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Composition I

Gregory Shows

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Collin College

COURSE SYLLABUS

Course Number: ENGL 1301

Course Title: Composition I

Course Description: Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Lab required.

Course Credit Hours: 3

Lecture Hours: 3

Lab Hour: 1

Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent

Student Learning Outcomes:

● **State-mandated Outcomes:** Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes. (Teamwork, Communication Skills)
2. Develop ideas with appropriate support and attribution. (Communication Skills)
3. Write in a style appropriate to audience and purpose. (Communication Skills)
4. Read, reflect, and respond critically to a variety of texts. (Critical Thinking)
5. Use Edited American English in academic essays.

● **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:

1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Instructor's Name: Greg Shows

Office Number: L212

Office Hours: I will meet with students before or after class. By appointment only.

Phone Number: 972-881-5790

Email: gshows@collin.edu

Class Information:**Section Number:** ENGL 1301.S01 CRN(20657)**Meeting Times:** MWF, 8:00-8:50 a.m.**Meeting Location:** SCC Room Number: G-211**Minimum Technology Requirement:** Typing skills, word processing**Minimum Student Skills:****Netiquette:** All online communication should be respectful and non-violent

DISCLAIMER: This is a college course. You may be exposed to material you find shocking, offensive, objectionable, or ideas that challenge your personal beliefs. This is part of the college experience, and a part of growing up. As in life, in college you have no guarantee that everyone you meet will agree with your beliefs or attach any importance to them. You are, however, expected to show respect to others, no matter what they believe or do not believe. If for some reason you feel you cannot complete an assignment based on personal beliefs, that is your right. However, the instructor does NOT have to provide any special alternative assignments as a replacement and your grade will be based upon what the instructor receives on the due date.

DROP DATE DEADLINE: March 22**Course Supplies: Recommended Textbook**

Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing with Readings and Handbook*. New York: Norton, 2010. Print. ISBN13: 978-0393264388

Attendance Policy: Students who miss more than four weeks of class will be ineligible to pass the course. Religious holidays will be excused according to the Collin College policy. Drop Date: October 16.

Method of Evaluation:

- A 900-1000
- B 800-899
- C 700-799
- D 600-699
- F 0-599

Grade Distribution:

Essay #1: Apocalypse Essay (2 pages)	100
Essay #2: Narrative (3 pages)	100
Essay #3 Visual Rhetoric (2 pages)	100
Essay #4: Rhetorical Analysis (3 pages)	100
Essay #5: Future Forecast (4 pages)	200
Reading/Response Papers (5 x 20 points)	100
Quizzes/Group Work	100
Lab Work	100
Final Vocabulary/Essay Exam	100
Total	1000

Lab: You do not attend a separate lab for this course. The lab requirement consists of out-of-class assignments that contribute to your understanding of course content and the production of your four major essays that will be assigned throughout the semester. See below.

Daily Quizzes/Group Quizzes: The daily work portion of your grade is an average of lab work, homework, in-class writing, quizzes, group work, and participation in peer review workshops.

Reading Responses: Students will write ten 1.5-2.0 page summary responses based upon the prompt for selected readings and activities.

Final Vocabulary exam: During week 14, students will be required to take an exam that will review the material covered this semester. This will include information ranging from MLA format to rhetorical appeals to the many concepts we will discuss over the course of the semester. Some of the questions on this exam will be drawn from response papers. **5-2-19**

Major Essays:

Apocalypse Essay: The first essay will require students to formulate an explanation (Cause and Effect) paper that explains the U.S. public's fascination with the end. I will provide a list of terms and concepts as well as historical context to help this process along. **2-10-18**

Narrative Essay (NE)—This essay requires students to use narrative to construct an essay based on the premise that an end-of-the-world scenario has occurred. **3-3-18**

Visual Rhetoric Essay (VRE)--This essay requires students to select a visual text and analyze it based upon the visual rhetoric tools learned in class. 3-9-2018

Rhetorical Analysis Essay (RAE)—This assignment requires students to use the tools and terms of rhetoric in order to analyze and evaluate the success or failure of an author to make an argument. The assignment will require two drafts. **4-8-18**

Future Forecast Essay (FFE)—This multiple draft assignment requires students to research and write about a broad trend in U.S. society, arguing for the causes of the trend and how long the trend will continue. The work we do in class on the topic will allow students an opportunity to narrow the focus of their research and define an issue related to this topic that interests them. **5-1-18**

LAB WORK: The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete a combination of 8 credits from the list below. This lab is not the same as regular daily course work that you must complete to stay on track in the class. It is instead designed as additional writing-focused activities that will help improve your writing throughout the term. During the semester, you will need to track and provide evidence of completing these lab requirements outside of class.

Students will lose 12.5 points from their final lab grade for each assignment not completed.

Lab Assignments:

1. Writing Center Visit (no limit): Students will receive 1 lab credit for every visit to the writing center, **the first four must be turned in before March 10. Final two must be**

turned in Before May 2. You may gain credit for 8 visits.

2. Attend a Writing Center Workshop: Students may attend any of the workshops listed at the link below: <http://www.collin.edu/studentresources/writingcenter/SCCWorkshopsSM14.pdf>. Each workshop will be worth **1 lab credit. Must be completed by May 2.**

3. Attend one of the Auteur Series Films and write a one page summary response for **3 credits.**

<http://www.collin.edu/academics/csce/auteurfilmseries.html>. **Must be completed by May 5**

1. Attend one of the Book-in-Common events (if available) and write a one page summary response for **2 credits**: <http://www.collin.edu/academics/bookincommon/index.html>. **Must be completed by May 4.**

2. Attend a Dignity Initiative Event and write a 500 word report—**Worth 3 lab credits**

3. Students may keep a daily journal (100 words per day minimum) beginning with the first day of class and continuing to the due date: December 4. This will be **worth 3 lab credits**

4. 7. Voter registration/essay about democracy. U.S. citizens may register to vote online, take a screenshot of their current registration, then write an essay about the experience—including appropriate narrative details, descriptive details, definitions. Students may write a "how to" essay explaining how to register to vote. The essay must be 300 words long. For non-U.S. citizens or students too young to register, you may write an essay about the importance of voting in a country that is governed according to democratic principles. Include a thesis. If students are from a country that does not allow them to vote, the essay might be about that. See instructor to answer questions. **Worth 3 lab credits.**

Extra Credit: See me. Very Rare Animal

Americans with Disabilities Act Compliance: It is the policy of Collin County Community College to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable Federal, State and local laws, regulations and guidelines with respect to providing reasonable accommodation as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972-881-5898 (V/TTD: 972-881-5950) in a timely manner to arrange for appropriate accommodations.

Scholastic Dishonesty: From the Collin College Student Code of Conduct 7-2.3

The College District may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work material that is not one's own. Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion,

use of annotated texts or teacher's editions, and/or falsifying academic records.

Plagiarism is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, copying computer or Internet files, using someone else's work for assignments as if it were one's own, or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate during an examination; removing tests or answer sheets from a test site, and allowing a classmate to copy answers.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, faculty are requested to delay posting a grade, for the academic work in question, until the Dean of Students Office renders an administrative decision in the case. Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty from the Dean of Students Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. Additionally, students should not recycle papers they have written for other courses. The professor will determine the appropriate academic penalty. Students found guilty of scholastic dishonesty will receive a "0" for the paper submitted to the Dean of Students.

My plagiarism policy is simple: Plagiarize once, receive a zero on the assignment with no chance of resubmission. Plagiarize twice, receive an F for the course and whatever other disciplinary action the college sees fit to employ.

Writing Center: The Writing Center, located in SCC D-224, offers in person and online writing assistance and other resources. You should visit the Writing Center at least once this

semester, and I may request that you visit the Writing Center for help with specific writing concerns. The Writing Center also hosts several free workshops each semester. Visit their website at <http://www.collin.edu/writingcenter> for hours and contact information.

Withdraw Date: March 22.

Course Calendar:

WEEK 1:

1-23: DISCUSS: Syllabus, A Game, Definitions. Roll, Attendance, Certification and Financial Aid and Last Attendance, Grading.

1-25: DISCUSS: Play the Game, Diagnostic, OWL at Purdue, Cognitive Bias. Process Analysis.

DUE on Sunday Night, 1-27: R/R #1: Write a 1-1.25 page double spaced response to your experience playing Prisoner's Dilemma and reading and watching the following:

WATCH: *Nice Guys Finish First* at

<https://www.dailymotion.com/video/x1jprgh>

READ: "An Ethic Based on the Prisoner's Dilemma" at

<http://www.spectacle.org/995/ethic.html>

READ: "The Holocaust" at

<http://www.spectacle.org/995/jews.html>

Answer the following questions in a series of developed paragraphs (Exclude the numbers). This does not need to be a unified/cohesive essay. Simply answer the questions:

1. How did the outcome of this game compare to your expectations of the game as you selected your group, representative, and name? Give Details. 2. Were you surprised by the outcome? Why or why not? 3. Why do you think my classes always lose? Why did your team choose to compete instead of cooperate? 4. Was the game fair? Why or why not? 5. Give one example of an episode in which you competed with someone instead of cooperating (defected) and had a negative outcome. 6. Can you find a modern example of the behavior of Nazis toward Jewish people in World War II, where one group is simply defecting no matter how much the other party tries to cooperate?

To receive full credit, don't turn in short assignments.

R/R 1 Due Sunday Night at 11:59 on Canvas

NOTE: A sample MLA paper can be found on NFG pp. 540—practice using MLA format on the diagnostic essay. We will be using it all semester so now is the time to learn it.

WEEK 2:

1-28: DISCUSS: Class Discussion #1 over the game, the film.

Potential Questions: What might this game have to do with the post-apocalyptic literature we will be examining this semester? How does the Tragedy of the Commons

affect your lives? What are potential solutions for the problems cognitive biases create due to faulty reasoning? How easy is it to manipulate humans? What makes it more difficult? What are the implications for Rhetoric and Composition

Screen in Class: “Humans Need Not Apply”

READ: MLA Format General Guidelines @

<https://owl.english.purdue.edu/owl/resource/747/24/>

1-30: DISCUSS: Dos and Don'ts in college writing—grammar, punctuation, formal diction, formatting. Using the Patterns. Vocabulary: “Dichotomy,” the role of Cognitive Dissonance on the learning/thinking process (the X Box), Cognitive Biases.

READ: *Norton Field Guide*, pp. 3-16.

2-2: DISCUSS: Essay #1, “Allegory of the Cave” pre-reading strategy. The thesis, Western Civilization and the Apocalypse, Apocalyptic Thinking and U.S. Culture/Tradition, Dualism.

READ: Harris, “Can We Avoid a Digital Apocalypse?” @

<https://www.samharris.org/blog/item/can-we-avoid-a-digital-apocalypse>

Dvorsky, “Can We Avoid an Antibiotic Apocalypse?” @

<http://io9.gizmodo.com/can-we-avoid-an-antibiotic-apocalypse-472657488>

QUIZ over Readings

WEEK 3

2-4: DISCUSS: Plato, Apocalypse, The Jeremiad and Biblical End Times Narratives
(Eschatology).

READ: Plato, “Allegory of the Cave” @
<http://www.historyguide.org/intellect/allegory.html>

DUE: R/R 2 over “Allegory” at 1-26-2017, 11:59 p.m.

Prompt: Students should read Plato’s “Allegory of the Cave,” and write a 1 page response that answers the following questions in a series of developed paragraphs: 1. What is Plato’s main point? 2. What does Plato say is the responsibility of the enlightened person, and what reasoning does he provide throughout the text to prove his point? 3. What can you infer Plato feels about the perceptual faculties of human beings? 4. Why is Glaucon’s voice present in this “dialogue,” and what purpose does he serve with regard to Plato’s rhetorical objective? 5. How does “Allegory” relate to Prisoners’ Dilemma?

2-6: DISCUSS: In-Class Group Work for Essay #1.

2-8: DISCUSS: Peer Edit Essay 1, Instructor Input on Thesis Statements.

DUE: Final Draft of Apocalypse Essay, on CANVAS 2-10 at 11:59 pm.

WEEK 4

2-11: DISCUSS: How Narratives/Texts work. Narratives. Gingerich article. Cognitive Biases, Why people believe what they do, Objective Correlative/Narrative

READ: Gingerich, "Understanding the Objective Correlative." @ @ <http://litreactor.com/columns/understanding-the-objective-correlative>

DUE: Quiz over Gingerich article

SCREEN: excerpt from *Wall-E*

2-13: DISCUSS: Wall-E and the objective correlative. Apocalypse Essay, Discussion of Prompt for Essay #2 (Narrative).

2-15: Class Discussion #2

WEEK 5:

2-18: DISCUSS: Narrative Essay, Definition, Description, Illustration, Process Analysis, Historical Context and Narrative Texts. THE ELEMENTS OF Apocalyptic/Post Apocalyptic Literature.

READ: NFG, Chapter 4, 5, 6

2-20: DISCUSS:

READ: Pollack, "Finis" @

<http://gutenberg.net.au/ebooks06/0605041h.html>

Quiz over "Finis"

2-22: DISCUSS: Narrative, THE NARRATIVE ESSAY PROMPT, EXTRA CREDIT.

READ: Vonnegut, "The Big Space F****" @

<https://sensitiveskinmagazine.com/big-space-fuck-kurt-vonnegut/>

R/R #3 over “Finis” and

The Big Space F**” at 11:59 p.m., 2-8-2017.**

PROMPT: Summarize each story in four sentences. Answer: 1. How does each text fit into the category of "post-apocalyptic literature? What elements of the genre can you identify? 2. What repeating objects can you identify, and how do they help produce the "message" of the stories? 3. What are the "messages?" 4. Does “Finis” provide cultural criticism? Support your answer. Does “The Big Space F****” provide cultural criticism? Support your answer.

WEEK 6:

2-25: DISCUSS: Peer Editing. **First Fallacies and their connection to fear/control/**

apocalypse: Ad Hominem, Appeal to Ridicule, Appeal to Flattery, Appeal to Pity, Appeal to Spite, Appeal to Fear. Pathos.

READ: Benet, “By the Waters of Babylon” available @

<http://www.tkinter.smig.net/Outings/RosemountGhosts/Babylon.htm> (Links to an external site.)

[Links to an external site.](#)

and

Gross and Gilles, “How Apocalyptic Thinking Prevents Us from Taking Political Action”

<http://www.theatlantic.com/politics/archive/2012/04/how-apocalyptic-thinking-prevents-us-from-taking-political-action/255758/>

QUIZ over “By the Waters of Babylon,” and “How Apocalyptic Thinking...”

2-27: DISCUSS: Final Instructor Input on Essay #2.

DUE: 1st draft Essay #2

3-1: DISCUSS: Visual Texts/Mixed Texts. Instructor input on Narrative essay if desired.

READ: NFG Chapter 7

SCREEN at home: Visual Rhetoric, @

<https://www.youtube.com/watch?v=-vJvivilzkDg>

SCREEN at Home: "Rhetorical Analysis of Taylor Swift's Blank Space"

<https://www.youtube.com/watch?v=3bgL8y3xHYo>

DUE: Quiz over Taylor Swift Video Analysis

DUE: Final Draft of Essay #2, on 3-3 at 11:59pm

WEEK 7:

3-4: DISCUSS: Essay #3 Prompt, Visual Rhetoric/Analysis. Logos Pathos Ethos. In class analysis of images.

3-6: DISCUSS: Visual Rhetoric

DUE: In-class partnered quiz demonstrating visual rhetoric analysis techniques.

DUE: Image for Visual Rhetoric Essay, subject to instructor approval.

3-8: DISCUSS: Instructor Conferences, Peer Editing.

DUE: 1st Draft of Essay #3

FINAL DRAFT of ESSAY #3 DUE Sunday Night, 3-17 at 11:59

WEEK 8:

3-18: DISCUSS: Logos, Pathos, Ethos, Rhetorical Analysis Rhetorical Analysis, Logical Fallacies Intro.

READ: *NFG*, Ch. 11 Analyzing a Text pp. 69-81,

“The Twelve Cognitive Biases That Prevent You From Being Rational”

<http://io9.gizmodo.com/5974468/the-most-common-cognitive-biases-that-prevent-you-from-being-rational>

DUE: Quiz over biases

3-20: DISCUSS: Logical Fallacies Continued.

SCREEN at home: 15 logical fallacies

<https://www.youtube.com/watch?v=w2CxDu7jiyE>

LOOK UP at home: **Slippery Slope, No True Scotsman, Non Sequiter, Cum Hoc, Post Hoc, Appeal to Authority, Hasty Generalization, Biased Sample, Shifting Burden of Proof.**

DUE: Be ready for quiz over Fallacies.

3-22: DISCUSS: “Letter from Birmingham Jail”

READ: Excerpt “Letter from Birmingham Jail,” King, from beginning **through** the paragraph that begins “We have waited for over 340 years for our...” @ http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

DUE: R/R #4 over “Letter from Birmingham Jail,” from prompt, Thursday Night at 11:59.

PROMPT: Students will read “Letter From Birmingham Jail” by Martin Luther King Jr., and write a 1.5 to 2 page response based on the following questions: What is King’s thesis? What reasons does he provide to support this thesis? What evidence does King provide evidence to support his reasoning. Provide three examples of King using pathos appeals to his readers. Provide three examples of King using logos appeals to his readers. Name at least three historical references King uses in an attempt to bolster his thesis. Do these references appeal to the readers’ logic, emotion, or King’s reputation? How effective are the arguments in the first part of the letter?

WEEK 9:

3-25: DISCUSS: Rhetorical Analysis of Balco’s Essay, Selecting Essays for Rhetorical Analysis Essay.

Screen in class: excerpt of *TYFS*

3-27: DISCUSS: *TYFS*

SCREEN: *TYFS* excerpt

DUE: Partnered Analysis of *TYFS* excerpt

3-29: DISCUSS: Psychology and Psych Disorders such as Malignant Narcisism, Sociopathy,

Psychopathy. *TYFS* Discussion.

DUE: Partnered Analysis of *TYFS* excerpt

WEEK 10:

4-1: DISCUSS: Prompt for RAE: In-class Worksheet: Partnered, Practice Quickly Identifying the Modes/Patterns/Strategies.

READ: *NFG* Ch. 37 Classifying and Dividing, Ch. 38 Comparing and Contrasting, Ch. 39 Defining, Ch. 33 Beginning and Ending, and Peer Editing

DUE: Modes Quiz

4-3: DISCUSS: Sign up for Instructor Conferences for next week. Peer Editing/Instructor Conference

READ: Balko Essay on Canvas: "What You Eat is Your Business" or at <http://www.cato.org/publications/commentary/what-you-eat-is-business>

DUE: Response #5 over Balko's article.

RESPONSE #5 Prompt: Identify Balko's thesis, three uses of logos, three uses of pathos. Identify three logical fallacies. Give your response to Balko's argument. Do you agree or disagree, why or why not? How does Balko's argument depend upon the assumption of "free will?" Is Balko a medical expert? Health expert? Public policy expert? What are his credentials? Is he qualified to discuss the topic?

4-5: DISCUSS: Balko, RAE article selections. Group work identifying the thesis of the articles.
SIGN UP FOR INSTRUCTOR CONFERENCES

Three possible RAE articles for students to use:

"De-Extinction: Should We Bring Back the Woolly Mammoth? (Links to an external site.)
)Links to an external site."

"How Can MLB Better Penalize Known PED Users in Free Agency?" (Links to an external site.)
)Links to an external site.

"Black History Month?" (Links to an external site.)
)Links to an external site.

WEEK 11:

4-8: DISCUSS: Instructor Conferences

DUE: First Paragraph of Rhetorical Analysis Essay (Essay #4)

4-10: DISCUSS: Instructor Conferences

DUE: First Paragraph of Rhetorical Analysis Essay (Essay #4)

4-12: DISCUSS: Instructor Conferences

DUE: First Paragraph of Rhetorical Analysis Essay (Essay #4)

WEEK 12:

4-15: DISCUSS: Post-apocalyptic narratives, PEER EDITING

DUE: First Complete Draft of Rhetorical Analysis Essay (Essay #4) on 4-3-2017

4-17: DISCUSS: *Zombieland* Satire

SCREEN: *Zombieland* excerpt

4-19:DISCUSS: *Zombieland*, PEER EDITING

DUE: Second Draft of Rhetorical Analysis Essay, Quiz over *The Road*

DUE: Final Draft of Rhetorical Analysis Essay (Essay #4)

on Monday Night 11-18 at 11:59 pm

WEEK 13:

4-22: DISCUSS: Trend Analysis Essay.

“Methods and Approaches to Futures Studies,” @

<http://crab.rutgers.edu/~goertzel/futuristmethods.htm>

DUE: Quiz.

4-24: DISCUSS: Trend Analysis, Future Forecast Essay Prompt

Kurzweil, *The Law of Accelerating Returns*, up to “DNA Sequencing, Memory, Communications, etc.”

<http://www.kurzweilai.net/the-law-of-accelerating-returns> (Links to an external site.)Links to an external site.

DUE Quiz

4-26: DISCUSS: Future Forecasting Significance, *Fight Club* excerpt terms of Freudian Psychology.

Fight Club

DUE: Quiz in which students apply the following terms: castration anxiety, thanatos and eros, 5 stages of psychosexual development, Oedipus complex, id, ego, superego, in a partnered quiz over the Fight Club excerpt

WEEK 14:

4-29: DISCUSS: Instructor Conferences. Trend Analysis/Future Forecast Essay, NOTE: **PRE-WRITING POINTS CANNOT BE RECOVERED ONCE LOST.**

DUE: Topic Proposal for Essay #5 (10 points)

Quiz over Fight Club excerpt, using Freudian terms.

Screen: *Fight Club* excerpt in class.

5-1: DISCUSS:

DUE: Five Sources for Essay #5 (10 points)

5-3: DISCUSS: Peer Editing/Paper Conferences

SCREEN: Idiocracy Excerpt.

DUE: First paragraph of Essay #4 (10 points)

DISCUSS: Final Exam Due

WEEK 15:

5-7: DISCUSS: Paper Conferences

DUE: First Complete Draft of Essay #5 (20 points)

5-9:

DUE: Final Vocabulary Exam on 12-5-2018, in class

Take In-Class Final Exam, Final Take Home Exam

5-11: All labs due today.

DUE: Final Draft of Essay #5 due on 12-4-18 at midnight.

WEEK 16:

5-13 through 5-17 Final Exam Week

DISCUSS: Final Exam

ALL Late Work, EXTRA CREDIT DUE

