English 132 Argument and Research

English 132-702 Spring 2019 Syllabus

Meeting Times: M/T/W/TH/F 5th period

Location: Little Cypress/Mauriceville High School

Instructor: Annaliese Chaudhuri (Mrs. C)

Office Location: Liberal Arts North 242

Email: chaudhurad1@sfasu.edu (mySFA email), chaudhurad1@d2l.sfasu.edu (D2L email)

Office Hours: T/TH 9:10-10:55 and 12:20-1:05 (we are on online class, so emailing me during this time is highly recommended)

Required Materials:

Writing materials (pen/pencil and paper or laptops) should be kept on hand at all times for taking notes and for in-class writing. Although we won’t necessarily write every day, you should come to class every day expecting to write.

Various handouts/readings will be distributed in class or posted on D2L by the instructor at certain times during the semester. These will be provided in lieu of expensive textbooks and will need to be brought to class if and when you are instructed to do so. DO NOT LOSE THEM.

Recommended Materials:

A flash drive or access to an online drive (such as Google Drive) for making backups. The only thing worse than having a nearly-complete essay lost to a crashed computer is having your professor say you should have backed it up.

Course Description: Continued study and application of the writing process and the skills of writing with a focus on forms of argumentative writing and on research methods, such as gathering, evaluating, summarizing, synthesizing, and citing source information. Prerequisite: C or better in English 131. Must earn a C or higher to be admitted to any English 200-level course.

Students entering English 132 should

- be able to formulate a thesis statement.
- understand the meaning and relationship of claim, evidence, and analysis.
- know and apply the concepts of the rhetorical situation (speaker, audience, purpose, message, context) and the rhetorical appeals (ethos, pathos, logos).
- understand what makes a unified and coherent paragraph and be able to write one.
- produce mechanically sound essays with only minor grammatical, punctuation, and spelling errors.
- understand what constitutes plagiarism
- be proficient in MLA basics: page formatting, quotation, citation, and Works Cited lists.
This is a writing-intensive course. There are a number of major written assignments through which you will produce a minimum of 18 pages of final-draft-quality writing.

**English 132 Learning Outcomes**

At the completion of this course, students will be able to:

- Locate, evaluate, and employ a variety of sources, accurately and ethically, in a multi-step, persuasive essay (Critical Thinking);
- Appraise and utilize a variety of standardized genre, discipline, medium, and occasion situation-specific conventions (Critical Thinking);
- Understand the role of personal responsibility in the inevitable choices involved in the composition process, in the evaluation of one’s own writing and the writing of other students, in the ethical use of ideas and information, and in the critical evaluation of all assigned texts (Personal Responsibility);
- Recognize the collaborative and social aspects of the writing process by producing collaborative work and/or feedback for peers and selectively using peer feedback in their own work (Teamwork);
- Demonstrate knowledge of organizational and linguistic structures – including grammar, punctuation, and spelling – through practice in composing and revising (Communication);
- Compose texts in response to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure (Communication).

**English Program Learning Outcomes**

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

**COURSE POLICIES**

Mr. Platt will be helping me facilitate this course, and he will be in charge of making sure that on Tuesdays and Thursdays when I may not see you face to face, that you are doing work that I have assigned to you to have ready for future class days. The time he is taking to work with us on this course is invaluable to me and he is to be given every respect and courtesy. Reports of misbehavior or lack of cooperation while Mr. Platt is in charge on Tuesdays and Thursdays will result in disciplinary action.

On the days when I do see you, Mr. Platt will also be present. If he asks you to do something, you need to listen to him. Refusing to cooperate with either Mr. Platt or myself on a regular class day will result in being given an absence for that class day.

**Attendance is mandatory.**
• If you receive seven (7) absences, **you will fail the class (this only applies to the MWF class times)**.
• Keeping up with your attendance is **your responsibility**.
• Coming to class late or leaving class early will result in an absence except in the case of Dr./medical appointments of any kind, family emergencies, illness, or an event or service sponsored or required by the high school. **If you have an excuse that doesn’t meet these criteria but you feel should be excused, you may email me about it.**

**If you are sleeping in class, you are absent and you earn a zero for that day’s participation grade.**

**If you are texting in class, you are absent and you earn a zero for that day’s participation grade.**

**If you are doing something on your computer that is not class related, you are absent and you earn a zero for that day’s participation grade.**

**If you are being disruptive in class, you are absent and you earn a zero for that day’s participation grade.**

**Do not pack up until you are instructed to do so or you are absent and you earn a zero for that day’s participation grade.**

**No headphones/earbuds unless I say.**

**Check your e-mail and our D2L course page every day if not every other day.**

**Participation**

**Attending class does not equate to class participation.** In order to earn class participation credit, you have to participate in class discussion and in writing assignments. Taking notes in and outside of class will help you be more prepared to contribute verbally. Asking questions that pertain to discussion is also an appropriate way to be part of class discussion.

**Classroom Decorum:** In order to improve our critical reading and thinking skills, we will engage in open, free discussions. Despite the overall similarities in age, University classes tend to be composed of people of differing backgrounds with differing perspectives. In other words, we can all learn from our peers. To this end, you *must* come to class prepared to discuss and debate the readings. All participants in discussions are expected to remain courteous and respectful, regardless of the diversity of our opinions. Although I do not expect disciplinary problems at the college level, persistent behavioral disruptions will result in the student in question being asked to leave and receiving an absence for the day. The goal of these discussions is not to “win” an argument but to open everyone’s minds to multiple possibilities.

**E-mails** will be composed professionally. Anyone sending unprofessional e-mails will be invited to resubmit. If you send me an email with just an attachment without a request as to what you want done with that attachment, I will not respond to that email.

**Food and drink:** Do not eat food in class. Drinks are fine as long as you are quiet.

**Late work/revision policies**
Late work can only be accepted with an excuse such as a death in the family, an illness/dr. appointment, or a university/high school approved event. Excuses must be dated and given in hard copy or emailed. If you are making up work due to any of the aforementioned types of absences, these assignments are should be completed in a week’s time or will lose points.

If you know you are going to be absent ahead of time, you should turn in your assignments ahead of time. This is especially important if the absence doesn’t meet the criteria for an “approved excuse” mentioned previously.

Homework assignments cannot be turned in late without an approved excuse/evidence for an excused absence. Essays can be turned in late, but for unexcused absences, ten points per day will be deducted from an essay that was not submitted the day and time it was due.

Students may revise their first OR second essay (but not the annotated bibliography or third essay). Essay 1 revisions or Essay 2 revisions are due Friday, May 10th. I will use whichever grade is higher as the final grade on an essay revision. For example, if a student revises their first essay and scores a 60% initially and then scores an 80% on their revision, I will use the higher grade. Conversely, if a student scored 60% initially, but scored a 30% on their revision, the higher of the two grades would still be used. Essays that are turned in late cannot be revised (unless in the case of an excused absence).

To avoid emergencies, you should save your work in multiple places; I highly recommend using online storage such as Google Drive, which is a free service, to back up your files. Alternately, you may acquire a flash drive and make frequent backups. Computer failure is not an excuse for missing due dates.

Page counts must be met. Page counts do not include the Works Cited page. Ten points per page will be deducted for incomplete assignments.

Works Cited: Every assignment that uses information from an outside source will include a Works Cited page, properly formatted. If you do not know how to properly format a Works Cited page with proper spacing and indents, ask me or consult the Purdue Owl online. Essays which do not include a Works Cited page will not receive more than half the total grade possible. Not having a works cited page is a form of plagiarism and you could risk failing the class.

Grading Breakdown

Participation (Class discussion, any daily activities or homework) 15 %
Visual Rhetorical Analysis Essay 20%
Literary Rhetorical Analysis Essay 20%
Annotated Bibliography 20%
Persuasive Research Essay 25 %
<table>
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<th></th>
<th>Superior communicative skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery, rigor, and intellectual curiosity regarding course readings and concepts while also introducing relevant independent insights to the discussion; always submits complete drafts for instructor and peer feedback; student demonstrates enthusiasm and takes initiative, particularly during group activities.</th>
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<tr>
<td>B</td>
<td>Good communicative skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; submits drafts of all papers for instructor and peer feedback, but these may sometimes be incomplete; student demonstrates positive attitude; makes meaningful contributions during group activities.</td>
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<tr>
<td>C</td>
<td>Adequate communicative skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; submits drafts of three or more papers for instructor and peer feedback, which may sometimes be incomplete; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities.</td>
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<td>D</td>
<td>Limited communicative skills; uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; submits drafts of one or two papers, which may sometimes or always be incomplete; inattentive during class; rare contributions during group activities. [Performance may be marked by other flaws: consistent tardiness; disruptive; etc.]</td>
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<tr>
<td>F</td>
<td>Weak communicative skills; little to no preparation for class; little evidence of reading assignments (this can include not bringing course readings to class or not making up missed material); never volunteers, or doesn’t respond when prompted; never or very infrequently submits drafts for instructor and peer feedback, which are always incomplete; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to group activities.</td>
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**Grading Standard:**
A (excellent performance): 90-100.
B (above average performance): 80-89.
C (average performance): 70-79.
F (failure): 0-59.

**Academic Integrity (A-9.I)**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
**Plagiarism:** If you use ideas or words that are not your own, you must give full and proper credit. The use of “essay rewriter” or paraphrasing software is expressly forbidden.

If you plagiarize, you will almost certainly get caught. If you get caught, you will earn a zero for the assignment, and you will most likely fail the course. You will not be able to “rewrite” a plagiarized assignment. **Your misconduct will be reported and documented to the university and will result in disciplinary action and could result in expulsion from the university.**

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy here: [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Tentative Class Plan English 132—Spring 2019**

- **Week 1: Jan. 22-25**

Homework: Read the syllabus and complete the academic dishonesty module
Thurs. Jan. 24 - Read Visual Rhetorical Analysis Essay materials, begin deciding on a visual rhetoric source; Read module on primary, scholarly secondary, and non-scholarly secondary sources
Homework: Continue researching visual rhetorical source
Fri. Jan. 25 - Review any further information on Visual Rhetorical Analysis (such as source types). Begin working on the Essay 1 Visual Rhetorical Analysis Mock Project (research and outline today)
Homework: Finish selecting your visual rhetorical source, begin research on your scholarly source and non-scholarly secondary and/or primary source.

-Week 2: Jan. 28 – Feb. 1

Mon. Jan. 28 - Finish viewing the mock visual rhetorical source, begin writing the mock visual rhetorical analysis essay (finish the thesis today)
Homework: All of your sources should be researched and selected by this point (you can switch out sources or change your topic at any time if you need to). Begin outlining/drafting your visual rhetorical analysis.
Tues. Jan. 29 - As you outline, you should have a running list of information you want to include from all of your sources (this is a good time to work on in-text and works cited citations), especially your visual rhetorical source. If you don't have any notes on your visual rhetorical source (how it uses ethos, pathos, and/or logos), it will be very difficult to write this paper. You mostly need to focus on how rhetoric is used mainly with the visual rhetorical source, if you try to also rhetorically analyze all your other sources as well your paper could lose focus.
Homework: Write your thesis/argument about your visual rhetorical source
Wed. Jan. 30 - Continue drafting the mock visual rhetorical analysis essay (finish the intro, first body paragraph, introduce source information, insert quotations/paraphrases from sources and cite them, and analyze source information today)
Homework: Write your first body paragraph and/or intro
Thurs. Jan. 31 - Write/finish your first body paragraph and intro in class
Homework: Begin deciding on what you want your counterargument to be
Fri. Feb. 1 - Continue drafting the mock visual rhetorical analysis essay (Finish the 2nd body paragraph, introduce source information, insert quotations/paraphrases from sources and cite them, and analyze source information today)
Homework: Write/finish your second body paragraph, decide on your counterargument (information you want to include, outlining it, etc.)

-Week 3: Feb. 4-8

Mon. Feb. 4 - Continue writing mock visual rhetorical analysis essay (finish counterargument (3rd body paragraph), contextualize, cite, and analyze source information today)
Homework: Write your counterargument paragraph
Tues. Feb. 5 - Finish your counterargument paragraph
Homework: Continue writing or revising any part of your essay
-Week 4: Feb. 11-15

Mon. Feb. 11 - Revise the mock visual rhetorical essay (revise the intro and conclusion, address any MLA issues)
Homework: Continue writing/revising any part of your essay
Tues. Feb. 12 - Continue writing/revising any part of your essay
Homework: Continue writing/revising any part of your essay
Wed. Feb. 13 - Revise the mock visual rhetorical essay (revise the essay for style and structure issues such as 1st/2nd person usage, sentence structure, comma placement, word choice)
Homework: Continue writing/revising any part of your essay
Thurs. Feb. 14 - Continue writing/revising any part of your essay
Homework: Continue writing/revising any part of your essay
Fri. Feb. 15 - Revise the mock visual rhetorical essay (revise the essay for grammar issues such as spelling, article use, preposition use, capitalization, subject/verb agreement)
Homework: Continue writing/revising any part of your essay

-Week 5: Feb. 18-22

Mon. Feb. 18 - No school
Homework: Continue writing/revising any part of your essay
Tues. Feb. 19 - Continue writing/revising any part of your essay
Homework: Continue writing/revising any part of your essay
Wed. Feb. 20 - Essay 1 due this evening. Begin discussing the literary rhetorical analysis assignment, literature links, researching the other source types.
Homework: Begin deciding on a literature source from the provided links
Thurs. Feb. 21 - Continue deciding on a literature source
Homework: Begin researching your scholarly secondary source, non-scholarly secondary source, and your optional 4th source (can be scholarly secondary, non-scholarly secondary, or primary)
Fri. Feb. 22 - Begin writing the mock literary rhetorical analysis essays (1 version for poetry, 1 version for prose). Begin outline and note taking of the posted poetry and prose sources.
Homework: Finish deciding on your literature source

-Week 6: Feb. 25 – Mar. 1

Mon. Feb. 25 - Begin writing the mock literary rhetorical analysis essays (finish the thesis statements for both the poetry and prose essays)
Homework: Finish selecting your scholarly secondary source, non-scholarly secondary source, and optional 4th source (can be scholarly secondary, non-scholarly secondary, or primary)
Tues. Feb. 26 - put together any notes on your sources and an outline for your literary rhetorical essay
Homework: Finish your essay outline and notes on your sources
Wed. Feb. 27 - Continue writing the mock literary rhetorical analysis essays (finish the intros, begin working on the 1st body paragraphs and introducing, contextualizing, citing, and analyzing any sources used)
Homework: Write your thesis and intro to your essay
Thurs. Feb. 28 - Finish your thesis and intro to your essay
Homework: Write your first body paragraph
Fri. Mar. 1 - Continue writing the mock literary rhetorical analysis essays (finish the 1st and 2nd body paragraphs including introducing, contextualizing, citing, and analyzing any sources used)
Homework: Finish writing your first and second body paragraphs

-Week 7: Mar. 4 - 8

Mon. Mar. 4 - Continue writing the mock literary rhetorical analysis essays (finish the counterargument paragraphs today and any source introductions, contextualization, citing, and analysis of source material used).
Homework: Begin writing your counterargument paragraph
Tues. Mar. 5 - Finish writing your counterargument paragraph
Homework: Begin writing your 4th body paragraph
Wed. Mar. 6 - Continue writing the mock literary rhetorical analysis essays (finish the 4th body paragraphs today and any source contextualization, citing and analysis of source material used).
Homework: Finish writing your 4th body paragraph
Thurs. Mar. 7 - Begin writing your conclusion
Homework: Finish writing your conclusion
Fri. Mar. 8 - Continue writing the mock literary rhetorical analysis essays (finish the conclusions and address any MLA formatting issues)
Homework: Essay 2 rough draft due Mar. 18th

-Week 8: Mar. 11-15

Spring Break

-Week 9: Mar. 18-22

Mon. Mar. 18 - Revise the mock literary rhetorical analysis essays (focus on the thesis statements, any MLA issues, any source analysis or intros that were not finished)
Homework: Essay 2 rough draft due tonight (optional)
Tues. Mar. 19 - Continue writing/revising your literary rhetorical essay
Homework: Continue writing/revising your literary rhetorical essay
Wed. Mar. 20 - Revise the mock literary rhetorical analysis essays (focus on intro/conclusion development, any MLA issues)
Homework: Continue writing/revising your literary rhetorical essay
Thurs. Mar. 21 - Continue writing/revising your literary rhetorical essay
Homework: Continue writing/revising your literary rhetorical essay
Fri. Mar. 22 - Revise the mock literary rhetorical analysis essays (focus on style and structure issues such as 1st and 2nd person usage, sentence structure, comma placement, word choice)
Homework: Continue writing/revising your literary rhetorical essay

-Week 10: Mar. 25-29

Mon. Mar. 25 - Continue revising the literary rhetorical analysis essays (focus on grammar issues such as spelling, capitalization, subject/verb agreement, article and preposition usage)
Homework: Continue writing/revising your literary rhetorical essay
Tues. Mar. 26 - Continue writing/revising your literary rhetorical essay
Homework: Continue writing/revising your literary rhetorical essay
Homework: Begin deciding on your topic and researching sources for your Annotated Bibliography and Essay 3
Thurs. Mar. 28 - Continue deciding on your topic and researching sources for your Annotated Bibliography and Essay 3
Homework: Continue deciding on your topic and researching sources for your Annotated Bibliography and Essay 3
Fri. Mar. 29 - In-class research/writing day (Continue deciding on your topic and researching sources for your Annotated Bibliography and Essay 3)
Homework: Continue deciding on your topic and researching sources for your Annotated Bibliography and Essay 3

-Week 11: Apr. 1-5

Mon. Apr. 1 - In-class research/writing day (Continue deciding on your topic and researching sources for your Annotated Bibliography and Essay 3)
Homework: Continue researching/writing your Annotated Bibliography and Essay 3
Tues. Apr. 2 - In-class research/writing day (Continue deciding on your topic and researching sources for your Annotated Bibliography and Essay 3)
Homework: Continue researching/writing your Annotated Bibliography and Essay 3
Wed. Apr. 3 - In-class research/writing day (Continue deciding on your topic and researching sources for your Annotated Bibliography and Essay 3)
Homework: Continue researching/writing your Annotated Bibliography and Essay 3
Thurs. Apr. 4 - In-class research/writing day (Continue deciding on your topic and researching sources for your Annotated Bibliography and Essay 3)
Homework: Finish deciding on your topic for your Annotated Bibliography and Essay 3
Fri. Apr. 5 - In-class research/writing day
Homework: Continue researching/writing your Annotated Bibliography and Essay 3

-Week 12: Apr. 8-12

Mon. Apr. 8 - Continue researching/writing your Annotated Bibliography and Essay 3
Homework: Continue researching/writing your Annotated Bibliography and Essay 3
Tues. Apr. 9 - Continue researching/writing your Annotated Bibliography and Essay 3
Homework: Continue researching/writing your Annotated Bibliography and Essay 3
Wed. Apr. 10 - Continue researching/writing your Annotated Bibliography and Essay 3
Homework: Continue researching/writing your Annotated Bibliography and Essay 3
Thurs. Apr. 11 - Continue researching/writing your Annotated Bibliography and Essay 3
Fri. Apr. 12 - Continue researching/writing your Annotated Bibliography and Essay 3
Homework: Finish researching all your sources for your Annotated Bibliography and writing your annotations and works cited citations

-Week 13: Apr. 15-19

Mon. Apr. 15 - Begin writing the mock Persuasive Research Essay (finish the outline and any notes)
Homework: Finish the Annotated Bibliography, begin outlining/writing your Persuasive Research Essay
Tues. Apr. 16 - Work on outlining/writing your Persuasive Research Essay
Homework: Finish outlining your Persuasive Research Essay
Wed. Apr. 17 - Annotated Bibliography due tonight. Continue writing the mock Persuasive Research Essay (finish the thesis and intro)
Homework: Write your thesis and intro to your Persuasive Research Essay
Thurs. Apr. 18 - Write your thesis and intro to your Persuasive Research Essay
Homework: Finish writing your thesis and intro to your Persuasive Research Essay
Fri. Apr. 19 - No school
Homework: Write your 1st body paragraph to your Persuasive Research Essay

-Week 14: Apr. 22-26

Mon. Apr. 22 - No school
Homework: Finish your 1st body paragraph
Tues. Apr. 23 - Write your 2nd body paragraph
Homework: Finish your 2nd body paragraph
Wed. Apr. 24 - Continue writing the mock Persuasive Research Essay (1st and 2nd body paragraphs already written, work on 3rd body paragraph in class)
Homework: Write your 3rd body paragraph
Thurs. Apr. 25 - Finishing writing your 3rd body paragraph
Homework: Write your 4th body paragraph
Fri. Apr. 26 - Continue writing the mock Persuasive Research Essay (work on 4th body paragraph and counterargument paragraph in class)
Homework: Finish writing your 4th body paragraph

-Week 15: Apr. 29-May 3

Mon. Apr. 29 - Essay 3 rough draft due tonight (optional), Continue writing the mock Persuasive Research Essay (finish the counterargument paragraph today)
Homework: write your counterargument paragraph
Tues. Apr. 30 - finishing writing your counterargument paragraph
Homework: write your 6th body paragraph
Wed. May 1 - Write the 6th body paragraph for the mock Persuasive Research Essay
Homework: finish writing your 6th body paragraph
Thurs. May 2 - write your conclusion
Homework: finish writing your conclusion
Fri. May 3 - Write the conclusion for the mock Persuasive Research Essay
Homework: Begin revising your essay for any issues with analysis, MLA source introductions, contextualization, citations, check the works cited citations, check the thesis

-Week 16: May 6-10

Mon. May 6 - Revise the thesis, any analysis, issues with source inclusion, address MLA issues in the mock Persuasive Research Essay
Homework: Finish revising your essay for any major issues with MLA, your thesis, analysis, or source inclusion
Tues. May 7 - Begin revising your essay for style and structure issues
Homework: Continue revising your essay for style and structure and grammar issues
Wed. May 8 - Revise the essay for style and structure and grammar issues
Homework: Continue revising your essay for style and structure and grammar issues
Thurs. May 9 - Continue revising your essay for style and structure and grammar issues
Homework: Continue revising your essay for style and structure and grammar issues
Fri. May 10 - Revisions to essays 1 or 2 are due, in-class writing day
Homework: Essay 3 due Monday night, May 13th

-Week 17 Finals Week: May 13-17
Mon. May 13 – Essay 3 due