

## English 1301(Sections Z02, Z08): Composition I Fall 2020

**Professor:** Dr. Rosemary Briseño

**Class meets in:** virtually

**Days:**02 (MWF) 08 (TTh)

**Time:** 11-11:50 am (02);11-12:15pm (08)

**Office:** MAB 112-B

**Office hrs:**M 3:30-4:30 (02)

T, 3:30-4:30 (08)

**Office phone:** 432-837-8152

**email:** rbrisen@sulross.edu

**ex·po·si·tion**, \*(ekspə'ziSH(ə)n/) *noun*: 1. a comprehensive description and explanation of an idea or theory: the act of explaining something : clear explanation

**“Show the readers everything, tell them nothing.”**

— Ernest Hemingway

**“Don't tell me the moon is shining; show me the glint of light on broken glass.”**

— Anton Chekhov

### Course Description:

This is an introductory college writing course, which emphasizes the composition of short essays, analysis, and reading skills required of all students. Composition I is a course designed to develop students' writing skills and reading comprehension. Students will focus on a variety of different types of expository essays.

### STATEMENT ON WEARING MASKS

Because of the pandemic currently being experienced, Sul Ross aims to do our part to prevent further spread of the novel coronavirus SARS-CoV-2. A mandatory campus-wide mask policy is in place, given the high level of contagion of this coronavirus and the implications of its disease COVID-19. Following guidelines from the Centers for Disease Control, face masks can be cloth and must cover your nose and mouth. Masks must be kept on during classes and within all public places in campus buildings at all times as part of this community-wide effort to prevent more spreading of COVID-19. Failure to do so will be treated as a class disruption, per the Student Handbook, and will result in immediate dismissal from class.

**Prerequisite:** English 1300 or sufficient English, verbal, and reading scores to meet the requirements of English 1300 as described.

### By the end of the course, students should be able to:

—In this course, students will develop their writing and reading skills through daily exposure to writing and reading exercises.

—Students will should be able to recognize elements of the essay, language of the essay, and different types of essays (illustration, narration, description, process analysis, definition, comparison and contrast, cause and effect, and some argument).

—Students should be able to recognize appropriateness, unity and focus, development, and organization in writing.

### **Student Learning Outcomes**

#### **ENGLISH (UNDERGRADUATE)**

Graduating students will demonstrate that they can

1. Construct essays that demonstrate unity, organization, coherence, and development
2. Analyze literary works by applying principles of literary criticism or theory
3. Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using MLA format
4. Demonstrate creativity or originality of thought in written or multimedia projects
5. Compare/contrast and analyze major works and periods within World, English, and American literature.

#### **ENGLISH (GRADUATE)**

Graduate students will be able to

1. Demonstrate an understanding of the significance of major authors, literary works in different genres, and definitive literary movements in British and American literature
2. Explicate literary works representative of two periods or genres in British literature and two periods or genres in American literature
3. Employ methodology and terminology used in creative writing or linguistics
4. Conduct substantial research to support original interpretations of literary works, provide original applications of literary or linguistic theories, or present literature reviews of authors or genres that have inspired creative writing projects

Educator Standards: For students seeking certification, this course will cover aspects of the following TEA educator competencies:

English Language Arts and Reading EC-6 Subject I:

*Competency 004 (Literacy Development): The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.*

*Competency 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.*

*Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.*

*Competency 009 (Reading, Inquiry, and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.*

*Competency 010 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.*

*Competency 011 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.*

*Competency 012 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various types of media, and provides students with opportunities to develop in this area.*

*Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.*

English Language Arts and Reading 4-8 Domain II:

*Competency 004 (Reading Comprehension and Assessment): The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.*

*Competency 005 (Reading Applications): The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply those skills and strategies to enhance their reading proficiency.*

*Competency 006 (Written Language—Writing Conventions): The teacher understands the conventions of written English and provides instruction that helps students develop proficiency in applying written conventions.*

*Competency 007 (Written Language—Composition): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.*

*Competency 008 (Study and Inquiry Skills): The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.*

English Language Arts and Reading 7-12

Domain I:

*Competency 001: The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.*

Domain II:

*Competency 004: The teacher understands reading processes and teaches students to apply these processes.*

*Competency 005: The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.*

*Competency 006: The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.*

*Competency 007: The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.*

*Competency 008: The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.*

*Competency 9: The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes, and contexts*

**Required Textbook(s):**

There is NO required textbook you need to buy for this course; HOWEVER, there are various other *required* readings, handouts, notes, and audio/visual material that your professor will post regularly on Blackboard. You may find these under the appropriate tabs in Bb.

**Required Materials**

--Internet access to Blackboard and your sulross.edu email address. Many readings/ material and important class news/updates will be sent to you via **Blackboard**. *It is your responsibility to check Blackboard/email frequently!*

**Course Policies**

### Required Format for Turning in Assignments

When using Blackboard to turn in assignments, please turn in all of your assignments in either **Microsoft Word OR PDF formats**. I will not accept work turned in using any other format. Every assignment must be typed or digitally uploaded, unless otherwise noted.

### Personal Responsibility

It is your responsibility to check Blackboard and your email/Announcements frequently! I leave detailed instructions and details in the Announcements/email feature and in the Tentative Assignment Schedule in Blackboard; it's up to you to check in and find out what's due, when, and how to turn in assignments. *I will not re-open links once they are closed*; as this is time consuming and a waste of precious time, so you must be aware of due dates and times. It is also your responsibility to ensure you have uploaded your work by the deadline. You must perform a two method checking system each time you submit your work.

*See below.*

### Confirming Submission of Your Blackboard Assignments, Methods 1 and 2

There are two ways (try both) that you can tell your Assignment has been submitted successfully :

#### METHOD 1:

##### Assignment Link

Click on the Assignment link to view the submission history for that assignment. If you are allowed to make more than one submission, you will also see a **Submission History** that will display all your submissions by \*date and time. This is important to note especially when you are required to turn in your work by a specific deadline. If you dispute the day and time in which you claim you submitted your work, but Blackboard cites a different time/date (i.e. past the due date), you negate any possibility for any makeup work.

#### METHOD 2:

##### My Grades Tool

You can also confirm your Assignment submission by accessing the **My Grades** area of a course. A yellow circle with a white exclamation point in the center will appear next to any Assignment that has been successfully submitted. You can access the submission history page by clicking either the name of the assignment or the yellow circle/white exclamation point icon.

### Absences

Regular class attendance is important to the attainment of the educational objectives of the University. Each instructor will keep class attendance records, and the instructor's policy on class attendance will be explained at the beginning of the semester or term. The instructors may, at their discretion, drop a student from a course when the student has a total of nine absences. A student who is dropped from a course for

excessive absences will be notified in writing by the Center for Enrollment Services after the drop has been approved by the Provost and Vice President for Academic and Student Affairs. Any student dropped for excessive absences will receive either an “F” or a “W” depending upon the faculty member’s discretion. Sul Ross allows students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. The student notifies the instructor of each class scheduled on the date that the student would be absent for a religious holy day. Arrangements must be made with the instructor five working days in advance, and any examinations or assignments must be completed within five working days after the religious holy day.

Because this course is designed in a workshop/discussion format, you cannot fulfill the requirements of the course unless you attend regularly and on time. Your questions and contributions are central to our discussions and, therefore, our understandings of readings and writing process. You are responsible for material covered in class, *whether you are present or not*. Note that some in-class work (ie Journals) cannot be made up.

**EXCESSIVE ABSENCES WILL HURT YOUR OVERALL SEMESTER AVERAGE!**

### **Three Kinds of Absences**

**1) Authorized/Excused Absences** (Assignments **MUST** be completed **BEFORE** you’ll be absent) These absences fall under university-sponsored activities (athletics, student government, etc). It is the student’s responsibility to notify me before s/he will be absent, and to make arrangements to make up any assignment. Student must notify the professor **BEFORE** they will be absent from class, not after. Work must be turned in **BEFORE** student is absent. No special privileges for anyone will be granted.

**2) Explained Absences** (possibly excused) These are reserved for serious cases of illness or personal/family injury and/or other emergencies, which are beyond the student’s control. I will ask you for documentation to back up the excuses you give me. ***Explained absences are given at the professor’s discretion only.*** Makeup work allowed only **IF** student notifies professor ahead of time (a reasonable amount of time, not just prior to when class begins); student is solely responsible for completing /turning in assignment(s) within one week of absence. *If you are allowed turn in your work because of a pre-approved excuse, please follow these rules below.*

**3) Unexcused Absences** (never excused) The student did not turn in their work due to negligence. Negligence is defined as: the student not taking proper care in executing any and all assignments. For example: the student did not familiarize themselves with how Blackboard works. The student did not ensure their work was properly uploaded to Bb. The student did not check Announcements daily, as required. The student missed the deadline due to forgetfulness or other responsibilities getting in the way of uploading an assignment ; and/or the student did not notify the professor in due time of extenuating circumstances. Any work assigned/due earns “0” points. No makeup/late work allowed.

### **Makeup Work**

***Opportunities to make up assignments are available only in extreme, urgent circumstances*** AND ***In the case of an Authorized or Excused Absence ONLY***: it is your responsibility to turn in your work on or before the deadline. If the assignment is not turned in by the agreed upon deadline, the makeup work might be accepted by at 10 points off each day (weekends count) the assignment is late.

1) Before you will be absent, notify me—via email or phone call (email is preferred), in a reasonable amount of time---not 5 mins. before class meets, and certainly not after class meets. Do not assume your absence will be excused.

2) Make arrangements with me to have the work turned in at a later time. If the excuse (for Explained Absence, not Authorized Absence) is granted, I will enforce a “0” as a placeholder grade. Generally, you will have 7 DAYS to make up the assignment; if you forget to make up the work, the “0” stands. No exceptions.

### **Excessive Absence Policy**

--In any course **MWF or TTh**, you will earn a grade of “F”, if you have **9 TOTAL absences**, which includes explained and unexcused absences. Authorized absences are not included.

### **Classroom Decorum**

In respecting others’ opinions, we will cultivate a classroom environment that fosters communal learning. Accordingly, please turn off any electronic devices such as cell phones, laptops, etc.

**DO NOT USE YOUR CELL PHONES DURING CLASS.** If you are continually asked to turn off your electronic devices, you will be asked to leave; you will not get credit for that class day’s activities.

*Also see Zoom Etiquette in Blackboard*

### **Student preparation**

*You must come to class prepared each class day, which is defined as....*

- come to each class meeting, on time; do not leave early
- bring your books
- read assignments before coming to class. Keeping up with the reading schedule is absolutely vital to your success in this course. If you do not consider the reading schedule a priority, your grade will suffer because quizzes, class lectures, and major papers, revolve around the reading schedule
- turn in assignments by the due dates
- check your email/ Blackboard Announcements on a daily basis
- bring in required handouts
- participate respectfully in class. Your input, thoughts, and ideas relative to course readings and other course materials, are an important part of this course during class discussion and peer review sessions
- DO NOT interfere with others’ ability to learn; this means, you cannot monopolize the classroom conversation, rudely interrupt others, shame or intimidate others, or otherwise prohibit or interrupt the learning process with disrespectful and/or disruptive behavior. If you continually interrupt/disrupt class, you will be asked to leave, and you will earn “0” points for anything assigned that day.

**A NOTE ABOUT EMAIL:** While email is a great way to communicate, it often lends itself to informality and grammatical misconduct. Students participating in an academic relationship should carefully compose their email messages. Therefore, any email that is not properly addressed, appropriately composed, and free from grammatical/mechanical errors will remain unanswered.

**Please follow these guidelines when emailing your professor:**

- 1) Include a salutation (Dear Dr. Briseno)
- 2) Provide your name, class, and section
- 3) Clearly state the reason, problem/concern. Use full sentences; do a spellcheck.
- 4) Additionally, email is not the best way to teach; therefore, *I do not respond to emails asking me to "look over" assignments.* If you want to discuss any aspect of your work, please come to office hours.

**Time Management**

For each hour of class, you should anticipate doing about two hours of work outside of class, including a considerable amount of reading for this course. Since writing and thinking is a process, dedicate some time each day to this course. You will be given at least one week's notice before each essay is due. I expect you to plan time each day to complete the work for this course.

**Late Work**

No late work will be accepted. ***All assignments are due on or before the deadline.*** If you know you will be absent, it is your responsibility to turn in your work by the deadline (see Makeup Work Policy above). You may turn in your work early or have a friend/roommate/family member/carrier pigeon, etc., turn in your work for you.

**Academic Honesty**

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Please see page 82 in the SRSU Student Handbook: for complete information.

[http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/records\\_srsu/handbook\\_2012-2013-complete.pdf](http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/records_srsu/handbook_2012-2013-complete.pdf)

**Academic Integrity Policy Statement**

At the beginning of the semester, you will sign an **Academic Integrity Policy Statement**, which explains that the University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. The policy form will represent that the student understands that they are solely responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. **Academic dishonesty is prohibited in all programs of the university, and will not be tolerated.** You may find this form in Course Note/handouts tab. Students must also check the box which reads "I agree to submit my paper to the Global Reference Database." No essay/assignment will be graded unless this box is also checked. Each day the student fails to sign this policy will result in 10 points off.

**Plagiarism Policy** The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences



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[http://www.sulross.edu/sites/default/files/sites/default/files/users/docs/stulife/student\\_conduct\\_discipline.pdf](http://www.sulross.edu/sites/default/files/sites/default/files/users/docs/stulife/student_conduct_discipline.pdf)

1. "Cheating" includes:

- a. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
- b. Using, during a test, materials not authorized by the person giving the test.
- c. Collaborating, without authorization, with another person during an examination or in preparing academic work.
- d. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- e. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
- f. Bribing another person to obtain an unadministered test or information about an unadministered test.
- g. Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.
- h. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
- i. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
- j. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
- k. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

As a simple guideline, if you submit your own work, you will avoid all serious types of plagiarism.

Nevertheless, a responsible student should also consider the less obvious variants of plagiarism, especially when writing research papers that require citations. Instances of plagiarism, such as submitting an essay with sentences or passages cut and pasted from an online source, or a paper obtained from an online "paper mill," students in this course will automatically fail the assignment, receive a final grade of F, and be recommended for dismissal from the university. There is no excuse for serious plagiarism. I will also regard unattributed citations – verbatim copying of another's person's work without some indication of the source – as a serious form of plagiarism. In other words, don't insert any text in a paper that is not your own without also noting the source. You can email me with a question before an assignment is due, stop by my office during my office hours, or even parenthetically raise the question in your paper. It's your responsibility to comply with principles of academic honesty; it's my responsibility to see that every student receives a fair and accurate grade.

ON QUIZZES AND EXAMS: If you get assistance or an unfair advantage, in any form, on quizzes and/or exams, which are not authorized by your professor, and goes against the Student Honesty Academic Policy, you will earn a “0” on the assignment for the first offense, and an “F” in the course for the second.

**Here is my policy on plagiarism for this course:**



The *first offense* of plagiarism, academic dishonesty—in any form, in part or in whole, will result in a final grade of “F,” and the student will be recommended for dismissal from the university. The student has the right to appeal to the Dept. Chair, then Provost, and eventually to the Provost and VP for Academic and Student Affairs before imposition of the penalty. The decision of the Provost and VP for Academic Affairs is final.



**Americans with Disabilities Act**

Sul Ross State University is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Rebecca Wren in Counseling and Accessibility Services, Ferguson Hall, Room 113C. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8399. FAX: 432-837-8363. Email: mschwartz@sulross.edu

**Grade Meaning**

**A** 90-100: Outstanding performance in mastering of the subject. Achievement of superior quality. (4 grade : points per credit hour)

**B** 80-89: Consistent performance in achievement beyond the usual requirements of the course. Achievement of high quality. (3 grade points per credit hour)

**C** 70-79: Performance of a satisfactory nature. Achievement demonstrating an understanding of the subject sufficient for continued study in the discipline. (2 grade points per credit hour)

**D** 60-69: Minimally acceptable performance. Achievement demonstrating below average understanding of the basic elements of the course. (1 grade point per credit hour)

**F** 50-59: Achievement at a level insufficient to demonstrate understanding of the basic elements of the course. (0 grade points)

**Incomplete grade (I):** The grade of "I" is given by the instructor upon consultation with the student. The work to be completed and deadline for completion must be specified on the grade report to the Director of Records and Registration. A student may have a maximum of one academic year in which to remove an “I” during which time the "I" will not be calculated in the student's grade point average. If the work is not completed by the deadline set by the instructor, the "I" will be converted to an "F" and will be calculated in the student's grade point average for the semester in which the "I" was given. Normally, an incomplete grade will be awarded only for situations such as illness, family emergencies, or unusual circumstances which prevent a student from completing a course in a semester or summer term. Incomplete grades must be removed prior to graduation.

**Withdrawal grade (W):** The grade of "W" is given for courses dropped after the 12th/4th class days through the last day to drop a course with a "W" as published in the University's calendar. Students who wait until the published deadline must have complied with the class attendance policy of this catalog. An instructor is not obligated to recommend a "W" for a class if excessive absences have

occurred. Students will not be permitted to drop a course or withdraw from the University after the published deadline.

### Student Resources

**For assistance with MAJOR ESSAYS:** Tutoring and Learning Center (TLC) at Sul Ross State University is here to help students improve on their writing skills to ensure success. They are available to all students for any and all of their classes in which they must turn papers into their professors. TLC is also available to assist you with submitting documents and homework to Blackboard 9. Contact them by phone at 837-8556, by e-mail at [tutoring@sulross.edu](mailto:tutoring@sulross.edu), or by visiting them in the Wildenthal Library on the 1<sup>st</sup> floor.

### HOURS

Monday, Tuesday, Wednesday: 8 am-9 pm

Thursday: 8 am-7pm

Friday: 8 am-5 pm

You are also strongly encouraged to visit me during office hours to discuss your essay (or any aspect of this course) during my office hours. If you cannot make my office hours, please set up an appointment.

**For Assistance with BLACKBOARD and other TECHNICAL ISSUES:** Call Lobo Technology Assistance Center (LTAC) at 432-837-8888 (x8888) or toll Free at 1-888-837-2882. Or stop by BAB 101 anytime during regular hours for in-person help desk services: Monday through Friday 7:30 am to 7:30 pm in BAB 101. For further assistance, you may also call Sandy Bogus (M-F, 8-5) at 837-8523.

**For assistance in KEEPING UP TO DATE:** After each class meeting, I summarize what we did as well as restate any homework assigned that day on Blackboard under Announcements. I also send an email with the same information. Checking Bb is IMPERATIVE to your success in keeping up with the class.

**For assistance with any aspect of the course:** You are most welcome to visit me during office hours to discuss any aspect of the course. These days and times are set aside for student use. Take advantage of them!

### Graded Assignments

**Quizzes, Assignments & Journals etc.....50%**

Quizzes will be unannounced, and will usually be given at the beginning of some class periods. They will be based on previously assigned readings, materials, and/or class lectures. Anything we discuss in class is liable to be on the quiz. Sometimes, quizzes will consist of questions that will test your basic knowledge of reading assignments (short answer-questions). Assignments vary; some will be *mini-essays* based on the assigned reading(s) and lecture materials; others consist of various writing exercises. Additionally, you will sometimes summarize lectures as a journal entry after certain class meetings. Journal entries have specific protocols, which will be discussed later in the course. Journals, like quizzes are unannounced. Journals can't be made up. Students will also be asked to lead discussion. See Student-Led Discussion Days under Course Notes/Handouts.

**Three Major Essays.....30%**

You will write 3 major essays, with page requirements ranging from 4 to 6 pages in length, double spaced, in a standard font (12-pt. Times New Roman or 11 pt. Arial). Page requirements do not include the Works Cited page (bibliography), if assigned. An essay will not be graded until you have revised it at least twice, and until after you have checked the box that reads: "I agree to submit my paper to the

Global Essay Database.” You have a one-time option of revising one previously graded essay for a maximum of one letter grade (10 pts) above the original assigned grade. To be eligible, an essay up for revision must be turned in on time, not plagiarized, and have at least two comprehensive Rough Drafts.

**Final Exam.....20%**

As per department and state requirements, you will take two exams: one exam will be administered at the beginning of the semester, the other at the end of the semester, during finals week. You will be graded on the how much you have improved from one exam to the next. If you do not take one exam, your grade for 20% of the course grade will be a 50. If you do not take both exams, 20% of your course grade will be a “0.”

**Final Note**

It’s worth noting that there’s a predictable and positive correlation between careful time management, consistent and on-time and academic success. I encourage you to make a wise decision as to what kind of student you will be early on and to plan accordingly.

No extra points, no extra credit work will be assigned, so don’t ask. ***You are completely responsible for meeting all deadlines and keeping track of any changes made to the course schedule whether you are present or not.*** You have several resources made available to you to ensure your success in this course. I strongly encourage you to take advantage of them. *You will receive the grade you earn, not the grade I give you.*

**Course Schedule\***

*Subject to Change*

For detailed information regarding assignments, due dates, etc., please read **Announcements** in Blackboard. I review what we did during class, what’s for homework, and relay any other important information.

8/25: First day of classes.

8/31: Diagnostic essay DUE

9/9: last day to drop 16-week course with no penalty

9/4: Major Essay #1 DUE

10/2: Major Essay #2 Due

10/19: midterms

11/10: excessive absences forms to university dean’s office

11/11: Veteran’s Day holiday

11/25-11/27: Thanksgiving Holiday no classes. All classes go remote learning

12/2 (Wednesday): Last regular class day. Major Essay #3 DUE

12/3: Dead Day

12/4-, 7-9: Final exams. Ours is scheduled for Tuesday, 12/8 @ 10:15-12:15

12/10:Final grades for graduating seniors due at 12 noon

12/14: final grades for all other students due at 12 noon

---END OF SEMESTER---