

1-15-2019

Composition I

Leslie Richardson

Follow this and additional works at: https://digitalcommons.collin.edu/english_syllabispring2019

Recommended Citation

Richardson, Leslie, "Composition I" (2019). *Spring 2019*. 177.
https://digitalcommons.collin.edu/english_syllabispring2019/177

This Article is brought to you for free and open access by the 2019 at DigitalCommons@Collin. It has been accepted for inclusion in Spring 2019 by an authorized administrator of DigitalCommons@Collin. For more information, please contact mtomlin@collin.edu.

**COLLIN COLLEGE
COURSE SYLLABUS**

Course Information

Course Number: ENGL 1301

Course Title: Composition I

Course Description: Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Lab required.

Course Credit Hours: 3
Lecture Hours: 3
Lab Hour: 1

Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent.

Student Learning Outcomes:

- **State Mandated Outcomes:** Upon successful completion of this course, students will:
 1. Demonstrate knowledge of individual and collaborative writing processes. (Teamwork, Communication Skills)
 2. Develop ideas with appropriate support and attribution. (Communication Skills)
 3. Write in a style appropriate to audience and purpose. (Communication Skills)
 4. Read, reflect, and respond critically to a variety of texts. (Critical Thinking)
 5. Use Edited American English in academic essays.
- **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: See the current *Collin Registration Guide* for last day to withdraw.

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

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Instructor's Information:

Instructor's Name: Leslie Richardson, Ph.D.

Office Number: BB115 (Spring Creek)

Online Office Hours:

Monday 3:00 p.m. – 5:00 p.m.

Wednesday 10:00 a.m. – 12:00 noon
and by appointment

(I may change my office hours later in the semester, but I will let you know in advance.)

Phone number: 972-578-5582

Email: LRichardson@collin.edu

Class Information:

Section Number: 1301.WS4

Meeting Times: ONLINE

Meeting Location: ONLINE

This course will **not** require students to come on site. Tests (called "Quizzes" by Canvas) will be given online in Canvas, and they will be timed. The specific dates are listed on the syllabus' course calendar pages. There may be a fairly narrow window in which to take the exams, so check those dates right away to make sure you will not have a schedule conflict.

Supplies:

Textbooks:

The Everyday Writer, 6th edition, with 2016 MLA Update

by Andrea A. Lunsford.

ISBN-13: 978-1319083434

ISBN-10: 1319083439

50 Essays: A Portable Anthology, 5th edition, by Samuel Cohen (You can save some money and get the 3rd or 4th edition of this particular book, which includes the essays we'll be reading.)

ISBN-13: 978-1319043728
ISBN-10: 1319043720

Note: I will reserve a copy of each book in the Spring Creek library for your convenience. You can use them for a few hours at a time inside the library.

Method of Evaluation:

Discussion posts, peer review, and labs	25%
Paper #1	20%
Paper #2	25%
Tests	25%
Quiz over syllabus, etc.	5%

Total	100%
-------	------

Grading Scale: A=90-100 B=80-89 C=70-79 D=60-69 F= 59 and below

About the Lab Requirement

The lab component is an integral part of this writing course. This lab work is not the same as regular daily coursework. Labs are writing-focused activities that will help improve your writing throughout the term. You will read an article by Peter Elbow about fast, forced freewriting. Then, you will use Elbow's guidelines to write for two discussion grades, and to prepare for two of your papers.

Course Delivery Method: Web; all e-mail through Cougarmail

Technology & Skills Inventory:

Minimum System Requirements

	Windows	Apple
OS (Operating System)	XP, Vista, 7	Mac OS 10.3 and higher
Access to the Internet	DSL, (High-speed is preferred) cable, satellite, fiber	
Web Browser	Internet Explorer 6, 7, 8; Mozilla Firefox 2 and higher	Safari 2 and higher; Mozilla Firefox 2 and higher
Java Runtime Environment	Required. Java for Windows	Required. Java for Apple

Minimum Technical Skills Needed

Because this is an online course, there are some minimum technical skills that you will need. These include the ability to email attachments, navigate the internet, upload and download documents, disable pop-up blockers, and use one of the common word-processing programs. Also, you should have access to the internet several times per week.

Technical Support

For assistance, contact the eCollin Learning Center (eLC):
<http://www.collin.edu/academics/ecollin/>

Please be aware that the instructor cannot serve as a technical consultant for problems with your own computer. Should your computer or modem fail, it is your responsibility to acquire access to another during the duration of the course.

Sign up for Cougar Alert

When an emergency occurs, the CougarAlert system can send email, text messages and voice messages to students and employees. Emergencies include but are not limited to weather closures, power outages, police emergencies, catastrophes and/or hazardous exposures.

Collin College employees and students in for-credit classes are partially subscribed automatically, but must log into CougarWeb to add SMS/text and update other preferences.

College Repeat Policy:

Grades of all courses taken will be recorded on the student's transcript. The highest grade earned will be used in computing the grade point average and applied toward degree or program requirements. Beginning fall 2002, a course in which a grade (including W) has been received can be repeated only one (1) time to replace the grade. The grade received does not affect the student's ability to repeat a course. Registration holds will be placed on courses that have been attempted twice.

When a course is repeated: 1. Only one (1) course/grade will be counted in a student's GPA. 2. The highest grade will be used in GPA calculations.

Courses repeated before fall 2008 will have only the last grade and credits (whether higher or lower) earned used in computing the grade point average and applied toward degree or program requirements.

Veterans should consult the Director of Financial Aid/Veterans Affairs before repeating any course. Students planning to transfer to another college or university should check with a Collin College academic planning consultant

(advisor) or with receiving institutions for their repeat policies. See the Registration Guide for details on specific courses.

Grades: The English Department Essay Grading Criteria is based on nationally accepted grading standards for written compositions. Please take a look at those criteria, and talk with me about them whenever you have any questions about how to improve your writing, and thus your grades.

English 1301 & 1302 Essay Grading Criteria				
Excellent (A)	Good (B)	Adequate (C)	Poor (D)	Failing (F)
<ul style="list-style-type: none"> Controlling idea/thesis is significant, logical, important, logical, and solidly supported. Evidence is relevant, concrete, clear, and substantial. Paper shows originality and creativity. 	<ul style="list-style-type: none"> Controlling idea/thesis is logical and important. Evidence is relevant, concrete, and substantial. The ideas expressed and/or the evidence provided is not as significant or as original as the "A" paper. 	<ul style="list-style-type: none"> Controlling idea/thesis is, for the most part, logical. Evidence does not clearly define or advance the thesis. Evidence may be irrelevant, too general, or repetitious. The ideas expressed are unoriginal, obvious or general. 	<ul style="list-style-type: none"> Controlling idea/thesis is largely illogical, fallacious and/or superficial. Evidence is insufficient, obvious, contradictory, or aimless. The ideas expressed are unoriginal, obvious or general. 	<ul style="list-style-type: none"> Lack of controlling idea/ thesis. Evidence and discussion provided may be random and/or without explanation. Relatively few complete ideas expressed in the paper.
<ul style="list-style-type: none"> Essay establishes a logical order and emphasis, creating a sense of "flow." Paragraphs are focused, idea-centered, and transition smoothly. Introduction pulls the reader in, and the essay continues to be engaging, and the conclusion supports and completes the essay without repeating. 	<ul style="list-style-type: none"> Essay establishes a logical order, indicating emphasis. Paragraphs are focused, idea-centered, and include transitions to indicate changes in direction. Introduction engages the reader, and the conclusion supports without mere repetition of ideas. 	<ul style="list-style-type: none"> Essay does not follow a consistent, logical order, though some order may be apparent through the discussion. Paragraphs are generally focused and idea-centered. Transitions between paragraphs and ideas are obvious and/or dull. Introduction and conclusion are formulaic and uninteresting, offering little insight. 	<ul style="list-style-type: none"> Essay is inappropriately ordered or random, failing to emphasize and advance any central idea. Paragraphs may be chaotic, may lack development, discussion, and shape; transitions are inappropriate, misleading, or missing. Introduction merely states what will follow; conclusion repeats what has already been stated. 	<ul style="list-style-type: none"> Essay seems to lack order and/or emphasis. Paragraphs follow a sort of rule-bound structure (i.e., three to five sentences each) rather than thoroughly developing a single idea. Transitions are inappropriate, misleading, or missing. Neither the introduction nor the conclusion satisfies any clear rhetorical purpose, or may be missing all together.
<ul style="list-style-type: none"> Sentences are unified, coherent, varied, and emphatic. Word choice is fresh, precise, economical, and distinctive. Tone enhances the subject, conveys the writer's persona, and suits the audience. 	<ul style="list-style-type: none"> Sentences are purposeful, varied, and emphatic. Word choice is precise and distinctive. Tone fits the subject, persona, and audience. 	<ul style="list-style-type: none"> Sentences are competent but lacking emphasis and variety. Word choice is generally correct and distinctive. Tone is acceptable for the subject. 	<ul style="list-style-type: none"> Sentences lack necessary emphasis, variety, and purpose. Word choice is vague or inappropriate. Tone is inconsistent with the subject. 	<ul style="list-style-type: none"> Sentences are incoherent, incomplete, fused, monotonous, elementary, or repetitious, thus obscuring meaning. Tone is unclear or inappropriate to the subject.

<ul style="list-style-type: none"> • Student has clearly met and followed requirements and criteria of the writing prompt. • Obvious use of preliminary explorative writing/planning, rough drafts, and revisions. 	<ul style="list-style-type: none"> • Student has met and followed the requirements of the writing prompt. • Apparent use of preliminary writing/planning, rough drafts, and revision. 	<ul style="list-style-type: none"> • Student has met and followed the basic requirements of the assignment. • Paper contains evidence of at least some preliminary writing/planning. 	<ul style="list-style-type: none"> • Little to no evidence of preliminary writing/planning presents itself. • Student has not fully met or followed the basic requirements of the assignment. 	<ul style="list-style-type: none"> • No evidence of preliminary writing/planning. • Student has not met or followed the basic requirements of the assignment.
<ul style="list-style-type: none"> • Proper format is clearly illustrated. 	<ul style="list-style-type: none"> • Paper is largely formatted correctly, though the text may contain a few minor formatting issues. 	<ul style="list-style-type: none"> • Text may contain minor formatting errors. 	<ul style="list-style-type: none"> • Formatting is problematic. 	<ul style="list-style-type: none"> • Formatting does not follow course requirements.
<ul style="list-style-type: none"> • Grammar, syntax, sentence structure, punctuation, and spelling adhere to the conventions of Standard American English, thereby contributing to the essay's overall clarity and effectiveness. • Paper has been carefully edited. 	<ul style="list-style-type: none"> • Grammar, syntax, sentence structure, punctuation, and spelling deviate from Standard American English only slightly, and insufficiently enough to distract from the essay's overall clarity and effectiveness. • Paper has been edited. 	<ul style="list-style-type: none"> • Grammar, syntax, sentence structure, punctuation, and spelling deviate from Standard American English sufficiently enough to distract from the essay's overall clarity and effectiveness. • Careless proofreading is evident. 	<ul style="list-style-type: none"> • Grammar, syntax, sentence structure, punctuation, and spelling deviate frequently from Standard American English so as to damage the content sufficiently enough to interfere with the essay's overall clarity and effectiveness. • Little evidence of proofreading. 	<ul style="list-style-type: none"> • Grammar, syntax, sentence structure, punctuation, and spelling deviate frequently and seriously from Standard American English so as to damage the content sufficiently enough to damage the essay significantly overall. • No evidence of proofreading.

Turn-Around Times: You will usually be able to view a graded paper in Turnitin.com via Canvas within two weeks of the due date. Discussions will usually be graded within one week of the discussion closing date. Test grades will be available within a few days of the closing date of the test. If you have questions about what you missed, I will be happy to chat with you to go over your exam. For security reasons, I cannot make the graded exam available for viewing online.

Please note: You will not receive full credit for your paper **if you do not read the comments** (not just the grade) I have written on your paper. After two weeks of your paper grades being posted on Turnitin.com, if you have not read my comments, you can expect a deduction of **five points** from your paper score.

E-mail Specifics: For E-mail correspondence, use your Cougarmail account. Put "Online 1301" in your subject line, along with your descriptive heading, such as "test question." I teach more than one online class, and letting me know which one you are in will help. Here is my address: lrichardson@collin.edu. I will try to respond quickly. You should receive a reply to your e-mail within 48 hours after sending it unless you sent your question late on Friday or on the weekend (I do reserve the right to an "e-mail free" weekend occasionally). If you have not

received a reply within 48 hours, contact me again. It's possible I simply overlooked your message the first time.

Students who need technical assistance should call the Collin Help Desk at (972) 548-6555. For Canvas or CougarWeb technical assistance, go to <http://www.collin.edu/academics/ecollin/>.

Netiquette Expectations: Please regard all communication in the class the same as you would in any classroom or professional environment. At all times, your tone and language in emails and discussion posts should be respectful and courteous. A more detailed explanation of Netiquette rules is provided in Canvas. Any violation of the standards of appropriate behavior online will be reported to the Dean of Students for appropriate disciplinary action.

Course Requirements:

The work you will do in this course consists of reading the assigned texts, including sections from each of your textbooks, the lecture notes that may appear for that week, and assigned links to websites; completing assignments in the form of homework assignments, group work, discussion forums, and papers/essays; and taking at least three tests.

Assignments:

“Regular” Discussion-Board Postings, and the Lab Discussions: I will expect you to participate in a discussion forum over questions I have posted in the discussion board in Canvas, and sometimes questions I post mid-week via an Announcement. The purpose is to provide the class the opportunity for an ongoing **conversation** about specified topics. You may post as often as you wish up to the deadline for that discussion.

Last-minute, obviously hurried postings will be recognized as such (and graded accordingly), so try joining the conversation early and don't wait until the last minute. In Canvas, **once the deadline has passed, that forum closes and postings are no longer visible**. That means that hardly any of your fellow students will see last-minute postings. The result is that students who post comments only on the deadline day will receive little, if any, credit. **See the document “Criteria for Discussion-Board Postings” for more specific information about grading.**

Discussion posts **cannot be turned in late. No exceptions.**

I will drop one of your lowest discussion grades.

Papers: You will submit each paper on the assigned topic to Turnitin.com via the Canvas platform. When you submit your paper to Turnitin, **save the "Paper ID"** they give you **just in case you need to verify that you did, indeed, submit the paper on time.** For those of you who wish to "get ahead," you may certainly submit a paper before its due date.

If you have not used Turnitin before, I urge you to take their student tutorial (under "Training" in the menu). It's short and makes submitting and viewing graded papers an easy-to-understand process. While Turnitin offers a plethora of other tools, you will use Turnitin only to submit papers and to see my comments on your graded papers.

Late papers will be penalized **5 points per day late**, with an exception for our last paper, which is due near the end of the semester. I reserve the right to enforce a firm deadline well before final exam week. The instructions for each paper will be posted in Canvas.

Tests: You will take several tests in Canvas. The tests may be a combination of objective (multiple choice), short answer, and essay questions.

I encourage students to use the discussion board in Canvas to ask questions, especially as they study for a test. That venue serves as an excellent way for all of us to review together.

Unless I specify that the exam is "open book," do not use your books, notes, or any other aids when taking the exams. The exams in Canvas are designed for you to take them **without** the use of the textbook. They are timed, and you will not have time to look up answers in your book. It is important that you study as if you were taking the test in the Testing Center or in a classroom setting where you would not be allowed to use notes or the book. If you know the material, you will have time to finish the exam and do well. If you don't, you won't. On exams, I consider the use of your text, notes, or any other material outside of your brain as cheating.

Students who are suspected of using any prohibited materials or any other form of scholastic dishonesty will be referred to the Dean of Students' office for adjudication.

Attendance Policy:

This is not a self-paced course. While you are certainly free to work ahead of the course schedule, I expect you to keep up with your assignments and to participate regularly. My point is that you cannot start the class when it suits you. I expect students to participate in the course from the first day. Should you need to drop the course, please be aware that withdrawing from a course is a formal

procedure initiated by you -- I cannot do it for you. You must complete and submit the appropriate forms in the Admissions or Advising offices by the deadline set in the college calendar.

7-2.3 Scholastic Dishonesty

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, the award of a degree, and/or submitting work that is not one's own. All work submitted for credit is expected to be the student's own work.

Scholastic dishonesty shall involve, but is not limited to, one or more of the following acts: plagiarism, cheating, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or in any electronic medium, and/or falsifying academic records. Students are expected to record honestly and accurately the results of all their research. Falsification of research results includes misrepresentations, distortions, or omissions in data or reports on research. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means:

Plagiarism is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary materials, but also information and opinions gained directly from other people. Whenever ideas or facts are derived from a source, the source(s) must be indicated by the student.

There is a thing called "self-plagiarism," or "re-gifting a paper." I do not accept papers you have written for other assignments in other classes.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; unauthorized copying of computer or Internet files; using someone else's work for assignments as if it were one's own; submitting or resubmitting an assignment (in whole or in part) for more than one (1) class or institution without permission from the professor(s); or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance or unauthorized collaboration; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site; and allowing a classmate to copy answers.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, a faculty member is requested to delay posting a grade for the academic work in question, until the case is final. Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty or penalties from the Dean of Student Development Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member will determine the appropriate academic penalty.

Depending on the circumstances, and in almost all cases, in my class, students will receive an “F” for the entire course.

Additional Information:

Make-Up Or Late Work: Homework, tests, and/or discussion grades cannot be made up. **However, I will drop your lowest test grade, and your lowest discussion grade.** Papers may be turned in late, but each day your assignment is late, the grade will drop five points until the final few weeks of class.

Course Calendar:

Week 1

January 22 - 26

Things to do:

- Reading assignment: Go to the Canvas sections/modules titled “Start Here” and “Basic Course Information.” There are many documents these modules, and you need to read them all this week.

- Read the following documents:
 - Syllabus (this includes the course calendar with your assignments and due dates)
 - Course Orientation
 - Technical requirements for this course
 - Student Support at Collin College/Helpful Websites
 - Criteria for Discussion-Board Postings (this contains vital information about how your discussions are graded)
 - Netiquette Rules for Discussion Forums
 - Frequently Asked Questions

- **Take the quiz**, which is a timed but open-note test over the syllabus and the document “Criteria for Discussion-Board Postings.” You must finish the test by 10:00 p.m. on Saturday, January 26th.

- Read the lectures titled “Paragraphing Lecture” and “Outlines Lecture” found in the “Articles / Lectures to Read” folder.

Week 2

January 28 – February 2

- Read Chapter 34, “Conciseness,” in your textbook *The Everyday Writer*.

- Take **Test #1** by Saturday, at 10:00 p.m. This test will ask you to put into practice the ideas presented in the “Paragraphing Lecture” and the “Outlines Lecture.” You will have paragraphs and outlines to evaluate in this test. It will be “open book” because you will not have to memorize anything, but instead show you understand key concepts and can apply them.

Week 3

February 4 - 9

- Read Chapter 4, “Exploring Ideas,” in *The Everyday Writer*.

- Read Chapter 6, “Developing Paragraphs,” in *The Everyday Writer*. Give yourself plenty of time. This chapter is dense. You should read it twice.
- Review what you have read so far for our class.
- Complete **Test #2** by Saturday at 10:00 p.m. The test will have more questions from the “Paragraphing” and “Outlining” lectures on Canvas; from Chapter 4 of *The Everyday Writer*, and from Chapter 6 of *The Everyday Writer*.

Week 4

February 11 - 16

- Read the document “Unity, Development, Coherence” in the “Articles / Lectures to Read” folder.
- In *50 Essays*, read Amy Tan’s essay, “Mother Tongue.”
- Participate **Discussion #1** (Amy Tan essay) on Canvas.
- Read the instructions for your first paper, which will be posted this week in the “Papers and Assignments” folder. **Read carefully. Your ability to comprehend and follow instructions is part of your grade.**
- Work on Paper #1.

Week 5

February 18 - 23

- Continue to work on Paper #1.
- Participate in **Discussion #2**, a specific kind of peer review to help you with your papers.

Week 6

February 25 – March 2

- **Turn in Paper #1 by Saturday, March 2nd at 10:00 p.m. Use Turnitin.com via Canvas.**
- Read Chapters 3, “Rhetorical Situations,” and 5, “Planning and Drafting,” in *The Everyday Writer*.

Week 7

March 4 - 9

- Complete **Test #3** (over Chapters 3 and 5 of *The Everyday Writer*, and the Amy Tan essay) by Saturday at 10:00 p.m. This test will be open book. In fact, because the test will refer to specific paragraphs in the Amy Tan essay, and ask for completion of sentences from *The Everyday Writer*, you should arrange to **take the test only when you have both books in front of you.**

- Read the lecture titled "Peter Elbow and Freewriting," which will be posted in the "Articles/Lectures to Read" folder. Do the assignment given at the end of that document. You will participate in the discussion over freewriting next week.

Week 8

March 11 - 16
(Spring Break week)

Week 9

March 18 - 23

- Participate in **Discussion #3** (Peter Elbow Lab Discussion) on Canvas.
- In *50 Essays*, read Barbara Ehrenreich's "Serving in Florida."
- Read Chapter 7, "Reviewing, Revising, and Editing," in *The Everyday Writer*.

Week 10

March 25 - 30

- Take **Test #4**, which will cover Ehrenreich's essay, Chapter 34, "Conciseness," and Chapter 7, "Reviewing, Revising, and Editing," of *The Everyday Writer*. The test will close on Saturday at 10:00 p.m.
- Read "Instructions for Paper #2," which will be posted on Canvas.

Week 11

April 1 - 6

- Start working on Paper #2.
- Participate in **Discussion #4** in order to prepare for this paper assignment. I will **extend the discussion a week** so that the due date is April 13th 10:00 p.m.

Week 12

April 8 - 13

- Continue working on your paper. Follow instructions I will post on Canvas.
- Keep participating in Discussion #4, which **closes** Saturday at 10:00 p.m.

Week 13

April 15 – 18
(April 19 – 21 is Spring Holiday)

- Continue working on your paper

Week 14

April 22 – 27

Paper #2 due by Saturday, April 27th at 10:00 p.m.

Week 15

April 29 – May 4

Participate in **Discussion #5**, the second Lab Discussion over the Peter Elbow freewriting assignments. See Canvas for instructions and details. The deadline will extend into next week.

Week 16

May 6 – 11

Finish your participation in the **Lab Discussion**.

Week 17

May 13 - 17
Final Exam Week (We will not have a Final Exam.)

Some of the items on this syllabus are subject to change. I will inform you as soon as possible of any changes that will affect your grades.