



- Establish and maintain scholarly voice for expository writing, adhering to Standard English conventions
- Establish and maintain a voice appropriate for personal descriptive and narrative essays to write the college-application/scholarship essay
- Participate in collaborative discussions with classmates and instructor, building verbal arguments that draw on textual evidence and respond to the diverse perspectives in the classroom
- Produce and present oral presentations that utilize multiple modes of verbal expression (written words, technology, sound, etc.)

**Attendance:** Students are expected to be in class every day. The policy on "Class Attendance" in the MSMS 2018-2019 Student Handbook should be reviewed.

**Grades:**

Quarter grades are determined by the following percentages:

- 50% "Daily work" (pop quizzes, announced quizzes, homework assignments, informal essays, in-class daily assignments, class presentations, "creative responses," blog responses, and so on)  
 The "daily work" has points that the student accrues during the quarter. At the end of the quarter, the total number of points earned by the student is divided by the total possible points. This percentage counts as 50% of the quarter grade. For example, if 150 points can be accrued during the quarter, a student who earns 140 points will receive a 93 for 50% of her quarter grade. Extra credit points are occasionally offered during the semester.
- 50% Major Tests and Major Essays (*minimum* of two major assessments per quarter)

Semester grades are determined by the following percentages:

- 40% First Quarter grade  
 40% Second Quarter grade  
 20% Semester Exam

**N.B.** The semester exam is required for all students. The literary research paper is a requirement for first semester credit for all students in the course.

**Reading:** In order to participate fully in each class session, students must have read all assigned material prior to class. Readings for each day are included in this syllabus. In addition to the assigned literature, students should also read the introduction to each author. It is expected that students will participate in class discussions.

**Make-up work:** Students should follow the requirements for make-up work as prescribed in the MSMS 2018-2019 Student Handbook.

**Academic Honesty:** Students are expected to be academically honest. That means the work you do should be your own work. By all means study together, discuss reading assignments together, and even discuss "strategies" for approaching written assignments together if you need to. But when it comes time to committing something to paper, do not consult another student's work. Do not allow another student to read any of your written assignments before you hand them in. If another student's paper reflects your own work, your own work will be called into question. Academic dishonesty will not be tolerated. Do not share test questions/items with students in sections of the course after yours; doing so is an act of academic dishonesty.

**True confession:** I have a near-photographic memory for "words on the page." I'll explain this in class.

Read the section on “Academic Honesty” in the MSMS 2018-2019 *Student Handbook*. Also, read Section R-4, “Integrating Sources, Avoiding Plagiarism,” on pages 107-118 of *The Little Seagull Handbook* (3<sup>rd</sup> ed.).

If you have any questions regarding plagiarism or “academic honesty,” you need to ask them by the end of the first week of class. Consequences for academic dishonesty at MSMS are prescribed in the Discipline Section of the MSMS 2018-2019 *Student Handbook*.

My high school English teacher used to say that using as many as *three words* in the same order from another person’s work without sufficient attribution and documentation constitutes plagiarism. That is a good thing to keep in mind. Additionally, you must provide a reference for *any idea* you borrow from a source. If you consult *any* reference “help” in order to write papers (from The Internet or other sources), you need to acknowledge that reference as you would in a research paper. This includes—among others—*Cliff’s Notes*, *Spark Notes*, and *Wikipedia* (N.B. these sources are not considered valid references by many academic institutions. Consult *The Little Seagull Handbook* for appropriate MLA documentation style.)

A word to the wise: The technology that makes it easy for dishonest students to find papers/information in cyberspace that they pass off as their own work *also makes it easy* for someone grading papers to locate the sources.

(Syllabus distributed to students on 8 August 2018.)

## Schedule of Assignments:

Please note that during class the instructor may alter, add, or delete assignments or test dates listed below; therefore, be sure to contact a reliable classmate or the instructor if you miss class.

Page numbers for the *Norton* (“NA”) readings appear in parentheses after titles; unless otherwise indicated, the entire selection should be read, as should the biographical introductions to authors (where applicable). The *Norton* should be brought to class every day *unless told otherwise by the instructor*.

### August

**Wed 8** Course introduction: Syllabus expectations and course assignments, course overview, attendance, tutorials, evaluation/grades, letters of recommendation, due dates for assignments, pop quizzes (a.k.a. “little opportunities”), academic honesty, essays, the research paper, textbooks issued, “how to succeed in this class”

**N.B.** Please note the dates by which the following major works (which were on the summer reading list) must be read in their entirety:

*Brave New World*

Friday, October 12<sup>th</sup>

*Hamlet*

Wednesday, November 7<sup>th</sup>

*Oliver Twist*

Monday, November 26<sup>th</sup>

(cont. next page)

## August

Discussion of expectations for the research paper: considering texts and topics.

**The Research Paper (due Monday, November 12<sup>th</sup>):** The primary source for the research paper must be a title (or titles) included in *The Most of P.G. Wodehouse*, which is an anthology of short stories and a novel by the British humorist P.G. Wodehouse.

The research paper project will require you to read a “primary text” (a short story or stories **or** the novel included in the anthology) and to analyze the text(s) regarding its sources of humor.

What’s *funny* (or ironic/sardonic/farcical/sarcastic) in the work? Is the humor dependent on manipulations of language? On witty dialogue? On incongruous settings? On incongruous situations? On what? Is it a *satire*? A *parody*? *burlesque*? Does it contain examples of *verbal irony*? *Situational irony*? *Dramatic irony*?

You will 1) “pit yourself” as literary critic against the primary text, and 2) use other critics’ responses to the text to support your critical analysis. Students are required to make use of a minimum of four (4) secondary/critical sources in writing the research paper; two (2) of those sources must be “print texts” (in other words, *books*), and the others may be accessed electronically.

It would be helpful for you to read the model research papers on the instructor’s webpage as soon as possible. Notice that the Works Cited pages for the older papers in the Archive reflect bibliographic models from earlier editions of the *MLA Handbook*. (The 8<sup>th</sup> edition of the *MLA Handbook* is the one currently used.)

**N.B. The research paper will count as two major test grades for second quarter.**

**Fri 10** The entire **course syllabus** must be read for today’s class, paying special attention to the “back matter” pages (pp. 11 -15). Begin bringing *The Norton Anthology* (vol. 1) to class every day, *unless otherwise instructed*.

**Mon 13** NA(A): from “Introduction” (6 – 11)  
Handout: “The History of English”

Presentation: The history/development of English  
(Ask today about the blog response due by 11:59 p.m. tomorrow night!)

## August

- Wed 15** Continue discussion of the history/development of English  
**Due Today: Blog Response--Write 250 words discussing the following:** *Why do you speak English? In other words, what is your own “history” with the English language? Is English the language of your home? If not, what is? If English has been your family’s language for generations, what are some of the “speechways” of your family? (I’ll explain this more fully in class!)*
- N.B.:** Blog responses must be posted to EduBlogs before midnight the night before the response is due for class. For example, for today’s response to be on time, it needs to be “posted” by 11:59 p.m. on August 14<sup>th</sup>. Each blog response counts 16 daily points.
- Fri 17** Complete discussion of the history/development of English
- Mon 20** **Major Test on the history/development of English**  
(Be sure to utilize the *Study Guide* available on my webpage!)  
*Question/answer opportunity about the research paper after the test*
- Wed 22** NA(A): “Geoffrey Chaucer” (256-259)  
NA(A): Intro. to *The Canterbury Tales*, to “The General Prologue,” and to the conventions of satire
- Fri 24** NA(I) and Handout: “The General Prologue” (261 – 281)  
(N.B. Bring to class each day both the *Norton* and the Modern English translations provided on the handout.)  
**N.B. The Research Paper’s Primary Text must be brought to class on Wednesday, September 5<sup>th</sup>.**
- Mon 27** Continue discussion of “The General Prologue”  
In-class “refresher”: Searching for the primary source and for both print and online *secondary sources* for the research paper. (**Ask about Blog due Wed.!**)
- Wed 29** Continue discussion of “The General Prologue” (Ask about the Creative Response due on Friday, Sept. 14<sup>th</sup>.)  
**Due Today: Blog Response: “3 Great Treats,” 250 words about “The General Prologue” of *The Canterbury Tales***
- Fri 31** Complete discussion of “The General Prologue”  
**Major Quiz on “The General Prologue” (30-40 daily points)**  
Discussion of the thesis statement and expository/analytical essays

## September

- Mon 3** Holiday!

## September

- Wed 5** **Due Today: You must bring the Wodehouse text and a printed list of the titles that you plan to use as primary sources for the research paper.**  
(10 daily points)
- NA(A) and Handout: “The Wife of Bath’s Prologue and Tale” (300-328)  
(Ask today about the major essay due on Monday, September 17<sup>th</sup>.)
- Fri 7** Continue discussion of “The Wife of Bath’s Prologue and Tale”
- Mon 10** Continue discussion of “The Wife of Bath’s Prologue and Tale”
- Wed 12** Complete discussion of “The Wife of Bath’s Prologue and Tale”  
NA(A) and Handout: “The Pardoner’s Prologue and Tale” (328-343)
- Fri 14** Complete discussion of “The Pardoner’s Prologue and Tale”  
**Due Today: Creative Response to *The Canterbury Tales* (must be on 8 ½” x 11” paper; counts 16 daily points)**
- Mon 17** **Due Today: Major Essay on *The Canterbury Tales* (750 words; counts as a major test grade)**  
Ask questions today regarding anything related to the Research Paper project!
- Wed 19** Introduction to writing the college-application essay  
N.B.: Bring with you to class today any applications that have assigned essay topics for colleges or universities where you are considering applying. (If you don’t have any authentic topics, you’ll be provided them in class.)
- Fri 21** *The Pizazz Factor* (1-20)  
Continue discussion of college-application essays
- Mon 24** *The Pizazz Factor* (21-44)  
Continue discussion of college application essays  
**Due Today: Blog response (“3 Great Treats,” 250 words) to essays in *The Pizazz Factor*; be sure to identify essays by titles, and offer evidence in quotations; give the page number for what you quote in a parenthetical notation.**
- Wed 26** **Due Today: Opening paragraph of college-application essay (The “finished product” will be 650 words and is due on Friday, Oct. 5<sup>th</sup>.)**  
**Be prepared to read the paragraph aloud in class. (counts 16 daily points)**  
**Please note that this assignment—as well as all other assignments for the course—must be typed and have the MLA heading and a title.**

**September**

**Fri 28** British humor on the screen: **P.G. Wodehouse's *Jeeves and Wooster***

**October**

**Mon 1** British humor on the screen: **P.G. Wodehouse's *Jeeves and Wooster***

**Wed 3** British humor on the screen: **P.G. Wodehouse's *Jeeves and Wooster***

**Due Today: Blog response to *Jeeves and Wooster* (250 words; identify/discuss three specific examples of *verbal* humor and explain how/why they are humorous and what type of “manipulation of language” is employed; be sure to use quotations and provide notations with page numbers for each)**

**Fri 5** **Due Today: College-Application Essay (650 words); counts as a major test grade. Be prepared to read essays aloud in class.**

Also: Discussion of research paper; looking ahead to the writing the research paper proposal and the thesis/outline page (due Friday, October 12<sup>th</sup> and Monday, October 15<sup>th</sup>)

Also: Introduction to *Brave New World*, which should be read by Friday, October 12<sup>th</sup>; choose individual topics for “seminar discussion” of *Brave New World*; ask today about the “listicle” due on Wednesday, October 17<sup>th</sup>. Listicle topic: “*Brave New World* as relevant to 2018.”

**Mon 8** Holiday!

**Wed 10** **Due electronically to the instructor via email before midnight: A proposal (of about a page in length) describing the topic you want to pursue for your research paper that comes from your reading of your primary text(s) and your “perusal” of preliminary secondary sources. The proposal should reflect your reading knowledge of the primary source(s) as well as your knowledge of critical responses to the work(s). (I’ll explain this orally; counts 8 daily points.) Remember, your topic should pertain to the *humor* present in the work(s).**

**PSAT**

**Thur 11** **End of First Quarter**

**Fri 12** **Aldous Huxley**  
*Brave New World*

**Bring your copy of *Brave New World* to class today!**

**October**

**Mon 15** **Due Today: *Thesis/Outline Page* (Follow student models of thesis/outline pages found on instructor's webpage; counts 30 daily points.)**

**N.B. The preliminary bibliography for the research paper (with a minimum of four secondary sources) is due on Monday, Oct. 22<sup>nd</sup>, and the first page of the research paper is due on Monday, Oct. 29<sup>th</sup>.**

Continue discussion of *Brave New World*

**Wed 17** Continue discussion of *Brave New World*  
**Due Today: A 6-point "listicle" (posted to the Blog; listicle topic: "*Brave New World* as relevant to 2018.>"). For an explanation of a "listicle," please read the article on this site:**

<https://en.wikipedia.org/wiki/Listicle>

**Fri 19** **Major Test on *Brave New World***

**Mon 22** **Due Today:** Four (4) secondary sources for the research paper (e.g. books, photocopied articles from books, articles from journals [either online or print journals]); counts as 16 daily points)

You must bring physical copies of four secondary sources, two of which must be "print texts" (that is, *books*). In addition, you must have a bibliography listing five sources (one primary, four secondary) using MLA style requirements; use the words "Preliminary Bibliography" as the title of this page. You may be asked at the beginning of class to respond in writing to a few questions about that text and those sources.

The following sources are *not allowed*: 1) dissertation abstracts (from *DAI*), 2) *Wikipedia*, *Spark Notes*, *Cliff's Notes*, *Pink Monkey* [etc.], or 3) excerpts of articles from *Contemporary Literary Criticism (CLC)*; you may use the CLC as an index and then obtain the unabridged article.

If you use sources accessed from the Internet, they must be from scholarly, "peer review" journals, not just from someone's homepage or a "popular magazine"; furthermore, any article accessed from the Internet must be downloaded and turned in to me when you turn in your paper. If you use sources (books or articles) that you obtain from a library other than Fant Library at MUW or Mitchell Library at MSU (e.g. another university library, your town's public library, your family's library, etc.), you must turn these sources in to me when you submit your research paper on November 12<sup>th</sup>.

You **may add** bibliographic sources between today and November 12<sup>th</sup>; however, at least **two** of the sources brought today must be used in your final paper. I'll explain this further in class.

(cont. on next page)



**November**

**Mon 12** **Due Today: The completed Research Paper** (counts as *two Major Test grades*); it must be written using MLA style and contain the following:

- \*Revised and/or corrected thesis/outline page
- \*Minimum of 8 pages of text (not counting thesis/outline page or works cited page)
- \*Citations (with notations) from at least 4 secondary sources (two of which must be books) plus the primary source
- \*Works cited page

**N.B. If for any reason you know in advance that you will not be in class today, you must submit your research paper before leaving school; otherwise, it will be penalized.**

**Wed 14** Complete discussion of *Hamlet*

**Fri 16** **Major Quiz on *Hamlet* (counts 30 – 40 daily points)**

**19 – 23 November**  
Thanksgiving Holidays

**Mon 26** ***Oliver Twist* must be read in its entirety by today! Bring your copy of *OT* to class every day beginning today.**

Introduction to “Benthamite Philosophy,” to Charles Dickens, and to *Oliver Twist*

**Charles Dickens**  
*Oliver Twist*

**Wed 28** Continue discussion of *Oliver Twist*  
**(Ask today about the multi-modal project due on Monday, December 10<sup>th</sup>.)**

**Fri 30** Continue discussion of *Oliver Twist*

**December**

**Mon 3** Continue discussion of *Oliver Twist*

**Wed 5** British humor on the screen: *Cold Comfort Farm*

**Fri 7** Complete *Cold Comfort Farm*

**Mon 10** **Due Today: Multi-modal project (with partner) on the World War I poems, *Hamlet*, or *Oliver Twist* (counts as a Major Test grade)**

**Wed 12** **Continue presenting multi-modal projects**

**Thur 13** **Tutorial Day**

**Semester Exams**  
**13 - 18 December**

## DUE DATES FOR ASSIGNMENTS & POP QUIZZES

Written assignments are due *at the beginning* of the scheduled class period the day they are due. Blog responses must be posted to EduBlogs before midnight the night before the response is due for class. Blog assignments that are late will receive no more than 10 daily points; blog assignments posted more than 24 hours after they are due will not be accepted. With the exception of blog responses, assignments will be accepted late *one class day* after the due date for a 15% penalty. Assignments offered later than one class day late will be accepted at the discretion of the instructor for no more than half credit.

Students should write “-15%” at the top of the assignment when offering it one-day late to the instructor.

Students who do not turn in work with the rest of the class will not receive reminders to turn it in later; the burden is on the student to offer late work to the teacher. Students returning to class after absences should check the Student Handbook for the policy regarding make-up work.

If you know ahead of time that you will be absent from class (because of a field trip, doctor’s appointment, college visit, and so on), you must inform me and write your name and the reason for your absence on my classroom desk calendar. Be prepared to turn in any assignment due the day of your absence ahead of time to me, or send the assignment to class by your “battle buddy.”

Please be aware that absence from class **does not** excuse you from fully participating in class the day of your return. For example, if a quiz (whether a pop quiz or an announced quiz) is given the day of your return, you are required to take it, even if you were not in class to hear an assignment or to take notes. **Always** check with a **reliable** classmate regarding what went on in class the day you were absent. **Choose a classmate (your “battle buddy”) on the first day of the course to pick up any handouts to take to you if you have to be absent.** You may email me for clarification about assignments.

**Pop quizzes** will be given often on reading assignments; questions will come from facts in the works, from the biographical introductions to the authors, from vocabulary or footnotes from the readings, and from information presented in class (and which should be in the student’s notes!). Always consult the syllabus for daily readings. Regardless of what we cover in class discussions or presentations, always read the syllabus assignment for the class dates indicated. If a reading assignment was not discussed during class, review it for the next class period; you may have a pop quiz!

Pop quizzes usually consist of four to ten questions; “announced” or “major” quizzes are generally longer. Questions for oral pop quizzes asked at the beginning of class will not be repeated if a student arrives tardy to class.

## ESSAYS

Type (double-spaced) all ESSAYS (as well as other homework assignments) and use the MLA heading for your name and other pertinent information; use MLA pagination (last name, space, numeral in upper right margin). Papers must be printed in **Microsoft Word**; the font size should be “**12 pt.**” and the font **Times New Roman**. The course title used in headings is as follows:

### University English II or British Literature

Sample paper heading: Sally Johnson  
(top, left margin; double-spaced) Mrs. E. Richardson  
British Literature  
25 September 2017

Have a **title** for both informal and formal essays that reflects the topic and purpose of your paper. The name of the work the essay is about should never simply be the title of your paper, but by the same token, the title of that work should be contained in your title (in other words, have the title of the work, plus the “topic” of your discussion). Appropriate titles for typical essays might be:

Troubling Aspects of Treasure in *Beowulf*  
*or*  
“The Pardoner’s Tale” as Reading Lesson: Ironic Manipulations of Language

For **formal, expository** ESSAYS do the following:

1. React to the prescribed question or topic in a 5-paragraph, formal essay of three to four pages (length is usually prescribed in the assignment on the syllabus).
2. **Introduce** the thesis in three or four sentences. The very first sentence of the introductory paragraph should contain the title of the literary work (and author) that is being discussed.
3. Place an **elaborated thesis** (i.e., a simple thesis with a three-point enunciation) as the **last sentence of the introductory paragraph**. Offer **proof** of each of the three points in three **body paragraphs** that are connected to each other through the use of **smooth transitions**. (The “proof” will be *evidence* in the form of explanations, examples, facts, and especially, many **quoted textual references**). Begin each body paragraph with a **topic sentence** that uses the wording of the respective enunciated point. Be sure to “echo” the appropriate enunciated point during its body paragraph (otherwise, the discussion loses focus). Finally, in the last paragraph, offer a brief **conclusion** that restates the thesis (avoid a “mechanical reiteration,” though!) and that briefly suggests why the topic you’ve discussed is important. (I’ll discuss this in class.)
4. ESSAYS are due at the **beginning of class**.
5. The ESSAY will be graded for the fullness of the discussion, for the sustaining of an idea, and for efficacy of form. ESSAYS that are vivid, mature, incisive, focused, responsibly addressed, offer original insights and/or uses of language, and that employ many textual references will receive highest marks.
6. Consult the attached **rubric** as a guideline for grading.

## **RUBRIC FOR ASSESSMENT OF ESSAYS OF LITERARY ANALYSIS AND THE RESEARCH PAPER**

- A** A clearly delineated idea is presented by a thesis elaborated into a three-point enunciation; the discussion is full, and ideas are sustained for a thorough presentation of the thesis; the response exhibits a maturity of mind and expression by being incisive, focused, responsibly addressed, and containing many appropriate, persuasive textual references (especially *many quotations*); the response will often contain a unique, original insight from the student's interaction with the text. The writing is unified by the use of smooth transitions. For the research paper, at least 4-5 secondary sources are used effectively to support the thesis.
- B** An idea is presented in a thesis elaborated into a three-point enunciation; an attempt is made to offer a sustained discussion; the paper meets the minimum length requirements; the response is focused and responsibly addressed and contains a few appropriate textual references (especially *quotations*); the response shows that the student has read the text and can utilize it to prove a thesis. The writing has some cohesion by the use of some transitions. For the research paper, at least 4-5 secondary sources are used effectively to support the thesis.
- C** An idea is stated weakly in a thesis which may or may not be elaborated or enunciated; some discussion which supports the thesis is present, but the discussion is superficial; the paper might be less than the minimum required length; the response is unfocused with few or no textual references (especially *quotations*); the response does not show that the student has done a close reading of the text. The writing lacks cohesion with little or no evidence of the use of transitions. For the research paper, some secondary source references are used to support the thesis, but they are too few and/or too ineffective.
- NC** Some attempt has been made to respond to the prompt, but discussion is superficial and brief; the response is unfocused; the writing exhibits little or not attempt at organization with a delineated thesis; the response contains no significant evidence of the student's familiarity with the text. The writing lacks cohesion. Few valid or effective secondary references are used to support the thesis.

**If otherwise effective content is undermined by mechanics/usage errors, at least one rubric designation will be lost. For the research paper there must be adherence to requirements of MLA style; if MLA style is inaccurate, at least one rubric designation will be lost.**

## HOW TO SUCCEED IN THIS CLASS (!)

1. Be in class as early as possible every day and put your cell phone (turned to silent) in your backpack at the moment attendance is being taken. If a cell phone is used during class, it will be taken up by the instructor and held until the end of the school day.
2. Have all homework assignments ready to be turned in (already stapled) at the beginning of class.
3. Bring your syllabus, textbook, and/or handouts to class every day in a ring-binder notebook.
4. Have texts open to syllabus assignment and notebooks open ready to take notes when class begins.
5. Take copious notes. If the instructor “says it,” it’s important. Additionally, note taking is excellent writing practice. *You are required to take notes* during class presentations and/or discussions *by hand*, not by using an electronic device. Don’t rely on others’ notes.
6. Listen attentively. Get notes down the first time; don’t interrupt a presentation to have words repeated or spelled. Ask after class.
7. Be prepared for daily quizzes on reading assignments as prescribed in the syllabus. “Psyche out” the instructor by anticipating the reading-check questions that are likely to be asked. Be prepared!
8. Proofread all written assignments.
9. Turn in assignments *on time*.
10. If you have a problem with a grade, discuss it with the instructor outside class. Keep your grades confidential; don’t ask to see anyone else’s.
11. Get started on the research paper *in August* by selecting a text and reading it.
12. Make use of tutorial times; one-on-one help is invaluable. Don’t wait too long to ask for assistance.
13. Avoid ever saying after an absence: “Did I miss anything? Did we do anything important while I was out?” Rather, consult your “battle buddy” about what went on in class during your absence before consulting your instructor.
14. Come by tutorials to talk with me about your interests and goals. This will help me get to know you individually, and that’s important when it’s time for me to write letters of recommendation.
15. If I’m getting to know you for the first time during fall semester of your senior year, I need to “see you through” the research paper—and preferably the semester exam—in order to write a full **letter of recommendation** with lots of “anecdotal evidence.” On the other hand, if you were in one of my courses as a junior, or if you were my work service student as a junior (and were “faithful in small things”), or if I’ve known you in the Columbus community before you enrolled at MSMS, I’m willing to write a letter for you that’s due to a college before December 15<sup>th</sup>.

Request letters of recommendation via email; I will email you in return. If I agree to write a letter for you, the next step is to fill out the “Interactive Teacher LOR Request Form”; find it on the J Drive in the “Counseling Office” > “Forms” folder. Bring a hard copy of the completed form to me before 4:00 p.m. the next day after my email response; have it **already filled out** (always fill in the address lines, even if another form is given to

me with that info. on it). Often there is a “checklist form” for the referee to fill out; supply your name, social security number (if applicable), and the “waiver” on the form, and give it to me and, if applicable, a **stamped envelope addressed to the college to which it will be sent**. (Most letters are now submitted electronically, but if you do need to supply an envelope to me, refer to this website for how to address one):

<https://www.google.com/search?q=how+to+address+an+envelope&tbm=isch&tbo=u&source=univ&sa=X&ei=TAj8UfeDL4KG9gSW9oHIDQ&sqi=2&ved=0CC8QsAQ&biw=1152&bih=626>

**Do not put a return address on the envelope; I will supply that, since the letter is from me.**

**I do not need a résumé from you, but I will ask you to remind me in which extracurricular activities I’ve seen you “perform” (choir, Voices in Harmony, Tales from the Crypt, band, soccer, tennis . . . ); I will ask you to come to my office for that purpose.**

I use the electronic option for the Common Application.

Be considerate when requesting letters from faculty. **Always get permission from a referee *before* putting that person’s name on a form!**

Feel free to ask for letters for additional colleges after I’ve written the initial letter.

16. Use the “language and demeanor of the classroom.” For example, always refer to faculty members by their professional or courtesy titles; use appropriate diction (I’ll explain this orally); remove caps and hats when entering the classroom (both men and women).
17. Be prepared to sit through tests/exams without leaving the classroom in order not to have to re-schedule the test/exam. After finishing a test/exam, all students must remain in class until the end of the period.
18. Be a “class reinforcer.” Be positive; maintain eye contact with the instructor; look interested, even if you’re not. Stay awake!