

Course Record Number (CRN): 21680 - 4 units

Location: On Campus; [Language Arts 103](#)

Time: Mondays and Wednesdays from 08:50am - 10:55am

Duration: 08/26/2024 - 12/11/2024

Instructor: Mx. Jax Pham, M.F.A [Pronouns](#): *they, them, theirs*

Office Hours:

- Mondays and Wednesdays before class starts from 8am-8:40am.

Instructor Contact

- 1) Canvas > "Inbox" 6th icon under Account > "Compose a New Message"
- 2) Official Email: npham105@gwc.cccd.edu
 - Though I typically answer emails and messages right away, I reserve the right to power down at the end of the day and on the weekends. Although you may send me messages at any time, I stop answering emails at 5pm on weekdays. Give me 24 hours during the week and 48 hours on the weekend to respond to your emails or discussion questions.

Required Texts and Materials:

- Pico Iyer's *Global Soul*. Publisher: Vintage (2001). ISBN: [9780679776116](#).
- Laurie G Kirsznner and Stephen R Mandell's *Patterns for College Writing: A Rhetorical Reader and Guide*. 14th edition. ISBN: [9781319056643](#).
 - Other articles, handouts, and videos distributed by professor throughout the semester (all such documents will be archived on our Canvas course page)
 - It is ideal to bring your laptop and writing instruments daily
 - Purdue OWL MLA Formatting and Style Guide: <https://owl.purdue.edu/>
 - GWC Email Account (for Canvas and communication with professor)
 - Access to GWC Canvas course website: <https://coastdistrict.instructure.com/>

Important Dates: [Academic Calendar](#)

- 07-SEP-2024: Last day to drop with a refund
- 08-SEP-2024: Last day to add class
- 08-SEP-2024: Last day to drop without a "W"
- 16-NOV-2024 Last day to drop with a "W"

Pre-requisites

- GWC English Placement Level of 80 or higher. Or
- OCC English Placement Level of 80 or higher. Or
- CCC English Placement Level of 40 or higher. Or
- OCC ESL Placement Level of 80 or higher. Or
- ENGL A099: Confidence in Writing with a minimum grade of C or better or
- ENGL C099: Fundamentals of Composition with a minimum grade of C or better or
- ENGL G099: Preparation for College Writing and Reading with a minimum grade of C or better or
- ENGL G090: Accelerated Preparation for College Writing and Reading with a minimum grade of C or better or
- ESL A099: Composition and Reading 2 or
- ESL G120: ESL Advanced Composition with a minimum grade of C or better

Catalog Description

- Composition and revision of essays, critical thinking, critical reading and documentation. Recommended for all liberal arts majors and those planning to transfer to a four-year college or university. Instructors may recommend up to one additional hour per week in the Writing Center. PREREQUISITE: ENGL G090 or ENGL G099 or ESL G120 or achieve qualifying score on English Placement. Graded. Transfer Credit: CSU; UC: Credit Limitation: ENGL G100, ENGL G100H and ENGL G100S combined: maximum credit, 1 course. C-ID: ENGL 100.

Extended Description

- English 100 is an intensive academic reading and writing course that focuses on refining English skills for college level writing, critical and analytical reading, and research stylistics and techniques. We will be practicing the writing process, reading and discussing many interesting essays and stories, and using workshops to help each other grow as writers. Upon successfully finishing this course, you should be able to write effectively at the college level.

Student Learning Outcomes: *Students who successfully complete this course should be able to:*

1. Support a thesis in an appropriately structured essay, using specific, factual, detailed information
2. Identify, evaluate, and select research material relevant to a well-defined topic, and properly compile this material into a claim-based research paper using MLA format.
3. Evaluate published texts and individual and collaborative writing by applying critical and analytical reading strategies

COURSE OBJECTIVES:

- Writing
 - 1. Develop and control a thesis statement in papers of varying lengths (500-750 words, 750-1000 words or 1000-2000 words) both in class and out of class, including timed in class essays.
 - 2. Narrow a broad topic to a workable topic and then write a thesis (controlling idea) about that topic.
 - 3. Develop varied strategies for generating, drafting and revising essays.
 - 4. Develop the thesis in an appropriately structured essay, using specific, factual, and detailed support paragraphs
 - 5. Maintain logical order in ideas and paragraphs

- **Reading**
 - 1. Apply the principles of analytical reading to evaluating published texts as well as to their own writing and the writing of peers.
 - 2. Engage in understanding primarily non-fiction college level texts on the literal level: topic, main ideas, supporting details
 - 3. Use critical and analytical reading strategies such as annotate text and identify structure of text; apply principles of inductive and deductive reasoning; recognize inference, judgment, conclusions, and bias; evaluate arguments: value conflicts, assumptions, evidence, fallacies, denotative and connotative language, facts vs. opinions; recognize and analyze figurative language; recognize and describe irony and tone.
 - 4. Improve comprehension and retention abilities.
 - 5. Improve outlining and note-taking skills related to reading
- **Research**
 - 1. Develop an independent research project through planning, writing, revising, editing, and completing a research paper on an appropriate topic as well
 - 2. Use resources including the library and the Internet.
 - 3. Locate, evaluate and select appropriate research.
 - 4. Progress through the research project on a step-by-step basis.
 - 5. Integrate, acknowledge and cite all sources correctly according to current MLA documentation system III.
 - 6. Compose so that the evidence supports an argumentative thesis.
 - 7. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- **Rhetoric**
 - 1. Learn to use a variety of the following rhetorical methods and discourse modes in writing: definition, comparison/contrast, narrative, description, analysis, cause/effect, and classification; evaluation, proposal, argument.
 - 2. Choose the appropriate rhetorical method or discourse methods for an assigned topic and write papers employing one or more of these methods.
 - 3. Write arguments, both documented and undocumented.
 - 4. Employ valid reasoning and avoid fallacies.
 - 5. Base arguments on facts and reliable evidence.
 - 6. Be sensitive to the audience in terms of tone and content.
- **Writing Conventions**
 - 1. Edit their own work.
 - 2. Correct spelling, punctuation, grammar, and usage errors.
 - 3. Correct awkward sentences and paragraphs.
 - 4. Restructure disorganized paragraphs and essays.
 - 5. Remove irrelevant or superficial material from a paragraph or an essay

Participation and Grading:

- Success in any course depends on your engagement with materials and with your classmates. I will distribute a rubric with further details on this aspect of your grade early in the semester, but you should aim for the following: active participation on Canvas, initiating and maintaining positive interactions with other students and the instructor, showing leadership in group activities, asking and answering questions, being fully prepared for class, completing daily homework, and checking Canvas Announcements weekly.
- Please note that I may give a grade of 0 or F or to require a proctored rewrite if I feel that a paper: appears to be the product of too much outside help, a chatbot or other AI software, or translation software; does not reflect your abilities; or conveys a voice and style that do not match the voice and style used in discussions, drafts, emails and other writing; or is clearly committing plagiarism. (Furthermore, assignments may be required to be submitted to Turnitin.com in order to detect possible plagiarism and to Google Docs in order to track keystroke data.) In other words-it's much better to reach out if you're feeling stressed by the course, so we can work together to help you succeed!
- Because the best way to learn to write is to do your own writing in English, you will not be permitted to use a translator, such as Google Translate or Chat GPT; a grammar checker, such as Grammarly; or any form of AI to write portions of your essay. You can use these tools to get help with translating or defining a tricky word or sentence and alerting you to spelling and grammatical errors, but you may not use these tools to write entire paragraphs or essays. Any use of these tools to write for you beyond the limited ways described above will be considered plagiarism.

ACADEMIC INTEGRITY

Academic Integrity is an important part of maintaining a healthy and equitable learning environment. Golden West College has the responsibility of ensuring that grades are truly indicative of the student's learned knowledge as exhibited in the classroom and through their coursework. Acts of academic dishonesty make it impossible to fulfill this responsibility and weakens the quality of education on our campus, the fair assignment of grades, and our college's reputation. Faculty, students, administrators, and classified staff share responsibility for ensuring academic integrity in our college community and will make a concerted effort to fulfill the following responsibilities. Students have the responsibility to ensure that all the work they do is their own and complies with the expectations of the course. Examples of academic dishonesty are listed below.

- *Plagiarism* involves the misrepresentation of someone else's words, ideas or data as one's original work, including, but not limited to, the following:
- Using ChatGPT, Grammarly, Google Gemini or any other AI resources to compose your essays and assignments.
- Earning double credit for 1 essay is self-plagiarism. Submitting substantially the same material in more than one course without prior authorization from each instructor involved.
- Intentionally representing one's own work, the work, words, ideas or arrangement of ideas, research, formulae, diagrams, statistics, or evidence of another.
- Taking sole credit for ideas and/or written work that resulted from a collaboration with others.
- Paraphrasing or quoting material without properly citing the source.
- Submitting as one's own a copy of or the actual work of another person, either in part or in entirety, without appropriate citation (e.g., from Paper Mills or other internet-derived products).
- Sharing computer files and programs or written papers and then submitting individual copies of the results as one's own individual work.
- Modifying AI or another person's work and representing it as one's own work.

When a student violates academic integrity policies, the student will be given, at a minimum, an oral or written reprimand. Depending on the nature of the violation, a student may be given a reduced score or an "F" on the assignment and face further punishment by the school. Specifically, the following actions will be taken when a student is caught violating academic integrity policies:

1. The student will be spoken to first to explain and assess the nature of the violation.
2. An oral or written reprimand alone may be issued, for example, in such cases where there is reasonable doubt that the student knew they had violated academic integrity standards and that the violation itself is deemed to be minor.
3. If the faculty determines that the violation is sufficiently egregious (such as cheating on a test, plagiarizing part of or an entire assignment, having another student complete an assignment, etc.), the instructor may deduct points from the assignment, including assigning an "F" on it. Your instructor may provide examples and information on what constitutes an egregious violation in their classroom on their syllabus.
4. Any actions that result in a penalty on an assignment that impacts the student's grade in the course will be reported using Golden West College's "Incident Reporting Form". This report will be processed by the College Disciplinary Officer or their designee.
5. Once a report is filed, all procedures as outlined in AP 5500 will be followed. Students will be contacted and informed of any further disciplinary actions that may be taken as well as the processes for appealing the academic integrity violation and its punishment.

In addition to the list of common violations of integrity listed below, the Golden West College library has a resource to help students ensure they maintain proper academic integrity: [Understanding Academic Dishonesty](#).

Students are encouraged to ask their instructors for clarification if they are concerned they might violate academic integrity policies. In general, if a student is doing their own work, properly citing the sources they use, and not helping or receiving help from others on assignments (unless specifically permitted to), then they are unlikely to violate any policies. Below is a list of common violations. This list does not cover everything that constitutes academic misconduct but just contains the most common violations. All of these should be assumed to be egregious violations which can result in a reduction of points/lowering of a grade on the relevant assignment(s):

While the use of Artificially Intelligent ("AI") chatbots, such as ChatGPT, may be permitted to some degree in this course, the two most important things to remember are: 1) Students must always cite when and where they have used AI in their work. 2) Student submissions must be their own original work. Here are some guidelines of what a student may or may not use AI for in the course:

- Students MAY use AI to help
 - translate new or difficult vocabulary when reading;
 - determine where to expand on ideas or strengthen arguments
- Students MAY NOT
 - give suggestions for proper grammar or improving writing;
 - organize their work and suggestions for answering questions;
 - submit assignments that are primarily written by AI;
 - use AI to do research;
 - use AI generated content in any way in the following assignments: discussion posts; outline; rough draft, final drafts; oral presentations; midterm; final projects;
 - submit AI generated summaries or outlines as their own;
 - fail to properly cite where and how they used AI.

AI is improving every day and will transform how a lot of work, especially writing and education, is done. Turning in an assignment that is primarily, or completely written by an AI, is not doing your own work, and in violation of academic integrity standards.

Failure to meet the citation requirements in the assignments will result in a 0.

This is to ensure that students are doing their own work as AI cannot do this part of the assignment properly. The ability to resubmit the assignment is at the instructor's discretion.

- AI writers are tools for expanding one's understanding but should not be used as a replacement for your own critical thinking and analysis and thus should not be relied upon to do the bulk of an assignment.
- Do not trust AI and do not expect it to give you anything with real substance. You are responsible for your work, and you should double-check anything and everything it gives you.
- Use AI as a starting point for discussion and analysis. Rather than accepting its responses uncritically, use them as a jumping-off point for further exploration and critical thinking. Consider how the responses align with or challenge your existing beliefs and theories.
- Avoid relying solely on AI for answers to open-ended questions. While AI can provide useful insights, they may not be able to fully address the complexity of the issues. Use your own critical thinking skills and additional research to explore these issues in more depth.
- Finally, remember that AI writers are machine learning tools designed to simulate human conversation. They are not a substitute for human interaction or discussion. Always seek out opportunities to engage with your peers and instructors to deepen your understanding of important concepts.

ASSIGNMENTS, LATE WORK, and CLASSROOM POLICIES

- **Attendance Policy: Attendance, Absence, Drop Policy:**
It is the student's responsibility to withdraw officially from a course. Stop attending does not constitute a withdrawal. However, because of enrollment demands a student may be dropped by the instructor when not appearing at the first class meeting. A student may be dropped for excessive absences when the total hours of absences exceed 10% of the total scheduled hours of the class (4 consecutive class meetings, or 5 random class meetings, or 6 unexcused tardies). You are responsible for the material you have missed when absent, meaning that you will need to speak with classmates and check Canvas. All due dates remain effective (materials are due on specified dates even if you are absent on that day). Advocate for yourself in a timely manner, so that I can help you succeed.
- **Late Essay Policy (Major Assignments: Essays in Final Drafts):**
 - (1) Each student is allotted TWO "Late Essay Passes." These passes will give you one extra week from the original due date with no penalty; no questions asked. You may use your "Late Essay Pass" for Essay 1, 2, 3 or 4.
 - (2) If you have already used both of your late passes, and you submit Essay 3 late, you may only receive 50% of the grade you earned.
 - (3) You CANNOT use your "Late Essay Pass" for the Midterm, Extra Credit, Oral Presentation, or Final Research Paper at the end of the semester.
 - (4) Late essays may receive less feedback, or none at all, compared to essays submitted on time.
- **Late Assignment Policy (Minor Assignments: lower stakes writing assignment, homework, metacognitive responses, journals, etc):**
 - Each student is allotted TWO "Late Assignment Passes" for individual work. I will be keeping track of everyone's passes. This will give you one week from the original due date with no penalty; no questions asked.

- There are no physical late passes to submit. You do not have to email me because you submit late work. In other words, once the seven day grace period passes, you will not be able to earn a grade for essays or assignments.
- I WILL NOT accept any Late Work for in-class Group Work, Essay Outlines, Rough Drafts, Peer Review Process for Rough Drafts, nor Discussion Board Responses because those are assignments that require immediate interaction with your classmates by specific time and due dates. For example, you cannot enter a conversation if everyone else has already left the room.
- Email Attachments: Please DO NOT submit any work as an email attachment. Unless I specifically ask you, I will not open any emails with attachments, and you will receive a zero for the assignment. I cannot grade work over email correspondences. Submit final draft essays or any assignments that are due on Canvas as .doc, .docx, .pdf, or an [embedded image](#).
- Rough Drafts and Peer Review: Revising is an important part of inquiry and the writing process in this course. You will receive feedback from me and your peers. On the day that rough drafts are due, you should give your peers thoughtful, respectful, and constructive feedback.
- *Cell phones*: You may step outside of the classroom to answer an urgent call or text. It is not recommended nor encouraged: to access required reading materials nor submit Canvas assignments on your cell phone during class time for individual or group work; to distract yourself, classmates, and myself by using any social media platforms.
- *Recording Statement*: In this class, students may not audio or video record any course activity and/or lecture unless the student has an approved accommodation from Disability Support Services (DSS). In such cases, the instructor must receive the student's DSS Accommodations and Services Agreement (ASA) prior to using the device. Audio and/or video recording class content (e.g. lectures, discussions, demonstrations, etc.) is prohibited, except as necessary to provide academic adjustments to students with disabilities.

STUDENT SERVICES

- Academic Accommodations:
[Disabled Students Programs and Services \(DSPS\)](#) coordinates all academic accommodations for students with documented disabilities at Golden West College. If you have, or think you might have, a disability that impacts your educational experience in this class, please contact DSPS to determine your eligibility for accommodations. DSPS is located in the Student Services Center, Building 96. Their phone number is (714) 895-8721. If you are already registered with DSPS, please submit your accommodation requests as soon as possible to allow adequate time to provide accommodation.
- [Student Rights & Responsibilities](#): Students are expected to be knowledgeable of guidelines, policies, and procedures in the College Catalog: [Student Code of Conduct](#)
- [Student Support Services](#):
 - [Academic Success Center](#)
 - [Tutoring and Learning Center](#)
 - [Student Computer Center](#)
 - [Writing and Reading Center](#)
 - [Student On Campus Resources](#)
 - [Student Services Online Resources](#)
 - [Embedded Tutoring Program](#)
 - [Job Opportunities](#)
 - [Computer Usage](#)

Food and Beverage

- GWC classroom practice is: Water is permitted, but not food or other drinks. Keep our classrooms clean!

Course Conduct

- In order to promote a positive and inclusive learning environment, students are expected to use appropriate language and etiquette at all times. All private and public interactions with everyone in this class should be polite and professional. Inappropriate behaviors or communications may result in a grade reduction, being removed from that class interaction, being removed from the course, and/or a report filed with the College Disciplinary Officer, which may result in additional sanctions/penalties from the college. [Please be sure to review the Coast District Student Code of Conduct](#)

Student Wellbeing

- GWC is committed to supporting the physical and mental health and wellbeing of all of our students. If you or another student you know needs support, please do not hesitate to use the following resources:
- Physical and Mental Health Services: Current GWC students may receive free or very low-cost physical and mental health care at the Student Health Center, which is located in the Nursing and Health Services building. Please check the Student Health Center website, <http://www.goldenwestcollege.edu/student-health-center>, or call for an appointment or more information: 714-895-8379.
- Food Security: GWC also makes an effort to provide food, toiletries, and other necessities for currently enrolled GWC students who are in need. The Stand, GWC's on-campus food pantry, is located in Forum 2, Rooms 103/104. The Rack, GWC's on-campus clothing resource, is located in the same space. Check the GWC Student Equity website, www.goldenwestcollege.edu/student-equity/, for hours of operation. For additional information, please contact the GWC Student Equity Office at 714-892-7711 ext. 55306.
- Housing Security: If you are housing insecure, please contact GWC's Homeless Liaison, Andrea Garcia, at agarcia@gwc.cccd.edu or 714-892-7711 ext. 55107. Andrea will meet with you in a safe and confidential environment and recommend beneficial programs, services, and resources.

Intoxication

- Student success is our top priority. It is unacceptable to be intoxicated or under the influence during class, and it certainly will not contribute to your academic success. Since it is illegal, by California state law and District policy to have alcohol, marijuana, or other drugs on campus and it is prohibited to drive while under the influence, there is no acceptable excuse for on-campus intoxication.
- In order to maintain a classroom climate that fosters student success, anyone suspected of being under the influence of drugs or alcohol will be asked to leave class immediately. Signs may include slurred speech, sleeping in class, odor of alcohol or marijuana, red or glassy eyes, stumbling.
- Additional for labs: The safety of everyone is crucial, and anyone who is intoxicated or under the influence puts us all at risk.

Title IX

- Because your health and safety are paramount to every member of the Golden West College family, the College has a policy that all Responsible Employees – your professors included – are required to file a formal report if we hear of any occurrences of gender-based (or sex-based) discrimination and harassment, including sexual harassment, retaliation, sexual misconduct, dating violence, domestic violence, and stalking. If you disclose information relating to any of the aforementioned occurrences to me, or to any other employee on this campus (with the exception of licensed therapists in the are obligated to report your name, the name of the alleged perpetrator/s, and any other relevant information you provide.
- The College absolutely encourages you to make a formal report to the Title IX coordinator, but we also respect survivors' and victims' rights to choose how to report their experiences. Knowing that I am required to report the incident, you may feel more comfortable contacting one of the licensed therapists in the GWC Student Health Center. They are trained to help survivors and victims of assault and are not required to report the incident to authorities.
- You will find many links to sexual assault hotlines, resources, and awareness organizations in our class Canvas shell. You can find additional information regarding confidential and non-confidential reporting Crisis Resources Live Binder. To make a non-confidential report, you may also contact the College's Title IX Coordinator/Dean of Students, Carla Martinez, at cmartinez@gwc.cccd.edu or (714) 895-8781.
- [Emergency Procedures](#)

SAFE SPACE

My classroom is a part of the Safe Space Project. The Golden West College AB540 Safe Zone program aims to increase awareness of the lesbian, gay, bisexual, transgender, queer/questioning, intersexed, and asexual/ally communities on campus, to support the college's efforts to promote an accepting, supportive, and diverse learning environment, and to create a welcoming environment for all members of the campus community. In order for effective learning to take place, ALL students must feel safe in and out of the classroom. For this reason, respect, courtesy, thoughtfulness, and acceptance are essential in our course discussions. Acceptance should not be confused with agreement; one need not agree with a person to listen, but one must listen well in order to disagree respectfully and in an informed manner. Acceptance is not tolerance. Every student in this course has a voice and deserves the courtesy of attentive listening and the freedom to express diverse ideas. Freedom of expression should not be confused with hate speech. [To read more about allyship, safe spaces, and inclusiveness.](#)

Safety

- Safety is vital to the well-being of our campus community and maintaining a safe and secure learning environment is imperative to achieve our educational goals. In general, you should follow the guidance of an authority figure (such as a faculty member or other college/district employee) during an emergency, as they have received relevant training on what to do in the various situations that may arise.
- You should also be familiar with the campus emergency and safety information, which can be found at the [Office of Campus Safety](#) and the [Emergency Procedures](#), and contain detailed information on what to do during events like earthquakes, fires, active shooters, and other emergencies.
- For on-campus emergencies, call 714-895-8999 (x58999 from a campus phone) or dial 911. All campus phones have been programmed with a single button to call Campus Safety. You may also use one of the blue emergency poles on campus.
- Should conflict occur on-campus, it is helpful to practice de-escalation techniques. These include active listening, being empathetic and non-judgmental, respecting personal space, keeping a neutral tone, and awareness of body language.
- Campus Emergency Information: 714.895.8999

Note: Attendance & participation on Canvas are mandatory. You will need your required textbook to succeed in this course. It is YOUR responsibility to check this document and Canvas Announcements daily to ensure you are up to date; however, this syllabus is considered a living document and is subject to change. I WILL NOT make any changes without informing the class.

GRADES: Students can access and keep track of their grades on Canvas "Grades." Specific questions about grades should not be posted on Canvas Discussion Boards, Pronto, or classroom Chat. [Per FERPA policies and regulations](#). I cannot distribute anyone's grades through email; however, you can communicate questions or concerns about grades within "Canvas > Inbox" (Canvas messenger, comments in response to assignments).

Grading Breakdown:

1000: Points Total: A = 1,000-900 B = 899-800 C = 799-700 D = 699-600 F = 599-0

Through our reading and writing this semester, we will explore the advantages and disadvantages of globalization, examining how it affects individual identities, induces various types of erasures, and perpetuates marginalizations. We will investigate how writers empower themselves and their readers and how your final argumentative research paper will empower you as a critical thinker and your audience.

Disclaimer: This syllabus is subject to change at any time.

Estimated Course Schedule

Point Values	Assignment Names	Page/ Word Count	Due Dates
~100	<i>Minor Assignments:</i> Outlines, Rough Drafts, Peer Reviews, Quizzes, Meta-cognitive Analysis, Group Activities, Journals, Reflections, Misc. writing	Ongoing	Ongoing
100	Essay 1: Rhetorical Analysis: Definition; Classification or Division on Pico Iyer's <i>Global Soul</i> . How does globalization define and/or redefine marginalized communities?	3 - 4 pages (900 - 1,200 words)	Week 4-5
200	Essay 2: Rhetorical Analysis: How does globalization affect endangered languages? How to combat uni-culture? How to avoid high levels of erasure as a result of assimilation? Analysis of articles and 2nd new chapter from Pico Iyer.	4 - 5 pages (1,200 - 1,500 words)	Week 8-9
200	Essay 3: Compare & Contrast: How to debunk damaging cultural stereotypes; how to unpack and identify errors of reasoning in Cancel Culture. Analysis of articles and 3rd new chapter from Pico Iyer.	5 - 6 pages (1,500 - 1,800 words)	Week 11-12
300	Essay 4: Cause and Effect on Pico Iyer's <i>Global Soul</i> . How does globalization affect cuisine, tourism, and cultural identity? *Research: Minimum of 4 credible sources required.	6 - 7 pages (1,800 - 2,100 words)	Week 14-15
100	Individual Argumentative Research Project Oral Presentation on Myth, Lore, or Urban Legend		Week 16

TIPS ON HOW TO SUCCEED THIS CLASS:

Make a clear game plan; be disciplined with your time management; create soft personal deadlines in order to meet assignments' deadlines. Schedule rests, breaks, and play time outside of academic responsibilities. Once you fall behind, ongoing and future assignments become more difficult. Due dates help me and you maintain commitment to this course. Since I design each assignment to build upon one another, turning in late work beyond your (4) late passes makes it harder for me to help you succeed.

Success Group Contact Information

(study groups, peer-reviews, group presentations, college allies)

Preferred Name	Cell Phone #	Primary Email
1.		
2.		
3.		
4.		
5.		
6.		