

San José State University/ FALL 2016/Sections 2 and 4
Department of English and Comparative Literature
English 2, Critical Thinking and Writing (GE A3)

Instructor:	Sherri Harvey
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Email:	sherri.harvey@sjsu.edu
Office Hours:	Tuesdays and Thursdays 10:45-11:40 and via email
Class Days/Time:	Tuesday/Thursday 7:30 and 9 am in Clark 316

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/sherri.harvey> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking your email for any changes or additional assignments or supplemental material that might be assigned.

GE A3 Course Description

In critical thinking courses, students will understand logic and its relationship to language. Courses include a series of integrated reading, writing, oral, and research assignments that engage students in complex issues requiring critical thinking and effective argumentation. Students will develop language that distinguishes fact and judgment; articulates elementary inductive and deductive processes; parses fact, assumption and conclusion; integrates rebuttal and qualification as appropriate. Students will develop the ability to analyze, criticize, and advocate complex ideas, reason inductively and deductively, research and rebut information and arguments, and reach well-supported factual conclusions and judgments.

ENGL 2 Course Description

General Course Description

ENGL 2 is an introductory writing course that focuses on the relationship between language and logic when composing arguments. Building on the skills acquired in ENGL 1A, you will learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively.

ENGL 2 Section Description This course will focus on the theme: Heroes and Villains. We will explore the stories we create about ourselves through social media, and the stories we tell and look

at our own cognitive biases that inform us of the differences between a hero and a villain. Using Jeanette Wall's The Glass Castle, and poems by Elenor Lerman, Kim Addonizio, Charles Bukowski (to name a few), we will explore how taking about our lives creates an identity that we then live up to. Our research paper will focus on how art creates a story that becomes a part of how we see the world. You will be expected to visit The San Jose Museum of Art, <http://sjmusart.org/>, to create your own argument about your beliefs.

Learning Outcomes and Course Content

GE A3 Learning Outcomes (GELO)

Students will demonstrate, orally and in writing, proficiency in the Area of A3 Learning Objectives. Students will be able to

1. locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.
2. present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.
3. effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.
4. identify and critically evaluate the assumptions in and the context of an argument.
5. effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

Required Texts/Readings

Word Passion II reader available through Canvas

The Glass Castle by Jeanette Walls available online as a PDF, or for purchase in any bookstore or online

The Everyday Writer, Lunsford, Andrea (recommended)

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

If you own a used copy of *The Everyday Writer*, a new LearningCurve access code must be purchased from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin's online (<http://www.bedfordstmartins.com/everydaywriter/lc>)

Library Liaison

ENGL 2 requires students to conduct library research.

Silke Higgins presents our InfoPower Sessions and is also available for consultation. Phone: 408-808-2118

Email: silke.higgins@sjsu.edu

ENGL 2 Section-Specific Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class,

participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

ATTENDANCE: this consists both of being in class on time, remaining for the entire class period, and being prepared with that day's reading and writing in order to participate fully in class discussions, collaborative workshops, and in-class writings. You must be on time for class in order to turn your paper in that day. If you are late or absent on the day a paper is due, your paper will not be accepted. Please do not email me your essay or give it to a friend to turn it in without making prior arrangements with me. Additionally, in-class quizzes may not be made up. In-class essays may only be made up with prior notification and a written excuse of an emergency that is verifiable, such as a note from your doctor, health clinic, legal subpoena, etc. In short, please be here and **BE PREPARED**. If you are absent, please contact a classmate to figure out what you missed. If you send me an email asking what we missed, I will not respond. You are an adult and shall be treated like one in this class. If you miss class, contact a classmate, check the faculty web page, review the assignment schedule, or come to office hours. **DO NOT MAKE YOUR ABSENCE MY PROBLEM.**

ESSAY FORMAT: All out of class essays must be typed, double spaced, using 1 inch margins, no title pages or binders, and must include rough drafts. This should be taken care of prior to the time the essay is due. No last minute scrambling will be accepted. If you fail to follow MLA format, your paper will not be accepted.

PLEASE NOTE: Out-of-class essays with no peer review will be dropped one letter grade. To avoid this, do not be absent on the days we conduct peer evaluations. A copy of your prewriting, rough draft and peer edit sheets need to accompany your final essay. Please do not email your essay to me in lieu of coming to class during peer evaluation without making prior arrangements.

Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's words and use of language should be temperate and within acceptable bounds of civility and decency. Since every student is entitled to full participation in class without interruption, all students are expected to come to class prepared and on time, and remain for the full class period.

RESEARCH PAPER: English 2 shall include an introduction to the library and to basic research strategies, including locating materials, using them effectively and citing them properly. A traditional research paper is mandatory. The research paper will be your final out-of-class essay that counts for a total of 45% of your final grade. It will follow MLA format like all out-of-class essays, and will include a Works Cited page. The paper will have a number of components, all of which will count toward the final grade, and will be discussed in class.

Please note: your proposal counts as a paper. If you fail to turn in ANY of the components of the paper, (including the rough draft, the proposal and annotated bibliography) you will not receive credit for the paper and therefore, fail the class. They are independent assignments but dependent on each other for your success in this class.

NOTE: The schedule of assignments is tentative and is subject to change based on the needs of everyone in class. It is crucial that you are present to stay in tune with the class. Be sure to exchange phone numbers with other students because if you miss a class, you are still expected to be prepared for the next class.

Course Content

Research: English 2 includes an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively (i.e. paraphrasing, quoting, summarizing) as well as how to properly cite them. You will be required to write a traditional research paper or a series of short essays in which you use library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of your English 2 course.

Diversity: The assignments (reading and writing) in English2 will address issues of race, class, and gender and will include the perspectives of women and diverse cultural groups in an inclusive and comprehensive manner whenever possible.

This course will require that you visit the SJSU Museum of Art twice which will cost you \$10.00

Written Assignments: In English 2, your assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. These assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing.

Reading: The reading in English 2 includes useful models of writing for academic, general, and specific audiences. Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings are devoted to analytical, critical, and argumentative essays. However, other readings may include poetry, fiction, and drama.

Oral Presentation: You will be expected to explicate a poem and lead the class on this discussion as a group of 3. You will use GoogleDocs to create a slideshow and you will make a handout to accompany your presentation. You will also use GoogleDocs to create a group paper due before you present. Your presentation must last at least 30 minutes and must engage the class in a discussion about the literal and figurative implications of the poem.

Reading: You will read a variety of essays, poems and a book that deal with the theme of storytelling and identity.

<i>Points</i>	<i>Words</i>	<i>GELO</i>	<i>Assignment</i>
100 points	1000	GELO 1-3	Paper One, <u>The Glass Castle</u>
100 points	500	GELO 1-2	Paper Two, Oral Presentation of a Poem
100 points	500	GELO 1-5	Paper Three, Proposal and Annotated Bibliography
100 points	1250	GELO 2-6	Paper Four, first draft of research paper
250 points	2000	GELO 1-5	Paper Five, Research Paper
50 points	500	GELO 1,3,5	In Class Essay # 1 Diagnostic Essay: Claiming an Education: what does that even mean? What is an education?
50 points	500	GELO 3	In Class Essay #2 Revision of ICE # 1 2 pages typed max
200 points	500	GELO 1-5	Final exam
50 points		GELO 1-3	Class participation based on in-class POP quizzes and exercises

Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which I have broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.

A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A "D" essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An "F" essay does not fulfill the requirements of the assignment.

Total point value for the course is 1000. At the end of the semester, your overall course grade will be calculated as follows:

Course Grade Point Values

1000-930	A	769-730	C
929-900	A-	729-700	C-
899-870	B+	699-670	D+
869-830	B	669-630	D
829-800	B-	629-600	D-
799-770	C+	599-0	F

This course must be passed with a C-(70%) or better as a CSU graduation requirement.

Classroom Protocol

ATTENDANCE: this consists both of being in class on time, remaining for the entire class period, and being prepared with that day's reading and writing in order to participate fully in class discussions, collaborative workshops, and in-class writings. You must be on time for class in order to turn your paper in that day. If you are late or absent on the day a paper is due, your paper will not be accepted. Please do not email me your essay or give it to a friend to turn it in without making prior arrangements with me. Additionally, in-class quizzes may not be made up. In-class essays may only be made up with prior notification and a written excuse of an emergency that is verifiable, such as a note from your doctor, health clinic, legal subpoena, etc. In short, please be here and BE PREPARED. DO NOT MAKE YOUR ABSENCE MY PROBLEM. If you are absent, you are still responsible for keeping up with the class. Please contact a friend in class to find out what you missed.

Please make sure your name and the time that we meet is listed on all paperwork you turn in to me.

Cell phones and computers may be used in class as long as they are relevant to what we are doing—which is up to me. If I see you texting, I will ask you to SING A SONG.

REGARDING CELL PHONES OR PAGERS IN CLASS: If your cell phone rings in class, you are required to bring cookies for the entire class to the next meeting.

WHAT YOUO CAN EXPECT FROM ME:

I will be prepared for class, on time, I will not leaving early, I will be respectful of you and your opinions. I will put in the time and effort required to run a successful classroom as a leader, but the effort and the work from you is also required for the class to run. This class is a community of learners, which means we will depend upon each other to support and inform one another. When debating issues in class, be careful to maintain a professional demeanor and to present reasoned and balanced arguments that are supported by evidence from either the readings, from lecture, or from your personal experience. Since everyone is different, everyone will have different perceptions of what is civil and uncivil behavior, so if you are offended by something that either another student does or says, please let me know. In the same way, please let me know if you are offended by something I say or do. It is my intention to ensure this classroom is a safe place for all to voice their opinions and present cases. Please help me to do that!

University Policies *We are no longer required to list all University policies in the syllabus; instead, we are asked to include the following statement:*

“University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.”

<http://www.sjsu.edu/english/frosh/program_policies/index.html>

ONLINE:

A Writer’s Reference by Diana Hacker
Diana Hacker’s Research and Documentation Site
The Elements of Style by William Strunk, Jr.

Web Site listed below.
<http://bcs.bedfordstmartins.com/resdoc5e/>
<http://www.bartleby.com/141/index.html>

English 2, FALL 2016, Course Schedule

Please note: this schedule is tentative and subject to change based on the needs of everyone in the class. Please keep up by contacting another classmate if you miss class. DO NOT email me and ask me what we did in class.

Week	Date	Topics, Readings, Assignments, Deadlines We will discuss readings on the day listed
1	Aug 25	Syllabus introduction
2	Aug 30 Sept 1	Introductions to classmates Abstract vs Concrete Language ICE # 1/Claiming an Education/Draft #1
3	Sept 6 Sept 8	Introduction to TGC/Discuss topics for Essay # 1/TGC Discuss Quoting MLA Style TGC/ Discuss MLA format http://www.calstatela.edu/library/guides/3mla.pdf
4	Sept 13 Sept 15	Drafts of Essay # 1 due /BRING 3 COPIES TO CLASS ESSAY # 1 DUE Begin POETRY
5	Sept 20 Sept 22	Poetry Poetry
6	Sept 27 Sept 29	Poetry Workday Presentations
7	Oct 4 Oct 6	Presentations Presentations
8	Oct 11 Oct 13	Presentations Presentations
9	Oct 18 Oct 20	Introduction to research assignment INFOPOWER PRESENTATION
10	Oct 25 Oct 27	Discuss writing an annotated bibliography http://owl.english.purdue.edu/owl/resource/614/01/
11	Nov 1 Nov 3	RESEARCH Discussion http://papyr.com/hypertextbooks/comp2/critique.htm MUSEUM TRIP
12	Nov 8	Evaluating Websites

Week	Date	Topics, Readings, Assignments, Deadlines We will discuss readings on the day listed
	Nov 10	INFOPOWER # 2
13	Nov 15 Nov 17	http://olinuris.library.cornell.edu/ref/research/webeval.html Proposals plus annotated bib due (Essay # 3) IN CLASS ESSAY # 2/revision
14	Nov 22 Nov 24	Drafts of research papers due (Essay # 4) Thanksgiving
15	Nov 29 Dec 1	RESEARCH PAPERS DUE/or projects presented Typed Version of 2-page diagnostic essay due
16	Dec 6 Dec 8	Projects/meetings FINAL EXAM FINAL EXAM DAY: culminating activity—see SJSU Final Exam Schedule for date and time

TO BE COMPLETED IN CLASS. What is Rich saying? In what ways do you assume responsibility for your own education? Why you are sitting here, in this classroom right now? Why are you in college? What are your goals, and how will you achieve them? How does the video address some of your goals and patterns of behavior as a student? How will you achieve your own goals both as a student and as a person? How will these positive practices help you in the future?

Keep in mind: the draft you write the first week of class will serve as a progressive, improved record of your own goals as you continue with this semester. A final draft of this essay (no more than 2 pages) typed, will be due in December. Keep adding to it and continuing to reflect on Rich's ideas and your own ideas in light of personal and educational responsibility.

From Claiming an Education (1977) by Adrienne Rich taken from a speech given at Mills College

The first thing I want to say to you, who are students, is that you cannot afford to think of being here to receive an education: you will do much better to think of being here to claim one. One of the dictionary definitions of the verb "to claim" is: to take as the rightful owner; to assert in the face of possible contradiction. "To receive" is to come into possession of: to act as receptacle or container for; to accept as authoritative or true. The difference is that between acting and being acted-upon, and for women it can literally mean the difference between life and death.....Responsibility to yourself means that you don't fall for shallow and easy solutions--predigested books and ideas, weekend encounters guaranteed to change your life, taking "gut" courses instead of ones you know will challenge you, bluffing at school and life instead of doing solid work, marrying early as an escape from real Mayisions, getting pregnant as an evasion of already existing problems. It means that you refuse to sell your talents and aspirations short, simply to avoid conflict and confrontation. And this, in turn, means resisting the forces in society which say that people should be nice, play safe, have low professional expectations, drown in love and forget about work, live through others, and stay in the places assigned to us. It means that we insist on a life of meaningful work; insist that work be as meaningful as love and friendship in our lives. It means, therefore, the courage to be "different"; not to be continuously available to others when we need time for ourselves and our work; to be able to demand of others--parents, friends, roommates, teachers, lovers, husbands, children--that they respect our sense of purpose and our integrity as persons. ...The difference between lives lived actively, and a life of passive drifting and dispersal of energies, is an immense difference. Once we begin to feel committed to our lives, responsible to ourselves, we can never again be satisfied with the old, passive way.

Please sign and return by the 2nd day of class

Professor Sherri Harvey
San Jose State University
English Syllabus Contract

Please read and sign

I have read the syllabus, and understand the implications for late/missing work. I will make a commitment to this class, and take full responsibility for my performance in the class. I will check email regularly and keep up with the work load. I understand the responsibilities that this class requires, and will make every effort to meet those responsibilities.

I ALSO UNDERSTAND THAT THIS PROFESSOR DOES NOT ACCEPT LATE WORK WITHOUT PRIOR ARRANGEMENTS. ANY LATE PAPERS COULD RESULT IN NO CREDIT FOR THE COURSE UNLESS I CONTACT THE PROFESSOR BEFORE THE DUE DATE. This includes the multiple drafts of the research paper and in-class essays.

IF MY CELL PHONE RINGS OR VIBRATES DURING CLASS, I WILL BRING COOKIES TO THE NEXT CLASS MEETING FOR EVERYONE IN THE CLASS. IF MY TEACHER SPOTS ME TEXTING, I MAY ALSO BE ASKED TO BRING COOKIES.

I realize that my grade will be the direct result of the effort and time I put into this class, and I will do my best to earn the highest grade I can. I ALSO REALIZE THAT MY FINAL GRADE IS A NUMERICAL CALCULATION OF THE GRADES I RECEIVE ON MY WORK. After the last day of class, there is nothing I can do to improve my grade. I will do my best before then to assure my success.

(Your signature) _____

Your name:

Contact Info:

Date: _____

Additional info:

Please note: this schedule is tentative and subject to change based on the needs of everyone in the class. Please keep up by contacting another classmate if you miss class. DO NOT email me and ask me what we did in class.

Week	Date	Topics, Readings, Assignments, Deadlines We will discuss readings on the day listed
1	Jan 26 Jan 28	Syllabus introduction Introductions to classmates Abstract vs Concrete Language Read Prewriting Strategies at http://faculty.ncwc.edu/lakirby/English%20090/prewriting_strategies.htm
2	Feb 2 Feb 4	ICE # 1/Claiming an Education Introduction to TGC/Discuss topics for Essay # 1/TGC Discuss Quoting MLA Style Read Quoting Others TSIS Chap 3 pp 39-47
3	Feb 9 Feb 11	Using Quotes to support argument TGC/ Discuss MLA format http://www.calstatela.edu/library/guides/3mla.pdf
4	Feb 16 Feb 18	Drafts of Essay # 1 due BRING 3 COPIES TO CLASS ESSAY # 1 DUE Begin POETRY
5	Feb 23 Feb 25	Poetry Poetry
6	March 2 March 4	Poetry Workday Presentations
7	March 9 March 11	Presentations Presentations Presentations
8	March 16	Presentations INFOPOWER PRESENTATION

Week	Date	Topics, Readings, Assignments, Deadlines We will discuss readings on the day listed
	March 18	
9	March 23 March 26	Spring Break
10	March 30 April 1	NO CLASS Discuss writing an annotated bibliography http://owl.english.purdue.edu/owl/resource/614/01/
11	April 6 Aprl 8	Writing an Argument /RESEARCH EXPECTATIONS http://papyr.com/hypertextbooks/comp2/critique.htm MUSEUM TRIP
12	Aprl 13 Aprl 15	Evaluating Websites INFOPOWER # 2
13	Aprl 20 Aprl 22	http://olinuris.library.cornell.edu/ref/research/webeval.html Proposals plus annotated bib due (Essay # 3) IN CLASS ESSAY # 2/revision
14	Aprl 27 Aprl 29	Drafts of research papers due (Essay # 4) WORK DAY
15	May 4 May 6	RESEARCH PAPERS DUE ICE #3
16	May11 May 13	FINAL EXAM Last day of class—party!

Helpful sites:

Purdue University Online Writing Lab

<http://owl.english.purdue.edu/owl/>

Grammar Bytes—Interactive Grammar Exercises

<http://chompchomp.com>

10 Steps to Writing an Essay

<http://www1.aucegypt.edu/academic/writers/>

11 Rules for Writers

<http://junketstudies.com/omla/11-rules-of-writing/>

12 Tools to Keep Your School Life Organized

<http://www.pcmag.com/article2/0,2817,2328292,00.asp>

Tech Tools for Scholars

http://www.insidehighered.com/blogs/library_babel_fish/tech_tools_for_scholars_the_sequel

Audience Analysis

<http://papyr.com/hypertextbooks/comp1/audience.htm>

Coherence and Unity

<http://papyr.com/hypertextbooks/comp1/coherent.htm>

Proofreading

<http://writing.wisc.edu/Handbook/Proofreading.html>

Varying Sentence Structure

<http://owl.english.purdue.edu/owl/resource/573/01/>

We will complete this in class.

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1) Write an essay in which you discuss the similarities and differences between this passage from Rich's speech to the YouTube video, "I am worried about my grade".

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(Your signature) _____

Your name:

Contact Info:

Date: _____

Additional info: