

# THE CAUSES AND EFFECTS OF HAPPINESS

## English 1301: English Composition

### Section F10

MTWR 1:00-2:15 pm

Dr. Laurence E. Musgrove

Office Hours: TWR 9:00-11:00 am

Office: Academic 039B Office Telephone: 325 486-6183

E-mail: lmusgrove@angelo.edu

**COURSE DESCRIPTION: ENG 1301 - English Composition (3-0).** Emphasizing the writing process, the course offers abundant practice in producing effective prose essays as well as in analyzing and discussing selected readings. Prerequisites: Completion of English Texas Success Initiative (TSI) requirements.

Upon completing the course, you should:

- understand the nature of the writing process and use all its phases in writing.
- understand the principles of audience analysis and adapt language, structure, and detail to the needs of specific readers.
- understand basic prose structures and apply them on the sentence, paragraph, and essay level so that readers can easily understand the writer's purpose and follow the progression of ideas.
- generate sufficient and appropriate detail to convince readers of the validity of the thesis.
- be sensitive and attentive to language, applying principles of style and tone to enhance the appeal of essays.
- write prose largely free of errors in grammar, diction, usage, and mechanics.

While this course, like other English 1301 courses, is primarily focused on helping you develop confidence as a writer, writers don't write writing. Writers write about ideas that are personally meaningful and publicly significant. For the purposes of this course, our readings and writing assignments will focus on our common human interest in happiness by studying its causes and effects. Stated another way, we will be reading and writing about the questions,

- "Why do we commonly feel as though we are not happy?"
- "What are the causes of our unhappiness?"
- "Why do we believe we have the right to be happy?"
- "What has our culture taught us about the meaning of happiness?"
- "What is the relationship between freedom and happiness?"
- "What are the causes and effects of our desires to be happy?"

### Texts

1. *The Places That Scare You*, Pema Chodron, ISBN 978-1-57062-921-1
2. *Siddhartha*, Herman Hesse, ISBN 978-0-14-243718-6

### Your Course Grade

Your grade in this course will be based upon achieving the minimum requirements on a range of submitted assignments. These assignments—short and long, in-class and out—are designed to help you develop habits of reading and writing expected of first-year college students.

You are guaranteed a **C** in this course when you achieve the following minimum requirements:

#### Attendance

Because this 8-week section is specifically designed to be workshop class in which much of the habit-formation in reading and writing will occur in-class, missing 6 classes—for whatever reason—will result in failure. Absences will also affect your ability to submit work in a timely way. No late work is accepted. If you foresee any difficulty in attending class according to these guidelines, please let me know immediately or plan accordingly.

- Opening Reflections  
Each class will begin with a transitional period in which you will be asked to briefly complete an attendance card and a calming activity. These tasks are meant to help you prepare to settle into and attend to the work of the class.
- In-Class Writing  
Honest dedication to informal writing exercises.
- In-Class Contributions  
Consistent sharing of your work and ideas with other students in the class, as well as consistently helpful response to shared work.
- 5 Major Writing Projects
  - Acceptable and timely submissions with all drafts of the 3 major writing assignments. (See more below on what constitutes an “acceptable submission.”)
  - Acceptable submissions of the midterm and final self-evaluation essays.
- 2 Exams  
Grade of 70 or higher on the midterm and final sentence grammar exam.

You will receive lower than a C in this course if you fail to achieve the minimum requirements as described above. How much lower than a C will be determined primarily on your willingness to dedicate yourself to the work of the class and on the acceptability of the work you submit.

You are guaranteed an B in this course when you achieve the minimum requirements listed above for a C in the course, plus:

1. Exceed page limit requirements of the three major essay assignments by at least one page.
2. 80 or higher on the midterm or final sentence grammar exam.

You are guaranteed an A in this course when you achieve the minimum requirements listed above for a C in the course, plus:

1. Exceed page limit requirements of the three major essay assignments by at least two pages.
2. 90 or higher on the midterm or final sentence grammar exam.

#### **Other Influences on Your Course Grade:**

- Failure to bring the texts a scheduled class period will be equivalent to an absence.
- A total of six absences of any sort will result in automatic failure.
- Academic dishonesty of any sort, including—but not limited to—cheating on exams, copying the work of others, buying papers, and having others do your work will result in automatic failure.
- No incompletes will be given.

#### **What is an “acceptable submission” of a writing assignment in this class?**

In order to be considered as an acceptable submission, you will need to fulfill the following minimum requirements:

Each of final drafts of the 5 writing projects will be submitted in Blackboard and

1. Must be edited for correct spelling and sentence grammar
2. Demonstrate honest effort, clear engagement, and fresh thinking on the chosen topic or issue
3. Follow the focus and structural requirements of the assignment.

The final submission of the three major essays assignment and must also be accompanied by a one-page four-paragraph process letter in which you briefly describe

1. the stages and struggles of completing the project,
2. how you sought and received responses from others (not including me),
3. how those responses helped you reshape and finalize the project,
4. and what you have discovered about yourself as a writer when reflecting on the process of writing and completing the project.

## **MORE ON THIS CLASS:**

**Student Athletes and Absences:** Student athletes should provide me with schedule of classes that will be missed due to University-sanctioned events.

**Academic Honesty:** All work composed for this class must be written exclusively for this class and be your original work. You may of course receive assistance on your writing, but submitting someone else's work as your own or failing to acknowledge sources appropriately will be grounds for plagiarism. Violations of academic honesty will result in failure. See your Student Handbook for more on Academic Dishonesty.

## **ACADEMIC SUPPORT SERVICES FOR STUDENTS**

**Students with Disabilities:** Persons with disabilities that may warrant academic accommodations must contact the Student Affairs in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

**Tutors in Writing Center.** The Writing Center offers tutoring in writing at no cost. Tutors will not write or edit your papers, but they will help you develop the skills you need to plan, draft, and revise your work.

**Computer Labs:** Verify availability of all University computer labs on campus and in the dormitories. Schedules should be posted at each lab.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>Week 1</b>	<b>8/26</b>	<b>8/27</b>	<b>8/28</b>	<b>8/29</b>
Reading	Introductions	Hesse 1	Hesse 2	Hesse 3
Writing	Initial Drawings: Writing, Reading, and Happiness	Basic Vocabulary of Sentences	8 Sentence Strategies	<u>First Reflection Due</u>
<b>Week 2</b>	<b>9/2</b>	<b>9/3</b>	<b>9/4</b>	<b>9/5</b>
Reading	No Class	Hesse 4	Hesse 5	Hesse 6
Writing		Simple Sentences	Compound Sentences	Compound Sentences with Semi-Colons
<b>Week 3</b>	<b>9/9</b>	<b>9/10</b>	<b>9/11</b>	<b>9/12</b>
Reading	Hesse 7	Hesse 8	Hesse 9	Hesse 10
Writing	Subordinate Clauses	Complex Sentences with Adverb Clauses	Sentence Combining 1-3	<u>Narrative Essay Due</u>
<b>Week 4</b>	<b>9/16</b>	<b>9/17</b>	<b>9/18</b>	<b>9/19</b>
Reading	Hesse 11	Hesse 12	TBA	
Writing	Compound- Complex Sentences	Sentence- Combining 4	Fragments and Midterm Review	<u>Midterm Exam and Second Reflection Due</u>

<b>Week 5</b>	<b>9/23</b>	<b>9/24</b>	<b>9/25</b>	<b>9/26</b>
Reading	Chodron 1-2	Chodron 3-4	Blackboard	Blackboard
Writing	Complex Sentences with Adjective Clauses	Complex Sentences with Noun Clauses	Assignment	Assignment
<b>Week 6</b>	<b>9/30</b>	<b>10/1</b>	<b>10/2</b>	<b>10/3</b>
Reading	Chodron 5-6	Chodron 7-8	Chodron 9-10	Chodron 11-12
Writing	Appositive Phrases	Participial Phrases	Absolute Phrases	<u>Expository Essay Due</u>
<b>Week 7</b>	<b>10/7</b>	<b>10/8</b>	<b>10/9</b>	<b>10/10</b>
Reading	Chodron 13-14	Chodron 15-16	Chodron 17-18	Chodron 19-20
Writing	Adjectives Out of Order			<u>Analysis Essay Due</u>
<b>Week 8</b>	<b>10/14</b>	<b>10/15</b>	<b>10/16</b>	<b>10/17</b>
Reading	Chodron 21-22	TBA		
Writing			Final Review	<u>Final Exam and Third Reflection Due</u>

## **First Reflection: My History of Reading and Writing**

This course is designed to help you become more confident as a reader and writer in college by investigating the causes and effects of happiness. As a college student, you will develop your ideas about yourself and others primarily through the habitual relationships you develop with written language: through the texts you read and through the texts you write in this class and others. Your ability to develop habitual happiness in reading, writing, and discussion will also give you practice in developing the happiness you need in achieving the other goals you have for yourself and others in life beyond school.

For this initial assignment, you will describe and reflect upon your past experiences in reading and writing and determine how you want to proceed in these areas. To that end, compose a brief and informal three-page essay with an original title in which you describe your history as a reader and a writer and how you wish to improve. Focus first on those people and events in your past, good and bad, that influenced the way you think and feel about the habitual relationships you've created with reading and writing, and how they contributed to happiness or the lack thereof. Next, develop a list of initial goals in reading and writing that you wish to achieve in college and how you see those relating to your future happiness and the happiness of others.

### Recommended Organizational Structure

1. Introduction
2. My history as a reader
  - i. People?
  - ii. Events?
  - iii. Happiness?
3. My history as a writer
  - i. People?
  - ii. Events?
  - iii. Happiness?
4. Conclusion
  - i. List of initial goals in reading and writing
  - ii. How they would relate to your future happiness
  - iii. How they would relate to the happiness of others

Anna Rodriguez

Professor Musgrove

English 1301

Description of Assignment

8/18/19

### Original Title

Following Modern Language Association guidelines, this page demonstrates the standard format for essays and learning journal responses. Left, right, top, and bottom margins are set at one inch, and a header with the writer's last name and page number is set at one-half inch from the top of every page and right-justified.

The standard heading at the top left is left-justified and single-spaced. For the purposes of this course, I've added an extra line in the heading so that a writer can more easily keep track of the version of the essay submitted or the description of the learning journal response. After the heading, the title of the essay is centered above the body of the essay. This title does not require quotation marks or underlining, nor does it need to be bold.

All of the other text is left-justified, double-spaced, and set in Calibri, Arial, or Times New Roman font no larger than size 12. The first line of each paragraph begins with a one-half inch tab or five spaces, and there should be no extra spaces between paragraphs.

## Writing Project #1 Narrative Essay

The first major essay we will work on together in class will be a narrative essay. The other two will include an expository essay and an analysis essay. These are three of the most common types of essays because telling stories, explaining, and analyzing are the most common ways we use writing to communicate with others inside school and beyond the classroom walls. (The fourth kind of common essay is the argument; you'll be writing two arguments in class: the midterm and final self-evaluations.)

Narrative essays are distinct from other forms of writing because they generally focus on a dramatic situation that the writer has personally encountered and wishes to share with someone else for a specific reason. Along the way, the writer must narrate in detail the elements of the story, including the setting (where and when the action took place), the characters (who did what to whom), and the action (what took place). The writer must also provide the reader with sensual detail (sights, sounds, smells, tastes, and other sensations) as well as the emotions, attitudes, and thoughts of the main characters, including the narrator. In other words, the writer is obligated to make the story come to life in as many ways as possible, so that the reader can see and understand what the writer experienced.

Thus, for your first assignment, compose at least a three-page narrative essay with an original title in response to one of the prompts below.

1. Purpose: Tell about an event that helped you understand your cultural identity and its relationship to your understanding of happiness.

Audience: A friend, a member of your family, an important person in your cultural community, or readers of the school newspaper. What conclusions would you want your audience to draw? What response would you want them to have to your story?

2. Purpose: Tell about an event that helped you learn how to value your parent(s) or a friend and its relationship to your understanding of happiness.

Audience: Your family, your friends, or the readers of the school newspaper.

3. Purpose: Tell about an event since the beginning of your college experience that caused you to change your preconceptions about college life and its relationship to happiness. What did you believe about college before this time? What do you now believe? What event and people contributed to that change?

Audience: Your friends, family, seniors in high school who are planning to come to school, or readers of the school newspaper.

The final submission of this essay assignment and must also be accompanied by a one-page four-paragraph process letter in which you briefly describe

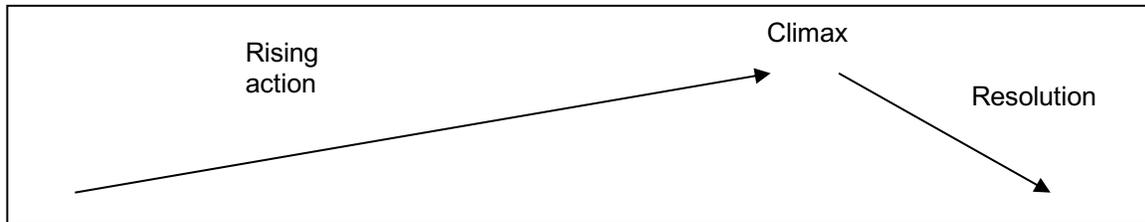
1. the stages and struggles of completing the project,
2. how you sought and received responses from others (not including me),
3. how those responses helped you reshape and finalize the project,
4. and what you have discovered about yourself as a writer when reflecting on the process of writing and completing the project.

## Narrative Structure

Narrative essays are similar to stories, except that the setting, characters, and events are true. Narrative essays are also similar to stories because they follow the same structure; that is, narrative essays have a chronological structure that

1. begins with an introduction of the setting and the main characters,
2. moves from one event to the next,
3. includes a conflict or climactic moment,
4. and then reaches a resolution of the conflict.

Traditionally, a narrative plot or story line is represented as follows:



### Narrative Openings

Opening 1: Give reader detailed description of the scene where the first event in story takes place.

The cool autumn breeze jostled the leaves in the maple high above the dew-covered lawn. As I walked out into the yellow dawn light, a squirrel scampered across the sidewalk and wound himself up the maple. I bent to pick up the daily news, and he chattered his complaints at me. I must have interrupted his morning rounds. Suddenly, I heard the telephone ring from the house. Who could be calling so early?

Opening 2: Start in *media res* with dialogue. Let reader hear significant dialogue from significant encounter in story. Then begin the story.

"I just can't believe this is happening to me," Dan said. He was obviously upset. His voice sounded hoarse and strained.

"What do you want me to do? I could drive over and be there in a couple of hours," I offered. "Yes, why don't I drive over. It won't take me long."

"Well, uh. I don't know."

Opening 3: Start in *media res* with description of scene. Give reader detailed description of the scene of significant event, briefly hint at event, and then begin the story.

The traffic was snarled, and the air thickened with brown blowing dust and gray exhaust. The blinding sun sunk just ahead, and I dropped my visor so that I could focus on the string of red brake lights in front of me. Stop and go, stop and go. Somewhere in the distance, twisted metal, broken glass, and snapped necks stalled this three-lane, rush hour torture. I was late to meet Dan and wondered if he was feeling snarled, twisted, broken, snapped, stalled, and tortured as well.

Opening 4: Relate your specific story to a familiar story.

Unfortunately, we're all too familiar with the trouble men have with women and women with men. Boy meets girl. Boy woos girl. Boy gets girl. Boy loses girl. Boy calls best friend. Same with girls. Girl meets boy. Girl woos boy. And so forth. TV sitcoms are filled with such stuff. First attractions, eventual breakups, and best friends consoling one another. Seems like we would have learned how to get out of this mess by now. But no.

## Writing Project #2 Expository Essay

The second major essay we will work on together in class will be an expository essay. The first was a narrative essay, and the next will include an analysis essay. These are three of the most common types of essays because telling stories, explaining, and analyzing are the most common ways we use writing to communicate with others inside the University and beyond. (The fourth kind of common essay is the argument; you'll be writing two arguments in class: the midterm and final self-evaluations.)

Expository essays are distinct from other forms of writing because they generally focus on explaining a concept or process through definition, analysis, classification, or comparison/contrast. In other words, expository essays are intended to clarify a concept or process through explanation.

Thus, for your second assignment, compose a three-page, typed expository essay with an original title in response to one of the prompts below.

1. Purpose: Think about a process that you know very well, perform successfully, and makes you feel happy. Perhaps you are an expert in this process and could teach it in detail to someone you know. Explain how you learned this process, describe who helped you learn it, and detail this process sufficiently so that someone else could perform it following your instructions and also achieve happiness.

Audience: Someone who would benefit from learning this process and find happiness in it.

2. Purpose: Taking a humorous approach, explain in a how to successfully be unhappy in college. For example, you might describe the procedures for failing at friendship, or at studying, or at writing a college essay, or at being a dorm roommate, or being a teammate, or being a son or daughter. There may be other "procedures" you wish to explain.

Audience: Readers of the school newspaper.

3. Purpose: Describe someone you know who has helped you understand how to be happy in some aspect of your life. Who is this person and what have they taught you?

Audience: Readers of the school newspaper.

4. Purpose: Contrast two definitions of happiness. In our culture, many definitions for happiness compete for our attention. What do you take to be the best definition? Why is this the best? What in your own experience helps you understand this definition? What do you take to be a flawed definition for happiness? Why is it flawed? Again, what in your experience helps you understand this flawed definition of happiness?

Audience: Readers of the school newspaper.

The final submission of this essay assignment and must also be accompanied by a one-page four-paragraph process letter in which you briefly describe

1. the stages and struggles of completing the project,
2. how you sought and received responses from others (not including me),
3. how those responses helped you reshape and finalize the project,
4. and what you have discovered about yourself as a writer when reflecting on the process of writing and completing the project.

## Organizational Strategies for Expository Essays

In expository essays, writers bring clarity and detail to procedures and concepts. They usually begin by introducing a general process or idea. They then proceed paragraph by paragraph by providing specific examples and evidence to help their readers better understand the steps or qualities of these procedures and concepts.

### Explaining a Process

Introduction

Identify the process, your expertise, who helped you learn it, and why audience would benefit from learning this process

Step 1

Step 2

Step 3

.....

Conclusion

### Describing an Influential Person

Introduction

Name the person, describe their relationship to you, and their general influence

Description of Person

First influential lesson

Second influential lesson

Third influential lesson

.....

Conclusion

### Defining a Concept

Introduction

General claim about concept, and your specific definition

Characteristic 1

Characteristic 2

Characteristic 3

.....

Conclusion

### Contrasting Two Ideas

Introduction

General claim about two ideas and the obvious differences

First idea

Second idea

First contrasting feature of two ideas

Second contrasting feature of two ideas

Third contrasting feature of two ideas

.....

Conclusion

### Writing Project #3 Analysis Essay

The third major essay we will work on together in class will be an analysis essay. The first essay was a narrative essay, and the second was an expository essay. These are three of the most common types of essays because telling stories, explaining, and analyzing are the most common ways we use writing to communicate with others inside the University and beyond. (The fourth kind of common essay is the argument; you'll be writing two arguments in class: the midterm and final self-evaluations.)

Analysis essays are distinct from other forms of writing because they generally focus on explaining the relationships between the whole and its parts. In the case of analysis, the writer of the essay explains how another author uses his or her craft to promote his or her larger purpose, whether it is a story, political speech, editorial, or advertisement. Instead of telling a story (as in a narrative) or explaining a process that the writer already knows (as in an expository essay), the writer in the case of an analysis focuses on examining something new. In other words, instead of focusing on knowledge "inside" the writer, the writer must focus on knowledge "outside" or beyond the writer's previous experiences.

Thus, for your third assignment, compose a four-page, typed essay with an original title in response to one of the two prompts below.

1. **Purpose:** Analyze Pema Chodron's view of how to be free from suffering and how to achieve happiness in *The Places That Scare You*. With evidence from her book and your life, explain at least three ideas that seem most relevant to your immediate situation as a college student dealing with the causes of fear and how to seek happiness for yourself and others.

**Audience:** Someone who has not read the book and would find value in it.

2. **Purpose:** Analyze Herman Hesse's view of how to achieve happiness in *Siddhartha*. With evidence from his novel and your life, explain at least three ideas that seem most relevant to your immediate situation as a college student who is searching for happiness for yourself and others.

**Audience:** Someone who has not read the novel and would find value in it.

In either case, you should provide strong evidence from the texts and your own experience to support your analysis. See information on quoting and citing sources in the mini-lesson packet.

#### Recommended Organizational Strategy for Analysis Essay

1. Introduction: a creative introduction that draws reader's attention – use at least 1 citation from book
2. A general overview of the book or plot of the novel as it relates to ending suffering and promoting happiness – use at least 3 citations from the book
3. The most relevant aspects of the book or novel to your own life – use at least 3 citations from the book
4. Conclusion: remarks on what kind of reader(s) might best appreciate this work – use at least 1 citation from the book

The final submission of this essay assignment and must also be accompanied by a one-page four-paragraph process letter in which you briefly describe

1. the stages and struggles of completing the project,
2. how you sought and received responses from others (not including me),
3. how those responses helped you reshape and finalize the project,
4. and what you have discovered about yourself as a writer when reflecting on the process of writing and completing the project.

## Second Reflection: Midterm Self-Evaluation Essay

For the midterm self-evaluation essay, you will compose a four-page essay with an original title in which you review and reflect upon your first writing assignment in which you described your history as a writer and reader, the goals you set for yourself, and what you've been able to accomplish so far in the first four weeks of this course.

You will *explain* why you selected your initial learning goals and *argue* how your work in the course so far has contributed to your ability to achieve those goals. You will offer general evidence from your initial drawings of what happens when you read and write, the class readings, writing activities, and discussions, as well as your essays, and particularly how Hesse has influenced your thinking about happiness for yourself and others.

In addition, you will explain the most significant things you've learned about writing as a process, sentence grammar, and reading and responding to texts using written and handmade responses.

As a reminder, essays have introductory and concluding paragraphs, as well as original titles.

### Recommended Organizational Strategy for Midterm Self-Evaluation Essay

1. Introduction: a creative introduction that draws reader's attention
2. Review of initial drawings and essay on history of writing and reading
3. Review of the goals you set and reasons for goals
4. What you've been able to accomplish so far with evidence for accomplishments
5. Influence of Hesse on your thinking about happiness for yourself and others
6. What you've learned about writing, grammar, and reading/responding to texts
7. Conclusion in which you set new goals in reading, writing, and happiness for yourself, including reasons for those goals

## Third Reflection: Final Self-Evaluation Essay

For the final self-evaluation essay, you will compose a four-page essay with an original title in which you reflect on your midterm self-evaluation essay and what you've been able to accomplish in the second half of the semester.

You will offer evidence from your initial drawings of what happens when you read and write, written and handmade responses, essays, and particularly how Chodron has influenced your thinking about happiness for yourself and others.

In addition, you will explain the most significant things you've learned about writing as a process, sentence grammar, and reading and responding to texts using written and handmade responses.

As a reminder, essays have introductory and concluding paragraphs, as well as original titles.

### Recommended Organizational Strategy for Final Self-Evaluation Essay

1. Introduction: a creative introduction that draws reader's attention
2. Review of initial drawings and essay on history of writing and reading
3. Review of the goals you set at midterm and reasons for goals
4. What you've been able to accomplish so far with evidence for accomplishments
5. Influence of Chodron on your thinking about happiness for yourself and others
6. What you've learned about writing, grammar, and reading/responding to texts
7. Conclusion in which you set new goals in reading, writing, and happiness for yourself, including reasons for those goals

### Creating Original Titles

1. Copy out of your draft a sentence that could serve as a title.
2. Write a title that is a question beginning with *What*, *Who*, *When*, or *Where*. (Where Do Titles Come From?)
3. Write a title that is a question beginning with *How* or *Why*. (Why Are Titles Necessary?)
4. Write a title that is a question beginning with *Is/Are*, *Do/Does*, or *Will*. (Are Some Titles Better Than Others?)
5. Pick out of the draft some concrete image – something the reader can hear, see, taste, smell, or feel – to use as a title.
6. Pick another concrete image out of the draft. Look for an image that is a bit unusual or surprising.
7. Writing a title that begins with an –ing verb (Creating a Good Title).
8. Writing a title beginning with *On* (On Creating Good Titles).
9. Write a title that is a lie about the draft. (You probably won't use this one, but it might stimulate your thinking.)
10. Write a one-word title – the most obvious one possible.
11. Write a less obvious one-word title.
12. Think of a familiar saying, or the title of a book, song, or movie, that might fit your draft.
13. Take the title you just wrote and twist it by changing a word or creating a pun on it.
14. Find two titles you've written so far that you might use together in a double title. Join them together with a colon.

from "Twenty Titles for the Writer" by Richard Leahy, *College Composition and Communication*, Vol. 43, No. 4, December 1992

## Academic Performance Agreement

English 1301

Musgrove

In order to make the requirements of this class and your responsibilities as a student as clear as possible, I've created this document titled "Academic Performance Agreement." Please read this information carefully because it outlines the kinds of behaviors, study habits, and attitudes necessary for success in this class, as well as in the University writing community at large. If you agree to the terms and conditions set forth below, please sign your name on one of the two copies I've provided you. By signing and returning this agreement to me, you commit yourself to the standards of conduct and academic performance listed below. If you do not accept these standards, you should see your advisor about withdrawing from this course.

1. I understand that attendance is a requirement of the class and that 6 absences will result in automatic failure. I also understand that if I miss class that I should contact another student, rather than the professor of the class, to discover what I've missed.
2. I understand that arriving late to class is inappropriate because it disrupts the class agenda and interferes with teaching and learning. I understand that the instructor will shut the door to the classroom when the class starts and that I will not attempt to enter the class after the door has been closed.
3. I understand that phones must be turned off and put away before entering class. I understand if I use my phone during class I will be asked to leave the class and counted absent for that day.
4. I understand that this class has substantial reading and writing requirements. These requirements will demand that I manage my time carefully and schedule at least 6 hours of study time per week or 2 hours of study time for every one hour of scheduled class time.
5. I understand that purchasing the course texts and bringing the texts to class to support my discussion of the assigned readings is a requirement of the course.
6. I understand that I should be prepared each day to share my responses to the reading assignments in class. I will share these responses with other students in the class.
7. I understand that I will be required to contribute to class discussions and small group work in class. In other words, I will be required to speak in class, share my ideas, and respect the ideas of others.
8. I understand that I will be composing three major essays and two self-evaluations. I also understand that any writing I submit must be my own and written exclusively for this class.
9. I understand that my writing assignments should be composed and saved on a word-processor or personal computer. I also understand that I should schedule my time and supplies carefully so that I know when I have access to a computer and that I have adequate paper and printing supplies.
10. I understand that I will benefit from discussing my ideas and writing with my family, friends, and other students. I also understand that I can get help with my ideas and writing in the Writing Center. However, I also understand that I should never claim someone else's ideas or writing as my own.
11. I understand that when I use the ideas of others in my writing that I must let my readers know whose ideas are whose and where I found them. I understand that plagiarism (or the failure to acknowledge the ideas of others appropriately) is a form of academic dishonesty and will result in failure.
12. I understand that I must adhere to the due dates for all writing assignments because late work will not be accepted. I also understand that all writing assignments are due at the beginning of the class period.
13. I understand that I should think of writing as a complex process of planning, drafting, revising, editing, and presentation. Consequently, I understand that I should schedule time to complete each of these tasks before submitting my work.
14. I understand that I can make an appointment with my instructor to talk about any aspect of the class, including course assignments, my writing, the required reading, or comments and grades on my writing.

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

STUDENT COPY



## Academic Performance Agreement

English 1301

Musgrove

In order to make the requirements of this class and your responsibilities as a student as clear as possible, I've created this document titled "Academic Performance Agreement." Please read this information carefully because it outlines the kinds of behaviors, study habits, and attitudes necessary for success in this class, as well as in the University writing community at large. If you agree to the terms and conditions set forth below, please sign your name on one of the two copies I've provided you. By signing and returning this agreement to me, you commit yourself to the standards of conduct and academic performance listed below. If you do not accept these standards, you should see your advisor about withdrawing from this course.

1. I understand that attendance is a requirement of the class and that 6 absences will result in automatic failure. I also understand that if I miss class that I should contact another student, rather than the professor of the class, to discover what I've missed.
2. I understand that arriving late to class is inappropriate because it disrupts the class agenda and interferes with teaching and learning. I understand that the instructor will shut the door to the classroom when the class starts and that I will not attempt to enter the class after the door has been closed.
3. I understand that phones must be turned off and put away before entering class. I understand if I use my phone during class I will be asked to leave the class and counted absent for that day.
4. I understand that this class has substantial reading and writing requirements. These requirements will demand that I manage my time carefully and schedule at least 6 hours of study time per week or 2 hours of study time for every one hour of scheduled class time.
5. I understand that purchasing the course texts and bringing the texts to class to support my discussion of the assigned readings is a requirement of the course.
6. I understand that I should be prepared each day to share my responses to the reading assignments in class. I will share these responses with other students in the class.
7. I understand that I will be required to contribute to class discussions and small group work in class. In other words, I will be required to speak in class, share my ideas, and respect the ideas of others.
8. I understand that I will be composing three major essays and two self-evaluations. I also understand that any writing I submit must be my own and written exclusively for this class.
9. I understand that my writing assignments should be composed and saved on a word-processor or personal computer. I also understand that I should schedule my time and supplies carefully so that I know when I have access to a computer and that I have adequate paper and printing supplies.
10. I understand that I will benefit from discussing my ideas and writing with my family, friends, and other students. I also understand that I can get help with my ideas and writing in the Writing Center. However, I also understand that I should never claim someone else's ideas or writing as my own.
11. I understand that when I use the ideas of others in my writing that I must let my readers know whose ideas are whose and where I found them. I understand that plagiarism (or the failure to acknowledge the ideas of others appropriately) is a form of academic dishonesty and will result in failure.
12. I understand that I must adhere to the due dates for all writing assignments because late work will not be accepted. I also understand that all writing assignments are due at the beginning of the class period.
13. I understand that I should think of writing as a complex process of planning, drafting, revising, editing, and presentation. Consequently, I understand that I should schedule time to complete each of these tasks before submitting my work.
14. I understand that I can make an appointment with my instructor to talk about any aspect of the class, including course assignments, my writing, the required reading, or comments and grades on my writing.

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

**INSTRUCTOR COPY**