

San José State University
Department of Political Science

Pols 15-06: Essentials of U.S. and California Government,
Fall 2021

Course and Contact Information

Instructor:	Sabrina Pinnell
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Office Hours:	W 9-10, Th 3-4; both hours online via Zoom. Other times by appt. ¹
Class Days/Time:	In-person on F 9:30-12:45
Classroom:	WSQ 207
GE/SJSU Studies Category:	AI (US2 & US3); D3

Course Format

This is an in-person class; while there may be some participation tasks such as discussions and quizzes done online outside of scheduled class time, lecture and exams will be in-class on Fridays in the classroom. Unless there is an emergency situation that requires a shift in format for the class, you should plan to attend the full class time on Fridays, and come prepared to participate in class.² To prepare for what is a long class day, you should do the reading before the class and take time over the course of the week to review the material before we meet.

1. Because these office hours apply to multiple courses, you will need this link outside of Canvas to access them: for Wednesday 9-10, Join from PC, Mac, Linux, iOS or Android:

<https://sjsu.zoom.us/j/82602901486?pwd=RjJTdGJlYk55dm5SbXZBL2xYVnppZz09> Password: 049065 .

For Thursday 3-4, Join from PC, Mac, Linux, iOS or Android:

<https://sjsu.zoom.us/j/85805559534?pwd=bGtNWEI1UGl6TGttRTRqYXZSdFJqQT09>

Password: 699715. Additional appointments may require a separate link supplied by the instructor. All office hours will be online this semester.

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2. Student emergencies such as illness or other situation that prevent you attending class on a specific date will require notifying the instructor and then going over the material in an electronic format. Please contact the instructor if this occurs.

Office hours will be online this semester due to the current pandemic and the need for physical distancing. Please see the footnote on page 1 for the links to the Zoom meetings. Appointments at other times will be set by the instructor using a different link which I will send to you when we set the appointment.

As part of the class, students are expected to have access to a computer and be able to use the Canvas platform. If this is your first year, please log on to Canvas through the SJSU website and use your SJSUOne ID to establish your Canvas account and format your notifications to allow class announcements to go to your email immediately. Canvas will be essential for communication and various class tasks this semester.

Course Description

From the SJSU Catalog: Treatment of essentials of U.S. and California government. Satisfies the American Institutions requirements in U.S. Constitution (US2) and California Government (US3), and the Core GE requirement in Social Sciences (D3).

From the SJSU GE Guidelines (S14-5): In this course you will be exposed to alternative interpretations of the historical events and political processes that have shaped the social, economic and political system in which you live. This course will provide a multicultural framework, including both conflict and consensus principles, of the choices and options available to individuals and groups in their social, economic and political relations. The focus of the course is the growth of a multicultural society and the interactions, including cooperation and conflict, as these many and varied peoples have dealt with social, economic and political issues.

Department of Political Science Learning Outcomes

The Political Science Department has the following objectives for its students:

- 1) Breadth: Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.
- 2) Application and Disciplinary Methods: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, evaluate research studies, and critically analyze and interpret influential political texts. Students should be able to apply these techniques to identify, understand, and analyze domestic and international political issues and organizations.
- 3) Communication Skills: Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.
- 4) Citizenship: Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

1. **GELO 1 (US2):** Explain how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision-making process. Analyze the meaning and content of the democratic process as it has evolved in the United States and California, and describe the foundations of the political system and the evolving institutions of government, the links between the people and government, and the operations of California government. This requirement will be fulfilled by the three exams and the final for the course, along with quizzes and discussions where applicable.
2. **GELO 2 (US3):** Identify the tools of political action and collective decision making at the local, state, national and global level, and articulate the values and assumptions that inform their civic engagement. This requirement will be fulfilled through Exams 1 and 3 as well as discussions.
3. **GELO 3 (D3):** Place contemporary developments in cultural, historical, environmental, and spatial contexts. This will be fulfilled through discussions and essays on the exams.
4. **GELO 4 (D3):** Identify the dynamics of ethnic, cultural, historical, environmental, and spatial contexts. This will be fulfilled through discussions and essays on exams.
5. **GELO 5 (D3):** Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. This will be fulfilled through discussions and essays on exams.
6. **GELO 6 (D3):** Apply multidisciplinary material to a topic relevant to policy and social action at the local, national and international levels. This will be fulfilled through discussions.

Students are expected to complete the writing equivalent of ~1500 words or more in this class. This will be accomplished through three in-class essays attached to Exams 1-3.

Required Texts/Readings

Textbook

The major texts for this course are Neal Ginsberg, Theodore Lowi and Margaret Weir et al.'s We The People, 13th Core Edition (W.W. Norton, 2019; ISBN: 978-0-393-42701-1 for paperback),³ and the League of Women Voters of California, Guide to California Government, 16th edition (Sacramento, CA: League of Women Voters Education Fund, 2016; ISBN: 978-0-9632465-2-3).⁴ Both of these texts are available through Spartan Bookstore and are required. Earlier editions of books may not have the most current information used in the course, so it is strongly recommended that you get the editions listed here.

3 . We The People will be listed as WTP in the Schedule for readings.

4 . Guide to California Government will be listed as LWV in the Schedule for readings.

Other Readings/Materials

Additional readings may be assigned to specific modules over the course of the class; there may also be podcasts and other types of materials assigned in a given week for you to consume. You can see these listed on both the syllabus schedule, and in the introduction page for each module. For obvious reasons, these materials will be electronic and have links in the modules.

Because accessibility is a potential issue, any *required* materials in oral form (such as a podcast) will have a transcript available.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found at <http://www.sjsu.edu/senate/docs/S16-9A.pdf>.

This course includes the following methods to evaluate student performance:

Quizzes	5 x 10 points
Discussions	7 x 10 points
Exams	3 x 100 points
Final Exam	<u>100 points</u>
	520 points

Quizzes: There will be an online quiz to test your knowledge of the syllabus at the start of the course, and during various weeks in the class to help you gauge your progress on the material in that section of the class. Each quiz will be under Quizzes on Canvas and available for 24 hours on the day it is held (see Schedule in the syllabus and the weekly modules for dates). These quizzes are open-book and open-note. You have three attempts to take the quiz with 20 minutes per attempt, and your highest score will be recorded in the gradebook. You may also go back to review the questions before you submit the quiz. These quizzes are meant to encourage your digestion of the material in the module. If you miss the quiz due to an excused emergency, you need to verify this with the instructor to be able to make up the quiz at a later time; you must make up the quiz within a one-week period, or you will not gain the points for that quiz.

Discussions: Other weeks in the semester, students will be going onto Canvas before the Friday class session to participate in an online discussion. You will find assigned discussions under Discussions on Canvas, and linked to particular modules. Discussions usually require you to consider information, answer various questions in an initial post, and then later respond to another student's post over the course of the discussion period. This participation adds up to a possible 10 points for discussion. Note that access to discussions occurs when a module is unlocked. Failure to complete these assignments will only be excused if there is a verifiable emergency.

Exams: Exams for this section of Pols 15 (September 17th, October 15th and November 19th) will be in-class and contain a combination of multiple-choice questions and an essay section, totaling 100 points each. The exam will be held in the last 75 minutes of class (so, 11:30-12:45); other material will still be covered in the first half, given that this is a one-day-a-week class.

The first part of the test is a multiple-choice section worth 50 points, with 25 questions that you will answer on a Scantron 882-E form. You will have a choice of four options for each question. Please make sure to bring a pencil and the correct Scantron form for this section of the test.

The second part is an essay question worth 50 points, which you will answer in 2-4 pages (estimate based on single-spaced, single-sided pages) in a large greenbook. Please see the handout appended to this syllabus for format. We will also go over requirements in class before Exam 1.

While you will receive a study guide of terms and concepts to help you study before the exam, the exams will be closed-book, closed-note. There will be no questions given out in advance, although the instructor may indicate in class what issues will come up on the essay portion of the test. There will also be optional study sessions (online via Zoom) before each exam to go over the study guide and review the material. These sessions will be scheduled TBD during the week before the test. If you cannot attend the session as scheduled, a recording will be made available. Extra credit points will be given to students who attend, or view the recording and send a list of topics to the instructor via email.

Students are expected to take exams as scheduled; they will not be given in advance of their scheduled dates and make-ups will only be permitted due to a verified emergency. Travel plans are not considered emergencies. Makeups must occur within a one-week time period from the scheduled date. Contact the instructor ASAP if you miss a test to schedule a makeup.⁵

Final Exam: The final exam is on December 13, 2021 from 8:00-9:30 a.m.⁶ in WSQ 207. It is comprehensive for the course and will consist of 50 multiple-choice questions worth two points each for a total of 100. There will be questions from all previously tested sections of the class, as well as any material covered after Exam 3. You will need to bring a Scantron 882-E form to complete this exam. This exam is closed-book and closed-note. The exam will not be given in advance for any reason; please make travel arrangements accordingly. Make-ups are only permitted for emergencies and will be held on the official makeup day.

Grading Policy

This course is based upon a point system, with percentage of points earned on assignments and exams corresponding to the following grades: 97-100% is an A plus, 93-96% is an A, 90-92% is

5. Exams will not be made up in office hours; you need to set a time outside of these within the week following the test. The instructor will find a reasonable on-campus environment with distancing so you can make up the test in-person.

6. The formal time starts at 7:15, but this exam usually takes an hour to complete; the later exam start time will accommodate students finding seats and being prepared to take the test in this class.

an A minus, 87-89% is a B plus, 83-86% is a B, 80-82% is a B minus, etc. Keep track of your points over the course of the semester as noted above, and you should have an idea how you stand in the class.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details. Point scores will be available on Canvas, but percentages for the categories and the overall course score may not be; contact the instructor if you need a grade check for the course.

Extra Credit Policy

There will be review sessions on Zoom before Exams 1-3 and the Final; you may earn extra credit by attending the sessions for Exams 1-3 (five points each). I will be taking attendance for verification. If you cannot attend, a recording will be available. Viewing this and submitting a summary of the topics discussed to the instructor via email will earn you the five points.

Note that per Academic Senate policy (<http://www.sjsu.edu/senate/docs/S09-7.pdf>), any extra credit opportunities must be extended to all students in the class; this means that individual appeals for extra credit may not be considered apart from the entire class. Students may not request individual extra assignments for additional credit.

Travel Policy

For this course, if you know that you will be absent or unable to complete assignments ahead of time due to athletic or other campus activities, it is your responsibility to clear any extensions or excusals with the instructor ahead of the due date.⁷ Travel for other reasons, barring emergencies, may not be accepted as reasons for extensions or excusals for late work or makeup exams; any exceptions require instructor approval. If you have an emergency that makes it impossible to take an exam or complete an assignment, contact the instructor ASAP to discuss options to complete your work. But as noted above, no exams will be given in advance for any reason, and this includes the Final.

7. Ideally, athletes should present a schedule of away events that may affect the class and send the instructor an e-mail alerting her before each event to make sure that absences are excused.

Classroom Protocol

This is a course that will consider several controversial issues including diversity and minority rights in American politics, immigration and its effects on American politics and culture and the nature of citizenship. Students are expected to conduct themselves in a civil and respectful manner in discussions and other communications, particularly to their fellow students. With that in mind, students should avoid any colloquial language, characterizations, remarks or outright slurs that pertain to groups in the abstract or to their fellow students in particular. Any remarks made in ways that attack a student's personality or physical characteristics that have nothing to do with his or her actual points in a discussion will not be tolerated. Students should review the Netiquette rules in the first course module for more information.

You should be aware that although Canvas is only accessible by registered students, much of it should be considered a public forum: your remarks in discussions and in group Zoom sessions will be recorded. Email also has confidentiality issues. Act accordingly.

Internet Failure Policy

While this is an in-person class, some of the tasks this semester will be online; you are expected to be able to access and use online resources throughout the semester when they are necessary in the class. SJSU does not have a formal policy on what to do if there is an internet failure on the instructor's end or on yours, so I am creating one here:

- 1) If internet access fails on the instructor's end, she must notify students that she is unavailable for immediate contact regarding class resources or materials, and that email replies will be delayed until the internet resumes. Notification will be through email, either from the instructor herself or the Political Science Office.
- 2) Power failures or shut-offs due to emergencies may also affect internet coverage. The instructor will do her best to notify students if there is such an emergency, and whether or not the class tasks will be adjusted accordingly.
- 3) Students may also lose internet coverage at times in the class, due to failure, power shut-off or other emergency. In such situations, if the lack of internet service will affect completing class tasks, the student needs to notify the instructor as soon as possible in case adjustments are needed. This is particularly important in cases of quizzes, exams or assignments. Note that any adjustments are at the instructor's discretion and will depend on the specific circumstances of the emergency.
- 4) While 3) addresses unforeseen emergency situations, students may not use *anticipated* internet interruptions as a reason for extensions on completing class tasks. Students should make arrangements at quiz and other times to complete those tasks if they know ahead of time that their internet coverage will be interrupted. This could involve using internet coverage in another location, for example. If you as a student feel that you may not be able to fulfill class requirements ahead of time due to internet issues, you should contact the instructor to discuss options.

Policy on Submitting Written Work in this Course

Students at the college level are expected to submit written work that fits the grammatical, stylistic and citation expectations for college-level work in English. All written assignments in this course are therefore graded in two ways: both in terms of content (information in terms of logic, quality of evidence, etc.) and in terms of writing. Given the exam-based nature of class essays, writing rules such as citation and spelling may be relaxed, and the bulk of the grade will be for content. But organization of your points in the essay, use of introduction/conclusion and ability to make an argument may be factors in grading. Lack of proper citation may also be considered. If you are at all uncomfortable with writing at the college level, you need to take steps to rectify this. You may want to see the instructor after exams are handed back if comments indicate that there are specific errors in argument or writing.

Collaboration and Source Use Policy

The University has a clear policy on Academic Integrity, but I feel that some issues need to be made more explicit within the body of this syllabus.

Per the SJSU Academic Integrity Policy, you may not submit work done in another course, in whole or in part, for evaluation in this course without prior instructor approval. This includes your own writing for another course – that is actually a form of plagiarism as well as cheating.

Use of class or outside materials on assignments or exams must be quoted if word-for-word and any information given proper attribution.⁸ Lack of doing this could affect both content and writing portions of your assignment or exam grade.

Collaboration in preparing for exams such as sharing notes and group study before exams is encouraged, but keep in mind that there may be more than one answer to an exam question. Collaboration during exams is cheating and will be treated as such.

If there are issues with source use or possible cheating, it is the policy of SJSU for the instructor to have a face-to-face meeting with the student(s) to clarify the issue and particulars before any decisions are made about possible sanctions. Serious infractions must be reported to the University per the Academic Integrity Policy for recording purposes, and possible administrative action.

To sum up – the University is serious about cheating and plagiarism, and so is your instructor. If you are concerned about how to use material for exams, contact me.

Final Exam Policy

Per University Policy S17-1, all classes must have a culminating activity that finishes the class. For Pols 15, this will be in-person on December 13, 2021 from 8:00-9:30 a.m. No final will be

8. This includes lecture.

held before this scheduled date and time, and you should plan on taking the test as scheduled unless you have a verifiable emergency, or three or more scheduled finals in one day and you contact me no later than three weeks before the last day of class (November 12th). If you fall into one of these categories, a makeup exam is possible, on the scheduled makeup day (December 15th). Please see the relevant policy at <http://www.sjsu.edu/senate/docs/S17-1.pdf> for more information.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <https://www.sjsu.edu/curriculum/courses/syllabus-info.php> . Please peruse these policies at the link, which cover academic integrity, religious holidays and recording information in class.

Disclaimer

All information in this syllabus, including due dates for evaluation instruments such as exams or papers may be subject to change with fair notice by the instructor, the Department of Political Science or San Jose State University.

Pols 15: Course Schedule

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/20	<p><u>Topic 1a: Course Introduction, The Constitution</u> See Module for “Course Introduction” on Canvas</p> <p>WTP, Ch. 2</p> <p>Quiz on Syllabus (online on Canvas) 8/23</p>
2	8/27	<p><u>Topic 1b and 2: Federalism, Political Culture</u> See Module for “Federalism” and “Political Culture” on Canvas</p> <p>WTP, Ch. 1, Ch. 3; Ch. 6 (pp. 209-215)</p> <p>Discussion (Liberty and Limited Government) before class (8/23-8/26)</p>
3	9/3	<p><u>Topic 3: Civil Liberties</u> See Modules for “Civil Liberties” on Canvas</p> <p>WTP, Ch. 4</p> <p>Quiz on Constitution, Federalism and Political Culture (online on Canvas) 9/1</p>
4	9/10	<p><u>Topic 4: Civil Rights</u> See Module for “Civil Rights” on Canvas</p> <p>WTP, Ch. 5</p> <p>Discussion (Assembly and Protest) before class (9/7-9/10)</p>
	9/17-9/24	<p><u>Topic 5: Legislative Branch (U.S., CA)</u> See Module for “Legislative Branch” on Canvas</p> <p>WTP, Ch. 12 LWV, Ch. 4</p>
4	9/17	<p>Exam 1 in second half of class (beginning at 11:30) Review session prior to exam TBA, week of 9/17 and via Zoom</p>

Week	Date	Topics, Readings, Assignments, Deadlines
6-7	9/24-10/1	<p><u>Topic 6: Judicial Branch</u> WTP, Ch. 15 LWV, Ch. 6</p> <p>Discussion (Judicial Review) week before class (9/20-9/23)</p> <p>Quiz on Legislative and Judicial Branch (online on Canvas) 9/29</p>
7-9	10/1-10/8	<p><u>Topic 7: Executive Branch</u> WTP, Chs. 13-14 LWV, Ch. 5</p> <p>Discussion (Presidential Powers) week before class (10/4-10/7)</p>
9	10/15	<p>Exam 2 in second half of class (beginning at 11:30) Review session prior to exam TBA, week of 10/15 and via Zoom</p>
9-10	10/15-10/22	<p><u>Topic 8: Elections and Political Parties</u> WTP, Chs. 8,10 (except pp. 393-403) LWV, Chs. 1-3</p> <p>Discussion (Should we have compulsory voting?) week before class (10/18-10/21)</p>
11	10/29-11/5	<p><u>Topic 9: Interest Groups and Campaign Finance</u> WTP, Ch. 9, 10 (pp. 393-403), Ch. 11</p> <p>Quiz on Elections and Parties (online on Canvas) 10/27</p> <p>Discussion (Campaign Finance) week before class (11/1-11/4)</p>
12-13	11/12-11/19	<p><u>Topic 9: Media and Public Opinion</u> WTP, Ch. 6 (237-247), Ch. 7</p> <p>Quiz on Interest Groups and Campaign Finance (online on Canvas) 11/10</p>
13	11/19	<p>Exam 3 in second half of class (beginning at 11:30) Review session prior to exam TBA, week of 11/19 and via Zoom</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	11/26	Thanksgiving Holiday – NO CLASS
13-15	12/3	<u>Topic 10: Local Government</u> LWV, Chs. 7-9 Discussion (Prop 13 and Property Taxes) on Canvas, 11/29-12/2
Final Exam	12/13	In Class from 8:00-9:30 a.m. (Please note date and time!)

Exams 1-3: Information for Part II (Essay)

As part of Exams 1-3, you will need to draft an essay of 2-4 pages in a large, new greenbook to answer one of two question possibilities given to you on the exam.⁹ While the instructor may indicate in class what issues will come up in the essay topics, she will not give out specifically worded questions in advance. You should prepare for writing the essay by studying the terms and concepts provided on the study guides before the test, as with Part I. You will have the entire class period to take each exam, so this will give you time to take the various steps in creating your essay.

Essays during exams are not like essays written outside of class. You will need to set aside time during the exam period to think over and outline your answer before you write. You may want to use the exam form or the inside page of your greenbook to make notes and outline your answer before you begin; starting an essay without organizing your points may lead to a poor result. Each essay answer will have both informational components and an overall argument, so you need to know what your answers will be before you compose the essay.

A proper exam essay has much the same organizational format as an out-of-class essay:

- 1) An *introduction* paragraph with a thesis for your answer, and a brief roadmap of the points you are going to use to back up your thesis. In short, how you are planning to answer the essay question.
- 2) A *body* of points that provide support for your thesis, with information provided as needed. You will not need to cite for these facts in an exam essay, but you may want to note specific authors if they provided ideas or information (“As Jefferson noted in the Declaration of Independence...”). The body must cover all parts of the question in terms of required information or argument. But it is not an outline or set of bullet points; like a regular out-of-class essay, you should write these points as paragraphs.
- 3) A *conclusion* that briefly summarizes your argument and verifies you answered the question. You cannot leave the essay with the last body paragraph; you must finish it.

The 2-4 page requirement for the exam is based on the idea that you will need at least five pages (roughly one per paragraph, if single-sided pages and single-spaced) to compose your essay, if you have one introductory paragraph, three body paragraphs and a conclusion. Obviously, you might go over this; but try to keep your argument organized to seven pages.

Grading of this essay will be based on a combination of content and writing, as outlined below.

Content: (40 points)

The bulk of the essay grade is based on whether or not you answered the question as given in the exam, and made a sufficiently good argument. Take the following example:

“The Declaration of Independence asserts that a major purpose of government is to protect the individual rights of citizens; it is founded for this purpose. But if government impinges on the rights of citizens after its creation, what should citizens do, according to the Declaration? Is this position a reasonable one in today’s America? Give information from the document and the class material where necessary.”

9 . You must use a new, blank greenbook for each exam. No exceptions. The instructor will bring some greenbooks to each test in case you do not have one.

This question gives you both a clue as to what information you need to give as well as the argument you're going to make. You'll need to know enough about the Declaration from the reading and lecture to give the foundations on individual rights and the relationship between government and the public. But you'll also need to give some of your own opinion as to whether the Declaration's argument on revolt is feasible in the current American era if you object to the government's powers over your rights, and defend your position with information as well. (Keep in mind this document backed a revolution – do we have other options today?)

The forty points for content will therefore focus upon:

- Having a clear thesis, preferably at the start, for your argument;
- Answering all parts of the question – informational and argument;
- Developing all parts of the roadmap you made at the start, in terms of information and argument.

This should bring home the necessity of the introduction and conclusion; you're using these to verify that you have an answer, and that you are covering the answer. But please note that just providing correct information, without a clear argument that carries through the essay, will earn you a 33 at best, or a middle-range B. Leaving the thesis until the end could mean a higher B, but not an A. You need to organize your thoughts before you write.

Writing: (10 points)

Roughly 20% of your essay grade is based on writing, although the rules for in-class essays are clearly different than for out-of-class ones. You will not have an opportunity to do multiple drafts for this essay, and tools like spell check and grammar check are not available. Also, not everyone is a native English speaker. With that in mind, here are the concerns that could lower your grade in this part of the essay:

- Lack of introduction or conclusion. Just answering the points of the question, one at a time, is not an essay.
- Lack of organization. This is particularly evident when the essay is one large paragraph. Organize before you write, and split up your points into paragraphs.
- Answering the essay in bullet points or as an outline. That is not essay format.

Other writing issues such as spelling, verb tense/agreement, and punctuation will not be as important in grading, given that this an extemporaneous answer and you just received the question. Citations are not necessary. Clear, concise points with a few writing errors will still get you a high writing grade.

Final Points

As noted above, you are not getting the specific essay questions in advance. If you feel that you will need extra time for this exam format due to disability, you need to set up accommodations with AEC as soon as possible. Sudden disability due to injury or illness may require accommodations in the testing room, but cannot be dealt with if you do not let the instructor know in advance; you cannot expect these on the test day with no notice.¹⁰

10. Example: Showing up with a broken arm on test day does not mean you get to write the essay on your computer. The instructor can bring in a clean computer for you to write on, but only if you contact her in advance.

International students who feel less comfortable with English may want to meet with the instructor to discuss concerns, but should plan on composing the essays in English to the best of their ability. This is not a writing class, but you are expected to satisfy some parts of the class requirements in writing; use this class as a means to master a form of writing that you need to know for other courses, particularly in the humanities and social sciences.