

San José State University
ENGL 100A-03 –Writing Competency Through Genres
Course Syllabus – Spring 2016¹

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Course Time/Location: MW 1:30-2:45 pm in Clark Hall 316
Office Phone: 408-924-4956
Office Hours: M 9:00-10:00 / W 12:00-1:00

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

- 100A Study Guide: *Rhetoric and Composition Reader* by Stacey Knapp. Please order both print and digital editions. We will use the print version in the classroom and the digital includes links to homework and video lectures. Order both here: <http://www.magcloud.com/browse/issue/680464> Set up an account with MagCloud which will store the Study Guide in your Digital Library which you can access digitally anywhere.
- Lam, Andrew. *East Eats West*. (2010). Heydey. ISBN: 978-1-59714-138-3
- Internet access and use of *Writer's Help* in Canvas <http://sjsu.instructure.com> (or purchase/rent a hard copy of *The Everyday Writer with Exercises*—see below)

RECOMMENDED TEXTS

- Lunsford, Andrea A. *The Everyday Writer with Exercises*. 5th ed. (2013) Bedford. ISBN: 978-1-4576-1267-1 (This text is the hard copy of *Writer's Help* in Canvas. If you prefer to use books, you can buy or rent this text; otherwise, you can use the digital/online version via Canvas)
- 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.

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, 1st 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

ATTENDANCE AND LATE WORK POLICY

Attendance and participation are extremely important to this course. Please observe the following rules:

- 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).
- 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.

About Email Correspondence

- No homework or papers will be accepted via email. I encourage you to email me to ask questions or to inform me of problems or absences, but otherwise, homework will be accepted only in class.
- Use your SJSU student email account for all correspondence for this course. I will be emailing you through this account, so be sure to check it (or you can indicate your preferred email address in MySJSU).
- Criteria for emailing me: Put your name and the name of our course in the Subject of your email. In your email, please address me by name, either “Allison” or by using a title in conjunction with my last name, such as “Ms. St. Dennis” or “Professor St. Dennis.” Also, you must write in your best prose: Write in complete sentences with capitalization, punctuation, Standard Written English, and no “text-messaging” abbreviations. If you do not, I will return your email requesting that you revise your work. **Start practicing professionalism now in your correspondence.**

CLASSROOM PROTOCOL AND PLAGIARISM

- ***Protocol:*** Students are expected to conduct themselves in a manner appropriate to the college class, respectful of the instructor and other students. Any disruptive behavior will result in disciplinary action and the student will be asked to leave the classroom and the matter may be referred to the Dean of Student Services. Disruptive behavior includes talking while the instructor is lecturing, inappropriate language, and activities unrelated to the course and discussion at hand. All electronic devices should be turned off, including cell phones, tablets, laptops, and iPods.
- ***Plagiarism:*** To plagiarize is to use the language and thoughts of another author and represent them as one's own. When borrowing information from outside sources, you must credit the author; neglecting to do so is an act of academic dishonesty and in violation of the university's Office of Student Conduct's Academic Integrity Policy (Please see the [Academic Integrity Policy](http://info.sjsu.edu/static/catalog/integrity.html) at <http://info.sjsu.edu/static/catalog/integrity.html>). Plagiarism will result in automatic failure of the assignment and may be reported to the Office of Student Conduct for possible additional penalty. We will review in class what constitutes plagiarism and discuss the appropriate documentation formats for your discipline.

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 13th 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 syllabus). 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 given for these drafts and for the mandatory peer reviews. Bring a copy of your first draft, which should be roughly four pages.

Second Drafts: Second drafts should also be uploaded to Turnitin on Canvas and to Criterion, an online editing program. 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>. To register, create a username and password and enter our Class Access Code: XFK2-AKUT. The Criterion site is <http://criterion.ets.org>

Turnitin on Canvas will check for plagiarism so you can revise your draft before the final is due. 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 given for second drafts. 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.

Instructor review of drafts: I will collect one of the rough drafts for each of the two major writing assignments to provide you with advice before your final drafts are due.

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 to talk with you personally about your writing. 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 schedule. You will submit one hard copy to me on this day, as well as a digital copy to Canvas 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.

University Contract Dispute

The California Faculty Association is in the midst of a difficult contract dispute with management over salary issues. Higher pay for faculty is crucial to attracting and keeping better professors and improving the quality of your education.

It is possible that the faculty union will picket, hold rallies, or perform other job actions during this semester, up to and including a strike. If the faculty are forced into any of these activities, we will try to keep you apprised and to minimize any disruption to your education.

Students showing support for the faculty will be a very helpful factor in getting a quick settlement that benefits everybody.

For more current information you can visit the California Faculty Association website at <http://www.calfac.org/>

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.	1500	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).	1500	Maximum 25 points
Five Critical Reading Reflection Journals	Throughout the semester, you will read sections of a full length work of fiction or non-fiction (<i>The Alchemist</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
Cover Letter	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
Homework & participation	Your instructor will decide how to assign these points to your class work and participation.		Maximum 20 points
	<i>By the end of the 13th 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 – 200-300 words • A final, clean copy of two main assignments comprised of at least 3000 words of revised, polished writing (see above); • First and intermediate draft of each of the two main writing assignments which show instructor's comments and a rubric marked by the instructor; • Five CRR journals, including two in-class, handwritten journals 	3200 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

Notes:

1. Assignments and due dates are subject to change. Such changes will be announced in class and via Canvas at least one class meeting in advance.
2. All reading assignments and homework are due the dates they are listed below. Come to class having completed any assigned homework and/or reading and be prepared to participate in class.
3. All reading assignments not in your textbook will be given to you in class. If you are not in class to receive the handout, you are responsible for finding the reading assignment in Canvas, printing it out, reading it, and bringing it to class.
4. Bring your course reader and East Eats West with you to class each day that there is assigned reading or an exercise from these texts.
5. I will use Canvas to post announcements, assignments, and supplementary reading materials and samples. You will also need to upload a draft of both major assignments to **Turnitin on Canvas**.
6. You are not responsible for any exercises in the texts that are not listed in our schedule.
7. Grammar exercises are in *Writer's Help* (in Canvas) or the *Everyday Writer*. Complete assigned exercises on a separate sheet of paper so I may collect your work in class.
8. Find the online grammar check Criterion at <http://criterion.ets.org>; Class Access Code: XFK2-AKUT.

Key

CR = Course Reader	EEW = East Eats West	WH/EW : <i>Writer's Help</i> (online) or <i>Everyday Writer</i> (book)
RA = Rhetorical Analysis	DI = Discipline Investigation	
◆ = Homework/assignment due	📖 = Reading assignment due	✍ = In-class writing assignment
↻ = Class lecture/activity	🏠 = Holiday – no class	🚨 = Important notice

Week	Monday	Wednesday
Week 1 2/1 – 2/3	2/1 In Class: ↻ Course introduction ↻ Introduction to key concepts: discourse communities, genres, and rhetorical analysis	2/3 In-Class: ✍ In-class diagnostic essay (Journal 1).
Week 2 2/8 – 2/10	2/8 In Class: ↻ Introduce Rhetorical Analysis (RA) Essay ↻ Finding an academic article 🚨 Look ahead: Begin searching for documents for the Rhetorical Analysis; two are required one week from today 🚨 Look ahead: Begin looking for someone to interview for the Discipline Investigation, the second major writing assignment for the term	2/10 📖 Read: CR (1-6, 11), “Rhetorical Modes” link (10); EEW “Introduction” and “Ode to the Bay” (1-11)

Week	Monday	Wednesday
Week 3 2/15- 2/17	2/15 ♦ Due: 2 possible documents for Rhetorical Analysis ☞ Read: CR (7, 10) In Class: ⇨ All about Rhetorical Appeals	2/17 ♦ Due: Annotated article ☞ Read: CR (9, 12), “Model RA” in the <i>Drop Box for Rhetorical Analysis Paper</i> link (11) In Class: ✍ Class Activity: Tea and Quote Sandwich ⇨ Review diagnostic
Week 4 2/22– 2/24	2/22 ♦ Due: <ul style="list-style-type: none"> • Practice Introduction due • Grammar corrections from Journal 1 due ☞ Read: CR “Writing Lessons” link: “Conclusions”	2/24 ♦ Due: First draft of RA for Peer Review (bring a hardcopy to class, at least 4 pages must be completed [SLOs a,b,c,d,f]) In Class: ⇨ Out-of-class Journal 2 assigned
Week 5 2/29 – 3/2	2/29 ♦ Due: Out-of-class Journal 2 due ☞ Read: <i>EEW</i> 13-49 In Class: ⇨ Using Criterion; Revising for coherence ⇨ Art of Revision 1-5	3/2 ♦ Due: Second Draft of RA (bring a hardcopy to me and submit to Canvas by midnight; use Criterion for grammar help before submitting [SLOs a, c, f]) ☞ Read: <i>WH/EW</i> Ch. 33, Subj-verb agreement ♦ Due: Complete exercises 33.1 and 33.3 on a separate sheet of paper
Week 6 3/7 – 3/9	3/7 ♦ Due: Grammar corrections from Journal 2 due In Class: ✍ In-class essay (Journal 3); essay will be in response to <i>EEW</i> (50-106). This must be read by this class date to perform on this essay.	3/9 ☞ Read: CR (13) and “Interview Questions” and “Interview Tips” <i>under Essay Directions and Materials</i> link (13) In Class: ⇨ Introduction to Discipline Investigation (DI) essay ✍ Secure interviewee and conduct interview as soon as possible
Week 7 3/14 – 3/16	3/14 ♦ Due: (Semi)Final draft of RA; one hardcopy to me in class ☞ Read: <i>WH/EW</i> Ch. 32e, Verb tense ♦ Due: Complete exercise 32.3 on a separate sheet of paper	3/16 ☞ Read: CR (13) “Model DI” in the <i>Essay and Materials</i> link ☞ Read: <i>EEW</i> (107-168) ☞ Read: <i>WH/EW</i> Chs. 49, 50, and 51, MLA style, In-text citations and Works Cited In Class: ⇨ Out-of-class Journal 4 assigned ⇨ MLA documentation style

Week	Monday	Wednesday
Week 8 3/21 – 3/23	3/21 ♦ Due: Take-home Journal 4 due (in response to <i>EEW</i> 107-168) ♦ Due: Grammar corrections from Journal 3 due ☞ Read: <i>WH/EW</i> Ch. 59a, 59d, Verbs forms ♦ Due: Complete exercise 59.1 and 59.2 on a separate sheet of paper ☞ Read <i>WH/EW</i> Ch. 53, APA in-text citation and works cited In Class: ⇨ APA documentation style	3/23 ♦ Due: First draft of Discipline Investigation for Peer Review (bring a hardcopy to class; At least 4 pages must be completed. ☞ Read: <i>WH/EW</i> Chs. 56d, 57d, gerunds & infinitives
Week 9 3/28 - 3/30	<i>SPRING BREAK</i>	
Week 10 4/4 – 4/6	4/4 ♦ Due: Second draft of DI: Bring a hardcopy to class. ☞ Read: <i>WH/EW</i> Chs. 56d, 57d, gerunds & infinitives	4/6 Conferences —no class; Come to my office in FO 223 for our schedule meeting
Week 11 4/11 – 4/13	4/11 Conferences —no class; Come to my office in FO 223 for our schedule meeting	4/13 ☞ Read: <i>WH/EW</i> Chs. 58d, articles ♦ Due: Complete exercise 58.1, 58.2 on a separate sheet of paper
Week 12 4/18 – 4/20	4/18 ♦ Due: (Semi) Final Draft of DI: Bring a hardcopy to class In Class: ⇨ Prep for Journal 5	4/20 In Class: ✍ In-class essay (Journal 5). This is a practice final exam.
Week 13 4/25 – 4/27	4/25 ☞ Read: <i>CR</i> (15-16) In Class: ⇨ Assign Cover Letter	4/27 • Students notified if they are not eligible for the portfolio and final exam. ♦ Due: Cover letter for Peer Review; bring a hard copy to class In Class: ⇨ Portfolio preparation workshop for eligible students
Week 14 5/2 – 5/4	5/2 ♦ Due: PORTFOLIO SUBMISSION DEADLINE In Class: ⇨ Prep for Final Exam	5/4 In Class: ✍ FINAL EXAM DONE IN-CLASS: Bring a Yellow Exam book to class Final class meeting
Week 15 5/9 - 5/11	NO MORE 100A (WHOLE) CLASS MEETINGS AFTER 5/4!	
Week 16	RESULTS CONFERENCES, PORTFOLIOS RETURNED TO STUDENTS (5/17 -5/18) Students who are allowed to revise their portfolios must turn them in by May 20th, 10:00 am. Results back by May 24th, 5 pm.	

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](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

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).
7. **Credit hours:** Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours per 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.
8. Evacuation plan for the classroom. See posted information in classroom.