

San José State University
ENGL 100A –Writing Competency
Course Greensheet – Fall 2013¹

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Office Hours: Mondays and Wednesdays 4:30-5:30 p.m.; Fridays 12-1 p.m.

Course Day/Time: **Section 1:** Mon/Wed, 9-10:15 a.m., **Sweeney Hall 411**

Section 4: Mon/Wed, 10:30-11:45 a.m., **Sweeney Hall 414**

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

COURSE DESCRIPTION

Welcome to English 100A! This course serves as alternative satisfaction of the WST requirement if passed with a C or better (C- or lower will not satisfy the WST). It prepares students for 100W through intensive 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

- English 100A Course Reader. You can pick this up at Maple Press, 481 E San Carlos Street
- Lam, Andrew. *East Eats West*. (2010). Heyday. ISBN: 978-1-59714-138-3
- **Recommended:** Lunsford, Andrea A. *The Everyday Writer*. 5th Edition. (2013). Bedford. ISBN: 978-1-4576-6712-1
- A college-level English dictionary

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

ESTIMATION OF PER UNIT WORKLOAD

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

TUTORING AND OTHER RESOURCES

- Writing Center: 1st floor, Clark Hall, http://www.sjsu.edu/writing_center
- Peer Connections locations:
 - 1st floor, Clark Hall
 - Student Services Center 600
 - Living Learning Center, Campus B village, 1st Floor
- Computer hardware and software assistance – please see Help Desk, First floor, Clark Hall
- Accessible Education Center (formerly the Disability Resource Center (DRC)). Administration Building 110.

Online Resources

- **Criterion:** We will be using Criterion for the second draft process for each essay. We will go through this program together in class, so you feel comfortable with how we will be using it. It is up to you how much you use it to help you check for grammar and usage mistakes. I make substantial comments on your first drafts, and very little on your second drafts, so it is your responsibility to familiarize yourself with Criterion.

Peer Mentors for English 100A

We are very lucky and grateful to have peer mentors this semester for 100A. Peer mentors are part of the Peer Connections program, and they offer their valuable advice to students. **Important: Peer Mentors are not writing tutors. If you need sentence-level help with your essays, see the Writing Center or a personal tutor.** However, our tutors can help you better understand an assignment, look over your paper with you and give advice on it, and also help you learn about the plentiful and free resources on campus that you have access to as a student that will help you with your writing. Each section has one peer Mentor:

Section 1: 9-10:15 a.m. Jaime Kumar

My name is Jaimie Kumar and I am a 3rd year student at SJSU. I recently was accepted into the Peer Connections Program and I am very excited to be working with other fellow students. The reason I signed up to become a Peer Mentor is because I wanted to help students explore the different opportunities the University System provides for them. For example, the best way to prepare for an early graduation as well as means for students to take advantage of exceptional college resources such as; tutoring and counseling services, student clubs and organizations, and study abroad opportunities. I have a passion for helping other find success and a drive help to make their college experience as enriching and rewarding as possible.

Email:

Office Hours:

Section 4: 10:30 – 11:45 a.m. Cindy Wong

I am Cindy, your Peer Mentor for the Fall 2013 English 100A course. I am a Forensic Science/Japanese major, and I have been working with Peer Connection since 2012. I am really happy that I have the opportunity to work in the class again. As a Peer Mentor, I will serve as a resource to assist you in succeeding in Eng100A by navigating the proper expectations of the course and campus resources to improve your writing skills as necessary. I am accessible via email and on-campus office hours; I look forward to getting to know you and work together throughout this coming semester!

Email: wong.cst@gmail.com

Office Hours: Monday (MLK): 5:00 pm - 7:00 pm

Wednesday (Clark): 12:00 pm - 2:00 pm

CLASS RULES AND PARTICIPATION

This course is intensive and difficult. Students will adhere to the following rules. You will come prepared to class by doing the following:

- Show up on time and be here not just physically, but mentally. Students who make a habit of being late will be asked to leave the classroom. Tardiness is disrespectful to other students in class.
- Look ahead on your syllabus the day before every class meeting to double check that you have done all readings, homework, and that you will be bringing the correct materials to class for the next day (i.e. books, rough drafts of assignments). Students who show up underprepared to class will be asked to leave that day.
- I do not accept late homework, assignments or late papers, **period**. It is unfair to your other classmates who also have very difficult school, work, and personal schedules.
- If you miss a class, you may **not** make up homework, in-class essays, or receive an extension on an assignment that is due that day unless you have documentation of your absence from an appropriate source (i.e. doctor's note; jury duty letter).
- **E-mail** is for short correspondences, while **office hours** are for extended discussion. Remember proper e-mail etiquette when you e-mail professors, and identify yourself and what class you are in. Students should e-mail when they need quick clarification, want to see if they are "headed in the right direction" with an idea, or when they would like to set up an appointment to see me in office hours. Lengthy e-mails, or e-mails that would require a professor to spend a long time responding to (i.e. "What did we do in class?") involve topics for which a student should be seeking **office hours**. In office hours, I am happy to give you 10-20 minutes on average of personal guidance. **Also, library, tutoring and mentoring services on campus are free and helpful. Be sure to take advantage of these resources, as well as the Internet.**
- Exchange e-mails with at least one other student in class, as I will not respond to "What did we do in class?" Form a "help" network for if you miss class and fall behind.
- Often, students mistake both professors and tutors as **editors**. We will not edit your papers. You can expect me to mark the first page or two of your essay drafts, so that you can see your patterns of error. It is up to you to learn to notice these errors in subsequent pages of your draft. Expect tutors at the Writing Center and Peer Connections to help you learn these rules, but do not expect them to mark every error you make. It is your responsibility to learn from your mistakes, practice, and start noticing what you are doing in your writing.
- If e-mailed during the week (Mon – Fri), I will respond to your e-mail within 24 hours. If e-mailed during the weekend (Fri [late afternoon] – Sun), I will respond to your e-mail within 48 hours. Last minute e-mails, e-mails sent late at night before an assignment is due, will not receive a response.
- All in all, be proactive about your learning, look ahead at your classes, **use a scheduler**, be on time, and be respectful to your fellow classmates. You will find this to be a rewarding class, one in which you grow as a writer and thinker and feel comfortable tackling any school or work assignment in the future.

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 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 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.

Out-of-Class Essays

First Drafts: First drafts are critical to the writing process. Points are taken off of your final papers for not participating in first drafts. These drafts are mandatory peer reviews in class. You are to bring two copies of your draft, and you should have completed roughly four pages. One copy goes to your reviewer, and one copy goes to me.

Second Drafts: Second drafts are turned in to the online program called Criterion. Directions on how to sign up for Criterion and use it can be found on SJSU's Academic Technology Web page:

<http://www.sjsu.edu/at/ec/docs/StudentCriterionGuide.pdf>

After you turn in your second draft, Criterion will electronically mark your paper for grammar and usage mistakes. You are required to turn in your paper to Criterion at least once and work with your grammar. Points are taken off your final paper if you do not participate in the second draft. Some students choose to resubmit their papers to Criterion several times because they want to make their papers as strong as possible and learn the grammar rules.

I also look at your second draft, but not as intensively as I do your first draft. I make brief notes to help guide you, but it is up to you to apply what you learn in lecture to strengthen your second drafts.

Conferences: All students have a mandatory conference with me for their second draft of the second paper, the Discipline Investigation assignment. This allows me to meet with you one-on-one around mid-semester so I can check in with you about how you are doing in the class, and give you personal feedback on your writing. Writers who seem to be really struggling will be asked to conference with me on their other papers, as well. Of course, all students are invited to talk with me about any of their work in my regular weekly office hours.

Final Drafts: Final Drafts are due in class on the day that is indicated on the syllabus. You will submit one hard copy to me on this day, as well as a digital copy to Criterion by midnight that same day. All final drafts will adhere to MLA, APA, or another academic format that is appropriate for your major of study.

YOU MUST KEEP ALL COPIES OF YOUR DRAFTS. YOU WILL NEED THEM TO CONSTRUCT YOUR FINAL PORTFOLIO. KEEP EVERYTHING YOU DO IN THIS CLASS, AND HAVE AN ORGANIZED SPACE TO KEEP YOUR WORK IN.

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 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).	1500	Maximum 20 points
	<i>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.</i>		Maximum 100 points; minimum 70 points
Final Portfolio	The portfolio must include the following: <ul style="list-style-type: none"> • 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; • Two in-class, handwritten journals; • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Schedule: Bring your course reader to class EVERY DAY. Homework is due on the date shown that it is due. Bring other books to class on days that we use them in class, as indicated on the schedule. *EEW* = *East Eats West*. *CR* = *Course Reader*. I do not always give reminders about when homework is due. It is your responsibility to look ahead at your schedule and plan accordingly. [SLOs] = student learning objectives. This is merely an indicator as to which SLOs (on page 1 of your syllabus) we are covering that day.

Week	Monday	Wednesday
Week 1 8/19 – 8/21	No Class	Introduction to course and key concepts: discourse communities, genres, and rhetorical analysis [SLOs e,g]
Week 2 8/26-8/28	Bring <i>CR</i> to class: <i>EEW</i> Introduction and Ch. 1 “Ode to the Bay” (in reader) Introduce Rhetorical analysis assignment (RA) [SLOs e,g]	Due: E-mail confirmation to me that you have signed up for Criterion. Diagnostic essay in-class (Journal 1) Bring a large, blue-green testing booklet and dictionary [SLOs a, c, f]
Week 3 9/2-9/4	No Class – Labor Day	HW due: bring two possible documents for analysis for the RA Discussion of Diagnostic Essays: thesis, structure, coherence, examples. <i>CR</i> : Revision symbols [SLOs a,b,c,d]
Week 4 9/9-9/11	Analyzing vs. Summarizing: A discussion on critical thinking. [SLO d] Exploring Criterion	DUE: First draft of RA for Peer Review (bring TWO hardcopies to class, at least 4 pages must be completed) [SLOs a, b, c, d, f]
Week 5 9/16-9/18	Due: <i>EEW</i> pp. 13-50 (QUIZ and discussion in class) Plagiarism activity Review of a sample RA paper [SLOs e,g,h]	DUE: Second Draft of RA to Criterion by midnight tonight Summarizing, Paraphrasing, and Quoting Word choice and wordiness [SLOs a,d]
Week 6 9/23-9/25	In-class essay (Journal 2) Bring blue book and dictionary Essay will e a response to <i>EEW</i> pp. 51-76. These must be read over the weekend to perform on this essay. [SLOs a,c,f]	DUE: Final draft of RA, one hardcopy to me CR: Introduction to Discipline Investigation (DI) Professional discourse communities; interviewing HW: Begin looking for someone to interview [SLOs g,f]
Week 7 9/30-10/2	Using SJSU Library, “Google Scholar,” and other acceptable academic resources Evaluating and Integrating Sources HW: Find someone to interview for DI	Review of In-Class Essay 2 Writing under time constraints: a discussion on writing your best out of the time that you have HW: Find someone to interview for DI
Week 8 10/7- 10/9	Review of a sample DI paper [SLOs d,e,h] Grammar review: run-ons, fragments, and comma splices. Making choices with punctuation.	DUE: First draft of DI for Peer Review (bring TWO hardcopies to class, at least 4 pages must be completed.) [SLOs b,d,f]
Week 9 10/14-10/16	Due: <i>EEW</i> pp. 77-106 (QUIZ and in-class discussion) Style and flow: transition words and phrases Sign up for student conferences for Mon (10/21) or Tues (10/22) [SLOs a,d]	CR: Introduce Critical Reading Reflection (CRR) Making meaning; making change: relating to what we read and articulating the connections we make in an articulate manner [SLOs c,f,g,h]
Week 10 10/21-10/23	DUE: Second draft (one hardcopy, no laptops) of DI to me in my office for PERSONAL CONFERENCES today (10/21) and tomorrow (10/22). If you miss your conference, you cannot reschedule. [SLOs a,b,c,d,f,h]	In-class essay (Journal 3) Bring blue book and dictionary. Essay will be a response to <i>EEW</i> pp. 107-138. These must be read by today to perform on this essay. [SLOs a,c,f]
Week 11 10/28-10/30	DUE: Final draft of Discipline Investigation, one hardcopy to me In-class: Finish <i>EEW</i> pp. 139-169; discussion [SLOs e,g]	Review of In-Class Essay 3 Making reflection a meaningful process [SLOs a,b,c]
Week 12 11/4-11/6	DUE: First draft CRR for Peer Review (bring TWO hardcopies to class, at least 4 pages must be completed.) [SLOs a,b,c,d,f]	Assign cover letter. The rhetoric of cover letters and resumes Sample CRR paper [SLOs c,d,g]

Week	Monday	Wednesday
Week 13 11/11-11/13	No Class – Veteran’s Day	DUE: Second draft CRR to Criterion by midnight Final exam discussion A lesson from Alexandra Wallace [SLOs a,b,c,f,g]
Week 14 11/18 – 11/20	Due: Peer Review of cover letter (bring one hardcopy to class for your peer) Due: Journal 4: Letter to Alexandra Wallace [SLOs a,b,c]	DUE: Final draft of CRR, one hardcopy to me) Final exam discussion • Students notified over the weekend if they are not eligible for the portfolio and final exam. [SLOs b,c,g]
Week 15 11/25 – 11/27	Portfolio preparation workshop Final exam discussion [SLOs b,c,g]	FINAL EXAM IN-CLASS –11/27
Week 16 12/2 – 12/6	<ul style="list-style-type: none"> PORTFOLIO SUBMISSION DEADLINE: MONDAY 12/2, TO MY OFFICE BETWEEN 9 A.M. AND 11:45 A.M. INSTRUCTORS ONLY: FINAL EXAM READING DAY – FRIDAY DEC. 6TH; PORTFOLIO READING between 11/22 and 12/5	
End of Semester	RESULTS CONFERENCES: PORTFOLIOS RETURNED TO STUDENTS after DEC. 10th	

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.