

1-15-2019

Composition I

Rhonda Lewis

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

Recommended Citation

Lewis, Rhonda, "Composition I" (2019). *Spring 2019*. 223.
https://digitalcommons.collin.edu/english_syllabispring2019/223

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: March 22, 2019, is the 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, F144 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Instructor Information

Instructor's Name: Dr. Rhonda Lewis

Office Number: J-238 (located in the J-Building; Suite J-236)

Office Hours: MW 8:30am-9am; 11am-11:30am, and TR 11am-1pm

Phone Number: 469-365-1920

Email: RhondaLewis@collin.edu

Email is my preferred method of contact. I will generally respond to emails within 24 hours, though it may take a little longer on weekends. I will only respond to emails sent from CougarMail or within Canvas, not from outside email addresses.

Class Information:

Section Number: ENGL 1301 – P03 CRN 22169

Meeting Times: MWF 9:00-9:50

Meeting Location: L212 (Library)

Minimum Technology Requirement:

- Students need to have access to, and be able to use, Cougarmail and Canvas
- Students need to know how to use Google Docs to store and transfer work
- Students need to have access to, and be able to use, a word processor that can save documents as .doc or .docx files (such as Word). If you use another word processor such as Pages, Google Docs, or Open Office, you must download/save your files as .doc or .docx files before you submit them
- Students need to know how to upload and download files and attachments

Course Resources: Bullock, Richard, Goggin, Maureen, and Weinberg, Francine. *The Norton Field Guide to Writing with Readings and Handbook, 4ed.* Norton 2016. ISBN: 9780-0-393-61739-9. Additionally, you will need to purchase *The Norton Field Guide to Writing Inquizitive Software* at <https://digital.wwnorton.com/fieldguide4rh>. This will be further discussed in class.

Supplies: Textbook, notebook, writing utensils, flash drive or other means for storing and saving digital documents (Google docs, dropbox, for example), access to Internet and a word processing program.

Grading Method: The class is graded on a point scale, with a total of 1000 points for the semester. The breakdown of individual point values is as follows:

- Essay #1 (Memoir): 100 points
- Essay #2 (Comparative Analysis): 100 points
- Essay #3 (Annotated Bibliography): 100 points
- Essay #3 (Argument): 150 points
- Essay #4 (Evaluation): 100 points
- Grammar work (inquizitive 12 quizzes): 20 points
- Labs: 80 points (10 points per lab)
- Classwork/Participation 100 points
- Final Exam: 30 points

Course Grading Scale (out of 1000 points)

| | |
|---|----------|
| A | 900-1000 |
| B | 800-899 |
| C | 700-799 |
| D | 600-699 |
| F | 0-599 |

Grading/Assignment Explanation

Essays: Essay assignments and the annotated bibliography will be graded according to the rubrics outlined in canvas. Essays must be submitted through the appropriate submission link in Canvas on time and in the correct file format (.doc or .docx). All paper drafts must be typed in 2016 MLA formatting and must use 2016 MLA citation rules. All work must be written *for this class*; do not submit recycled papers written for or from another class.

Grammar Assignments: Each week, you will complete one grammar assignment using the Norton Inquizitive Software. The purpose of this assignment is so that you can remain or become more efficient with including less grammatical errors in your writing. The due dates for the grammar assignments are listed in the syllabus and in Canvas. This software is an additional cost to your textbook. It is \$15.00

Lab Assignments: Please see the instructions for the lab component and follow all guidelines carefully. Lab write-ups must use standard American grammar, spelling, and punctuation and must use 2016 MLA citation and formatting style; they should be carefully proofread. Lab submissions that follow all directions and are sufficiently analytical, error-free, and thorough will receive full credit. Failure to meet minimum requirements will result in partial or no credit. Lab assignments also follow the late policy for this course. Please review this policy carefully.

Participation: Your participation grade is composed of all other homework and classwork assignments, as well as your daily participation grade.

- ✓ **Homework:** In order to allow students to work on thorough revision and editing, rough drafts and other homework assignments must be on time and *complete* – they must meet minimum word, formatting, and research requirements for the assignment in order to receive full credit. Homework is due at 11:59pm on the night before class, to allow me time to adjust lesson plans as necessary before class starts. Late rough drafts may receive up to half credit if they are submitted before the end of the unit they belong to (that is, when the final draft of that paper is due). No other late homework will be accepted.
- ✓ **Classwork/Participation:** This grade is determined by your active preparation and engagement in class activities. This refers to activities completed in class individually or in groups. If students are absent or late to class and miss a quiz, group activity, workshop, or other graded activity, they will not be able to receive points.

Late Papers: If a final draft of an essay, lab assignment, or annotated bibliography is submitted after the deadline, it will be considered late. The late penalty is 20% per 24 hours (10% for the first 12 hours after the due date) up to 5 days only. After the 5th day, the assignment will not be accepted. No late essay submissions will be accepted after the start of the final exam period for this course.

Instructor Grading/Feedback: The “turn around” time for homework, quizzes, and other small assignments will generally be within 3-4 days, and grades will be recorded on Canvas. The “turn around” time for major papers will be within 5-7 days, and students will be able to access feedback and grades on Canvas.

Extra Credit: There will be two opportunities to earn a few extra points in this class. You can earn an extra 5 points by attending one of the two “Feed the City” volunteer events. You are welcome to attend both events, but you will only earn a maximum of 5 points. Feed the City is an event that helps fight hunger. Each individual who attends will be making sandwiches to help those in need. For additional details, please see me in class. After completion of one Feed the City event, you will write a 150-word reflection. Extra credit opportunities are Saturday March 2nd and Saturday April 6th. More details will be provided in class throughout the semester.

Attendance/Tardiness

- ✓ **Attendance:** Attendance is vital in this class. You should come to class prepared to discuss the assigned readings. *You cannot get credit for an in-class activity if you are not in class.* Additionally, I will cover material during class that is not in the readings but will be required in your essays; you will still be held accountable for course concepts even if you are absent from class when we go over them. In other words, your grade in the course will be directly impacted by not attending class.
- ✓ **If you are absent, you should still be prepared for the next class that you attend.** Get contact information for classmates to make sure you stay caught up. Homework assignments are always available in the syllabus; if you ask me what the homework is, I will refer you to the syllabus.
- ✓ **Religious Holidays:** Please notify me beforehand about any class days you will miss for religious holidays so that I can plan accordingly. Please reference Section 2 Policies and Procedures, Sub-section 2.23 Religious Holidays in the current *Collin College Student Handbook*.
- ✓ **Tardiness and Leaving Class Early:** Tardiness is frequently disruptive to other students and to the teacher; please be prompt and prepared for every class. Being significantly or frequently late to class may result in loss of participation credit. If you need to leave class early, please let me know before class whenever possible, and leave as quietly as you can. If an emergency arises and you do leave without letting me know before class, please send an email afterward as a courtesy to me.

Communication

- ✓ **Email:** Please make sure you use your CougarMail or Canvas mail for all email correspondence. You also need to use the conventions of formal academic/professional emails for all communications via email with me throughout the class (a subject line, a greeting, a full and complete description of your message or question, and a signature with your name and course number/time). This applies even if you are just replying to an email or sending a document as an attachment. Additionally, please be aware that I will only discuss grades in person, not via email.
- ✓ **Civility:** Over the course of the term, we will likely discuss sensitive matters and explore differing viewpoints. Please be considerate and respectful towards everyone throughout the course in both discussion and writing. Audience awareness and respect are key components of successful composition and academic/professional communication.
- ✓ **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*).
- ✓ **Scholastic Dishonesty and Plagiarism:** Please see section 7-2.2 of the *Collin Student Handbook* for definitions of scholastic dishonesty and plagiarism and information on Collin’s policies. If a student is found responsible for academic dishonesty or plagiarism (intentional or unintentional), a penalty ranging from a 0 on an assignment to an F in the course will be assigned based on the instructor’s interpretation of the severity of the situation.

Technology

- ✓ **Computer and printer problems are not valid excuses for late or missing work;** make sure you save your work on a flash (USB) drive, email it to yourself, and/or save it to a cloud service (like dropbox, OneDrive, or Google docs) to make sure you don't lose it if anything happens to the computer or internet connection.
- ✓ **Technical Help:** Please complete work early to give yourself extra time in case of technical problems. Students needing technical help with software, attachments, or e-mail should seek help here: <http://www.collin.edu/academics/ecollin/technicalsupport.html>
- ✓ **Submission errors:** If you ever have problems submitting work on Canvas, please immediately email me a copy of the completed work to show me that it was finished by the due date. An email without the completed work attached as a .doc or .docx file will not demonstrate that the work was completed on time. You must still submit it on Canvas as soon as possible in order to receive credit.
- ✓ **Cell phones:** Cell phones/ smart devices are encouraged, as we will use them for various class activities. When electronic devices are not in use for learning activities, please silence them on vibrate. If you are expecting an emergency call, please step outside the classroom to take your call. During quizzes, you may use cell phones to listen to music, but the playlist must be set beforehand and the phone must be inside a pocket or bag/purse under the desk; you may not touch the phone at all until the quiz is handed in.
- ✓ **Laptops and tablets:** You may bring and use laptops or tablets during the portions of the class when you are doing in-class writing or other activities where they may be useful. Please have the laptops and tablets closed or off during large- or small-group discussions so that you can participate more fully in those discussions. Use of a laptop for non-class activities may result in loss of participation points for the day.

SOBI

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 Students 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/>).

Scholastic Dishonesty

To view the Board policies associated with this section, go to <https://pol.tasb.org/Policy/Search/304?filter=flb>. Every member of the Collin College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student's own work. Collin College may initiate disciplinary proceedings against a student or prospective student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list, and scholastic dishonesty may encompass other conduct, including any misconduct through electronic or computerized means. Scholastic dishonesty shall

include, but is not limited to, one (1) or more of the following acts.

1. **Cheating** includes, but is not limited to, having access to unauthorized materials or electronic, digital media, telecommunication, and/or wearable devices (i.e., phones, smart watches, Fitbits, Bluetooth devices, tablets, etc.) during an examination; the giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; using someone else's work for an assignment as if it were one's own; submitting or resubmitting an assignment in whole or in part (i.e., recycling an assignment) for more than one (1) class or institution without permission from each of the professors; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; removing tests or answer sheets from a test site; and any other dishonest means of attempting to fulfill the requirements of a course.

2. **Collusion** includes, but is not limited to, intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty; failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; unauthorized collaboration or communicating answers to a classmate about an examination or course assignment; and allowing a classmate to copy answers.

3. **General Scholastic Dishonesty** includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, or the award of a degree; and/or falsifying academic records or documents. Students are expected to record honestly and accurately the results of all their research. Falsification of research results shall include misrepresentations, distortions, or omissions in data or reports on research.

4. **Plagiarism** includes, but is not limited to, intentionally or unintentionally failing to quote and cite an author's words, information, and/or ideas in accordance with American Psychological Association (APA) Style, Modern Language Association (MLA) Style, The Chicago Manual of Style (Chicago Style), or another citation style approved by the professor.

Course Lab Component

The lab component is an integral part of this composition course. Over the course of the term, the student will be required to complete a minimum combination of eight (8) selections from the list that immediately follows in this section; each lab is worth 10 points. The lab work is NOT the same as the weekly coursework. It is, instead, designed as additional writing-focused activities that will further improve the student's writing, analytical, and critical thinking skills.

Students may complete any combination of the options listed below; they will then write a 150-word Detailed reflection/summary for each completed lab activity. Instructions for the Detailed reflections are contained in the Canvas module for Labs. Please check the syllabus daily schedule for due dates for the labs assignments. Two labs will be due once per month (February 15th, March 8th, April 12th, and May 3rd).

Composition Course Lab Options:

- **Conference with professor** – must be of substance (assistance with an assignment, topic selection, or research). Turn in an electronic Lab Completion Sheet containing a Detailed Reflection.
- **Writing Center session** with a tutor. Turn in a physical, stamped copy of your paper, as well as a Detailed reflection/summary of what you learned and did at the activity.
- **Writing Center Workshop** (see schedule at <http://www.collin.edu/studentresources/writingcenter/index.html>). Turn in a Detailed

reflection/summary.

- **Two library tutorials** – these are available as links on the desktop of the computers in the library; options include Citation Styles; Using Current Event Databases; Using Keywords; Using College Databases for Research; Using Literature Databases; the White House Plagiarism Game; Library Catalog Lab; and Peer Reviewed Journals. **Important note:** To receive credit for one lab activity, you need to complete **two** of these tutorials. You will turn in both physical printed certificates with your name, your score, and a librarian’s signature, and a Detailed reflection/summary that covers both tutorials.
- **Campus Speaker/Campus Event** (see schedule at <http://calendar.collin.edu>). Any event designed with an educational purpose will work for this (such as a lecture, workshop, roundtable, art exhibit, film screening, theater/dance/music performance, etc). Turn in an electronic Lab Completion Sheet containing a Detailed Reflection with Rhetorical Analysis.
- **Civic/cultural event in the community** (pre-approved by professor). Turn in an electronic Lab Completion Sheet containing a Detailed Reflection with Rhetorical Analysis.
- **Pre-approved video or podcast** (contained in the folder under the ‘Labs’ section of Canvas). Turn in a Detailed reflection/summary. The podcast must relate to writing, literature, or an argumentative topic that could be used for your argument essay.

Daily Schedule

This schedule may be subject to change; if I make any adjustments, I will announce them in class and through Canvas beforehand. Be aware that all assigned readings may be tested through unannounced quizzes in class. Homework is always due at 11:59pm the day before class.

| Dates | Week 1 Meeting Details |
|-------------------------------|---|
| Monday January 21 | No Class (MLK Holiday) |
| Wednesday January 23 | Introduction to English Composition I Syllabus overview Introduction to canvas Homework: Read the entire course syllabus; upload your signed syllabus agreement to canvas by Friday January 25th |
| Friday January 25 | Inquisitive login (Norton online grammar assignments) Upload signed syllabus agreement forms in Canvas Syllabus review MLA formatting Homework: Work on fragments due February 8 Read chapters 1, 2, and 3 |
| Week 2 Meeting Details | |
| Monday January 28 | Review Chapters 1 and 2. Discuss the importance of critical thinking as it relates to reading and writing. Grammar do’s and do not’s The Writing Process Avoiding writer’s block Homework: Fragments due February 8 Homework: Read chapter 3 |
| Wednesday January 30 | Review chapter 3: Discuss the importance of summarizing and responding to texts. Read Chapters 5-9 Rhetorical Situations Work on summary/response paragraph due Friday February 1 Homework: Fragments due February 8 |

| | |
|--------------------------|--|
| | Homework: Work on lab assignments due Friday Feb 8 |
| Friday February 1 | Summary/response paragraph due by 11:59pm Writing Center Orientation 9:30am Homework: Read Chapters 5-9 Rhetorical Situations Homework: Work on lab assignments due Friday Feb 8 |
| | Week 3 Meeting Details |
| Monday February 4 | Review grammar do's and do not's (Fragments) Review Chapters 5-9 Rhetorical situations Introduction to memoir writing Memoir topics due Friday Feb 8 Homework: Read chapter 18 Memoirs Homework: Work on lab assignments due Friday Feb 8 |
| Wednesday February 6 | Genres (Memoir) Chapter 18 Thesis statements and topic sentences continued Chapters 33-34 5 Paragraph essay format Homework: Read "All Over but the Shoutin" page 216. Finish working on lab assignments and fragments due Friday Feb 8 |
| Friday February 8 | Review "All Over but the Shoutin" Pre-writing strategies Outlines Fragments due by 11:59pm Two lab assignments due by 11:59pm |
| | Week 4 Meeting Details |
| Monday February 11 | Review more sample memoir outlines Review run on sentences Homework: work on run on sentences due Feb 15. Work on memoir roughdrafts |
| Wednesday February 13 | Work on roughdrafts and outlines in class Homework: work on run on sentences due Friday Feb 15 |
| Friday February 15 | Memoir Essay peer sharing. Bring printed rough draft to class. Run on sentences due by 11:59pm |
| | Week 5 Meeting Details |
| Monday February 18 | Memoir Essay due by beginning of class in Canvas Genres (Writing a Comparative Analysis) |
| Wednesday February 20 | Genres (Writing a Comparative Analysis) Homework: work on comma splices due Friday Feb 22 |
| Friday February 22 | Genres (Writing Comparative analysis) Comma Splices due by 11:59pm Homework: read the "Mother Tongue" by Amy Tan page 649 |
| | Week 6 Meeting Details |
| Monday February 25 | Comparative analysis activity |
| Wednesday | |

| | |
|-----------------------|---|
| February 27 | Homework: work on subject/verb agreement due Friday |
| Friday March 1 | Subject/Verb Agreement due by 11:59pm |
| | Week 7 Meeting Details |
| Monday March 4 | Comparative analysis essay outline due |
| Wednesday March 6 | Work on roughdrafts Homework: work on pronouns that don't agree due Friday March 8 and lab assignments |
| Friday March 8 | Pronouns that don't agree due by 11:59pm Comparative analysis essay roughdrafts/peer reviews Two lab assignments due by 11:59pm |
| | Week 8 Meeting Details |
| Monday March 11 | Spring Break |
| Wednesday March 13 | Spring Break |
| Friday March 15 | Spring Break |
| | Week 9 Meeting Details |
| Monday March 18 | Comparative Analysis Essay due at the beginning of class in Canvas Genre (Arguing a position) Chapter 13 |
| Wednesday March 20 | Genre (Arguing a position) Chapter 13 Library instruction at 9:15 |
| Friday March 22 | Genre (Arguing a position) Chapter 13 Pronouns in the wrong case due by 11:59pm Homework: read chapter 45 doing research |
| | Week 10 Details |
| Monday March 25 | Genre (Arguing a position) Chapter 13 Doing Research Chapter 45 Homework: read "Should gamers be prosecuted for virtual stealing?" page 731; narrow down an argument topic |
| Wednesday March 27 | Genre (Arguing a position) Chapter 13 Finding sources chapter 46 Homework: read "Is google making us stupid; narrow down an argument topic; Work on verb tense |
| Friday March 29 | Library instruction Genre (Arguing a position) Chapter 13 Argument topic due in class in canvas Verb tense due by 11:59pm Two lab assignments due by 11:59pm |
| | Week 11 Details |
| Monday April 1 | Citing sources in MLA Reference page Research |
| Wednesday April 3 | Avoiding plagiarism Quoting, paraphrasing, and summarizing |
| Friday April | Research in class |

| | |
|---------------------------------------|--|
| 5 | Annotated bibliography review Unnecessary commas due by 11:59pm Homework: continue researching argument topics and work on outline; Unnecessary commas due by 11:59pm |
| | Week 12 Details |
| Monday April 8 | Argument essay outline due in class |
| Wednesday April 10 | Annotated Bibliography due in class Homework: work on punctuating quotations |
| Friday April 12 | Research day Misplaced dangling modifiers due by 11:59pm |
| | Week 13 Details |
| Monday April 15 | Argument essay roughdrafts due in class/ peer reviews |
| Wednesday April 17 | Continue researching |
| Friday April 19 | Argument essay due Monday April 22 nd at the beginning of class. Words often confused due by 11:59pm No Class... Good Friday Holiday |
| | Week 14 Details |
| Monday April 22 | Argument essay due at the beginning of class. Evaluation essay begins |
| Wednesday April 24 | Evaluation essay begins |
| Friday April 26 | Evaluation essay begins Final two lab assignments due by 11:59pm Incorporating quotations due by 11:59pm |
| | Week 15 Details |
| Monday April 29 | Evaluation essay continues |
| Wednesday May 1 | Evaluation essay continues |
| Friday May 3 | Evaluation essay continues Punctuating quotations due by 11:59pm |
| | Week 16 Details |
| Monday May 6 | Evaluation outlines due |
| Wednesday May 8 | Evaluation essay roughdrafts and peer reviews |
| Friday May 10 | Evaluation essay due |
| | (Finals Week May 13-17) |
| Friday May 17 th at 9am | Final exam |

Student Agreement

ENGL 1301 Spring 2019 CRN 22169

To the Student: You will need to type your initials in front of each statement, print and date the form below, save a copy (PDF) of the file for yourself and submit a copy via Canvas. This document provides you with an understanding of student responsibilities with regards to this course. These items are normally discussed on the first day of a face-to-face course.

- I have read the course syllabus posted on Canvas and or sent via email by **Dr. Lewis**.
- I understand that I need to be on time to class and engaged in all class activities.
- I understand that if I arrive more than 5 minutes late to class or leave more than 15 minutes prior to the end of class, I will not receive points for in class activities and a score of zero will be entered for assessments given on that day. Exceptions are days when exams are given. See next item.
- I understand that I am expected to come to class prepared and ready to participate in class discussions.
- I understand that extra credit and or allowances for a lack of preparedness will not be available.
- I understand that it is my responsibility to check that I have access to Collin College, CougarMail, and Canvas.
- I understand that if I have difficulty accessing CougarWeb and or Canvas, it is my responsibility to contact technical support to correct any computer/software issues.
- I understand that I may not electronically record **Dr. Lewis** or my classmates without filling out and submitting the electronic permission document.
- I have read and understand the information in the syllabus relating to email guidelines.
- I understand the Method of Evaluation for this course as explained in the syllabus posted on Canvas and provided by **Dr. Lewis**.
- I understand that some assignments will require me to work in a group setting with other students in this course.
- I understand that I am responsible for checking Canvas daily for any updates or changes made by **Dr. Lewis**.
- I understand that in the event that there is a system wide error with CougarWeb and or Canvas, it is my responsibility to check Cougarmail and Canvas for announcements regarding when the system is available. I understand that if this should occur, I will have 24 hours after the issue is fixed to submit assignments that were due during the time the system was down.
- I understand that computers are available to me at Collin College and that course work must be submitted from any computer that meets technical standards.
- I agree that technical difficulty with my computer equipment is not an acceptable excuse for turning in late work or not turning in assessments.

- _____ I understand the late work policy outlined in the syllabus.
- _____ I am comfortable: logging into CougarWeb, CougarMail and or Canvas, sending emails with multiple attachments, accessing and posting within a discussion board, locating online resources, attaching digital images to online assignments.
- _____ I understand that I may need to spend 20+ hours a week studying for this course.
- _____ I understand that my grade is based on my ability to demonstrate my knowledge of the material rather than the amount of work that I put into the course.
- _____ I understand that this course includes a service-learning project that might be completed at location other than the Collin College-Frisco Campus (DFW area).
- _____ If I decide to drop my ENGL 1301 course, I understand that it is my responsibility to fill out the necessary paperwork to formally drop the course.
- _____ I agree to use language that is appropriate for an academic setting with regards to communication to **Dr. Lewis** and classmates. I understand that this pertains to discussions, comments, chats and emails.
- _____ I understand that some of my publically submitted postings, such as those used in discussions, comments, and chats will be seen or re-used for other students to see.
- _____ I will contact **Dr. Lewis** if I have any questions, personal comments or require clarification regarding this course.
- _____ I understand that if I have a disability and I am requesting accommodation; it is my responsibility to contact Collin College's ACCESS office in order to provide **Dr. Lewis** with the appropriate documentation.
- _____ I understand that other assignments in this course can not be accessed until a signed copy of this agreement has been signed and posted in Canvas.
- _____ I have read, understand and agree to the above requirements for this course.

Print First and Last Name _____

Preferred Name _____(For example: I prefer Dr. Lewis)

College ID _____ Date _____