

Freshman Composition 101-11

MTTH 2:00-2:50 Spring 2019

This is a "real time" syllabus that, unlike a print syllabus, will updated and reflect our progress throughout the semester. You can easily check it from a mobile device or from any computer.

The syllabus consists of the Reading Schedule and Course Policies. You are responsible for understanding and following the schedule and the course policies, which are in effect from the first day of class. Please read them carefully (more than once and throughout the semester). Please see me if you have any questions about them.

Think of the syllabus as a flexible guide. It will structure our semester, but we will adjust it to fit our needs as the semester progresses. Not all assignments are listed at the beginning of the semester; some will be added throughout the semester. It may also be necessary to finish some readings the following class period, in which case I will update the syllabus after each class. Again, be sure to check the syllabus regularly.

You do not need to print the syllabus, but if you decide to, be sure to check the online syllabus regularly for new information, added assignments, or reading schedule changes. The print icon above is for print copies.

We will use three texts for the course to help you learn about the writing process as well as writing about sports. These texts are not an unnecessary expense but rather helpful resources we will use in class and you will use outside of class to help you become a more effective writer. You will use the grammar book, *Rules for Writers*, for this course, English 202, and other courses until you graduate. The following acronyms are used on the Reading Schedule.

TSGW=*The St. Martin's Guide to Writing*

SL=*Sports in Literature*

RW=*Rules for Writers*

D2L (Discussion Forum) Link: This Forum, which is for students in the course, gives you the opportunity to share thoughts and ideas about the reading and writing we are reading as well as ask questions that other students can answer. Participation is voluntary, but it's a great way to communicate outside of class in an informal manner. It's like Facebook, only better!

Readings and assignments should be finished for the day assigned. For example, chapter 1 from TSGW should be read (completed) by January 28, when we will discuss it. Check each class period to see what book you need to bring.

JANUARY

MONDAY

21 *MLK Day*

TUESDAY

22 Course Introduction: Why Write about Sports?

Pre-semester quiz

THURSDAY

24 Review Course Website

For Essay 1: Game Story -**You must see your game and complete interviews by 2/16**

Essay 1: Game Story: Preview Course Notes - Taking Notes, Interviews

28 Class cancelled because of weather (Follow the syllabus today on your own. We'll use this agenda Tuesday)

TSGW - Ch 1: Composing Literacy & Ch 13: Cueing the Reader

****Game Story:** Continue planning: Choose a game you will go see and set up interviews with players and coaches--See Course Notes

Bring to class in your notebook--3-4 sample interview questions for a coach and for a player

29 TSGW - Ch 1: Composing Literacy & Ch 13: Cueing the Reader

****Game Story:** Continue planning: Choose a game you will go see and set up interviews with players and coaches--See Course Notes

Bring to class in your notebook--3-4 sample interview questions for a coach **and** for a player

Sample game notes--I passed these around; available during office hours

Sample game story (handout): Discuss lead

31 Guest Speaker: Former sports writer Larry Morgan--Taking notes for a game story/interviews

Sample game story (handout)--1/24

Bring to class in your notebook: 3-4 sample interview questions for a coach **and** for a player

FEBRUARY

MONDAY

04 TSGW - Finish Chpts 1 & 13; Final Thoughts

Bring to class in your notebook: 3-4 sample interview questions for a coach **and** for a player

Sample game story (handout)--1/24

Sports poetry--SL (Just read these poems--"In the Pocket" (24); "The Sprinters (p. 121); "Baseball" (199-201)

TUESDAY

05 SL--Sports poetry (2/04)

RW, Ch 14: Coord/Subord (Just preview this chapter/Concept: What is coordination? Subordination?)

Essay 1 - Introduction: Writing a Game Story (**PowerPoint Slides)

Preview Course Notes: Essay 1 - All links

Planning: TSGW - Ch 2: 12-17; Ch 14: 538-45; Ch 15: 550-61). We will refer to these chapters during the next weeks.)

THURSDAY

07 Game Story--Planning

Card Due--sports poetry

Finish TSGW, Chpts 1 & 13

Continue Game Story PPT slides (2/5)

Sports sections assignment/Audience Sheet (Course Notes)

2 sample game stories; **have these two annotated** (2/5)

Also, hockey sample game story (1/24)

<p>11 Game Story--Planning</p> <p>Finish Game Story PPT slides (2/5)</p> <p>Description exercise in class -----</p> <p>As time allows:</p> <p>**Discuss 2 sample game stories; have these two annotated (2/5) Also, hockey sample game story (1/24) **RW, Ch 14: Coord/Subord **TSGW: Ch 2</p>	<p>2 Sample game stories (handouts). Highlight and annotate these for Thursday/Monday</p> <p>***Find two complete print sports sections (not just one or two game stories) from a local and national WEEKEND/MONDAY newspaper: by 2/21. Do not use online newspapers; do not use <i>The Pointer</i></p> <p>12 Class cancelled due to weather (Follow the syllabus today on your own. Prepare for Friday's class as scheduled)</p> <p>Game Story--Planning</p> <p>Finish description exercise (2/11)</p> <p>RW, Ch 14 (coord/subord, p 158, ex. b, c, e) TSGW, Chpts 2/14</p> <p>Discuss: scratch outline (TSGW, 490-91) and audience sheet (Course Notes) **Sample in class</p> <p>Continue to discuss sample game stories (from Monday)</p> <p>Outside of class (Once you have seen your game) Begin drafting your headline, lead, and game summary--length and structure</p>	<p>14 Game Story--Planning</p> <ol style="list-style-type: none"> 1. Finish description exercise (2/11) 2. Discuss: scratch outline (TSGW, 490-91) **Sample in class 3. Continue to discuss sample game stories (from Monday) Sample game story (handout) 4. Discuss Articles - SL: [See questions on Course Notes link - In your notebook, write out responses to these questions, not those at the end of each selection in SL] <p>Answer all questions but focus on question 2 and, if relevant, question 3 for each piece</p> <p>Have these read for today</p> <ol style="list-style-type: none"> 1. "Ace Teenage Sportscribe" 2. "Johnson is Everywhere" 3. "Great Day for Baseball in the 90s" 4. "You Don't Imitate Michael Jordan" <p>Make connections to TSGW, Chpts 14, 15</p> <p>In-class grp assign - card</p> <p>Outside of class Scratch outline of your game story (TSGW, 490-1). Begin drafting your headline, lead, and game summary--length and structure</p>
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18 Discuss Essays - SL
(Continue from 2/14):
[See Course Notes - Write out responses to questions in your notebook]

Answer all questions but focus on question 2 and, if relevant, question 3 for each piece

Have these read for today; continuing working in groups with assigned cards (2/14)

1. "Ace Teenage Sportscribe"
2. "Johnson is Everywhere"
3. "Great Day for Baseball in the 90s"
4. "You Don't Imitate Michael Jordan"

Make connections to TSGW, Chpts 14, 15

In-class grp assign - card due

Outside of class

Scratch outline of your game story (TSGW, 490-1). Begin drafting your headline, lead, and game summary--length and structure

25 Essay 1: Game Story: Drafting

Bring completed scratch outline (not just a few paragraphs)
Bring draft of audience sheet--in progress

Begin actual draft of game story in class--headline, lead

TSGW: Review chapters 2, 14, 15

**Final look at description exercise--Ovechkin goal

19 History of Sports Journalism: Lecture in class

**If time allows, we'll look at a scratch outline in progress.

Bring yours to class

Outside class

Drafting scratch outline (see TSGW, 490-91): start with headline, lead, and game summary. Then add quotations, stats, bkgnd

Begin drafting audience sheet (Course Notes)

**Use your game and interview notes

**See Course Notes - Organizing a Game Story
**TSGW, Chpts 14, 15

Be ready for drafting **next week**

26 Meet in Computer Lab 323 CCC (This is a laptop lab. Bring your own laptop, but if you don't have one you can use one from the lab--there are about 10-12)

Due: Sport Section Analysis sheet (see 2/21)

Essay 1: Game Story: Drafting

Have your draft of game story + audience sheet in progress. You'll work on these in the lab, so be able to access these in the lab

21 Quiz on the History of Sports Journalism

Analysis of newspaper sports sections--**bring entire sports section (two) to class** (see 2/5--you don't need to highlight/annotate these)

Sports section analysis sheet (handout)

Brief look at scratch outline--bring** yours in progress

As time allows

****Bring poetry card--discussion**

****Discussion of SL readings (card)**

**Final look--Ovechkin description exercise

**Discuss sample game stories

**RW, Ch 14 (coord/subord, p 158, ex. b, c, e)

Outside class

Work on scratch outline/Draft audience sheet

Be ready for drafting **next week**

28 Essay 1: Game Story: Peer Review--**Must Attend**

TSGW: 48 - 49/See Course Policies on Peer Review

Bring to class:

1. Typed, print (hard) copy of Audience Sheet
2. Typed, print (double spaced, 12pt, pg #s - not columns) (hard) copy of completed game story. Minimum 3 full pages/Max. 4 1/4 full pages. Drafts must have quotations

**You cannot use an electronic version

Due: Game notes due + interview questions and responses; turn in photocopies or print copies if typed (NOT your original notes & questions). Staple or paper clip--no loose pages

Bring scratch outline & of course, game/interview notes
Bring audience sheet draft + sport section

TSGW: Review chapters 2, 14, 15

RW, Ch 16: Wordiness

of your draft or audience sheet for peer review

Please bring TSGW/RW, sample game stories, scratch outline

MARCH

MONDAY

04 Essay 1: Game Story:
Return Peer Review Materials

Formatting - Columns

Revision checklist (handout)

Revision (TSGW, Chpts 2, 14, 15)

**Conclusion/Stats--if time allows

Editing

RW, Ch 32: Commas (pp 294-303)

11 Essay 1: Game story + Audience sheet + Revision chklst **Due: paper clip**

Short stories for essay 2 (handouts)

TUESDAY

05 Essay 1: Game Story:
Revision, Editing, Proofreading

****Bring** draft formatted in columns and audience sheet draft (**not peer review copies**) + revision checklist

Due: Scratch Outline

Revision

**Lead/Game Summary/Quotations
**Audience Sheet
**Pacelli game story (volleyball)

Editing

**RW, Ch 16: Wordiness; Ch 32: Commas, 294-303

12 Assign 1: Continue discussion SL readings (10/26)
**Focus on "Four-Minute Mile"

TSGW - pp. 22-24 (Analysis: 25-27) (from *An American*

THURSDAY

07 Essay 1: Peer review materials **Due (aud sheet draft + gs draft + notebook paper--responses: paper clip)**

(****Begin previewing/reading stories for Essay 2--see 3/26**)

Game Story (Essay 1)

****Bring** draft formatted in columns and audience sheet (not peer review copies) + revision checklist--from 10/22

Revision: Game summary, audience sheet, quotations
**Pacelli game story (volleyball)

Editing: RW, Chpts 14, 32, 16: Coord/Subord, Commas, Wordiness

Assign 1: Narrative Response Assignment

Readings from SL. Preview these.

1. "Finding Myself" - 10;
2. "Four-Minute Mile" - 38
3. "Why I Play the Game" - 78

14

(****Continue previewing/reading stories for Essay 2--see 3/26**)

Finish discussion of "Four-Minute

Assign 1: TSGW, Ch 2 (12; 15, 41-47)

Readings from SL (Answer Study Questions in your notebook (See Course Notes). Be prepared to discuss. You will choose ONE of these for Assign 1

1. "Finding Myself" - 10;
2. "Four-Minute Mile" - 38
3. "Why I Play the Game" - 78

18 Spring Break

25 Meet in Computer Lab TBA

Assign 1: Draft Narrative Response in class

Bring all books, notes, everything you need to draft

Childhood). Discuss essay

19 Spring Break

26 Assign 1 Due

Essay 2 - Introduction: Literary Analysis about Sports Fiction (PowerPoint Slides)

Preview Course Notes:
Essay 3 - All links

You must read all stories, but you will choose one to write about.

"The 7-10 Split"--SL
"Doe Season" (handout)
"56 - 0" (handout)
"Raymond's Run"--SL
"The Thrill of the Grass"--SL

(You should be reading stories and taking notes--have an organized system of taking notes for each story)

Preview Course Notes:
Essay 1 - All links

Planning: TSGW - Ch 10

RW 20 - 21 (formal outline);
TSGW, 492-94

Mile"

Finish discussion: TSGW - pp. 22-24 (Analysis: 25-27) (from *An American Childhood*)

SL - "In the Swim" (As time allows; not a choice for Assign 1)

RW, Ch 8: Active Verbs

21 Spring Break

28 Reading and Writing about Literature (Lecture). We will combine this lecture with preliminary discussion of the stories. TSGW, 456-461/All of Ch 10

RW 20 - 21 (formal outline); TSGW, 492-94

****Choose your story by 4/01**

APRIL

MONDAY

TUESDAY

THURSDAY

**01 Meet in Computer Lab
323 CCC** (Bring your laptop if you wish)

Essay 2: Planning

Story Choice Paragraph Due (Typed)

In-class Focused Freewriting (TSGW 496) - use short story you are writing about

Freewriting Assessment Chart (handout)

RW 20 - 21 (formal outline); TSGW, 492-94

TSGW, Ch 10 (Sample Essays, pg 447 & 450)

08 Essay 2: Discussion of Stories

**15 Meet in Computer Lab
TBA**

Essay 2: Drafting

Draft 1-2 pgs. You might have your intro/thesis completed to get a head start

**** Bring** Aud Sheet draft and completed Formal Sentence Outline

02 Essay 2: Planning

Quiz - short stories (all 5 are in play).

Review freewriting (11/12) assessment chart. Bring freewriting sample (print out or electronic copy) + chart

Aud Sheet (Course Notes)

TSGW, Ch 10 (Introduction, 465; Thesis, 461-62)

RW 20 - 21 (formal outline); TSGW, 492-94

09 Essay 2: Discussion of Stories

**16 Essay 2: Peer Review--
Must Attend**

Bring all books--TSGW, pp 466-67 (**preview peer review questions**)

1. Copy of Audience Sheet (typed)
2. Copy of outline (typed or handwritten)
3. Copy of completed draft,

04 Essay 2: Planning

Aud Sheet (Course Notes)

TSGW, Ch 10 (Introduction, 465; Thesis, 461-62)

RW 20 - 21 (formal outline); TSGW, 492-94

Bring your formal sentence outline to class--should be mostly completed

Draft introduction--if time allows

11 Meet in Computer Lab TBA

Essay 2: Drafting

Draft 1-2 pgs. You might have your intro/thesis completed to get a head start

**** Bring** Aud Sheet draft and completed Formal Sentence Outline

TSGW, Ch 10 (Sample Essays, pg 447 & 450)

Reading notes, PowerPt notes; Focused freewriting, Stories

Integrating Quotations: See Power Pt notes; also TSGW 644-49

**18 Essay 2: Return Peer Review
Materials to Partner**

Revision Chklist (handout)

Bring all books

****Formal Outline**

Revision
****Audience Sheet**

<p>TSGW, Ch 10 (Sample Essays, pg 447 & 450)</p> <p>Reading notes, PowerPt notes; Focused freewriting, Stories</p> <p>Integrating Quotations: See Power Pt notes; also TSGW 644-49</p> <p>22 Essay 2: Revision, Editing</p> <p>Bring Revision Chklist</p> <p>Bring "clean" copy (print or electronic) of your draft (not peer review draft)</p> <p>Bring all books</p> <p>**Audience Sheet **Formal Outline</p> <p>Revision **Reasons/Topic Sentences **Quotations</p> <p>29 Due: Essay 2 + Aud Sheet + Formal Outline + Revision Chklist (paper clip)</p> <p>Assign 2 - Analyzing a Comic Strip: <i>Girls & Sports</i></p>	<p>including quotations (typed): 4 pages min - 5 pages max</p> <p>Electronic or handwritten copies of your audience sheet or draft are NOT acceptable for peer review</p> <p>23 Essay 2: Revision, Editing</p> <p>Bring Revision Chklist</p> <p>Bring "clean" copy (print or electronic) of your draft (not peer review draft)</p> <p>Bring all books</p> <p>**Audience Sheet **Formal Outline</p> <p>Revision **Reasons/Topic Sentences **Quotations</p> <p>30 Assign 2 - Planning</p> <p>Work with you partner</p> <p>Collaboration & Writing (TSGW, Ch 31)</p>	<p>Editing **RW, Ch 12 Modification</p> <p>25 Due from Essay 2: Turn in Peer Review docs [aud sheet + draft + responses from partner (notebook paper)]</p> <p>Essay 2: Final Review: Revision, Editing, Proofreadng</p> <p>Bring aud sheet and draft from 12/3 Bring all books</p> <p>**Audience Sheet **Formal Outline</p> <p>Revision **Intro/Thesis **Conclusion</p> <p>Editing **RW, Ch 12 Modification/Review</p> <p>Final look at stories (SL) if needed</p> <p>-----</p> <p>Assign 2 - Analyzing a Comic Strip: <i>Girls & Sports</i> 1. Assign Groups/Preview Slides</p> <p>Collaboration & Writing (also, TSGW, Ch 31)</p> <p>**Decide on a strip **Planning doc(s): TSGW, Ch 11 **Planning schedule for completing essay (handout)</p> <p>02 May Look Below</p>
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<p>Work with you partner</p> <p>Collaboration & Writing (TSGW, Ch 31)</p> <ol style="list-style-type: none"> 1. Decide on strip/take notes 2. Research?? bkgrd: creators/publication/strip's characters, situations, & issues/Quoting from strips? 3. Planning: Invention docs? TWGW, Ch 11 4. Set up Planning Schedule <p>Begin drafting over weekend?</p>	<ol style="list-style-type: none"> 1. Decide on strip/take notes 2. Research?? bkgrd: creators/publication/strip's characters, situations, & issues/Quoting from strips? 3. Planning: Invention docs? TWGW, Ch 11 4. Set up Planning Schedule <p>Begin drafting over weekend?</p>	
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MAY

MONDAY

<p>29 April Look Above</p>

TUESDAY

<p>30 April Look Above</p>

THURSDAY

<p>02 Assign 2: Drafting</p> <p>Bring Notes and Planning Docs/TSGW & RW (See 12/7)</p> <p>Review/Revise Planning (Invention) Docs & Planning Schedule</p> <p>Research on strip: bkgrd-- creators/strip's characters, situations, & issues/Quoting from strips?</p> <p>Begin/Continue drafting</p>

<p>06 Assign 2: Peer Review-- Must Attend</p> <p>Each group brings TWO print, typed copies of their draft: 1 1/2 pages, double spaced. Put names on the draft.</p> <p>No handwritten or electronic versions of the draft</p> <p>Bring your comic strip sheet + books. Bring your planning schedules</p>	<p>07 Assign 2: Revision, Editing</p> <p>Peer Review Due: Turn in 2 peer review drafts + question sheets with responses (paper clip)</p> <p>Bring all books</p> <p>Revision **Content/Organization</p> <p>Editing **Review Chpts 14, 32, 33, 8, 12</p>	<p>09 No Class: Revision and Editing Day - Assign 2. You might visit the Writing Lab</p> <p>-----</p> <p>We will meet during our final exam meeting time--May 14--in our usual classroom, See below.</p> <p>Assign 2 due date--See Blue Box Below</p> <p>**Course Evaluations **Course Review **Bring quiz from first day of class **Grammar "competition" -- for extra points!</p>
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Finals Week: May 13 - 17

Office Hrs during Finals Week: See website home page and all page footers

Final Class Meeting: May 14, Tues, 12:30-2:30pm, in our usual classroom

Assign 2 Due: During our final class meeting

What's Due: Each group--One copy final essay+ 2 planning schedules

Course Grades posted online: TBA

The General Education Program--Written Communication

Introductory writing classes provide an essential foundation of communication skills on which students can build throughout the rest of their university careers and beyond. They develop students' skills in analyzing audience, structuring written documents, and understanding and applying the conventions of effective writing. Subsequent writing courses build upon these skills by helping students learn to locate sources, critically analyze information, and synthesize their ideas with those of others to write well-supported academic arguments. They also provide an essential starting point for the more specialized writing students will be expected to do in the future within their fields of study.

Course Description and Learning Outcomes

This section of Freshman English is a writing-intensive course that will focus on sports, mainly in the United States. Like all writing courses, this course is designed to give you experience writing for various purposes, for various audiences, and in different contexts. More than just a knowledge of "good grammar," effective writing requires a range of activities, from invention and planning to drafting and revising, activities that you will practice throughout the semester. All of our assignments, however, will examine ideas about the meaning of sport in our society and how sport shapes our culture and our sense of identity. No one can doubt the central role of sport in our society today, and even throughout the world, so it makes sense to explore why this is the case through reading, thinking, discussing, and writing. Why are we so interested in, obsessed with, and attracted to sport? The appeal of sport has to be more than its entertainment value. Of course, the most notable sports cliché--life is like a game (or is it a game?)--underscores the significance of sports for us.

Through sports journalism, popular culture, and literary analysis, we will try to gain insights into these questions. You will find your own experience with sport--either as spectators, participants, or both--is a key source of your knowledge and understanding about it. In addition to thinking carefully about sport as a subject for writing, you will

- Understand how writing is a way of sharing information, expressing viewpoints, bringing about social change, and connecting people, all essential for an inclusive democracy
- Analyze the relationship between the writer and his and her audience as well as the contexts that shape the writing about sport as well as other types of writing
- Integrate reading, planning, drafting, peer review, editing, revision, and proofreading into the writing process with an emphasis on grammatical correctness as a means of effective communication
- Express an understanding of the ways in which sport is a microcosm of society.

Text Rental

The St. Martin's Guide to Writing. Axelrod and Cooper. 11th ed., Bedford/St. Martin's P, 2016.

Sports in Literature. Bruce Emra. 2nd. ed., National Textbook Co., 2000.

Purchase at Bookstore

Rules for Writers. Hacker and Sommers. 8th. ed., Bedford/St. Martin's P, 2016.

**You will use this handbook for English 202 and throughout your university education.

Requirements

During the semester, you will complete weekly and longer-term writing assignments dealing with the topic of sports. Class discussions will be the most informative and helpful if the reading assignments have been carefully thought over and all students participate and share ideas. To prepare for class discussions, it will be helpful to take notes. Note key passages or language that points to central concerns or ideas in the reading assignments. Write out key ideas and concepts along with your thoughts and questions that you have. Throughout the semester you will be required to complete planning assignments and rough drafts. Please be prepared to bring these to class to share with classmates so that we can discuss them and make suggestions for improving them.

During the semester, there will be weekly writing assignments, some quizzes (announced and possibly unannounced), peer review assignments, and three essays. The course grade will be determined mathematically using the percentages below. Please remember that your course grade will be based on the work that you submit, not simply the effort you make or my subjective opinion.

COURSE GRADE	%
Weekly Writing/Quizzes**	15%
Peer Review	10%
Essay 1 - Game Story	30%
Essay 2 - Literary Analysis	30%
Assign 1	05%
Assign 2	10%

** Will be determined by point values: A=10; A- =9; B=8; C=7; D=6; F=5-0

All work must be completed on time. It is your responsibility to keep copies of all of your planning work, assignments, and quizzes. Some assignments may be submitted via email, and email communication will be required throughout the semester.

Late Assignment Policy: Assignments due on a given day must be submitted at the beginning of the class period. An assignment that is finished but not printed out and ready to hand in is late. Late assignments will be accepted one day after the original due date (not the next class), but will lose one letter grade or the point equivalent. After that, they will not be accepted. (Assignments due on Friday that are late must be turned in by 5pm.) Assignments due

electronically must be received by the day and time specified. Late email assignments will be accepted 24hrs from the original due date. For any special circumstances, please contact me ahead of time. No incompletes will given in the course.

Essays submitted late will lose 1/3 of a letter grade each day they are late, including weekends (e.g., original grade B. Two days late, C+). For any special circumstances, please contact me ahead of time. It may not be possible to make up some quizzes or assignments.

Peer review: Peer review days are very important because you will receive specific, targeted feedback about your essays and, in turn, provide feedback for a writing partner. This process will help you become a more effective writer. Peer review days are mandatory. If you miss them, you will lose all peer review points. If you do not have all of the required documents, properly prepared, you will lose all points for peer review and your essay grade may be lowered too.

For any special circumstances, please contact me ahead of time. It may not be possible to make up some quizzes or assignments.

Attendance

Regular attendance is your responsibility and is essential for success in the course. As stated in the online UWSP Course Catalog ([UWSP Course Catalog](#) pgs 25-26), you cannot "cut" classes. There are no excused or unexcused absences. You have personal days to use and manage as needed.

If you miss a total of two weeks of class (six days for classes meeting three times a week; four days for classes meeting twice a week), you may fail the course. You may be able to make up missed assignments/quizzes with my approval; therefore, it is your responsibility to determine work that needs to be completed and to follow up with all logistical requirements. It may not be possible, however, to make up some assignments or quizzes.

If you are absent, you do not need to email me to explain your absence. If you would like to find out about missed information, it is best to stop by during office hours or make an appointment to see me. You can email me about missed information, but I may not be able to respond before our next class meeting.

However, if an assignment is due or there is a quiz, then you do need to email me before or the day of the assignment due date or quiz. And you must have a legitimate reason for your absence. **You cannot just expect to be able to turn in a missed assignment or make up a quiz.**

Classroom Etiquette

During class meetings, we will discuss and debate issues about writing and literature. It is fine to express your views passionately and debate others in class, but do so in a civil, constructive manner.

Please do not use phones and mobile devices during class, even if you believe you are doing so quietly. Not only is this rude, but also it distracts other students as well as your ability to focus on and follow class instruction and discussion. It is English Department policy that students cannot and should not record class lectures and discussion without permission from the instructor. Also, please get drinks of water or use the washroom before or after class, **not during class**, so that our classroom does not become a bus station. Please see me if you need special accommodations.

Plagiarism (from the Latin "to Kidnap")/Cheating

You will be expected to do your own work throughout the course. Intentionally or unintentionally passing off the ideas, words, or sentences of others (e.g., published authors, website authors, other students) as your own is plagiarism, which will result in failing the plagiarized assignment and possibly the course. Please review the University policy regarding plagiarism.

Anyone caught cheating during quizzes or exams (e.g., looking at someone else's paper or using a cell phone) will fail the quiz or exam and be reported to the Dean of Students Office.

