

**San José State University**  
**ENGL or LLD 100A – Section 2 – Writing Competency Through Genres**  
**Course Greensheet – Fall 2014<sup>1</sup>**

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**Office Hours:** Mondays & Wednesdays 1:30–2:30 PM, and by appointment (No office hours on SJSU holidays)

**Course Time/Room:** Hugh Gillis Hall (HGH) 124, Mondays/Wednesdays 12:00–1:15 PM (MW 1200–1315)

**Canvas:** <http://sjsu.instructure.com>

**Prerequisites:** Passed ENGL 1B or equivalent; taken WST at least twice 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 5000 words, including a rhetorical analysis, a report about writing in your chosen discipline, and five critical reflective journals on a book-length work of fiction or 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**

- Lam, Andrew. *East Eats West: Writing in Two Hemispheres*. (2010). Heyday. ISBN: 978-15971-41383 (info: <https://heydaybooks.com/book/east-eats-west-writing-in-two/>). You will need a **print** copy of this book that you can bring to class.
- 100a Study Guide: *Rhetoric and Composition*. Knapp, Stacey. 2014. Please order both print **and** digital. We will use the print version in the classroom; the digital version includes links to additional resources.

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

- Please order both here: <http://www.magcloud.com/browse/issue/680464>. You will need to set up an account with MagCloud, which takes less than five minutes. Once you have an account, MagCloud stores the Study Guide in your Digital Library, which provides you with 24-7 access via any computer and/or mobile device. **Order Now:** the print copy takes 10 days to deliver.
- Grammar text: *A Commonsense Guide to Grammar and Usage* (Sixth Edition) ISBN: 978-03126-97792.
  - While I strongly recommend the print version (either purchased or rented), so you can work from it on your own and also bring it to class, I recognize that cost is always an issue. You can **rent a digital** version from CourseSmart via the following link: <http://www.coursesmart.com/a-commonsense-guide-to-grammar-and-usage/larry-beason-mark-lester/dp/9780312697792> (you will need to set up a CourseSmart account, unless you already have one).
- A college-level English dictionary: I recommend *Merriam-Webster's Collegiate Dictionary, Eleventh Edition* (info: <http://www.merriam-webster.com/cgi-bin/book.pl?c11.htm>). You will have the option to use a print (paper) dictionary during in-class exams.
- Web/Internet access will be necessary.

### SUGGESTED MATERIALS

- *The Art of Revision*. Knapp, Stacey. 2014.
  - Download here: <http://www.magcloud.com/browse/issue/688275> (digital will be sufficient, if you choose to purchase this short guide to revision; this is an additional resource you might find helpful, as we will be focusing heavily on revision.)

### TUTORING AND OTHER RESOURCES

- Writing Center: 1st floor, Clark Hall, <http://www.sjsu.edu/writing-center>
- Peer Connections locations: <http://peerconnections.sjsu.edu/>
  - 1st floor, Clark Hall
  - Student Services Center 600
  - Living Learning Center, Campus B village, 1<sup>st</sup> Floor
- Computer hardware and software assistance – please see Help Desk, First floor, Clark Hall

### Online Resources

● **Canvas:** We will be using Canvas throughout the course. **Login URL:** <http://sjsu.instructure.com> Please note that it should NOT have the “www” at the start of the URL like many other websites. It is recommended that you visit the eCampus Canvas website at <http://www.sjsu.edu/at/ec/canvas/>. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <http://guides.instructure.com/>.

**Username:** SJSU 9-digit ID number.

**Password:** Self-generated password for your SJSUOne account

● **Turnitin.com:** We will be using Turnitin.com for the 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

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 might 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 (for example, books and rough drafts of assignments). Students who show up underprepared to class may be asked to leave that day.
- I will 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 obligations.

- 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 (examples: doctor's note; jury duty letter).
- **Email** is for short correspondence, while **office hours** are for extended discussion. Remember proper email etiquette when you email professors, and identify yourself and what class you are in. Students should email 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 meet with me. Lengthy emails, or emails that require a professor to spend a long time responding (for example, "What did we do in class?"), involve topics for which a student should be seeking help during **office hours**. In office hours, I am happy to give you, on average, 10-20 minutes of personal guidance.
- **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 email addresses with at least one other student in your class, as I will not respond to the email "What did we do in class?" Form a "help" network if you miss class, so you do not 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, to practice, and to start noticing what choices to make when writing.
- If emailed during the week (Mon – Fri), I will typically respond to your email within 24 hours. If emailed during the weekend (Fri [evening] – Sun), I will try to respond to your email within 48 hours. Last minute emails, like emails sent late at night right before an assignment is due, will not typically receive a response.
- All in all, **be proactive** about your learning, **look ahead** at upcoming tasks in 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: by the end of the semester, you should feel comfortable tackling any future school or work assignment.

## 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.

Eligibility points: 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.

Final grade: 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 this 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.

### **OUT-OF-CLASS ESSAYS**

**First Drafts:** First drafts are critical to the writing process. Points are deducted from your final papers for not participating in first drafts. These drafts are subject to 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 Canvas by 11:59 PM (midnight) on the due date. 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 have learned in class 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 we can discuss how you are doing in the class and I can 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, too. Of course, all students are invited to talk with me about any of their work during 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, and you will also upload a digital copy to Canvas by 11:59 PM (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**

<b>Assignment</b>	<b>Description</b>	<b>Word count</b>	<b>Assessment</b>
<b>Rhetorical Analysis</b>	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.	1500	Maximum 25 points
<b>Discipline Investigation</b>	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).	1500	Maximum 25 points
<b>Five Critical Reading Reflection Journals</b>	Throughout the semester, you will read sections of a full-length work of fiction or non-fiction (Andrew Lam's <i>East Eats West</i> ) and respond to what you read in a series of reflective journals. Two of these will be timed essays written in class. At the end of the semester, you will place all of these journals in your final portfolio.	2000	Maximum 25 points
<b>Cover Letter</b>	This is a one paragraph letter to readers of your portfolio in which you explain which of the two above assignments is your best work and why.	200-300	Maximum 5 points
<b>Homework, quizzes, &amp; participation</b>	Your instructor will decide how to assign these points to your class work and participation.		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>		<b>Maximum 100 points; minimum 70 points</b>
<b>Final Portfolio</b>	The portfolio must include the following: <ul style="list-style-type: none"> <li>• The Portfolio Checklist initialed and signed by both student and instructor;</li> <li>• A clean, final draft of the cover letter – 200-300 words</li> <li>• A final, clean copy of two main assignments comprised of at least 3000 words of revised, polished writing (see above);</li> <li>• First and intermediate draft of each of the two main writing assignments which show instructor's comments and a rubric marked by the instructor;</li> <li>• Five CRR journals, including two in-class, handwritten journals;</li> <li>• The assignment sheets for all assignments;</li> </ul>	3200 words of final, polished writing	Scored according to the scoring rubric by two readers. Worth 70% of your grade.
<b>Final Exam</b>	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"> <li>• meets all expectations in the rhetorical choices of the assignment, including genre, purpose, format, evidence, tone, and conventions.</li> <li>• is well-organized and thoroughly developed.</li> <li>• shows good or superior control of grammar, including syntactic variety, range of vocabulary, etc.</li> <li>• intelligently addresses the assignment.</li> </ul>
3	<ul style="list-style-type: none"> <li>• meets most of the rhetorical expectations of the assignment, including purpose, format, etc.</li> <li>• is somewhat organized but may require more development.</li> <li>• contains some grammatical errors, inappropriate word choice, or incorrect usage that rarely obstruct reader’s understanding.</li> <li>• may address some parts of the assignment better than others.</li> </ul>
2	<ul style="list-style-type: none"> <li>• meets few rhetorical expectations of the assignment.</li> <li>• shows weak development and cohesion and/or inappropriate rhetorical choices.</li> <li>• shows an accumulation of grammar and syntactical errors that interfere with readers’ understanding.</li> <li>• omits or misunderstands major parts of the assignment.</li> </ul>
1	<ul style="list-style-type: none"> <li>• fails to meet the rhetorical expectations of assignment.</li> <li>• fails to organize and develop ideas.</li> <li>• contains grammar and syntactical errors that seriously interfere with readers’ understanding.</li> <li>• fails to address the assignment.</li> </ul>

**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

### COURSE SCHEDULE

**This schedule is subject to change with reasonable notice, and further assignments may be added as needed. Homework and readings are due on the dates shown in the schedule. *EEW* = *East Eats West*. *CR* = *Course Reader*. *CG* = *A Commonsense Guide to Grammar and Usage*. **HW** = **Homework**. Bring books to class on days that we use them, as indicated on the schedule. 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.**

<u>Dates</u>	<u>Monday</u>	<u>Wednesday</u>
Week 1 8/25-27	Course introduction; intro to Canvas Introduction to key concepts: discourse communities, genres, and rhetorical analysis Bring <i>CR</i> to class: Read pp. 1-4	<b>Introduce Rhetorical analysis assignment (RA)</b> Bring <i>EEW</i> to class: Read Introduction and Ch. 1 “Ode to the Bay” (pp. 1-11) Bring <i>CR</i> to class: Read pp. 9-12 Read: <i>CG</i> Ch. 39, pp. 391-397 Finding an academic article [SLOs e, g]
Week 2 9/1-3	<b>Labor Day – Campus Closed (No Class Meeting; no regular office hours)</b>	Read: <i>CG</i> Ch. 40, pp. 398-410 <b>Diagnostic essay in-class (CRR Journal 1)</b> Bring a large, blue or green testing booklet and dictionary. [SLOs a, c, f]
Week 3 9/8-10	Read: <i>CG</i> “Grammar Without Tears,” pp. 1-17 <b>HW due:</b> bring possible documents for analysis for the RA; begin looking for a person to interview for the Discipline Investigation assignment Sample RA paper [SLOs b, c, d, f]	Bring <i>CR</i> to class: Read pp. 5-7 <b>HW due:</b> Complete Activity Three, <i>CR</i> p.8, and bring to class Read: <i>CG</i> Ch. 40, pp. 398-410 Discussion of diagnostic essays: thesis, structure, coherence, exemplification [SLOs a, b, c, d]; Grammar HW assigned (see endnote on essay)
Week 4 9/15-17	<b>DUE date: First draft of Rhetorical Analysis for peer and instructor review. Bring TWO hard copies to class, upload one copy to Canvas; at least 4 pages must be completed</b> [SLOs a, b, c, d, f] Read: <i>CG</i> Ch. 41, pp. 411-421	<b>CRR Journal 2 assigned (take-home essay)</b> <b>HW due:</b> Individual Grammar HW Bring <i>CR</i> to class: Read p. 14
Week 5 9/22-24	<b>Due date: CRR Journal 2; turn in hard copy in class, upload electronic copy to Canvas by 11:59 PM</b> <b>Due:</b> <i>EEW</i> pp. 13-50; Bring <i>EEW</i> to class Discussion of <i>EEW</i> (Group Quiz) [SLOs e, g]	<b>DUE date: Second Draft of RA uploaded to Canvas by 11:59 PM</b> Read: <i>CG</i> Ch. 42, pp. 422-430
Week 6 9/29-10/1	<b>Introduction to Discipline Investigation (DI)</b> Bring <i>CR</i> to class: Read p. 13 Professional discourse communities; interviewing [SLOs f, g, h]	<b>DUE date: Final draft of RA. Bring hard copy to class; upload electronic copy to Canvas by 11:59 PM</b> Bring <i>EEW</i> to class: Read pp. 51-76 Taking in-class essay exams [SLOs b, c, d, f]
Week 7 10/6-8	<b>HW:</b> Make contact with person you will interview for DI <b>In-class essay, CRR Journal 3</b> Bring a large, blue or green testing booklet and dictionary; essay will be in response to <i>EEW</i> pp. 51-76. This must be read by this class date to perform on this essay. [SLOs a, c, f].	Read: <i>CG</i> Unit 11, pp. 359-384 (Ch. 37 and 38) Using SJSU library and other acceptable academic sources for the DI; evaluating and integrating sources [SLOs a, c, d, e, g, h]
Week 8 10/13-15	Read: <i>EEW</i> pp. 77-106 (Group Quiz) [SLOs e, g] Sample DI paper [SLOs b, c, d, f] Discussion of in-class essay (CRR Journal 3): writing under time constraints [SLOs a, b, c, d]; Grammar HW assigned (see note at the end of your in-class essay)	<b>DUE date: First draft of Discipline Investigation for peer and instructor review (bring TWO hard copies to class, upload electronic copy to Canvas. At least 4 pages must be completed</b> [SLOs a, b, c, d, f] <b>Assign CRR Journal 4 (take-home essay)</b>

<b>Dates</b>	<b>Monday</b>	<b>Wednesday</b>
Week 9 10/20-22	<b>Due date: CRR Journal 4; turn in hard copy in class, upload electronic copy to Canvas by 11:59 PM</b> Due: <i>EEW</i> pp. 107-138 Discussion of <i>EEW</i> [SLOs e, g]	<b>Due:</b> Grammar HW (personally assigned, based on CRR Journal 3 in-class essay) Review <i>CG</i> Ch. 42, pp. 422-430, on “Revising”
Week 10 10/27-29	<b>DUE date: Second draft of DI</b> <b>Bring hard copy to your mandatory conference with me; upload electronic copy to Canvas by 11:59 PM on 10/27</b> <b>(NO REGULAR CLASS MEETING)</b>	<b>DUE date: Second draft of DI</b> <b>Bring hard copy to your mandatory conference with me; upload electronic copy to Canvas by 11:59 PM on 10/27</b> <b>(NO REGULAR CLASS MEETING)</b>
Week 11 11/3-5	Read: <i>CG</i> Unit 1, pp. 18-41 (Ch. 1 and 2) Discussion: Fragments, run-ons, general punctuation and mechanics [SLOs a, b, d, f]	Read: <i>CG</i> Ch. 6, pp. 69-76, and Ch. 27, pp.267-274 Discussion: Shifts, parallelism, and general sentence style [SLOs a, b, d, f]
Week 12 11/10-12	<b>DUE date: Final draft of DI; bring hard copy to class and upload electronic copy to Canvas by 11:59 PM</b> Read: <i>EEW</i> pp. 139-169; discussion	<b>In-class essay, CRR Journal 5</b> Bring a large, blue or green testing booklet and dictionary; essay will be in response to <i>EEW</i> pp. 139-169. This must be read by this class date to perform on this essay. [SLOs a, c, f].
Week 13 11/17-19	<b>Assign cover letter.</b> Bring <i>CR</i> to class; read pp. 15-16 Discussion: The rhetoric behind cover letters and resumes [SLOs c, d, g] Final exam prep.	<b>DUE date: First draft of cover letter; bring ONE hard copy to class for peer review</b> <b>1-Students notified if they are not eligible for the portfolio and final exam.</b> <b>2-Portfolio preparation workshop for eligible students</b> <b>3-Final exam prep. (including discussion of CRR Journal 5, in-class essay)</b>
Week 14 11/24-26	<b>Final Exam: in-class essay.</b>	<b>Workshop on RA and DI final drafts for portfolio</b>
Week 15 12/1-3	<b>PORTFOLIO SUBMISSION DEADLINE: 12/1, IN CLASS</b> <b>NO MORE 100A (WHOLE) CLASS MEETINGS AFTER 12/1!</b>	
Week 16 & 17, 12/8-17	<b>RESULTS CONFERENCES, PORTFOLIOS RETURNED TO STUDENTS</b> <b>(Dates and times TBA)</b>	

### 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/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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 100A 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](http://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 requesting accommodations must register with the Accessible Education Center <http://www.sjsu.edu/aec/> to establish a record of their disability. AEC's phone number is 924-6000.
5. Consent for Recording of Class and Public Sharing of Instructor Material  
[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.
  - “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or

video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

- It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
  - “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”
6. Time commitment  
SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.
7. Accommodation to Students' Religious Holidays  
San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.
8. SJSU Writing Center  
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](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.
9. Expectations about classroom behavior; see Academic Senate Policy S90-5 on Student Rights and Responsibilities. (<http://www2.sjsu.edu/senate/s90-5.htm>).
10. 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](http://sa.sjsu.edu/download/judicial/Academic_Dishonesty_Policy.pdf)).

11. Evacuation plan for the classroom. See posted information in classroom.

12. SJSU COUNSELING SERVICES

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.