriting for Essay #1 / DUE: Read sections 1.8-1.10 in the MLA Handbook (pp. 41-50) / Introduce “Bubbl.us” / Introduce, demonstrate, and practice planning and drafting strategies
Th 2 Sept.	LAB / DUE: Planning work (e.g., outline, etc.) for Essay #1 / Drafting exercises for Essay #1 / Ideas for introductions and conclusions? / Begin or continue drafting Essay #1
F 3 Sept.	DUE: Read sample student paper(s) (handouts) / Introduce and discuss peer review / Group work / Mock peer review
M 6 Sept.	NO CLASSES – LABOR DAY
W 8 Sept.	DUE: 4 copies of a complete first draft of Essay #1 / PEER REVIEW / NOTE: If you are absent, arrive late, or do not have the required number of copies, you will NOT receive credit – no excuses; no exceptions

Th 9 Sept.	LAB / DUE: Bring all copies of drafts and peer review forms for Essay #1 / Self-reflective writing / Introduce revision / Revision exercises for Essay #1 / Begin or continue revising Essay #1
F 10 Sept.	DUE: Bring all copies of drafts, peer review forms, and a revised draft of Essay #1 / Continue to discuss and model revision – the 3 levels of revision and the 4 major revision activities / Analyze drafts for structure, unity, and paragraph development / Introduce web-based “Tag Clouds” and “Gender Analyzers” and discuss how they might help with revision (extra credit)
M 13 Sept.	DUE: Bring a FULLY REVISED draft of Essay #1 / DUE: Read sections 3.1-3.7 in the <i>MLA Handbook</i> (pp. 63-105) / Introduce, demonstrate, and practice editing and proofreading activities / Editing and proofreading exercises for Essay #1
W 15 Sept.	DUE: Bring 1 SINGLE-SIDED copy of an ALMOST-FINAL draft of Essay #1 / EDITING SESSION / NOTE: If you do not bring a draft, you will NOT receive full credit for this activity – no excuses; no exceptions
Th 16 Sept.	LAB / DUE: Read sections 4.1-4.9 in the <i>MLA Handbook</i> (pp. 115-22) / Review academic writing document design / Continue editing and proofreading Essay #1 / Finish Essay #1 / Write process memo / Submit Essay #1 and Memo to my mailbox in H146 by 2:00 p.m.

E-FOLIO MN / INFORMAL PAPER #2

F 17 Sept.	Introduce e-Folio MN / e-Folio Handout / Show e-Folio video / Brainstorm “good book” criteria for <i>The Last Communist Virgin</i> / Distribute updated reading schedule for <i>TLCV</i>
M 20 Sept.	LAB / Explore e-Folio MN / Begin work on e-Folio MN
W 22 Sept.	Continue discussion and evaluation of e-Folio MN / In-class writing / Assign Informal Paper #2
Th 23 Sept.	LAB / Continue to work on e-Folio MN and on Informal Paper #2

FORMAL ESSAY #2 / EVALUATING A BOOK OF SHORT STORIES

F 24 Sept.	DUE: Read <i>The Last Communist Virgin</i> – (story: _____) – pp. _____ Quiz / Discussion / In-class writing
M 27 Sept.	DUE: Read <i>The Last Communist Virgin</i> – (story: _____) – pp. _____ Quiz / Discussion / In-class writing
W 29 Sept.	DUE: Read <i>The Last Communist Virgin</i> – (story: _____) – pp. _____ Quiz / Discussion / In-class writing
Th 30 Sept.	DUE: Read <i>The Last Communist Virgin</i> – (story: _____) – pp. _____ Quiz / Discussion / In-class writing
F 1 Oct.	NO CLASS – Professor attending an English conference <ul style="list-style-type: none"> ASSIGNMENT: Select and read a 5th story of your choosing from <i>The Last Communist Virgin</i>. Be prepared to turn in your reading notes on Monday, 4 Oct. 2010.
M 4 Oct.	DUE: Bring your reading notes for the story you selected and read on your own / Assign Essay #2 / Introduce the concepts of audience and criteria / GROUP WORK on audiences and criteria
W 6 Oct.	DUE: Bring your prewriting and planning for Essay #2 / Introduce, demonstrate, and practice classical argument structures and strategies / Distribute sample papers / Sign up for individual conferences
Th 7 Oct.	Individual conferences in H 131 – BRING with you: (1) your chosen audience and criteria, (2) an outline and an introductory paragraph, and (3) questions about Essay #2
F 8 Oct.	Individual conferences in H 131 – BRING with you: (1) your chosen audience and criteria, (2) an outline and an introductory paragraph, and (3) questions about Essay #2
M 11 Oct.	Individual conferences in H 131 – BRING with you: (1) your chosen audience and criteria, (2) an outline and an introductory paragraph, and (3) questions about Essay #2
W 13 Oct.	Individual conferences in H 131 – BRING with you: (1) your chosen audience and criteria, (2) an outline and an introductory paragraph, and (3) questions about Essay #2

Th 14 Oct.	Individual conferences in H 131 – BRING with you: (1) your chosen audience and criteria, (2) an outline and an introductory paragraph, and (3) questions about Essay #2
F 15 Oct.	DUE: 4 copies of a complete first draft of Essay #2 / Begin PEER REVIEWS / NOTE: If you are absent, arrive late, or do not have the required number of copies, you will NOT receive credit – no excuses; no exceptions
M 18 Oct.	LAB / DUE: Bring completed PEER REVIEW forms / NOTE: If you are absent, arrive late, or do not have the peer review forms completed, you will NOT receive credit – no excuses; no exceptions / Self-reflective writing / Begin revising Essay #2
W 20 Oct.	DUE: Bring all copies of drafts, peer review forms, and a revised draft of Essay #2 / Discuss and practice revision activities / Analyze drafts for structure, thesis, opposition, counter-arguments, paragraph development, and other rhetorical strategies appropriate for chosen audience
Th 21 Oct.	NO CLASSES – EDUCATION MINNESOTA BREAK
F 22 Oct.	NO CLASSES – EDUCATION MINNESOTA BREAK
M 25 Oct.	LAB / DUE: Bring a FULLY REVISED draft of Essay #2 / Editing and grammar review / Editing and proofreading exercises for Essay #2
W 27 Oct.	DUE: Bring 1 SINGLE-SIDED copy of an ALMOST-FINAL draft of Essay #2 / EDITING SESSION / NOTE: If you do not bring a draft, you will NOT receive full credit for this activity – no excuses; no exceptions
Th 28 Oct.	LAB / Continue editing and proofreading Essay #2 / Finish Essay #2 / Write process memo / Submit Essay #2 and Memo to my mailbox in H146 by 2:00 p.m.

FORMAL ESSAY #3 / RESEARCH, SUMMARY, and SYNTHESIS

F 29 Oct.	DUE: Read section 1.4 in the <i>MLA Handbook</i> (pp. 8-31) / MEET IN LIBRARY 215 / Librarian presentation on EBSCO, Gale, and ProQuest databases for use in Essay #3
M 1 Nov.	LAB / DUE: Read sections 1.1-1.3 and 1.5-1.6 in the <i>MLA Handbook</i> (pp. 3-7 and 31-38) / Introduce Essay #3 / Begin or continue research for Essay #3
W 3 Nov.	DUE: Read section 1.7 in the <i>MLA Handbook</i> (pp. 38-40) / DUE: Read the essays by James Thurber and William Zinsser (handouts) / QUIZ / Introduce, demonstrate, and practice summary and paraphrase using Thurber and Zinsser / Introduce synthesis and potential organizational plans
Th 4 Nov.	LAB / Continue to research potential articles for Essay #3 / Begin or continue to read articles / Begin or continue to write summaries of the articles / Summaries due by M 8 Nov.
F 5 Nov.	DUE: Read sections 5.1-5.3 in the <i>MLA Handbook</i> (pp. 123-135) / DUE: Skim sections 5.4-5.8 in the <i>MLA Handbook</i> (pp. 136-212) / DUE: Bring your chosen articles for Essay #3 / Introduce the MLA documentation system / Introduce MLA end-of-text bibliographical citations / Practice bibliographical citations
M 8 Nov.	LAB / DUE: 3 Summaries / Demonstrate MLA works cited page formatting / Begin or continue to work on Essay #3 works cited page / Works cited page due by W 10 Nov.
W 10 Nov.	DUE: Works Cited Page / DUE: Sample Papers / DUE: Read sections 6.1-6.4 in the <i>MLA Handbook</i> (pp. 213-230) / Introduce MLA in-text parenthetical citations and “signal” or “attribution” phrases / Practice in-text citations / Discuss sample papers / Sign up for individual conferences
Th 11 Nov.	NO CLASSES – VETERANS' DAY
F 12 Nov.	Individual conferences in H 131 – BRING with you: (1) an outline and an introductory paragraph, and (2) questions about Essay #3
M 15 Nov.	Individual conferences in H 131 – BRING with you: (1) an outline and an introductory paragraph, and (2) questions about Essay #3
W 17 Nov.	Individual conferences in H 131 – BRING with you: (1) an outline and an introductory paragraph, and (2) questions about Essay #3
Th 18 Nov.	Individual conferences in H 131 – BRING with you: (1) an outline and an introductory paragraph, and (2) questions about Essay #3

F 19 Nov.	Individual conferences in H 131 – BRING with you: (1) an outline and an introductory paragraph, and (2) questions about Essay #3
M 22 Nov.	DUE: 4 copies of a complete first draft of Essay #3 / PEER REVIEWS / NOTE: If you are absent, arrive late, or do not have the required number of copies, you will NOT receive credit – no excuses; no exceptions
W 24 Nov.	DUE: Bring all copies of drafts and peer review forms for Essay #3 / Self-reflective writing / Discuss and practice revision activities / Analyze drafts for structure, thesis, unity, coherence, paragraph development, and MLA documentation
Th 25 Nov.	NO CLASSES – THANKSGIVING BREAK
F 26 Nov.	NO CLASSES – THANKSGIVING BREAK
M 29 Nov.	LAB / DUE: Bring a FULLY REVISED draft of Essay #3 / Editing and grammar review / Editing and proofreading exercises for Essay #3
W 1 Dec.	DUE: Bring 1 SINGLE-SIDED copy of an ALMOST-FINAL draft of Essay #3 / EDITING SESSION / NOTE: If you do not bring a draft, you will NOT receive full credit for this activity – no excuses; no exceptions
Th 2 Dec.	LAB / Continue editing and proofreading Essay #3 / Finish Essay #3 / Write process memo / Submit Essay #3 and Memo to my mailbox in H146 by 2:00 p.m.

FORMAL ESSAY #4 / FINAL PORTFOLIO

F 3 Dec.	Introduce final portfolio assignment / Q&A / Course evaluations
M 6 Dec.	LAB / No class meeting / Optional conferences in H 131 / Work on final portfolio
W 8 Dec.	No class meeting / Optional conferences in H 131 / Work on final portfolio
Th 9 Dec.	LAB / No class meeting / Optional conferences in H 131 / Work on final portfolio
F 10 Dec.	No class meeting / Optional conferences in H 131 / Work on final portfolio / Submit Final Portfolio to my mailbox in H146 by 2:00 p.m.
W 15 Dec.	Our scheduled FINAL EXAM time is from 4:10 to 6:10 p.m. However, I will be in my office (H 131) beginning at 2:00 p.m. In lieu of a traditional final exam or an in-class essay, you are REQUIRED to attend a short conference with me in my office. Failure to appear will lower your Final Portfolio grade, and, thus, possibly your course grade as well.

Description of Expectations & Requirements:

- 1. Pre-Class Reading and Preparation:** Please complete **ALL** assigned readings and take-home writing assignments **BEFORE** coming to class. All reading assignments will serve as subjects or models for your own writing and will be discussed in class – you must read to be able to understand and participate. The reading load will vary depending on the project we are working on – and on where we are in the process for that project – but the average for this course is about **20 pages per week**. I encourage you to make notes, ideally **IN** your books, to help you remember key passages, questions, opinions, and ideas for class discussions. Finally, **BRING** the assigned book and your notebook with you to **EVERY** class.
- 2. Attendance:** Plan to attend **EVERY** class and to arrive **ON TIME** so you are not disrespectful to others with the distraction. Each class session is designed to introduce and/or practice reading and writing concepts and processes related to the current project. **IF** you must miss class, **AND IF** the absence is due to one of the following – a serious illness (verified by an doctor's note), a death in your family, jury duty, military duty, a religious holiday, or a college activity – **AND IF** you notify me **BEFORE** the absence and provide appropriate documentation immediately after, **THEN** I will work with you, within the policies below, to arrange a "make up" and to avoid any reduction in your grade. (Absences due to medical or legal appointments, subpoenas or court dates, vacations, transportation problems, employment, or high-school events do **NOT** qualify for the above accommodation.) If you miss class, contact another student for notes and explanation of assignments, and check D2L for copies of any handouts. I **DO** take attendance for legal and financial-aid reasons and will consider attendance in borderline grades.

3. **Participation in Class Discussions and Activities:** I once heard, "You won't care if you don't share," and I think it's true – participation automatically increases your investment in and enjoyment of the class. In addition to short lectures, we will use a "workshop" approach – individual writing time, pairs, small groups, and full-class discussions – during each class session to write and talk about reading and writing. Listen actively and take notes, but also try to contribute – be prepared and willing to share your ideas, opinions, questions, and problems – either in class discussions or in small groups. Above all, everyone should be **RESPECTFUL** of one another's contributions, even if you disagree.
4. **In-Class Quizzes, Exercises, and Informal Writing:** To encourage you to keep up with the reading assignments, there will be a reading quiz to begin those classes; quizzes will normally include identification and/or short-answer objective questions. Other things we will do in class include summaries, paraphrases, responses, citation and grammar exercises, and small-group work. **Quizzes and in-class exercises CANNOT be made up if you are absent or arrive late, and you may NOT come to class only to take a quiz and then leave.**
5. **Three Informal Papers:** Specific details about each paper will be provided on the assignment handouts. The in-class essay can be rescheduled only under extraordinary circumstances and must be arranged **BEFORE** the exam begins; an exam not rescheduled prior to the start time will be lowered one letter grade; after one week the grade will be a zero.
6. **Four Major Papers:** Specific details about each paper will be provided on the assignment handouts; sample papers may also be provided. For each one, you will plan and write a draft, you will receive feedback during in-class peer reviews and editing sessions, and you will revise and edit before submitting it for a grade. These papers must be your own individual work, written especially for this course. You may also be asked to submit all your prewriting/planning and drafts, along with all photocopies and/or printouts of your research sources (with cited passages highlighted) – **SO KEEP EVERYTHING**. Late final papers will simply receive a grade, without comments, and I will not discuss it with you afterward; after one week, the grade will be a zero ("F").
7. **Participation in Peer Review and Editing Sessions:** For all peer review and editing sessions, if you do not attend, if you bring an incomplete draft or no draft at all, if you do not bring the required number of copies, or if you do not participate actively, you will **NOT** receive the points for the activity (about 40-50 points for each session), and for peer review days you will **NOT** be allowed to participate in the activity. **The peer reviews and editing sessions CANNOT be rescheduled or made up – and NO excuses will be accepted, including illnesses and technology problems.**
8. **Attendance at All One-to-One Conferences:** If you miss or are late for a conference, it will **NOT** be rescheduled and you will **NOT** receive the points (about 50) for the activity; make ups will be reserved for extraordinary circumstances only and must be arranged **BEFORE** the scheduled conference time.
9. **Extra Credit:** Since quizzes and in-class exercises cannot be made up, there will be at least one "extra credit" opportunity during the semester, such as attending a visiting writer presentation or the college's theater production and then writing a 300-word response.

A.R.C.C. Grading System:

- A = Superior achievement
- B = Above average achievement
- C = Average achievement
- D = Below average achievement
- F = Inadequate achievement

Numerical Grading Scales:

Grade	G.P.A.	%	D2L %	11-point
A	4.00	100 – 93	95	11
A-	3.67	92 – 90	92	10
A-/B+	3.50	90	90	9.5
B+	3.33	89 – 88	88	9
B	3.00	87 – 83	85	8
B-	2.67	82 – 80	82	7
B-/C+	2.50	80	80	6.5
C+	2.33	79 – 78	78	6
C	2.00	77 – 73	75	5
C-	1.67	72 – 70	72	4
C-/D+	1.50	70	70	3.5
D+	1.33	69 – 68	68	3
D	1.00	67 – 63	65	2
D-	0.67	62 – 60	62	1
D-/F	0.33	60	60	0.5
F	0.00	59 – 0	55	0

Informal Grading System:

Plus (+)	Very Good	Quizzes = 10-9
Check (✓)	Acceptable	Quizzes = 8-6
Minus (-)	Unacceptable	Quizzes = 5-0

Participation Grading Criteria:

A	I am fully and clearly prepared for each class. I have carefully and thoughtfully read all the assigned material ahead of time. I offer thoughtful and insightful comments and questions during small-group work and full-class discussions. I encourage discussions, and I do not dominate them.
B	I am prepared for each class. I have carefully read all the assigned material ahead of time. I sometimes offer appropriate comments and questions during small-group work and full-class discussions. I try to encourage class discussions, and I do not disrupt them.
C	I am mostly prepared for each class. I have read all the assigned material ahead of time. I rarely volunteer a comment or question relating to the discussion, but I do respond when called upon, and I often contribute to small-group work. I neither encourage nor disrupt class discussions.
D	I am often unprepared for each class. I do not always read all the assigned material ahead of time. I don't enter discussions and small-group work at all, either voluntarily or when called upon. I sometimes say or do things which discourage or disrupt class discussions and small-group work.
F	I am rarely prepared for each class. I do not read all the assigned material ahead of time. I offer nothing to class discussions or small-group work. I often say or do things which discourage and disrupt class discussions and small-group work.

Essay Evaluation Criteria:

- We will discuss different evaluation criteria and grading rubrics in class. In addition, an evaluation sheet will be handed out when each essay is assigned, so you will know exactly how each will be graded. In sum, I'll consider not only what you say but how well you say it – organization, logic, and grammar will matter. Please proofread your papers carefully before turning them in.

Other Policies and Information

Academic Support Center (ASC): The College offers free, trained writing tutors who work with writers at any stage in the writing process to improve their writing. Please meet with a tutor for an objective/outside opinion, if you want more extensive help than I can reasonably provide during 10-15 minutes of an office hour, or if I am not available when you need help.

Accessibility: My goal is for our classroom and course work to be equally accessible to everyone. I think I have designed the class flexibly to accommodate different learning styles and approaches. I am also eager to make reasonable accommodations to guarantee persons with disabilities access to class sessions, the course materials, and the activities of the class. Let me know as soon as possible if you have a disability for which accommodations will be requested. If you need further information about disabilities and possible accommodations, please contact Scott Bay, Director of Access Services, at 763-433-1334, at scott.bay@anokaramsey.edu, or stop by C255.

Cell Phones, Texting, and Other Disruptions: This is a **COLLEGE** class, and I expect that we will all behave maturely, responsibly, and respectfully. I also expect that we will all be attentive and focused. Any disruptive behavior – including arriving late, packing up early, leaving early, having private conversations during discussions or lectures, eating, sleeping, sending or receiving cell phone calls or text messages, bringing friends/siblings/children/pets to class, etc. – will be dealt with immediately, first individually, and then with the Dean of Educational Services – see the Code of Student Conduct in the Student Handbook.

Communication: I do prefer **EMAIL** rather than "telephone tag" – and I do **NOT** regularly check voice mail. When emailing me, be sure to clearly identify yourself and the course.

Computer Lab: We will meet in the computer lab at least once each week to work on our current writing project. Please do not abuse this time by working on assignments for other classes, writing e-mail to friends, checking social-media sites, playing games, or downloading non-research-related information from the internet. While the majority of lab time will be for research and writing, there may also be some mini-lectures, demonstrations, or discussions – and I will ask for your focused attention during these times.

Conferences: Please come talk to me during my office hours or schedule an appointment with me if you have any questions or problems at any time during the semester.

Credit and Workload Expectations: For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a four-credit course that meets for four hours a week should expect to spend an additional eight hours a week on coursework outside the classroom.

Electronic Files / Submitting Work: Back up your work often, and in more than one place – e.g., your home computer or laptop, your college network space, and your USB memory stick. Computer or printer problems are **NOT** a valid excuse for late papers. Essays are due in **hard-copy form**, and email attachments are **NOT** acceptable.

Incompletes: Incompletes will only be granted to students who have a **DOCUMENTED** medical or family emergency during the last two (2) weeks of the semester. These students must have completed all the other work for the course with an average grade of "C" or better, must not have more than eight (8) other absences, and must demonstrate the ability and willingness to complete the work before the third week of the following semester.

Plagiarism: In addition to accepting, buying, or downloading a paper or project someone else has written, plagiarism includes but is not limited to (1) failing to cite quotations and borrowed ideas from any outside sources, even if the borrowed ideas are in your own words, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases into your own words. (This definition of plagiarism was derived from Diana Hacker's *Rules for Writers*, 5th edition, Boston: Bedford-St. Martin's, 2004.) Presenting another person's ideas or writing as your own without clear, accurate, and complete citation and documentation

will result in a zero (“F”) for that assignment and notification of the Dean of Educational Services – see the Code of Student Conduct in the Student Handbook.

Record Keeping: Make back-up copies of **ALL** your work, and **KEEP** all quizzes, exercises, exams, and papers returned to you. If questions about grades arise, you will need to produce the original documents. In addition, keep track of all your notes and other materials for each exam and paper; if questions about plagiarism arise, you will need to prove you did your own writing.

Religious Observances: The College allows absences from class for participation in religious observances. Students who plan to miss class for sincerely-held religious beliefs are required to (1) inform me at the beginning of the semester (within the first two weeks) of anticipated absences, (2) meet with me to reschedule any missed quizzes, exams, in-class essays, peer reviews, or paper due dates, and (3) obtain class notes from other students. I am required to assist you in obtaining course materials and assignments distributed during class sessions you miss and to make arrangements for taking missed in-class essays or examinations or making up peer reviews.

A FINAL NOTE: The course syllabus and schedule are subject to change, and all changes will be announced in class; significant changes will also be posted on D2L in the “News” section. You are responsible for any changes in deadlines or assignments announced during any class you miss.