

1-15-2019

## Composition II

Katherine Balch

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### Recommended Citation

Balch, Katherine, "Composition II" (2019). *Spring 2019*. 86.  
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## ENGL 1302 Syllabus

COURSE INFORMATION
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**Course Number:** ENGL 1302

**Course Title:** Composition II

**Course Description:** Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

**Course Credit Hours:** 3

Lecture Hours: 3

Lab Hour: 1

**Placement Assessments:** ENGL 1301

**Student Learning Outcomes:** Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative research processes. (Teamwork)
  2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Communication Skills)
  3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Critical Thinking)
  4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Communication Skills)
  5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
    1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

**Withdrawal Policy:** Last Day to Withdraw = 22 March 2019

**Collin College Academic Policies:** See the current *Collin Student Handbook*.

**Americans with Disabilities Act:** In compliance with applicable law, Collin College provides equal access to education and safeguards against discrimination by offering specialized services and reasonable accommodations to qualified students with a disability. If you anticipate or experience any barriers to learning based on disability, please contact the ACCESS Office (<https://rainier.accessiblelearning.com/Collin/ApplicationStudent.aspx>)  
*Note: Instructors will provide reasonable accommodations only to students who present a Course Accessibility Letter issued by the ACCESS Office.*

INSTRUCTOR INFORMATION
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**Instructor's Name:** Kat Balch

**Office Number:** Library (Frisco Campus/PRC), Rm. 238

**Office Hours:** MW 10:00a-Noon

T 1p-3p

**Phone Number:** 972.377.1567

**Email:** [kbalch@collin.edu](mailto:kbalch@collin.edu)

I will respond to emails within 48-72 hours during the normal work week (M-R). I do check emails over the weekend (F-Su), but my response time will not be as quick. *If you have a time-sensitive question, please do not wait until the weekend to ask, if it can be at all helped!* Please note that I will **ONLY** respond to emails regarding class concerns if they are sent from within our Canvas class messaging system OR sent from your CougarMail address.

**Class Information:**

**Section Number:** ENGL 1302 P20

**Meeting Times:** TR 10a-11:15a

**Meeting Location:** Frisco/PRC L219

**Minimum Technology Requirement:** As this course relies heavily on Canvas, students must have access to the internet and the ability to function within the Canvas server as linked on the Collin College website or at <https://collin.instructure.com>. Further, students must be able to use word processing software (MS Word) or be able to convert documents into MS Word files with the proper MS Word format as specified in each assignment--**NO STYLES OF FILE OTHER THAN “.doc” OR “.docx” AS CREATED IN MS WORD OR CONVERTED INTO MS WORD WILL BE ACCEPTED IN THIS COURSE.** (\*If you are using a program OTHER than Word and you are converting TO Word, the file you upload must meet the assignment requirements IN THE CONVERTED WORD FORMAT. Bear in mind that there are issues with synchronicity between programs and write accordingly!)

\*If you do not have a current copy of MS Word and would like one, Microsoft offers a FREE version of MS Office (including Word) for download (just enter your Collin email address) at <https://products.office.com/en-us/student/office-in-education> !!

\*\*Students needing technical help with software, attachments, e-mail should contact the Help Desk at 972-548-6555 or e-mail: [helpdesk@collin.edu](mailto:helpdesk@collin.edu) or contact Technical Support at 972-377-1777 or [sts@collin.edu](mailto:sts@collin.edu).

**Minimum Student Skills:**

**Netiquette Expectations:** Students will maintain proper decorum in electronic communication—email, discussion boards, etc—and will not use “text” abbreviations in such interaction. Further, any and all electronic communication utilizing Collin College resources will be pertinent to classroom or course activities—no spam, chain emails, forwarded jokes, etc. Lastly, any and all communication with the instructor will be made via EITHER the Canvas email system (for communiqués

pertaining directly to classroom activities) or CougarMail (provided to students through the College).

**Course Resources:**

*Everything's an Argument, with Readings*, (newest edition), Andrea A. Lunsford, John J. Ruszkiewicz, and Keith Walters

**Supplies:** Laptop, MacBook, or Tablet (\*class does NOT meet in computer classroom, so personal technology is *HIGHLY* recommended)

USB Memory Stick (i.e. "Thumb Drive")

Highlighters & Blue or black ink pens

**Attendance Policy:** Attendance in this course is mandatory. Any absence which is known prior to the date of the absence must be communicated to the instructor through an email on the class site (Canvas) with accompanying official verification (doctor / lawyer note, etc.—a note from a family member will **not** be acceptable) or through written notification in person. Existence of the aforementioned documentation does NOT excuse the student for the timely submission of work and materials during the pre-programmed availability of assignments. Canvas assignments, in these cases, must be turned in via the specific Canvas assignment module ON TIME.

Remember this course is not a self-paced course. If you are unable to complete this course, you must withdraw from it by the drop date listed in the course catalog (**22 March 2019**) and on the first page of this syllabus. Withdrawing from a course is a formal procedure which **you** must initiate. You may do this in the Admissions Office or in the Counseling Center. If you stop submitting work and do not withdraw, you will receive a performance grade based on the work submitted prior to your last date of attendance **ONLY**.

\*Students prevented from completing the course because of documented extenuating circumstances *may* qualify for a grade of Incomplete *if* the student has attended regularly, completed 80% of the course work, and is present to sign the Incomplete Contract. (See the College Catalog about Incomplete Grades and Contracts.)

**Method of Evaluation:**

The student's grade will be calculated in this manner—

Unit Analysis Essays (3)	=	30%
Research Project	=	20%
Labs	=	10%
Discussion Boards/Weekly Work	=	20%
Final Essay Exam	=	20%

\*Students will be informed electronically in writing (through the course site in Canvas Announcements and to their CougarMail accounts) if any necessary modifications are made to the course syllabus or accompanying schedule.

**Delivery Method of Feedback and/or Graded Material:** Graded materials will be posted to the individual student grade sheet in Canvas with constructive commentary attached to the individual assignments when appropriate/necessary. Due to the nature of

composition assignments and student essays, “turn around” time for grades will be approximately seven (7) days from the final due date of the assignment.

**Standards for Instructor Response and Availability:** Due to the nature of composition assignments and student essays, “turn around” time for grades will be approximately seven days from the final due date of the assignment—graded work will post to the student’s Canvas “My Grades” module with critical comments when appropriate.

I will respond to emails within 48-72 hours during the normal work week (M-R). I do check emails over the weekend (F-Su), but my response time will not be as quick. *If you have a time-sensitive question, please do not wait until the weekend to ask, if it can be at all helped!* Please note that I will ONLY respond to emails regarding class concerns if they are sent from within our Canvas class messaging system OR your CougarMail address.

**Course Calendar (by week):**

January 21	Opening Business <b>Discussion of Research Project Basics</b> *Preliminary Writing Assessment
January 28	Library/Media Services Orientation *Library/Media Services Scavenger Hunt
February 4	Discussion of Audiences and Organizational Approaches
February 11	<b>Unit I—Introduction to Critical Analysis of Argument</b> <b>Discussion of Essay 1—Examination &amp; Analysis of Evidence (Logos)</b> READING ASSIGNMENT— Stephanie Haynes, “Little Girls or Little Women? The Disney Princess Effect” (509) *Weekly assignment(s) on Evidence *Weekly discussion board on reading
February 18	Discussion of Evidence, Style, and Presentation READING ASSIGNMENT— Kirk Semple, “Immigrants who Speak Indigenous Languages Encounter Isolation” (573) Discussion of MLA Formatting & Documentation *Weekly assignment on MLA Formatting *Weekly assignment on Visual Rhetoric *Weekly assignment(s) on Evidence *Weekly discussion boards on readings
February 25	Peer Editing Workshop Unit I Essay READING ASSIGNMENTS— Claude M. Steele, “An Introduction: At the Root of Identity” (537) and

	Paul Krugman, “Confronting Inequality” *Weekly discussion boards on readings <b>Unit I Essay due</b>
March 4	<b>Unit II—Invitational Argument Strategies</b> <b>Discussion of Essay 2—Examination &amp; Analysis of Emotive Appeal (Pathos)</b> Discussion of Rogerian Argumentation Strategies
March 11	<b><i>SPRING BREAK</i></b>
March 18	<b><i>22 March—Last Day to Withdraw</i></b> Preliminary Drafting of Unit II Essay -Topic Discovery -Baseline Research READING ASSIGNMENTS—Walter Benn Michaels, “The Trouble with Diversity: How we Learned to Love Identity and Ignore Inequality” (725) and Daniel J Solove, “The Nothing-to-Hide Argument” (734) *Annotated Bibliography due * Weekly discussion boards on readings
March 25	Peer Editing Workshop Unit II Essay <b>Unit II Essay due</b>
April 1	<b>Unit III—A Study in Current Issues: Assumptions on Society</b> <b>Discussion of Essay 3—Examination &amp; Analysis of Character Appeals/Credibility (Ethos)</b> Discussion of Toulmin Argument Strategies
April 8	Preliminary Drafting of Unit III Essay -Topic Discovery -Baseline Research READING ASSIGNMENTS— Sarah Fraas, “Trans Women at Smith: The Complexities of Checking ‘Female’” (683) & a TED Talk (linked in Bb) *Weekly discussion boards on readings *Annotated Bibliography due
April 15	Peer Editing Workshop Unit III Essay <b>Unit III Essay due</b>
April 22	Preliminary Drafting of Research Project Essay (Argumentative Proposal) -Topic Discovery -Baseline Research *Annotated Bibliography due
April 29	Peer Editing Workshop of Research Essay (Argumentative Proposal)

READING ASSIGNMENTS— TED Talk (linked in Canvas)  
\* Weekly discussion board on readings

May 6                      Composition Labs (with complete documentation) Due  
                                 **Research Project Due**  
                                 Review for Final Exam

May 14                     **FINAL EXAM** (10a-Noon)

### **MAKE-UP OR LATE WORK:**

PLEASE NOTE: “Technical Difficulties” of any sort are NOT acceptable reasons for missing or late assignments. If you have issues with your personal technology, avail yourself of the Collin computer labs, the resources at your community public library, or the like.

All daily work/discussions are due by 11:59p on Sunday night of the week indicated on the specific Bb assignment module unless otherwise noted (indicated through the physical due date listed on the assignment). **You cannot turn in missed daily works at the end of the semester or when convenient for you as, once they deactivate (i.e. “time out”) in Canvas, they will NOT be re-activated** (the only considered exception to this being proper medical, legal, or institutional documentation requiring such and being properly presented in a timely manner—NOT at the very end of the term). **You must turn in assignments in a timely manner on or before the due dates.** Plan ahead so that you have an alternate solution available in case of technical difficulties, and do not wait until the last minute to complete your assignments.

Writing Assignments/Essays **must** be turned in online through the specific ASSIGNMENT link in Canvas (not in the Peer Editing Workshop) as a Word document attachment BY 11:59p on Sunday night of the week indicated on the specific Bb assignment module unless otherwise noted as indicated in that particular Canvas assignment module. Having computer problems or other technical problems is no excuse for failing to submit essays via Canvas on their due date. **You cannot turn in missed essays at the end of the semester or when convenient for you as, once they deactivate (i.e. “time out”) in Canvas, they will NOT be re-activated** (the only considered exception to this being proper medical, legal, or institutional documentation requiring such and being properly presented in a timely manner—NOT at the very end of the term). **You must turn in writing assignments/essays in a timely manner on or before the due dates.** Plan ahead so that you have an alternate solution available in case of technical difficulties, and do not wait until the last minute to complete your essays.

Quizzes and Exams **can only be taken on the scheduled date as indicated on the Syllabus** as, once they deactivate (i.e. “time out”) in Canvas, they will NOT be re-activated (the only considered exception to this being proper medical, legal, or institutional documentation requiring such and being properly presented PRIOR TO THE quiz/exam date).

### **COMPOSITION COURSE LAB COMPONENT:**

The lab component is an integral part of this composition course. Over the course of the semester, the student will be required to complete a minimum combination of eight (8) selections from the list which immediately follows this section (the list is further detailed on the specific module in Canvas). The lab work is NOT the same as the weekly coursework as noted in the schedule above. It is, instead, designed as additional writing-focused activities which will further improve the student's writing and analytical skills. The student is required to track and provide evidence (the lab completion sheet and, **as indicated**, a 250-word analytical theme on each speaker/presentation lab experience where the student is an "audience" member) of every lab—due in full the week prior to Final Exams as directed by the professor.

#### Composition Course Lab Selections—

- Conference with Professor—must be of substance (assistance with an assignment, topic selection, discussion of a previous essay, etc)—no 250-word analysis required
- Writing Center paper editing session with Tutor or Questions Lab session—no 250-word analysis required
- Online Library or Writing Center Tutorial done IN the Library or WC—no 250-word analysis required
- Out-of-Class Peer Editing Workshop Sessions (additional two above those required in assigned In-Class Peer Editing Workshops—no 250-word analysis required
- Attendance at **and 250-word analysis** of Campus Speaker/Campus Event (see schedule at <http://calendar.collin.edu> )
- Attendance at **and 250-word analysis** of Writing Center Workshop (see schedule at <http://calendar.collin.edu> )
- Attendance at **and 250-word analysis** of Civic/Cultural event (pre-approved by instructor)

### **CRITICAL THINKING DISCUSSION BOARD:**

Students will participate in exploration of articles and TED Talks (not those utilized for the Writing Assignments/Essays) posted in the Discussion Board. After reading these articles, you will follow the instructions to discuss them using the Discussion board. (Each article you read will have a "thread" - or questions - that will be posted by the professor. Responses to the threads will be listed by the individual student's name.)

1. Initial discussions on the posts are due by 11:59 p.m., CT, the Wednesday of the week in which they are assigned.
2. Peer response discussion posts (discussions on each OTHER's responses to the initial post) are due by 11:59 p.m., CT, the Sunday of the week they are assigned.
3. Please see the course schedule for specific due dates. No late posts will be accepted, so plan ahead to make sure that you get your posts in on time.

You must complete each Discussion Board assignment (your response to each original article as posted by the professor AND your response to at least one other student's original thread to that article) in order to have a chance at getting full credit.

**PERSONAL TECHNOLOGY POLICY:**

The recording—be it audio or video—of the class lectures, discussions, etc. by ANY means is strictly prohibited. Additionally, the use of photography or “screen-captures” of the class lectures, discussions, etc. is also prohibited. The ONLY exception to this policy is a verifiable and documented accommodation from the Collin ACCESS office and allowance will be determined on a case-by-case basis by the professor.

The use of cell phones strictly prohibited in class (this includes texting). The ONLY exception to this is a documented and verifiable family emergency or job-related need (if you are on-call as a paramedic, etc). Such documentation needs be presented to the instructor at the beginning of the term or as soon as the situation presents itself and, again, allowance will be determined on a case-by-case basis by the professor. In these cases only, the cell phone must be kept on vibrate and the student needs sit close to the exit of the classroom—if the cell vibrates, the student is to quietly leave the classroom to answer the call.

Engagement in such prohibited behaviors or distribution of such materials will result in removal of the student from the classroom (physically) and an electronic “suspension” from access to the Canvas course for a 24-hr. period. If the behavior continues in following class meetings/web sessions, the instructor reserves the right to notify the Academic Dean and the Dean of Students. The College may impart stricter penalties as per the decision of the Academic Dean and Dean of Students.

**DISRUPTIVE BEHAVIOR:**

Behavior that detracts from the positive learning environment of the classroom will not be tolerated (Please reference Section 7 Student Code of Conduct, Sub-section 1.2 Disorderly Conduct in the current Collin College Student Handbook). If the student is found in violation and will not terminate the behavior upon verbal/electronic request of the instructor, the instructor reserves the right to remove the student from the classroom (physical or web-based) for a 24-hr. period. If the behavior continues in following class meetings/web sessions, the instructor reserves the right to notify the Dean of Students. The College may impart stricter penalties as per the decision of the Dean of Students.

**SOBI (a.k.a. “Strategies of Behavioral Intervention Committee”)**

Collin College’s Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment. In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI.

Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of Student Code of Conduct (Code) violations will be referred directly to the Dean of Student Development Office for disciplinary action.

To submit a SOBI referral through CougarWeb, go to the “Student” tab, scroll down to the section entitled, “Safety and Wellness” and then click on “Refer information of concern (SOBI)”. Complete the form as fully and as accurately as possible.

You can obtain more information about SOBI (including how to submit a referral from off-campus) on the SOBI website, which can be found here (<https://www.collin.edu/studentresources/SOBI/>).

**RELIGIOUS HOLIDAYS:** Please reference Section 2 Policies and Procedures, Sub-section 2.23 Religious Holidays in the current Collin College Student Handbook.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA):**

The following statements summarize FERPA regarding parent or third party access to a student’s records:

- When a student reaches the age of 18 or begins attending a postsecondary institution, regardless of age, FERPA rights transfer from the parent to the student.
- Parents or third parties may obtain DIRECTORY INFORMATION (name, address, enrollment at Collin, etc.) at the discretion of the institution.
- Parents or third parties may obtain NON-DIRECTORY INFORMATION (grades, GPA, etc.) at the discretion of the institution by obtaining a signed written consent from the student

\*A student must provide written consent each time they are giving a parent or third party access to any part of their education record that is not considered directory information. The written consent must include the precise record or records to be disclosed, the purpose of the disclosure, specifically state to whom the record or records can be released, and must be signed and dated by the student.

\*It is this professor’s policy that the student must be **physically present with the parent in the professor’s office** if said parent is wishing to discuss the student’s grades, test scores, attendance issues, etc. That way, the **student** can ask for the information with the parent present and no violation of FERPA will be made.

In addition, there is no guarantee of confidentiality in transmitting information electronically via campus e-mail or through the internet. At Collin, we do not make it a practice to release non-directory information to a student over the phone or through campus e-mail because we cannot be sure we are communicating with the student. Please maintain your logins and passwords for CougarWeb, CougarMail, and Canvas as confidential and private. Any breach of this privacy (i.e. granting a parent or third party access to the password-protected class and College sites) will require the student to immediately change said password AND will force the professor to cease all electronic communication with the student until site security is re-established as doing otherwise would be a potential violation of FERPA.

**SCHOLASTIC DISHONESTY AND PLAGIARISM**

Please see section 7-2.2 of the Collin Student Handbook

\*It is this professor's policy that, in cases of plagiarism or academic dishonesty, the offending assignment/document WILL receive the grade of "o" after verification of such offense has been made by the Dean of Students.

### **GRADING STANDARDS IN COMPOSITION/RHETORIC COURSES**

To unify grading and to conform to nationally accepted standards, the Collin College faculty subscribe to the guidelines below.

#### **I. EXCELLENT/SUPERIOR (A/B)**

Note: Although "A" and "B" papers possess many of the same features, the style, originality, and level of excellence of the "A" paper are exceptional.

**Preparation:** The student adapts his or her thinking to the form and requirements of the assignments, developing the paper through preliminary outlines and drafts.

**Contents:** The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its ideas with inevitability organic to its central idea.

**Development:** The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a non-repetitive conclusion.

Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified, and properly developed; and transitional expressions are both logical and effectively placed.

**Sentence Structure:** Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.

**Diction:** The language is distinctive, fresh, economical, and precise; usage is rarely incorrect.

**Grammar and Punctuation:** Correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.

**Appearance:** The student has carefully proofread and correctly documented the paper. The student will type out -of-class papers using standard 10- or 12-font size on standard white paper using 1" margins and double spacing throughout (no triple spacing between paragraphs).

#### **II. AVERAGE (C)**

The C paper is clear, competent, and controlled, but its style and originality are undistinguished.

**Preparation:** The paper contains evidence of at least one preliminary draft. The student as clearly and competently adapted the topic and content to the assignment.

**Content:** The central idea is apparent but too general, familiar, or limited. Although supported with concrete detail, such detail may be occasionally repetitious, irrelevant, and/or sketchy.

**Development:** The plan of the paper is recognizable but not developed and/or consistently fulfilled. Development may be disproportionate or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, and/or monotonous. The paragraphs are unified, coherent, and usually well developed.

**Sentence Structure:** The sentences are competent, but many lack force, variation in structure, and/or effective rhythm.

**Diction:** The language is appropriate to the paper's purpose, subject, and audience; it is not overly formal, abstract, or colloquial. Errors in usage are infrequent.

**Grammar and Punctuation:** Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper's clarity and effectiveness.

**Appearance:** The C paper conforms to the guidelines established for the superior paper.

### III. UNSATISFACTORY (D-F)

Although *D* and *F* papers may share the same faults (such as inadequate development or absence of a discernible thesis,) the *F* paper exhibits an obvious breakdown in style and structure.

**Preparation:** The student's ideas do not relate to the specific assignment, and the paper suggests scant evidence of a preliminary draft.

**Content:** The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, and/or aimless.

**Development:** The essay lacks clear and orderly stages and further fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.

**Sentence Structure:** Sentences are incoherent, incomplete, fused, monotonous, rudimentary, and/or redundant, thus thwarting the intended meaning.

**Diction:** The level of language is inappropriate to the subject; errors in usage are frequent.

**Grammar and Punctuation:** Frequent mistakes in basic grammar, spelling, and punctuation obscure the writer's ideas.

**Appearance:** An illegible presentation is always a liability.

**\*\*Plagiarism:** Collin College faculty do not tolerate plagiarism. A final draft of a paper (turned in for a "Writing Assignment" grade) or any gradable assignment which contains plagiarism WILL receive the grade of "0" after verification of such offense has been made by the Dean of Students.

\*\*\*\*\* PLEASE SIGN BELOW, DETACH, AND TURN IN TO INSTRUCTOR \*\*\*\*\*

**SYLLABUS CONTRACT:**

I have read the above syllabus. I understand the policies and procedures of the class as well as the penalties incurred should I violate the terms of the syllabus.

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
ENGLISH Course/Section

\_\_\_\_\_  
NAME (PRINT)

**ACADEMIC HONESTY COMPLIANCE CONTRACT:**

I have read the above brief explanation of plagiarism, collusion, and other forms of scholastic dishonesty. I understand what it is and am aware of the consequences if I should be guilty of it either intentionally or unintentionally.

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DATE

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SIGNATURE

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ENGLISH Course/Section

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NAME (PRINT)