Chaffey College
Class Syllabus
English 575
Introduction to College Reading and Writing

Instructor: Deckard Hodge
Room: LA-108
Time: M/W 8-9:50 am
Email: deckard.hodge@chaffey.edu
Office Hours: M 7:30-8 am, 12-2 pm; W 7:30-8 am, 12-12:30 pm; ABA

Semester: Fall 2016
Section: 89995
Office: LA-125
Office Phone: 909-652-6924

Prerequisite:
Eligibility for ENG 575 as determined by the Chaffey assessment process.

Course Description:
An introduction to the academic reading, writing, critical thinking, and study skills expected at the college level with the ultimate goal of producing clear, competent essays. Emphasizes the connections between reading and writing, and students read and write extensively. Seven hours of supplemental learning (workshops, study groups, and/or directed learning activities) in a Success Center that supports this course are required.

Student Learning Outcomes:
Upon successful completion of English 575, students will be able to:
- Apply appropriate reading strategies suited to the text;
- Write an essay including a thesis and supporting evidence; and
- Analyze interconnected functions of audience, purpose, genre, tone, and role.

Course Objectives:
Upon successful completion of English 575, students should also be able to:
- Apply appropriate reading strategies (e.g. previewing, adjusting rate according to purpose, annotating, questioning, evaluating, confirming, challenging, “reading between the lines,” identifying main ideas and patterns, and outlining) to comprehend a variety of texts across the disciplines;
- Identify thesis statements, main ideas, and major and minor supporting details in a variety of nonfiction readings, and incorporate these elements in one’s own writing;
- Outline, summarize, analyze, and respond to information in nonfiction reading for the purposes of discussion and writing;
- Analyze interconnected functions of audience, purpose, and tone in readings across the disciplines as well as one’s own writing and the writing of other students;
- Examine the presentation of information, patterns of organization, and visual aspects of layout, employed by textbooks;
- Develop reading comprehension and vocabulary through common strategies such as reading out loud, talking to the text, thinking out loud, using context clues, and analyzing structure;
- Identify rhetorical features in nonfiction readings, and incorporate uses of selected rhetorical strategies (e.g. description, exemplification, and argument) in one’s own writing;
- Demonstrate an understanding of the logical relationships among the parts of readings as well as the parts of compositions;
- Construct coherent writing with a controlling idea and supporting paragraphs;
- Write compositions using idea generation, planning, drafting, revising, and editing;
- Write introductory essay paragraphs, body paragraphs with supporting sentences that relate to the topic sentences, and concluding paragraphs;
- Incorporate information from outside sources, attributing quotes, paraphrasing, and differentiating between one’s own ideas and those of others;
- Identify individual patterns of grammatical error, and apply rules of grammar—punctuation, mechanics, spelling, and usage—toward proficient editing; and
- Contribute to academic dialogues through reading, writing, and critically thinking about ideas, presented in increasingly sophisticated texts.

Academic Integrity:
Violations of the Student Academic Integrity Code, including plagiarism at any stage of the writing process, will not be tolerated in Chaffey College English courses. Plagiarism is defined as the misrepresentation of the published ideas or words of another as one’s own. At the discretion of the professor, plagiarism or other violations (including the submission of non-original material) may result in earning zero points for the assignment and/or failing the course. Additionally, the professor may file a Student Academic Integrity Form documenting the violation and may seek other sanctions. The complete Student Academic Integrity Code appears in the Chaffey College Student Handbook.
Required Texts and Materials:
A soft, non-fastening folder with pockets.

Attendance and Participation:
Attendance is assumed. Students get four personal days for which they owe me no explanation; these are your days on which to be sick, tend to family business, suffer car breakdowns, etc. Missing more than four meetings, for any reason, may have a significant impact on your course grade, and missing more than seven meetings may result in automatic failure of the course. Late arrivals/early departures may count as half an absence. You do not need to email me to explain your absence.

If you are absent, it is your responsibility to find out what you missed and to be prepared when you return, so I recommend exchanging contact information with a few classmates. Please contact these classmates for notes and to learn if there are any changes to the homework listed on the syllabus.

People to contact if you miss a day of class:

Homework and participation comprise twenty percent of your grade and are important to your progress in this course. This includes annotating your reading, arriving prepared for discussions and peer critiques, taking quizzes, completing your supplemental learning requirement, revising multiple drafts, and otherwise actively engaging with the course material. Be sure to always come to class with your reading and other homework completed, as late homework will not be accepted for credit. If you are absent, you may email your homework or have it delivered to class, but your work must arrive before class begins in order to receive credit. Please be advised that some material and language may be of an adult nature.

Papers:
All papers must be stapled, typed, and double-spaced, in 12 pt. Times New Roman font, with MLA style header, heading, and title, one-inch margins on all sides, and 0 pt. spacing after each paragraph. Papers should always fall between the minimum length and the maximum length and may be penalized for failing to do so. Please bring two copies of your paper on peer critique days. Your work will be shared with others (now and in the future) for their benefit, appreciation, and constructive criticism, so do not write about a subject that you wish to keep private. If you miss class or arrive unprepared on the day of a peer critique, you should arrange to have your paper critiqued by two classmates or outside readers. Final papers must be accompanied by all drafts and pre-writing (in your soft pocket folder) in order to receive full credit.

Papers will be penalized ten percent if not turned in during class on the due date. Thereafter, you will have one week to complete the assignment for a reduced grade. After one week, you may receive a zero for the assignment. Over the course of the semester, you will be allowed one one-week extension on a paper; during this time, no late penalty will be assessed, but this assignment must be submitted within one week of the original due date in order to receive full credit. Earning a zero on a paper will make it almost mathematically impossible for you to pass the course, so please contact me if you run into major problems with a due date.

Students are allowed to revise Paper #1, Paper #2, or Paper #3. To earn credit for this revision, students must submit a photocopy of their graded assignment, a typed one-page explanation of their intended improvements, and their revised version by the beginning of class during Finals Week. The average of the original grade and the new grade will replace the original grade. In order to see an improvement in their score, students must make substantial changes that show careful consideration of instructor feedback.

Grades:

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<thead>
<tr>
<th>Paper</th>
<th>Paragraphs</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Paper #1</td>
<td>Description</td>
<td>1 paragraph</td>
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<tr>
<td>Paper #2</td>
<td>Narration</td>
<td>1-2 pages</td>
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<tr>
<td>Paper #3</td>
<td>Argument</td>
<td>2 pages</td>
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<tr>
<td>Paper #4</td>
<td>Scholarship</td>
<td>2-3 pages</td>
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<tr>
<td>Total</td>
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A progress report will be provided during Week 7, Week 11, and Week 15. Please feel free to let me know if you have any questions.

Extra Credit:
You can earn extra credit by attending an OBOC event and typing a ½ page summary and a ½ page opinion of the experience. Your write-up must include your name (but no other heading), must be at least 1 double-spaced page, and must be submitted within 2 weeks.
of the event. You may earn up to 20 participation points for each write-up and a maximum of 100 extra credit points for the semester. More details will be available after the OBOC schedule of events is announced (www.chaffey.edu/collegebook/events.shtml).

Grading Standards:
An A paper (90-92 A-, 93-96 A, 97-100 A+) is excellent in nearly all respects. It shows originality of thought that goes well beyond material presented in class. It is well argued and well organized with a clear, specific, and ambitious thesis. It is well developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions and is marked by stylistic finesse and varied sentence structures. It demonstrates command of mature diction and has few, if any, mechanical, grammatical, spelling, or diction errors.

A B paper (80-82 B-, 83-86 B, 87-89 B+) is excellent in several respects but may have a less-sophisticated thesis, a less-distinguished style, some minor lapses in organization and development, some ineffective sentence structures, and/or some minor mechanical, grammatical, spelling, or diction problems.

A C paper (70-72 C-, 73-76 C, 77-79 C+) is generally competent, but compared to a B paper, it may have a weaker thesis or less-effective style and/or development. It may contain some lapses in organization, poor or awkward transitions, less-varied sentence structures that tend toward choppiness or monotony, and/or significant problems with mechanics, grammar, spelling, or diction.

A D paper (60-62 D-, 63-66 D, 67-69 D+) is below average and may present a thesis that is too vague or too obvious to be developed effectively. It generally exhibits problems with organization, support, transitions, sentence structures, mechanics, grammar, spelling, and/or diction that impede understanding.

An F paper (59 and below) is far below average and may have no clear thesis or central topic. It may display a lack of organization, support, and/or development. It may contain major and repeated problems with mechanics, grammar, spelling, and/or diction and/or may fail to fulfill the requirements and/or may be unacceptably brief.

Tutoring and Student Support:
The Chaffey College Success Centers offer free tutorials, workshops, study groups, directed learning activities, and computer/resource access to assist students with their academic development and success. A current Chaffey College ID is required for all services. Walk-ins are welcome, but online appointments (available at https://chaffey.mywconline.com) are encouraged. Two of the centers are designed to address specific subject needs:

Math Success Center Language Success Center
(Math-121) Language Success Center
(800) 407-1645
652-6452 652-6820

For all other subject needs and study support, students can access one of the Multidisciplinary Success Centers in Rancho Cucamonga, Fontana, and Chino.

Rancho Multidisciplinary Center Fontana Multidisciplinary Center Chino Multidisciplinary Center
(Library) (FNFC-122) (CHMB-145)
652-6932 652-7408 652-8150

All centers are open from 8 am – 8 pm Monday through Thursday, from 10 am – 4 pm on Friday, and from 10 am – 3 pm on Saturday and Sunday. Call a center or consult www.chaffey.edu/successcenters for more information.

Success Center Requirement:
Students are required to complete seven English 575 workshops, study groups, and/or directed learning activities. I strongly recommend that you meet with a tutor on a regular basis, but please note that tutoring hours do not count toward your Success Center requirement.

Chaffey College Mission Statement:
Chaffey College inspires hope and success by improving lives and our community in a dynamic, supportive, and engaging environment of educational excellence, where our diverse students learn and benefit from foundation, career, and transfer programs.

ASCC/Student Activities Scholarships (Student Activities):
The Associated Students of Chaffey College (ASCC) and the Office of Student Activities award $100,000 or more in scholarships each year. Visit www.chaffey.edu/stuactiv/scholarship or call 652-6590 for details.

Bookstore/Campus Store (Various Locations):
The non-profit Chaffey Bookstore offers students all their required materials including textbooks (new, used, rental, and digital), school supplies, study aids, and more at competitive prices. It also offers a price comparison tool on its website (books.chaffey.edu) that shows the bookstore’s price compared to major competitors’. Store locations on each campus offer daytime and evening hours during the week plus services on select Saturdays. Cash, credit, debit, and most types of financial aid are accepted. SNAP/EBT cards are also accepted at the Panther Express on the Rancho Campus.
Career Center (MACC-203):
The Career Center offers career counseling, résumé assistance, interview preparation, job referrals, student employment, and career-related workshops to help Chaffey students find meaningful careers. Call 652-6511 for more information.

Counseling Department (SSA-1st Floor):
The Counseling Department provides career, academic, and personal counseling to assist students with successfully completing their educational goals. Services include orientation, assessment, comprehensive educational planning, graduation applications, external transcript evaluations and prerequisite verifications, educational planning workshops, college success and career exploration courses, and specialized programs such as AMAN/AWOMAN, Puente, and Opening Doors to Excellence. Call 652-6200 for more information.

DPS (CCE-14):
If you have a physical, learning, and/or psychological/psychiatric disability documented by a physician or other appropriate professional and wish to discuss academic accommodations, please contact the DPS office (652-6379). Please be sure to allow adequate time to arrange for an appropriate accommodation.

EOPS and CARE (MACC-205):
Extended Opportunity Programs and Services (EOPS) is designed to ensure student retention and success through academic support and financial assistance for eligible students. Cooperative Agencies Resources for Education (CARE) is a program that serves a limited number of EOPS students who are single heads of household parents. It provides additional support services beyond those available through EOPS. The ultimate goal is completion of a certificate program, an associate’s degree, and/or transfer to a four-year college. Call 652-6345 for more information.

Faculty Advisors (Various Locations):
Faculty Advisors provide the opportunity for students to obtain valuable major and career information regarding their chosen field of study. Faculty Advisors are located in various locations across Chaffey College’s campuses. See me for more information.

Foundation Scholarships (MOD):
Each year, the Chaffey College Foundation awards scholarships to deserving students. Call 652-6545, or visit www.chaffey.edu/foundation/scholarships/list.shtml for details.

GPS Centers (VSS-111; CHMB-240; FNFC-121):
The Guiding Panthers to Success (GPS) centers provide students with assistance in planning unit loads, utilizing MyChaffeyView, registering for classes, auditing progress toward a degree, and accessing campus resources. Call 652-6466 (Rancho), 652-8120 (Chino), or 652-7460 (Fontana) for more information.

Honors Program (SSA-122):
The Honors Program provides an intellectual and cultural community for students at Chaffey College. Program benefits include smaller classes, more creative and challenging coursework, academic enrichment activities, and scholarships. Students also have opportunities to present research at scholarly conferences, build social responsibility through community service, and receive ongoing personalized academic advisement as well as support during the transfer process. Students who complete the Honors Program may take advantage of transfer agreements with prestigious institutions like UCLA. Visit www.chaffey.edu/honors for admission requirements and more information.

One Book, One College:
The One Book, One College Committee strives to create a community of readers across the curriculum at Chaffey College and within the communities it serves. Each year, the committee selects a college book and creates a diverse series of related events. Students are encouraged to participate in these activities to enrich their educational experience at Chaffey.

Student Health Services (MACC-202; CHMB-105):
Student Health Services is dedicated to helping students achieve and maintain optimum physical, mental, and emotional health. All currently-enrolled full and part-time Chaffey College students may utilize the services of the Student Health Office. Call 652-6331 for more information. In Chino, call 652-8190.

Transfer Center (SSA-120):
The Transfer Center’s primary mission is to assist students with transferring to the university of their choice. Call 652-6233 or visit www.chaffey.edu/transfer for more information.

Veteran and Eligible Family Member Services (AD-125):
Chaffey College’s Veterans Resource Center (VRC) is dedicated to assisting veterans and eligible family members with achieving their educational goals without impediments. If you are a veteran or an eligible family member, please contact the VRC at 652-6235 for information regarding educational benefits and opportunities.

Wignall Museum of Contemporary Art (WM):
The Wignall Museum of Contemporary Art serves as a learning lab featuring temporary exhibitions of innovative contemporary art throughout the year. Exhibitions and programming are organized with students in mind in order to augment their academic experience.
by complementing the college’s curricula and broadening the understanding of contemporary art. Exhibitions allow visitors to see and experience a variety of contemporary artistic practices that examine timely and relevant topics. Visit www.chaffey.edu/wignall for more information.

Welcome to English 575! If you come to class prepared, actively engage with the material and your peers, utilize instructor feedback, practice self reflection, and complete the course requirements, you should see significant improvement in your reading and writing. I’m here to help you, so please feel free to call on me now and in the future. Okay, let’s have some fun…

Tentative Sequence of Topics:

* = bring Read, Write, Connect to class
@ = bring Eleanor & Park to class

Week One
Aug.

M 15: Review syllabus; Introduction to the course and each other.

* W 17: Success center orientation; Success strategies: Time management, Study habits, Stress management, Academic Image, Communication, Note Taking; How to Approach a Text: Pre-Reading Strategies (Ch. 1); Annotating While You Read (Ch. 1); Finding Main Ideas and Supporting Evidence (Ch. 1); Writing a Summary (Ch. 1).

**Homework for Next Time:** Read RWC (5-14); Summarize reading.

Week Two

* M 22: Discuss reading; Reading Textbooks Effectively (Ch. 1); Description (Ch. 7); Description notes; Discuss Paper #1; Pre-Writing (Ch. 9).

**Homework for Next Time:** Read RWC (443-449); Reading response.

* W 24: Discuss reading; Reading Comprehension Strategies (Ch. 5); Reading Textbooks (Ch. 5); Topic Sentences (Ch. 12); Sample description; Practice description.

**Homework for Next Time:** Read RWC (450-456); Reading response, or KWL+ chart, or Map; Draft Paper #1.

Week Three

* M 29: Discuss reading; MLA format; Titles; Evaluate Your Paragraphs (Ch. 12); Reading Fiction (Ch. 5); Strategies for Discovering the Meanings of Words (Ch. 8); Understanding Word Parts (Ch. 8).

**Homework for Next Time:** Read RWC (484-486); Read E&P (1-40); Define vocabulary; Revise Paper #1.

* @ W 31: Discuss reading; Feedback Is Essential (Ch. 17); Guidelines for Peer Review (Ch. 17); Revision Strategies (Ch. 4); Peer critique; Cliché; Invention.

**Homework for Next Time:** Revise and finish Paper #1; Read E&P (41-114); Define vocabulary.

Week Four – Last day to drop a class without a “W” is September 6th.

Sep.

M 05: **Holiday.**

* @ W 07: Paper #1 due; 1st and 2nd SL stamps due; Editing Strategies (Ch. 4); Proofreading (Ch. 4); Share papers; Reading quiz; Discuss reading; Invention.

**Homework for Next Time:** Read E&P (115-183); Reading response.

Week Five

* @ M 12: Fifteen Points Lecture (Points 1-8); Discuss reading; Invention.

**Homework for Next Time:** Read E&P (184-219); Define vocabulary.

@ W 14: Fifteen Points Lecture (Points 9-15); Reading quiz; Discuss reading; Invention; Discuss extra credit.

**Homework for Next Time:** Read E&P (220-291); Reading response.

Week Six

* @ M 19: Discuss reading; Invention; Narration (Ch. 7); Narration notes; View campus artwork.

**Homework for Next Time:** Finish E&P (292-325); Invention.

* @ W 21: Reading quiz; Discuss reading; Share invention; What Is an Essay and How Do You Write One? (Ch. 3); How to Read an Essay Assignment (Ch. 3); Essay Writing Time Management (Ch. 3); Discuss Paper #2; Pacing; Introductions (Ch. 15); The Purpose of a Thesis (Ch. 10); Shaping Your Thesis (Ch. 10); Drafting Your Thesis, Step by Step (Ch. 10).

**Homework for Next Time:** Critique Sample “A” paper; Draft introduction of Paper #2.

Week Seven

* M 26: Discuss Sample “A” paper; Share introductions; Review Topic Sentences and Paragraphs (Ch. 12); Transitions (Ch. 13); Sensory details; Specific examples; Strong verbs; Specific narrative action; Conclusions (Ch. 15).

**Homework for Next Time:** Draft Paper #2; Bring graded Paper #1 to class.

* W 28: Share and evaluate essays; Interpreting and Applying Instructors’ Comments (Ch. 17); Ask questions and revise; Participation Progress Report #1.

**Homework for Next Time:** Revise Paper #2.

Week Eight

*Oct. M 03: Understanding Editing and Proofreading (Ch. 24); Pinpointing Your Errors (Ch. 24); Grammar; Peer critique.

**Homework for Next Time:** Revise and finish Paper #2.

* W 05: Paper #2 due; 3rd and 4th SL stamps due; Share essays; Reading Critically (Ch. 2); Reading With and Against the Grain (Ch. 2); Read and discuss “Teach Your Children the Building Blocks of Finance” (Ch. 2) and “Education
Homework for Next Time: Read RWC (81-87); Comprehension Questions, Summary Activity, and Vocabulary Activity (87).

Week Nine
* M 10: Discuss reading; What Is an Argument? (Ch. 11); Taking a Position (Ch. 11); Evidence and Reasons (Ch. 11); Counterarguments and Rebuttals (Ch. 11); Argument notes.
  Homework for Next Time: Read RWC (403-411); Reading response, or KWL+ chart, or Map.
  * W 12: Read and discuss “Killing My Sister’s Fish” (Ch. 21); Discuss reading; When and How to Use Quotations (Ch. 16); When and How to Use Paraphrase (Ch. 16); Introducing a Quotation or Paraphrase (Ch. 16); Check on short-term goals.
  Homework for Next Time: Read RWC (412-422); Reading response, or KWL+ chart, or Map; Define vocabulary.

Week Ten
* M 17: Discuss reading; Discuss Paper #3; Discuss E&P.
  Homework for Next Time: Read RWC (423-434); Critique sample “A” paper.
* W 19: Reading quiz; Discuss sample “A” paper; Discuss reading; Practice thesis statements; Pacing.
  Homework for Next Time: Read RWC (497-500); Draft Paper #3.

Week Eleven – Last day to drop a class with a “W” is October 28th.
* M 24: Share annotation; Discuss reading; Debate argument topics; Counter argument; Organization; Sentence rhythm; Varied diction; Ask questions and revise.
  Homework for Next Time: Revise Paper #3; Bring graded Paper #2 to class.
  * W 26: Peer critique; Review instructor comments; Ask questions and revise; Participation Progress Report #2.
  Homework for Next Time: Revise Paper #3; Read RWC (395-402); Bring graded Paper #1 and Paper #2 to class.

Week Twelve
* M 31: Discuss reading; Grammar, Style, and Mechanics (Chs. 24-36); Ask questions and revise.
  Homework for Next Time: Revise and finish Paper #3.
* Nov. W 02: Paper #3 due; 5th and 6th SL stamps due; Share essays; What Is a Rhetorical Pattern? (Ch. 7); A Detailed Look at the Patterns (Ch. 7); Using Rhetorical Patterns (Ch. 7).
  Homework for Next Time: Rhetorical pattern exercise.

Week Thirteen
* M 07: Audience and Purpose (Ch. 6); Topics (Ch. 6); Crafting Your Paper’s Audience, Purpose, and Tone (Ch. 6).
  Homework for Next Time: Audience and tone exercise.
  W 09: Discuss Paper #4; Examine scholarship opportunities; Discuss identity assignment; Time to write.
  Homework for Next Time: Draft Paper #4A; Bring an electronic copy of Paper #4A to class.

Week Fourteen
M 14: Share and evaluate papers; Discuss qualities of outstanding scholarship essay writing; Ask questions and revise.
  Homework for Next Time: Draft Paper #4B.
* W 16: Conferences.

Week Fifteen – Last day to earn Supplemental Learning stamps is November 23rd.
 M 21: Share and evaluate papers; Discuss qualities of outstanding scholarship essay writing; Ask questions and revise; Participation Progress Report #3.
  Homework for Next Time: Revise Paper #4A and #4B; Evaluate scholarship essays.
  W 23: Judge scholarship essays; Thanksgving assignment.

Week Sixteen
M 28: 7th SL stamp due; Review instructor comments; Self critique; Peer critique; Ask questions and revise.
  Homework for Next Time: Revise Paper #4A and #4B; Finish identity assignment.
  W 30: Discuss timed writing; Discuss two-minute platform; Exhibit and present identity assignment.
  Homework for Next Time: Finish paper #4.

Week Seventeen
Dec. M 05: Paper #4 due; In-class reading and writing.
  Homework for Next Time: Prepare for two-minute platform; Type any questions you’d like answered.
  W 07: Two-minute platforms.
  Homework for Next Time: Prepare for semester review.

Finals Week
Class meets on Monday, December 12th, from 8:45 - 11:15 am: Optional revision of Paper #1, #2, or #3 is due at the beginning of class; Finish two-minute platforms; Review instructor comments; Grade in-class writing; Semester review; Questions answered; Final grades available. (Finals Week Office Hours: Monday [12/12] 11:15 am – 12:45 pm; Wednesday [12/14] 11:15 am – 12:45 pm)
Advice to Incoming Students – From Deckard’s Former Students
1) Be on time to class
2) Turn in your homework (even when you’re absent)
3) Pay attention in class
4) Participate in class
5) Ask for help
6) Go to office hours—even if you have time conflicts
7) Complete your folder items as they’re assigned
8) Complete your supplemental learning hours as soon as possible
9) Read the assigned pages
10) Annotate all readings
11) Manage your time—get a daily planner
12) Write about topics that interest you
13) Don’t give up
14) Show up to class because there are points awarded every day
15) Don’t waste your absences; save them for emergencies
16) Don’t be scared or stressed
17) Relax and take a break every once in awhile
18) Follow the syllabus
19) Meet with a tutor
20) Complete all your prewriting
21) Turn in all of your essays
22) Purchase the required materials
23) Get enough sleep
24) Take your studies seriously
25) Meet your deadlines
26) Meet length requirements
27) Be open to constructive criticism from your instructor and your classmates
28) Revise your essays multiple times
29) Take good notes
30) Review your notes
31) Find a helpful peer critique partner
32) Use the peer critique instructions to help you improve your own writing
33) Have a positive attitude
34) Make sure you understand the assigned reading
35) Get a notebook for all of your class materials, and keep a different section for each essay
36) Interact with your instructor and your classmates
37) Follow the instructor’s notes
38) Read for fun (to help with grammar and vocabulary)
39) Try your best
40) Review the instructor’s comments on your essays so that you can improve
41) If you’re absent, contact a classmate to find out what you missed and what’s due as homework
42) Bring your book to class
43) Proofread your essays
44) Start your work early
45) Have a specific forecast in every essay
46) Make use of extra credit opportunities
47) Meet with a tutor and the professor for every essay
48) Put your thesis statement on the board so that you’ll get advice on how to make it better
49) Eat well
50) Complete your in-class work in class
51) Keep track of your grades
52) If you’re having any problems, let your professor know
Checklist of Achievements:
You can be successful in this class by meeting the length and deadline requirements for all four essays and by doing the following:

- Read the syllabus
- Get contact information for at least 3 classmates (and keep it updated)
- Visit office hours
- Visit office hours more than once
- Meet with a tutor to work on an essay
- Meet with a tutor to work on an essay more than once
- Take excellent notes on the Fifteen Points Lecture
- Read and annotate *Eleanor & Park*
- Read and annotate assigned pages from *Read, Write, Connect*
- Earn >80% on Folder #1
- Earn >80% on Folder #2
- Earn >80% on Folder #3
- Earn >80% on Folder #4
- Complete Success Center requirements #1 and #2 by Sep. 7
- Complete Success Center requirements #3 and #4 by Oct. 5
- Complete Success Center requirements #5 and #6 by Nov. 2
- Complete Success Center requirement #7 by Nov. 23
- Review instructor comments on Paper #1
- Review instructor comments on Paper #2
- Review instructor comments on Paper #3
- Have perfect attendance Weeks 1-6
- Have perfect attendance Weeks 7-12
- Have perfect attendance Week 13-Finals Week
- Earn extra credit
- Have >80% of possible participation points at Progress Report #1
- Have >80% of possible participation points at Progress Report #2
- Have >80% of possible participation points at Progress Report #3
- Have >80% of possible participation points at the end of the semester
- Submit optional revision of Paper #1, #2, or #3