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ENG 1002G-003: College Composition Argument & Critical Inquiry

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ENG 1002G-003: College Composition II, Fall 2022
MWF 1:00-1:50 p.m. Coleman Hall Room 3160

Instructor: Rev. Betzy Elifrits Warren
Office: 3037 Coleman Hall

Contact: bcelifritswarren@eiu.edu; (865) 335-1626
Office Hours: M/Th, 2-3 p.m. (& by appointment)

Required Materials

Everything's an Argument with Readings, 9th ed.

The Little DK Handbook, 3rd ed.

Electronic device with wifi capability (for some class sessions)

Course Description: College Composition II focuses on argumentation and the critical inquiry and use of sources and arguments. Course work entails analyzing others' arguments and writing a variety of well-researched and ethically responsible arguments. Students gain further practice finding relevant information from a variety of sources and evaluating, synthesizing, and presenting that information.

Course Objectives: Students will demonstrate the ability to do the following:

- Apply the principles of argument—claims, reasons, evidence, assumptions, counter-arguments, and counter-argumentation—in written documents
- Produce cogent written arguments that consider ideas, issues, problems, and evidence from multiple perspectives
- Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance
- Integrate sources ethically, appropriately, and consistently in written documents
- Use data and create graphical elements in their writing
- Recognize how to transfer their writing processes, understanding of rhetorical principles, genre awareness, understanding of argumentative principles, and the research process to other writing situations
- Present work in Edited American English

Course Policies

Attendance and Participation: I expect you to do your homework and show up for class. If you're sick or have an emergency, let me know. I take attendance every day, and in-class activities count for 15% of your grade. Those are the "easy" points, so show up and get those points, unless you're sick. Communicate with me if you will miss class.

Note: All students are welcome to wear masks, whenever they choose. If you have tested positive for covid with a rapid test in the last 5 days, please do not attend class. Wear a mask to class for the 5 days after your isolation period is over (per CDC guidelines).

Homework: Do your homework, including reading assignments and written assignments, before class begins. If you have questions about your homework, contact me before class.

Changes to Course Policies and Calendar: Things change. Shit happens. You are responsible for paying attention and knowing when changes occur, as well as for asking questions about any policies, assignments, or changes to them, if you need clarification or additional information.

Turning in Work: Written assignments are due on D2L at 1:00 p.m. on the dates stated in the course calendar. (That means they're due when class starts...) Written work should be typed, double-spaced, in 11- or 12-point type, with 1-inch margins. If you can't turn something in by the due date/time, contact me to request an extension. **Do not** assume you can still get credit for a late assignment or may have an extension, without asking first.

Grading: Final grades in this course are A, B, C, and NC (no credit). Grades on written assignments are A, B, C, D, and F; if you consistently earn low grades, you will earn a grade of "no credit" for the

course. **All major essays must be submitted, to receive credit for the course.** A list of assignments and their weight related to the total semester grade is below.

The Writing Process: Writing is a process. It doesn't work the same for every person, and it doesn't work the same for every piece of writing a person does. In this class, you'll be learning about writing arguments, while working on your writing process(es). You'll be asked to think about how you write and how you could improve your writing process. Self-reflection may not be your "thing," but it's required in this class. To be sure you're making progress on your work, you will turn in writing at specific points in the process, as follows:

- **Proposals:** To get you started on each essay, you'll turn in a brief proposal shortly after the assignment is introduced in class. You'll have specific instructions for each proposal.
- **Rough Drafts/Peer Reviews:** For 4 of the major writing assignments, you will upload a rough draft to a discussion thread on D2L, for an assigned group of class members to read and respond to. You will be responsible for responding to your group members' essays, as well. You may also email me any rough draft you would like for me to look over and comment on.
NOTE: If you prefer not to participate in peer reviews, you may opt out of them. This will forfeit 8% of your final grade for the class. Email me to let me know if you will not participate in peer reviews, so that you are not placed in a peer review group.
- **Final Draft Deadlines:** Though writing is an ongoing process, deadlines are part of life. You will have a final draft due about one week after your rough draft is due.

Composition Days: There will be no class on the class day prior to each major essay's final draft deadline. This is to give you additional time to work on revising and editing your final draft.

Essay Revisions: There is always room for improvement in one's writing. To that end, you may be allowed to turn in revisions of major writing assignments.

The following are not acceptable sources for use in your essays:

- *history.com* and other sites promoting for-profit television or streaming content
- *YouTube* and other sites where anyone can post videos about anything
- *Wikipedia* and other sites where anyone can post information without citing or supporting it
- most blogs
- most listicles, such as *Reddit*, *Buzzfeed*, etc.
- This list is not all-inclusive; there are plenty of questionable sources out there. When in doubt, ask a librarian or me before you use the source in an essay!

Guidelines for Conduct: Be respectful of others. Be responsible for yourself. Be professional in your work and conduct. Be on time. Be ready, willing, and able to focus on and participate in class. Leave your cell phone on silent and embrace the mystery of not knowing what's gone on in the rest of the world during this class. You'll enjoy the respite from the chaos of reality!

Communication is very important. It's in your best interest to communicate your questions and concerns to me and to do so in a professional and respectful manner, with a reasonable amount of time for me to respond. All email communication should be properly written, including a subject line, a proper greeting (you may address me by my first name...but please spell it correctly!), a succinct body with a respectful tone and clear organization, and a closing that includes your name. Send me an email with your favorite emoji in it right now, for extra credit for reading this far (you don't have to include a greeting or closing for this email—just an emoji!).

Academic Honesty and Plagiarism: Using other people's ideas without giving them credit is generally referred to as plagiarism. This includes, but is not limited to, cutting and pasting material directly from other sources without proper documentation of the source; using essays written by others, such as from an essay sharing website; and using others' previously printed ideas with just a few words changed, without giving proper credit to the source. Plagiarism in this class will be dealt with in accordance with the English Department and EIU's policies. Penalties include, but are not limited to, receiving a grade of F for the assignment(s) plagiarized and receiving a grade of No Credit

for the course. Instances of plagiarism will be reported to the Office of Student Accountability and Support.

NOTE: I utilize *Turnitin.com* on D2L, so I know how much of your writing is not original to you, and I do look at that. Also, please know that when you use someone else's work and just change some words, I can tell. Always. *Do your own work!*

Here is the official statement on plagiarism from the EIU English Department: "Any teacher who discovers an act of plagiarism—'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work' (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Office of Student Accountability and Support. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."

Campus Resources

EIU Writing Center: I encourage you to use the Writing Center. This free resource provides individual conferences with consultants who can help with brainstorming, organizing, developing support, documenting, and revising papers. The Writing Center is available to help any student from any major at any stage of their writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers. To schedule an appointment, use the Writing Center widget on D2L, call 217-581-5929, or visit Coleman Hall 3110. In-person and online appointments are available. **Please consider using the Writing Center this semester!**

Academic Integrity: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct, which can be found at the following URL: <http://www.eiu.edu/judicial/studentconductcode.php>. Violations will be reported to the Office of Student Accountability and Support.

Students with Disabilities: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS) and let me know what accommodations you need. **All** accommodations must be approved through OSDS. Visit McAfee 1210 or call 217-581-6583 to make an appointment.

The Student Success Center: Students having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, & other skills to support academic achievement, through individualized consultations. Call 217-581-6696 or go to McAfee 1301.

Electronic Writing Portfolio: Students may submit essays from English 1002 for their Electronic Writing Portfolio. Submissions must be at least 750 words (excluding works cited). Fall 2022 submissions are due by December 16. Visit <https://www.eiu.edu/bgs/ewp.php> for more information about the EWP and how to submit essays.

Student Well-Being: EIU is committed to supporting and advancing the mental health and well-being of our students. Stressors that can impact your academic experience and personal mental health and well-being may include academic pressure and challenges associated with relationships, anxiety, depression, alcohol or other drugs, identities, and finances. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. A list of available campus resources is posted on D2L. *I am here to support you and will be glad to help you advocate for yourself and get any help you need while you are here at EIU!*

Course Assignments and Grade Scale

Class Participation and Preparation Grades: 25%

- *In-Class Activities (15%)*: reading reviews, group work, and other in-class activities
- *Peer Reviews (4%)*: written reviews of other students' rough drafts
- *Journals/Reading Responses (6%)*: written responses due on D2L for some class sessions

Major Writing Assignments: 75%

- 1-page **Proposals** for 5 of the major writing assignments (1% each; 5% total)
- **Rough Drafts** of 4 major writing assignments for peer review (1% each; 4% total)
- **Rhetorical Analysis Essay** (3-4 pages) (10%)
- **Definition Argument Essay** (4-6 pages) (10%)
- **Evaluation Argument Essay** (4-6 pages) (10%)
- **Causal Argument Essay** (4-6 pages) (10%)
- **Opinion Piece with Graph and Presentation** (2-3 pages) (10%)
 - **In-Class Presentation** (3%)
 - **Presentation Responses** (3%)
- **Annotated Bibliography** (3-4 pages) (5%)
- **Final Reflection Paper** (2-3 pages) (5%)

Grade Scale:

Assignments: 90-100%=A 80-89%=B 70-79%=C 60-69%=D ↓60%=F

Final Course Grades: A, B, C, No Credit

NOTE: The grading rubric developed by EIU's English Department, which will be used for grading the 4 argumentative essays in this class, is available on the class D2L page.

Course Calendar

EA refers to *Everything's an Argument*; *DK* refers to *The Little DK Handbook*

NOTE: All assignments are due on D2L by 1 p.m. on the stated due date.

AUGUST

MON 8/22: Introduction to ENG 1002

Due on WED 8/24:

- ☐ Read *EA* **chapter 1**, "Understanding Arguments & Reading Them Critically," pp. 2-30
- ☐ Complete Student Information Survey (use this link or find it on D2L):
<https://forms.office.com/Pages/ResponsePage.aspx?id=ReVqYbZd7UiWUXMnA7IFUkccgqeNW0tIs5jVDdycEMRUODIEMUw5VTVXSzZaOUtWTIFCNkMyNVQ4Vy4u>
- ☐ Journal of Introduction (due in D2L Dropbox by 1 p.m.)

WED 8/24: Introduction to Argumentation, Different Kinds of Arguments

- ✓ **DUE TODAY**: Journal of Introduction on D2L by 1 p.m.

Due on FRI 8/26:

- ☐ Read *EA* **chapter 6**, "Rhetorical Analysis," pp. 96-128

FRI 8/26: Introduction to Rhetorical Analyses

Last day to add a class

- ☐ Introduction of Rhetorical Analysis Essay assignment

Due on MON 8/29:

- ☐ Read *EA* **chapter 2**, "Arguments Based on Emotion: Pathos," pp. 31-42, and **chapter 3**, "Arguments Based on Character: Ethos," pp. 45-56

MON 8/29: Pathos, Ethos, Logos

Due on WED 8/31:

- ☐ Rhetorical Analysis Essay Proposal (due on D2L by 1 p.m.)
- ☐ Read *EA* **chapter 4**, "Arguments Based on Facts and Reason: Logos," pp. 56-77
- ☐ Journal of Personal Context (due on D2L by 1 p.m.)

WED 8/31: Pathos, Ethos, Logos, continued

- ✓ **DUE TODAY**: Rhetorical Analysis Essay Proposal, Journal of Personal Context

Due on FRI 9/2:

- ☐ Read EA **chapter 5**, "Fallacies of Argument," pp. 78-95

SEPTEMBER

FRI 9/2: Fallacies of Argument

Last day to drop a course with no grade

Last day to withdraw from all classes with full tuition and fee refund

MON 9/5: NO CLASS: Labor Day

Due on WED 9/7:

- ☐ Rhetorical Analysis Essay rough draft due in D2L Peer Review Discussion Forum

NOTE: Your rough draft must be uploaded to the appropriate discussion forum on D2L by 1:00 p.m. on peer review day. You will find instructions for uploading it in the discussion forum. Peer Review days also require that you read and respond to classmates' rough drafts. You should complete your reviews by 1:00 p.m. on the next class day. A list of questions to answer will be provided. You will receive credit separately for your rough draft and for your reviews. Peer reviews cannot be made up later. If your group members do not turn in drafts to be reviewed, your grade will not be penalized.

WED 9/7: No In-Person Class: Peer review online

- ✓ **DUE TODAY:** Rough draft of Rhetorical Analysis Essay due in D2L discussion forum

Due on FRI 9/9:

- ☐ Read DK pp.87-96, 127-128
- ☐ Peer reviews completed on D2L by noon

FRI 9/9: Writing Workshop: Beginnings, Endings, and Organization

- ✓ **DUE TODAY:** Peer reviews should be completed on D2L by noon

MON 9/12: No Class: Composition Day

Due on WED 9/14:

- ☐ Final Draft of Rhetorical Analysis Essay
- ☐ Read EA, pp. 26-29, and DK, pp. 105-107

WED 9/14: Audience Awareness

- ✓ **DUE TODAY:** Rhetorical Analysis Essay Final Draft on D2L

Due on FRI 9/16:

- ☐ Read EA **chapter 9**, "Arguments of Definition," pp. 201-228

FRI 9/16: Introduction to Arguments of Definition

- ☐ Definition Argument Essay Introduced

Due on MON 9/19:

- ☐ Read EA pp. 611-616, "10 Theses About Cancel Culture"
- ☐ Read EA pp. 650-658, "Thick of Tongue"
- ☐ Read EA pp. 743-755, "Asian Americans Are Still Caught in the Trap of the 'Model Minority' Stereotype. And It Creates Inequality for All."
- ☐ Write **Reading Response #1**: Write 1-2 pages answering ONE of the following questions:
 - *Cancel Culture* article: How does Douhat characterize a "liberal society"? What role does this definition play in his argument(s)?
 - *"Thick of Tongue"*: What role does the definition of "sounding black" play in McWhorter's argument?
 - *Asian Americans* article: "How does Nguyen simultaneously characterize—that is, define—and critique the notion of the 'model minority' in American society? What are the problems with a notion like 'the model minority'?" (from p. 754, #3)

MON 9/19: Arguments of Definition

Last day to withdraw from all classes with 50% tuition and fee refund

- ✓ **DUE TODAY:** Reading Response #1

Due on WED 9/21:

- ☐ Definition Argument Essay Proposal
- ☐ Read *EA* pp. 666-675, "Safe Spaces, Brave Spaces"
- ☐ Read *EA* pp. 690-698, "Why a Moratorium on Microaggressions is Needed"

WED 9/21: Arguments of Definition

- ✓ **DUE TODAY:** Definition Argument Essay Proposal

Due on FRI 9/23:

- ☐ Watch library videos posted on D2L

FRI 9/23: Class will meet at the library: Library Introduction

-  Introduction to Annotated Bibliography Assignment

Due on MON 9/26:

- ☐ Read *EA* **chapter 18**, "Finding Evidence," pp. 442-457, and **chapter 19**, "Evaluating Sources," pp. 458-468

MON 9/26: Finding Evidence and Evaluating Sources

Due on WED 9/28:

- ☐ Rough draft of Definition Argument Essay

WED 9/28: No in-person class: Peer Review online

Due on FRI 9/30:

- ☐ Complete peer reviews online
- ☐ Read *EA* chapter 20, "Using Sources," pp. 469-488
- ☐ Look over MLA style in *EA* chapter 22, "Documenting Sources," pp. 502-521

FRI 9/30: Using Sources and Documenting Sources

- ✓ **DUE TODAY:** Peer Reviews

OCTOBER

MON 10/3: No Class: Composition Day

Due on WED 10/5:

- ☐ Definition Argument Essay Final Draft
- ☐ Read *EA* **chapter 17**, "Academic Arguments," pp. 406-414

WED 10/5: Academic Arguments

- ✓ **DUE TODAY:** Definition Argument Essay Final Draft

FRI 10/7: NO CLASS: Fall Break

Due on MON 10/10:

- ☐ Read *EA* chapter 10, "Evaluations," pp. 229-260

MON 10/10: Introduction to Evaluation Arguments

-  Evaluation Argument Essay Introduced

Due on WED 10/12:

- ☐ Read *EA* pp. 561-575, "Featuring Disabled Women in Advertisements: The Commodification of Diversity?"
- ☐ Read *EA* pp. 659-663, "Speak English Or Else You'll Be Put on Dish Duty!"
- ☐ Read *EA* pp. 719-724, "The Capitol, 'Symbol of Democracy,' Has a Troubled History"
- ☐ Write **Reading Response #2**: Write 1-2 pages on ONE of the following questions:
 - "Disabled Women in Advertisements": Summarize the criteria Houston uses to evaluate her chosen advertisements. Do you agree with her evaluations? Why or why not?
 - "Speak English Or Else": Evaluate the project Sarkozi-Forfinski and his team did. Answer these questions: What did they set out to do? How well did they do it? Was it worth doing? (From p. 663, #5)
 - "The Capitol": "In what ways is Miranda's essay an evaluative argument? What is being evaluated, and what criteria of evaluation is Miranda using? Is her evaluation qualitative or quantitative?" (p. 723, #3)

WED 10/12: Evaluation Arguments

- ✓ **DUE TODAY:** Reading Response #2

Due on FRI 10/14:

- ☐ Proposal for Evaluation Argument Essay
- ☐ Read *EA* pp. 543-545, "Shooting Guns: It's Rather Fun, Actually"
- ☐ Read *EA* pp. 555-560, "Finally, There's a Bechdel Test for Muslim Representation"
- ☐ Journal of Personal Progress

FRI 10/14: Evaluation Arguments

- ✓ **DUE TODAY:** Journal of Personal Progress
- ✓ **DUE TODAY:** Evaluation Argument Proposal

Due on MON 10/17:

- ☐ Read *EA* **chapter 13**, "Style in Arguments," pp. 324-349
- ☐ Look over *DK* pp. 234-260

MON 10/17: Style in Arguments, Proofreading and Grammar

Due on WED 10/19:

- ☐ Review *EA* pp. 57-60, 459-461
- ☐ Watch this video about confirmation bias: <https://www.facinghistory.org/resource-library/video/defining-confirmation-bias>
- ☐ Listen to this audio clip or read the transcript about confirmation bias: <https://www.npr.org/2015/12/21/460602085/digital-culture-critic-abandons-fake-on-the-internet-column>

WED 10/19: Confirmation Bias

Due on FRI 10/21:

- ☐ Rough Draft of Evaluation Essay

FRI 10/21: No in-person class: Peer Review Online

- ✓ **DUE TODAY:** Rough Draft of Evaluation Argument Essay

Due on MON 10/24:

- ☐ Read *DK* 126-141
- ☐ Completed peer reviews

MON 10/24: Writing Workshop: Transitions and Sentence Structure and Word Choice, Oh My!

- ✓ **DUE TODAY:** Completed Peer Reviews

WED 10/26: No Class: Composition Day

Due on FRI 10/28:

- ☐ Final draft of Evaluation Argument Essay
- ☐ Read *EA* **ch. 21**, "Maintaining Academic Integrity and Crediting Sources," pp. 489-499

FRI 10/28: Academic Integrity and Crediting Sources, Writing Workshop

- ✓ **DUE TODAY:** Evaluation Argument Essay final draft

Due on MON 10/31:

- ☐ Read *EA* **chapter 11**, "Causal Arguments," pp. 261-290

MON 10/31: Introduction to Causal Arguments

- ☐ Causal Argument Essay introduced

Due on WED 11/2:

- ☐ Read *EA* pp. 597-603, "What Happens When Toxic Office Behavior Moves Online While Working from Home"
- ☐ Read *EA* pp. 638-644, "The Careless Language of Sexual Violence"
- ☐ Read *EA* pp. 730-734, "Why People Loot"
- ☐ Write **Reading Response #3**: Write 1-2 pages answering ONE of the following questions:
 - *Office behavior article*: "In what ways is Liu's argument a causal one? As you answer, consider the following: What kind of causal argument is it? How does each section of her

argument contribute to a larger argument? In what ways it is definition-based? In what ways is each claim probable rather than absolute?" (p. 603, #2)

- *Sexual violence article*: Roxane Gay argues for several causes of a permissive culture of sexual violence in American life. Since the #MeToo movement, do all of these causes remain part of the culture, or have things changed? Explain your answer.
- *"Why People Loot"*: "Using the information in Chapter 11, determine what sort of causal arguments are being made by the individual people and sources Khazan cites, as well as by Khazan herself." (p. 733, #3)

NOVEMBER

WED 11/2: Causal Arguments

- ✓ **DUE TODAY: Reading Response #3**

Due on FRI 11/4:

- ☐ Causal Argument Essay Proposal
- ☐ Read EA pp. 549-545, "How a Bible-Belt Evangelical Church Embraced Gay Rights"
- ☐ Read EA pp. 576-586 "Effects of Avatar Race in Violent Video Games on Racial Attitudes and Aggression"

FRI 11/4: Causal Arguments

- ✓ **DUE TODAY: Causal Argument Proposal**

Due on MON 11/7:

- ☐ Read EA **chapter 14**, "Visual Rhetoric," pp. 350-366

MON 11/7: Visual Rhetoric

Last day to withdraw from a class

- ☐ Opinion Piece Project introduced

Due on WED 11/9:

- ☐ Read EA **chapter 16**, "New Media and Multimodal Arguments," pp. 385-404

WED 11/9: Multimodal Arguments

Due on FRI 11/11:

- ☐ Causal Argument Essay Rough Draft

FRI 11/11: No In-Person Class: Peer Review Online

- ✓ **DUE TODAY: Causal Argument Essay Rough Draft**

Due on MON 11/14:

- ☐ Read EA pp. 645-649, "English and Languages Other Than English in the United States"
- ☐ Read EA pp. 684-689, "*But I Didn't Mean it Like That*"
- ☐ Read EA pp. 739-742, "Op-Ed Cartoons and the Use of Symbols"
- ☐ Write **Reading Response #4**: Write 1-2 pages answering ONE of the following questions:
 - *Languages article*: "Which of these visuals contains the most new information for you? Which aspects of the map or table, in particular, do you find most effective?" (p. 649, #3)
 - "*But I Didn't Mean it Like That*" *posters*: "What information is conveyed by each design element [in these posters]? How do these choices draw the viewer into the visual argument?" (From p. 689, #2)
 - *Op-ed cartoons*: "Which of these four cartoons do you find most effective in communicating the argument it is making? Why?" (From p. 741, #1)

MON 11/14: Multimodal Arguments

- ✓ **DUE TODAY: Reading Response #4, completed peer reviews**

WED 11/16: No Class: Composition Day

Due on FRI 11/18:

- ☐ Final Draft of Causal Argument Essay
- ☐ Read EA **chapter 15**, "Presenting Arguments," pp. 367-384
- ☐ Opinion Piece Proposal

FRI 11/18: Presenting Arguments

- ✓ **DUE TODAY:** Causal Argument Final Draft
- ✓ **DUE TODAY:** Opinion Piece Proposal

Due on MON 11/28:

- ☐ Read *DK* 97-102, 142-150

MON 11/21-FRI 11/25: Thanksgiving Break

MON 11/28: Workshop: Preparing Your Presentation

WED 11/30: No Class: Preparation/Composition Day

Due on FRI 12/2:

- ☐ Opinion Piece Final Draft, In-Class Presentations

DECEMBER

FRI 12/2: In-Class Presentations

- ✓ **DUE TODAY:** Opinion Piece final draft

MON 12/5: In-Class Presentations

WED 12/7: In-Class Presentations

FRI 12/9: Last day of Class: In-Class Presentations, Final Thoughts

- ☐ Final Reflection Essay assignment introduced

Due on WED 12/13:

- ☐ Annotated Bibliography, Final Reflection Essay

TUE 12/13 Final Exam period: 12:30-2:30 p.m.

Annotated Bibliography, Final Reflection Essay, and any revisions or other assignments allowed must be turned in on D2L or via email by 2:30 p.m.