

**Texas Woman's University**  
**ENG 1023.05: Composition II**  
**Spring 2017**  
**T&R 2.30-3.50pm (CFO 101)**

**Contact Information**

Instructor: **Dr. Cole**  
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Office: CFO 807A  
 Hours: Tues: 1.00-2.00pm  
 Thurs: 1.00-2.00pm, 4.00-5.00pm

**COURSE DESCRIPTION**

Theory and practice of critical exposition and rhetorical analysis in traditional and electronic environments; composing persuasive and investigative texts based on research. Prerequisite: ENG1013 or its equivalent. Three lecture hours a week. Credit: Three Hours.

**STUDENT LEARNING OUTCOMES**

EXEMPLARY EDUCATIONAL OBJECTIVES; FIRST-YEAR COMPOSITION PROGRAM AND COURSE OUTCOMES

ENGLISH 1023	
STATE CORE OBJECTIVES	English 1023 Student Learning Outcomes
<p>Courses in the Communication category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.</p> <p>Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.</p> <p><b>COMMUNICATION:</b> Includes effective development, interpretation and expression of ideas through written, oral and visual communication</p> <p><b>CRITICAL THINKING:</b> Includes creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</p> <p><b>TEAMWORK:</b> Includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</p> <p><b>PERSONAL RESPONSIBILITY:</b> Includes the ability to connect choices, actions and consequences to ethical decision-making</p>	<p>By the end of the term, students will...</p> <ol style="list-style-type: none"> <li>1. Develop active reading and critical thinking strategies through rhetorical analysis of texts and genres, using those strategies to develop effective positions in composed work. (Communication &amp; Critical Thinking)</li> <li>2. Effectively shape discourse for purpose, occasion, and audience in researched arguments and other composed work. (Communication)</li> <li>3. Employ an effective process of invention, drafting, revising, and editing in developing researched arguments. (Communication)</li> <li>4. Effectively develop claims in composed work applying modes of expression (i.e., description, exposition, narration) as part of the rhetorical event. (Critical Thinking)</li> <li>5. Develop broader perspectives through peer reviews and class discussion, effectively drawing on those perspectives in composed work. (Teamwork)</li> <li>6. Effectively and conscientiously integrate ideas from appropriate external sources in composed work. (Teamwork &amp; Personal Responsibility)</li> <li>7. Compose a written, oral, or multimedia argument that effectively draws upon and responds to library resources (including varieties of print and electronic media). (Critical Thinking &amp; Teamwork)</li> <li>8. Write clear, coherent prose in researched arguments and exams, with effective attention to conventions of academic writing. (Communication &amp; Personal Responsibility)</li> </ol>

### REQUIRED COURSE MATERIALS

The following textbooks are required components of this class and the entire First-Year Composition sequence, including ENG 1003, ENG 1013, and ENG 1023. You must have the *St. Martin's Guide* by the second week of class to keep from falling too far behind. You may rent or purchase your textbook at the TWU Bookstore, at KB Books (across from Lowry Hall), Voertman's (111 E University, or on Hickory near UNT), or online. Please be certain that you use the correct ISBN below when ordering online.

Axelrod, Rise B., and Charles R. Cooper. *The St. Martin's Guide to Writing*. 11<sup>th</sup> ed.  
ISBN: 9781319095147

Axelrod, Rise B., and Charles R. Cooper. *Sticks & Stones and Other Student Essays*. 9<sup>th</sup> ed. (Note: This small text should come with the above textbook for free if you order using the above ISBN number or buy it through the bookstore.)

Texas Woman's University. *First-Year Composition Essay Reader*. (Link to download is on Blackboard. It will cost \$1.99.)

You will also need access to the following:

- flash drive, Pioneer network storage, or internet cloud service (*i.e.* *Dropbox.com*, *Google Docs*, *Icloud.com*) for keeping copies of drafts
- Internet access outside of class (for accessing *Blackboard* and other links I provide for the class)
- Pioneer Portal and a TWU e-mail account
- Blackboard
- journal or notebook for class notes and handwritten assignments

***CHECK your TWU e-mail and Blackboard DAILY to stay on top of information!***

### COURSE REQUIREMENTS

Here is how your grade will be calculated:

#### **FYC Evaluation (5% each, 10% total)**

- At the start and end of the term, you will have a chance to practice a very common task in academic writing: an analysis of conflicting sources. Credit for the two Learning Experiences is based on how fully you prepare for each step in the task and participate in class. We will be collecting your completed responses and studying them to learn how effectively the writing program is instilling these skills. Accordingly, what you write for these exercises may help us determine what to emphasize in future classes.

#### **Major Assignments (75%)**

- **Arguing a Position** (250 points; 1,250-1,750 words). Write an essay arguing a position of your choice. Essay topics **MUST** be approved by the instructor. (Key chapter: *SMG* 6, 13, 19)
- **Proposing a Solution** (250 points; 1,250-1,750 words): Write an essay proposing a solution to a problem. Choose a problem faced by a community or group to which you belong, and address the proposal to members of the group or outsiders who can help solve the problem. (Key chapter: *SMG* 7, 17, 18)
- **Justifying an Evaluation** (250 points; 1,250-1,750 words) Write an essay evaluating a specific subject. Examine the subject closely and make a judgment about it. (Key chapter: *SMG* 8, 22, 23, 24/25)

#### **Minor Assignments (15%)**

- Attendance, Participation, and Professionalism
- Conferences (twice during the semester)
- Daily work (journals, homework, exercises, etc.)

The point breakdown is as follows:

FYC Evaluation	100
Attendance, Participation, and Professionalism	30
Daily work (journals, homework, exercises, etc.)	100
Conferences	20
Arguing a Position Assignment	250
Proposing a Solution Assignment	250
Justifying an Evaluation	250
<b>Total Points Possible</b>	<b>1000</b>

**Remember:**

***EVERY act of writing in this class is the opportunity to practice good writing skills. This includes discussion board posts, e-mails, homework assignments, and journals AS WELL AS the major writing assignments.***

**PROGRAM AND COURSE POLICIES**

**Syllabus Changes**

This document is subject to change. The instructor may modify portions of this syllabus (particularly the calendar of assignments) to adjust to issues in the classroom, learning needs of students, availability of resources, changes in university or department policy, or other pedagogical reasons. When changes occur they will be announced on the class Blackboard site and an amended version of the syllabus will be made available on Blackboard for upload. Handouts and assignment prompts distributed to students during the term, physically or virtually, are considered extensions of this syllabus.

**Grading**

Essay and final grades will follow an A-F grading system. To receive credit on a completed paper, you must have completed and submitted on time (or with excused delays) all of the pre-writing, planning, and draft work associated with that assignment.

A – Excellent	900+
B – Good	800-899
C – Average	700-799
D – Satisfactory	600-699
F – Failure	599-

**Keep in mind that “basic” responses and using the minimum word count will result in “basic” grades. *Doing the bare minimum means getting minimal grades.***

**Late assignments**

As a rule, I do *not* accept late assignments. **If you know you will be out of town or without Internet access on the day an assignment is due, it is your responsibility to turn that assignment in on or before the due date.** If you need an extension for your major assignment, you must ask *at least* 72 hours *before* the assignment is due. I *may* accept a late assignment, but only in extremely extraordinary circumstances and with prior approval.

***Absence is not an excuse for late work.***

### **Attendance Policy**

Being a college student is like having a job. It is your job (or one of them). If you don't show up for work, you will lose your job. If you always show up late for work, you will lose your job. If this class is like a "shift" on a job, then you must be present and on time to receive credit for the class.

If you miss a class, you are losing out on learning opportunities that will have consequences in terms of your understanding or performance later, even if the absence is excused. **Historically, this university has only excused absences due to illness, pregnancy, hospitalization, official school activities, military obligations of reasonable duration, recognized holidays, or death in the immediate family.** University policy also dictates that having excused absences doesn't absolve you from having to make up the work you missed and that you may fail a class due to excessive absences even if they are excused. **To get an absence excused, you will have to provide me with official documentation.** I cannot just take your word for it without being unfair to other students.

Unexcused absences hurt more: If your absence is unexcused, you will not be able to make up anything you missed. Disruptive behavior that makes teaching or learning difficult or a pattern of non-participation or lack of preparation can lead to you being marked absent even if you are here physically.

**You can miss up to the equivalent of two weeks of classes (4 class sessions in this course). On the fifth absence you will be failed in this course.**

I don't want you to fail, though. I want you to succeed. **If you know in advance you have to miss a class, talk to me ahead of time and we can try to minimize the side effects.** I can be reached by email at ccole8@twu.edu or by phone at 940-898-2125.

#### ***What Is the Official TWU Attendance Policy?***

**TWU Attendance Policy:** Consistent attendance is vital to academic success and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student's failing the course. Excused absences are within the purview of the instructor. Students must consult with instructors regarding make-up work.

### **Communication Policy**

Communication is essential! **It is better for you to let me know you are having difficulties BEFORE an assignment is due.** Please feel free to contact me with questions about the course. You can e-mail me at any time, but please keep the following in mind:

- My office hours for this class are Tuesdays and Thursdays at 1.00-2.00 PM. I am guaranteed -- unless otherwise noted in the case of an emergency -- to be at the computer during these times.
- **EVERY** E-MAIL should include your NAME **and** course number.
- As a rule, I try to respond to e-mails within 48 hours. If I haven't responded by that time, you may e-mail me again with a reminder e-mail. **If your question or request is time sensitive, then please note this in the subject line.**
- Please practice professionalism in your e-mails. This means including a greeting and sign-off, referring to me as Dr. Cole, and including your name and course number.

**Note:** I will not reply to e-mails after 7.00 PM during the week and not at all on Sundays.

### Participation Requirements

This is a reading AND writing intensive course, but we don't learn much by working in isolation. It is just as important to **discuss** what we are reading and writing with your peers and with me and to **practice writing** as it is for you to keep up with the readings.

You do not participate merely by showing up to class. Participation means engaging with the class and contributing to discussion: this can be done by making a comment, asking a question, or otherwise just speaking up in class. **Shyness is not an excuse for lack of participation.**

What are the participation requirements, then?

- To stay on top of the reading for each week;
- To speak up regularly in class;
- To keep up with your personal journal.

### Revision Memos and Revising Major Assignments

A revision memo is a letter from you to me about the feedback I've given you about your essay. This helps us to be on the same page about your essay and what you can do to improve as a writer. The revision should include a detailed plan with specific goals to revise your essay. Your revision memo needs to be submitted to me one week after receiving your graded essay.

*You may then choose to revise ONE essay to improve your essay grade by one letter grade, **provided** that you have submitted a revision memo **AND** resubmit the essay within one week of turning in your revision memo. **If the essay is resubmitted without significant revisions, I reserve the right to deny the resubmission.***

### Student Conferences

*Each student is required to have two 10-minute conferences with me during the semester. The first conference must sometime during Weeks 3-8 and the second conference must be during Weeks 9-15. I will provide a sign-up sheet at the end of Week 2. Students are welcome to come to my office hours outside of their scheduled conference time.*

### Houses (groups)

During the first week of the semester you will be sorted into four Houses (yes, like in *Harry Potter*). All group work during the semester will be done within your House. The first four weeks will be a "trial period" for each group; if we need to shuffle some groups due to personality clashes, we can do that at the beginning of Week 5. The Houses are also used for periodic "House Tutorials" during the semester when I can give each group more personalized instruction.

### Submission Guidelines

All assigned written work must be submitted online via Blackboard or TurnItIn. The formatting must be:

- Times New Roman font
- Font size 12.
- 1-inch margins all around.

### Note on Word Requirements

If the essay is below the required word count, the essay grade will be reduced by a letter grade for every 10% by which the essay is too short: e.g., if the minimum required word limit is 1250 words and the submitted essay is 1000 words, the grade will be reduced by two letter grades because the essay is 20% short of the minimum required word limit.

*If you submit an essay with fewer than 750 words, it will be impossible to earn a passing grade even if those 750 words are somehow "perfect."*

If the essay is more than 10% longer than the maximum word limit (1750 words), I may also reduce the grade by one letter grade for every 20% the essay is over the maximum word limit.

### Additional University/Program Information

- **Academic Dishonesty Statement:** In submitting graded assignments, you are affirming that you have neither given nor received unauthorized assistance and that **you are submitting new, original work** (that is, brand-new writing that you have not used in any other class).

Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the Code of Conduct in the *TWU Student Handbook*. Cheating, plagiarism, fabrication or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the *TWU Student Handbook*. The TWU library link, "Avoiding Plagiarism," will aid students in completing their assignments with integrity.

- **Turnitin Statement:** In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined by the *Student Handbook*. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.
- **Disability Support Policy Statement:** If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, [dss@twu.edu](mailto:dss@twu.edu)) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.
- **Dropping this Course:** Students may drop a course without penalty *before* the census day of each regular semester. However, *after the census date*, students enrolling fall 2007 or later (at TWU or any Texas public higher education institution), are allowed only 6 unexcused drops during their undergraduate academic careers. Drops after the census day will count toward the 6-drop limit unless they are supported by timely, appropriate documentation and excused by the university review process. Drop forms are available in the Registrar's Office and require the signature of the student, instructor, and academic advisor.
- **The New Campus Carry Law and Texas Woman's University:** Texas Woman's University is committed to providing a safe environment for students, faculty, staff, and visitors. Texas Woman's University respects the right of properly licensed individuals to carry concealed handguns where permitted by law. It is the policy of Texas Woman's University that individuals who are licensed to carry concealed handguns may do so on campus premises except in locations and at activities prohibited by law or by this policy. This policy establishes GUN FREE ZONES, pursuant to state and federal law.

Under the new Campus Carry law, effective August 1, 2016, TWU has established reasonable rules, regulations or other provisions regarding the carrying of concealed handguns by license holders on its campuses. Under the law, TWU may not create provisions that generally prohibit license holders from carrying concealed handguns on TWU campuses.

**Any individual who holds a current and valid Texas License to Carry (LTC) may carry a concealed handgun where permitted on university property.** If a License to Carry (LTC) holder is in compliance with the law, you should be unaware that the individual has a gun. The

law prohibits licensed holders from carrying a handgun that is partially or wholly visible, or displaying the handgun intentionally and knowingly in plain view of another person. **Campus Carry is concealed carry only. Open Carry is not permitted** on university property. Violators of the Campus Carry law will be subject to gun confiscation, legal action and possible revocation of their LTC by state authorities. Those who hold a LTC are expected to maintain a high level of responsibility for the care and control of their **concealed handgun** at all times. Any violation — even accidental — will have consequences and will be dealt with on a case-by-case basis.

For more information, please visit: <http://www.twu.edu/dps/campus-carry.asp>

### Course Schedule

What follows is a skeletal outline of reading and writing assignments for the semester. This calendar *does not* include all the many ways we'll think and write about writing; it's simply a guide. ***This calendar is subject to change.***

Day	In-Class Activities	Homework for NEXT Class*
Tuesday, Jan. 17	Introduction to Course and begin FYC Evaluation.	<ul style="list-style-type: none"> <li>Complete your FYC annotation chart and post on Blackboard discussion forum before class on Thursday, Jan. 19.</li> </ul> <p><b>* Items in this column are assigned on this day.</b></p>
Thursday, Jan. 19	First draft of evaluation essay.	<ul style="list-style-type: none"> <li>Self-reflection and revision plan due on Blackboard by 11.59 PM on Monday, Jan. 23.</li> </ul>
Tuesday, Jan. 24	Revise evaluation essay in class.	<ul style="list-style-type: none"> <li>Read "Shitty First Drafts" from <i>Bird by Bird</i>, Anne Lamott.</li> <li>Read "Rhetorical Situations", <i>The Norton Field Guide to Writing</i>, pp. 3-11.</li> </ul> <p><b>* These readings must be done before class on Thursday.</b></p>
Thursday, Jan. 26	Peer & Self Review of evaluation essays.	<ul style="list-style-type: none"> <li>Read <b>SAS</b> Ch. 6 introduction, pp. 101-04.</li> </ul>
Tuesday, Jan. 31	Introduction to <b>Arguing a Position</b> .  <i>Brainstorming topics!</i>	<ul style="list-style-type: none"> <li>Complete these Library tutorials: <ul style="list-style-type: none"> <li>o "Writing a research question"</li> <li>o "Researching your subject"</li> <li>o "Types of publications"</li> <li>o "Evaluating information"</li> </ul> </li> <li><i>Have you scheduled your Write Site appointment yet? Do it now!</i></li> </ul>
Thursday, Feb. 2	Library Information Literacy Workshop.	<ul style="list-style-type: none"> <li><b>Continue</b> researching your topic. Identify and annotate <b>three sources</b> for next class.</li> <li><b>Read</b> SMG Ch. 22 and 23 (pp. 625-43).</li> </ul>
Tuesday, Feb. 7	Arguing a Position Workshop Day.  <i>Using and citing sources.</i>	<ul style="list-style-type: none"> <li>Read and analyze Arguing a Position essay examples, SAS pp. 101-29.</li> <li>Write a one (1) page, single-spaced essay analyzing how ONE sample essay uses the <b>four basic features</b>.</li> </ul>
Thursday, Feb. 9	Arguing a Position Workshop Day.  <i>Introduction to Reverse Outline Exercise</i>	<ul style="list-style-type: none"> <li>Read and analyze Arguing a Position essay examples, FYC pp. 46-59.</li> <li>Write a one (1) page, single-spaced essay <b>describing the argument</b> of ONE sample essay.</li> </ul>

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Tuesday, Feb. 14	Arguing a Position Workshop Day. <i>Practicing synthesis.</i>	<ul style="list-style-type: none"> <li>Find at least two more sources for your essay.</li> </ul>
Thursday, Feb. 16	Arguing a Position Workshop Day. <i>Discussion of logical and rhetorical fallacies</i>	<ul style="list-style-type: none"> <li>Read SMG Ch. 12, pp. 518-22.</li> <li>Read SMG Ch. 19, pp. 582-99.</li> </ul>
Tuesday, Feb. 21	Arguing a Position Workshop Day. <i>Introduction to outlining strategies.</i>	<ul style="list-style-type: none"> <li>Write a detailed outline for your essay.</li> <li>Submit outline to Blackboard <b>before</b> class on Thursday, Feb. 23.</li> </ul>
Thursday, Feb. 23	Arguing a Position Workshop Day. House Tutorials.	<ul style="list-style-type: none"> <li>Submit draft on Blackboard by 11.59 PM on <b>Sunday, Feb. 26</b> if you want MY comments on your draft.</li> </ul>
Tuesday, Feb. 28	Arguing a Position Workshop Day. House Tutorials.	<ul style="list-style-type: none"> <li><b>Have a complete draft ready for class.</b></li> <li><b>Print FOUR (4) copies for peer reviews.</b></li> </ul>
Thursday, March 2	Peer Reviews and Revising Drafts.	<ul style="list-style-type: none"> <li><b>Submit Arguing a Position paper to TurnItIn by 11.59 PM, Monday, March 6.</b></li> <li>Read SAS Ch. 7 introduction, pp. 130-33.</li> </ul>
Tuesday, March 7	Introduction to <b>Proposing a Solution.</b>	<ul style="list-style-type: none"> <li>Read and analyze Proposing a Solution essay examples, SAS pp. 134-56.</li> <li>Write a one (1) page, single-spaced essay analyzing how ONE sample essay <b>uses the four basic features.</b></li> <li><i>Have you scheduled your Write Site appointment yet? Do it now!</i></li> </ul>
Thursday, March 9	Proposing a Solution Workshop Day.	<ul style="list-style-type: none"> <li>Reply to your topic idea on Blackboard with solution ideas by <b>11.59 PM Friday, March 10.</b></li> </ul>
March 13-19	<i>Spring Break</i>	<ul style="list-style-type: none"> <li>Read and analyze Proposing a Solution essay examples, FYC pp. 60-76.</li> <li>Write a one (1) page, single-spaced essay <b>describing the argument</b> of ONE sample essay.</li> </ul>
Tuesday, March 21	Proposing a Solution Workshop Day.	<ul style="list-style-type: none"> <li>Continue working on your essay.</li> <li>Read SMG Ch. 13, pp. 524-49.</li> </ul>
Thursday, March 23	Proposing a Solution Workshop Day.	<ul style="list-style-type: none"> <li>Continue working on your essay.</li> <li>Read SMG Ch. 30, pp. 729-33.</li> </ul>
Tuesday, March 28	Proposing a Solution Workshop Day.	<ul style="list-style-type: none"> <li>Write a detailed outline for your essay.</li> <li>Submit outline to Blackboard <b>before</b> class on Thursday, March 30.</li> </ul>
Thursday, March 30	Proposing a Solution Workshop Day. House Tutorials	<ul style="list-style-type: none"> <li>Submit draft on Blackboard by 11.59 PM on <b>Sunday, April 2</b> if you want MY comments on your draft.</li> </ul>

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Tuesday, April 4	Proposing a Solution Workshop Day. House Tutorials	<ul style="list-style-type: none"> <li>• <b>Have a complete draft ready for class.</b></li> <li>• <b>Print FOUR (4) copies for peer reviews.</b></li> </ul>
Thursday, April 6	Peer Reviews and Revising Drafts.	<ul style="list-style-type: none"> <li>• <b>Submit Proposing a Solution paper to TurnItIn by 11.59 PM on Monday, April 10.</b></li> </ul>
Tuesday, April 11	Introduction to <b>Justifying an Evaluation.</b>	<ul style="list-style-type: none"> <li>• Read SAS Ch. 8 introduction, pp. 157-59.</li> <li>• Read and analyze Justifying an Evaluation essay examples, SAS pp. 160-70.</li> <li>• Write a one (1) page, single-spaced essay analyzing how ONE sample essay <b>uses the four basic features.</b></li> <li>• <i>Have you scheduled your Write Site appointment yet? Do it now!</i></li> </ul>
Thursday, April 13	Justifying an Evaluation Workshop.	<ul style="list-style-type: none"> <li>• Write up a list of possible criteria for evaluating your chosen subject.</li> <li>• Reply to your discussion post on Blackboard.</li> <li>• Read FYC Justifying an Evaluation essay examples, pp. 81-102.</li> <li>• Write a one (1) page, single-spaced essay <b>describing the argument</b> of ONE sample essay.</li> </ul>
Tuesday, April 18	Justifying an Evaluation Workshop.	<ul style="list-style-type: none"> <li>• Write a detailed outline for your essay.</li> <li>• Submit outline to Blackboard before class on Thursday, April 20.</li> </ul>
Thursday, April 20	Justifying an Evaluation Workshop. House Tutorials	<ul style="list-style-type: none"> <li>• <i>Submit draft on Blackboard by 11.59 PM on <b>Sunday, April 23</b> if you want MY comments on your draft.</i></li> </ul>
Tuesday, April 25	Justifying an Evaluation Workshop. House Tutorials	<ul style="list-style-type: none"> <li>• <b>Have a complete draft ready for class.</b></li> <li>• <b>Print FOUR (4) copies for peer reviews.</b></li> </ul>
Thursday, April 27	Peer Reviews and Revising Drafts.	<ul style="list-style-type: none"> <li>• <b>Submit Justifying an Evaluation paper to TurnItIn by 11.59 PM on Monday, May 1.</b></li> </ul>
Tuesday, May 2	FYC Evaluation.	
Thursday, May 4	FYC Evaluation.	
<b>Tuesday, May 9</b>	<b>Last Day of Class: 1.30-3.30 PM.</b> <i>Yes, you are still expected to come!</i>	



### SYLLABUS AGREEMENT FORM

Your success in this program depends on your preparation for class and your understanding of TWU academic policies. This syllabus provides you with valuable information regarding course objectives, required materials, grading policies, as well as a course calendar for the semester. **It is important you are well acquainted with the information provided in this syllabus.**

For this reason, I ask you to read through the syllabus very carefully and sign this Syllabus Agreement form.

I acknowledge that I have received and reviewed the course syllabus for

ENG 1023, Section \_\_\_\_\_, Spring 2017.

My class meets on (days) \_\_\_\_\_ at (time) \_\_\_\_\_ in room \_\_\_\_\_.

By signing this document, I acknowledge that:

1. I have read the syllabus and I understand the classroom policies, the department's and instructor's expectations, and rules (for example, technology and text requirements, grading system, attendance policy, academic honesty policy, assignment responsibilities, late work, etc.) as stated in the syllabus for this course.
2. If I have any questions or concerns, I will contact the instructor for further explanation.
3. I understand that I am responsible to complete all homework assignments, quizzes/in-class assignments, and written projects by the due dates as outlined in the syllabus.
4. I agree to be prepared for and attend class each day and to participate in online discussions on Blackboard.

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Student Signature \_\_\_\_\_