

English Composition 101S

Three Rivers Community College

Fall 2015

Essential Details

Ruth L Stewart-Curley

Office: Classroom and Adjunct offices Rm 205e

Office Hours: TR 4:30-5:30 or by appointment

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Sections: ENG K101s T6 32510

Meets: E218/D206 TR 5:30-8:15 9/1/15-12/23/15

Course Description

College Composition engages students in critical observation, reading, and writing. This course prepares the student for the exposition, analysis, and argument required in college writing, and for meeting the conventions of college English. Writing assignments require that students develop their own points of view and demonstrate understanding of complex ideas and issues. Methods for research, including use of the library, appropriate documentation, and incorporation of sources in original papers will be taught during assigned readings.

ENG 101S is a composition course with embedded support for students in need of additional reading and writing practice. It engages students in critical observation, reading, and writing. The course prepares the student for the exposition, analysis, and argument required in college writing, and for meeting the conventions of college English. Writing assignments require that students develop their own points of view and demonstrate understanding of complex ideas and issues. Methods for research, including use of the library, appropriate documentation, and incorporation of sources in original papers will be taught through assigned writings. Recommended placement in ENG* K101S may be based on multiple criteria including standardized test scores, entrance essays, high school transcripts or instructor/advisor suggestion. Students may also self-place into ENG* K101S. A grade of "C" or higher must be achieved to successfully complete ENG* K101S.

Learning Outcomes

Upon successful completion of these courses, students should be able to:

Respond to Rhetorical Situations

- Adapt writing as audience and purpose requires
- Develop and apply an independent writing process that includes generating, revising, editing, and proofreading
- Reflect on and explain writing choices regarding audience and purpose

Engage with and Use Authoritative Sources

- Use the reading process to differentiate between supporting points, evidence, and reasoning in complex texts (texts that engage with multiple perspectives and use a variety of rhetorical strategies and evidence)
- Employ effective annotation skills to the reading of complex texts
- Locate and evaluate sources appropriate to the rhetorical situation
- Interpret and analyze argument, evidence, and rhetorical strategies in complex texts
- Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material
- Demonstrate critical and evaluative reading comprehension
- Write accurate summaries and paraphrases of complex texts and differentiate these from student's own writing
- Respond to an argument in a complex text and synthesize perspectives in multiple texts
- Integrate complex texts to fulfill the rhetorical purpose

Craft Logical Arguments

- Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions
 - Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material
 - By the end of the semester, write at least one thesis-driven, text-based essay of 1500 words demonstrating competent argumentation using complex texts

Apply Language Conventions

- Apply Standard English language conventions (diction, tone, or level of formality) consistently, with particular attention to college-level writing situations
- Cite varied sources in MLA citation style

Approved CCET Steering Committee, July 31, 2013.

Tips for Students: How to Let Your Instructor Know You're Struggling

If you're struggling and looking for some extra help in your courses, don't overlook the resource (sometimes literally) right in front of you. Your instructors are your best resource if you require extra help in the classroom. Utilize these tips, adapted from Dave Ellis' [*Becoming a Master Student, 14th Edition*](#), to help you express your struggles to your instructors. Once you let them know you're having difficulty, they will be able to help you get back on the path toward success in their course.

- **Start by Building a Relationship with your Professor** – At the beginning of the term, be sure to introduce yourself to your instructor. Speaking with your instructor can help you learn his or her teaching style and preferred method of communication, which will be useful if you need additional help in the course. Additionally, maintain the relationships that you've built with instructors, as they can be a great help throughout college and beyond.
- **Don't Wait Until it's Too Late** – If you recognize that you need additional help in a class, it's better to seek help from your instructor before it's too late. Your struggles will only increase as additional class work is assigned and the topics in the class become more in-depth, so get ahead of the situation.
- **Visit During Office Hours** – Instructors set aside this time for a reason, so put it to good use! Show up with questions or knowing what you need help with. For example, if you're struggling with exams, bring an old exam and discuss it with your professor, or if you're having trouble with writing papers, bring an outline or rough draft to review.
- **Ask Questions** – Ask questions during office hours or during class discussion. Instructors will be able to improve your understanding of course content if they know where you're getting confused. Additionally, asking questions shows interest in class discussions.
- **Show Interest in Class** – Show the instructor that you're trying. If you're struggling in class, the worst things you can do are to miss class or appear disinterested while you're there. Respond to questions, participate in class discussions, and appear interested. Your instructor will be more willing to provide you with extra help if they think you're putting in maximum effort. (21-22)

The Message

As a student, you have a basic responsibility for your success. Our responsibility is to assist you in meeting your educational goals. The message below will help you take responsibility for your own academic success.

Set goals and evaluate them.

Ask, "Why am I here? What do I want to do? Where do I see myself in two years? What are my long-term goals?" Have a clear understanding of where you are. Have a reasonable plan involving realistic goals and a realistic time frame.

Required Texts

Barrios, Barclay. *Emerging: Contemporary Reading for Writers*. 2nd ed. Boston: Bedford-St. Martin's, 2013. Print.

Faigley, Lester. *The Brief Penguin Handbook*. Online Edition.

Required Supplements

- A college-level dictionary paper or electronic
- 1 inch three-ring binder with dividers for notes and assignments (class notes, essay pre-writing, and the Reader's Journal)
- A USB flash drive for backing up your work on a computer (this is important!)
- .5 inch three-ring binder and 6 dividers for your Final Portfolio
- A planner with a calendar

- Be prepared to share all assignments with the class
- Make sure each assignment is effective by editing, proofreading, peer draft reviewing and going to The Writing Center
- All formal essays must be typed and in MLA format
- The Writing Center information is listed at the end of this document

Note:

- Homework assignments **may not** be submitted via e-mail
- Late homework **is not** accepted for credit
- A missed midterm must be taken within one week of student's return and one letter grade is deducted
- Late papers lose one letter grade for each class that they are late

Assignments

All assignments are due at the beginning of class. I do not accept emailed assignments. Presentations and Oral report dates are final. Missed presentations must be made up in order to pass the course. If you know that you will not be able to attend class when an essay is due, please make arrangements to turn in the essay before class on the due date.

Reader's Journals

Your Reader's Journal is an academic journal in which you respond to a series of readings from your textbook, in both short answer and essay format. Journal entries are assigned weekly, and are due for homework at the next class meeting. Your instructor will check off that your homework is completed, and this will factor into your class participation grade. Then, you have until the Midterm to type and revise your journal entries as the Midterm Exam grade. In the weeks following the Midterm, you will be assigned additional journal entries. You are expected to have typed, polished entries for submission for

your Final Portfolio. Class time will not be used for drafting Reader's Journals, so please manage your time appropriately, to allow for revising and editing these assignments.

"When something can be read without effort, great effort has gone into its writing."

http://quoteland.com/tellafriend/index.asp?QUOTE_ID=1539-*Enrique Jardiel Poncela*

Assignments Continued

Paper 1: Critical Reading Analysis Essay

Students will write 2-3 complete pages that provides a close reading and analysis of a text. A critical analysis examines a text and provides a reader deeper insight into the material. Often, we read material to extract relevant information. Reading critically, however, is a more complex process that involves understanding, analysis, and thinking. To **analyze** means to show the relationship of the parts of a text(s) being examined and how those relationships reveals the meaning. Remember that the purpose of a critical analysis is not merely to inform, but also to evaluate the significance, utility, quality, merit, truth, validity, beauty, or goodness of a text. Even though as a writer you set the standards, you should be open-minded, well informed, and fair. You can express your opinions (without using first person), but you should also back them up with evidence. This paper will include extensive pre-writing, a typed formal academic outline, and multiple drafts. The final draft must be **at least 2- 3 complete pages** and must include a Works Cited page.

Paper 2: Synthesis Essay

Students will write 3 to 4 complete pages that synthesizes two or more texts. As Charles Bazerman explains in his book *The Informed Writer: Using Sources in the Disciplines*,

If you read only one book [or any text], follow only one author's perspective in a complex conversation, the issues may seem simple, for that single author has constructed a personal sense of all that has been said....However, once you read a second and third book and move beyond the controlling wisdom of one author, you will have to make sense of the diverse statements you find. To write your own informed statement on a subject that other writers have addressed, you will have to sort out agreement from disagreement, fact from opinion, reliable information from unreliable. You will need to see how all the parts of the written conversation fit together into a picture you are satisfied with. You will become an author whose controlling voice brings the other voices together into a coherent written statement. You thus become an authority yourself, for you are an author too....This bringing together is the task of synthesis. All professions that use data or knowledge constantly require synthesis; that is, putting information from a number of sources into one usable, coherent form, whether to give a picture of a company's financial stability or to write a newspaper story (139).

Bazerman, Charles. *The Informed Writer: Using Sources in the Disciplines*. The WAC Clearinghouse. Fort Collins, CO., 2010. Available at <http://wac.colostate.edu/books/informedwriter/>

Paper 3: Synthesis with Research Assignment – (details will be provided in class)

Students will each write 5-6 pages plus a works cited page which will include MLA citations using researched materials from primarily academic sources.

Assignments Continued

Paper 4: Researched Argument /Annotated Bibliography

Annotated Bibliography:

Early in the semester, students will be asked to brainstorm possible topics for their final persuasive essay. Students will be asked to take a stance on the topic and to write a thesis-driven researched essay that is more complex than the standard 5-paragraph genre. Students will research their topics and collect artifacts for their persuasive essays. Please note that we will consider “research” in a comprehensive sense, and will include attention to interviewing, integrating media and also finding peer-reviewed scholarly articles. During these weeks, students will find a total of 5 valid sources, and will print, staple and annotate each article fully. Then, they will draft paper 4, an Annotated Bibliography which will include MLA citations and academic paragraphs comprised of summary, analysis and commentary. At the end of each entry, students will type a statement of how each source may or may not assist them in drafting Paper 4.

Researched Argument:

The goal of argument is persuasion. Persuasion gives you the power to influence the world around you. Whenever an organization needs to make a major decision, those who can think flexibly and write persuasively can wield great influence. An effective way to appreciate argument as both truth seeking and persuasion is to address a social or political issue of interest you, and to write on the topic to see how your views evolve. Your initial position will probably reflect your personal ideology - that is, a network of basic values, beliefs and assumptions that tend to guide your view of the world. As noted above, for this Persuasive Essay, you will begin researching for your Annotated Bibliography and move from a novice thinker on the topic to a critical thinker on the complexity of the issue. Then, you will integrate these sources into your final essay by paraphrasing and directly quoting the source material. This thesis-driven, text-based essay must be at least 7 pages and be submitted by the due date in MLA style. In this essay, you must integrate multiple types of source material and include in-text citations, a works cited page, and an academic formal outline must accompany the final draft.

Final Portfolio

Note: All of your course material must be retained and organized, throughout the term, to submit in the Final Portfolio. Please stay organized and keep track of your pre-writing.

The Final Portfolio will include a binder with 5 tabbed sections: **Tab 1** will include a cover letter, **Tab 2** will include a self-evaluation, **Tab 3** will include a Draft Assessment Sheet, **Tab 4** will include any revisions of papers 1 through 3. Revisions must include previous version with instructor comments, **Tab 5** will include all of the prewriting and drafts for Paper 4.

Every part of the Final Portfolio must be included, in order to submit the binder. In addition, all of the components of the Final Portfolio must be typed, except for the pre-writing from your papers and some of your early drafts.

Note: You can revise Papers 1, 2, and 3 for your Final Portfolio, and you can earn additional credit for your portfolio if these essays are improved upon. This is separate additional credit for Papers 1, 2, and 3 than for the Rewrite Policy listed on page 7. Students who were not eligible to submit rewrites are still allowed to revise Papers 1, 2, and 3 for the Final Portfolio. A direction sheet and the grading criteria for the Final Portfolio will be provided to students near the end of the term.

Grading

Grading:

The final grade will be a letter grade, A - F.
Students must get a “C” or better pass this course.

Grading is based on:

Attendance and Academic Participation (*see next page for more information*).... 10%

Includes:

- Reading Journals
- participating in class discussions
- small and large group work
- in class reading and writing
- coming to class prepared by doing the required reading and assignments on time
- Assignments and Quizzes
 - Demonstrates knowledge and critical thinking skills

Paper #1 Critical Analysis/Synthesis Essay	15 %
Paper #2 Synthesis Essay	15 %
Paper #3 Synthesis Plus Assignment	15 %
Paper #4 Annotated Bibliography	5 %
Paper #5 Persuasive Researched Argument	20 %
Reading Journals (50%) and Midterm Exam (50%)	10 %
Final Portfolio	10 %
Attendance/Participation	10 %

Note: A failing Exit Exam can result in a student needing to repeat the course, if the student's final average falls below a C.

Percentage Points	Letter Grade	GPA
93–100	A	4.0
90–92	A-	3.7
87–89	B+	3.3
83–86	B	3.0
80–82	B-	2.7
77–79	C+	2.3
73–76	C	2.0
70–72	C-	1.7

67–69	D+	1.3
63–66	D	1.0
60–62	D-	0.7
0–59	F	0

Additional Information

Attendance through academic participation:

Attendance and academic participation are important factors in your final grade. This is a reading and writing intensive course that incorporates active class participation and activities and peer-workshops. If you do not come prepared for class with notes, assignments, or other required work, **your grade will be affected**. Students are expected to attend all classes and participate in all class-related activities.

- Attendance through academic participation includes submitting all assignments as required, completing all essay drafts and final essays **on time**, taking all quizzes and/or exams, engaging in interactive tutorials or computer-assisted instruction; attending seminars, webinars, laboratories, or instructor conferences, working in study groups or peer groups; viewing and participating in online discussions; and accessing other media as required by the instructor. **All assignments must be completed successfully to pass the course.**

In your professional life, you are expected to show up on time, complete the expected tasks, be professional, and meet the outcomes required of the position in order reap the financial and personal benefits. In college courses, you are expected to show up on time, complete the expected tasks, be professional, and meet the outcomes required of the course in order reap the educational benefits.

I understand that things happen and if you know ahead of time that you will miss class or have an emergency of some kind, please contact me as soon as possible. You are, of course, responsible for the work due on the days you are absent. If an assignment is due on the day of your absence, you are still responsible for getting the work in on time. In addition, **coming into class late is disruptive. Please be on time to class and turn off any electronic devices not associated with the class.**

Our Classroom

Think of this class as a reading/writing workshop: A place where we meet to read/write, to talk about reading/writing, and to read one another's writing. I urge you to help me create a kind and encouraging environment, so that we may share ideas and learn from one another. We will be

reading and discussing controversial topics, and I propose that we avoid debating issues and, instead, try to enter into points of view in order to understand them. “Debate” too frequently consolidates one in a previously held point-of-view, rather than opening up receptiveness to new ideas and perspectives. Moreover, complex ideas generally have so many sides that an antagonistic approach to discussing them merely simplifies them out of their richness. This does not mean that we will always agree with one another, but we should try to disagree in ways that do not assume fixed and absolute positions. In addition, we shouldn’t forget that thoughtful questions are as valuable as conclusive statements.

In-Class Activities and Writing Workshops Participation:

Class activities are opportunities to collaboratively explore, discuss, and present material relevant to our class work. I am interested in seeing your ability to demonstrate the skills that we have worked on throughout the semester: citing appropriate sources, critical thinking, synthesis of information, and making connections. Missing classes, workshops, etc. will affect the final grade on individual papers and your overall class grade.

Explanation of “Grade Caps”

Papers are due within the first 5 minutes of class unless I state otherwise, and a late paper results in the loss of a letter grade (by means of a “grade cap”) for every class in which the paper is late. The loss of a letter grade serves as a “grade cap,” and is not necessarily punitive. For example, if a student hands a paper in two classes late, then they receive a “grade cap” of a C, which means that they cannot earn higher than a C on that essay. This does not mean that two letter grades are subtracted from the student’s final paper grade. So, if a student earns a C on a paper, that is two classes late, the student does not lose two letter grades off of the C. Instead, the student would earn the C, because that is the “grade cap” for that paper. In this scenario, if a student earned an A on the late paper, they could still not receive a grade higher than a C, due to the lateness of submitting the essay.

Paper Rewrite Policy

Revising is an important part of writing and this workshop course allows space for writers to compose and rework their essays over an extended timeframe. Although due dates are important in college, this course also allows the flexibility for students to revisit their graded essays to further work with the drafts to refine their craft. The rewrite policy is as follows: Papers 1, 2, and 3 are eligible for rewriting, *as long as the Final Drafts of these essays are handed in on time* and with all of the required materials (i.e. prewrites, outlines, and annotated sources). To clarify, any Final Drafts *that are submitted late* are NOT entitled to be submitted for a rewrite.

After the student receives his or her grade on the Final Draft, the student has one week to submit a revised version of the draft. The student must work with a TRCC tutor, and must hand in the original Final Draft folder, with the rewrite on top and labeled. **The rewrite must be highlighted to showcase all of the changes that the student made from the Final Draft to the rewrite draft.** The maximum grade increase for a rewrite is one letter grade higher than what was earned on the Final Draft. If plagiarism is present in the rewrite, the draft will not be accepted. **NOTE: Students must revise the entire essay in order to submit a rewrite, and the revisions should be extensive. If a student submits a rewrite that is not extensively edited**

AND highlighted with the changes, it will be returned, and the student will not be able to rewrite the draft again until the Final Portfolio.

Academic Integrity:

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.

Save Your Work:

It is always a good idea to *save your work* to disk or to make a copy of any paper that you turn in for a grade. Save a hard copy of your work to avoid missing assignments due to computer disasters. I would also recommend emailing a copy of your work to *yourself* as a precaution. There are also online options to save your work through services such as *Dropbox* or *Sugarsync*. *Google Docs* is also a very good option.

Plagiarism:

Plagiarism is using someone else's words or thoughts without crediting them properly. Plagiarism includes paraphrasing another person without properly identifying that person. Plagiarism includes copying, buying, borrowing, stealing or otherwise obtaining and using another person's work as if it was your own.

Plagiarism is the unacknowledged use of another person's words or ideas in your writing. If you use any ideas, thoughts, writing, quotes, or even paraphrase some other writer's thinking, you must acknowledge that person. Whether conscious or unconscious, plagiarism is a serious academic offence. Consequences for plagiarism can range from failing the assignment to failing the course.

Formatting your Papers:

- All papers should be typed on white paper, printed, spell-checked for typos and other errors.
- Use 12-point Times New Roman font, and left-justified with one-inch margins.
- On the first page of the paper, in the upper left-hand corner, place your name, course title, my name, assignment name, due date (all in double space).
- The body of your essay is double-spaced.
- Your title should then appear two spaces down, centered on the page. Please note that the assignment name is not the title of your essay.
- Number pages beginning on page one in the upper right corner.
- Staple the essay pages together in the upper left corner.

Unstapled essays will not be accepted.

- Save paper. A cover or title page is not necessary.
- Use MLA citation to document sources.

More Additional Information

“My computer crashed”. “My printer ran out of ink”. “I left the assignment on my desk”. “I could not access Blackboard”.

Technical problems online: While these do occur either at home or from an on-campus connection, they are usually **not** valid reasons for failing to fulfill the requirements for attendance on that day. Students are responsible for allocating enough time to complete online assignments, and they should include the possibility of technical "glitches." Thus, students need to allow enough time to try again later or to travel to a campus computer lab or alternative place to complete the assignment and therefore avoid an absence for the day. Exceptions may be made by the instructor in the event of widespread computer viruses or some other large-scale event affecting TRCC's computer network, but exceptions will not be made for routine computer problems. PLAN AHEAD.

Save Your Work (Yes, this is in here twice):

It is always a good idea to *save your work* to disk or to make a copy of any assignment that you turn in for a grade. Save a hard copy of your work to avoid missing assignments due to computer disasters. I would also recommend emailing a copy of your work to yourself as a precaution. There are also online options to save and sync your work through services such as *Dropbox*, *Sugarsync* or *Google Drive*. PLAN AHEAD.

Printers:

Assignments are due in class on the dates indicated. Do not wait until just before class to print your work. Running out of ink or printer problems in the library are not valid excuses for late work. PLAN AHEAD.

Email Policy and Communication:

I encourage you to communicate with me via email (preferred method); however, please be mindful that any written communication with me should be professional and regarded as a formal communication that follow standard written English conventions.

You must check and use your college email for class-related communications. For more information about this email account, visit the college home page and click the "New student email button." This email account is the only official electronic means that the college will

communicate course and non-emergency information to you. Make sure that you check it often. Another option is to set up to forward your email from the college address to your preferred address.

Even More Additional Information

Email policy and questions about assignments:

E-mail: I check my e-mail Mon through Friday between 9:00 A.M and 6:00 P.M. and usually on Sunday night. You can expect a reply from me within 24 hours. **All e-mails must include your name and the class you are in.** rstewart@trcc.commnet.edu

Planning ahead and allowing time for revision is so important to good writing. Therefore, I will answer questions regarding the requirements for assignments up to **24 hours** before an assignment is due. This means you must have read the assignment and started writing before that time in case you have questions. Emailing me a question the evening before an assignment is due shows a lack of planning and preparation.

Digication Learning Portfolio Requirements

As a student you will maintain an online learning portfolio using a college-designed template in Digication. Through this electronic tool you will have the opportunity to monitor your own growth in college-wide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. If your work is selected and reviewed for assessment purposes, it will remain anonymous and private. Digication provides a “place” where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices, as well. Have fun in learning!

College Withdrawal Policy:

A student who finds it necessary to discontinue a course once class has met must provide notice to the Registrar. Withdrawal forms are available at the Registrar’s office, both on campus and at the Sub-base. Non punitive “W” grades are assigned to withdrawal requests. An instructor’s signature is required after the deadline has passed. No withdrawals are permitted after the last class preceding the final exam. Students who do not obtain an official withdrawal, but simply stop attending classes, run the risk of receiving an “F” grade for the course.

N Grade Policy:

The N grade is assigned when there is no basis for a grade. This applies to students who never came to class or didn't attend long enough to be graded. The N grade is used to distinguish between failures (F), withdrawals (W), and students who stop attending without a basis for a grade, i.e., students who stop attending before the 60% point. Like withdrawals, the N grade is not included in a GPA, but counts as a non-completed course

The Writing Center/TASC:

Room: C117 (next to the Library).

Phone: 860-215-9082

Email: TRWritingcenter@trcc.commnet.edu.

Online tutoring: <http://www.etutoring.org/>

Weather Cancellations:

Call 860-215-9000, press 1 for College Closing Announcement. Or go online to: www.trcc.commnet.edu or www.threerivers.edu (Announcement posted on main page). Or Jean will call/text/email you.

Sign up for MyCommNet Alert! MyCommNet Alert is a system that sends text messages & emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather.

All students are encouraged to sign up for MyCommNet Alert. A tutorial is available on the Educational Technology & Distance Learning Students page of the web site.

http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

Computer Labs

Room E112

Open: M-R 9:00 am – 9:00 p.m.

F – 9:00 am – 6:00 p.m.

Sat – 9:00 am – 2:00 p.m.

Library has computers for student use during library hours.

“It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union... Men, their rights and nothing more; women, their rights and nothing less.” – Susan B. Anthony

Even More Additional Information Continued

Special considerations

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.

TRCC Disabilities Service Providers Counseling & Advising Office Room A-119	
Matt Liscum (860) 215-9265	<ul style="list-style-type: none"> • Physical Disabilities • Sensory Disabilities • Medical Disabilities • Mental Health Disabilities
Chris Scarborough (860) 215-9289	<ul style="list-style-type: none"> • Learning Disabilities • ADD/ADHD • Autism Spectrum

Please note that an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services to the instructor. Also, accommodations take effect when the instructor receives the paperwork from a student- accommodations cannot be provided retroactively

Important Course Dates and Withdrawal From Class:

Sept 7	Labor Day – College Closed
Sept 14	Last Day to Drop Classes for Partial Tuition Refund
Sept 28	Last Day to Select Audit Option
Nov 9	Last Day to Select Pass/Fail Option Online Course Evaluations open to students
Dec 14	Last Day to Withdraw from Classes
Dec 21	Last Day of Classes
Dec 30	Grades Available Online

Up to Dec 14th, students may officially withdraw from the class at the Registrar's Office (A-115). *Any student who does not officially withdraw and does not attend classes will receive an*

Syllabus adapted with permission from Joseph Selvaggio