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# Composition I

Rhonda Lewis Dr.  
*Collin College*

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# COLLIN COLLEGE

## COURSE SYLLABUS

Course Information
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**Course Number:** ENGL 1301

**Course Title:** Composition I

**Course Description:** Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Lab required.

<b>Course Credit Hours:</b>	3
Lecture Hours:	3
Lab Hour:	1

**Prerequisite:** Meet TSI college-readiness standard for Reading and Writing; or equivalent

### Student Learning Outcomes:

- **State Mandated Outcomes:** Upon successful completion of this course, students will:
  1. Demonstrate knowledge of individual and collaborative writing processes. (Teamwork, Communication Skills)
  2. Develop ideas with appropriate support and attribution. (Communication Skills)
  3. Write in a style appropriate to audience and purpose. (Communication Skills)
  4. Read, reflect, and respond critically to a variety of texts. (Critical Thinking)
  5. Use Edited American English in academic essays.
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
  1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

**Withdrawal Policy:** October 20, 2018, is the last day to withdraw.

**Collin College Academic Policies:** See the current *Collin Student Handbook*

**Americans with Disabilities Act Statement:** Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Instructor Information
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**Instructor's Name:** Dr. Rhonda Lewis

**Office Number:** J-238 (located in the J-Building, Suite J-236)

**Office Hours:** MW10am-12pm; TR 9am-10am

**Phone Number:**

**Email:** [RhondaLewis@collin.edu](mailto:RhondaLewis@collin.edu)

Email is my preferred method of contact. I will generally respond to emails within 24 hours, though it may take a little longer on weekends. I will only respond to emails sent from CougarMail or within Canvas, not from outside email addresses.

**Class Information:**

**Section Number:** ENGL 1301 – P28 CRN 10738

**Meeting Times:** T R 10:00-11:15

**Meeting Location:** LH148 (Lawler Hall)

**Minimum Technology Requirement:**

- Students need to have access to, and be able to use, Cougarmail and Canvas
- Students need to know how to use Google Docs to store and transfer work
- Students need to have access to, and be able to use, a word processor that can save documents as .doc or .docx files (such as Word). If you use another word processor such as Pages, Google Docs, or Open Office, you must download/save your files as .doc or .docx files before you submit them
- Students need to know how to upload and download files and attachments

**Course Resources:** Bullock, Richard, Goggin, Maureen, and Weinberg, Francine. *The Norton Field Guide to Writing with Readings and Handbook, 4ed.* Norton 2016. ISBN: 9780-0-393-61739-9.

**Supplies:** Textbook, notebook, writing utensils, flash drive or other means for storing and saving digital documents (Google docs, dropbox, for example), access to Internet and a word processing program.

**Grading Method:** The class is graded on a point scale, with a total of 1000 points for the semester. The breakdown of individual point values is as follows:

- Essay #1 (Memoir): 50 points
- Essay #2 (Literacy Narrative): 100 points
- Essay #3 (Annotated Bibliography): 75 points
- Essay #3 (Argument): 125 points
- Essay #4 (Evaluation): 100 points
- Grammar work (inquisitive 8 quizzes): 25 points
- Final reflection and Portfolio: 120 points
- Labs: 80 points (10 points per lab)
- Service Learning Project 50 points
- Classwork/Participation 50 points
- Final Exam: 50 points

A
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900-1000
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B	800-899
C	700-799
D	600-699
F	0-599

## Grading/Assignment Explanation

**Essays:** Essay assignments and the annotated bibliography will be graded according to the rubrics outlined in canvas. Essays must be submitted through the appropriate submission link in Canvas on time and in the correct file format (.doc or .docx). All paper drafts must be typed in 2016 MLA formatting and must use 2016 MLA citation rules. All work must be written *for this class*; do not submit recycled papers written for another class.

**Lab Assignments:** Please see the instructions for the lab component and follow all guidelines carefully. Lab write-ups must use standard American grammar, spelling, and punctuation and must use 2016 MLA citation and formatting style; they should be carefully proofread. Lab submissions that follow all directions and are sufficiently analytical, error-free, and thorough will receive full credit. Failure to meet minimum requirements will result in partial or no credit. Labs that receive partial credit may be revised and re-submitted any time before the final deadline. All lab submissions, including revisions and extra credit labs, are due before 11:59pm on Thursday, December 6, 2018. No late lab submissions will be accepted.

**Final Reflection/Portfolio:** In this course, you will compile an electronic portfolio that includes written work completed throughout the 16 weeks. Part of the portfolio assignment will be you assessing your strengths and weaknesses as a writer. More details will be explained in class regarding this assignment.

**Participation:** Your participation grade is composed of all other homework and classwork assignments, as well as your daily participation grade.

- ✓ **Homework:** In order to allow students to work on thorough revision and editing, rough drafts and other homework assignments must be on time and *complete* – they must meet minimum word, formatting, and research requirements for the assignment in order to receive full credit. Homework is due at 11:59pm on the night before class, to allow me time to adjust lesson plans as necessary before class starts. Late rough drafts may receive up to half credit if they are submitted before the end of the unit they belong to (that is, when the final draft of that paper is due). No other late homework will be accepted.
- ✓ **Classwork:** This grade is determined by your active preparation and engagement in class activities. This refers to activities completed in class individually or in groups. If students are absent or late to class and miss a quiz, group activity, workshop, or other graded activity, they will not be able to receive points.

**Late Papers:** If a final draft of an essay or the annotated bibliography is submitted after the deadline, it will be considered late. The late penalty is 10% per 24 hours (5% for the first 12 hours after the due date). In some cases, I may be willing to extend deadlines for major projects. This is done on a case-by-case basis; please communicate with me as early and as completely as possible if you feel you have unusually difficult circumstances so that we can discuss a potential extension. No late essay submissions will be accepted after the start of the final exam period for this course.

**Instructor Grading/Feedback:** The “turn around” time for homework, quizzes, and other small assignments will generally be within 3-4 days, and grades will be recorded on Canvas. The “turn around” time for major papers will be within 5-7 days, and students will be able to access feedback and grades on Canvas.

**Service Learning:** Service learning is a service-based application that benefits the community. Service learning projects are a component of a credit bearing class with specific academic learning objectives associated with a grade. In this course, you will complete one service-learning project as a group. After completing the service-learning project, students will write a 300 word or one page reflection.

**Extra Credit:** There will be three opportunities to earn a few extra points in this class. You can earn an extra 5 points by attending one of the three “Feed the City” volunteer events. Feed the City is an event that helps fight hunger. Each individual who attends will be making sandwiches to help those in need. For additional details, please see me in class. After completion of one Feed the City event, you will write a 150-word reflection. Extra credit opportunities are Saturday September 1st, Saturday November 3rd, and Saturday December 1st.

### Attendance/Tardiness

- ✓ **Attendance:** Attendance is vital in this class. You should come to class prepared to discuss the assigned readings. *You cannot get credit for an in-class activity if you are not in class.* Additionally, I will cover material during class that is not in the readings but will be required in your essays; you will still be held accountable for course concepts even if you are absent from class when we go over them. In other words, your grade in the course will be directly impacted by not attending class.
- ✓ **If you are absent, you should still be prepared for the next class that you attend.** Get contact information for classmates to make sure you stay caught up. Homework assignments are always available in the syllabus; if you ask me what the homework is, I will refer you to the syllabus.
- ✓ **Religious Holidays:** Please notify me beforehand about any class days you will miss for religious holidays so that I can plan accordingly. Please reference Section 2 Policies and Procedures, Sub-section 2.23 Religious Holidays in the current *Collin College Student Handbook*.
- ✓ **Tardiness and Leaving Class Early:** Tardiness is frequently disruptive to other students and to the teacher; please be prompt and prepared for every class. Being significantly or frequently late to class may result in loss of participation credit. If you need to leave class early, please let me know before class whenever possible, and leave as quietly as you can. If an emergency arises and you do leave without letting me know before class, please send an email afterward as a courtesy to me.

### Communication

- ✓ **Email:** Please make sure you use your CougarMail or Canvas mail for all email correspondence. You also need to use the conventions of formal academic/professional emails for all communications via email with me throughout the class (a subject line, a greeting, a full and complete description of your message or question, and a signature with your name and course number/time). This applies even if you are just replying to an email or sending a document as an attachment. Additionally, please be aware that I will only discuss grades in person, not via email.
- ✓ **Civility:** Over the course of the term, we will likely discuss sensitive matters and explore differing viewpoints. Please be considerate and respectful towards everyone throughout the course in both discussion and writing. Audience awareness and respect are key components of successful composition and academic/professional communication.
- ✓ **Disruptive Behavior:** Behavior that detracts from the positive learning environment of the classroom will not be tolerated (Please reference Section 7 Student Code of Conduct, Sub-section 1.2 Disorderly Conduct in the current *Collin College Student Handbook*).
- ✓ **Scholastic Dishonesty and Plagiarism:** Please see section 7-2.2 of the *Collin Student Handbook* for definitions of scholastic dishonesty and plagiarism and information on Collin’s policies. If a student is found responsible for academic dishonesty or plagiarism (intentional or unintentional), a penalty ranging from a 0 on an assignment to an F in the course will be assigned based on the instructor’s interpretation of the severity of the situation.

### Technology

- ✓ **Computer and printer problems are not valid excuses for late or missing work;** make sure you save your work on a flash (USB) drive, email it to yourself, and/or save it to a cloud service (like dropbox, OneDrive, or Google docs) to make sure you don’t lose it if anything happens to the computer or internet connection.

- ✓ **Technical Help:** Please complete work early to give yourself extra time in case of technical problems. Students needing technical help with software, attachments, or e-mail should seek help here: <http://www.collin.edu/academics/ecollin/technicalsupport.html>
- ✓ **Submission errors:** If you ever have problems submitting work on Canvas, please immediately email me a copy of the completed work to show me that it was finished by the due date. An email without the completed work attached as a .doc or .docx file will not demonstrate that the work was completed on time. You must still submit it on Canvas as soon as possible in order to receive credit.
- ✓ **Cell phones:** Cell phones/ smart devices are encouraged, as we will use them for various class activities. When electronic devices are not in use for learning activities, please silence them on vibrate. If you are expecting an emergency call, please step outside the classroom to take your call. During quizzes, you may use cell phones to listen to music, but the playlist must be set beforehand and the phone must be inside a pocket or bag/purse under the desk; you may not touch the phone at all until the quiz is handed in.
- ✓ **Laptops and tablets:** You may bring and use laptops or tablets during the portions of the class when you are doing in-class writing or other activities where they may be useful. Please have the laptops and tablets closed or off during large- or small-group discussions so that you can participate more fully in those discussions. Use of a laptop for non-class activities may result in loss of participation points for the day.

## **SOBI**

Collin College's Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment. In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI.

Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of Student Code of Conduct (Code) violations will be referred directly to the Dean of Students for disciplinary action.

To submit a SOBI referral through CougarWeb, go to the "Student" tab, scroll down to the section entitled, "Safety and Wellness" and then click on "Refer information of concern (SOBI)". Complete the form as fully and as accurately as possible. You can obtain more information about SOBI (including how to submit a referral from off-campus) on the SOBI website, which can be found here (<https://www.collin.edu/studentresources/SOBI/>).

## **Course Lab Component**

The lab component is an integral part of this composition course. Over the course of the term, the student will be required to complete a minimum combination of eight (8) selections from the list that immediately follows in this section; each lab is worth 2 units, for a total of 16 required units of labwork. The lab work is NOT the same as the weekly coursework. It is, instead, designed as additional writing-focused activities that will further improve the student's writing, analytical, and critical thinking skills.

**Students may complete any combination of the options listed below;** they will then write a Lab Completion Sheet in correct 2016 MLA formatting, containing either a 150-word Detailed Reflection or a 150-word Detailed Reflection with Rhetorical Analysis, as noted below, for each completed lab activity. Instructions for the Detailed Reflection or Detailed Reflection and Rhetorical Analysis are contained in the Canvas module for Labs.

Composition Course Lab Options:

- **Conference with professor** – must be of substance (assistance with an assignment, topic selection, or research). Turn in an electronic Lab Completion Sheet containing a Detailed Reflection.
- **Writing Center session** with a tutor. Turn in a physical, stamped copy of your paper, as well as an

- electronic Lab Completion Sheet containing a Detailed Reflection.
- **Writing Center Workshop** (see schedule at <http://www.collin.edu/studentresources/writingcenter/index.html>). Turn in an electronic Lab Completion Sheet containing a Detailed Reflection.
- **Two library tutorials** – these are available as links on the desktop of the computers in the library; options include Citation Styles; Using Current Event Databases; Using Keywords; Using College Databases for Research; Using Literature Databases; the White House Plagiarism Game; Library Catalog Lab; and Peer Reviewed Journals. **Important note:** To receive credit for one lab activity, you need to complete **two** of these tutorials. You will turn in both physical printed certificates with your name, your score, and a librarian’s signature, as well as the electronic Lab Completion Sheet containing a Detailed Reflection that covers both tutorials.
- **Campus Speaker/Campus Event** (see schedule at <http://calendar.collin.edu> ). Any event designed with an educational purpose will work for this (such as a lecture, workshop, roundtable, art exhibit, film screening, theater/dance/music performance, etc). Turn in an electronic Lab Completion Sheet containing a Detailed Reflection with Rhetorical Analysis.
- **Civic/cultural event in the community** (pre-approved by professor). Turn in an electronic Lab Completion Sheet containing a Detailed Reflection with Rhetorical Analysis.
- **Pre-approved video or podcast** (contained in the folder under the ‘Labs’ section of Canvas). Turn in an electronic Lab Completion Sheet containing a Detailed Reflection with Rhetorical Analysis.

All lab components (both physical and electronic) must be submitted before the absolute final deadline, which is Thursday, December 6, at 11:59pm; **no late labs will be accepted after that point for any reason.**

### Daily Schedule

This schedule may be subject to change; if I make any adjustments, I will announce them in class and through Canvas beforehand. Be aware that all assigned readings may be tested through unannounced quizzes in class. Homework is always due at 11:59pm the day before class.

Dates	Week 1 Meeting Details
Tuesday August 28	Introduction to English Composition Syllabus overview Introduction to canvas <b>Homework: Read the entire course syllabus; print and sign the syllabus agreement by Thursday August 30<sup>th</sup></b>
Thursday August 30	Turn in signed syllabus agreement forms Syllabus review MLA formatting Inquizitive login (Norton online grammar assignments) <b>Homework: Work on fragments due September 7<sup>th</sup> Read chapters 1, 2, and 3</b>
<b>Week 2 Meeting Details</b>	
Tuesday September 4	Review Chapters 1 and 2. Discuss the importance of critical thinking as it relates to reading and writing. Grammar do’s and don’ts Avoiding writer’s block <b>Homework: Fragments; read <i>Guns and Cars are Different</i> (page 40)</b>

Thursday September 6	Review chapter 3: Discuss the importance of summarizing and responding to texts. Summary/response paragraph Fragments due by 11:59pm tonight Writing Center Orientation <b>Homework: Read Chapters 5-9 Rhetorical Situations; Fragments due Friday September 7</b>
<b>Week 3 Meeting Details</b>	
Tuesday September 11	Review Chapters 5-9 Rhetorical situations Thesis statements and topic sentences Chapters 33-34 <b>Homework: Read chapter 18 Memoirs; work on commas due Friday; read “All Over but the Shoutin” page 216</b>
Thursday September 13	Genres (Memoir) Chapter 18 Thesis statements and topic sentences continued Chapters 33-34 Review “All Over but the Shoutin” Memoir essay outlines due in class <b>Homework: Commas due by Friday September 14</b>
<b>Week 4 Meeting Details</b>	
Tuesday September 18	Memoir Essay peer sharing. Bring printed rough draft to class. <b>Homework: work on run on sentences due Friday September 21; finish up memoir essay</b>
Thursday September 20	Memoir Essay due by 11:59pm in Canvas <b>Homework: Run on sentences due Friday September 21</b>
<b>Week 5 Meeting Details</b>	
Tuesday September 25	Genres (Writing a literacy narrative) Chapter 10 <b>Homework: work on pronouns due Friday September 28</b>
Thursday September 27	Genres (Writing a literacy narrative) Chapter 10 <b>Homework: work on pronouns due Friday September 28; read the “Mother Tongue” by Amy Tan page 649</b>
<b>Week 6 Meeting Details</b>	
Tuesday October 2	Compiling a portfolio chapter 318
Thursday October 4	Compiling a portfolio continued <b>Homework: work on subject/verb agreement due Friday October 5</b>
<b>Week 7 Meeting Details</b>	
Tuesday October 9	Literacy essay <b>Homework: work on misplaced dangling modifiers due by Friday October 12</b>
Thursday October 11	Literacy narrative essay outline due in class <b>Homework: Misplaced Dangling Modifiers due by Friday October 12</b>
<b>Week 8 Meeting Details</b>	
Tuesday October 16	Literacy narrative essay peer sharing (bring rough-drafts to class) <b>Homework: work on words often misused due Friday October 19</b>



Thursday October 18	Literacy Narrative Essay due by 11:59pm in Canvas <b>Homework: Words often misused due by Friday October 19</b>
	<b>Week 9 Meeting Details</b>
Tuesday October 23	Genre (Arguing a position) Chapter 13
Thursday October 25	Genre (Arguing a position) Chapter 13 Punctuating Quotations due by 11:59pm <b>Homework: read chapter 45 doing research</b> <b>Homework: work on punctuation quotations due Friday October 26</b>
	<b>Week 10 Details</b>
Tuesday October 30	Doing Research Chapter 45 Finding sources chapter 46 <b>Homework: read "Is google making us stupid; narrow down an argument topic</b> <b>Homework: read "Should gamers be prosecuted for virtual stealing?" page 731; narrow down an argument topic</b>
Thursday November 1	Library instruction Genre (Arguing a position) Chapter 13 Argument topic due in class in canvas
	<b>Week 11 Details</b>
Tuesday November 6	Citing sources in MLA Reference page Research Avoiding plagiarism Quoting, paraphrasing, and summarizing
Thursday November 8	Research in class Annotated bibliography review Argument essay outline due in class <b>Homework: continue researching argument topics and work on annotated bibliography and essay</b>
	<b>Week 12 Details</b>
Tuesday November 13	Annotated Bibliography due in class Argument essay peer sharing (bring rough-drafts to class)
Thursday November 15	Genre Evaluations chapter 16 Argument Essay due by 11:59pm in Canvas
	<b>Week 13 Details</b>
Tuesday November 20	Genre Evaluations chapter 16 Evaluation essay topic due in class
Wednesday November 21	<b>Thanksgiving Holiday</b>
Thursday November 22	<b>Thanksgiving Holiday</b>
Friday November 23	<b>Thanksgiving Holiday</b>
	<b>Week 14 Details</b>

Tuesday November 27	Portfolio <b>Homework: work on evaluation outlines</b>
Thursday November 29	Portfolio Evaluation essay outlines due in class <b>Homework: work on evaluation roughdraft</b>
	<b>Week 15 Details</b>
Tuesday December 4	Evaluation Essay peer sharing (bring rough-drafts to class)
Thursday December 6	Evaluation Essay due by 11:59pm in Canvas
December 6	Lab Assignments due by 11:59 on Canvas
	<b>Week 16 (Finals Week)</b>
Tuesday December 11	Final Exam 10am-12pm

## Student Agreement

### ENGL 1301 Fall 2018 CRN 10738

**To the Student:** You will need to type your initials in front of each statement, print and date the form below, save a copy (PDF) of the file for yourself and submit a copy via Canvas. This document provides you with an understanding of student responsibilities with regards to this course. These items are normally discussed on the first day of a face-to-face course.

- I have read the course syllabus posted on Canvas and or sent via email by **Dr. Lewis**.
- I understand that I need to be on time to class and engaged in all class activities.
- I understand that if I arrive more than 5 minutes late to class or leave more than 15 minutes prior to the end of class, I will not receive points for in class activities and a score of zero will be entered for assessments given on that day. Exceptions are days when exams are given. See next item.
- I understand that I am expected to come to class prepared and ready to participate in class discussions.
- I understand that extra credit and or allowances for a lack of preparedness will not be available.
- I understand that it is my responsibility to check that I have access to Collin College, CougarMail, and Canvas.
- I understand that if I have difficulty accessing CougarWeb and or Canvas, it is my responsibility to contact technical support to correct any computer/software issues.
- I understand that I may not electronically record **Dr. Lewis** or my classmates without filling out and submitting the electronic permission document.
- I have read and understand the information in the syllabus relating to email guidelines.
- I understand the Method of Evaluation for this course as explained in the syllabus posted on Canvas and provided by **Dr. Lewis**.
- I understand that some assignments will require me to work in a group setting with other students in this course.
- I understand that I am responsible for checking Canvas daily for any updates or changes made by **Dr. Lewis**.
- I understand that in the event that there is a system wide error with CougarWeb and or Canvas, it is my responsibility to check Cougarmail and Canvas for announcements regarding when the system is available. I understand that if this should occur, I will have 24 hours after the issue is fixed to submit assignments which were due during the time the system was down.
- I understand that computers are available to me at Collin College and that course work must be submitted from any computer that meets technical standards.
- I agree that technical difficulty with my computer equipment is not an acceptable excuse for turning in late work or not turning in assessments.

- \_\_\_\_\_ I understand the late work policy outlined in the syllabus.
- \_\_\_\_\_ I am comfortable: logging into CougarWeb, CougarMail and or Canvas, sending emails with multiple attachments, accessing and posting within a discussion board, locating online resources, attaching digital images to online assignments.
- \_\_\_\_\_ I understand that I may need to spend 20+ hours a week studying for this course.
- \_\_\_\_\_ I understand that my grade is based on my ability to demonstrate my knowledge of the material rather than the amount of work that I put into the course.
- \_\_\_\_\_ I understand that this course includes a service-learning project that might be completed at location other than the Collin College-Frisco Campus (DFW area).
- \_\_\_\_\_ If I decide to drop my ENGL 1301 course, I understand that it is my responsibility to fill out the necessary paperwork to formally drop the course.
- \_\_\_\_\_ I agree to use language that is appropriate for an academic setting with regards to communication to **Dr. Lewis** and classmates. I understand that this pertains to discussions, comments, chats and emails.
- \_\_\_\_\_ I understand that some of my publically submitted postings, such as those used in discussions, comments, and chats will be seen or re-used for other students to see.
- \_\_\_\_\_ I will contact **Dr. Lewis** if I have any questions, personal comments or require clarification regarding this course.
- \_\_\_\_\_ I understand that if I have a disability and I am requesting accommodation; it is my responsibility to contact Collin College's ACCESS office in order to provide **Dr. Lewis** with the appropriate documentation.
- \_\_\_\_\_ I understand that other assignments in this course can not be accessed until a signed copy of this agreement has been signed and posted in Canvas.
- \_\_\_\_\_ I have read, understand and agree to the above requirements for this course.

Print Full Name \_\_\_\_\_

Preferred Name \_\_\_\_\_(For example: I prefer Dr. Lewis)

College ID \_\_\_\_\_ Date \_\_\_\_\_