

## English 1301: Rhetoric and Composition I

Instructor: Cathy Corder  
English 1301-063, MWF 2-2:50pm, PH 300  
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ENGL 1301, Rhetoric and Composition I, is an introduction to college reading and writing. Class assignments emphasize recursive writing processes, rhetorical analysis, synthesis of sources, and argument.

### Expected Learning Outcomes

By the end of ENGL 1301, students should be proficient in the following areas:

#### Rhetorical Knowledge

- Use knowledge of the rhetorical situation—author, audience, exigence, constraints—to analyze and construct texts.
- Compose texts in a variety of genres, expanding their repertoire beyond predictable forms.
- Adjust voice, tone, diction, syntax, level of formality, and structure to meet the demands of different rhetorical situations.

#### Critical Reading, Thinking, and Writing

- Use writing, reading, and discussion for inquiry, learning, communicating, and examining assumptions.
- Employ critical reading strategies to identify an author's position, main ideas, genre conventions, and rhetorical strategies.
- Summarize, analyze, and respond to texts.
- Find, evaluate, and synthesize appropriate sources to inform, support, and situate their own claims.
- Produce texts with a focus, thesis, and controlling idea, and identify these elements in others' texts.

#### Processes

- Practice flexible strategies for generating, revising, and editing texts.
- Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions.
- Use the collaborative and social aspects of writing to critique their own and others' texts.

#### Conventions

- Apply knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics.
- Summarize, paraphrase, and quote from sources using appropriate documentation style.
- Control such surface features as syntax, grammar, punctuation, and spelling.
- Employ technologies to format texts according to appropriate stylistic conventions.

## Required Texts

Skloot, *The Immortal Life of Henrietta Lacks*

Graff and Birkenstein, *They Say/I Say*. 2nd edition

*First-Year Writing: Perspectives on Argument*. 2011 UTA custom edition

Ruszkiewicz et al, *The Scott, Foresman Writer*. 2011 UTA custom edition

## Description of Major Assignments

Discourse Community Analysis (DCA portfolio due 9/23): For this essay, you will make an argument explaining how you became part of a discourse community.

Rhetorical Analysis (RA essay due 10/26): For this essay, you will select an essay cluster on one of the following topics: Fat Taxes, Is College Worth It?, Race, Same-Sex Marriage, and Social Class. You will write a rhetorical analysis of a designated essay from your selected cluster.

Synthesis Essay (SE portfolio due 12/5): For this essay, you will continue your writing on the topic cluster you selected for the Rhetorical Analysis. After reading multiple sources about your chosen topic, you will develop a clear central claim and use multiple sources to support your claim.

## Description of Other Assignments

Summary or Reading Responses/Reading Quizzes: Each summary or reading response should be two double-spaced pages. Summary responses should include the following:

- Summarize: Begin by stating in your own words the main message or central point of the piece and the major support for the central point. **See TSIS Ch. 2 for more information about writing summaries.**
- Respond: Next, say what you think about the reading and why you respond the way that you do. A critical response is more than an opinion (I liked/didn't like a reading or agreed/disagreed with a point). To be "critical" requires identifying the criteria that inform your judgment (explaining why you had that response).
- Synthesize: Finally, relate the reading to other texts we have read this semester and/or to class discussion topics.
- In addition, all students enrolled in the class must attend at least one OneBook campus activity during the semester and submit a summary response about that activity. The OneBook activities are included on the course calendar below and can be found online at [www.uta.edu/onebook](http://www.uta.edu/onebook). More specific reading response prompts will also be provided.
- Reading quizzes will be assigned if students do not come to class prepared.

Invention/Brainstorming: alsdkfja;lsdfjka;lsdkfjals;kfjqeowirusdfkqeiwurfdjsaieouqrwfdsjakWorksheet on p. 324 in FYW, and Chapter 3 in SFW, "Finding and Focusing a Topic"

Class Participation: You will be graded on class participation, which includes coming to class prepared, making thoughtful contributions in response to the readings, asking and answering questions, and presenting a general attitude of interest in the course content. I have attached a Class Participation Self-Evaluation Sheet to this syllabus and posted it on Blackboard, and three times over the course of the semester you will have the opportunity to grade yourself on your class involvement.



Ask questions. Be curious. You are more than welcome to have a different interpretation of a text than a classmate or me; just be sure to share your perspective in a productive and supportive manner.

**Peer Reviews.** Each essay will include mandatory peer review workshops. You will be required to include all peer review materials in the paper's final folder in order to receive full credit. It is very important that you participate in peer review, as you will not be able to make up these points.

**In-Class Essay Exam:** The in-class essay exam, which you will take on the last day of class, will require you to write a letter to your ENGL 1302 teacher that discusses what you have learned this semester and what you hope to learn in ENGL 1302.

## Grades

Grades in FYW are A, B, C, F, and Z. Students must pass ENGL 1301 and ENGL 1302 with a grade of C or higher in order to move on to the next course. This policy is in place because of the key role that First-Year English courses play in students' educational experiences at UTA.

The Z grade is reserved for students who attend class regularly, participate actively, and complete all the assigned work on time but simply fail to write well enough to earn a passing grade. This judgment is made by the instructor and not necessarily based upon a number average. The Z grade is intended to reward students for good effort. While students who receive a Z will not get credit for the course, the Z grade will not affect their grade point average. They may repeat the course for credit until they do earn a passing grade.

The F grade, which does negatively affect GPA, goes to failing students who do not attend class regularly, do not participate actively, or do not complete assigned work.

Your final grade for this course will consist of the following:

Discourse Community Analysis	25%
Rhetorical Analysis	25%
Synthesis Essay	25%
Reading Responses/Quizzes	10%
In-Class Essay Exam	5%
Class Participation	10%

Final grades will be calculated as follows: A=90-100, B=80-89, C=70-79, F=69-and below; Z=see the Z grade policy above.

All major essay projects must be completed to pass the course. If you fail to complete an essay project, you will fail the course, regardless of your average. Keep all papers until you receive your final grade from the university. You cannot challenge a grade without evidence.

**Late Assignments.** Papers are due at the beginning of class on the due date specified. Summary/Reading Responses will not be accepted late. Assignments turned in after the class has begun will receive a 10 percent deduction unless the instructor has agreed to late submission in advance of the due date. For each calendar day following, the work will receive an additional 10 percent deduction. Work is not accepted after three late days. If you must be absent, your work is still due on the assigned date.

**Revision Policy.** Revision is an important means for improving both the writing process and the final product. Students have the option of revising two major essays—the Discourse Community Analysis and Rhetorical Analysis—after they have been graded. The original grade and revision grade will be averaged

to arrive at the student's final grade for the essay. The last major paper, after it has been submitted for grading, cannot be revised for a higher grade.

**Attendance Policy.** Improvement in writing is a complex process that requires a great deal of practice and feedback from readers. Regular attendance is thus necessary for success in ENGL 1301. Students are expected to attend class regularly and to arrive on time. Excused absences include official university activities, military service, and/or religious holidays. Students must inform the instructor in writing at least one week in advance of an excused absence.

After accruing four unexcused absences in a T/Th class or six unexcused absences in an M/W/F class, students will be penalized 5 percent off their final grade for each additional absence. I will not supply what you miss by email or phone. Please make an appointment to see me in person to discuss absenteeism and tardiness. Please be in class on time, ready to begin the day's activities. Habitual tardiness is one indication of poor time management and life preparation.

**Classroom Behavior.** Class sessions are short and require your full attention. All cell phones, pagers, iPods, MP3 players, laptops, and other electronic devices should be turned off and put away when entering the classroom; all earpieces should be removed. Store newspapers, crosswords, magazines, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

According to Student Conduct and Discipline, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks" (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or referred to the Office of Student Conduct.

**Academic Integrity.** It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Series 50101, Section 2.2)

You can get in trouble for plagiarism by failing to correctly indicate places where you are making use of the work of another. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read your textbook and/or handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor. All students caught plagiarizing or cheating will be referred to the Office of Student Conduct.

**Americans with Disabilities Act.** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Drop Policy.** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

**Writing Center.** The Writing Center, Room 411 in the Central Library, offers guidance on any writing you are assigned while a student at UT-Arlington. During Fall 2011, Writing Center hours are Mon-Thurs 9am – 7pm, Fri 9am – 1pm, and Sun 2 – 6pm. Appointments are for 45 minutes and students should bring a printed copy of their assignment sheet, any instructor or peer comments and their draft to the appointment. You may register and schedule appointments online at <http://uta.mywconline.com>.

Writing Center consultants assist students with all aspects of writing, from understanding an assignment to revising an early draft, to polishing a final document. However, the Writing Center is not a document editing service; consultants will not correct or identify every grammar or spelling error, nor will they rewrite student assignments. They will help students focus on improving their writing skills and help students become better editors of their own writing, which includes learning to identify and correct their own grammar, punctuation and editing errors.

In addition to one-on-one consultations, the Writing Center will offer grammar workshops periodically throughout the semester. During these workshops students will focus on identifying and correcting one of the most common grammar errors and then will participate in a Consultant-led revising and editing session. For more information on these, please see their calendar at <http://www.uta.edu/owl>. Library Research Help for Students in the First-Year English Program. UT Arlington Library offers many ways for students to receive help with writing assignments:

- **Paper's Due Drop Inn.** The Paper's Due Drop Inn is a drop-in service available during the Fall and Spring semesters. On Monday through Thursday, from 4pm – 6pm, on the second floor of Central Library (to your right when you exit the elevator; to your left when you exit the stairwell), librarians will be available to assist students with research and/or citation. On most days, there will also be a consultant available from the Writing Center who can help with any problems students may have with organizing or writing papers.

- **Course-Specific Guides.** All First-Year English courses have access to research guides that assist students with required research. To access the guides go to <http://libguides.uta.edu>. Search for the course number in the search box located at the top of the page. The research guides direct students to useful databases, as well as provide information about citation, developing a topic/thesis, and receiving help.

**Additional Academic Resources.** The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit [www.uta.edu/resources](http://www.uta.edu/resources) for more information.

**Electronic Communication Policy.** All students must have access to a computer with internet capabilities. Students should check email daily for course information and updates. I will send group emails through Blackboard. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend.

The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

**Conferences and Questions:** I have four regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days. If you receive a grade on an assignment or quiz about which you have questions, please wait twenty-four hours before discussing it with me. This gives you time to process the assignment comments and to think about how your course work meets the requirements set forth for each assignment. I do not discuss individual student issues in the classroom before, during or after class.

**Syllabus and Schedule Changes.** Instructors try to make their syllabuses as complete as possible; however, during the course of the semester they may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any changes in writing.

## Course Schedule

Assignments are due on the day they are listed.

### Syllabus Abbreviations

TSIS: *They Say/I Say*

SFW: *The Scott, Foresman Writer*

FYW: *First-Year Writing: Perspectives on Argument*

ILHL: *The Immortal Life of Henrietta Lacks*

RR: Reading Response

DCA: Discourse Community Analysis

RA: Rhetorical Analysis

SE: Synthesis Essay

Week	Date	Assignments
1	8/26	Course introduction Policies and Procedures
2	8/29	<u>Introduction to Academic Conversation</u> <b>Read:</b> TSIS Preface, Introduction, and Ch. 11; FYW pp. xi-xix (FYE policies) Diagnostic Essay
2	8/31	<u>Introduction to Argument</u> <b>Read:</b> FYW Ch. 1: A Perspective on Argument and TSIS Ch. 1 <b>Due:</b> RR #1 on FYW, Review Question 2, p. 21 Last day for late registration
2	9/2	<u>The Rhetorical Situation</u> <b>Read:</b> FYW "The Rhetorical Situation" pp. xx-xxiii
3	9/5	No Class: Labor Day Holiday
3	9/6	<b>OneBook Kickoff Talk:</b> Tim Henry at 12:00 noon in Bluebonnet (in UC)
3	9/7	<u>Appeals</u> <b>Read:</b> FYW Ch. 3: Supporting Claims: Appealing to Ethos, Pathos, and Logos; Graff, "Hidden Intellectualism" in TSIS pp. 198-205. <b>Due:</b> RR#2: Identify Graff's argument and analyze how he supports it with ethos, pathos, and logos appeals.
3	9/9	<u>Discourse Community Analysis</u> <b>Read:</b> DCA Assignment in FYW pp. xxiv-xxvii; SFW pp. 13-14; review TSIS Ch. 1 <b>Due:</b> Questions about DCA assignment
4	9/12	<u>Discourse Community Analysis</u> <b>Read:</b> SFW pp. 15-46 <b>Due:</b> Invention writing on DCA <b>Census Date:</b> Last day to withdraw without a W

Week	Date	Assignments
4	9/14	<u>Discourse Community Analysis</u> Review and discuss sample DCA. Discuss peer review. <b>Read:</b> Sample DCA in FYW, pp. xxviii-xxx and “Understanding Your Instructor’s Comments” and “FYE Evaluation Rubric” in SFW, pp. xxiii-xxix <b>Due:</b> First draft of DCA
4	9/16	<u>Discourse Community Analysis</u> In-class work on DCA. Assign peer review groups. <b>Due:</b> Second draft of DCA
5	9/19	<u>Discourse Community Analysis</u> In-class work on DCA. <b>Due:</b> Peer review feedback on DCAs
5	9/21	<u>Reading Response and <i>The Immortal Life of Henrietta Lacks</i></u> <b>Read:</b> FYW Ch. 10: Reading, Thinking, and Writing About Issues; review ILHL study guide and libguide; read ILHL “Prologue” pp. 1-7
5	9/23	<u>Discourse Community Analysis</u> Discuss strengths and weaknesses of DCA. Read around. <b>Due:</b> Discourse Community Analysis Portfolio
6	9/26	<u>The Rhetorical Situation and ILHL</u> <b>Read:</b> ILHL pp. 8-92, TSIS Ch. 2-3, and SFW pp. 233-48. <b>Due:</b> RR #3: Look at the OneBook Questions and respond to one of the questions in Part One: Life
6	9/28	<u>The Rhetorical Situation and ILHL</u> <b>Read:</b> ILHL pp. 93-143, TSIS Part 2
6	9/30	<u>What They Say and What I Say About and ILHL</u> <b>Read:</b> ILHL pp. 143-198 <b>Due:</b> RR #4: Look at the OneBook Questions and respond to one of the questions in Part Two: Death
7	10/3	<u>What They Say and What I Say About and ILHL</u> <b>Read:</b> ILHL pp. 199-249, TSIS Part 3
7	10/5	<u>What They Say and What I Say About ILHL</u> <b>Read:</b> ILHL pp. 250-310
7	10/7	<u>What They Say and What I Say About ILHL</u> <b>Read:</b> ILHL pp. 310-348 <b>Due:</b> RR #5: Look at the OneBook Questions and respond to one of the questions in the section “Where They Are Now”
8	10/10	Introduce Rhetorical Analysis Essay (RAE) and preview the Synthesis Essay (SE) <b>Read:</b> Assignment prompts pp. xxx-xxxiii and xxxvi-xxxix in FYW <b>Due:</b> Questions about the assignment
8	10/12	<u>Practicing Rhetorical Analysis</u> <b>Read:</b> Zinzchenko’s “Don’t Blame the Eater” in TSIS pp.195-97 <b>Due:</b> RR #6: Identify Zinzchenko’s central claim and reasons, and examine how she supports her reasons.



Week	Date	Assignments
8	10/14	<u>Practicing Rhetorical Analysis</u> More in-class work on rhetorical analysis of Zinzchenko <b>Read:</b> Review essays in topic clusters.
9	10/17	<u>Selecting a Topic for the RA</u> <b>Read:</b> Review essays in topic clusters and select a cluster. <b>Due:</b> Brainstorm ideas for RA
9	10/19	<u>Review and discuss a sample RA</u> <b>Due:</b> First draft of RA
9	10/21	<u>In-class work on RA/Assign peer review</u> <b>Read:</b> Sample RAE pp. xxxiv-xxxvi in FYW <b>Due:</b> Second draft of RA
10	10/24	<u>In-class work on RA</u> <b>Due:</b> Peer review feedback on RA <b>OneBook Event:</b> Susan Reverby, Professor of Women's & Gender Studies at Wellesley College in Rosebud (7pm)
10	10/26	<u>Discuss strengths and weaknesses of RAE</u> <b>Due:</b> Rhetorical Analysis essay
10	10/28	<u>Introduce Synthesis Essay</u> <b>Read:</b> Assignment prompt pp. xxxvi-xxxix in FYW
11	10/31	<u>Essay Cluster 1: "Fat Taxes"</u> <b>Read:</b> Cluster 1 essays by Mankiw and by Pollan
11	11/2	<u>Finish Essay Cluster 1 and begin Essay Cluster 2: "Is College Worth It?"</u> <b>Read:</b> Cluster 1 essay by Brownell and Cluster 2 essay by Menand <b>Due:</b> Brainstorm writing: Common threads in Essay Cluster 1
11	11/4	<u>Essay Cluster 2: "Is College Worth It?"</u> <b>Read:</b> Cluster 2 essays by Lacy and by Steinberg <b>Due:</b> Brainstorm writing: Common threads in Essay Cluster 2
12	11/7	<u>Essay Cluster 3: "Race"</u> <b>Read:</b> Cluster 3 essays by Blow and by Hamblin Last day to drop
12	11/9	<u>Finish Essay Cluster 3 and begin Essay Cluster 4: "Same-Sex Marriage"</u> <b>Read:</b> Cluster 3 essay by Dalton and Cluster 4 essay by Gallagher <b>Due:</b> Brainstorm writing: Common threads in Essay Cluster 3
12	11/11	<u>Essay Cluster 4: "Same-Sex Marriage"</u> <b>Read:</b> Cluster 4 essays by Howley and by Wedgwood
13	11/14	<u>Essay Cluster 5: "Social Class"</u> <b>Read:</b> Cluster 5 essays by Deresiewicz and by Norton <b>Due:</b> Brainstorm writing: Common threads in Essay Cluster 4
13	11/16	<u>Essay Cluster 5: "Social Class"</u> <b>Read:</b> Cluster 5 essays by Payne and by Scott/Leonhardt <b>Due:</b> Brainstorm writing: Common threads in Essay Cluster 5

Week	Date	Assignments
13	11/18	<u>In-Class Work on Synthesis Essay</u> <b>Read:</b> Sample Synthesis Essay pp. xl-xlii in FYW <b>Due:</b> First draft of Synthesis Essay
14	11/21	<u>In-Class Work on Synthesis Essay</u> Assign peer review groups <b>Due:</b> Second draft of Synthesis Essay
14	11/23	<u>Out-of-class work on essay</u>
14	11/25	<b>No Class: Thanksgiving Holiday</b>
15	11/28	<u>In-Class Work on Synthesis Essay</u> <b>Due:</b> Peer review feedback on Synthesis Essay
15	11/30	<b>Due:</b> Third draft of Synthesis Essay
15	12/2	In-class work on Synthesis Essay
16	12/5	<b>Due:</b> Synthesis Essay Portfolio Discuss strengths and weaknesses of synthesis essays.
16	12/7	<u>Student Evaluations</u> Discuss letter to ENGL 1302 instructor
16	12/9	<u>In class Essay: Letter to ENGL 1302 instructor</u> Last day of classes

Name: \_\_\_\_\_

Score: \_\_\_\_\_

### Class Participation Self-Evaluation

Participation in class is more than physical presence. It means making a meaningful contribution to discussions and course activities. I define satisfactory class participation and cooperation as being present with all required class materials, answering questions, offering constructive opinions, and generally cooperating with the teacher and other students in the class.

To practice reflective thinking for analysis, you must take the risk of sharing your views and interpretations and receive feedback from others regarding the soundness of those views and interpretations. We construct knowledge and learn from each other, and if you don't speak—we can't learn from you!!! I will base my evaluation of your class participation on what I can observe in the classroom, so you need to show what you know!!

Self-Evaluation Criteria	Frequently 3	Sometimes 2	Rarely 1	Never 0
1. I am prompt and have regular attendance in class.				
2. I am prepared for class with assignments, notes, and other required class materials.				
3. I print out and read documents posted on Blackboard, underline or highlight passages, make notes in the margins, and <b>bring them to class</b> .				
4. I am an active and regular participant in all types of class discussions and activities.				
5. I listen respectfully when others talk, both in class and in groups.				
6. I initiate questions in class.				
7. I build on and relate to points made by other students or by the teacher.				
8. My comments add important facts and perspectives, or present outside information that reflects additional research that I have done, which goes beyond the required assignment.				
9. I am never inattentive or rude in the class.				
10. I am not overly sensitive and can take constructive criticism and learn from it.				

## **ENGL 1301 Syllabus Contract**

I have read and understood the syllabus, and I agree to abide by the course policies.

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Print Name

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Date

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Signature

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Date