

Anoka Ramsey Community College – Coon Rapids Campus
English 0950: Elements of College Writing
Spring 2010 / Sections 01, 02

Professor: Scott Stankey
Office: Humanities 131
Phone: (763) 433-1396 (voice mail)
Fax: (763) 433-1521

Email: scott.stankey@anokaramsey.edu
Web: <http://webs.anokaramsey.edu/stankey>
Blog: <http://teachingscott.blogspot.com>
Wiki: <http://writingminnesota.pbworks.com>

Office Hours:

- 10:00-10:50 a.m. / M, W, Th, F
- 11:00-11:50 a.m. / Th
- Other times by appointment

Class Meetings:

- Section 01 / 8:00-8:50 a.m. / M, W, F in Technology 208 / M, Th in Technology 207
- Section 02 / 9:00-9:50 a.m. / M, W, F in Technology 208 / M, Th in Technology 207

Texts:

- *Higher Learning: Reading and Writing about College*, edited by See and Taylor, 2nd ed. (2006).
- *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:

According to the “official” college documents, this course “offers intensive work with writing, revising, and editing essays. Attention will be given to rhetorical elements of purpose, audience, thesis, evidence, and tone. Students will read and analyze their own and others’ writing.” (Be sure to also read the official objectives or learner outcomes for this course, which are posted on the [course website](#)).

We will certainly cover all those topics, but in my eyes, 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**—as opposed to “personal” writing or “creative” writing. And one important feature of academic writing is incorporating what we read into our own writing—using summary, paraphrase, and quotation—and citing our sources clearly and correctly—using the Modern Language Association (MLA) documentation system.

These particular sections of this course will use the topic of **education** as a vehicle for introducing you to the practice of **academic writing**. But rather than struggling to produce “dry and boring school writing,” we will be approaching the topic of education in the way that the most exciting academic writing approaches any topic—**by making the familiar strange and creating new knowledge about everyday life**. (To do this, we will react to

and incorporate what we read, but we will also use our own experiences and observations, our critical thinking skills, and our creativity.) 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. The topics we'll write about all relate in some way to "education," but I take this term much more broadly than a simple focus on schools, so I don't think it will get boring.

Requirements and Evaluation:

- Preparation, participation (live and online), and daily in-class work = 15%
- Paper 1 = an essay about succeeding in college = 15%
- Paper 2 = an essay about learning literacy = 15%
- Paper 3 = an essay about teaching and learning methods = 15%
- Paper 4 = an essay, using research, about an educator at work, today or in the past = 15%
- Paper 5 = an in-class essay = 10%
- Paper 6 = a final portfolio and a self-reflection/assessment piece = 15%

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

Pre-Class D2L Posts: **Group 1:** _____ - _____
 Group 2: _____ - _____
 Group 3: _____ - _____
 Group 4: _____ - _____

INTRODUCTION and PAPER #1

M 11 Jan.		Introduction to the course / In-class writing / Introductions to each other
W 13 Jan.		DUE: Syllabus and schedule / Q&A / Continue course introduction / Discuss qualities of good writing and academic writing
Th 14 Jan.		LAB: Log on to ARCC network / Create MetNet email account / Log on to D2L / Take D2L survey / Prewriting for Essay #1
F 15 Jan.	Grp 1	DUE: <i>Higher Learning:</i> Washington (pp. 2-6) and Zitkala Sa (pp. 7-9) / Quiz / In-class writing / Discussion
M 18 Jan.		NO CLASSES – Martin Luther King, Jr. Day
W 20 Jan.	Grp 2	DUE: <i>Higher Learning:</i> Salat (pp. 21-29) and Stepp (pp. 37-43) / Quiz / In-class writing / Discussion
Th 21 Jan.	Grp 3	No Lab / DUE: <i>Higher Learning:</i> Weaver (pp. 156-161) and McCabe (pp. 114-117) / Quiz / In-class writing / Discussion
F 22 Jan.	Grp 4	DUE: <i>Higher Learning:</i> Richards (pp. 32-36) and Crichton (pp. 134-138) / Quiz / In-class writing / Discussion
M 25 Jan.		No Lab / DUE: <i>Higher Learning:</i> Flandreau (pp. 63-65) and 8 th Grade Final Exam (pp. 44-47) and one (1) article to be determined (Handout) / Quiz / In-class writing / Discussion
W 27 Jan.		DUE: <i>MLA Handbook:</i> READ 1.8-1.10 (pp. 41-50) / DUE: Bring all Essay #1 prewriting / Introduce Essay #1 assignment / Planning exercises
Th 28 Jan.		LAB: Drafting exercises / Sample introductions & conclusions? / Begin or continue drafting Essay #1
F 29 Jan.		Introduction to peer reviews / Sample paper(s) / Mock peer review
M 1 Feb.		No Lab / DUE: First complete draft of Essay #1 / Bring 2 copies / PEER REVIEWS
W 3 Feb.		DUE: Bring Essay #1 drafts and peer reviews / Introduce the three levels of revision / Introduce the four major revision activities / Revision exercises

Th 4 Feb.		LAB: Introduce web-based Tag Clouds and Gender Analyzers / Begin or continue revising and editing Essay #1
F 5 Feb.		DUE: <i>MLA Handbook</i> : SKIM 3.1-3.7 (pp. 63-105) / DUE: Almost-final draft of Essay #1 / Bring 1 single-sided copy / Review editing and proofreading activities / Editing and proofreading exercises
M 8 Feb.		LAB / DUE: <i>MLA Handbook</i> : READ 4.1-4.9 (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 H131 or H146 (mailbox) by 2:00 p.m.

PAPER #2

W 10 Feb.	Grp 1	DUE: <i>Higher Learning</i> : Malcolm X (pp. 15-18) and Douglass (Handout) / Quiz / In-class writing / Discussion
Th 11 Feb.	Grp 2	No Lab / DUE: <i>Higher Learning</i> : Welty (pp. 10-14) and Perry (pp. 259-262) / Quiz / In-class writing / Discussion
F 12 Feb.	Grp 3	DUE: <i>Higher Learning</i> : Hicks (pp. 58-62) and Magnuson (pp. 75-80) / Quiz / In-class writing / Discussion
M 15 Feb,		NO CLASSES - Presidents' Day
W 17 Feb.	Grp 4	DUE: <i>Higher Learning</i> : Hughes (pp. 73-74) and one (1) article to be determined / Quiz / In-class writing / Discussion
Th 18 Feb.		LAB / DUE: Bring all Essay #2 prewriting / Introduce Essay #2 assignment / Planning exercises / Introductions & conclusions? / Begin or continue drafting Essay #2
F 19 Feb.		Evaluate Essay #1 peer reviews / Sample paper(s) / Mock peer review
M 22 Feb.		No Lab / DUE: First complete draft of Essay #2 / Bring 2 copies / PEER REVIEWS
W 24 Feb.		DUE: Bring Essay #2 drafts and peer reviews / Evaluate Essay #1 revision activities / Revision exercises
Th 25 Feb.		LAB: Introduce web-based OWLs / Begin or continue revising and editing Essay #2 / Possible in-class essay (?)
F 26 Feb.		NO CLASSES - Faculty RSP Conference at MCTC
M 1 Mar.		No Lab / DUE: Almost-final draft of Essay #2 / Bring 1 single-sided copy / Evaluate Essay #1 editing activities / Editing exercises
W 3 Mar.		DUE: Almost-final draft of Essay #2 / Bring 1 single-sided copy / EDITING SESSION <ul style="list-style-type: none"> • Three writers from the anthology, <i>Fiction on a Stick</i>, will give presentations at 1 p.m. and at 2 p.m. in the Legacy Room (SC 270/272). You can earn EXTRA CREDIT by attending one of the sessions, taking good notes, and writing a short paper.
Th 4 Mar.		LAB: Continue editing and proofreading Essay #2 / Finish Essay #2 / Write process memo
F 5 Mar.		No class meeting / Optional conferences in H 131 / Submit Essay #2 and Memo to H131 or H146 (mailbox) by 12:00 p.m. (noon)

PAPER #3

M 8 Mar.		No Lab / Watch 3-4 YouTube videos / In-class writing / Discussion
W 10 Mar.	Grp 1	DUE: <i>Higher Learning</i> : Scudder (pp. 66-69) and Boyes (pp. 267) / Quiz / In-class writing / Discussion
Th 11 Mar.	Grp 2	No Lab / DUE: <i>Higher Learning</i> : See (pp. 93-98) and Two Bears (pp. 99-103) / Quiz / In-class writing / Discussion
F 12 Mar.	Grp 3	DUE: <i>Higher Learning</i> : Neusner (pp. 184-190) / Possible in-class essay (?)

M 15 Mar.		NO CLASSES - Spring Break
W 17 Mar.		NO CLASSES - Spring Break
Th 18 Mar.		NO CLASSES - Spring Break
F 19 Mar.		NO CLASSES - Spring Break
M 22 Mar.	Grp 4	No Lab / DUE: <i>Higher Learning:</i> Wayman (pp. 182-183) and Wallace (pp. 206-210) and Mali (pp. 222-224) and Whitman (pp. 232-233)
W 24 Mar.		DUE: Bring all Essay #3 prewriting / Introduce Essay #3 assignment / Planning exercises
Th 25 Mar.		LAB: Drafting exercises / Sample introductions & conclusions? / Begin or continue drafting Essay #3
F 26 Mar.		Evaluate Essay #1 and #2 peer reviews / Sample paper(s) / Mock peer review
M 29 Mar.		No Lab / DUE: First complete draft of Essay #3 / Bring 2 copies / PEER REVIEWS
W 31 Mar.		DUE: Bring Essay #3 drafts and peer reviews / Evaluate Essay #1 and #2 revision activities / Revision exercises
Th 1 Apr.		LAB: Begin or continue revising and editing Essay #3 / Possible in-class essay (?)
F 2 Apr.		DUE: Almost-final draft of Essay #3 / Bring 1 single-sided copy / EDITING SESSION
M 5 Apr.		LAB: Continue editing and proofreading Essay #3 / Finish Essay #3 / Write process memo / Submit Essay #3 and Memo to H131 or H146 (mailbox) by 2:00 p.m.

PAPER #4

W 7 Apr.		DUE: <i>MLA Handbook:</i> READ 1.1-1.3 (pp. 3-7) / Introduce Essay #4 assignment / Planning exercises
Th 8 Apr.		LAB / DUE: <i>MLA Handbook:</i> READ 1.4 (pp. 8-31) / Librarian Presentation and Library Tour
F 9 Apr.		DUE: <i>MLA Handbook:</i> READ 1.5-1.7 (pp. 31-40) / Continue to discuss Essay #4 assignment / Review Essay #4 topics / Planning exercises / Discuss working bibliographies, evaluating sources, and taking notes
M 12 Apr.		LAB: Begin or continue research for Essay #4
W 14 Apr.		DUE: <i>MLA Handbook:</i> READ pp. 123-35, 136, 148, and 181-184, and SKIM ALL of chapter 5 (pp. 123-212) / DUE: Bring the <i>MLA Handbook</i> with you to class / Discuss Work Cited and Consulted pages and bibliographic citations <ul style="list-style-type: none"> • Poet Sean Hill will give presentations at 1 p.m. and at 2 p.m. in the Legacy Room (SC 270/272). You can earn EXTRA CREDIT by attending one of the sessions, taking good notes, and writing a short paper.
Th 15 Apr.		LAB: Begin or continue your own Works Cited and Consulted page / Submit a draft at the end of class today / Continue research for Essay #4 / Begin an outline or a draft for Essay #4
F 16 Apr.		DUE: <i>MLA Handbook:</i> REVIEW 1.7 (pp. 38-40) and 3.7 (pp. 92-105) / DUE: <i>MLA Handbook:</i> READ 2.1-2.8 (pp. 51-61) / Discuss note-taking (summary, paraphrase, quotation) / Note-taking exercises and practice / Discuss common knowledge and plagiarism
M 19 Apr.		LAB: Begin or continue drafting Essay #4
W 21 Apr.		DUE: <i>MLA Handbook:</i> READ 6.1-6.3 (pp. 213-219) and SKIM 6.4 (pp. 219-232) / Discuss MLA In-text citations / Evaluate Essay #1 and #2 and #3 peer reviews / Sample paper(s) / Mock peer review

Th 22 Apr.		No Lab / DUE: First complete draft of Essay #4 / Bring 2 copies / PEER REVIEWS
F 23 Apr.		DUE: Bring Essay #4 drafts and peer reviews / Evaluate Essay #1 and #2 and #3 revision activities / Revision exercises
M 26 Apr.		LAB: Begin or continue revising and editing Essay #4 / Possible in-class essay (?)
W 28 Apr.		DUE: Almost-final draft of Essay #4 / Bring 1 single-sided copy / EDITING SESSION
Th 29 Apr.		LAB: Continue editing and proofreading Essay #4 / Finish Essay #4 / Write process memo

PAPER #6

F 30 Apr.		Introduce Essay #6 assignment / Submit Essay #4 and Memo and Sources to H131 or H146 (mailbox) by 12:00 p.m. (noon)
M 3 May		No class meeting / Optional conferences in H 131 / Work on Essay #6
W 5 May		No class meeting / Optional conferences in H 131 / Work on Essay #6
Th 6 May		No class meeting / Optional conferences in H 131 / Work on Essay #6
F 7 May		No class meeting / Optional conferences in H 131 / Work on Essay #6 / Submit Essay #6 and Final Portfolio to H131 or H146 (mailbox) by 1:00 p.m.
Th 13 May		Our scheduled FINAL EXAM time is from 4:10 to 6:10 p.m. You are REQUIRED to attend a short individual conference in H 131. Failure to appear will lower your Essay #6 grade and, thus, possibly your course grade.

Description of Expectations & Requirements:

- 1. Pre-Class Reading and Preparation:** Please complete all assigned readings and take-home daily 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. If you haven't read, you won't fully understand what we're talking about in class, nor will you be able to contribute very well. I have tried to carefully plan the amount of reading for each session so that you will have time to read slowly and closely. (Ideally, you should go over the readings again after having participated in the lectures and discussions about them.) 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 at least 20 pages per week. Also, 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 books and your notebook with you to every class.
- 2. Pre-Class D2L Posts:** As indicated on the course schedule above, each group of readers will have special responsibility for preparing the class discussion topics, on a cyclical basis. All members of the group are responsible for alerting the rest of us to especially interesting questions (and possible answers) prompted by a day's reading assignment. In a few sentences or a short paragraph (no longer), **explain 1-2 things that you KNOW and 2-3 things that you WANT TO KNOW about what you just read**—this is not a place to “show off” but to provide speculations/hypotheses and to ask genuine questions about what you do not understand. In your postings, please point to specific passages, as appropriate, and give page numbers. (Try also not to repeat each other.) **Post these messages to the appropriate discussion link in D2L by 11:59 p.m. of the day before the class meeting.**
- 3. Attendance:** Please make every effort to attend every class and to arrive on time (so as not to be disrespectful of others with the distraction). Each class session is designed to introduce and/or practice writing concepts and processes related to the current writing project, so if you do not attend, you cannot participate in and learn from the lectures, discussions, and activities. **IF** you must miss class, **AND IF** the

absence is due to one of the following—a serious illness (verified by a doctor's note), a death in your immediate family (a parent or sibling), 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, following the policies stated 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 a synopsis and copies of any handouts. Ultimately, attendance factors into determining grades, since your participation in discussions is a component of calculating your final grade.

4. **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 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, and questions with the rest of us. If you are naturally shy, then participate more actively in small groups and contribute to class discussions when more open-ended questions are asked. If you are naturally talkative, you will be more comfortable, but monitor yourself so that you allow time and room for others to contribute. Above all, everyone should be respectful of one another's contributions, even if you disagree, and be sure to acknowledge, encourage, or affirm one another. Both the quantity and quality of your participation will be considered.
5. **In-Class Quizzes, Exercises, and Informal Writing:** If there has been a reading assignment, we will usually begin with a reading quiz—i.e., identification and/or short-answer objective questions. Other reading and writing exercises we will do in class will 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; in addition, you may **NOT** come to class, take a quiz, leave early, and expect to get full credit.
6. **Five "Major" Papers:** Specific details about each paper, including evaluation criteria, will be provided on the assignment handouts; sample papers may also be provided. For these papers, you will write multiple drafts, you will receive feedback in-class peer reviews and editing sessions, and you will revise and edit your papers before submitting them for a grade. All drafts should be word-processed and double-spaced; all final papers should be word-processed, double-spaced, and must follow MLA formatting and documentation (in-text and end-of-text citations). You will 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 as directed). Late drafts will receive reduced credit and no written comments. Late final papers will simply receive a grade, without comments, and the grade will be lowered one full letter (e.g., B to C); after one week, the grade will be a zero ("F").
7. **One In-Class Essay:** More information will be provided in class, including what you can bring with you to the exam. 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.
8. **Participation in Peer Review and Editing Groups:** 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 (between 30 and 50 points) 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 under any circumstances—and **NO** excuses will be accepted, including illnesses and computer/printer problems.
9. **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 for the activity; make ups will be reserved for extraordinary circumstances only and must be arranged **BEFORE** the scheduled conference time.

10. Visiting Writer Presentations: Poet Sean Hill and various writers from a short-fiction anthology will be speaking on campus this semester (see schedule above for specific dates). You can attend one session by each writer for **EXTRA CREDIT**. You must take good notes and then write a short response; more details will be provided on the assignment handout.

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
F	0.00	59 - 0	55	0

Informal Grading System:

Plus (+)	Very Good	Quizzes = 10, 9, 8
Check (√)	Acceptable	Quizzes = 7, 6, 5
Minus (-)	Unacceptable	Quizzes = 4, 3, 2, 1, 0

Participation Grading Criteria:

A	I am fully and clearly prepared for each class session. I have carefully and thoughtfully read all the assigned material prior to each class. I voluntarily offer thoughtful and insightful comments and questions during small-group work and full-class discussions. I encourage class discussions and small-group work, but I do not dominate them.
B	I am prepared for each class session. I have carefully read all the assigned material prior to each class. I sometimes voluntarily offer appropriate comments and questions during small-group work and full-class discussions. I try to encourage class discussions and small-group work, and I do not disrupt them.

C	I am mostly prepared for each class session. I have read all the assigned material prior to each class. 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 and small-group work.
D	I am often unprepared for each class session. I do not always read all the assigned material prior to each class. 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 session. I do not read all the assigned material prior to each class. 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 before each essay is due/collected, so you will know exactly how each will be graded.

Other Policies and Information

Absences for 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.

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 / Universal Instructional Design: 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.

Collegiate Behavior: This is a **COLLEGE** class, and I expect that we will all behave maturely, responsibly, and respectfully. Any disruptive behavior—including arriving late, packing up early, leaving early, having private conversations during discussions or lectures, eating, sleeping, receiving cell phone calls or text messages, bringing friends/siblings/children/pets to class, etc.—will be handled first on an individual basis; if the disruptive behavior continues or if it is very serious, I will ask you to leave class, and I will contact 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 also tend to check voice mail only when I am on campus. While the College prefers you to use your MetNet email account, you can use any email program to contact me; just 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 if my office hours do not work for you, 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 lateness. Essays are due in hard-copy form, anything other than a hard copy will be considered late, 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 or summer session.

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: Please 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—all your prewriting, research sources and notes, outlines, drafts, peer review comments, etc. If questions about plagiarism arise, you will need to prove you did your own writing.

NOTE: The course syllabus and schedule are subject to change, and changes will always be announced in class; updates will also be regularly posted on D2L. You are responsible for any changes in deadlines or assignments announced during any class you miss.