

1-15-2019

Composition II

Wendilee Lassiter

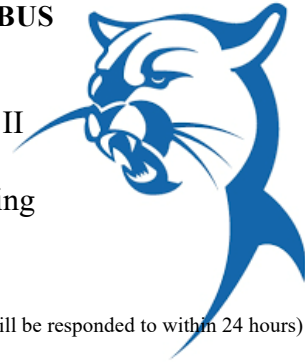
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COLLIN COLLEGE COURSE SYLLABUS SPRING 2019



COURSE NUMBER: ENGL 1302 **COURSE TITLE:** Composition II

PROFESSOR: Lee Walpole Lassiter, MA English, MA Creative Writing

OFFICE HOURS: Wednesdays 12:45-2:30pm A206

TEXT/VOICEMAIL: 469-406-7207

EMAIL: LWLassiter@collin.edu (Email is preferred means of communication and will be responded to within 24 hours)

CLASS INFORMATION: 1302-C74 H 7:00pm-9:50pm Room B202

COURSE CREDIT HOURS: 3

LECTURE HOURS: 3 hours per week **LAB HOURS:** 1 hour per week

COURSE DESCRIPTION: Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Lab required.

PRE-REQUISITE: ENGL 1301

REQUIRED COURSE MATERIALS:

- *Inventing Arguments* 4th edition. ISBN: 978-1-337-28085-3
- *Canterbury Tales* (Side by Sides Series) by Geoffrey Chaucer 978-1-580-49520-2
- *Thank You for Arguing, Third Edition: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs 978-0-804-18993-4
- *Death in the Air: The True Story of a Serial Killer, the Great London Smog, and the Strangling of a City* Kate Winkler Dawson (any edition)
- All books are available at the Collin College Barnes & Noble Bookstore on Campus.
- Computer to access to complete online lab assignments and access to Microsoft Word to type all major assignments. **Microsoft Word is free to all Collin students and is the required format for submitting papers.**
- Internet access and a working e-mail address to access any additional reading or assignments/handouts I may ask of you, as well as to communicate with me/your classmates.
- Writing implements and paper.

STUDENT LEARNING OUTCOMES:

- **STATE-MANDATED OUTCOMES:** Upon successful completion of this course, students will:
 1. Demonstrate knowledge of individual and collaborative research processes. (Teamwork)
 2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Communication Skills)
 3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Critical Thinking)
 4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Communication Skills)
 5. Apply the conventions of style manuals for specific academic disciplines. (MLA)
- **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 more information.

ATTENDANCE POLICY: Attendance is very important in this class. I realize every instructor says this and every instructor expects faithful attendance of his or her class, however ... almost 30% of your total grade in this class is comprised of in-class assignments and attendance and these items **CANNOT** be made up. If you miss more than 3 class periods for an unexcused absence you will receive an automatic F in the course. In the instance of a legitimate emergency (i.e., death in the family, hospitalization, communicable illness) please contact me as soon as possible so the absence is marked as excused. Religious holidays may be marked as excused with two-weeks notice. Do not email me asking if you missed anything in class, you did! It is your responsibility to ask a peer for the material you missed.

MLA FORMAT EXPECTED FOR ALL WORK: As ENGL 1302 students I expect you to have a basic knowledge of MLA formatting. Later in the semester, we will spend some time discussing citation in more depth. If you have forgotten what you learned about MLA8 from 1301, I strongly suggest you get yourself to the Purdue OWL website (google Purdue OWL Sample MLA 8 paper) and/or visit the Collin College Writing Center for help. "I did not know" will not fly in this class ☺

HERE IS A SUMMARY REVIEW OF THE MLA 8 BASICS:

- One-inch margins all around
- 12 point Times New Roman font
- Double-spacing at 0 point -
 - NOTE: you will usually need to change this since most Word programs default to 8 or 10 point spacing
- Name and page number in header top right
- Informational header on first page only top left with Professor Lee as instructor
- In-text citations when appropriate
- Title on first page centered
- Works Cited page properly formatted (see www.easybib.com for a great tool for this!)
- Nothing underlined
- Nothing in bold
- No other font sizes
- No other fonts
- No title pages
- No extra spacing after/before paragraphs or sentences or after the title

CONTACTING ME: I am always available to you via Canvas email, however, many of your questions can and should be answered in person after class. I have found that the majority of emails I receive from students are about things I have already covered in class, so let me be as clear as possible: I expect you to take good notes, check into Canvas at least once a day, read all of my announcements/emails, check your Collin College email, and maintain at least two contacts from your fellow classmates. Also, read this syllabus!

If you cannot find the answer to your question after trying all of these means, then please feel free to email me. Here are some email questions I will absolutely ignore simply because if you search the places listed above you will find the answer ☺

- * What were we supposed to read?
- * When was this assignment due?
- * What is my current grade?
- * How many absences do I have?

THINGS TO NOTE ABOUT WHEN YOU EMAIL ME:

- Send mails with clear subjects and appropriate signatures for identification purposes
- Responses to emails should be expected within 24 hours during weekdays
- Emails will rarely receive responses on weekends
- I will only respond to emails sent through Canvas
- Please compose emails as follows:
 - Subject [State the specific reason for this email, e.g. “Grade on Essay 2”]
 - Greeting: Dear/Hello Professor Lee:
 - Content: I wanted to ask/tell you.... [Be specific and brief]
 - Signature: Sincerely/Thank you/All the best/ Etc. [Write your full name and class section]

COURSE ASSIGNMENTS:

Assignment Category	Weight
In Class Exercises/Attendance	10%
Discussion Posts/Journals	10%
Quizzes	10%
Persuasive Narrative & Rhetorical Analysis Essays (1-2 pages each)	10%
<i>Death in the Air</i> & Argumentative Essays (3-5 pages each)	15%
Literary Analysis Argumentative Essay - “The Big Paper” (5-7 pages)	15%
Midterm Exam	10%
Final Exam	15%
Total Course Points	100%

English 1302 Grading Scale		
Grade	Numerical Equivalent	Points
A	89.45-100	4
B	80-89.44	3
C	70-79	2
D	60-69	1
F	0-59	0
W	Withdrawn	
I	Incomplete	

ALL OR NOTHING GRADES: Almost all grades in this course, excluding quizzes, exams, and the final drafts of essays, are “all or nothing” grades - meaning that you will receive a grade based on whether or not you met the requirements for that assignment. For example, if your assignment has a minimum page/word count and you turn in less than the page/word count required, you will receive a zero or if a discussion post requires an initial post and 2 peer replies and you only do the initial post and 1 reply, you will receive a zero. In the “real world” you would not get away with almost paying your rent or almost taking your kids to school or almost making a sale. You either do it or you do not – same in this class.

DISCUSSION POSTS/JOURNALS (ONLINE):

In addition to essay assignments, you will be required to **a series of Discussion posts and Journals online** for this course. These projects will be technology/research based. **Labs have due dates and will not be accepted late.** Discussion Posts and Journals are not the same as regular daily coursework that you must complete to stay on track in the class; it is instead designed to be additional writing-focused activities, which will help improve your writing throughout the term. Discussion Posts and Journals are worth 10% of your total grade.

CLASS PARTICIPATION – ASSIGNMENTS, DISCUSSIONS, & ESSAYS (IN-CLASS):

As stated above, attendance is very important in this class, over 25% of your total grade in this class is comprised of in-class assignments/attendance/quizzes and these items **CANNOT** be made up.

COURSE CONTENT WARNING: It should go without saying, but let me be clear: All classroom discussions and the content of your papers should uphold the highest respect for individuals. You can make a good argument without degrading or insulting. You will probably find yourself being offended by a reading, an opinion, and/or a point of discussion that comes up in class; offense is not an excuse to avoid rhetorical work—indeed, it is just the occasion for that work to come to bear. The college classroom is a reflection of the “real world”; our rhetorical work will engage that real world on any and all fronts including but not limited to politics, religion, social issues, and the like.

WRITING ASSIGNMENTS:

Students will create a total of 25-30 polished pages of text and 15-20 pages additional text over the course of the semester in a myriad of formats ranging from online journal entries to polished argumentative essays to an advertisement campaign.

THE ARGUMENTATIVE ESSAYS:

Approximately 30% of your total grade will be a series of 3 essays of varying length. I want you to succeed in this class and, more importantly, to leave this class with the ability to write an argumentative essay that is polished and reflective of your grasp of English and critical thinking skills. To best facilitate learning the process of crafting an essay in the least stressful manner, you may resubmit each essay once for a higher score after you have received your initial grade with my feedback.

Your essay assignments must be submitted via Canvas/TurnItIn in a Microsoft Word document format as outlined in the Course Calendar. **In the event of Plagiarism, the penalty can vary from correcting MLA documentation, to starting completely over with a new topic, to receiving a zero for the entire assignment. The instructor will determine the penalty. In addition, the event may be reported to the Dean of Students’ Office. Be sure that all work you turn in for a grade, is your own work.**

REVISION POLICY:

You will have one week after the return of each of your essays to revise your work and resubmit the papers. I would love for each and every one of you to get an A on your major paper. If you follow the steps and pay attention to my feedback you will succeed in this class! The Revision Process will be explained in more detail on the first day of class.

****PLEASE NOTE: THE WORK YOU TURN IN FOR MY CLASS MUST BE YOUR OWN & WRITTEN FOR THIS CLASS****

THE MIDTERM & FINAL EXAM:

The Midterm for this course is worth 10% of your grade and will be made up of a variety of questions from the texts and in class lecture notes including one essay question, 5 short answer questions, and 50 multiple choice/matching questions. The Final Exam for this course is worth 15% of your grade. The Final Exam will be comprised of a variety of questions from the various texts we have used this semester and in class lectures and includes two (2) 500 word essays, 100 multiple choice/matching questions, and 10 short answer questions. We will have an extensive review session on the last day of class before the final.

EXTRA CREDIT OPPORTUNITIES:

Additional Extra Credit Opportunities will be presented in class plus the opportunities listed below:

Extra Credit Opportunities	Point Value	May Repeat?	Potential Points
Attend a Collin College Sporting event and write a 250-word essay	15	Yes - 2X	30
Attend a Collin College Visual Performing Arts event - write a 250-word essay	15	Yes - 2X	30
Attend a Writing Center Workshop	15	Yes - 2X	30
Attend a Writing Center Individual Appointment	20	No	20
Attend the Book in Common Author Talk	100	No	100

LATE WORK POLICY:

As a rule, **I do not accept late work**, and all work is due at the beginning of class on the assigned dates. If ANY work is turned in late, Canvas will automatically deduct 10% of the grade per day. **ROUGH DRAFTS and FINAL DRAFTS OF PAPERS CANNOT BE TURNED IN LATE.** Exceptions to this policy will only be granted in cases of genuinely extenuating circumstances.

In the event of bad weather and school closings, refer to Canvas for assignments.

STUDENT CONDUCT:

All students are expected to participate in class and in small group discussions, and all students are expected to **behave in a mature and respectful manner**. Disruptive behavior will not be tolerated. Any student who disrupts the class or who interferes with classroom instruction or discussion will be asked to leave the class and will not receive credit for attendance.

It is very important that you bring your supplies to class each time we meet. The textbook is a requirement for this course. Bring the textbook, writing materials, and a means of saving your computer work each time we meet. If you do not have your materials, you cannot participate fully in class; therefore, you will not receive class credit any time you fail to bring the necessary supplies.

Cell phones are to be turned off in the classroom. All phone conversations should occur before class begins or after it ends outside the classroom. **DO NOT** read or send text messages. Students should give their full attention to learning for the time we are in the classroom. If a cell phone rings or I see someone texting, recording, and/or taking pictures, the entire class will immediately have a quiz over materials that should have been read in the textbook.

Do not wear ear buds or headphones during class. If you do so, you will be asked to leave.

Smoking is prohibited from all Collin College campuses including electronic cigarettes.

Children are not allowed in class at any time and they cannot be left unattended in the hallways during class.

RELIGIOUS HOLIDAYS:

In accordance with Section 51.911 of the Texas Education Code, Collin will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time. **Students are required to file a written request with each professor within the first few days of the semester to qualify for an excused absence. A copy of the state rules and procedures regarding holy days, and the form of notification of absence from each class under this provision, are available from the Admissions and Records Office.** Students who plan to observe religious holidays which will require absences from class should consult the current CCCCD Student Handbook, section on Religious Holidays, for the correct process to follow. It is mandatory that this procedure be followed in detail.

ACADEMIC ETHICS: Scholastic Dishonesty

From the Collin Student Handbook, Chapter 6: Student Code of Conduct Violations

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student's own work. Collin College may initiate disciplinary proceedings against a student or prospective student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list, and scholastic dishonesty may encompass other conduct, including any misconduct through electronic or computerized means. Scholastic dishonesty shall include, but is not limited to, one (1) or more of the following acts.

1. **Cheating** includes, but is not limited to, having access to unauthorized materials or electronic, digital media, telecommunication, and/or wearable devices (i.e., phones, smart watches, Fitbits, Bluetooth devices, tablets, etc.) during an examination; the giving or receiving of information in an

unauthorized manner during an examination or to complete an assignment; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; using someone else's work for an assignment as if it were one's own; submitting or resubmitting an assignment in whole or in part (i.e., recycling an assignment) for more than one (1) class or institution without permission from each of the professors; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; removing tests or answer sheets from a test site; and any other dishonest means of attempting to fulfill the requirements of a course.

2. **Collusion** includes, but is not limited to, intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty; failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; unauthorized collaboration or communicating answers to a classmate about an examination or course assignment; and allowing a classmate to copy answers.
3. **General Scholastic Dishonesty** includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, or the award of a degree; and/or falsifying academic records or documents. Students are expected to record honestly and accurately the results of all their research. Falsification of research results shall include misrepresentations, distortions, or omissions in data or reports on research.
4. **Plagiarism** includes, but is not limited to, intentionally or unintentionally failing to quote and cite an author's words, information, and/or ideas in accordance with American Psychological Association (APA) Style, Modern Language Association (MLA) Style, The Chicago Manual of Style (Chicago Style), or another citation style approved by the professor.

COLLIN COLLEGE ACADEMIC POLICIES: "See the current *Collin Student Handbook*."

ACCOMMODATIONS AT COLLIN COLLEGE FOR EQUAL SUPPORT SERVICES (ACCESS) 5.2 :

Specialized services and academic accommodations are available for students with a documented disability. The law requires that students must self-identify to the ACCESS Office and provide required current documentation to that department. Only documentation from a licensed professional (psychologist, diagnostician, or physician) is acceptable. The report must be current; on official letterhead; include the name and title of the person completing the report; their telephone number, address, and signature; the specific diagnosis; current functional limitations related to the educational setting; and the projected duration of the condition. Students seeking accommodations should contact the ACCESS Office at least one (1) month before the services are needed. Services are available for students at all campus locations.

It is the student's responsibility to pick up their accommodations letter each semester to receive requested accommodations. Students should contact their ACCESS advisor immediately if they are having difficulty in their classes or having problems with their requested accommodations. Students must schedule special testing arrangements with ACCESS at least 2-5 days in advance, due to limited space. Students must take exams on campus for which they are enrolled. Assistive technology and software are available on each campus for students with disabilities. Please contact the ACCESS Office for more information.

AMERICANS WITH DISABILITIES ACT: 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 opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

TENATIVE COURSE CALENDAR - SPRING 2019

CLASS DATE	JANUARY 24 th	JANUARY 31 st	FEBRUARY 7 th	FEBRUARY 14 th
Due Today			PERSUASIVE NARRATIVE ESSAY DUE TODAY	
Lesson Focus	MODULE 1 ARGUING OFFENSE	MODULE 2 PERSUASIVE NARRATIVE	MODULE 3 ARGUING DEFENSE	MODULE 4 INVENTING ARGUMENTS I
In-Class Discussion & Activities	Go over syllabus Syllabus Quiz Discuss Chapters 1-4 <i>Thank You for Arguing</i> IN CLASS EXERCISE Fool on the Hill	Discuss Chap 5-9,10-13, 28 <i>Thank You for Arguing</i> IN CLASS EXERCISE Snappy Answers Exercise Assign Aesop's Moral Persuasive Narrative Essay & Topic Selection	Discuss Chps 14-18, 20 <i>Thank You for Arguing</i> IN CLASS EXERCISE The Dice Game IN CLASS EXERCISE Yes, but ...round robin	Discuss Chapters 1-3 <i>Inventing Arguments</i> IN CLASS EXERCISE Ethos/Pathos/Logos Discuss Chapters 4-6 <i>Inventing Arguments</i> IN CLASS EXERCISE Analysis and Film Assign Inventing a Rhetorical Analysis
HOMEWORK				
Reading Assignment	<i>Thank You for Arguing</i> Chapters 5-13, 28	<i>Thank You for Arguing</i> Chapters 14-18, 20 Appendix II	Read Chapters 1-6 Part One: Entering Argument <i>Inventing Arguments</i> Read Prologue and Chapters 1-4 <i>Death in the Air</i>	Read Chapter 7 "Arguing Definitions" Read Chapter 8 "Arguing Causes" <i>Inventing Arguments</i> Read Chapters 5-10 <i>Death in the Air</i>
Writing Assignment	DISCUSSION POST Semester Expectations	ESSAY Persuasive Narrative Essay	QUIZ <i>Thank You for Arguing</i> JOURNAL Lady GaGa's Meat Dress DISCUSSION POST Considering the Role of Support in Persuasion	JOURNAL Big Mac Propaganda DISCUSSION POST Analyzing Ads ESSAY Inventing a Rhetorical Analysis
CLASS DATE	FEBRUARY 21 st	FEBRUARY 28 th	MARCH 7 th	MARCH 14 th
Due Today	INVENTING A RHETORICAL ANALYSIS DUE TODAY		ROUGH DRAFT <i>DEATH IN THE AIR</i> ESSAY DUE	
Lesson Focus	MODULE 5 INVENTING ARGUMENTS II	MODULE 6 <i>DEATH IN THE AIR I</i>	MODULE 7 <i>DEATH IN THE AIR II</i>	
In-Class Discussion & Activities	Discuss Chapter 7 "Arguing Definitions" Discuss Chapter 8 "Arguing Causes" Discuss Chapters 13-14 "Research & Documentation" IN CLASS EXERCISE Defining a Thing	Watch "Rillington Place" Episode 1 in Class Discuss <i>Death in the Air</i> Assign Argumentative Essay <i>Death in the Air</i>	PEER REVIEWS <i>Death in the Air</i> Essay MIDTERM REVIEW	NO CLASS SPRING BREAK
HOMEWORK				
Reading Assignment	Read Chapter 11 "Arguing the Past" <i>Inventing Arguments</i> Finish Reading <i>Death in the Air</i>	N/A	Begin thinking about book selection for Argumentative Essay #2 STUDY FOR MIDTERM Read "The General Prologue" <i>CT</i>	
Written Assignment	JOURNAL The Fashion Punk Paradox DISCUSSION POST MMORPGs	Rough Draft <i>Death in the Air</i> Essay	Final Draft <i>Death in the Air</i> Essay DISCUSSION POST Predicting Ethos, Pathos, and Logos in Chaucer's <i>Canterbury Tales</i> EXTRA CREDIT Rillington Place Episodes 2 & 3	

CLASS DATE	MARCH 21st	MARCH 28 th	APRIL 4 th	APRIL 11th
Due Today	FINAL DRAFT <i>DEATH IN THE AIR</i> ESSAY DUE			ROUGH DRAFT ARGUMENTATIVE ESSAY
Lesson Focus	MODULE 8 MIDTERM/ <i>CANTERBURY TALES</i>	MODULE 9 <i>CANTERBURY TALES II</i>	MODULE 10 BIG PAPER I	MODULE 11 BIG PAPER II
In-Class Discussion & Activities	Discuss <i>Canterbury Tales Prologue</i> MIDTERM	Discuss “The Wife of Bath’s Tale” <i>Canterbury Tales</i> Discuss “The Knight’s Tale Prologue” and “The Knight’s Tale” <i>Canterbury Tales</i> Assign Argumentative Essay #2 -Book Selection	Thesis Statements & Outlines for Argumentative Essay #2 Discuss MLA Documentation	Discuss Chapter 18 Environment <i>Inventing Arguments</i> IN CLASS EXERCISE “Squeaky Clean” Peer Reviews Argumentative Essay #2
HOMEWORK				
Reading Assignment	Read “Wife of Bath’s Prologue” and “The Wife of Bath’s Tale” <i>Canterbury Tales</i> Read “Knight’s Tale Prologue” and “The Knight’s Tale” <i>Canterbury Tales</i>	Read Book Selection for Argumentative Essay #2	Read Chapter 18 Environment <i>Inventing Arguments</i>	Read Chapter 16 & 17 Men and Women Race <i>Inventing Arguments</i>
Written Assignment	JOURNAL Defining Love in the “Wife of Bath’s Tale” DISCUSSION POST Defining Love	DISCUSSION POST The Knight and The Knight’s Tale QUIZ <i>Canterbury Tales</i> EXTRA CREDIT Watch <i>A Knight’s Tale</i> and fill out Extra Credit Sheet - 100 pts	Rough Draft Argumentative Essay #2	LAB “Common Climate Change Myths” Final Draft Argumentative Essay #2
CLASS DATE	APRIL 18th	APRIL 25 th	MAY 2 nd	MAY 9th
Due Today	FINAL DRAFT ARGUMENTATIVE ESSAY #2		ROUGH DRAFT ARGUMENTATIVE ESSAY #3 DUE TODAY	FINAL DRAFT ARGUMENTATIVE ESSAY #3 DUE TODAY
Lesson Focus	MODULE 12 RACE/MEN AND WOMEN	MODULE 13 EDUCATION/CONSUMPTION	MODULE 14	MODULE 15 FINAL EXAM REVIEW
In-Class Discussion & Activities	Discuss Chapter 16 Men and Women <i>Inventing Arguments</i> IN CLASS EXERCISE Arguments, Advertising, & Women (429-430) Discuss Chapter 17 Race <i>Inventing Arguments</i> IN CLASS EXERCISE What is Race?	Discuss Chapters 18/19 Education/Consumption <i>Inventing Arguments</i> IN CLASS EXERCISE The High Cost of Food Assign Argumentative Essay #3 IN CLASS EXERCISE Topic Selection	PEER REVIEWS Argumentative Essay #3	FINAL EXAM REVIEW
HOMEWORK				
Reading Assignment	Read Chapters 18 and 19 Education/Consumption <i>Inventing Arguments</i>	N/A	N/A	N/A
Written Assignment	JOURNAL Race DISCUSSION POST “It’s Racism, Stupid” DISCUSSION POST “Ad Urges Students to Think Twice about Colleges with Rape Problems”	DISCUSSION POST What Spam Means Rough Draft Argumentative Essay #3	FINAL DRAFT Argumentative Essay #3	JOURNAL Reflections
FINAL EXAM WILL BE ONLINE BEGINNING MAY 9 th at 11:59pm UNTIL MAY 16 th at 9:55pm				