

Anoka Ramsey Community College – Coon Rapids Campus
English 1121: College Writing and Critical Reading
Spring 2010 / Section 19

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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 19 / 12:00-12:50 p.m. / M, W, F in Humanities 254 / M, Th in Technology 229

Texts:

- *Fiction on a Stick: Stories by Writers from Minnesota*, edited by Daniel Slager (2008).
- *MLA Handbook for Writers of Research Papers*, 7th ed. (2009).
- *Shortcomings*, by Adrian Tomine (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 “provides extended practice in critical reading, writing, and thinking. Course content includes the writing process, essential composition skills, and critical reasoning in various rhetorical situations. The course requires effectively reasoned and supported essays including an argumentative research paper.” (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 these topics as, in my eyes, the primary purpose of this course is to strengthen your skills in **academic writing**—as opposed to “personal” writing or “creative” writing. We will talk about what academic writing is and what it means, and we will practice how to do it, paying particular attention to accurately, clearly, and correctly incorporating what we read and view into our writing—using description, summary, paraphrase, and quotation—and citing our sources clearly and correctly—using the Modern Language Association (MLA) documentation system.

We will practice **critical reading** by reading a variety of texts—e.g., a graphic novel, a collection of short fiction, a collection of arguments, some YouTube videos, etc.—and by studying and talking about how to “read” these

different texts. We will practice **critical thinking** by discussing these texts and debating their ideas and merits. And our critical reading and thinking will both lead into and extend throughout our writing, which will be predominately argumentative in nature. In addition, we will begin to study **visual literacy**, and we will discuss and practice how best to incorporate visuals/graphics into our writing and presentations. To this end, we will begin to explore a variety of social media and other digital writing tools.

Also, nearly all of the papers we write will require us to use one or more “outside sources”—e.g., books, articles, websites, videos, etc.—acquired either in class or through research. I should say here that I do **not** believe in the “**traditional research paper**” as a form of writing—in fact, one article I once read referred to research papers as a form of “non-writing.” Research should not be an end in itself: research should be an integral part of the writing process for every college-level writer. In my experience with “research papers,” what usually results is the “**scotch-tape special**” or the “**copy-and-paste paper**”—neither of which really demonstrates the writer’s ability to think critically about a topic and present her or his thinking in a clear and logical way while also incorporating outside sources as examples, support, or counter-arguments. Instead, the “research paper” ends up as a “**collage**” of too many quotes by other people strung together in a semi-coherent way. Perhaps the best way to approach research is to first come up with some tentative ideas of our own about a topic and then use research to support and extend and challenge and refine these ideas.

Requirements and Evaluation:

- Preparation, participation (live and online), and in-class work = 20%
- Paper 1 = an argument about Adrian Tomine’s graphic novel = 15%
- Paper 2 = an argument about a short story or a group of short stories = 15%
- Paper 3 = a critique of another argument = 25%
- Paper 4 = an in-class essay = 10%
- Paper 5 = a final portfolio and self-reflection/assessment = 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: _____ - _____

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 academic writing and argument
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: Tomine, <i>Shortcomings</i> , chapter 1, pp. 7-40 (34 pp.) / Quiz / In-class writing / Discussion
M 18 Jan.		NO CLASSES – Martin Luther King, Jr. Day
W 20 Jan.	Grp 2	DUE: Tomine, <i>Shortcomings</i> , chapter 2, pp. 41-74 (34 pp.) / Quiz / In-class writing / Discussion
Th 21 Jan.	Grp 3	No Lab / DUE: Tomine, <i>Shortcomings</i> , chapter 3, pp. 75-108 (34 pp.) / Quiz / In-class writing / Discussion
F 22 Jan.		DUE: <i>MLA Handbook</i> : READ 1.8-1.10 (pp. 41-50) / DUE: Bring all Essay #1 prewriting / Introduce Essay #1 assignment / Introduction to argument / Possible topics and thesis statements for Essay #1 / Planning exercises / Sample paper(s)?

M 25 Jan.		LAB: Drafting exercises / Sample introductions and conclusions? / Begin or Continue Drafting Essay #1
W 27 Jan.		Introduction to peer reviews / Sample paper(s) / Mock peer review
Th 28 Jan.		Lab? / DUE: First complete draft of Essay #1 / Bring 2 copies / PEER REVIEWS
F 29 Jan.		DUE: Bring Essay #1 drafts and peer reviews / Introduce the three levels of revision / Introduce the four major revision activities / Revision exercises
M 1 Feb.		LAB: Begin or continue revising and editing Essay #1
W 3 Feb.		DUE: MLA Handbook: SKIM 3.1-3.7 (pp. 63-105) / DUE: Bring almost-final draft of Essay #1 to Class / Bring 1 single-sided copy / Review editing and proofreading concerns / Review MLA in-text citations
Th 4 Feb.		LAB / DUE: MLA Handbook: 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

F 5 Feb.		DUE: <i>Fiction on a Stick</i>: Introduction, by Daniel Slager / Discuss qualities of good writing / Preview the anthology and choose group stories
M 8 Feb.	Grp 1	DUE: <i>Fiction on a Stick</i>: "Assimilation" by Sarah Stonich (pp. 40-53) / Quiz / In-class writing / Discussion
W 10 Feb.	Grp 2	DUE: <i>Fiction on a Stick</i>: "The Body Remembers" by Diane Wilson (pp. 93-100) / Quiz / In-class writing / Discussion
Th 11 Feb.		LAB / DUE: Group stories / Work in small groups on preparing story presentations
F 12 Feb.	Grp 3	DUE: <i>Fiction on a Stick</i>: "Betty Garcia" by John Reimringer (pp. 145-162) / Quiz / In-class writing / Discussion
M 15 Feb.		NO CLASSES – Presidents' Day
W 17 Feb.		DUE: Summaries of 2 other stories / Group presentations / Introduce Essay #2 assignment / Introduce synthesis / Planning exercises
Th 18 Feb.		LAB: Begin or continue drafting Essay #2
F 19 Feb.		Evaluate Essay #1 peer reviews / Sample paper(s) / Mock peer review
M 22 Feb.		Lab? / DUE: First complete draft of Essay #2 / Bring 2 copies / PEER REVIEWS
W 24 Feb.		DUE: MLA Handbook: READ 6.1-6.3 (pp. 213-219) and SKIM 6.4 (pp. 219-232) / DUE: Bring Essay #2 drafts and peer reviews / Evaluate Essay #1 revision activities / Revision exercises
Th 25 Feb.		LAB: Begin or continue revising and editing Essay #2
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 / Prepare questions for visiting writers on Wed. 3 Mar.
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 our 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 are REQUIRED to attend at least ONE of these sessions. Take good notes!
Th 4 Mar.		LAB: Discuss visiting writers presentation / Continue editing and proofreading Essay #2 / Finish Essay #2 / Write process memo / Submit Essay #1 and Memo to H131 or H146 (mailbox) by 2:00 p.m.

PAPERS #3 and #4

F 5 Mar.		DUE: <i>MLA Handbook</i> : READ 1.1-1.3 (pp. 1-7) / Introduce Essay #3 assignment / Review schedule for reading and research activities / Review information about argument / Introduce critique / Distribute readings
M 8 Mar.		DUE: Argument #1 (Handout) / Quiz / In-class writing / Discussion
W 10 Mar.	Grp 1	DUE: Argument #2 (Handout) / Quiz / In-class writing / Discussion
Th 11 Mar.	Grp 2	DUE: Argument #3 (Handout) / Quiz / In-class writing / Discussion
F 12 Mar.	Grp 3	DUE: Argument #4 (Handout) / Quiz / In-class writing / Discussion
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.		DUE: Summary paragraph of your chosen argument / Review Essay #3 assignment / Sample paper(s)?
W 24 Mar.		DUE: <i>MLA Handbook</i> : READ 1.4 (pp. 8-31) / Meet in Library, Room 215 / Librarian Presentation and Library Tour
Th 25 Mar.		LAB / DUE: <i>MLA Handbook</i> : READ 1.5-1.7 (pp. 31-40) / Discuss working bibliographies, evaluating sources, and taking notes / Begin or continue research for Essay #3
F 26 Mar.		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
M 29 Mar.		LAB: Continue research for Essay #3 / Begin Works Cited and Consulted page for Essay #3
W 31 Mar.		DUE: Bring the <i>MLA Handbook</i> with you to class / Continue work on bibliographic citations / Begin work on note-taking and in-text citations
Th 1 Apr.		LAB: Continue research for Essay #3 / Finish Works Cited and Consulted page for Essay #3 / Submit Working Bibliography by 2:00 p.m. / Begin outlining or drafting Essay #3?
F 2 Apr.		DUE: <i>MLA Handbook</i> : REVIEW 1.7 (pp. 38-40) and 3.7 (pp. 92-105) and 6.1-6.3 (pp. 213-219) and 6.4 (pp. 219-232) / Discuss note-taking (summary, paraphrase, quotation) / Note-taking exercises and practice / In-text citations practice
M 5 Apr.		LAB: Summary, paraphrase, quotation, and in-text citations exercises / If there's time, begin or continue drafting Essay #3
W 7 Apr.		DUE: <i>MLA Handbook</i> : READ 2.1-2.8 (pp. 51-61) / Evaluate Essay #1 and #2 peer reviews / Sample paper(s) / Mock peer review
Th 8 Apr.		LAB: Continue drafting Essay #3
F 9 Apr.		DUE: First complete draft of Essay #3 / Bring 2 copies / PEER REVIEWS
M 12 Apr.		LAB / DUE: Bring Essay #3 drafts and peer reviews / Begin or continue revising Essay #3
W 14 Apr.		DUE: Bring Essay #3 drafts and peer reviews / Evaluate Essay #1 and #2 revision activities / Revision exercises / Introduce in-class essay assignment and information <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: Write in-class essay (Paper #4)
F 16 Apr.		Return in-class essays / Sign up for individual conferences / Prepare for individual conferences
M 19 Apr.		Individual conferences in H 131

W 21 Apr.		Individual conferences in H 131
Th 22 Apr.		Individual conferences in H 131
F 23 Apr.		Individual conferences in H 131
M 26 Apr.		LAB / DUE: Advanced draft of Essay #3 / Bring 1 single-sided copy / EDITING SESSION
W 28 Apr.		DUE: Bring Essay #3 advanced draft / Evaluate Essay #1 and #2 editing concerns / Review MLA trouble-spots
Th 29 Apr.		LAB: Continue to edit and proofread Essay #3 / Finish Essay #3 / Write process memo / Submit Essay #3 and Memo and Sources to H131 or H146 (mailbox) by 2:00 p.m.

PAPER #5

F 30 Apr.		Introduce Paper #5 assignment
M 3 May		Optional Conferences in H 131 / No class meeting / Work on Paper #5
W 5 May		Optional Conferences in H 131 / No class meeting / Work on Paper #5
Th 6 May		Optional Conferences in H 131 / No class meeting / Work on Paper #5
F 7 May		Optional Conferences in H 131 / No class meeting / Work on Paper #5 / Submit Essay #5 and Final Portfolio to H131 or H146 (mailbox) by 1:00 p.m.
W 12 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 #5 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 an 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. **Four "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: Three writers from the short-fiction anthology, *Fiction on a Stick*, a book we will be reading, will be speaking on campus this semester; you are **REQUIRED** to attend at least one of these presentations. In addition, poet Sean Hill will also be speaking on campus; you can attend one of his sessions for **EXTRA CREDIT**. (See schedule above for specific dates.) You must take good notes and then write a final 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 essay 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.