Composition I Syllabus
Eastfield College

Instructor Information
Name: Michael Scott Raines, PhD
DCCCD Email: michaelraines@dcccd.edu
Office Phone: 972-391-1047
Office Location: C236 | Center for Excellence in Teaching and Learning
Office Hours: By appointment
Division Office and Phone: Arts and Communication | G-Building: Room 138 | 972-860-7124

Course Information
Course Title: Composition I
Course Number: English 1301
Section Number: 40316
Semester/Year: Spring 2020 [March 24-May 14]
Credit Hours: 3
Class Meeting Time/Location: G131 | TR | 11:00AM - 12:20PM
Certification Date: April 4, 2020
Last Day to Withdraw: May 1, 2020

***This eight-week flex-term class covers material traditionally covered in a full-length term of sixteen weeks. Each student is expected to approach this semester understanding the accelerated pace and increased relative workload of this English 1301 class. Any one week in this semester may require twice the amount of outside work required of a standard term.***

Course Prerequisites and Corequisites
Concurrent enrollment in DIRW 0315.

Course Format
This is a blended, 8-week course. Some course requirements will be completed in the classroom, and some will be completed online. The pace of Flex-term classes is accelerated; students will need to budget their time accordingly.
**Course Description**

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. (3 Lec.)

**Coordinating Board Academic Approval Number 2313015112**

**Student Learning Outcomes**

Upon the successful completion of this course, students will be able to:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

**Texas Core Objectives**

The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
3. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
4. **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making

**Core Objective Development Statements**

- ENGL 1301 develops **Critical Thinking** by requiring students to analyze a variety of texts in terms of audience, purpose, and style. This analysis serves as the basis for written responses that require the justification of ideas through support and attribution.
ENGL 1301 develops Communication by requiring students to respond to a variety of texts in the form of revised and edited academic essays.

ENGL 1301 develops Teamwork by requiring students to engage in collaborative writing and editing processes such as peer review.

ENGL 1301 develops Personal Responsibility by teaching students the ethical and accurate use of research through proper citation and documentation.

Required Course Materials

- Supplies: pens, notebook paper, etc.

Note: Students of this institution are not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. Furthermore, students may wish to buy used copies of Spare Parts, if they do not check them out from the library for free.

Technology Requirements

Some specific software is required for this class because it is partially online.

- Google Chrome, Mozilla Firefox, or other web browser fully updated: To navigate eCampus, you will need a web browser that has been recently updated. Please note: Internet Explorer is not always compatible with eCampus.
- Microsoft Word or other word processing program: For this course, you will need access to Microsoft Word. Most formatting expected for essays can most easily be done in Microsoft Word, as opposed to any other word processing program that might be used to submit your typed assignments; furthermore, all submitted work must be readable in either Word or Adobe Reader.
- Adobe Reader: You will also need to download Adobe Reader to view course learning materials. It is a free download available at http://get.adobe.com/reader/.
- A DCCCD student Outlook account: A DCCCD student Outlook account is required for sending files or asking questions regarding grades in this class. Do not email your instructor from personal email accounts, such as Yahoo! or Gmail, if you are writing concerning grades. An account is free. You may set it up by going to http://www.dcccd.edu/MSOffice. All communication should be conducted through your official student email account.
- Budgeted Access to [at least] Four Hours of Internet Time per Week: Of course, it should come as no surprise that students need to allow for time outside of class to complete assignments. At the accelerated pace, approximately three
hours of class time should be made up via internet content. Furthermore, all lecture hours require homework time for reading and writing. At its least demanding, this course averages four hours of internet and non-internet reading, writing, research, exercises, and other activities per week. Students who do not have available access to their computers at home will need to budget time at school or some other reasonable location to fulfill class requirements. Dr. Raines tries to allow for various work and family-related time demands, but the course work requires time and effort. Please take on this class responsibility with a similar seriousness as you would to any professional endeavor.

**Graded Work**

The tables below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated.

**Summary of Graded Work**

<table>
<thead>
<tr>
<th>Category</th>
<th>Specification(s</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Essays</td>
<td>Students will write multiple essays throughout the course of the semester. Essays include in and out of class papers, prewriting, drafts, peer reviews, and rewrites. Unless otherwise directed, all essays must be in MLA style, typed, double-spaced, <strong>minimum 800 words</strong>. Only Times New Roman, 12-point font will be accepted. Students are to turn in all of the work associated with each essay. Essay grades will be affected by missing outlines, drafts, or sources, and being absent on peer review days.</td>
<td>40%</td>
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<tr>
<td>Mini-research Paper</td>
<td>Students will write a persuasive mini-research paper that adheres to MLA style guidelines (8th ed.) for in-text parenthetical citations and Works Cited pages, <strong>minimum 1000 words</strong>. Only Times New Roman, 12-point font will be accepted. Students are to turn in all of the work associated with the mini-research paper. Mini-research paper grades will be affected by missing outlines, drafts, or sources, and being absent on peer review days. Instructions will be provided by the appropriate date.</td>
<td>20%</td>
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<tr>
<td>Daily Grades</td>
<td>Students will complete shorter assignments that fall into the daily grades category. Daily grades can include but are not limited to quizzes, discussion boards, class discussions, peer reviews, reading responses, and short writings.</td>
<td>35%</td>
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<tr>
<td>Attendance</td>
<td>ENGL 1301 students are expected to regularly attend class and to be on time and stay in class for the entire class meeting. The following attendance policy will be adhered to:</td>
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<td></td>
<td>➢ 0-3 absences=full credit for attendance</td>
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<td></td>
<td>4 or more absences= no credit for attendance</td>
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<td>Three tardies=1 absence</td>
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<td>Leaving early three times=1 absence</td>
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<td></td>
<td>Any combination of tardies/leaving early equaling three=1 absence</td>
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<td></td>
<td>After three absences, you lose all attendance points.</td>
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TOTAL: 100%

Final Grade

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<th>Percentages</th>
<th>Letter Grade</th>
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<td>90-100%</td>
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<tr>
<td>80-89%</td>
<td>B</td>
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<tr>
<td>70-79%</td>
<td>C</td>
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<tr>
<td>60-69%</td>
<td>D</td>
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<tr>
<td>0-59%</td>
<td>F</td>
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Attendance and Your Final Grade

ENGL 1301 students—especially in an accelerated pace course such as this 8-week semester—are expected to regularly attend class and to be on time and stay in class for the entire class meeting. The following attendance policy will be adhered to:

- 0-3 absences=full credit for attendance
- 4 or more absences= no credit for attendance
- Three tardies=1 absence
- Leaving early three times=1 absence
- Any combination of tardies/leaving early equaling three=1 absence

After three absences, you lose all attendance points.

Late Work Policy

Late work is highly discouraged and may NOT be accepted for grading unless prior approval has been granted or Dr. Raines has specifically requested a student to delay submission (for specific revision or rewriting issues). Final drafts are not accepted if required peer reviews are not first completed.

Specifically, points for draft workshops will be reduced to half if the student performs the peer review workshop later than the assigned class period (prior to the next class meeting). Possibly even MORE IMPORTANT than final submission dates, bringing a draft to class for peer review on the appropriate day allows for writing progress.
Students who cannot share drafts for workshops do not receive credit for their late or non-existent work and will receive a zero for submitted drafts that have not undergone peer review.

Other Course Policies
Writing Expectations
Students will compose essays that adhere to grammatical and stylistic standards of academic American English and follow Modern Language Association (MLA) style. All written assignments must be double spaced with 1-inch margins on all sides and in Times New Roman, size 12 font, with the four-line MLA style heading and MLA style page numbering. See the video on eCampus under week 1 to learn or review how to format your paper in MLA style on MS Word.

Email Communication
As email is vital to communication in this course, be sure to:

➢ Check your email daily to keep up with course correspondence.
➢ Emails will generally be responded to within 24-48 hours, if not sooner.
➢ Do not attempt to send work via email. All assignments must be submitted through eCampus. Any assignments emailed as an attachment will not be opened or graded, unless specific approval has been granted by Dr. Raines.
➢ Emails concerning grades will not be responded to unless the student has emailed the instructor from a DCCCD student Outlook account.

Email Etiquette
Emails are a constant in the academic and professional worlds. Therefore, it is important that you practice proper email etiquette at all times. When emailing the professor, you are expected to:

➢ Begin with a greeting or salutation. This is both professional and courteous.
➢ Use Standard American English and proper grammar, punctuation, and spelling.
➢ All subject lines for this class should include your name and the course level and section, e.g. John Smith ENGL 1301-40316.
➢ Never type in ALL UPPERCASE letters: it implies SHOUTING or other special indication.
➢ Use courteous language and tone; write professionally—all college writing is business formal, not something you send to friends or family.
➢ Sign your name at the bottom of the email. Again, this is both professional and courteous.
➢ Emails concerning course grades will not be responded to unless the student has emailed the instructor from a DCCCD student Outlook account.

Classroom Etiquette
Your enrollment in this class indicates acceptance of the standards of conduct published in the current edition of the Eastfield College Catalog. As you are a college student, I consider you to be a responsible adult. Therefore, any disruptive behavior in the classroom is not accepted and will not be tolerated. No food or drinks are allowed in the classroom. All rules, regulations, and guidelines as listed and explained in the Eastfield College, Dallas County Community Colleges Catalog, (Code of Student Conduct) will be followed. It is important that you read the Code of Student Conduct carefully. Some specific expectations of you as a student are that you:

➢ Be on time and stay the entire class meeting.
➢ Turn off/silence cell phones and other electronic devices upon entering the classroom.
➢ Cease use of headphones/earbuds during class meetings unless otherwise directed by the instructor.
➢ Refrain from using cell phones and other electronic devices during the class meeting.
➢ Refrain from using the classroom computers and printers as well as personal computers/tablets/laptops for non-class related activities during class meetings.
➢ Refrain from sleeping during the class meeting.
➢ Help maintain a classroom atmosphere in which everyone can work without disturbance.
➢ Come prepared for each class meeting by having completed assignments.
➢ Bring required texts and other materials to each class meeting.
➢ Notify the instructor prior to a necessary absence.
➢ Do not bring food or drinks into the classroom.
➢ Use respectful verbal and body language toward all persons in the classroom.

Discussion Board Etiquette

Discussion boards are a significant part of almost any blended class. Therefore, it is important you practice proper discussion board etiquette at all times. When posting to the discussion board, you are expected to:

➢ Participate a minimum of three times per discussion board.
➢ Read and follow all directions carefully.
➢ Title your thread appropriately (meaning title it something that has to do with the prompt or topic).
➢ When responding to classmates or your instructor, include a greeting or salutation as you would with an email. This is both professional and courteous.
➢ Use tactful/courteous language with fellow students.
➢ Create an atmosphere where other students feel comfortable posting their responses.
➢ Provide constructive criticism to fellow classmates’ responses and essays.
➢ Refrain from using profanity or disrespectful language.
➢ When responding to classmates or your instructor, sign your name at the bottom of your response. This is both professional and courteous.
➢ Proofread assignments BEFORE posting.
➢ Respect the opinions of others even if you do not agree.
➢ “Flaming” or derogatory comments will not be tolerated. NO EXCEPTIONS.

Academic Honesty & Plagiarism—English Department Policy

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 at http://www1.dcccd.edu/cat0506/ss/code.cfm

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. Cheating includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test. Plagiarism is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. Collusion is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college. In any written paper, you are guilty of the academic offense known as plagiarism if you partially or entirely copy the author’s sentences or words without quotation marks. For such an offense, a student will receive a zero on the assignment and could even receive an F for the course. You cannot mix the author’s words with your own or “plug” your synonyms into the author’s sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write, unless you are using a direct quote. The author’s words, phrases, sentences must be put in your words, in your way of writing. When you do this, you are demonstrating the ability of understanding and comprehension.

Please be advised that academic dishonesty and plagiarism are serious issues that may result in serious consequences. Students should be aware that they are responsible for their behavior concerning these issues. This class will adhere to the student’s “Responsibility” as detailed in the DCCCD district-wide statement and the Eastfield College Student Code of Conduct explained in the Eastfield College and district catalogs or on-line at the district website (https://www1dcccd.edu/cat0608/ss/code.cfm).

Consequences for Academic Dishonesty and/or Plagiarism: Any student in this English class found guilty of cheating on an examination or of Plagiarism or of collusion (using the definitions given for both terms in the attached document) will receive one or more of the following penalties:
➢ The grade of zero (0) on that particular assignment.
➢ A course grade of F (depending on the severity of the student’s dishonesty or plagiarism).
➢ The professor may request that the student drop the class.

University of Indiana Plagiarism Recognition Certification

All students must pass the certification requirement created by the University of Indiana (UI). To do this, they must register (for free) with the UI “How to Recognize Plagiarism: Tutorials and Tests” webpage at this address: https://academy.sitehost.iu.edu/certificationTests/index.html

Students are allowed to take the test as many times as they wish, but certification must be sent to Dr. Raines by April 14: points for this requirement will be recorded both on April 15 [25 points] and on April 22 [25 points]. Although the test is written in APA, the standards of awareness needed to avoid plagiarism are identical for MLA. Students unable to pass this test will be so noted and offered additional help as well as scrutiny regarding the legal use of sources within their papers.

Responsibility

Each student shall be charged with notice and knowledge of the contents and provisions of the District’s policies, procedures, and regulations concerning student conduct. All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct.

Institutional Policies

Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.

Eastfield Institutional Policies (http://www.eastfieldcollege.edu/syllabipolicies)

Course Schedule

Listing of Topics with Dates

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Policies &amp; Introductions</td>
<td>Paragraphs &amp; Posting of Self-Description Activate DCCCD email account &amp; KEEP TRACK of PASSWORD!!! Also, activate Kanopy account.</td>
<td>Week 1:</td>
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<tr>
<td>Topic</td>
<td>Readings &amp; Assignments</td>
<td>Due Dates</td>
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|                               | **https://www.eastfieldcollege.edu/services/onlineservices/email-ms-office/pages/default.aspx**  
Basic vocabulary: objective vs. subjective; subject-verb relationships; context; thesis; phrase; word; clause; etc.  
Begin English 1301 diagnostic test online  
Begin watching *Ex Machina* [Kanopy streaming service] | March 24        |
| **Grammar, Vocabulary & Phrasing** | Parts of Speech; Sentence Parts & Generating ideas: listing, connecting, defining, classifying, processing, etc.  
**Post Self-Description on Discussion Board:** Focus paragraphs and begin transforming first-person self-description into third person [25 pts.]  
Read *Norton*: Chapters 1 and 2 (complete for homework)  
Conclude watching *Ex Machina* [outside of class via Kanopy] | Week 1:  
March 26 |
| **Writing vs. Plagiarism**   | **Post Revised Self-Description in Third Person** prior to class [25 pts.] to be Read Aloud in Class by Peer  
Sign up for University of Indiana’s Certification of Student’s Ability to Recognize Plagiarism [Kanopy streaming service]  
Read *Norton*: Chapter 3 [with special emphasis on Summary and Response] | Week 2:  
March 31 |
| **Organizing facts for a Report** | *Spare Parts* section one: online test with in-class writing  
Use *Norton*: Chapter 3 to complete the *Spare Parts* test  
Submit final version of Third-Person Introduction for Grading [100 pts.]  
Begin watching *Words that Built America* [Kanopy] (homework) | Week 2:  
April 2 |
| **Thesis generation**       | Read *Norton*: Chapter 11 [with special emphasis on Textual Analysis]  
Begin research on Constitutional Amendment: Post Online Discussion Board Thread with Draft [10 pts.]  
Watch *Prohibition: A Nation of Drunkards* [Kanopy] | Week 3:  
April 7 |
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<tr>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
<th>Due Dates</th>
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</thead>
</table>
| Textual Analysis & Argument   | Post 3-5 Paragraph Essay on Constitutional Amendment: Draft Due Online (prior to class) [25 pts.]  
Watch *Prohibition: A Nation of Scofflaws* [Kanopy]  
Submit Essay on Constitutional Amendment prior to April 14 [100 pts.]  
*Spare Parts* section two: online test with short writing  
Begin watching *Robot and Frank* [Kanopy]                                                                                                                                   | Week 3: April 9 |
| Comparison and Contrast       | **UI Plagiarism Awareness Certification** due  
Comparison and Contrast Exercises: Robots and Immigration  
Read *Norton*: Chapters 4-8 and 38*  
Comparison Outlines (exercise)  
[First round of Plagiarism Certification grades recorded on Wednesday, April 15: **25 points.**]  
Online Quiz #4                                                                                                       | Week 4: April 14 |
| Robot Writing                 | Exercise: Find and Use a Quote from *Spare Parts*  
*Spare Parts* section three: online test with in-class writing  
Read *Norton*: Chapters 46-48                                                                                                                                               | Week 4: April 16 |
| Argument Organization         | Read selected pages in *Norton*: Chapters 49-52  
*Spare Parts*: online test  
[Second round of Plagiarism Certification grades recorded on Wednesday, April 22: **25 points.**]  
Online quiz #5                                                                                                       | Week 5: April 21 |
| Robot Writing (conclusion);   | *Spare Parts* essay due for workshop at class beginning  
Submit final version for grading by class end. [100 pts.]  
Read sample essay in *Norton*: Chapter 52  
Begin research Discussion Board thread: propose issues and show initial DCCCD research using library databases, books, and resources as well as general search engines, etc.  
Questioning Questionable Sources  
Begin watching *Doubt* [Kanopy]  
Online quiz #6                                                                                                       | Week 5: April 23 |
<p>| Research Proposals;           | Continue research Discussion Board thread: continue to propose issues and show initial DCCCD research using library                                                                                                                                                             | Week 6: |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Selecting Reliable Research; Works Cited</td>
<td>databases, books, and resources as well as general search</td>
<td>April 28</td>
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<tr>
<td>Formatting &amp; Expectations</td>
<td>engines, etc.</td>
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<tr>
<td>Questioning Questionable Sources</td>
<td>Questioning Questionable Sources</td>
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<tr>
<td>Read <em>Norton</em>: Chapters 33-35</td>
<td>Opinions: Developing Your Own in Relation to Others’</td>
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<tr>
<td>Stating a Debatable Working Thesis</td>
<td>Exercise on Works Cited formatting</td>
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<td>Online quiz #7</td>
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<tr>
<td>Annotated Bibliography; MLA Internal</td>
<td>Read <em>Norton</em>: Capter 15</td>
<td>Week 6:</td>
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<tr>
<td>Citations &amp; Quote Integration</td>
<td>Post four annotated bibliography entries as one Word</td>
<td>April 30</td>
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<td>document attachment to your Discussion Board thread for</td>
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<td>the final project.</td>
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<td>Exercise on quotation, paraphrase, and citation formatting</td>
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<td>Library fieldwork</td>
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<td>Finding expert arguments</td>
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<td>Begin watching <em>Tampopo</em> [Kanopy]</td>
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<td>Online quiz #8</td>
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<tr>
<td>Evaluation: Writing a Movie Review</td>
<td>Read <em>Norton</em>: Capters 16 &amp; 63</td>
<td>Week 7:</td>
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<td>Construct a brief film review of one of the semester’s</td>
<td>May 5</td>
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<td>movies or a title selected for you by Dr. Raines. [100 pts.]</td>
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<td>Online quiz #9</td>
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<tr>
<td>Proofing the Final Draft</td>
<td>Read <em>Norton</em>: Capters 30 &amp; 31</td>
<td>Week 7:</td>
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<td>Bring a four-page MLA formatted researched argument of your</td>
<td>May 7</td>
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<td>own contruction to class as a printed copy for workshop.</td>
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<td>[50 pts.]</td>
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<tr>
<td>Submitting the Final Draft</td>
<td>Submit a four-page MLA formatted researched argument of</td>
<td>Week 8:</td>
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<td>your own contruction to class as a printed copy for</td>
<td>Exam Week</td>
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<td>twenty percent of your final grade.</td>
<td>(May 11-</td>
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<td>13)</td>
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The instructor reserves the right to amend this syllabus as necessary.