English 1101: Composition 1, Spring 2019

**Sections 162, 177, and 198 Dr. Weaver, GSU-PC Clarkston**

\*\**The course syllabus provides a general plan for the course; deviations may be necessary.*

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Dr. Weaver’s Contact Info:

Office: CE 2104.

Hours: MW 1-2:15 p.m. / TR 10:30-11:30 a.m. and 1-2 p.m.

Office ph: 678-891-3933

Email: rweaver@gsu.edu

(also email and chat through iCollege)

**I. Course Description:**

The theme for this course is the transition to college writing.

Together, we will

* + investigate—through reading, writing, discussion, and engagement with sources—the transition to college writing, as well as other aspects of being a college student.
  + read, watch, and listen to instructional material designed to ease the transition to college
  + analyze and evaluate through research the genre of writing advice for students
  + ask questions such as:
    - What are the major differences between writing expectations for college and high school?
    - How is writing in college different professor by professor?
    - What college writing advice is best to follow?
    - How do certain lists of advice reflect or expose the advice givers’ preconceived notions of students or student backgrounds, or the backgrounds of the writers?
    - How does college advice change over time, and what advice remains true throughout history?
    - Is the advice helpful to only certain kinds of students?

**Like all 1101 courses** at GSU-Perimeter College, the purpose of this ENGL 1101 class is to teach students to communicate effectively in a variety of modes (including written, oral, visual, electronic, and nonverbal) and across a variety of registers (academic, professional, and popular). To this end, students in this class will create individual and group projects over the course of the semester, including textual and image-based documents.

Even though you may have had classes at Perimeter before, this class is an important first in your college career. Many consider good communication skills as evidence of being educated. What you learn here will serve you throughout your time at Perimeter and beyond. **If you do not do well in this class, you will not make progress in the rest of your college career.**

You need learn to communicate clearly, effectively, and creatively in the university and other settings, and you will learn and practice these skills in this class. We will emphasize critical reading (identifying an author’s audience, purpose, arguments, and assumptions), writing, and thinking. You will also learn to create knowledge by generating questions, investigating issues, developing research skills, and forming opinions.

*Writing is a process, and writing is connected to thinking*. Thus, through examining various models of good writing and by progressing through the necessary stages of composition for each assignment, you will build confidence and skill in reading and thinking critically and expressing your own ideas clearly and effectively.

**Prerequisites:** Exit or exemption from Developmental Studies English, Reading, and ESL requirements

**Catalog Description:** This course focuses on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also includes introductory use of a variety of research skills.

**Skills:** Everything you turn in will be typed, and turned in through Perimeter College’s online learning management system, iCollege. Basic computing and word-processing skills (on programs such as Microsoft Word or Google Docs) will be necessary. You should also have basic web navigation skills.

**English 1101 Core and Learning Outcomes**

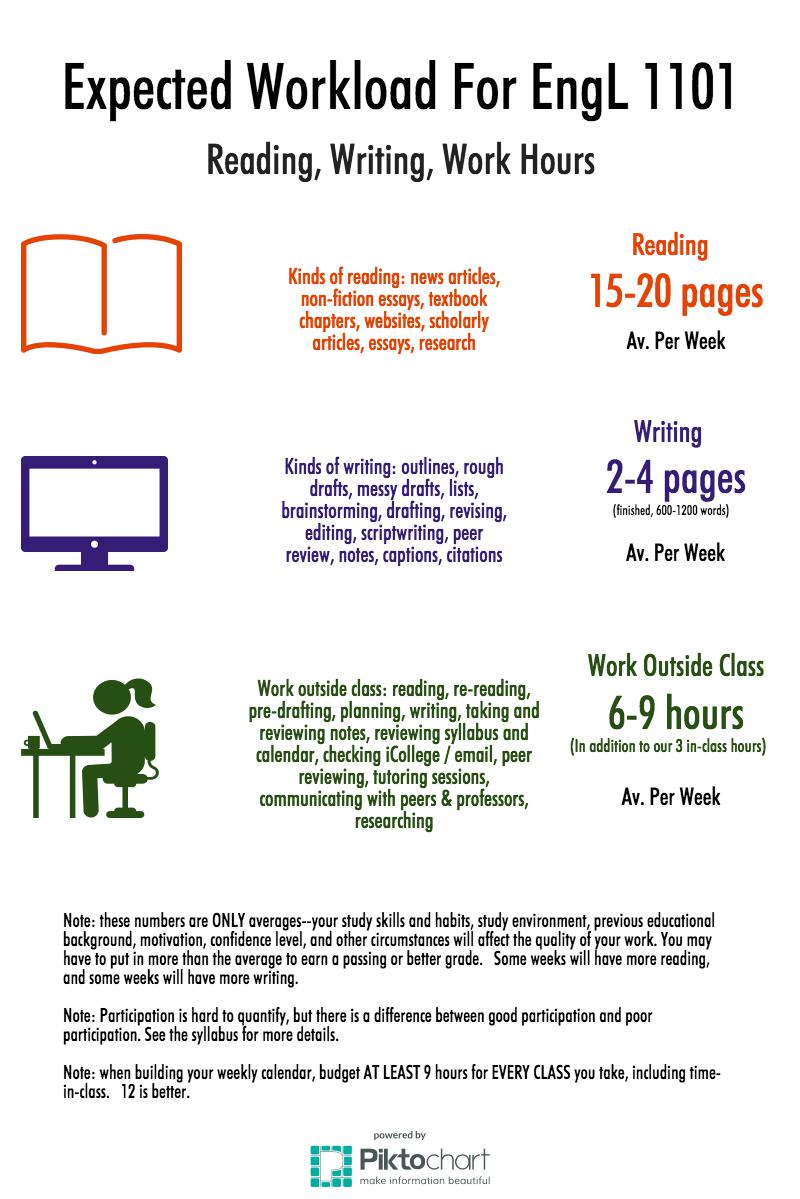
* Engage in writing as a process, including various invention heuristics (brainstorming, for example) gathering evidence, considering audience, drafting, revising, editing, and proofreading
* Engage in the collaborative, social aspects of writing, and use writing as a tool for learning
* Use language to explore and analyze contemporary multicultural, global, and international questions
* Demonstrate how to use writing aids, such as handbooks, citation guides, dictionaries, online aids, and tutors
* Gather, summarize, synthesize, and explain information from various sources
* Demonstrate appropriate use of grammatical, stylistic, and mechanical formats and conventions for a variety of audiences
* Critiques their own and others’ work in written formats
* Produce coherent, organized, readable prose for a variety of rhetorical situations
* Reflect on what contributed to their writing process and evaluate their own work

By the end of this course, students will be able to:

* Analyze, evaluate, document, and draw inferences from various sources
* Identify, select, and analyze appropriate research methods, research questions, and evidence for a specific rhetorical situation
* Use argumentative strategies and genres in order to engage various audiences
* Integrate others’ ideas with their own
* Demonstrate appropriate use of grammatical, stylistic, and mechanical formats and conventions for a variety of audiences
* Critique their own and others’ work in written and oral formats
* Produce well-reasoned, argumentative essays demonstrating rhetorical engagement
* Reflect on what contributed to their writing process and evaluate their own work

**Grammar / Mechanics Disclaimer:** This course presumes that because you were exempt from or passed Developmental Studies English, Reading, and ESL requirements, you have a basic knowledge of Standard American English, including but not limited to variations in sentence structure, subject-verb agreement, pronoun-antecedent agreement, parallel structure, dangling modifiers, grammatical expletives, possessives and plurals, punctuation, capitalization, word choice, and various other grammatical and mechanical problems. If you are someone for whom this knowledge and practice are a struggle, this course gives you time to improve. If you do not, your grades will be severely affected. You have resources available to help you improve your knowledge. The LTC offers FREE, walk-in tutoring and academic support at FIVE Perimeter College campuses.  The LTC provides a variety of other resources and services to accommodate student needs. All LTCs are equipped with computers, instructional software and internet access.  Please visit the LTC’s website (i.e. success.students.gsu.edu/ltc) to find information about locations, hours of operation, tutoring and workshop schedules, handouts,  online tutoring and links to online practice resources.

There, you can work one-on-one, in private, with a tutor to improve. It’s important for you to know that they **are not a proofreading service**; their expertise is in helping you identify areas for improvement in your work, as well as helping you throughout the drafting process. I encourage you to bring early drafts or communication questions to them. You can also use receive tutoring to help you refine already strong competence, moving from good to excellent. *Successful College Composition,* the required e-book for my English 1101 and 1102 courses, explains common grammatical and mechanical problems and gives you practical advice for learning about and fixing them; it will be useful to you well beyond English 1101 and 1102. Make use of all of the resources that you can.

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**II. Required Materials:**

\*\*\*\*All assignments for this class will be typed and turned in electronically.\*\*\*\*

* **Hardware / Software:** Students must have reliable access to 1) a computer, 2) the Internet, 3) MS Office. The MS Office suite is available to students **free** at GSU-PC: <https://technology.gsu.edu/technology-services/it-services/email-and-file-storage/panthermail/microsoft-office-suite-students/>
* **Texts:** (Bring the relevant text to every class session, unless otherwise specified):

1. *The Transition to College Writing*, by Keith Hjortshoj. Press: Bedford / St. Martins (Available at our bookstore).
2. *Bad Ideas About Writing*, edited by Cheryl E. Ball and Drew M. Loewe. **(FREE):** <https://textbooks.lib.wvu.edu/badideas/badideasaboutwriting-book.pdf>
3. *Successful College Composition*. **(FREE):** <https://research.library.gsu.edu/ld.php?content_id=14663081>PDF File. ENGL 1101 Textbook User Guide. Research Guides. Libraries. Georgia State University--Perimeter College, 8 Aug. 2016. Web.

* Various handouts / materials supplied by me, the library, or found on the Internet (including library databases).
* Costs: Additional costs may include: film / TV access, printing of written and visual projects (ex: posters), copying, and other supplies and transportation as necessary.

**III. Grading** (assignment sheets and rubrics will be provided for all major projects):

**Project #1**: Studenting Self-Assessment Essay (develops skills of self-observation, evaluation & direction): **10%**

**Project #2:** Patch-writing exercise (strengthens skills at strategic and ethical source use): **5%**

**Project #3**: SAR Paper (strengthens skills at summarizing, analyzing, and responding critically to sources) **10%**

**Project #4**: Research Project (strengthens skills at collecting, evaluating, and making sense of research found in library databases, plus digital literacy): **15%**

**Project #5**: Reflective Essay (build skills at curating, reflection, summary): **10%**

**Process-writing** (including drafts, peer review, process writing, and IPs):  **10%**

**Quizzes** (5 short exams on reading and class content to develop retention and application skills): **25%**

**Participation and Attendance** (including daily discussion, demeanor, and deportment): **15%**

**Note: Late assignments will be graded down by 10% every day after the due date for the 9 days following that date. If you fail to turn in the assignment within 10 days of the original due date, you will get a 0 for the assignment.** In cases of emergency or other extenuating circumstances, contact me about these circumstances *before* the due date if you do not want the downgrade. The later you turn in your assignment, the less time I have to provide you with meaningful feedback for your future work in the class.

**Note about peer review:** Peer review is an incredibly important part of communication and communication improvement. Not only will you get important feedback on your own work, you will also improve your revision skills by providing feedback to others. In short, peer review makes you a better communicator.

**Further, peer review is connected to reflection**, another important process in this class. Reflection on our work and our drafting processes accelerates learning and improvement. Expect to reflect often throughout the semester.

Evaluation criteria will be discussed in class for each of the graded assignments. I define letter grades this way:

A: work surpasses all basic requirements, work demonstrates a unique approach to the assignment, and insights go beyond the surface and make thought-provoking connections.

B: work is complete in a way that demonstrates initiative and independent thought beyond the basic requirements.

C: work meets the minimum requirements D: work meets only some of the minimum requirements F: work is incomplete and does not meet basic requirements.

\*\**I reserve the right to send your projects back to you with a 0 grade if you have a major issue, such as: missing citation, misunderstanding of assignment, or anything else that I deem necessary of an immediate intervention. You will be asked to revise. Turn in the revision in 24 hours with no grade deduction from the final project grade. Every day after that results in a %1 deduction, up until two weeks from the date you receive the 0. After that time, you will receive the grade the project deserves.*

My **feedback** to your work is intended for these purposes: 1) to explain the grade you received on major assignments; 2) to help you understand your areas of improvement for future projects; 3) to direct you to resources for improvement; and 4) to ask questions / spur further thinking. For more details regarding the feedback you’ll receive for major projects, please see the rubrics discussed in class and posted on iCollege. Rubrics will slightly change with each major assignment; make sure that you consult the right one. I prefer to discuss grades in person, but will consider email for such a discussion. In addition, if you disagree with a grade I gave, you must wait **24 hours** before discussing it with me. Take that time to review the assignment sheet, the grading criteria posted on the syllabus and project rubric, the feedback you received, and to put your concerns in writing.

I am happy to discuss your progress in the course at any time, and in fact look favorably upon students who take advantage of opportunities to learn and improve their work by speaking with professors. But, at the end of the semester,your opportunities for improvement diminish rapidly, so the earlier the better.  **Also, don’t ask me to reconsider your grade.** Many students believe that they can negotiate with humanities professors (but not science or math professors) for a better grade because they perceive humanities professors as soft and subjective. This belief is wrong.

**VI: Guidelines for reading and writing texts**

**A note about reading:** One of the best ways to prepare for our work is to have read the material before hand. We will read and view a lot this semester, and you need to keep up. This may sound obvious and repetitive, but I ask you to consider that there’s a difference between “active” reading / viewing / listening (keeping a dictionary handy, underlining or taking notes, etc.) and other ways of reading. **Be prepared for me to check for evidence of this throughout the semester**. In addition, I would stress that careful, active reading cannot happen in an environment where you will be distracted easily. In other words, you deserve to have a study environment where you can work with maximum effect. I urge you to make full use of strategies such as underlining, highlighting, and creating reading notes. Annotating your underlining / highlighting in the margin is an effective way to make clear why you noted a passage; keeping a separate sheet of notes is effective as well.

A note about inquiry projects (IPs): **They are not actually graded**; I “score” them out of 10 to let you know how you’re doing at that task. At the end of the semester, **I count them and add them to the peer reviews/drafts and other small writing you did throughout the semester. Cumulatively, they become part of your “Process Writing” grade, worth 15% of your overall class grade**. However, I do notice patterns—if you consistently turn in incomplete or otherwise subpar work, it will affect your process writing grade. These short assignments should be seen as opportunities for inquiry. In other words, they are spaces wherein you will investigate an observation, question, or detail from the assigned readings / topics, or perform work toward a major paper. My prompts are geared toward you practicing skills, identification of key themes, problems, or ideas, or as stages in a major project. They are short, but dense in ideas. Because these are not formal essays, you do not have to include an introduction or conclusion or a works cited page; use each sentence and all of the space to do the work of inquiry. Though informal, the IPs need to have a single, identifiable focus. A successful IP will also convey a clear sense of investigation, use evidence from the texts or other sources, and demonstrate the writer’s insight and plans.

Your major written projects (or portions thereof) will be written more conventionally, following general conventions of academic writing, such as full sentences, use of sources, grammatical and technical correctness, and fully developed paragraphs. We will discuss moments when the conventions of standard academic English don’t apply.

\*\*\*All assignments will be in a plain font, 12 point, with information in the upper left hand corner like so:

Name

Engl 1101+ Section Number--Weaver

Assignment

Date Due:

email address

Written projects should be double-spaced with regular margins and will follow the appropriate citation style guidelines for your field. I will reduce your assignment grade by 5% if you repeatedly turn them in without page numbers or the upper-left header.

**IV. Participation:** Show up on time and awake. Actively engage in our frequent in-class writing exercises, collaborations, workshops, and discussions. Class discussion is essential to understanding and interacting with the material. I expect that you will come prepared to discuss the material intelligently, thoughtfully, and with reference to the text. Importantly, disruptive (talking while you should not be) or otherwise contra-indicated discussion will negatively affect your participation grade. This class depends upon your maturity and willingness to be open to the experience. I will also expect that your comments, suggestions, and questions be respectful toward your classmates, and that you listen respectfully to what everyone has to say. The classroom is a *public space*, and as such, expectations of honesty, respectfulness, attentiveness, and inquisitiveness prevail. Engagement is multi-fold; it includes your active involvement in discussions and small- and large-group activities, your timely completion of readings and assignments, and your regular attendance. This is not a lecture-based course; while it will contain some lecture moments, it will emphasize work in small groups, discussion as a large group, and other activities that draw on students’ participation. For these reasons, *please use your laptop, cell phones, or other electronic devices ONLY when given explicit permission to do so.*

The Writing and Communication classes at Perimeter College operate with a set of common policies regarding assignments, attendance, participation, and other college- and system-wide policies. I link to the common policies at the end of this document, but further explain some of these policies below.

Here is a guideline for class demeanor and participation grades:

**“A” participation**: excellent attendance, superlative preparation (multiple readings of all assigned texts, excellent assignments, and further reading) for all class sessions, full awareness and focus while in class (not sleeping or checking Twitter or talking when you shouldn’t), frequent substantive contributions to discussion (driven by inquisitiveness, respect, and honesty), questions or comments that further the discussion and invite classmates to respond, awareness about staying quiet so others may talk, full participation and leadership in group work and peer review, excellent IPs / small assignments.

**“B” participation:** good attendance, full preparation for all class sessions (full reading of all assigned texts good assignments), good awareness and focus while in class (not sleeping or checking Twitter or talking when you shouldn’t), frequent substantive contributions to discussion (driven by inquisitiveness, respect, and honesty), questions or comments that further the discussion and invite classmates to respond, full participation in group work and peer review, excellent IPs / small assignments.

**“C” participation:** solid attendance, satisfactory preparation (at least one reading of all assigned texts, basic fulfillment of assignments), awareness, and focus while in class (not sleeping or checking Twitter or talking when you shouldn’t), substantive contributions to discussion (driven by inquisitiveness, respect, and honesty), questions or comments that further the discussion and invite classmates to respond, full participation in group work and peer review, excellent IPs / small assignments.

**“D” participation:** numerous absences, lack of awareness and focus (sleeping in class, checking your phone or laptop when asked not to do so, and preparation (not doing the readings or completing assignments), disruptive and / or disrespectful behavior, frequent tardiness or leaving class early, lack of contributions to class discussion, failure to participate in group work.

**IV. General Policies, Class Conduct, and Attendance**

**Discrimination and Harassment:** Perimeter does not discriminate on the basis of race, age, religion, national origin, sex, sexual orientation, marital status, disability, or status as a U.S. veteran. Alternative viewpoints are welcome in this classroom. However, statements that are deemed racist, sexist, classist, or otherwise discriminatory will not be tolerated. While we all come from different backgrounds and learn in different ways, we share (in this class, at least) a common intellectual pursuit. We will, as a class, agree on common terms and ground rules for our discussions. Challenging each other’s viewpoints is a very, very necessary part of building and forming ideas. There is such a thing as a healthy disagreement! But, remember: while evaluating IDEAS is important, criticizing or attacking the PEOPLE who hold them is unacceptable, as are purposeful acts of bigotry. We may have guest lecturers or observers during the semester, and I will expect that you treat them with as much respect as you do your instructor and your classmates.

**Disruptive Behaviors:** The policy on disruptive behavior in the student handbook (see page 25) is what we follow in this class, but I want to emphasize a few items. **DO NOT:**

* **Answer a phone call** **or text** unless you have cleared it with me first. Set your phone to “do not disturb” / “I’m driving” during class time. If you anticipate having to take an emergency call, mention it to me before class.
* **Wear strong scents** in class. Some people have allergies or other medical issues with the chemicals used in perfumes, body sprays, and other care products. Please avoid using strong scents.
* **Overly depend on your neighbor** to clarify class stuff to you. If you have a question, others in the class have that question, too. Ask your question when given the opportunity in class, or approach me after / before class.

**Sensitive Topics**: Many of the cultural artifacts that we will analyze together raise sensitive topics that are culturally or politically controversial, immediately resonant and relevant to our own experiences, or can make for difficult conversation for a variety of reasons. Our job as a scholarly community is to create an atmosphere of mutual respect that encourages the appropriate expression of ideas and feelings. This work necessitates thoughtful references and connections (of feelings and ideas) to the texts under consideration. In other words, our primary approach to sensitive topics is going to be through critical analysis of the topics as explored in the texts, and through examining the topics’ relation to the course goals.

**This class is rated NC-17.** Readings and in-class discussions in this course may cover topics which some students may find uncomfortable, disturbing or controversial, including but not limited to profanity, mature situations, sexuality, and violence. Anyone unwilling or unable to engage in such discussions should take a different class. No substitute materials will be provided. Please come speak with me if you have concerns about the material we may discuss before you decide to drop.

**Regarding attendance:**

A student who is absent for any reason is responsible for all material and activities missed in class. If you need to be absent, please come see me or contact me ahead of the class session that will be missed (get notes and assignments from a classmate as well, **because, yes, you’ve missed something).** Alerting me ahead of time is courteous and demonstrates your commitment to doing well in the course. However, I understand that things come up. As long as you make a good faith effort to let me know that something unavoidable is happening that makes you miss class, and you work to make up for any deficit that this causes.

Because English courses often require discussions, in-class writing, writing workshops, and other engaged learning practices, it is imperative that students attend classes regularly and punctually for courses to be successful; therefore, instructors may use attendance to determine up to 15% of a student's grade for the course if a student misses 15% (or more) of the class sessions. Instructors may also count the time students miss from class due to arriving late and leaving early toward their total absences. I expect for you to attend all classes as scheduled, to arrive to class on time, and to stay for the duration of each class meeting. **Being more than 10 minutes late to class or leaving more than 10 minutes early from class three times counts as one absence.** **If you miss more than five classes in a class meeting twice a week, then you should expect your final grade in the course to be one letter grade lower than your total points on assignments unless you show me documentation of an illness or emergency that accounts for any absence over five.** It is your responsibility to check your attendance record on iCollege to ensure its accuracy and to speak with me when you notice any discrepancies between my record of your attendance and your memory of attending class. If you are late to class, then you must check with me after class that I have recorded you as late rather than absent. When you miss class, it is your responsibility to check iCollege, to speak with your classmates, and/or to come to my tutorial and advisement hours for updates. Please do not email me asking me what you missed. Students are responsible for finding out what they may have missed while absent. Except for absences officially excused by the college, I do not allow students to make up quizzes or in-class assignments. However, I build in a limited amount of extra credit related to in-class work so that missing one or two such in-class assignments will not negatively impact a student’s grade.

**Note**: in addition to regular class sessions, **you are required to meet with me** **at least once** during my open office hours sometime before Thanksgiving break. If my office hours don’t work, we can find a different time. You’re strongly encouraged to attend office hours multiple times whenever you have a worry or a question.

**WITHDRAWAL POLICY:**March 5, 2019 is the last day for a regular withdrawal from full semester courses. However, there are certain limits on the number of withdrawals students may take during their associate-level degree program. **Please see the Complete Withdrawal Policy for Associate-Level Students for more details:** <http://advisement.gsu.edu/self-service/policies/withdrawal-policy/>

Given the complexity of the policy, students should speak with a financial aid advisor and an academic advisor prior to withdrawing from a course.

**Roll Verification Policy:** Students who *never* attend this course will be reported as “Never Attended” in the 4th week of the semester, which will trigger a course withdrawal, marked in your record with a “-W.”

If you stop attending, participating in, or turning work in for this class for whatever reason during the first four weeks of the course without notifying the instructor, you may be withdrawn from the class and will receive a W for the course.

For more information on withdrawals, withdrawal limits, and registration, please see: <http://catalog.gsu.edu/associate20162017/university-academic-regulations/#registering-for-classes>

**VII: Resources**

**Basic Needs:**

We want you to be able to be present not only physically, but mentally and spiritually. If you are having trouble doing that because some of your needs are not being met, we have resources that may help. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to use the following resources:

**Clarkston Campus Food Pantry**: CH 1346 | <https://nutrition.gsu.edu/panther-pantry/> |678-891-3274

**Embark Housing Network**: <https://deanofstudents.gsu.edu/student-assistance/embark/> | 404-413-1515

**Mental Health and Wellness**: CN building | <https://counselingcenter.gsu.edu/pc/counseling-services/>

**Student Health Center**: CH Building basement | <https://health.gsu.edu/perimeter-campuses/>

**Dean of Students:** CN Building | <https://deanofstudents.gsu.edu/> | <https://deanofstudents.gsu.edu/pc/> | 678-891-3525

*Please notify me if you are in need of other services or information if you are comfortable doing so, and I’ll do what I can to help you.*

**General Information**: Please refer to the Clarkston English Department’s website (<https://perimeter.gsu.edu/english/>) for general information regarding department goals and objectives, attendance, and plagiarism. Specifically, because this is a class wherein you’ll be working with your classmates, unexcused absences let your classmates down and your own grade may suffer. Even missing ONE class session puts you in danger. Yet life happens – if something comes up, please come see me or contact me (as well as a classmate). **I mean it.** Don’t wait to speak with me until after you’ve missed too many classes, too many assignments or passing grades on papers to pass successfully. Let me (and your other profs/instructors) know how we can help you succeed *before it’s too late.* If something or someone is getting in the way of your success here, Perimeter has resources to help you deal with it. The TRIO offices (<http://www.gpc.edu/catalog/TRIO>) and the Dean of Students / Office of Student Affairs are great places to start: <https://deanofstudents.gsu.edu/> | <https://deanofstudents.gsu.edu/pc/>

Perimeter College seeks to provide an environment that is free of bias, discrimination, and harassment.  If you have been the victim of sexual harassment/misconduct/assault, we encourage you to report this.  If you report this to a faculty member, he or she must notify one of our college’s Assistant Title IX Coordinators / Student Deans about the basic facts of the incident (you may choose whether you or anyone involved is identified by name).  For more information please refer to our student misconduct website –  <https://codeofconduct.gsu.edu/>

**Technology, Contact, Access:**

I am happy to answer queries via email, but I urge you to ask questions in class or on our class blog (accessible through our **iCollege site**)as your classmates likely have similar questions and can benefit from the discussion. I check email often, but not incessantly. If you email me, you can usually expect a reply within a few hours on weekdays. **Check your GSU email and iCollege frequently.** I send out a lot of information via iCollege and email, and you are responsible for keeping up-to-date. **Use only your GSU email to communicate with your professors.**

*Also, please note: it is your responsibility to submit assignments in appropriate file / digital formats*. For written documents, use MS Word. **DON’T USE iOS PAGES**. It sucks. GSU professors **don’t** have access to **Sharepoint,** which is weird. As a GSU student you have very cheap / **free** access to all sorts of software, including the **MS Office suite.** I will not make extraordinary efforts to get your files or projects to open or display properly. If, after making ordinary effort, I am unable to get your assignment to open or display properly on my computer, I will hold you responsible and you will not receive a desirable grade for the project.

**Your Parents/Guardians:** Your parents/guardians are not in my class; you are. This should be obvious, but given recent trends, I need to state officially that I will not respond to parent/guardian requests for information regarding the class or your status in it unless, in accordance with FERPA, I have written confirmation from the student for third-party permission to view or discuss student information.

**Ethics in Source Use and Collaboration:**

**Plagiarism,** brusquely defined, is using someone’s written, intellectual, artistic, etc. work in lieu of your own. Here at Tech (in general and in my classes), plagiarism is **severely** punished. **YOU MAY FAIL THE COURSE IF YOU PLAGIARIZE ANY WORK.** You are responsible for knowing and abiding by GPC’s policy for academic integrity. Consult GSU’s policy on Academic Honesty at: <http://codeofconduct.gsu.edu/files/2013/03/2014-2015-Section-II-Academic-Conduct-Student-Code-of-Conduct.pdf>. Academic misconduct is any act that does or could improperly distort Student grades or other Student academic records. Such acts include but need not be limited to the following:

* + Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course;
  + Substitution for, or unauthorized collaboration with, a Student in the commission of academic requirements;
  + Submission of material that is wholly or substantially identical to that created or published by another person or person, without adequate credit notations indicating authorship (plagiarism);
  + False claims of performance or work that has been submitted by the claimant;
  + Alteration or insertion of any academic grade or rating so as to obtain unearned academic credit;
  + Deliberate falsification of a written or verbal statement of fact to a member of the Faculty so as to obtain unearned academic credit;
  + Forgery, alteration or misuse of any Institute document relating to the academic status of the Student.
* \*\*\*Work that violates the policy will receive zero credit and may result in failure of the entire course. I will also report any serious misconduct to the Dean.

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take the time to fill out the online course evaluation.

**Disability Services:** Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services ([disability.gsu.edu](file:///Users/rebeccaweaver/Desktop/teaching/Old%20teaching/GPC/Fall%202017/1101/disbility.gsu.edu)). Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought. If you have registered, please notify me by the second week of the semester so I can arrange to provide you with reasonable accommodations. If any other factors might be problematic for your performance in this class, let me know and we will try to work something out.

Signed Student/Instructor Agreement

PLEASE READ, SIGN, AND RETURN THIS STATEMENT TO DR. WEAVER

I affirm that I have read the entire syllabus and policy sheet for Dr. Weaver and understand the information and the responsibilities specified.

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signature

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date

DIRECTIONS: Read carefully and check all that apply.

\_\_ I give my instructor, Rebecca Weaver, permission to use copies of the work I do for this course, ENGL 1101, as examples in this and other courses, as examples in presentations, and in print and electronic publications.

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Please indicate whether you want to be acknowledged if your work is used:

\_\_ Please use my name in association with my work.

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SCHOOL email address

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phone number (optional)