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Composition I

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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: Students are advised to withdraw from the course if they have not completed the required work by the "Last Day to Withdraw." Students who do not complete all of the required work by the end of the course will receive a letter grade based on the work completed. There will be no grades of "incomplete" given. Note that the professor cannot withdraw you from class. You must complete a drop form with Admissions and Records to formally withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*.
(http://www.collin.edu/studentresources/deanofstudents/pdf_documents/20172018studentHandbook.pdf)

Religious Holy Days: Please refer to the current *Collin Student Handbook*. (See URL used for the handbook above.)

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 (<https://www.collin.edu/studentresources/disabilityservices/>).

Scholastic Dishonesty

Scholastic dishonesty includes cheating, collusion, plagiarism, and any other act by which you take credit for the work done by others. It should be clear that "work," as used here, does not only refer to the product of someone else's research but also to the original ideas of others and their words. The general expectation in this class is that all the assignment students submit for grading will represent the work the student has done for this class with any information from outside sources properly documented according to the MLA format. If there are reasons to believe a student has committed an act of scholastic dishonesty, this student will be referred to the Dean of Students by the instructor. The Dean of Students will investigate the matter and make a determination on the case. If a student is found to be responsible for committing an act of scholastic dishonesty, he/she will not receive any credit for the assignment in question or any additional (extra credit) work the class is allowed to do for this assignment. If he/she has also been found responsible of a previous act of scholastic dishonesty in the class or in the college, this student will receive an "F" in the course. If the Dean of Students finds that the student has not committed an act of scholastic dishonesty, this student's paper will be graded without any penalties due to this matter. However, this paper will not be graded until the Dean of Students has made a determination concerning the matter of scholastic dishonesty. For more information concerning the policy on scholastic dishonesty in Collin College, please see the *Collin Student Handbook* (see URL used for the handbook above).

Repeat Policy: Beginning Fall 2016, Texas residents attempting a course more than twice at Collin College are subject to regular tuition plus an additional \$50 per semester credit hour. Please see the "Repeating Courses" section of the Spring 2017 Registration Guide for more information.

Minimum Technology Requirement: All students should have access to a computer and the internet, so they can send e-mails and read e-mails from the instructor on a daily basis. Besides this, students will need to have regular access to the internet to complete work assigned in class and submit the work they have done for grading. Indeed, all major writing assignments will have to be submitted through Canvas in a Word document (.doc. .docx) format. Students should also have access to a printer, so they can print out materials assigned for the class and posted on Canvas.

Students enrolled in this course are expected to be familiar with typing papers on a keyboard, surfing the internet, and other basic computer literacies.

ENGL 1301: Composition I

Instructor and Course Information

Instructor: José Jiménez-Justiniano	Term: Fall 2018
E-mail: jjimenez@collin.edu	Section: XS4
Office Location: L215 Phone: 972-881-5756	Meetings Times: Tuesday & Thursday, from 1:00 to 3:45 PM
Office Hours: By appointment (I will usually be available to meet with students after class.)	Classroom: BB232

Contacting the Instructor: Usually, I will respond to your e-mails in less than 24 hours. However, you should be conscious that you are the person responsible for making sure all of your questions and concerns are addressed in a timely manner. This means, among other things, that you should not waste any opportunities to bring to my attention any concerns you might have about the class by asking questions or pointing out an issue. There will be plenty of chances to ask questions during the time of the class, but you can come to see me at the end of the class session if you think your question will require a long enough conversation to distract us from the material being covered on that day. The same can be said of any issues you might have with the class (including issues concerning the grades that you have earned for anyone of the assignments); you should come to see me as soon as these issues arise. Most of your questions and issues can be answered and resolved quickly and easily in person. If you wait until later to send me an e-mail, you will have to wait longer for your concerns to be addressed, and there is always the chance that we will have to meet. The point of this note is not to dissuade you from writing to me via e-mail but to make sure you understand the expectations of the course, and one of these expectations is that you will do your best to acquire the information you need to pass the class. For instance, if you send me an e-mail less than 24 hours before the class and I have not responded to it by the time we see each other in the classroom, you should come to see me about the subject-matter of your e-mail after class. If you do not bring up your e-mail message then, I will assume that the questions in your e-mail message have been answered and/or the issues in this message have been resolved already, either before or during the class, and your e-mail no longer requires a response. Remember, we are working under the assumption that, as a responsible, engage student, you will not waste any opportunities to ask a question or bring up an issue relevant to the class.

Required Resources

Textbook: Bullock, Richard, Maureen Daly, Goggin, and Francine Weinberg. *The Norton Field Guide to Writing with Readings and Handbook*. 4th ed., WW Norton & Company, 2016.

Other Materials: A notebook or loose sheets of papers and a pen or pencil to take notes in class.

Note: You are *not* required to purchase anything listed under the “Optional Study Tools & Resources” which may appear on the Barnes & Noble page under your required textbooks. Any additional readings, not found in the textbook of the course, will be provided in class a/o through Canvas.

Course Schedule

W1	Date	Topics and Readings for Discussion	Some Important Deadlines
1	Tu, 10 / 23	Introduction to the Course and Initial Assessment: <ol style="list-style-type: none"> 1. Discussion of the Syllabus 2. Diagnostic Test Introduction of the Online Discussion Assignment	
	Th 10 / 25	The Basics of Argument and College Writing: <ol style="list-style-type: none"> 1. "Developing Academic Habits of Mind" (4) 2. From "Rhetorical Situations," read "Purpose," "Audience," "Genre" and "Stance" (5-7) 3. "Process" (25-31) 4. "Beginnings and Endings" (33) 5. "Guiding Your Reader" (34) 	
2	Tu, 10 / 30	Introduction of the Personal Essay Personal Essay, Bringing Personal Experience Into Academic Writing <ol style="list-style-type: none"> 1. "Narrating" (43) 2. "Describing" (40) 3. From "Literacy Narrative" (10), read "Write or Wrong Identity" (pgs. 73-79) and the "Key Features" section (pgs. 83-84) 4. From "Memoirs" (18), read the "Key Features" and the "Brief Guide to Writing Memoirs" (pgs. 220-223) 	Last Day to Participate in the 1st Discussion of the Online Discussion.
	Th, 11 / 1	Readings for Discussion: <ol style="list-style-type: none"> 1. "Rebel Music" (59) 2. "The Myth of the Latin Woman" (65) In-Class Writing Activity	
3	Tu, 11 / 6	Peer-Review	Bring 2 Copies of the First Draft of Essay # 1
	Th, 11 / 8	Introduction of the Position Essay Taking a Position and Convincing Making an Argument with More than Personal Experiences <ol style="list-style-type: none"> 1. Arguing a Position (13) 2. Arguing (36) 3. Evaluation (16) 	Submit Final Draft: Essay # 1
4	Tu, 11 / 13	Information Provided by Others: Integrating and Documenting Sources <ol style="list-style-type: none"> 1. Reporting Information (12) 2. Documentation (51) 	Last Day to Participate in the 2nd Discussion of the Online Discussion.

	Th, 11 / 15	Readings for Discussion: 1. Our Fear of Immigrants (62) 2. Anti-Intellectualism: Why We Hate the Smart Kids (62) In-Class Writing Activity	
5	Tu, 11 / 20	Peer-Review	Bring 2 Copies of the First Draft of Essay # 1
	Th, 11 / 22	School Closing: Thanksgiving Holiday	
6	Tu, 11 / 27	Introduction of Visual Analysis Essay 1. Analyzing a Text (94) Practice Visual Analysis	Submit Final Draft: Essay # 2
	Th, 11 / 29	Discussion of Student Sample Visual Analysis Essays In-Class Writing Activity	Last Day to Participate in the 3rd Discussion of the Online Discussion.
7	Tu, 12 / 4	Peer-Review	
	Th, 12 / 6	Class Wrap-Up and Preparation for the Final Exam a/o Activity	Submit Final Draft: Essay # 3
8	12 / 10 – 16	Final Exam Period 1. Final Exam a/o Activity and Conference with the Instructor on 12 / 11, at 1:00 PM	

Grading

Assignments	Weight	Grading Scale for the Final Grade
I. Essays (Total % Weight: 60)		A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% or less
i. Personal/Narrative Essay	15%	
ii. Position Essay	20%	
iii. Visual Analysis Essay	25%	
II. Peer Review and / o Conferencing	10%	
III. Lab Grade (Total % Weight 15%)		
i. Online Discussion	10%	
ii. Other Required Lab Work	5%	
IV. Final Exam a/o Activity	5%	
V. Participation	10%	

Descriptions of Assignment

Note: Below, you will find the general descriptions of the graded work you will be expected to complete in the class. However, more specific instructions will be either given in class or posted in Canvas. This instructions will often include the guidelines for evaluating the work, if the guidelines are not already provided here. Please be mindful that you have to complete all of the work for the class as specified so you can receive full credit for it.

I. Essays: You will write three essays throughout the semester. These essays will be developed through various drafts using the writing process. Below, you will find a general description of these essays. The specific instructions will be handed in class when the assignment is introduced. Please pay close attention to those instructions, since they will contain information not included here.

I.i. Essay # 1 will be a Personal/Narrative Essay. This essay will require that you show the reader how a certain experience or set of experiences have been meaningful to you and have lead you to hold a position on a specific topic given by the instructor (e.g., education, work, friends). While this assignment will include an introduction and a conclusion like all other academic essays, you will be expected to make use of narrative and descriptions in the body of the essay to illustrate an idea that supports your overall claim. The purpose of this essay is not simply to entertain; its purpose is to clarify and to convince the readers. In other words, even though this is not an argumentative essay, it should have an argument. For this reason, you should consider the experiences you will discuss and the details you will include carefully, so you make sure they all contributing to the purpose of this assignment. This essay will give you some insight into the ways in which we come to our own point of view through our lived experiences and how these experiences can be used effectively in an argument. Indeed, successfully completing this assignment will give you the chance to put an essay together using familiar materials (your own experiences).

I.ii. Essay # 2 will be a Position Essay with a clear claim of value. For this essay, you will be asked to identify an issue relevant to the college community, and you will write an argument that can convince the reader to take your position on this issue. This requirement will not only allow you to make use of personal experiences as examples but you will also be able to make use of personal observations (i.e., the experience of others) and some research. However, the most important argument in this essay should come from your appeal to the audience's beliefs and values. Here, you must convince the audience that your position is the right position for them as it is consistent with their ethos. Indeed, this essay will require that you make an appeal to ethos not only in terms of your credibility but in terms of an appeal to the values of the community, which are ultimately the standard by which you are judge as a speaker. This assignment will require that you use the skills you developed in the writing of the Personal/Narrative Essay when providing examples, but it will also give you the chance to begin practicing the writing of arguments on the bases of the audience and not solely on your own experiences.

I.iii. Essay # 3, or the Visual Analysis Essay, will require a critical analysis a visual text. For this assignment, you will analyze a visual text in order to, first, explain its meaning and how this meaning is constructed and, secondly, determine whether the text is effective or ineffective in conveying this meaning. First and foremost, your essay should consider the rhetorical situation of the text, paying special attention to its purpose(s) and the ethos, the beliefs and values, of the intended and implicit audience. Then, you should consider how the elements in the texts contribute to producing a message that is appealing to the audience and / or how they function to appeal to their ethos. While the elements here might include the written and / or oral language, your discussion should focus on the analysis of the visual language, since

these elements are the ones that do most of the work in a visual text. This second part of the assignment, evaluating the text, will require that you make use of inference and conduct research to fully understand and explain the visual elements, which might make subtle references to other people, places, events or cultures in our society and throughout history. Ultimately, you will have to make use of the skills developed in the previous assignment to construct an effective argument based in great part on ethos and developed through the examination of significant details that will be presented in the essay through description. You will also have to apply new skills related to integration of information from outside sources as you build a more dispassionate argument about a text. All of these skills will be useful to you in the second part of the course, English 1302, which will require you to complete close readings of different texts and produce effective research essays.

II. Peer-Review and/or Conferencing: Before the deadline of each essay, the class will hold multiple peer-review and / or conference sessions. These sessions provides a chance for other readers (your peers or the instructor) to comment on your work. The feedback you receive in these sessions can help you identify and resolve issues in your essay during the revision process. In order to participate in the peer-review sessions, you must bring a hard copy of your drafts to class, and this draft must be, at least, 75% of the minimum length requirement. The grade you receive for participating in peer review will be determined, in great part, by your willingness and readiness to participate in this stage of the writing process. Coming to class without a hard copy of your first (second or third) draft will be interpreted as an unwillingness to participate in peer review. Failure to fulfill these requirements will result in a significant loss of points for the work done in that peer-review session, and it might result in your complete exclusion from participating in this part of the writing process. Beyond this, the peer-review grade will be determined by the quality of your comments. The feedback you provide should help your classmates understand what is working effectively in their essay and what needs further improvement, so you should explain your observations and reference the information discussed in class when it is necessary.

III. Lab: The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete the following assignments listed below. This lab work is not the same as regular coursework that you must complete to stay on track in the class; these are, instead, designed to be additional writing-focused activities which will help improve your writing throughout the term. You will need to provide evidence of completing these lab requirements in order to receive credit for completing them.

III.i. Online Discussion: For this assignment, you will be asked to engage in multiple online discussions with your classmates. These discussions could include responses to readings and your experiences with writing in the class. Participating in these discussions means posting an entry (300-350 words) in response to the prompt provided by the instructor as well as responding to your classmates' entries. The purpose of this assignment is to push you to reflect on your own writing practices as well as the writing practices of others and to give you the chance to evaluate them. At the end of the semester, the discussions held online should help you developed your own writing process, which you can use and further modify in your other classes.

The Online Discussion will be represent 10% of the 15% assigned for the value of the grade for the lab. The deadlines for participating in each of the discussions can be seen in the course's schedule.

III.ii. Other Lab Work: You will have to complete other tasks during the semester to fulfill the lab requirements of the class. All of the tasks listed below will be of equal worth (10 points each) and they will represent 5% of the total 15% assigned value to the lab grade.

1. Syllabus Quiz (Complete by October 26th)
2. Plagiarism Tutorial and Plagiarism Quiz (Complete by November 1st)
3. Initial Visit to the Writing Center and Write-Up (Complete by October 30th)
(This can also be completed online, by visiting the Writing Center's webpage.)
4. 2 Pre-Discussion Write-ups on the readings assigned for class (Complete one by November 1st before the class and the second one by November 15th before the class)
5. Final Conference with Instructor (Meeting on December 1st during the time scheduled for the final exam)

The specific instructions you will have to follow to complete each of these task will be communicated to you in class and / or through Canvas. Please make sure you review this instructions before you set out to work on the task, so you can make sure you get credit for the work you do.

(You will see the percentile grade for the Online Discussion and the Other Lab Work separately in the Grade section of Canvas.)

IV. Final Exam and / or Activity: The final exam and / or activity will consist of a writing exercise that will require you reflect on and / or make use of all the skills you have learned throughout the semester. This exercise will prepare your final conference with the instructor. Hopefully, it will also prepare you for the writing challenges you will face in the future.

V. Participation: Participation will principally consists of voluntary comments and relevant questions that contribute to the development of the group's discussion. Beyond expressing your opinions and interpretations of the readings, you should be prepared to enter into a conversation with your classmates. This means being ready to clarify and support the claims you make in class. You can use personal experiences as well as previous research or study to do this. However, your contribution will be more valuable if you are able to connect it with the readings assigned for class. Therefore, reading, completing homework assignments, and bringing all the materials you need to the classroom is crucial to your performance in class. Indeed, coming prepared to class will make it easier for you to get a high grade for participation. Activities done in the classroom will also be considered when assigning a participation grade, so you should make sure you complete the work done in class and take part of group efforts when working in small groups.

Although this is not an attendance grade, all absences will be considered when the participation grade is determined. In fact, the participation grade will be anchored to the percentile of classes you have attended for the semester; therefore, any absence can be detrimental to the evaluation of your performance in class. However, the final participation grade will be determined by your actual participation. Typically, your grade will be 5-20 percentile points more or less than the percentile anchoring the grade, as determined by

an evaluation of your preparedness and willingness to participate in class as well as the quality of your remarks. This final evaluation of your participation will be based on notes taken by the instructor and other assessment tools meant to determine whether you have read before class or have properly completed the work done in the classroom. For instance, if you only come to 22 class sessions out of a total of 30 class sessions but always come prepared and participate willingly in every one of these sessions, you would not get a higher percentile grade than 93%, since you did not participate in more than one quarter of the class sessions. (In this example, the anchor percentile is 73%, so your grade cannot go higher than 93%, that is, $73+20$.)

Finally, you should be conscious that the evaluation criteria and method described above is built upon the assumption that you are committed to the course, i.e., you intend to fulfill the minimum requirements of the class. If you consistently come to class completely unprepared and refuse to participate, you engage in non-class-related activities (e.g., as sleeping, doing work for other classes, using electronic devices), or you interfere with your classmates' ability to learn by creating digressions and / or behaving inappropriately, the deduction from the anchor percentile might be greater than the 20 percentile points stipulated above.

Course Policies

Course Content Warning: As part of a college writing course, you will be required to read texts and engage in discussions about serious topics that are not only relevant to the subject matter of the class but are also relevant to the political, religious, and social issues of our society. Good writing is not set apart from society, and the class cannot look at form without looking also at the content that shapes it. This means that you should come ready to discuss these issues in the most productive way possible. While you might strongly disagree with the opinions expressed in any of the text assigned, you should still treat these texts seriously on the bases of their rhetorical value, that is, what they allow us to learn about debating a point and writing at the college level. Definitely, disagreeing with a text is not a reason for refusing to engage with it. If anything, disagreement should be the motivation for dialogue, debate, and compromise. Moreover, you should uphold the highest respect for all individuals, including the authors of the text selected for the class and those they might represent. The fact that someone is not present does not afford us the chance to deride them. Your time spent in the class should be focused on making valid and convincing arguments. If you are able to take these texts seriously, you will have a greater chance of succeeding in the class and growing as an independent thinker.

Classroom Etiquette: You must turn off all electronic devices (e.g., cellular phones, pagers, lap top computers, I-Pads) before the class begins. Do not use these devices during class unless the instructor says you can use them.

In order for the class to have a productive discussion, you need to treat everyone in the classroom with respect. Participation is encouraged when it is done in an orderly manner. This means paying attention to the instructor and your classmates when they speak and considering their opinions carefully before you respond to their comments. Your classroom behavior will contribute significantly to creating a positive learning environment. Disrupting the class' attempt to create this environment will have an effect on your grade, as stated in the section on participation and attendance.

You should wait until the end of the class to put away your materials in preparation for leaving. Gathering your materials and leaving before the end of the class, even if it is only a couple of minutes early, is disruptive. If you need to leave a few minutes early on a specific day, you should tell the instructor at the beginning of the class.

Attendance: For the purpose of this course, attendance will not only consist of being present in the classroom; you are expected to be an active part of class. If you engage in non-class-related activities during the class or obstruct your classmates' ability to learn, you could be counted absent for the day. If you leave early or you leave the classroom for long periods of time (i.e., ten minutes or more), you could also be counted absent. There will be no chances to make-up the work done in your absence and your final grade for the course will be affected if you are absent more than a few times.

You will have 2 chances to be absent to class without having to provide an excuse or receiving any penalties beyond missing the work done in these class sessions. Each absence after these first 2 absences will result in a deduction of 4 percentile points from your final percentile grade for the class. For instance, 5 unexcused absences will represent a total deduction of 12 percentile points (5 absences – 2 absences = 3 absences x 4 percentile points) from the final percentile grade of the class. Hence, if you have 91% in the class at the end of the semester and you have been absent a total of 5 times, your final percentile for the course would be 79% (91% – 12%), that is, a “C” instead of an “A.”

You should keep in mind that this policy does not represent a chance for you to take a day off from class; it is meant to mitigate the pressure of having to produce documents that might justify your absence if unpredictable circumstances prevent you from coming to class. If there is a legitimate reason for any absence (e.g., a medical reason), you need to notify the instructor of it and provide any related evidence (e.g., a doctor's note) upon your return to class, so the instructor can determine whether the absence will be excused or not. Absences will only be excused when there is a legitimate reason for them and the appropriate documentation has been presented in a timely manner, as specified above. Absences during the semester will not be excused at the end of it.

Punctuality: You must be in the classroom and ready for class when the session is set to begin. If you arrive late, you will not have the chance to complete the work done during the beginning of the class. Moreover, persistent tardiness will affect your grade in the course. For every three times you arrive late, you will incur one absence. These absences will not be covered by the three unexcused absences allowed by the attendance policy. Absences due to tardiness will be counted at the end of the semester, even if you have not been otherwise absent to the class.

Note: You are responsible for signing the attendance sheet. If you do not sign in, you will be counted absent. It is imperative that you keep track of the number of times you have been absent or tardy, so you do not lose points from your final grade. Moreover, you should make sure you are doing everything within your power to keep up with the class. In other words, you are the person responsible for finding out announcement made during the class session, getting handouts and notes from the class when you are not present. You should get the contact information from at least two of your classmates, so you can contact them and ask them for this information and any other materials handed out in class if you are ever absent.

Also, you are responsible for making arrangements to pick up any graded work, if graded work has been handed back in your absence.

Late Policy: All assignments must be submitted on time and in the manner specified by the instructor in order for you to receive full credit for them. Late work will lose points and / or may not be accepted. Typically, the penalty for submitting work late will be an initial deduction of 10 percentile points and additional 10 percentile points for every 24 hours in between the deadline and the time you submit your paper. These points will be deducted from the percentile points you earn for the assignment. This means that you will lose a total of 30 percentile points if you submit your work 48½ hours after the deadline. After 49 hours, your assignment will not be accepted. Finally, you should be aware that some assignments, such as the drafts for peer-review and the third essay, will not be accepted late. Any changes in this policy will be notified to you in writing when the assignment is introduced in class.

Note: All matters associated with this course are subject to change at the instructor's discretion. Any and all changes will be communicated to students in writing with sufficient time for them to make arrangements and meet the requirements of the course.

I have read the syllabus for ENGL 1301, and the instructor has given me the chance to ask questions about it. Having no questions about the information in the preceding document or having received an answer for all of my questions, I can confirm that I understand the requirements and policies of the class. Besides this, I understand that ignoring the requirements and policies specified in this syllabus will result in a reduced grade and could lead me to fail the course.

Name (in print): _____ Signature: _____

Section: _____ Date: _____

While sharing your work during the peer-review sessions is a requirement of the course, you can contribute to the learning process of others by permitting your instructor to use your work as an example in other courses and sections. Writing examples from students play a valuable role in the teaching of writing. They can be used by the instructor to explain complex concepts that are specific to the course, and students can study them to better understand the requirements of each assignments. Furthermore, having access to different examples of essays written for the class can allow students to realize there are multiple ways to overcome the obstacles presented by the assignments they must complete. Hence, permission to use your work in other courses and sections will make a significant difference in the learning process of your fellow students. If you accede to the use of your work in such a manner, all the personal information in your paper would be eliminated, and your paper would be treated with respect by the instructor and the students. (If you do not want the instructor to use your work in other courses and sections, you do not need to read beyond this point and do not sign in the space below.)

Having read the paragraph above, I will give my instructor permission to use my work in other courses and sections. I understand that I can withdraw my permission at any time by writing to my instructor letting him know that I no longer want to share my work with the students in other courses and sections.

Name: _____ Signature: _____ Date: _____