

INSTRUCTOR INFORMATION

Alanna Holmes	Phone:	719-462-5528
	Office:	Manzanola High School English
	Office Hours:	7 th Hour (3:03-4:05)
	Email:	alanna.holmes@manzanola.k12.co.us
	Best way to contact instructor:	Email
	Desire2Learn:	desire2learn (Use when MyOJC is inoperable)

COURSE INFORMATION

General Information	Course and Section Number:	LIT 115-030
	Meeting Time(s):	3 rd Hour
	Meeting Days:	Monday-Thursday
	Building/Room:	Manzanola High School English Room
	Contact Hours:	45
	Credits:	3

Course Description
GT - Courses
Introduces students to fiction, poetry, and drama. Emphasizes active and responsive reading.~~This course is one of the Statewide Guaranteed Transfer courses. GT-AH2~~

Guaranteed Transfer (GT) Pathways Course Statement:
The Colorado Commission on Higher Education has approved [LIT,115] for inclusion in the Guaranteed Transfer (GT) Pathways program in the [GT- AH2]category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. [More information on the GT Pathways program.](#)

Course Pre-Requisite(s) or Co-Requisite
None

Important Dates

Date Course Begins: Monday, August 21st
Date Course Ends: Wednesday, December 13th
Last Date to Drop with a Refund: Wednesday, September 6th
It is the student’s responsibility to contact Student Services by 5:00pm to request to be dropped from a course.
Last Date to Withdraw (“W” Grade, no Refund): Tuesday, November 15th
It is the student’s responsibility to contact Student Services by 5:00pm to request to be withdrawn from a course

Course Materials

Textbook: *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*
Author: X.J Kennedy and Dana Gioia
Additional Materials: None

COURSE POLICIES

Attendance

- This course adheres to the attendance policy of Otero Junior College and Manzanola School District as published in the student handbook.
➤ A student’s grade may be lowered one letter grade after three unexcused absences.
➤ Excused absences include: serious illness (must be supported by a doctor’s note), death in the family, or participation in college-sponsored activities.
➤ Weekly attendance points will be posted on goedustar every Thursday

Course Conduct/ Classroom Management

Rules and Expectations: As a student in this class, you are expected to be respectful to yourself, your peers, your instructor, and your surroundings. Intolerance will not be tolerated! You are expected to read every assignment, participate in class, and listen to your peers’ ideas in a respectful manner.

Extra Credit: I DO NOT OFFER EXTRA CREDIT. It has been my experience that extra credit mainly benefits those students who have not turned in their work or read the assignments.

Policy Concerning Pagers, Cellular Phones & Electronic Devices

- The use of electronic devices is prohibited—all devices must be turned off (this includes cell phone, Ipods, e-readers and any and all other electronic devices that the instructor may add) during class time.
➤ Please be respectful and turn off these devices during class time.
➤ If this offense becomes continuous, other course arrangements may be required.
➤ If students need to use electronic devices for medical reasons or for employment, a note from the doctor or employer is needed. (Students must also make arrangements with instructor if they need to use these devices for any reason during class and this is only in extenuating circumstances).

Late Work

- Meeting deadlines and taking the initiative to make up missed work is very important in this class.
 - No late work will be accepted—without prior notice. If a student is absent, it is his or her responsibility to get missed work.
- Reading assignments are indicated for each week.
 - Please note that the readings as well as the content are quizzed.
 - You will read an average of fewer than 50 pages per week. Keep up with the (Do not do all your reading on Monday night or the morning before class).

Make-up Work

Students will not have the option of making up in-class assignments unless *prior* arrangements have been made with the instructor.

Grading/Evaluation

Points	Grade	Percentage
750-675	A	90 – 100%
674-600	B	80 – 89%
599-525	C	70 – 79%
524-450	D	60 – 69%
0 – 449	F	0 – 59%

Points will be earned from the following assignments:

Assignment	Quantity	Total Points	Points per Assignment	Percentage of Grade
“Daily” Writings	10	50	5	6%
Writing Assignments/Activities	15	190	12-13	25%
Exams and Quizzes	20	210	10.5	28%
Research Paper/Time Capsule	2	200	100	27%
Final Exam	1	100	100	13%

**Standard
Competencies**

- I. Define the functions of literature.
 - A. Illustrate ways in which literature interprets the human condition.
 - B. Illustrate ways in which literature gives pleasure to its readers.
 - C. Illustrate ways in which literature attempts to instruct and correct human behavior.
- II. Identify and explore universal themes, topics and patterns in works studied.
- III. Analyze structural elements in literary works.
 - A. Identify and demonstrate the use of basic structural elements of prose fiction.
 - B. Identify and demonstrate the use of basic structural elements of poetry.
 - C. Identify and demonstrate the use of basic structural elements of drama.
- IV. Analyze cultural and historical contexts of literature and their contemporary relevance.
 - A. Identify and demonstrate the presence of basic cultural and historical contexts.
 - B. Analyze the function, significance, and contemporary relevance of basic cultural and historical contexts.
- V. Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information.

Topical Outline

- I. Define the Function of Literature
 - A. Interpreting the human condition
 - B. Giving pleasure
 - C. Instructing and correcting human behavior
- II. Illustrate Applicable and Relevant Universal Literary Themes and Patterns
- III. Analyze Structural Elements of Prose Fiction
 - A. Plot
 - B. Theme
 - C. Imagery
 - D. Figurative Language
 - E. Character
 - F. Point of View and Irony
 - G. Tone and Voice
 - H. Setting
 - I. Symbolism
- IV. Analyze Structural Elements of Poetry
 - A. Meter/Rhyme
 - B. Figurative Language
 - C. Stanzaic Forms
 - D. Allusion
 - E. Imagery
 - F. Speaker and Irony
 - G. Setting and Situation
 - H. Symbolism
- V. Analyze Structural Elements of Drama
 - A. Character
 - B. Plot
 - C. Stagecraft
 - D. Theme
 - E. Imagery
 - F. Setting
 - G. Language
 - H. Symbolism
- VI. Analyze the Cultural and Historical Contexts of Literature and their Contemporary Relevance as Appropriate

**Standard
Competency
Assessment**

1. Assessment Criteria: To assess this competency, the OJC faculty requires a multi-paragraph composition in 12-point font from 500 to 1,250 words in length analyzing topics, historical era, genre, important figures, and universal themes in a work of literature, using appropriate citation of sources (evaluated with rubric).
2. Assessment Criteria: To assess this competency, the OJC faculty requires students to interpret the ideas presented in literature by connecting these ideas to their own experiences through reflective written assignments and/or in-class presentations, which will be evaluated using a grading rubric.
3. Assessment Criteria: To assess this competency, the OJC faculty requires students to integrate ideas from the course with their own perceptions by creating a successful literary time capsule project, such as an illustrated timeline, a progressive poster presentation, a graphic panel, or an audio-visual work, comparing and contrasting ethical and moral dilemmas from literary works of different historical eras and/or genres.
4. Assessment Criteria: To assess this competency, the OJC faculty requires a capstone assignment (such as a final written examination or a culminating essay) that effectively uses persuasive strategies and argumentation to express a point of view and engage an audience, worth 10% to 15% of the final grade.
5. Assessment Criteria: To assess this competency, the OJC faculty requires course assignments, examinations, in-class discussions and written/oral in-class activities that analyze the different elements as they appear in assigned readings.
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7. Assessment Criteria: To assess this competency, the OJC faculty requires course assignments, examinations, in-class discussions and written/oral in-class activities that analyze the different elements as they appear in assigned readings.
8. Assessment Criteria: To assess this competency, the OJC faculty requires the critical analysis of literature in which students conduct research about cultural and historical contexts, selecting primary and secondary sources that are credible and helpful in supporting their ideas through paraphrasing, summarizing or quotation.
9. Assessment Criteria: To assess this competency, the OJC faculty requires course assignments in which students formulate their own ideas, questions, and problems associated with the literature presented, differentiating credible from unreliable sources of information about basic cultural and historical contexts.
10. Assessment Criteria: To assess this competency, the OJC faculty requires students to use a word processing program to produce class work; to become familiar with formatting and using the tools of word processing for written assignments, and to utilize the Internet and library research to compile information for course assignments.

TENTATIVE SCHEDULE

Instructors have the right to change the schedule, if needed.

Week/Date	What will be covered in class	Due Date	Homework
Week 1 Aug. 14 - 15	Introduction to the course; discuss competencies, syllabus, grading, and contracts	Aug. 14	Chapter 1, pages 5-10

Week/Date	What will be covered in class	Due Date	Homework
	<p>Chapter 1--Reading a Story 5-7 W. Somerset Maugham, <i>The Appointment in Samarra</i> 6-7 Aesop, <i>The Fox and the Grapes</i> 7-8; Bidpai, <i>The Camel and His Friends</i> 8-10</p>	Aug. 15	
<p>Week 2 Aug. 21 – 24</p>	<p>Chuang Tzu, <i>Independence</i> 10-11; Jakob and Wilhelm Grimm, <i>Godfather Death</i> 12-14; Plot & The Short Story 14-17; John Updike, <i>A & P</i> 17-22</p> <p>William Faulkner, "A Rose for Emily," p. 31-37 and questions</p> <p>Eudora Welty, "A Worn Path" p. 52-57</p>	<p>Aug. 21-22</p> <p>Aug. 23</p> <p>Aug. 24</p>	<p>Chapter 1, pages 10-22 Chapter 2, pages 27-37 Chapter 2, pages 52-57</p>
<p>Week 3 Aug. 28 – 31</p>	<p>Chapter 3—Character—83-85 Katherine Anne Porter, "The Jilting of Granny Weatherall" 85-91</p> <p>Nathaniel Hawthorne, "Young Goodman Brown" 92-101</p> <p>Raymond Carver, "Cathedral" 105-116 Writing Effectively 116-17 Topic for writing</p> <p>Chapter 4—Setting—120-23 Kate Chopin "The Storm" 123-27 and questions</p>	<p>Aug. 28</p> <p>Aug. 29</p> <p>Aug. 30</p> <p>Aug. 31</p>	<p>Chapter 3, pages 83-117 Chapter 4, pages 120-27</p>
<p>Week 4 Sept. 5 - 7</p>	<p>Jack London "To Build a Fire" 127-37</p> <p>Chapter 4 Assignment on Setting</p> <p>Writing Effectively 160-61 Topic for writing Writing due</p>	<p>Sept. 5</p> <p>Sept. 6</p> <p>Sept. 7</p>	<p>Chapter 4, pages 127-37 Chapter 4, pages 160-61</p>
<p>Week 5 Sept. 11 - 14</p>	<p>Chapter 5—Tone & Style—163-66; Earnest Hemingway "A Clean, Well-Lighted Place" 167-70;</p>	Sept. 11	<p>Chapter 5, pages 163-95 Chapter 6, pages 199-218</p>

Week/Date	What will be covered in class	Due Date	Homework
	<p>William Faulkner "Barn Burning" 170-82</p> <p>Irony 182-183 Anne Tyler "Teenage Wasteland" 188-95</p> <p>Chapter 6—Theme—199-201 Stephen Crane "The Open Boat" 201-218</p> <p>Kurt Vonnegut Jr "Harrison Bergeron" 231-36</p>	<p>Sept. 12</p> <p>Sept. 13</p> <p>Sept. 14</p>	Chapter 6, pages 231-36
<p>Week 6 Sept. 18 -21</p>	<p>Chapter 7—Symbol—239-41 John Steinbeck "The Chrysanthemums" 242-49; Ursula K. Le Guin "The Ones Who Walk Away from Omelas" 257-62</p> <p>Shirley Jackson "The Lottery" 262-68</p> <p>Writing Effectively 269-71 Essay</p>	<p>Sept. 18</p> <p>Sept. 19</p> <p>Sept. 20-21</p>	Chapter 7, pages 239-49; pages 257-71
<p>Week 7 Sept. 25 – 28</p>	<p>Chapter 8—Reading Long Stories and Novels—275-280 Leo Tolstoy <i>The Death of Ivan Ilych</i> 280-318</p> <p>Leo Tolstoy <i>The Death of Ivan Ilych</i> 280-318</p> <p>Topic for Writing Discuss research paper; select topics; pre-writing</p>	<p>Sept. 25</p> <p>Sept. 26</p> <p>Sept. 27-28</p>	Chapter 8, pages 275-318
<p>Week 8 Oct. 2 - 5</p>	<p>Draft research paper; discuss primary and secondary sources</p> <p>Peer review; revise essay; understand MLA formatting</p> <p>Research paper due Chapter 10—Critical Casebook Edgar Allen Poe Stories 387-410</p> <p>Continue Critical Casebook Poe 410-419</p>	<p>Oct. 2</p> <p>Oct. 3</p> <p>Oct. 4 Oct. 4</p> <p>Oct. 5</p>	Chapter 10, pages 387-419

Week/Date	What will be covered in class	Due Date	Homework
<p>Week 9 Oct. 9 - 12</p>	<p>Chapter 10—Critical Casebook Flannery O’Connor Stories 419-444</p> <p>Discuss and analyze Critical Casebooks</p> <p>Chapter 11—Critical Casebook Charlotte Perkins Gilman Stories 472-490</p> <p>Chapter 12—Stories for Further Reading Kate Chopin “The Story of an Hour” 549-551</p>	<p>Oct. 9</p> <p>Oct. 10</p> <p>Oct. 11</p> <p>Oct. 12</p>	<p>Chapter 10, pages 419-44 Chapter 11, pages 472-90 Chapter 12, pages 549-51</p>
<p>Week 10 Oct. 16 - 19</p>	<p>Chapter 13—Reading a Poem— 673-76 Lyric Poetry 677-78 Narrative Poetry 678-81</p> <p>Dramatic Poetry 681-83 Didactic Poetry 683-84 Topic for Writing</p> <p>Chapter 14—Listening to a Voice—687-706</p> <p>Chapter 15—Words—716-20 The Value of a Dictionary 720-22 Allusion 722-23 Writing Effectively 735-36</p>	<p>Oct. 16</p> <p>Oct. 17</p> <p>Oct. 18</p> <p>Oct. 19</p>	<p>Chapter 13, pages 673-706; pages 716-36</p>
<p>Week 11 Oct. 23-26</p>	<p>Chapter 16—Saying and Suggesting; Denotation and Connotation</p> <p>Chapter 17--Imagery; Haiku; Writing Effectively</p> <p>Chapter 18--Figures of Speech; Customs and Traditions; For Review; Writing Effectively</p>	<p>Oct. 23</p> <p>Oct. 24</p> <p>Oct. 25-26</p>	<p>Chapter 16, pages 739-50; Chapter 17, pages 751-65; Chapter 18, pages 770-89</p>
<p>Week 12 Oct. 30- Nov. 2</p>	<p>Chapter 25—Myth and Narrative—907-21 Topic for writing</p>	<p>Oct. 30</p>	<p>Chapter 25, pages 907-21 Chapter 27, pages 949-60</p>

Week/Date	What will be covered in class	Due Date	Homework
	<p>Chapter 27—Translation—949-60</p> <p>Chapter 29—Recognizing Excellence—975-93</p> <p>Critical Casebook—T.S. Eliot—1036-57</p>	<p>Oct. 31</p> <p>Nov. 1</p> <p>Nov. 2</p>	Chapter 29, pages 975-93 and 1036-57
<p>Week 13 Nov. 6 - 9</p>	<p>Chapter 34—Reading a Play—1151-63 (<i>Trifles</i>)</p> <p>Analyzing Trifles—1164-68 Writing assignment</p> <p>Chapter 35—Modes of Drama—1176-95</p> <p>Background of <i>Hamlet</i> 1393-96</p>	<p>Nov. 6</p> <p>Nov. 7</p> <p>Nov. 8</p> <p>Nov. 9</p>	<p>Chapter 34, pages 1151-63 and 1164-68</p> <p>Chapter 35, pages 1176-96</p>
<p>Week 14 Nov. 13 - 16</p>	<p><i>Hamlet</i>—1396-1410 (1.1 and 1.2)</p> <p><i>Hamlet</i>—1410-22 (1.3-1.5)</p> <p><i>Hamlet</i>—1422-40 (2.1-2.2)</p> <p><i>Hamlet</i>—1441-67 (3.1-3.4)</p>	<p>Nov. 13</p> <p>Nov. 14</p> <p>Nov. 15</p> <p>Nov. 16</p>	Pages 1396-1467
<p>Week 15 Nov. 20 - 23</p>	THANKSGIVING VACATION	THANKSGIVING VACATION	THANKSGIVING VACATION
<p>Week 16 Nov. 27 – 30</p>	<p><i>Hamlet</i>—1467-79 (4.1-4.5)</p> <p><i>Hamlet</i>—1479-86 (4.6-4.7)</p> <p><i>Hamlet</i>—1486-1506 (5.1-5.2)</p> <p>Review for drama final</p>	<p>Nov. 27</p> <p>Nov. 28</p> <p>Nov.29</p> <p>Nov. 30</p>	Pages 1467-1506
<p>Week 17 Dec. 4 – Dec. 7</p>	<p>Drama Test</p> <p>Discuss Literary Time Capsule projects; select project type; begin drafting ideas</p> <p>Make revisions to the time capsule presentation; ensure all required elements are integrated into the presentation</p>	<p>Dec. 4</p> <p>Dec. 5</p>	<p>Prepare for the drama test</p> <p>Literary Time Capsule</p> <p>Class Presentations</p>

Week/Date	What will be covered in class	Due Date	Homework
	Finalize presentations; select order of presentations	Dec. 6 Dec.7	
Week 18 Dec. 11 - 14	Time Capsule Presentations Chapter 48—Critical Approaches to Literature—2006-15 Historical criticism—2015-21	Dec. 11-12 Dec. 13-14	Presentations Chapter 48, pages 2006-21
Week 19 Dec. 18 - 21	Psychological criticism—2021-24 Mythological/sociological/gender criticism—2024-36 Topic for writing Final Exam	Dec. 18-19 Dec. 20 Dec. 21	Chapter 48, pages 2021-36

Program Student Learning Outcomes

Program-Level Student Learning Outcomes (PSLO) - OJC has identified Career and Technical Education (CTE) programs and four academic programs: Arts and Humanities, Mathematics, Social and Behavioral Science, and Natural and Physical Science. The CTE programs are: Ag-Business Management, Agricultural Science, Cosmetology, Business, Nursing, Medical laboratory Technician and Community Health Worker/Health Navigator. Each program developed outcomes and criteria and mapped outcomes and criteria to courses within the program.

Institutional Student Learning Outcomes

Institutional Student Learning Outcomes (ISLO) Assessment – This is general education assessment of: Written Communications, Mathematics, Critical Thinking, Information Literacy and Technology. Courses were mapped to determine where ISLOs are assessed.

Content Criteria For GT Courses

CONTENT CRITERIA FOR GT-AH2 COURSES (ARTS & EXPRESSION)

Students should be able to respond analytically and critically to literary or media works, by addressing all of the following:

- Specific era(s)
- Specific culture(s)
- Themes or major concepts
- Attitudes and values

**Course Competency
and Student Learning
Outcomes for GT
Courses**

COMPETENCIES AND STUDENT LEARNING OUTCOMES ASSOCIATED WITH GT-AH2 COURSES

GT PATHWAYS COMPETENCY: WRITTEN COMMUNICATION

Competency in written communication is a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.

- Student Learning Outcome (SLO 2): Develop Content
 - Create and develop ideas within the context of the situation and the assigned tasks(s).
- Student Learning Outcome (SLO 4): Use Sources and Evidence
 - Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
 - Follow an appropriate documentation system.

GT PATHWAYS COMPETENCY: CRITICAL THINKING

Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.

- Student Learning Outcome (SLO 2): Utilize Content
 - Evaluate the relevance of context when presenting a position.
 - Identify assumptions.
 - Analyze one's own and others' assumptions.
- Student Learning Outcome (SLO 5): Understand Implications and Make Conclusions
 - Establish a conclusion that is tied to the range of information presented.
 - Reflect on implications and consequences of stated conclusion.

COLLEGE-WIDE POLICIES

Email

All students enrolled at Otero Junior College are assigned a College email account, and this email account is the College's primary means of communication with students. To activate your email account, go to [OJC website](#) and access your account. To activate your account, log in with your date of birth spelled out (no punctuation or spaces) as your password (i.e., if your date of birth is February 14, 1992, your initial password is February141992).

Course cancellations and emergency alerts are distributed to email and text accounts. Please log into your account regularly and make sure your contact information is accurate.

Site Emergency

Information on how to respond during an emergency at OJC and an evaluation map are posted in each classroom. Please review this information. During an emergency or when an emergency alarm sounds, administrators and/or security officers will provide instructions which must be followed.

Services for Students with Disabilities

Students with documented disabilities should contact the Disabilities Services Coordinator located in McBride Room 132, or call 719-384-6931 in the first two weeks of the semester about free services to assist them. Services include: tutoring, note-takers, readers/writers for tests, in-class aide for reading/writing, accommodation of physical setting in classroom, tape recorded lectures, enlarged print on handouts/tests, tests in the testing center, sign language and oral interpreting, adaptive equipment, alternative testing, software/hardware accommodations and other special academic procedures.

Academic Code of Integrity (Faculty Developed)

Otero Junior College is committed to a high standard of academic integrity among its faculty and students. We pledge to maintain a spirit of honesty and honor in our academic endeavors.

As a general rule, using the ideas, words, and work of another (others) and passing them off as your own violates this code. Other specific examples include, but are not limited to:

1. Copying homework of another student.
2. Failure to cite sources used in writing assignments.
3. Bringing facts or any aid not allowed by the instructor to an exam situation for the purpose of copying or referencing them on an exam.
4. Bringing pre-written essays into an exam situation.
5. Copying another student's work on an exam.
6. Making up sources and information for inclusion in a research paper.
7. Using research papers found online.
8. Giving or receiving information on any assignment or exam where working with others is not allowed by the instructor.
9. Obtaining a copy of an exam, by whatever means, before it is administered.
10. Copying from published material as it is written, copying most of the text and changing a few words here and there, or restructuring sentences of the text.
11. Claiming an idea is your own when it is not.
12. Having someone else take an exam for you or complete an assignment for you.

Mandatory Reporting

Our College is committed to preserving a safe and welcome educational environment for all students. As part of this effort, I have an obligation to report certain issues relating to the health and safety of campus community members. I must report to the appropriate College officials any allegation of discrimination or harassment. Sexual misconduct, which includes sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, and sexual exploitation, is considered a form of discrimination.

In addition to reporting all discrimination and harassment claims, I must report all allegations of dating violence or domestic violence, child abuse or neglect, and/or credible threats of harm to yourself or others. Such reports may trigger contact from a College official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like more information, you may reach the Title IX/EO Coordinator at 719-384-6824. Reports to law enforcement can be made to 719-384-2525.

If you would like a confidential resource, please contact 719-384-6824.

Further information may be found on the College website: [OJC website](#)

HOW TO BE SUCCESSFUL IN THIS COURSE

How to Come to Class Prepared

The more exposure you have to vocabulary, concepts, and techniques, the more progress you will make. Reading upcoming sections of the text prior to the beginning of class will help you ease into learning new material. Even if it feels like it isn't helping you, it is!

Be prepared to ask questions you have on the homework. You don't need to have correctly completed all of the homework, but it is important that you make a good faith effort in order to continue making progress.

What to do During and After Class

You must be willing and able to commit your time. Plan on spending approximately 3 - 6 hours studying per week, per 3-credit course. For a 4-credit course, plan on approximately 4-8 hours of studying per week, and for a 5-credit course, plan on approximately 5-10 hours of studying per week. These study estimates are approximations; you may need to spend more time than is suggested here.

Begin working on the homework problems! Collect the questions you have and bring them to my office hours, the tutoring lab, or to class.

D2L Instructional Technology

Any technical issues with D2L can be resolved by calling OJC's IT help desk at 384-6970 or CCCS's IT help desk at 800-583-4081. If MyOJC is down, you can access D2L directly at [OJC desire2learn website](#)

What to do if you Miss Class

Before you do anything else, contact me either by phone, email, or coming by my office. I will inform you of the material that is covered.

If you have missed a quiz, you will not be able to make it up.

If you miss an exam, contact me prior to the beginning of class. You must make up the exam before the next class begins because the graded exams will be handed out at that time.

Where You Can Get Help Outside of Class

How can I help you: My office hours are during 7th hour Monday through Thursday.

How you can help yourself:

- * Read the assigned pages at least once!
- * Write down all of your questions as you are studying.

How your classmates can help you:

- * Exchange contact information.
- * Set up study groups.

OTERO JUNIOR COLLEGE MISSION STATEMENT

“To provide quality higher education that is accessible, transforms lives, expands employment opportunities, enriches our communities, promotes individual and global cultural diversity, and fosters economic development.

Lit 115 Student/Parent Contract

Fall 2017

I have read the preceding syllabus and agree to the requirements and terms set forth herein.

Student Name (Printed)

Student Signature

Parent/Guardian Name (Printed)

Parent/Guardian Signature

Date

Parent/Guardian Home/Cell phone number

Parent/Guardian email address