CONTACT INFORMATION:
CRN #: 80161  Section:11
Class time: MW 1:40-2:55
Office: LIA 232
Office Hours: MW 12:15-1:30 & 4:30-5:00; T 12:15-4:00
Writing Lab Hours: T 4:00-5:00
Office Phone:  706-272-4592
Email address: klallen@daltonstate.edu (I check email Monday-Friday until 5:00 p.m.)
*It is YOUR responsibility to check DSC email and D2L regularly for class news and notes.

REQUIRED MATERIALS:

RECOMMENDED MATERIALS:
Freshman theme paper
Ink pens in blue or black ink and green ink

COURSE DESCRIPTION:
Prerequisite: English 1101 or the equivalent. Students must have a C or better in 1101.
This course is a continuation of English 1101 through its stress on composition.
Emphasis is also given to introduction to literature, library orientation, documentation, and basic research skills, including the capability in electronic resources and documentation. A minimum grade of C is required to complete English 1102.

COURSE OBJECTIVES:
English 1102 is primarily a composition course designed as a continuation of English 1101. A major purpose of the course is to strengthen the students' ability to organize, plan outline, write, correct, and revise essays of various types.

I. ESSAYS
   A. The outlines and essays will include the following:
      1. Title
      2. Thesis Sentence
      3. Organization appropriate to the assigned topic
      4. Introductory or organizational paragraph
      5. Three or more supporting paragraphs with topic sentences
      6. Evidence of transitions
      7. A concluding or summarizing paragraph
B. Essays will demonstrate a mastery of conventional English grammar and usage.

II. Literature
A. Another purpose of the course is to function as an introduction to the short story, poetry, and/or drama. Emphasis is placed on literal content, meaning, idea, interpretation, plot, character, theme, point of view, symbol, irony, emotion, humor, fantasy, values, definitions, figurative language, imagery, denotation, connotation, allusion, tone, and other items which the instructor might choose.
B. The essays and quizzes will evidence understanding of these terms and content considerations in the individual works assigned by the instructor.

III. Library
A. A further major purpose of this course is to introduce students to the wealth of information the library holds and to give them experience in unlocking this information. Students will demonstrate their abilities through:
1. Tests
2. Essays
3. A term paper based on library and electronic research
B. Other appropriate assignments that an instructor will require.

STUDENT LEARNING OUTCOMES:
1. Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication (General Education Outcome).
2. Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly (Critical Thinking).
3. Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments (Critical Thinking).
4. Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation (Critical Thinking).

ASSESSMENT OF STUDENT LEARNING OUTCOMES:
1. Seventy percent of students will score 70% or better on the thesis section of Literary Analysis 1 and Literary Analysis 1.2, providing a thesis with a specific and defendable opinion and position along with supporting points to present a unique perspective on the poetry, fiction, or drama they read.
2. Seventy percent of students will score 70% or better on the research and documentation sections of Literary Analysis 3.
3. Seventy percent of students will score 70% or better on the content and analysis components of Literary Analysis 2.
4. Seventy percent of students will score 70% or better on the content and analysis components of Literary Analysis 2.2, in which sources and passages deepen the discussion, and presentation of thesis points are included and adequately discussed and analyzed.
**CLASS ACTIVITIES:**
The student will participate in the following learning activities such as
1. planning, writing, and correcting a minimum of five essays;
2. doing exercises as needed to correct errors in writing;
3. discussing, prior to revising, errors in current essay requirements;
4. discussing literary selections;
5. discussing research facilities and working on research projects;
6. taking quizzes to demonstrate mastery of the assessment goals of the course.

**COURSEWORK:**
1. **Literary Analysis 1: 10% (100 points)**
   Students will write a two page thesis-driven essay for their interpretation of one of the assigned poems. Students may not use any secondary sources.

2. **Literary Analysis 1.2: 15% (150 points)**
   Students will revise Literary Analysis 1 and expand it from two pages to three pages. Students may not use secondary sources.

3. **Literary Analysis 2: 10% (100 points)**
   Students will write a three page thesis-driven essay for their interpretation of one of the assigned short stories. Students may not use any secondary sources.

4. **Literary Analysis 2.2: 15% (150 points)**
   Students will revise Literary Analysis 2 and expand it from three pages to four pages. Students must use one secondary source and provide a correct Works Cited page.

5. **Literary Analysis 3: 15% (150 points)**
   Each student cannot pass the class without writing this essay.
   Students will write a four page thesis-driven essay for their interpretation of one of the assigned plays. Students must use two secondary sources and provide a correct Works Cited page.

6. **Midterm: 10% (100 points)**
   The midterm will consist of twenty-five multiple choice and true/false questions worth four points each. Students will be asked to define literary terms and composition terms, to provide titles of works assigned, to provide names of the authors assigned, to answer questions about the plots of the works, and to identify characters’ names and the works in which they appear. Literary terms and composition terms and information will be posted on D2L during the semester for students to use as a study guide.

7. **Final Exam: 15% (150 points)**
   The final exam will consist of fifty multiple choice and true/false questions worth three points each. Students will be asked to define literary terms and composition terms, to provide titles of works assigned, to provide names of the authors assigned, to answer questions about the plots of the works, and to identify characters’ names and the works in which they appear. Literary terms and composition terms and information will be posted on D2L during the semester for students to use as a study guide.
8. **Reading Quizzes: 10% (100 points)**
Students will take six reading quizzes, one for each of the following works: “The Cask of Amontillado,” “The Yellow Wallpaper,” “An Occurrence at Owl Creek Bridge,” *Hamlet*, *A Midsummer Night’s Dream*, and *The Importance of Being Earnest*. Each quiz is worth twenty points and will have ten questions. I will drop the lowest quiz grade.

*Detailed descriptions for each assignment will be given throughout the semester.
**Students will have the option to revise Literary Analysis 1 OR Literary Analysis 2 (not both).*

**ATTENDANCE POLICY:**
Students who miss five or more classes risk failing the course. Any student at risk of failure due to absences can exercise the right to withdraw voluntarily from the course by midterm and receive a W or after the midterm and receive a WF. *I reserve the right to handle each situation with extenuating circumstances on a case-by-case basis.

**EMERGENCY INSTRUCTIONAL PLAN:**
If the college is closed for inclement weather or other conditions, please consult the course calendar that I gave you at the beginning of the semester and complete the assigned readings. Then, check your email for additional assignments, activities, and due dates. If it is not possible for me to email you additional assignments because of loss of power, please write a summary of the assigned reading, complete all exercises within the chapter (if applicable), and bring them to the next class. If conditions allow, I will load a learning module of the missed lecture in D2L/GeorgiaView, and I will be available to answer questions through email. Compensatory make-up days may be required if the total number of days lost exceeds the equivalent of one week of class time.

**OFFICIALLY APPROVED DSC GROUPS AND ACTIVITIES:** (Effective Fall 2013)
When students are engaged in officially approved Dalton State groups or activities that require them to participate in events off campus during school days, they shall be treated similarly to any faculty or staff member acting in that same capacity. Thus, just as faculty and staff have excused absences from their regular work schedules, students shall be excused from class without penalty if they are off campus representing Dalton State College in an approved, official capacity during their regular class time. Examples include presenting a paper or otherwise participating in a conference, attending a University System student affairs event, participating in intercollegiate competition (athletic or academic), participating in an approved field trip, etc. Just as faculty and staff members are required to submit Request to Travel forms for approval, in order to be excused, the student needs to provide the following information to the instructor prior to the date when he/she will be absent from class:

1. notification of the event (in the case of athletics, students should provide each instructor a schedule of away events at the beginning of the semester or as soon as possible after the schedule is available);
2. estimated time of departure from and return to campus (for example, if a student has an away game in the evening and will not be leaving campus until 3:00, he/she will not be excused from classes prior to that time on that day; similarly if the event is in the morning and the student will be returning to campus during the day, he/she is expected to attend any class scheduled after the return trip); and
3. contact information for the person or organization sponsoring/authorizing the student’s participation in the event.

The student shall be allowed to make up any work missed during the time he/she is off campus representing DSC in an official capacity. He/she shall discuss what will be missed with the instructor and make arrangements to make up any assignments, tests, presentations, etc. that were scheduled on that date.

**LATE WORK AND MAKE-UP WORK POLICY:**
I define late work as an assignment that a student turns in after the due date (after 5:00 p.m. on the due date). Students may turn in assignments in class on the due date or turn in the assignments at my office on the due date by 5:00 p.m. If a student does not turn in an assignment by 5:00 p.m. on the due date, then the assignment is late and earns a zero.

Any student who misses class on the day an assignment is due (either an in-class or out-of-class assignment) must call or email me on the due date to make arrangements to make up the assignment. If the student fails to notify me on the due date, he/she must provide a verifiable reason for his/her absence ASAP. (A verifiable reason means that a student can provide valid, written verification of the absence, such as a doctor’s note, note from a law enforcement agency, etc.) The student must make up the assignment within one week of the absence.

*Students may email me an assignment but only in extenuating circumstances and only when I have cleared them to do so.*

**CHEATING AND/OR POOR CONDUCT:**
The *College Catalog*, which contains the *Student Handbook*, addresses the topics of dishonest and disruptive behavior. The handbook also lists the procedure and possible consequences of dishonest and disruptive behavior. For more information on cheating/dishonest behavior, see the section on plagiarism below.

Classroom etiquette:
5. Small snacks and drinks are permitted as long as eaten quietly. No large meals please.
6. It should go without saying that students are expected to be in class on time and to turn off their cell phones. Laptops are permitted as long as they do not become distractions to the student using the laptop and/or those students around him/her. Disrupting the learning environment includes, but is not limited to, answering cell phones, text messaging, and having private conversations during class.
7. Students should enter the classroom prepared to work and should be respectful of their peers. They might be required to exchange papers with their peers to work on editing skills. Also, from time to time, I might use examples from student papers to work on development skills. All examples would be anonymous. Common decency expects that criticism of classmates’ work and ideas will be constructive and polite at all times.

*Any student who displays disruptive behavior will receive a verbal or written warning. A student who continually engages in disruptive behavior may be asked to leave the room. In such a case, I will notify the Dean of Student Affairs.*
**PLAGIARISM:**
Academic dishonesty (plagiarism and cheating) is a very serious offense. It occurs when a student

1. Collaborates with another student on a paper or in any way represents someone else’s work as his/her own.

2. Incorporates into an essay language, syntax, ideas, organization, and/or information obtained from another source without giving proper credit.

3. Gives or receives unauthorized aid on a quiz or examination.

If any student engages in any of the activities described above, that student will earn a score of 0 on the exam or essay. Should the student commit any act of academic dishonesty a second time, that student will fail the course, and I will report the incident to the Discipline Committee, who will then meet with the student to discuss the case and consequences. **Be aware: I might report a first time offense to the Academic Conduct Committee. I will handle incidents on a case by case basis.**

**DISABILITY SUPPORT SERVICES:** (Revised July 30, 2014)
Students with disabilities or special needs are encouraged to contact Disability Support Services. In order to make an appointment or to obtain information on the process for qualifying for accommodations, the student should visit the Disability Support Services Library Guide at http://www.libguides.daltonstate.edu/Disability or contact the Coordinator of Disability Support Services.

Contact information:
Andrea Roberson, Coordinator
Pope Student Center, lower level
706-272-2524
aroberson@daltonstate.edu

**DROP/WITHDRAWAL POLICY:**
Students wishing to withdraw from the course may do so without penalty until the mid-point of the semester, and a grade of **W** will be assigned. After that point, withdrawal without penalty is permitted only in cases of extreme hardship as determined by the Vice President for Academic Affairs; otherwise a grade of **WF** will be issued. (Please note: At Dalton State College, the Hardship Withdrawal process requires students to withdraw from all classes at the college.) The proper form for dropping a course is the **Schedule Adjustment Form**, which can be obtained at the Enrollment Services Office in Westcott Hall. The Schedule Adjustment Form must be submitted to the Enrollment Services Office. Students who disappear, completing neither the official withdrawal procedure nor the course work, will receive the grade of **F**. **This instructor will not withdraw students from the class. Withdrawal from any Dalton State College classes is a student responsibility.** The last day to withdraw from classes without penalty is **Tuesday, October 21, 2014.**
COMPLETE COURSE WITHDRAWAL:
“The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date is the Schedule Adjustment Form. All students must meet with a staff member at the Office of Academic Resources in the Pope Student Center to initiate the withdrawal process. After meeting with the staff member, students will then finalize the withdrawal process in the Enrollment Services Office.”

WORKFORCE DEVELOPMENT: (Revised July 30, 2014)
Workforce Investment Act Office Hours:
TECH 223/Scott McNabb
8am - 4:00pm
Monday, Tuesday, Wednesday, and Friday
706-272-2635 or smcnabb@daltonstate.edu
Department of Labor
8:30am – 2:30pm Thursday

TECH 224/Krista Kennedy-Leonard
8am - 4:00pm Monday - Friday
706-272-4499 or kkennedy@daltonstate.edu

Blue Slip (Department of Labor Form): Submit the signed form to the Department of Labor on the last Friday of each month.

ENGLISH DEPARTMENT PLAGIARISM POLICY: (Revised February 17, 2012)
You probably have heard of lawsuits about plagiarism in the publishing and recording industries. You may also have had classroom discussions about academic plagiarism. Derived from the Latin word *plagiarius* (kidnapper), *plagiarism* refers to a form of cheating that has been defined as *the* false assumption of authorship: the wrongful act of taking the product of another person’s mind and presenting it as one’s own (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952] 2). To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft and often carries severe penalties, ranging from failure in a course to expulsion from school.

Is the above paragraph an example of plagiarism even though it contains quotation marks and documentation within it? Yes, it is plagiarism because it was copied word for word from the MLA Handbook for Writers of Research Papers, Fourth Edition by Joseph Gibaldi. It should be introduced and cited as follows:

Note the definition of plagiarism offered by the primary writer of a handbook for writing research papers:

You probably have heard of lawsuits about plagiarism in the publishing and recording industries. You may also have had classroom discussions about academic plagiarism. Derived from the Latin word *plagiarius* (kidnapper), *plagiarism* refers to a form of cheating that has been defined as *the true false assumption of authorship: the wrongful act of taking the product of another person’s mind and presenting it as one’s own* (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952] 2). To use another person’s ideas or
expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft and often carries severe penalties, ranging from failure in a course to expulsion from school (Gilbaldi 26).

In writing a research paper, every direct use from another source must be put into quotation marks and then cited within the body of the paper with the author’s last name and the page number. Also, every phrase, word, idea, or passage which has been put into the writer’s own words (paraphrased) and used in the paper must be cited at the end of the paraphrased material with the author’s last name and page number, but the quotation marks are not necessary.

**What Plagiarism Is:**
The use of another’s writing without proper use of quotation marks

The borrowing or buying of a term paper or speech

The borrowing of a phrase, use of an idea, or the paraphrasing of material if that information is not properly documented

**What Plagiarism Is Not:**
A summary of a total work based on the writer’s impression

Original ideas and reactions based upon reading critical views in secondary sources

Common knowledge about the particular author, works, or topic

**Instructors May Suspect Plagiarism If:**
Writing or speaking style is significantly different from the student’s normal style

Vocabulary used is that which is not commonly used by the student

Sentence structure varies widely from the student’s writing

Specific and limited knowledge is treated as common knowledge

**Consequences Of Plagiarism May Include:**
0 on the paper or speech

F in class at the Instructor’s discretion, if stated in the Instructor’s syllabus

Referral to the Dean of Student Affairs with a conference pending

Referral to the Discipline Committee for appropriate action

**Cases of plagiarism may be submitted to Student Conduct for a hearing and possible sanctioning.**

**These sanctions could include:**
- Disciplinary Warning
- Disciplinary Probation
- Disciplinary Suspension
- Disciplinary Expulsion
Examples
Following you will find examples, both correct and incorrect, of various ways to use sources in
your papers. First, read the original material and then compare the various styles of
documentation.

Original Material
Although commentators differ on the question of which models and sources proved most
significant, they tend to concur on the question of how Huckleberry Finn transformed
American literature. Twain’s innovation of having a vernacular-speaking child tell his
own story in his own words was the first stroke of brilliance; Twain’s awareness of the
power of satire in the service of social criticism was the second. Huck’s voice combined
with Twain’s satiric genius changed the shape of fiction in America (Fishkin 3).

Direct Quote
Even though literary critics may differ on the finer points of Twain’s novel Huckleberry Finn,
most tend to agree that Mark Twain’s satiric genius and his use of the youthful Huck’s voice as
narrator change the shape of fiction in America (Fishkin 3).

It is widely felt that critics believe Mark Twain forever change American literature with his
masterpiece Huckleberry Finn. According to critic Shelley Fishkin, Twain’s innovation of
having a vernacular-speaking child tell his own story in his own words was the first stroke of
brilliance; Twain’s awareness of the power of satire in the service of social criticism was the
second (3).

Short Paraphrase
Critics agree that Mark Twain changed the course of American fiction in his novel Huckleberry
Finn with his skillful treatment of point of view and social satire (Fishkin 3).

Long Paraphrase
Even though there is great dissension among commentators concerning the model Twain used to
create Huckleberry Finn, almost all are in agreement on one aspect: how Huckleberry Finn
permanently changed the face of American literature. Having a child tell the story in his own
dialect combined with utilizing satire as a means of criticizing society were Twain’s two strokes
of genius that forever altered American literature (Fishkin 3).

Incorrect Paraphrase
Mark Twain changed American literature. His innovation of having a vernacular-speaking child
tell his town story in his own words was a stroke of brilliance. Also, the fact that he used the
power of satire in the service for social criticism was innovative (Fishkin 3).

Works Cited
**COURSE CALENDAR:**
*Deviations may be necessary to the calendar throughout the course of the semester.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topics</th>
<th>Assignments Due/ In-class graded work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Emboldened assignments = graded in-class assignments)</td>
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<tr>
<td><strong>August</strong></td>
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<tr>
<td>M 11</td>
<td>Introduction to the course and syllabus</td>
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<tr>
<td>W 13</td>
<td>Poetry</td>
<td>Reading: Ted Hughes’ “To Paint a Water Lily” (find a copy online.)</td>
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<tr>
<td>M 18</td>
<td>Discuss Literary Analysis 1 and 1.2</td>
<td>Turn in Sign-Off Sheet</td>
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<tr>
<td></td>
<td>Composition: Writing about Literature</td>
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<tr>
<td></td>
<td>Sample Literary Analysis 1</td>
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<tr>
<td>W 20</td>
<td>Poetry</td>
<td>Reading: pages 881 &amp; 884-5 (Billy Collins’ “Introduction to Poetry” and X.J Kennedy’s “In a Prominent Bar in Secaucus One Day”)</td>
</tr>
<tr>
<td>M 25</td>
<td>Poetry</td>
<td>Reading: pages 925-6 &amp; 1347-8 (Sylvia Plath’s “Morning Song” and Seamus Heaney’s “Digging”)</td>
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<tr>
<td>W 27</td>
<td>Poetry</td>
<td>Reading: 1028-1031 (Edgar Allan Poe’s “The Raven”)</td>
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<tr>
<td><strong>September</strong></td>
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<tr>
<td>M 1</td>
<td>Sample intros and thesis statements for Literary Analysis 1</td>
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<tr>
<td>M 8</td>
<td>Short Stories: “The Cask of Amontillado”</td>
<td>Literary Analysis 1 due</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading/Assignment</td>
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<tr>
<td>W 10</td>
<td>Short Stories: “The Yellow Wallpaper”</td>
<td>Quiz Two: “The Yellow Wallpaper”</td>
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<tr>
<td></td>
<td></td>
<td>Reading: pages 655-666</td>
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<tr>
<td>M 15</td>
<td>Short Stories: “The Yellow Wallpaper”</td>
<td>Discuss Literary Analysis 2 and 2.2</td>
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<tr>
<td>W 17</td>
<td>Short Stories: “An Occurrence at Owl Creek Bridge”</td>
<td>Quiz Three: “An Occurrence at Owl Creek Bridge”</td>
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<tr>
<td></td>
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<td>Reading: pages 768-774</td>
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<tr>
<td>M 22</td>
<td>Short Stories: “An Occurrence at Owl Creek Bridge”</td>
<td>Review for Midterm</td>
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<tr>
<td>W 24</td>
<td>Sample intros and thesis statements for Literary Analysis 2</td>
<td>Literary Analysis 1.2 due</td>
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<tr>
<td></td>
<td>Discuss sample Literary Analysis 2</td>
<td></td>
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<tr>
<td>M 29</td>
<td>Library Instruction</td>
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<tr>
<td>October</td>
<td>Plagiarism</td>
<td>Reading: pages 2306-2329</td>
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<tr>
<td>W 1</td>
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<td>M 6</td>
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<td>Midterm</td>
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<tr>
<td>W 8</td>
<td>MLA Format: parenthetical citations and Works Cited pages</td>
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<tr>
<td>M 13</td>
<td>No class. Fall Break.</td>
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<tr>
<td>W 15</td>
<td>MLA Format: parenthetical citations and Works Cited pages</td>
<td>Literary Analysis 2 due</td>
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<tr>
<td></td>
<td>Discuss sample Literary Analysis 2.2 and 3</td>
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<tr>
<td>M 20</td>
<td>Drama: discuss and watch Hamlet</td>
<td>Quiz Four: Hamlet</td>
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<tr>
<td></td>
<td>Discuss Literary Analysis 3</td>
<td>Reading: pages 1709-1804</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Due Date</td>
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<tr>
<td>W 22</td>
<td>Drama: watch <em>Hamlet</em></td>
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<tr>
<td>M 27</td>
<td>Drama: discuss and watch <em>Hamlet</em></td>
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</table>
| W 29    | Drama: discuss and watch *A Midsummer Night’s Dream*                     | Quiz Five: *A Midsummer Night’s Dream*  
Reading: pages 1655 -1709 |
| November | Drama: watch *A Midsummer Night’s Dream*                                 |                           |
| M 3     |                                                                         |                           |
| W 5     | Drama: discuss *A Midsummer Night’s Dream*                               | Literary Analysis 2.2 due |
| M 10    | Sample intros and thesis statements for Literary Analysis 3              |                           |
| W 12    | Drama: discuss and watch *The Importance of Being Earnest*              | Quiz Six: *The Importance of Being Earnest*  
Reading: pages 1603-1647 |
| M 17    | Drama: watch *The Importance of Being Earnest*                           | Optional rewrite of Literary Analysis 1 or 2 due |
| W 19    | Drama: discuss *The Importance of Being Earnest*                         |                           |
| M 24    | Drama: finish discussing the plays                                       |                           |
| W 26    |                                                                         | No class. Thanksgiving Break. |
| December |                                                                         |                           |
| M 1     | Review for final exam                                                    | Literary Analysis 3 due   |

**Final Exam**  
TBA
SIGN-OFF SHEET

ENGLISH 1102     Name ______________________________
Fall 2014
Dr. Kerri Allen

I have received, read, had explained this syllabus, and have had chances to ask questions about anything I did not understand. I do understand the syllabus and agree to abide by its provisions.

I particularly understand that I must write a research paper in order to pass the class.

Signature ___________________________________

Date  _________________________________________