# SYLLABUS TABLE OF CONTENTS

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\(^1\) Quality Enhancement Program
This course is designed to enhance personal appreciation of literature, hone critical thinking skills, in order to provide instruction in the MLA research paper. Introduction to Literature presents the major literary forms and their distinctive characteristics and conventions, principle literary themes, and different critical approaches. This introductory course prepares students for further literary study. This course includes reading, speaking and writing competencies. Three contact hours.

This is a QEP Writing Intensive Course, which means the course is eligible for Honors Credit. To earn Honors credit for the course, you must have an “A” average and complete the Honors Project—earning no less than a 90.
At the close of the semester, each student will submit an essay, according to the guidelines designated by the QEP Committee. The guidelines for this essay, which is your final exam essay, are as follows:

Guidelines for Writing Samples Submitted from WICS and QEP-Enhanced Courses

In order to assess the success of our Quality Enhancement Plan – “The Pen is Our Power!” the QEP Assessment Committee must review a random sampling of papers completed each fall and spring semesters. These papers will be selected from the pool of written artifacts collected from each WIC and QEP-Enhanced course each semester. The QEP Assessment Committee has created a Program-Level Writing Rubric that its members will use to determine if a paper is acceptable or unacceptable based on seven criteria: purpose, audience, content, organization, correctness, attribution, and critical thinking.

WICS Papers

Student compositions submitted for assessment collected from WICS courses must reflect the following elements:
1) The paper must be an argumentative essay of at least 900 words (3 – 5 pages) addressing an issue appropriate to the discipline.
2) The purpose of the paper must be to support a claim related to that issue.
3) The paper must include an introductory paragraph, body paragraphs sufficient to support the claim, a concluding paragraph, and a formal documentation page reflecting the protocols of either the MLA or the APA Style Sheets.
4) The paper must acknowledge opposing viewpoints.
5) The paper must use four or more information resources acknowledged appropriately with in-text citations within the body paragraphs.
6) The paper must be saved digitally, using the following format: Semester/Year-Course-Course Number-Section Number-Student ID#.
   Example: FA2014-ENGL 1301-61420-555555
7) The digital essay must be emailed as an attachment saved in Microsoft Word to the following email address:
   Send WICS course student papers and one copy of the instructor prompt/instructions to: 6WICAssess@dcccd.edu

QEP Enhanced Course Papers

Student compositions submitted for assessment collected from QEP Enhanced courses must reflect the following protocols:
1) The paper must address a subject appropriate to the discipline of the course.
2) In two or more paragraphs, the paper must develop a claim related to a writing prompt assigned by the instructor.
3) The instructor must provide evidence to the fact or verify that the paper has received instructional review or intervention during at least one phase of the writing process. (Instructors who prefer not to review papers should send the students with their compositions to the MVC Academic Center for Writing for intervention before grading them.)
4) The paper may include references to information resources, but each must be cited and documented appropriately, according to the assigned style sheet.
5) The paper must be saved digitally, using the following format: Semester/Year-Course-Course Number-Section Number-Student ID#.
Example: SP2015-HIST-1301-63005-555555
6) Before May 1, 2015, the digital essay must be emailed as an attachment saved in Microsoft Word to the following email address: 6QEPAssess@dcccd.edu
Note: Any questions may be addressed to Dr. Geoffrey Grimes at ggrimes@dcccd.edu.

Approved by the MVC QEP Assessment Committee: November 20, 2015.

The QEP Rubric and the QEP handout for Acceptable Papers are located below.

The Acceptable Paper in WICS and QEP Enhanced Courses

The QEP Assessment Committee suggests the following standards for evaluating a student composition. 

An “Acceptable” Paper demonstrates each of the following elements:
1) Purpose: The paper addresses a discernible subject, topic, or point. And
2) Audience: The paper is written for a specific audience, stated or clearly implied. And
3) Content: The paper supports the purpose and audience with one or more paragraphs that develop the main point of the paper or support the topic or subject. And
4) Organization: The paper reflects a discernible plan or pattern of development. And
5) Correctness: Sentences exhibit the protocols of Standard Written American English for spelling, punctuation, and grammar. And
6) Attribution: Papers that use information derived from outside resources include in-line citations and correctly formatted “Works Cited” or “List of References” page. And
7) Critical Thinking: Papers make fair, reasonable claims and support them with logic and/or relevant and appropriate authorities.

Failure of any one of these elements will render the paper “unacceptable.”

An “Unacceptable” Paper exhibits a failure of any one or more of the following elements:
1) Purpose: The paper fails to address a discernible subject, topic, or point. Or,
2) Audience: The paper fails to address a specific audience, stated and/or clearly implied. Or,
3) Content: The paper fails to support the purpose or audience with one or more paragraphs that develop the main point of the paper or support the topic or subject. Or,
4) Organization: The paper is disorganized or fails to reflect a discernible plan or pattern of development. Or,
5) Correctness: Sentences reflect misspellings, faulty sentence grammar, and/or standard punctuation. Or,
6) Attribution: Papers do not acknowledge sources of information derived from outside resources, using appropriate patterns for in-line citations and documentation. Or,
7) Critical Thinking: Papers fail to make fair, reasonable claims and support them with logic and/or relevant and appropriate authorities.
The QEP Program-Level Writing Rubric for Evaluating Student Artifacts Collected in WICS and QEP Enhanced Courses

Instructions
Check either “Acceptable” or “Unacceptable” for each of the following composition protocols:

<table>
<thead>
<tr>
<th>Protocol</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The paper addresses a discernible subject, topic, or point.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The paper is written for a specific audience, either stated or clearly implied.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The paper supports the purpose and audience with one or more paragraphs that develop the main point of the paper or that support the topic or subject.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The paper reflects a discernible plan or pattern of development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correctness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentences exhibit the protocols of Standard Written American English for spelling, punctuation, and grammar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attribution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Papers that use information derived from outside resources include in-line citations and, if required, correctly formatted “Works Cited” or “List of References” pages, according to the adopted style sheet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Papers make fair, reasonable claims and support them with logic and/or relevant and appropriate authorities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: Any “unacceptable” evaluation will result in the failure of the paper and a final assessment as “unacceptable.”</td>
<td></td>
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</tbody>
</table>

Students will complete a six to eight graded writing assignments
Two essays must be three pages or more.
Two essays must be four to six pages
One essay must be a research-based argument of eight to ten pages.
One or more essays will be revised and re-submitted for grading.
The total minimum pages must be twenty-five.

Students will demonstrate comprehension of the QEP rubric by editing and revising drafts to achieve an evaluation of “exceeds expectations” in all appropriate elements of the rubric on at least one of the five essays.
Core Assessment: Core assessment for competency in certain areas is required by the state of Texas. Your core assessment areas for the fall of 2018 are as follows: Rubrics for each assessment will be given to you when the assignment is given. You may also receive sample assignments.

<table>
<thead>
<tr>
<th>Core Assessment Area</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>Assignment will be uploaded to ecampus under Assessment.</td>
</tr>
<tr>
<td>Writing Skills</td>
<td>Same as above</td>
</tr>
<tr>
<td>Visual Analysis</td>
<td>Same as above</td>
</tr>
</tbody>
</table>

To earn Honors credit for the course, you must have an “A” average and complete the Honors Project—earning no less than a 90.

Course Certification:
Students must begin attendance in all classes of enrollment. No exceptions. Financial Aid will not be granted to students who have been certified as not attending. The certification date for this course is SEPTEMBER 10, 2016. Students who are not certified as beginning class are responsible for any payments due as a result of non-certification, to include the dropping of courses.

Course Prerequisites: English 1301 and TASP/Alternative Assessment Standard in Reading and Writing must be met.

REQUIRED TEXTS


Please do not purchase a new copy of this textbook with the CD. We will not use the CD, so you should RENT not buy the textbook.

You may choose from the following:

8th Edition, if available **ISBN-13:** 978-1111839017 for rental OR
9th Edition, if available **ISBN-13:** 978-1305092167, for rental)
REQUIRED INSTRUCTIONAL MATERIALS

1. REQUIRED: One 1½ inch notebook, three-ring

2. REQUIRED: One set of 15 dividers, one for each week in the semester (REQUIRED)

REQUIRED TECHNOLOGY

1. REQUIRED: Internet access (MVC provides computers with Internet access six days a week) in order to access course information posted on ecampus and in order to upload files on ecampus.

2. REQUIRED: A WORKING EMAIL ACCOUNT ON ECAMPUS IS A REQUIREMENT FOR THE COURSE. If you do not have an email account listed on ecampus, you may set one up via the college free of charge. Be sure that the email account that you have on ecampus is one that you check often. Email is also a good way to keep up with digital copies of assignments because you can save them to your email as an attachment.

I require that you EMAIL ALL DRAFTS TO YOURSELF AS ATTACHMENTS.

3. REQUIRED: CLOUD ACCESS – GOOGLE DRIVE, DROPBOX, ONEDRIVE, [free to MVC students], iCLOUD
This is your choice of free or purchased space where you will be required to save all of the files of your written work so that you can access them anywhere. You will usually have to upload final drafts of your work in class, and having cloud access means access and download them from the Internet. This also means that you don’t have to worry about losing your files or forgetting them for class. Sign up for 15 gigabytes of free space at this link: https://onedrive.live.com/about/en-us/

COURSE OBJECTIVES

Student Learning Outcomes
• Students will be able to produce a research paper that follows MLA guidelines.
• Students will be able to plan organize, and submit a complete research paper that supports a persuasive thesis.
• Students will be able to incorporate sufficient reliable college-level research information gathered from the library-based sources; other appropriate research sources may be used in this assignment.
• Students will be able to select reliable, up-to-date and subject relevant research from a diversity of sources.
Intellectual Competencies: English 1302 satisfies the following Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board.

1. Reading—the ability to analyze and interpret a variety of literary forms, including dramatic, poetic, and narrative forms. (above 12th grade level).
2. Writing—the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience (above 12th grade level).
3. Critical Thinking—think and analyze at a critical level.

Exemplary Educational Objectives: English 1302, as part of the Core Curriculum, satisfies the following Exemplary Educational Objectives in Communication set forth by the Texas Higher Education Coordinating Board:

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.
3. To understand and appropriately apply modes of expression, i.e. descriptive, expositive, narrative, scientific, and self-expressive, in written, visual and oral communication.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. To understand and apply basic principles of critical thinking, problem solving and technical proficiency in the description of exposition and argument.
6. To develop the ability to research and write a documented paper and/or give an oral presentation. (This objective is met in 1302 only.)

NOTE: Students will vary in their competency levels on these abilities. You can expect to acquire these abilities only if you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, participate enthusiastically in class discussions, and meet all other course expectations of you as a student.

WRITING READINESS ASSESSMENT

During the first two weeks of class, you will complete assessment activities, including
(1) Diagnostic testing in grammar and mechanics.
(2) A diagnostic essay, which may be written during class.
These activities are designed to inform both you and your instructor of your level of writing readiness for the activities that you must complete in this class.

If as a result of these assessments, we find that you do not have the level of writing readiness sufficient for success in this course, you will have several options, which your instructor will discuss with you.

ASSESSMENT:

TENTATIVE** COURSE CALENDAR

Every 1–2 weeks, a detailed course calendar will be given to students; it will also be available online at ecampus.

Please note: Changes in the schedule are inevitable and this schedule may change based on student needs and other contingencies. These changes will be noted in class and whenever possible, online as well.

GRADING POLICY:

Academic honesty is expected. You are expected to do your own work, unless the assignment is specified as a group assignment. Please see the “Special Note on Plagiarism” below for information about the consequences of plagiarism. Please refer also to the statement entitled Academic Honesty located near the end of your syllabus.

COURSE EVALUATION

Your grade will be evaluated as follows:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITING PROCESS I–PREWRITING– includes quizzes, group work, and completion grades for prewriting assignments</td>
<td>10%</td>
</tr>
<tr>
<td>WRITING PROCESS II–normally includes outlines, first drafts, self-editing forms and other assignments as given.</td>
<td>10%</td>
</tr>
<tr>
<td>WRITING ASSIGNMENTS (6–8 argument research essays, including a diagnostic essay and a final exam essay)</td>
<td>60%</td>
</tr>
<tr>
<td>FINAL EXAM—required to pass the course</td>
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<td>---------------------------------------</td>
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</tr>
<tr>
<td>TESTS</td>
<td>10%</td>
</tr>
<tr>
<td>CUMULATIVE (self-assessed)</td>
<td>10%</td>
</tr>
</tbody>
</table>

**FINAL EVALUATION**

Your final grade for the course will be determined by the percentage of possible points that you have earned for all assignments, and your final letter grade will be awarded according to the following scale:

A = 90–100  
B = 80–89  
C = 70–79  
D = 60–69  
F = below 60

Please note: the grade average must be no less than 70 (not 69.9) in order to count as a passing grade.

**SYLLABUS DISCLAIMER:** During the semester, changes may be made in the number of tests, assignments required and/or point values designated above as student needs and unforeseen circumstances dictate.

You will use the writing process for every writing assignment. It is depicted in the graphic below, and it is explained on pages _______ of the *English 1302 Study Guide, 7th edition.*
You will complete an assessment of your own writing process, a grade which you will turn in to me. This grade will be based partly on your own sense of your performance, partly on prewriting grades for you may earn for daily assignments, including quizzes, group assignments, and individual assignments. I will assess your revision of your first draft.

You will upload most parts of the writing process to ecampus—-including prewriting, outlines, first drafts and final drafts if directed to do so. These grades may be posted on ecampus, or they may be graded and returned to you. If the latter, you will have to turn in the assignment with your writing process, so you must keep up with all the parts of your writing process that you assess—-preferably filing each assignment in your notebook behind the divider for that week. You are responsible for this grade. If you do not complete and turn it in, you will receive a zero.
The combined writing process grades for all of your writing assignments will comprise _______ of your overall grade.

**WRITING ASSIGNMENTS**

You will complete six to eight writing assignments, including the research paper and the final exam. All of these writing assignments will utilize both a primary source—usually a literary text—and secondary sources, which may include both print and online texts.

**TESTS**

You may have a test for each unit. The test may include multiple choice and matching questions and may also have a short answer section.

**All tests are take-home** (you will receive a copy of the test to study and complete.) Some tests will be given in sections during the unit but they will still be taken online. Once you have completed the printed copy of the take-home test, you will record your answers to the test online—on your Quia class website.

These online tests will be timed.

Tests may also be given in smaller segments during a given unit.

**THE FINAL EXAM—A REQUIREMENT TO PASS THE COURSE**

The final exam essay will be written in class during the final exam week. The final exam is a final test of your ability to use the writing process. In order to be eligible to pass the course, you must take the final exam. If you do not take it, you cannot pass—regardless of your average.

If you fail to take the exam, and you are failing the course, you will receive a failing grade. If you fail to take the exam and you are passing the course, you will receive an incomplete. You will have a specified time period to make up the exam (usually in the next semester).

**CUMULATIVE/PARTICIPATION GRADES**

You will complete a variety of assignments for your cumulative grades, including quizzes, class assignments, group assignments. Your participation is
also assessed by uploading files to Engrade, bringing texts to class, and keeping an organized notebook.

At the end of every two-week period, you will complete a CUMULATIVE self-assessment of your own participation using a form like the one attached to this syllabus. I will collect your self assessment and record your grade.

**You are responsible for this grade. If you do not turn it in, you will receive a zero.**

**These grades will count as 10% of your overall class average.**

See the following page for an example of the cumulative form that you will complete and submit every two weeks.

Name: ________________________________

CUMULATIVE # 1
E1302 PARTICIPATION GRADES WEEKS 1–2

Directions: For each two-week period, you keep track of your participation. At the end of each two-week period, COMPLETE AND TURN IN THIS FORM. Be sure not to leave any blank rows. Add up the points and put the FINAL AVERAGE in the box at the top. This total becomes your final participation grade for this two-week period.

Be sure to turn it in. If you do not, your grade will be a zero until you do so. THIS IS 10% OF YOUR COURSE GRADE! Maximum grade is 90 (unless I add points.)

<table>
<thead>
<tr>
<th>RATING</th>
<th>NEEDS IMPROVEMENT 0–6</th>
<th>GOOD 7–8</th>
<th>EXCELLENT 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. HONESTY <em>(rate this virtue last of all)</em></td>
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</tr>
<tr>
<td>Is this a fair and truthful self assessment of your participation for these 2 weeks?</td>
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</tr>
<tr>
<td>Write below as follows:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E = Early; P = present; T = tardy; A = Absent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ATTENDANCE/PUNCTUALITY</td>
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<tr>
<td>___M ___W ___F ___T ___R</td>
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<td></td>
</tr>
<tr>
<td>___M ___W ___F ___T ___R</td>
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</tbody>
</table>

Final Average=
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<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. BEING PREPARED</strong> – Do you complete your assignment beforehand (not at the last minute) and bring the required items to class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. TIME MANAGEMENT</strong> – How well do you plan, control, and make decisions about how you spend the hours in your day to meet course deadlines for effective completion of assignments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **5. ORGANIZATION AND NEATNESS**  
Do you have an organized notebook with CLASS NOTES and assignments filed neatly and correctly behind each weekly divider? |   |   |
| **6. RESPONSIBILITY FOR YOUR WORK**  
How well do you fulfill your duty or obligation to satisfactorily perform or complete assignments? |   |   |
| **7. THOROUGHNESS**  
Is your work done carefully without negligence or omissions?  
How attentive are you to accuracy and detail in your assignments?  
How carefully do you take notes? |   |   |
| **8. PERSEVERANCE**  
Do you keep trying despite the difficulty of the work or delayed success (low grades)? |   |   |
| **9. GIVING YOUR BEST EFFORT** – Have you made a vigorous and determined attempt to complete every assignment. |   |   |
| **10. ENDURING THINGS YOU DON’T WANT TO DO WITH A POSITIVE ATTITUDE** – Do you complete assignments even when you don’t like them or don’t feel like doing them? |   |   |

**TOTAL POINTS FOR WEEKS _____________**  
(Add up your points and write the total points in the box at the top of the page.)  
Total points will not exceed 90. I may add points to the total, but I will not subtract...
COMMENTS [REQUIRED]: Write below what your comments about the past two weeks. Do you think you functioned more as an ant or as a grasshopper. If the latter, what would you like to improve for the next two weeks.

NOTE-TAKING

NOTE-TAKING: Note-taking during every class session is essential. Research supports the use of hand-written notes as a “best practice” for enhanced learning in the college classroom.

The study guide for your class includes an entire section with note-taking forms for this purpose.

It also includes a section for you to take attendance and rate yourself on the virtues.

PLEASE BRING STUDY GUIDE TO CLASS EACH DAY in order to take notes in the note-taking section.

GROUP ASSIGNMENTS

Group work is an essential component of your learning in this course. Detailed guidelines for group work can be found in the English 1302 Study Guide appendix pages 168–178. Your cumulative activities will include group activities. When you participate in group activities, you will have an assigned role. See the description of group roles below (also in Study guide 168–69). Decide on group roles as follows:
a. **Leader**—leads the group to complete their assignment, both during the meetings and the presentation. The Leader takes attendance on the GROUP MEETING LOG (*Study Guide* 177) and then gives it to the Recorder, who will take notes during the meeting and transfer them neatly to the log. The Leader is also responsible for communicating with the instructor.

b. **Graphics person**—assembles the parts contributed by members into a whole presentation, usually a PowerPoint presentation. Helps group members to find images to make improve the appearance of their slides. **DOES NOT DO THE WORK OF OTHER GROUP MEMBER; DOES NOT EDIT THE WORK OF OTHER GROUP MEMBERS.** Responsible for emailing me the finished PowerPoint by the given deadline, with or without all the group members’ work included. **(The completed PowerPoint must also be emailed to everyone in the group.)**

c. **Liaison**—contact person, responsible for emailing all members to remind them of meeting times and places and responsible for maintaining communication among members. The Liaison should make one HARD COPY of the final presentation and bring it to class.

d. **Recorder**—responsible for keeping notes, completing the GROUP CHARTER and turning it in on time; responsible for completing the GROUP MEETING LOG, along with the Leader, and turning it in on time. If there is no Encourager, the Recorder will also email the assignment for EACH group member, which should be written on the Group Meeting Log, to everyone in the group, including me.

e. **Encourager**—(Please note: Not every group will have an Encourager.) The Encourages emails the assignments to all the group members, including me. He or she is also responsible for assisting the Leader by keeping a positive, can-do attitude, especially during difficult times, and encouraging, if necessary, the Leader, as well as the other group members. In addition, the Encourager may be the back-up Graphics person who can take over if the Graphics Person cannot complete the assignment.

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**ATTENDANCE**

**Attendance Policy**

Class attendance is a necessity. If you miss a class or come to class unprepared, you’re throwing away an opportunity to be fully engaged in lectures, small and large group discussions, and presentations by your peers, not to mention information about tests and essays. Because **REGULAR ATTENDANCE AND PUNCTUALITY ARE ESSENTIAL TO CLASS**
PARTICIPATION AND EFFECTIVE LEARNING, **ABSENCE ALONE CAN CAUSE YOU TO FAIL.**

The student is RESPONSIBLE FOR COMPLETING THE HOMEWORK FOR ALL MISSED CLASSES, as there is NO PROVISION FOR LATE OR MAKE-UP WORK. To ensure that you can complete the homework for a missed class, follow this procedure:

A. First, check your TENTATIVE CALENDAR for the unit we are working on (the calendar will be handed out in class and posted online).

B. Since changes may occur at the last minute, **IT IS YOUR RESPONSIBILITY TO FIND OUT ABOUT CHANGES** in one of the following ways:

1. **You will receive an email prior to every class.** Be sure to check this email religiously as it will include reminders and updates regarding changes for the class session that day. This email will tell you exactly what is due that day.

2. Check your calendar for the homework or the assignment for the next class. When you are absent you must still complete the homework assignment. Please do not expect to be given make-up work for this college class.

3. If you still have questions, email me at jtarpley@dccc.edu. BE SURE TO PUT YOUR FULL NAME, the course (ENG.1302) AND THE SECTION # IN THE SUBJECT AREA. Student emails often do not include recognizable names, so I will not know who you are if you do not include this information. Please note, I check for student emails during my office hours, which begin at 7:00 AM every day. I cannot check email when I am teaching, and I do not check email after my office hours. If you send your email after my office hours, I will not be able to respond until the next class day. Please send your email as early as possible.

4. Call me at 214–860–8793 as soon as possible, preferably **before your class and LEAVE A MESSAGE** with a number that will allow me to leave a message if I do not reach you.
(Please note: During the busy week, calling is a good back up to your email to insure that we connect.)

When leaving a message

a. Speak slowly and distinctly
b. First, say your first and last names.
c. Indicate which class you are enrolled in (English 1302) and the meeting time.
d. Indicate the day that you will be missing

e. Leave a phone number where you can be reached. Say the number slowly and repeat it.
f. Indicate whether you have emailed me.
g. Indicate if you want me to call back or email you; if the former, be sure to leave your number.
h. For legal reasons involving privacy, it is best not to give me a work phone; a personal cell phone is best.
i. PLEASE NOTE: Unless you are requesting permission to turn in work late because of **extenuating circumstances that can be documented**, do not feel compelled to explain your absence; I assume that you have a good reason to miss class; therefore, I don't expect you to give me details.

C. It's a good idea to share contact information with your fellow group members, and to get to know someone (in your group or in class) whose attendance and participation is good and call him or her to get clarification about assignments if you are absent.

At my discretion, exceptions to this policy MAY be made for extenuating circumstances. Please see me in my office to discuss your particular circumstances.

**Participation**: Participation means engagement; that means that you are an active and Indispensable part of our class community each day that you attend. To achieve this kind of engagement will require that you

(a) Arrive at or before the class time and get settled quickly
(b) Listen carefully during class and ask (and answer) questions;
(c) **TAKE HAND-WRITTEN NOTES** during class, especially when I ask you to do so.
(d) Read assignments completely and critically, marking the texts with questions you would like to consider or points you would like to make;
(e) Prepare in advance any preview or study questions that are assigned.
(f) Respect and tolerate opinions that are incompatible with your own; you don’t have to agree with the opinions of others, but please listen and if you choose to verbally disagree, do so in the way you would like others to speak with you (Golden Rule).
Tardiness: Class will start on time, but I allow everyone a five-minute grace period. However, if I schedule a quiz, it will be handed out as soon as class begins and picked up no later than ten minutes after class has started. In addition, **YOU WILL BE COUNTED ABSENT** if you are missing more than **FIFTEEN MINUTES** of class time in a MWF class, and more than **TWENTY MINUTES** of class time in a TR class.

However, you are still always welcome to come into class and participate, **NO MATTER HOW LATE**, as long as you enter class **QUIETLY WITHOUT DISTURRING OTHERS**.

REMEMBER: **BEING LATE IS BETTER THAN BEING ABSENT, EVEN IF YOU ARE COUNTED ABSENT**.

**MAKE THE RIGHT CHOICE ABOUT ATTENDANCE.**
These are your choices in order from best to worst.
1. **COME TO CLASS PREPARED AND ON TIME** (best choice)
2. **IF NOT PREPARED, COME TO CLASS ON TIME** (second best choice)
3. **IF NOT PREPARED OR ON TIME, COME TO CLASS** (third best choice)
4. **SKIP CLASS** (worst choice—guaranteed to lead to dropping or failing the class.)

**Late Assignment Policy**

Unlike high school, neither late work nor make-up work is customary in college. Because you are an adult, your instructors expect you to be responsible for keeping up with your assignments when you cannot attend—see process above—and they expect you to come to class prepared for that day. College students never ask the professor, “What did I miss?” That is a K–12 question. Instead, college students are responsible for knowing what is due, and they are diligent about getting any work from missed classes done and turned in on time.

**Withdrawal from the Class: THURSDAY, NOVEMBER 15**

1. Are you having a bad week? Sometimes personal or employment concerns make us feel like giving up on everything. When this happens, review your goals and your reasons for taking the course before you drop.

2. Talking with someone can often help you avoid acting impulsively. I hope that you will make an appointment to discuss your situation in the class with me before you drop, although you are not required to do so. Counselors are available to listen and discuss your options.
3. Students often drop a class because they think their grade is worse than it really is. It’s a good idea to check with me about your grade before making assumptions. Your grades may be posted on ENGRADE, but the average may not reflect all of your work in the class. Your evaluation is based on many criteria, so if you receive a few bad grades, it doesn't necessarily mean that you are failing, even if your Engrade average is failing.

If you are unable to complete this course, you must withdraw by **THURSDAY, NOVEMBER 15**. Withdrawal is a formal procedure, which you must initiate; I cannot do it for you. If you stop attending this class and do not withdraw before the drop date, you will receive a performance grade, usually an F.

**Classroom Etiquette Part I—General Guidelines**

1. Basic manners apply to classroom conduct at all times. Frequent use of the three most important phrases in the English language—please, thank you and excuse me—will greatly enhance our classroom atmosphere. You are expected to respect other students, yourself and the teacher by taking turns when speaking, tolerating different opinions, and treating others in the way you would like to be treated.

2. Food is not allowed in the classroom. This includes chips or candy, as well as burgers and fries. Gum chewing should also be avoided. If you bring drinks, please limit them to coffee, cokes, juices or water, and help us keep a neat classroom by cleaning up spills and placing empty containers in the trash.

3. **THE USE OF ALL ELECTRONIC DEVICES ARE PROHIBITED DURING CLASS, INCLUDING, BUT NOT LIMITED TO THE FOLLOWING:**
   a. **CELL PHONES**—these must be turned off or placed in a non-audible mode and **stored out of sight PRIOR TO THE START OF CLASS. (See cell phone policy below)**
   b. **TEXTING DURING CLASS IS NOT ALLOWED!**
   c. **PERSONAL LAP TOPS** (Please do not use a personal laptop computer during class unless you have spoken to me beforehand).
   c. **Accessing and/or reading text materials on an electronic device (KINDLE READERS AND OTHERS, iPhones, iPods, iPads, etc.) is likewise prohibited during class.**

Please read carefully and sign the cell phone contract at the end of the syllabus.
Other than the use of computers in the lab, as instructed by the professor, our classroom is a technology-free zone. Please read carefully the cell phone policy below:

You will not be eligible for extra credit if you do not do so. Bring textbooks as requested.

The main focus of our class is a FACE-TO-FACE CONVERSATION
1. First, between you, the student, and your text
2. Second, between you, the student and your peers
3. Third, between you, the student and your professor
Internet technology (texts, tweets, social networking, etc.) is not a part of this in-class face-to-face conversation--except for very specific situations designated by the professor

Cell phones may not be used in the classroom
The cell phone policy for this class is as follows:

a. **BEFORE ENTERING THE CLASSROOM**, put your cell phone out of sight (in a backpack, purse, or pocket.) If you need to use it, please do so in the hallway outside of the classroom.
b. No cell phones should be visible during class--this means you will need to leave it out of sight while you are in the classroom. PLEASE DO NOT HAVE IT ON YOUR DESK.
c. If you need to make a call, send a text, or look at your cell phone **while inside of the classroom**, please step outside to do so. While in the classroom—before class begins, during the class time, or after the class ends—please keep your phone out of sight and do not use it.
d. Please put your cell phone in non-audible mode during class
e. If for some reason, you must have access to your phone during class, you will need to step outside of the classroom.
f. If you do not observe this policy, you will be asked--politely--to leave
g. IF you repeatedly violate the cell phone policy for this class, you will be asked to leave and not to return until you have visited the dean to discuss this policy.
h. Thank you in advance for your cooperation.

Because our class meets in the computer lab, it is imperative that all students observe the rule of using our class computers **for assigned lessons ONLY**
No personal use, including but not limited to the following:
1. No personal emailing
2. No personal emailing during class
2. No surfing
students that engage in academic dishonesty will receive an “F” in the course and possibly expulsion from the college.

3. No blogging
4. No shopping
5. No watching YouTube sites (unless they are specific sites that the professor asks you to watch for instructional purposes)
   These and any other non-instructional uses—as defined by the professor—are forbidden before class begins, during the time you are in the classroom—and after the class is over until the instructor leaves.

First-time violators of this policy will be asked politely to leave class and must do so quickly and quietly.
Repeat violators will be asked not to return to class until they have had an appointment with the dean to discuss their violation of this policy.

COMPUTERS WILL BE USED ONLY FOR ASSIGNED LESSONS—

NO PERSONAL USE.

PLAGIARISM

Academic Honesty
Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. More information is available at https://www1.dcccd.edu/cat0406/ss/code.cfm.

A SPECIAL NOTE ON PLAGIARISM: If you plagiarize information in this class, you will fail the entire course. It is, therefore, important that we agree upon a definition for plagiarism.

Please go to the following link https://www.indiana.edu/~istd/definition.html and read carefully (This is a requirement.)
1. Definition of Plagiarism
2. How to Recognize Plagiarism
3. Examples of Plagiarism
When you have completed reading and studying the website's information on plagiarism, please go to this link [https://www.indiana.edu/~istd/test.html](https://www.indiana.edu/~istd/test.html) to take the test on plagiarism. You will take the test for Non-Indiana University students (It’s the first test).

If you do not pass the test, go to this link [https://www.indiana.edu/~istd/practice.html](https://www.indiana.edu/~istd/practice.html) for practice identifying plagiarism with feedback. Once you have completed the test successfully, print two copies of your plagiarism certificate, sign one copy and it in to me as documentation. You will only be able to print the certificate if you answer all the questions correctly. I will keep this certificate on file during the semester as a record of your agreement with my standard for what constitutes plagiarism.

The certificate counts as a cumulative grade; the grade will be determined by the time that you turn a copy in to me for my file. Make an extra copy to turn in with your essays.

The certificate must be turned in to me prior to the first essay due date, and you will staple your copy to the diagnostic essay (It will be returned to you so that you can staple it to each successive essay.)

**After the diagnostic essay, you will need to submit the SIGNED certificate with each essay. I will return it after grading each essay, so you can use turn it in with each writing assignment.**

**Every essay will be uploaded to ecampus and submitted for a plagiarism check, which you will be able to see. You will be given in class an acceptable percentage on this plagiarism check; if you go beyond that percentage, you may have to revise the essay before it is graded.**
EXTRA CREDIT

Students may earn extra credit in various ways throughout the semester. For example, students may add points to their cumulative grade for coming to class early.

Extra credit may also be added to the writing process grade for each essay. Other extra credit opportunities may be available during the semester.
1. Cumulative: The cumulative is worth a maximum of 90 points, and extra credit points may be earned on the cumulative (every two weeks) by arriving early in class.

2. Writing Process Grade—The formal writing process grade for each essay is worth a maximum of 90 points, and extra credit points (always at least ten points) may be earned in various ways.

2. Please note: In order to be eligible for extra credit, students must purchase and bring to class on a daily basis the required textbooks as requested. Students must have ALL REQUIRED TEXTBOOKS by no later than the 3RD (third) week of class (the week of SEPTEMBER 10–14.)

Only students who are eligible may receive extra credit. In addition to the eligibility stated above, you must have a good attendance and punctuality record; extra credit is not a means to compensate for poor attendance and punctuality; it is a privilege and not a right.

AGAIN, PLEASE NOTE: EXTRA CREDIT IS A PRIVILEGE—A REWARD OFFERED TO STUDENTS IN GOOD STANDING (Those with good attendance and participation.)
Extra Credit is NOT a means of making up for missed work because of poor attendance or tardiness. In fact, such students will lose the privilege of earning extra credit.

________________________________________
MVC AND DCCCD—WIDE POLICIES

For a complete listing of MVC and DCCCD policies, refer to http://www.tasb.org/policy/pol/private/057501/. The highlighted policies below provide partial listing off the duties, rights and responsibilities of students enrolled in MVC courses.

Institutional Policies:

Academic Honesty (Plagiarism):
Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. **Students that engage in academic dishonesty will receive an “F” in the course and possibly expulsion from the college.**
As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. More information is available at https://www1.dcccd.edu/cat0406/ss/code.cfm.

Withdrawal Policy (See “Withdrawal From Class” Above)
LAST DAY TO DROP WITH A GRADE OF “W” IS THURSDAY, NOVEMBER 15, 2018.

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by NOVEMBER 15, 2018. Failure to do so will result in your receiving a performance grade, usually an "F."

If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a "W" (Withdraw) in each class dropped, BUT IT’S A GOOD IDEA TO SEE ME BEFORE YOU DROP. LET’S TALK!

STOP BEFORE YOU DROP

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop.

You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops

Repeating This Course:
Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class may not be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at: https://www1.dcccd.edu/cat0506/ss/oep/third_attempt.cfm.
The Texas Success Initiative (TSI)
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm.

ADA Statement:
If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office (W145) at 214–860–8691.

Religious Holidays:
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

Disclaimer Reserving Right to Change Syllabus:
The instructor reserves the right to amend this syllabus as necessary.

Classroom Policies: (See Above)

Inclement Weather:
Bad weather can occur at any time during the school year. In the event of inclement weather, tune in to local television or radio stations for a report of possible closings or delays of DCCCD locations. You may also call MVC's inclement weather hotline at 214–860–8888 or visit our college Web site – www.mountainviewcollege.edu. Mountain View College is part of the Dallas County Community College District (DCCCD), which includes seven colleges. Reports of closings may use the District (DCCCD) name instead of each individual college's name.

A Note on Harassment, Discrimination and Sexual Misconduct
We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the
Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety. We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.

For a complete listing of MVC and DCCCD policies, refer to http://www.tasb.org/policy/pol/private/057501/. The highlighted policies below provide partial listing off the duties, rights and responsibilities of students enrolled in MVC courses.

Disclaimer Reserving Right to Change Syllabus:
During the semester, changes may be made in the number of tests, assignments required and/or point values designated above as student needs and unforeseen circumstances dictate.

PLEASE READ, CAREFULLY THE FOLLOWING PAGES AND KEEP THEM FOR YOUR OWN RECORDS. IN CLASS, YOU WILL RECEIVE COPIES OF THESE PAGES TO SIGN AND TURN IN TO ME.

Name: ___________________________ Section: _____

You will receive these pages in class; do not sign the syllabus copies.
Course Attendance Commitment
MVC English Discipline

Place your initials next to each statement to acknowledge that (1) you understand the course policy and (2) that you agree to that policy. Initialing also signifies that you will accept any and all policies related to reductions of grades for violating course policies, as required by the course syllabus and other written and course policies.

_____ I have read and understood the course syllabus for this ENGL 1302 course.
_____ I will abide by all stated and written course policies in this ENGL 1302 course.
_____ I understand the CELL PHONE POLICY and have signed the cell phone contract attached to the syllabus.
_____ I understand the expectations, definition of misuse and consequences for failure to adhere to the cell phone policy as stated in the contract.
_____ All other electronics must be turned off during class and stored out of sight unless there is prior instructor approval.
_____ I understand that computers in the lab are for class assignments only—NO PERSONAL USE—and that violators of this policy will be asked to leave the class.
_____ I understand that I need to get instructor approval to use my personal computer instead of the class computer.
_____ I understand that I am allowed a maximum of two (2) weeks of free absences (FOUR (TR) OR SIX (MWF) total absences), and I understand that for each and every unexcused absence over the excused absences, my final grade will be reduced by 10% (one letter grade).
_____ I understand that I am expected to come to class on time, and I further understand that two times tardy will equal one absence.
_____ I understand that if I miss more than 15 minutes (MWF) or twenty minutes (TR) of class time during any part of the class session, beginning, middle, or end, I will be counted absent.
_____ I understand that leaving at any time during class without prior instructor approval will count as an absence for my attendance record.
_____ I understand that an exception to this attendance policy is only for extreme/dire extenuating circumstances.
_____ I understand that to qualify for extenuating circumstances, I will need to see the professor in her office and I will most likely need to provide documentation.
_____ I will behave respectfully and professionally during class.
_____ I understand that penalties will be assessed for disrespectful and/or disruptive behavior in class.
_____ I will keep up with all course readings as listed on the course schedule.
I will come to class prepared to participate and with pen, paper, textbook, and other materials my instructor requires.

I understand that if I drop this class, I will not be allowed to participate in group projects or take quizzes or tests.

I understand that the writing process is required in order for my writing to be graded; this includes a first draft, with revisions written on it, a self editing form, and second draft (minimum). The writing process may include prewriting assignment, such as an outline.

I understand that as part of the writing process, I am required to upload to ECampus all drafts of essays in order to receive a grade on the final draft.

I understand that the final exam is a required essay in order to pass the course. Failure to take the final exam will result in failing the course.

By signing below, I agree to follow all the written and stated rules.

(Sign) _____________________________ (Date) ____________________________

(Print name) _____________________________ (Course and section #) ____________________________

NOTE: If you cannot in good faith sign any portion of this contract, you should immediately discuss your concerns with the instructor
**Student Responsibility**

It is the responsibility of each student to:

1. Carefully read the course syllabus and ask questions if necessary.
2. Attend class on time.
3. Obtain the main course texts as soon as possible but no later than the 3rd week of classes.
4. Bring the main course text *(E1302 Study Guide)* to EVERY CLASS SESSION, and other required texts as assigned.
5. Do outside assignments when they are given.
6. Turn in assignments when they are due.
7. Be responsible for assignments even if he or she may have been absent when they were made.
8. Understand that being absent is NOT an acceptable reason for a missed assignment.
9. Participate responsibly within his or her group to complete required group assignments.
10. **Take the FINAL EXAM.**

My signature below indicates my understanding of and acceptance of these responsibilities:

Printed Name: ________________________________

Signature: ____________________________________

Date: ____________________

(Sign the form below.)
PLEASE SIGN in EACH space below AND TURN IN THESE PAGES.

English 1302  Semester: _____________  Year: ______
Name: _______________________________ Date: _______________

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<thead>
<tr>
<th>Syllabus Policy</th>
<th>Student Signature</th>
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<tr>
<td>I understand Evaluation and grading scale</td>
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<td>I understand The late assignments policy</td>
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<td>I understand The withdrawal policy (November 17, 2016)</td>
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<td>I understand The plagiarism policy (including the penalty for plagiarism, which is failure of the entire course.)</td>
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<td>I understand The essay grading policy (required writing process)</td>
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<td>I understand The final exam policy</td>
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<td>I understand District-wide administrative policies</td>
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<td>I understand The syllabus alteration policy</td>
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STUDENT QUESTIONNAIRE

Please complete this information page, and return it to me at the next class meeting. I will use this information to plan the semester, to get to know you, and to contact you by mail, phone, or e-mail, if the need arises. I will not share this information with anyone without your consent. (Please respond to every question below; use the back if necessary.)

Semester: ___________________________ Course number: __________

Name: ____________________________ Student ID # __________________

Address: __________________ Apt.: ___________ City: ______________

State: TX Zip code: __________

Contact me by phone at

Home: ___________ Work: ___________ Mobile: ________________

My ecampus e-mail address: _____________________________

Indicate the semester and year in which you completed the course prerequisite:

English 1301: Semester __Fall ___Spring ___Summer ___Winter Term
Year: __________

Identify the degree program or certificate program you are in:

__________________________

How many credit hours have you completed to date on campus? ___

What are your expectations for the course?

If you require special accommodations, indicate that and please be sure to meet with me soon:

If you have any questions for me, please write them below.