

San José State University
ENGL 100A –Writing Competency Through Genres, Sections 02 & 04
Course Greensheet – Fall 2012¹

Instructor: Professor Masters

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Office: Faculty Office Building 217

Office Phone: (408) 924-4454 (**my preferred method of contact is e-mail**)

Office Hours: Tuesdays/Thursdays, 4:45 – 5:45 p.m.

Course Day/Time: Section 02: Tuesdays/Thursdays, 9:00-10:15 a.m. in Health Building 405

Section 04: Tuesdays/Thursdays, 10:30-11:45 a.m. in Health Building 405

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

- Rose, Mike. (2004). *The Mind at Work: Valuing the Intelligence of the American Worker*
- Lane, Janet & Ellen Lange. (2012). *Writing Clearly: Grammar for Editing*. 3rd ed.
- A college-level English dictionary
- Internet access
- Three large blue/green exam booklets, two large yellow test exam booklets (found in the bookstore)

¹ This course has been adapted from a similar one developed by Julian Heather and Fiona Glade at CSU Sacramento.

ONLINE RESOURCES

- **Turnitin.com:** We will be using Turnitin.com for the three main writing assignments.
 - 1) Click “Create Account”
 - 2) Enter your e-mail, create a password, and click “Student”
 - 3) Enter class ID: **5365074** and password: **masters1**

TUTORING AND OTHER RESOURCES

- Writing Center: 1st floor, Clark Hall, http://www.sjsu.edu/writing_center
- Peer Connections: 1st floor, Student Services Center (10th street garage), room 600
<http://peerconnections.sjsu.edu/>
- Computer hardware and software assistance – please see Help Desk, First floor, Clark Hall

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 to let me know, and bring a doctor’s note and any assignment that was due on the day you missed when you return to class.
- 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.
- I will **NOT** accept any assignment via e-mail (essays, homework, reading responses, etc.).

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 one-on-one time in office hours with an instructor. 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 incredibly 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 wonderful 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, and contact information to these services will be found on page 4 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 21st 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 e-mail your professors or see them in office hours if you still have questions. **I am very happy to help you, but only after you have attempted tackling the assignment yourself, and come prepared 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 tackle an assignment, the fault lies with the student.
6. My office hours this semester are Tuesdays/Thursdays, 4:45 p.m. – 5:45 p.m. Do not come visit me at the near end of the office hour with a fifteen-minute concern. Come early. If you cannot because of class or work, e-mail me in advance to see if I can stay a little later that day to see you.

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 14th 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 a “pre-grade” 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 and write an in-class final essay. The 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. The instructor may also choose to allow students with failing portfolios the option of spending the last week of the semester working one-to-one with the instructor to improve and resubmit the portfolio (but not the final exam) for another reading. To be considered for this option, a student must be in good standing in the course and have **excellent, consistent participation** in all classroom activities.

Readings: All readings must be done prior to coming to class for the day they are assigned. There will be assignments and quizzes based on these readings, and you will be expected to participate in class discussion.

Homework: You will have weekly homework assignments consisting of peer reviews, grammar exercises, paragraph revisions, reading responses, and additional readings not on the syllabus.

- All homework will be turned in on time by the due date and will be used for class participation points.
- Homework cannot be made up without a written medical excuse or other documentation deemed acceptable by me
- If you miss class, contact another student to get any homework assignments
- For grammar homework: not everyone in class will have the same homework assignment due on the same day. For example, a student who is making errors on subject-verb agreement will be assigned homework that will help her with that error, whereas another student who is making errors with prepositions will be assigned homework that will help him. Grammar homework is usually assigned after I grade in-class and out-of-class essays, so I can help you notice your errors better.

Homework assignments will be assessed by point-scale, and you will receive full, half, or no credit depending on the quality of your work. The points are cumulative. Keep track of all of your assignments and do not throw anything away until the end of the semester.

In-class Essays: You will have three in-class essays, beginning with the diagnostic. On these days, bring a blue/green exam booklet, pen, and (non-electronic) dictionary. In-class essays may **NOT** be made up without a written medical excuse or other documentation that I deem acceptable, and must be made up within one week of missing the exam.

Out-of-class Essays: You will write three out-of-class essays, , and all drafts and final copies of these will accompany your **final portfolio** that you will submit at the end of class.

- You will receive assignments detailing all of the requirements for the essay.
- All out-of-class essays will be turned in to www.turnitin.com **by 8 p.m.** the day the assignment is due. **Late essays**, essays received after 8 p.m. (yes, this means essays received at 8:01 p.m. and later), will be docked 10% of your final grade for each calendar date that it is late. I will **NOT** accept any assignment via e-mail (essays, homework, reading responses, etc.).

Drafting Process: Revising your writing in the form of a first and second draft of each essay is a significant part of this class. **First drafts** will be due to [turnitin.com](http://www.turnitin.com) and will be **no less than four pages**. Failure to submit at least this much of your first draft will result in a point deduction on your final paper. Your rubric will outline this point reduction. I will comment on these drafts and you will be able to access these comments on [turnitin.com](http://www.turnitin.com). **Second drafts** will be due **in class**. You will bring one hard copy and engage in a peer workshop day, receiving feedback from both your peers and me. This draft should be nearly complete in terms of the required word count. Students must participate in the workshop date or they will receive a point deduction as indicated on the rubric.

Rubrics: Your essays are graded with a rubric that focuses on the following four areas: content and ideas, style, organization, and mechanics. This rubric will be available for your viewing on www.turnitin.com. As well, I mark and comment on your essays online and expect you to read and understand these comments. This system is designed to help you improve your writing, and I expect to see progress in your writing as you learn from the marks and comments, and continue through the course.

Mechanics: All out-of-class essays must demonstrate competency in the grammatical and syntactical conventions of Standard English in order to receive a passing grade. For this course, a grammatically and syntactically competent essay is one that contains no more than two serious errors, “serious” meaning that they impede the readers’ understanding, and does not repeat an error made on a previous assignment and discussed in class.

All essays must be written and turned in to pass the course. This course has a minimum word requirement of 8,000 words.

There is a 48-hour waiting period to see me about an essay grade. In this time I expect you to have reviewed your paper, comments, and grading rubric, and come to me ready to directly point to the areas with comments and marks that you do not understand.

Participation: Participation equates to engaging in class discussion, asking questions, and completing work done outside of class, including homework, reader responses, and close reading. In-class exercises and quizzes also make up the participation grade.

Helpful resources available to you:

Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. 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/>

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

<http://www.sjsu.edu/counseling/>

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.	1750	Maximum 25 points
Discipline Investigation	In this assignment, you will write a report about working in your major field. This reports 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 Fall 2012 it is <i>The Mind at Work</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 letter to readers of your portfolio in which you explain which of the three above assignments is your best work, and why, citing evidence of your improvement from first to last draft.	500	Maximum 5 points
Homework, quizzes, journals & participation	Your instructor will decide how to assign these points to your class work and participation.	1500	Maximum 20 points
	<i>By 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.</i>		Maximum 100 points; minimum 70 points
Final Portfolio	The portfolio must include the following: • The Portfolio Checklist initialed and signed by both student and instructor; • A clean, final draft of the cover letter – 500 words • A final, clean copy of three main assignments comprised of at least 5500 words of revised, polished writing (see above); • First and intermediate draft of each of the three main writing assignments which show instructor's comments and a rubric marked by the instructor; • The assignment sheets for all assignments;	6000 words of final, polished writing	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

A+	98-100
A	94-97
A-	90-93
B+	86-89
B	82-85
B-	78-81
C+	73-77
C	70-73
C-	66-69
D+	62-65
D	58-61
D-	54 or lower
F	Not eligible for portfolio and final exam



Serves as alternative satisfaction of the WST

Does not serve as alternative satisfaction of the WST

WEEKLY SCHEDULE

*The schedule is subject to change with fair notice; the notice will be made available by e-mail and in class. **Readings and assignments are due on the day that you see them on the syllabus. For example, on 9/6, you will come to class having read “Introduction and Ch. 1” of The Mind at Work and come prepared to engage in classroom activities about the chapter.***

Week	Tuesday	Thursday
Week 1 8/21-8/23		Course introduction Introduction to key concepts: discourse communities, genres, and rhetorical analysis
Week 2 8/28 – 8/30	Diagnostic essay in-class (Journal 1) (2 pts) Bring a large blue/green testing book and dictionary	Syllabus Quiz (1 pt) Introduce Rhetorical analysis assignment (RA) What is rhetoric? A discussion of rhetorical appeals, rhetorical strategies; audience, purpose, and genre. HW for next class – bring possible documents for analysis for the RA
Week 3 9/4 – 9/6	Check student essays/documents for RA (1pt) Plagiarism activity Discussion of diagnostic essays: The 5-paragraph essay. Thesis, structure, coherence, examples.	Grammar: <i>Writing Clearly</i> (WC) sentence formation; comma splices; run-ons; fragments DUE: <i>Mind at Work</i> (MW) Introduction & Ch. 1
Week 4 9/11 – 9/13	RA example essay The rhetoric of explanation MLA format; citations; quotations	DUE: First draft of RA to turnitin.com by 8 p.m. tonight (minimum of four pages) Grammar: subject-verb agreement
Week 5 9/18 – 9/20	Due: HW: Journal 2 (typed, double-spaced) (2 pts) Due: MW Ch. 2 Grammar: WC: subject-verb agreement	Due: Personally assigned grammar HW (1 pt) Grammar: WC: Adverb, adjective, noun clauses HW: Begin searching for someone in your future job field to interview
Week 6 9/25 – 9/27	DUE: Second Draft of RA. Bring one hardcopy to class for Peer Workshop	Introduce Discipline Investigation (DI) Cont'd: Adverb, adjective, noun clauses HW: Continue progress on interviewing someone
Week 7 10/2 – 10/4	Due: Final Draft of RA to turnitin.com by 8 p.m. tonight The rhetoric of interviewing and reporting	Sample DI paper Due: Interview Questions (1 pt)
Week 8 10/9 – 10/11	Due: HW: Journal 3 (typed, double-spaced) (2 pts) Due: MW Ch 3 & 4	Grammar: WC: Wordiness; passive voice Sign up for student conferences
Week 9 10/16 – 10/18	DUE: First draft of DI to turnitin.com by 8 p.m. (minimum of four pages) Due: MW Ch. 5 & 6, and questions (1 pt) Cont'd: WC: Word choice	Mid-semester conferences (10/18; 10/19) (5) This cannot be made up. (2 pts)
Week 10 10/23 – 10/25	Mid-semester conferences cont'd This cannot be made up. (2pts)	DUE: Second draft of DI. Bring one hardcopy to class for Peer Workshop Due: Personally assigned grammar HW (1 pt)
Week 11 10/30 – 11/1	Introduce Critical Reading Reflection (CRR) The rhetoric of reflection and making connections Due: MW Ch. 7 & 8, and questions (1 pt)	In-class essay (Journal 4) Bring a large blue/green testing book and dictionary (2 pts) Due: Final draft of DI to turnitin.com by 8 p.m.
Week 12 11/6 – 11/8	Due: First draft of CRR to turnitin.com by 8 p.m. tonight (minimum of four pages) (no second draft of CRR will take place)	Assign cover letter. Grammar: WC: Expanding Vocabulary and achieving academic writing style
Week 13 11/13 – 11/15	In-class essay (Journal 5) Bring a large blue/green testing book and dictionary (2 pts) Due: 1st draft of cover letter to turnitin.com by 8 p.m.	DUE: Final draft of CRR to turnitin.com by 8 p.m. tonight Due: Personally assigned grammar HW (1 pt) Finishing up with <i>The Mind at Work</i> : Conclusion and afterword

Week	Tuesday	Thursday
Week 14 11/20 – 11/22	Portfolio preparation workshop for eligible students Administer SOTES Students notified if they are not eligible for the portfolio and final exam.	Portfolio due: Bring all drafts and final copies of all essays, in-class essays, and journals. Bring all assignment sheets. Bring several binder clips. Preparing for the final exam
Week 15 11/27 – 11/29	FINAL EXAM IN-CLASS – TUESDAY, 11/27 (FINAL EXAM READING DAY – SATURDAY, 12/1)	
Week 16 12/4 – 12/6	• Results conferences, portfolios returned to students (12/3 – 12/7) • Revision work for those who did not pass and have the option of resubmitting	
Exam week 12/10 – 12/19	12/10 – Last Day of Instruction Resubmitted portfolios are due 12/11; Results to students by 12/19	

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 <http://info.sjsu.edu/static/catalog/policies.html> - 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. www.sjlibrary.org/services/literacy/info_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 <http://www2.sjsu.edu/senate/S04-12.pdf>
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. (<http://www2.sjsu.edu/senate/s90-5.htm>).
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. (<http://www2.sjsu.edu/senate/S04-12.pdf> and academic dishonesty http://sa.sjsu.edu/download/judicial/Academic_Dishonesty_Policy.pdf).
7. Evacuation plan for the classroom. See posted information in classroom.