## San José State University ENGL 100A –Writing Competency Course Greensheet – Spring 2013<sup>1</sup>

Instructor: Katherine Masters

Email: katherine.masters@sjsu.edu
Office: Faculty Offices Building 217

Office Phone: (408) 924-4544 (my preferred method of contact is e-mail)

Office Hours: Tuesdays/Thursdays, 3-4 p.m.

Canvas: This course uses the online grading and scheduling program Canvas

Course Day/Time: Section 03: Tues/Thurs, 9-10:15 a.m.

Section 05: Tues/Thurs 10:30-11:45 a.m.

Prerequisites: Passed ENGL 1B or equivalent; taken WST at least once without passing.

#### COURSE DESCRIPTION

Serves as alternative satisfaction of the WST requirement if passed with a C or better (C- or lower will not satisfy the WST). Prepares students for 100W through drafting, feedback, and revision to demonstrate writing competency. Develops ability to analyze written genres used in the students' chosen disciplines as well as write analytical and reflective essays.

#### **COURSE GOALS**

ENGL/LLD 100A is one course taught in two different departments. It is designed with the goal of preparing you to succeed in 100W, other upper division classes, and your profession. You will have intensive practice in prewriting, drafting, revising, and editing academic writing. You will be asked to research, analyze, and reflect on various kinds of writing and to produce a minimum of 8000 words, including a rhetorical analysis, a report about writing in your chosen discipline, and a critical reflective essay on a book length work of non-fiction.

#### STUDENT LEARNING OBJECTIVES (SLOs)

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

- a. Use correct and situationally appropriate sentence structure and grammar;
- b. Utilize feedback from instructor and peers to improve the accuracy and clarity of writing;
- c. Recognize, select, and use basic activities of the writing process, including prewriting, organizing, drafting, revising, editing, and peer review;
- d. Critically self-reflect about the writing process and about making context-appropriate rhetorical choices;
- e. Critically read, interpret, and synthesize multiple texts;
- f. Write well organized, well developed essays with a clear thesis;
- g. Identify how types of written texts in a variety of fields (genres) are influenced by audience, situation, and purpose;
- h. Employ research strategies to collect, analyze, and evaluate data from primary and secondary sources.

### REQUIRED TEXTBOOKS AND MATERIALS

- Materials packet will be available in the "Files" icon on Canvas. I will give you instructions in class as to what materials you will need to print out for class on a weekly basis.
- Rose, Mike. (1989). Lives on the Boundary. Penguin. ISBN 978-0-14-303546-6
- Lane, Janet & Ellen Lange. (2012). Writing Clearly: Grammar for Editing. 3rd ed.
- A college-level English dictionary
- Internet access

<sup>&</sup>lt;sup>1</sup> This course has been adapted from a similar one developed by Julian Heather and Fiona Glade at CSU Sacramento.

#### TUTORING AND OTHER RESOURCES

#### • Writing Center: 1st floor, Clark Hall

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website: <a href="http://www.sjsu.edu/writingcenter">http://www.sjsu.edu/writingcenter</a>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

#### • Peer Connections locations:

- o 1st floor, Clark Hall
- o Student Services Center 600
- o Living Learning Center, Campus B village, 1st Floor

Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

#### http://peerconnections.sjsu.edu/

- LLD 4: One-unit tutorial class to support learning and success in English/LLD 100A assignments. Twelve weekly sessions of one-on-one coaching with graduate students who specialize in second language writing issues. Students enroll based on commitment to personalized learning and instructor recommendation. In-person enrollment (Feb. 4<sup>th</sup> Feb. 8th, 10-12, 1-4 in 244 Clark) is on a 1<sup>st</sup>-come, 1<sup>st</sup> served basis, with some seats reserved for those in T/Th afternoon classes.
- Computer hardware and software assistance please see Help Desk, First floor, Clark Hall

#### • Counseling Services

"We are here for you! Our personal and educational counselors are here to help you identify and accomplish your goals; enhance your personal development; meet your life's challenges; and improve your interpersonal relationships. We're friendly, caring, empathic, and understanding. We strive to help you grow! While no issue is too big or small, many tell us that they wish they had come to counseling sooner. Maybe it's that exam you wished you did better on? Or maybe there's a special person you want to talk to? Feeling stressed or unmotivated? Come on in and start the journey in understanding yourself. We look forward to working with you! Seek counseling and treat yourself well!" The Counseling Services website is located at <a href="http://www.sisu.edu/counseling/">http://www.sisu.edu/counseling/</a>

#### Online Resources

- Canvas: Canvas is similar to Desire2Learn (D2L) that you may have used in past semesters. You will automatically have access to Canvas through your mySJSU account. We will discuss how to access and use this technology in the first week of class.
- **Turnitin.com:** We will be using Turnitin.com for the three main writing assignments. The turnitin software is already embedded within Canvas, so you do not need an additional password to access turnitin.com.

#### CLASS RULES AND PARTICIPATION

- Students who are continuously late and disruptive will be asked to leave the classroom.
- All electronic devices will be turned off and put away prior to the start of the class period, unless you have an exception from the DRC.
- Bring all books to all class meetings. Not having books in class means that you are not prepared to participate in class, and you will be asked to leave.
- You will come to class prepared to participate, meaning that you have read assigned readings and finished homework for that day, and have prepared questions and comments on the assigned readings.
- Missed homework may NOT be made up without an acceptable excuse and a doctor's note or other
  documentation. If you miss a class due to illness or injury, e-mail me and bring a doctor's note and
  any assignment that was due when you return to class.
- Missed in-class essays may **NOT** be made up unless I am notified prior to the day of the essay that you will be missing that day of class. As with homework and other assignments, proper documentation of your absence will be needed (i.e. doctor's note).
- If you miss a class, **ask a classmate what you missed**, including assignments. During the first week of class, introduce yourself to a classmate and **exchange e-mails**. Canvas is also a place where you can communicate with classmates on assignments. I will show you this feature in class.
- I will **NOT** accept any assignment via e-mail (essays, homework, reading responses, etc.). Assignments will be submitted online to Canvas or in class, and your syllabus will instruct you what to do for each assignment.

#### E-MAIL VS. OFFICE HOURS

- 1. **E-mail** is for short correspondences, and **office hours** are for longer discussion. Students should e-mail professors for quick clarification on assignments, or to schedule a time to meet during office hours if they are confused. Lengthy e-mails, or e-mails that ask a professor to explain or work through something that a student does not understand, involve topics for which a student should be seeking office hours. Be sure to take good notes in class, as this will help you remember aspects of the assignment later when you revisit it at home. If you need guidance on your work, office hours give you 10-15 minutes of time to address any confusion. Also, tutoring centers on campus are free and very helpful.
- 2. Although I am understanding of personal issues (i.e. school stress, problems with a roommate, family issues), I am not qualified to give advice on those issues. If you need to talk to someone about personal stresses, you have many resources available to you. SJSU provides qualified assistance to students in the form of counseling and other services if a student needs personal help. It is completely normal to have stressful experiences through college; contact information to these services will be found on page 2 of the syllabus.
- 3. Re-read assignments when you get home, highlighting words you don't understand and utilizing your course textbooks (and indexes of books), dictionaries, Google, Wikipedia, and the library to help you understand terms, movements, grammar, style, content and other elements of an assignment. The resources you have as a student in the 21<sup>st</sup> century are ubiquitous. Lastly, course work, especially writing assignments, requires intense thought and time on the part of a student.

Sit with an assignment for a lengthy period of time, thinking about your approach to it and taking notes on it before you begin to write. Only then, after you have thought about the assignment critically, should you ask me questions. I am happy to help you, but only after you have attempted tackling the assignment yourself. Come prepared to office hours to discuss specific elements of an assignment that you are having trouble with.

- 4. If e-mailed during the week, Monday through Thursday, expect a response within **24** hours. If e-mailed during the weekend, Friday through Sunday, expect a response in **48** hours, or after the weekend. This means that you should take a moment to look ahead at assignments and due dates before the weekend to make sure you understand the assignment, and exchange e-mail with peers in class (form a help network).
- 5. Last minute e-mails, e-mails sent late at night the day before an assignment is due, will not receive a response. If a student has waited last minute to begin an assignment, the fault lies with the student.

#### GRADING POLICY AND ASSIGNMENTS

This is a portfolio-based writing class. Your final grade for the course will be based on scores given to your portfolio and your final exam.

During the first 14 weeks of the semester, you will earn eligibility points for each assignment or activity that is required as well as for participation. The maximum number of points is 100. You must have at least 70 points to be eligible to submit your portfolio and take the final exam. If you have not earned the minimum of 70 points by the end of the 14<sup>th</sup> week of the semester, you will receive an F in the class and you will not be able to submit your portfolio. The points you receive prior to submitting your portfolio and the feedback you receive from your instructor on your drafts are intended to ensure that you have a complete portfolio, strong participation in the class, and improvement in your writing through feedback and drafting. The points you receive during this time will not be calculated as part of the final grade. They are simply an entry ticket that allows you to submit your portfolio and take the final exam.

You are encouraged to use the tutoring services on campus if you or your instructor feels that you need additional support, but all work is expected to be your own. If the instructor has reason to believe otherwise, then he or she has the right to require additional evidence that the work is your own.

In the final weeks of the semester, you will assemble your portfolio, write a brief cover letter, and write an in-class final essay. Your final grade will be based on the scores given to your portfolio and final exam by two readers. The portfolio is worth 70% and the final exam is worth 30% of the final grade. (see grading rubric and grading scale included in this greensheet). To receive a C or higher for course, you must receive at least 70% out of 100% on your portfolio and final exam combined.

After the portfolio and final exam are scored, the instructor **may choose** to petition a low-pass portfolio or final exam for a higher score if she or he believes the score is inaccurate. To be considered for such a petition, the student must be in good standing in the course and have **excellent**, **consistent participation** in all classroom activities. Students who fail the portfolio may, on the recommendation of the instructor, have one more opportunity to revise during finals week.

# DESCRIPTION OF ASSIGNMENTS

Assignment	Description	Word count	Assessment
Rhetorical Analysis	For this assignment you will analyze a piece of professional writing in your major or field or work, describing the rhetorical strategies that were used by the author and how these strategies contributed to the purpose of the document.		Maximum 25 points
Discipline Investigation	In this assignment, you will write a report about working in your major field. This report will describe an interview you will have with a professional in your chosen field; you will also write about information you collect from at least two outside sources (articles), following appropriate citation and reference styles (APA or MLA).	1750	Maximum 25 points
Critical Reading Reflection	Throughout the semester, you will read sections of a full length work of fiction or non-fiction (in Spring 2013 it is <i>Lives on the Boundary</i> ) and respond to what you read in a series of reflective journals. Two of these will be written in class. At the end of the semester, you will draw on these reflections to write the Critical Reading Reflection.	2000	Maximum 25 points
Cover Letter	This is a one paragraph letter to readers of your portfolio in which you explain which of the three above assignments is your best work and why.	200-300	Maximum 5 points
Homework, quizzes, journals & participation	Your instructor will decide how to assign these points to your class work and participation. There will be a minimum of 4 journals (2 in-class, 2 out-of-class).  By the end of the 14th week, you must have earned at least 70 points by doing all of the above work, including drafts, peer editing, revisions, etc. If you have not earned at least 70 points, you will not be allowed to submit your portfolio and you will receive an F	1500	Maximum 20 points  Maximum 100 points; minimum 70 points
Final Portfolio	<ul> <li>and you will receive an F.</li> <li>The portfolio must include the following:</li> <li>The Portfolio Checklist initialed and signed by both student and instructor;</li> <li>A clean, final draft of the cover letter – 500 words</li> <li>A final, clean copy of three main assignments comprised of at least 5500 words of revised, polished writing (see above);</li> <li>First and intermediate draft of each of the three main writing assignments which show instructor's comments and a rubric marked by the instructor;</li> <li>Two in-class, handwritten journals;</li> <li>The assignment sheets for all assignments;</li> </ul>		Scored according to the scoring rubric by two readers. Worth 70% of your grade.
Final Exam	An in-class, timed essay, common across all sections of 100A.	500 words	Scored according to the scoring rubric by two readers. Worth 30% of your grade.

**GRADING RUBRIC** to be used in evaluating both the portfolio assignments and the final exam.

# THE WRITING:

4	• meets all expectations in the rhetorical choices of the assignment, including		
	genre, purpose, format, evidence, tone, and conventions.		
	• is well-organized and thoroughly developed.		
	• shows good or superior control of grammar, including syntactic variety,		
	range of vocabulary, etc.		
	• intelligently addresses the assignment.		
3	• meets most of the rhetorical expectations of the assignment, including		
	purpose, format, etc.		
	• is somewhat organized but may require more development.		
	• contains some grammatical errors, inappropriate word choice, or incorrect		
	usage that rarely obstruct reader's understanding.		
	• may address some parts of the assignment better than others.		
2	• meets few rhetorical expectations of the assignment.		
	• shows weak development and cohesion and/or inappropriate rhetorical		
	choices.		
	• shows an accumulation of grammar and syntactical errors that interfere with		
	readers' understanding.		
	• omits or misunderstands major parts of the assignment.		
1	• fails to meet the rhetorical expectations of assignment.		
	• fails to organize and develop ideas.		
	• contains grammar and syntactical errors that seriously interfere with		
	readers' understanding.		
	• fails to address the assignment.		

# **Guide to the four categories**

- Rhetorical expectations, including purpose, format, tone, etc.
- Development and organization
- Grammar and syntax
- Addressing the assignment or topic

# Letter grade to percentage scale

	. 8		
98-100			
94-97	<b>↑</b>		
90-93			
86-89			
82-85			
78-81			
73-77			
70-73	Serves as alternative satisfaction of the WST		
66-69	Does not serve as alternative satisfaction of the WST		
62-65			
58-61			
54 or lower	<b>♦</b>		
Not eligible for portfolio and final exam			
	98-100 94-97 90-93 86-89 82-85 78-81 73-77 70-73 66-69 62-65 58-61 54 or lower		

**WEEKLY SCHEDULE:** Changes to the schedule (i.e. moving due dates or course activities) may occur, and you will be informed of these changes both in class and by email in a timely manner.

	d you will be informed of these changes both i	·
Week Week 1	Tuesday	Thursday  • Course introduction
1/24		
1/24		• What is rhetoric? Discourse communities, genres,
		rhetorical analysis, rhetorical appeals
Week 2		[SLOs e, g]
1/29 – 1/31	Diagnostic essentin along (Ionumal 1) (1 n4)	• Introduce Rhetorical analysis assignment (RA)
1/29 – 1/31	Diagnostic essay in-class (Journal 1) (1 pt)	Rhetorical appeals and strategies; audience, purpose,
	Bring a large blue/green testing booklet and	and genre
	dictionary	• HW for next class – bring possible documents for
	[SLOs a, c, f,]	analysis for the RA (at least 2)
*** 1.0		[SLOs e, g]
Week 3	Due: Check student documents for RA (1 pt)	Grammar: Writing Clearly ((WC) sentence structure,
2/5 - 2/7	Discussion of diagnostic essays: thesis, structure,	comma splices, run-ons, fragments cont'd
	coherence, examples.	The state of the
	Grammar: WC, sentence structure, comma splices,	Plagiarism activity
	run-ons, fragments	ray o 11
*** 1 4	[SLOs a, b, c, d]	[SLOs a, d]
Week 4	Due: Introduction and Ch. 1 questions for <i>Lives</i>	Grammar: WC; verb form and tense
2/12- 2/14	on the Boundary (LB) in class (2 pts)	RA example essay
	Discussion of LB	DUE: First draft of RA to turnitin.com by 10
	WC: verb form and tense	p.m. tomorrow (Friday, 2/15), minimum of 4
	[SLOs a, e, g]	pages.
		[SLOs a, c, d, e, f, g, h]
Week 5	Summarizing, paraphrasing, and quoting	DUE: Second Draft of RA: Bring one hard copy
2/19 - 2/21	MLA format; citations; works cited	to class for peer review workshop
	HW:Begin looking for someone to interview for	
	Discipline Investigation assignment	HW:Look for someone to interview for DI
	[SLOs d, h]	[SLOs a, b, c, d, e, f]
Week 6	Introduction to Discipline Investigation (DI)	In-Class essay (Journal 2) (2 pts)
2/26 - 2/28	The rhetoric of interviewing and reporting	Bring large blue/green exam book and dictionary
	Grammar: verb form and tense cont'd.	DUE: Final draft of RA to turnitin.com by 10
	Due: Ch. 2 questions for <i>LB</i> (2 pts)	p.m. tomorrow (Friday, 2/29).
	[SLOs a, c, d, g, h]	[SLOs a, c, f]
Week 7	Grammar: Word choice and wordiness	Grammar: Word choice and wordiness cont'd
3/5 - 3/7	DI example essay	Discussion of <i>LB</i> Ch. 3
	Due: Interview Questions (2 pts)	Due: HW on Ch.3 of LB (Journal 3) (2 pts)
	[SLOs a, d, e, f, g, h]	[SLOs a, e]
Week 8	In-class work with LB, Ch. 4	Style: transition words and phrases
3/12 - 3/14	Due: Personally assigned grammar HW from	In-class work with LB, Ch. 4
	WC, based on your patterns of error on the RA,	Note-taking, reading, and comprehension strategies
	in class (2 pts)	[SLOs a, e, g]
<b>337</b> 1 0	[SLOs a, e, g]	
Week 9	Grammar: WC, adjective and adverb clauses	Grammar: WC, noun clauses
3/19 - 3/21	Due: First draft of DI to turnitin.com tonight by	Sign up for mandatory student conferences Tues.
	midnight (minimum of 4 pages)	(4/2) and Weds. (4/3)
0/07 0/07	[SLOs a, f]	[SLOs a, f]
3/25 - 3/29	SPRING BREAK	SPRING BREAK
W-1 10	Mandatam Ctudant and Current Tour (A/O) 1	Later have California D. M. C. (CDD)
Week 10	Mandatory Student conferences Tues. (4/2) and	Introduce Critical Reading Reflection (CRR)
4/2 - 4/4	Weds. (4/3) This cannot be made up.	In-class work with <i>LB</i> , Ch. 5
	DUE: Second draft of DI, one hard copy to me in	The rhetoric of reflection; comparing and
	your conference.	contrasting
	[SLOs a, b, c, d, f, h]	[SLOs c, d, e, g]

Tuesday	Thursday		
Example CRR paper	In-Class essay on LB Ch. 6 (Journal 3) (2 pts)		
DUE: Final draft of DI to turnitin.com by	DUE: Personally assigned grammar HW in WC		
midnight	based on our conference (2 pts)		
[SLOs c, d, f, g, h]	HW: read Ch. 7 & 8 by next Thurs.		
	[SLOs a, b, c, d, f]		
Experts of rhetoric: a critique of Alexandra Wallace	Wrapping up LB, Ch. 7 & 8 (come to class having		
Due: First draft CRR to turnitin.com tonight by	read both chapters)		
midnight (4 pages minimum)	Due: Letter to Alexandra (Journal 4) (2 pts)		
[SLOs c, d, e, g, h]	[SLOs d,e, g]		
The rhetoric of cover letters	LB Epilogue: Lilia		
Thoughts on resume writing and presenting yourself			
for employers	DUE Final draft of CRR to turnitin.com by 10		
Assign cover letter (5 pts)	p.m. tomorrow (Friday 4/26)		
[SLOs c, d, f, g]	[SLOs e, g]		
Peer review and workshop on your cover letter;	Portfolio preparation workshop for eligible		
bring one hard copy to class	students		
• Students notified over the weekend if they are	Due: Portfolio and cover letter		
not eligible for the portfolio and final exam.	[SLO c]		
NO MORE 100A CLASS MEETINGS AFTER 5/6 (CLASS IS FINISHED)			
PORTFOLIO READING takes place between 5/3 and 5/10			
FINAL EXAM READING DAY – FRIDAY MAY 10TH			
RESULTS CONFERENCES, PORTFOLIOS RETURNED TO STUDENTS (5/13 -5/14)			
Students who are allowed to revise their portfolios must turn them in by May 20 <sup>th</sup> , 5 pm. Results			
back by May 22 <sup>nd</sup> , 5 pm.			
	Example CRR paper  DUE: Final draft of DI to turnitin.com by midnight  [SLOs c, d, f, g, h]  Experts of rhetoric: a critique of Alexandra Wallace  Due: First draft CRR to turnitin.com tonight by midnight (4 pages minimum)  [SLOs c, d, e, g, h]  The rhetoric of cover letters Thoughts on resume writing and presenting yourself for employers  Assign cover letter (5 pts)  [SLOs c, d, f, g]  Peer review and workshop on your cover letter; bring one hard copy to class  • Students notified over the weekend if they are not eligible for the portfolio and final exam.  Administer SOTES  [SLOs a, b, c, d, f]  FINAL EXAM DONE IN-CLASS — 5/6  NO MORE 100A CLASS MEETINGS AFTER 5/6  PORTFOLIO READING takes place between 5/3 are FINAL EXAM READING DAY — FRIDAY MAY RESULTS CONFERENCES, PORTFOLIOS RET Students who are allowed to revise their portfolios		

#### DROPPING THE COURSE

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html.

Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic\_programs/calendars/academic\_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. If you pass the WST after the drop deadline, you will not be able to drop 100A or withdraw without penalty. You will only be allowed to withdraw for the reasons specified in the late drop policy. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

**GRADING:** 100A is graded A-F. CR/NCR is not an option in this course because a "credit" in 100A will not serve as alternative satisfaction of the WST requirement (students must receive a C or better in order to fulfill the WST requirement).

**INCOMPLETES:** No incompletes will be given for 100A.

### OTHER IMPORTANT COURSE POLICIES

- 1. Statement of Plagiarism: The LLD and English Departments would like to emphasize that we adhere strictly to the rules against plagiarism as set forth in the SJSU Catalog. The Catalog defines plagiarism as follows:
  - 1.2.1 Plagiarism. At SJSU, plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

- 1.2.2 The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and
- 1.2.3 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures or similar works as one's own.(available at <a href="http://info.sjsu.edu/static/catalog/policies.html">http://info.sjsu.edu/static/catalog/policies.html</a> Student Responsibilities Discipline Policy on Academic Dishonesty 1.0 Definitions of Academic Dishonesty)

Should a student plagiarize in any ENGL or LLD 96 course, the instructor will report the student to the University's Office of Student Conduct and Ethical Development. Also, points will be deducted from the assignment/course depending on the severity of the policy violation.

How to avoid plagiarism. It is not always easy to recognize whether you are legitimately citing the work of others or whether you have "crossed the line" into plagiarism. To become acquainted with what plagiarism is and how to avoid it, the following SJSU website offers definitions, policies, and links to useful websites offering guidelines in plagiarism prevention. Students are fully accountable for understanding these policies. <a href="https://www.silibrary.org/services/literacy/info">www.silibrary.org/services/literacy/info</a> comp/plagiarism.htm

- 2. Academic integrity statement (from Office of Judicial Affairs): Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at <a href="http://www2.sjsu.edu/senate/S04-12.pdf">http://www2.sjsu.edu/senate/S04-12.pdf</a>
- 3. Academic Honesty: Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.
- 4. Campus policy in compliance with the Americans with Disabilities Act: If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability. DRC's phone number is 924-6000.
- 5. Expectations about classroom behavior; see Academic Senate Policy S90-5 on Student Rights and Responsibilities. (<a href="http://www2.sjsu.edu/senate/s90-5.htm">http://www2.sjsu.edu/senate/s90-5.htm</a>).
- 6. If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU's Academic Integrity policy S04-12 requires approval by both instructors. (<a href="http://www2.sjsu.edu/senate/S04-12.pdf">http://www2.sjsu.edu/senate/S04-12.pdf</a> and academic dishonesty <a href="http://sa.sjsu.edu/download/judicial/Academic\_Dishonesty\_Policy.pdf">http://sa.sjsu.edu/download/judicial/Academic\_Dishonesty\_Policy.pdf</a>).
- 7. Evacuation plan for the classroom. See posted information in classroom.