

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

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Office Hours: Tuesdays and Thursdays, 12-1 p.m.  
Course Day/Time: Tuesdays and Thursdays, 9:00 – 10:15 a.m.  
Prerequisites: Passed ENGL 1B or equivalent; taken WST at least once without passing.

### **COURSE DESCRIPTION**

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

### **COURSE GOALS**

ENGL/LLD 100A is one course taught in two different departments. It is designed with the goal of preparing you to succeed in 100W, other upper division classes, and your profession. You will have intensive practice in prewriting, drafting, revising, and editing academic writing. You will be asked to research, analyze, and reflect on various kinds of writing and to produce a minimum of 5000 words, including a rhetorical analysis, a report about writing in your chosen discipline, and a 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**

- Knapp, Stacey. *Rhetoric and Composition Reader*. (2013). **Print Edition**. Buy online at <http://www.magcloud.com/browse/issue/680464>
- Lam,, Andrew. *East Eats West*. (2010). Heyday. ISBN: 978-1-59714-138-3
- Lane, Janet & Ellen Lange. *Writing Clearly: Grammar for Editing*. **Third edition**. ISBN-13: 978-1-111-35197-7
- A college-level English dictionary and Internet access

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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.

## 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: <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
- Accessible Education Center (formerly Disability Resource Center (DRC)). Administration Building 110.

## Online Resources

- **Canvas:** You will be turning in all of your out-of-class essays to Canvas, SJSU's online classroom support program. You are already registered for Canvas, and I will show you how to use it in class. Turnitin.com, a plagiarism resource, is embedded in this software.
- **Criterion:** We will be using Criterion for the second draft process for each essay. **This is a required step in your drafting process.** We will go through this program together in class, so you feel comfortable with how we will be using it. You will access Criterion through Canvas. 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. **To sign up for Criterion, go to <http://criterion.ets.org> and follow these steps:**
  - 1) Create an account as a new user
  - 2) Sign up for my class: English 100A, Section 2 with the following access code: **S6NG-YQTK**

## 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 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 (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 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, practice, and start noticing what your choices 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.

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.

### **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**

<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 <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 three 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
	<b><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>		<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

**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*. *WC* = *Writing Clearly*. 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	Tuesday	Thursday
Week 1 1/23	No Class	<ul style="list-style-type: none"> <li>Course introduction; Canvas; Criterion</li> <li>Introduction to key concepts: discourse communities, genres, and rhetorical analysis [SLOs e, g]</li> </ul>
Week 2 1/28 – 1/30	Bring <i>CR</i> to class: <i>EEW</i> Introduction and Ch. 1 “Ode to the Bay” <b>Introduce Rhetorical Analysis essay (RA)</b> Finding an academic article [SLOs e, g]	<b>Diagnostic essay in-class (Journal 1)</b> Bring a large, blue-green testing booklet and dictionary [SLOs a, c, f]
Week 3 2/4 – 2/6	<b>HW due:</b> bring two possible documents for analysis for the RA Bring <i>Writing Clearly to Class</i> Grading symbols and how to use <i>WC; Criterion</i> . [SLOs a,b]	Discussion of diagnostic essays: thesis, structure, coherence, exemplification [SLOs a, b, c, d]; grammar HW assigned ((see end note on your essay))  Lecture: Analyzing vs. Summarizing: A discussion on critical thinking [SLO d]
Week 4 2/11- 2/13	<b>HW due:</b> Personally assigned grammar HW based on your diagnostic essay Sample RA paper [SLOs b, c, d, f]	<b>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]</b> Take home journal (Journal 2) assigned
Week 5 2/18 – 2/20	<b>Due:</b> <i>EEW</i> pp. 13-50 and take home journal (Journal 2) Discussion on <i>EEW</i> [SLOs e,g]	Lecture: Summarizing, Paraphrasing, and Quoting Bring <i>WC</i> to class: Word Choice and Wordiness [SLOs a, d]
Week 6 2/25 – 2/27	<b>Due: Second Draft of RA to Canvas by midnight; Begin using Criterion for grammar help (required to use at least once)</b> [SLOs a, c, f]	<b>In-class essay (Journal 3)</b> Bring a large, blue-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].
Week 7 3/4 – 3/6	<b>Introduction to Discipline Investigation (DI)</b> Professional discourse communities; interviewing  <b>HW:</b> Begin looking for someone to interview [SLOs g, f, h]	<b>Due: Final draft of RA; one hardcopy to me in class and one uploaded to Canvas by midnight</b>  Discussion of in-class essay (Journal 3): writing under time constraints [SLOs a, b, c, d]; grammar HW assigned (see note at the end of your in-class essay)
Week 8 3/11 – 3/13	<b>HW due:</b> Personally assigned grammar HW based on your in-class essay 3  Bring <i>WC</i> to class: run-ons, fragments, comma splices [SLO a]	Bring <i>WC</i> to class: run-ons, fragments, comma splices cont’d [SLO a]  Using SJSU library; Google scholar, and other acceptable academic sources for the DI; evaluating and integrating sources [SLOs a, c, d, e, g, h]
Week 9 3/18 – 3/20	Sample DI paper [SLOs b, c, d, f]  Quiz: <i>EEW</i> pp. 77-106 and discussion [SLOs e, g]  Plagiarism activity	<b>Due: First draft of Discipline Investigation for peer review (bring ONE hardcopy to class, turn in ONE copy to Canvas. At least 4 pages must be completed [SLOs a,b,c,d,f]</b> Take home journal (Journal 4) assigned [Sign up for mandatory student conferences]
<b>3/25 - 3/27</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>

Week	Tuesday	Thursday
Week 10 4/1 – 4/3	<b>Due:</b> <i>EEW</i> pp. 107-138 and take home journal (Journal 4) Discussion on <i>EEW</i> [SLOs e,g]  <b>DUE: Begin MANDATORY student conferences for second draft of DI: bring one hard copy to my office at your scheduled time</b>	<b>DUE: Second draft of DI: MANDATORY student conferences (4/3): bring one hardcopy to my office at your scheduled time</b>
Week 11 4/8 – 4/10	Bring <i>WC</i> to class: verb tense and form  Style and flow: transition words and phrases [SLOs a, d]	Bring <i>WC</i> to class: verb tense and form cont'd  Making meaning; making change: relating to what we read and articulating the connections we make articulately [SLO a, c, d, e]
Week 12 4/15 – 4/17	<b>Due: Final draft of DI: One hardcopy in class and ONE uploaded to Canvas by midnight</b> Bring <i>WC</i> to class: punctuation and mechanics review [SLO a]	Assign cover letter for end-of-semester portfolio.  Lecture: The rhetoric behind cover letters and resumes [SLOs c, d, g]
Week 13 4/22 – 4/24	<b>In-class essay (Journal 5)</b> Bring a large, blue-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].	<b>Due: Peer review of cover letter; bring ONE hard copy to class</b> A lesson in rhetoric from Alexandra Wallace [SLOs a, b, c, f, g]
Week 14 4/29 – 5/1	Discussion of in-class essay (Journal 5)  Portfolio preparation workshop for eligible students  Final exam discussion and preparation [SLOS a, b, g]	Final exam discussion and preparation [SLOS a, b, g]  <b>PORTFOLIO SUBMISSION DEADLINE 5/1 IN CLASS</b>
Week 15 5/6 - 5/8	<b>FINAL EXAM DONE IN-CLASS – 5/6 NO MORE 100A (WHOLE) CLASS MEETINGS AFTER 5/6!</b>	
Week 16	<b>RESULTS CONFERENCES, PORTFOLIOS RETURNED TO STUDENTS (5/14 -5/15) Students who are allowed to revise their portfolios must turn them in by May 19<sup>th</sup>, 5 pm. Results back by May 22<sup>nd</sup>, 5 pm.</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. 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](http://sa.sjsu.edu/download/judicial/Academic_Dishonesty_Policy.pdf)).
7. Evacuation plan for the classroom. See posted information in classroom.