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Composition II

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Collin College

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<div style="border: 1px solid black; display: inline-block; padding: 4px;">**COURSE INFORMATION**</div>

Course Number: ENGL 1302

Course Title: Composition II

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.

Course Credit Hours: 3
        Lecture Hours: 3
        Lab Hour: 1

Prerequisite: ENGL 1301

Student Learning Outcomes:
- **State-mandated outcomes:** Upon successful completion of this course, students will:
    1. Demonstrate knowledge of individual and collaborative research processes.
    2. Develop ideas and synthesize primary and secondary sources with focused academic arguments, including one or more research-based essays.
    3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
    4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
    5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)
- **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.

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

Collin College Academic Policies: See the current *Collin Student Handbook*
- **The College District may initiate disciplinary proceedings against a student accused of scholastic dishonesty.**
- 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, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records.
- **Collin faculty are required to report alleged violations of scholastic dishonesty** to the Dean of Student Development, who then investigates the case, and renders an administrative decision.
- **Faculty are not allowed to assign a grade to the work in question** until the Dean of Student Development renders a decision
- **Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty from the office of the Dean of Student Development.**
- **Additionally, students found responsible for scholastic dishonesty will be assigned a penalty in this class that ranges from a grade of "F" on the assignment to a grade of "F" for the course**

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.

Religious Holy Days: Please refer to the current *Collin Student Handbook*.

6.24 Repeating Courses

Grades of all courses taken will be recorded on the student's transcript. The highest grade earned will be used in computing the grade point average and applied toward degree or program requirements. Beginning fall 2002, a course in which a grade (including W) has been received can be repeated only one (1) time to replace the grade. The grade received does not affect the student's ability to repeat a course.

Registration holds will be placed on courses that have been attempted twice.

When a course is repeated:
1. Only one (1) course/grade will be counted in a student's GPA.
2. The highest grade will be used in GPA calculations.

Courses repeated before fall 2008 will have only the last grade and credits (whether higher or lower) earned used in computing the grade point average and applied toward degree or program requirements.

Veterans should consult the Director of Financial Aid/Veterans Affairs before repeating any course. Students planning to transfer to another college or university should check with a Collin College academic planning consultant (advisor) or with receiving institutions for their repeat policies. See the Registration Guide for details on specific courses. Student Handbook, p. 69

Instructor's Name: Sean Ferrier-Watson, Ph.D.
Office Number: D-120
Office Hours: MW 10:00-11:00AM; 2:20-3:20PM
  TR 9-10:00AM
  or by appointment
Phone Number: 972-516-5053
Email: sferrier-watson@collin.edu
Website: Canvas and www.seanferrierwatson.wordpress.com

Class Information:
  Section Number: 1302.S27
  Meeting Times: MW 1:00-2:15PM
  Meeting Location: B214 (SCC)
  Minimum Technology Requirement: Computer with internet access and ability to send emails and login to our class website
  Minimum Student Tech Skills: Students are expected to be familiar with typing papers on a keyboard, surfing the internet, and other basic computer literacies
  Netiquette Expectations: Students are expected to send emails with clear subjects and appropriate signatures for identification purposes; responses to emails should be expected within 48 hours during weekdays; emails will rarely receive responses on weekends.

Course Resources:

Textbooks:

Kirszner, Laurie G., and Stephen R. Mandell. *Practical Argument: A Text and Anthology, 3rd ed*. Bedford, 2017. ISBN: 978-319-06375-7.

Optional Texts:

MLA Handbook, 8th ed. Modern Language Association of America, 2016. ISBN: 978-1-60329-262-7.

Other Texts:

Anything published to our class's Canvas account or website as marked on our weekly calendar.

Supplies:

1. Three-ring binder for storing class work
2. Flash drive or other means (dropbox.com account, for example) of storing digital versions of essays and other written material you generate (always, always keep a backup of everything you turn in!)
3. A valid, working email address that you check everyday
4. Regular access to a computer and internet (additional readings may be available online)

Method of Evaluation

As an expert in my field, I reserve the right to gauge writing on any scale or method my profession and college deem acceptable. I will assign grades based on my best judgment as an experienced and qualified Professor of English.

Grade Scale:

A= 90 to 100
B= 80 to 89

C= 70 to 79
D= 60 to 69
F= 0 to 59

All students will be graded on a 100% or 100 point scale for gradable items below:

Participation/Attendance 5%

Participation may include class discussion activities, readiness for class, quizzes, exams, homework, attendance, or any other classroom activity. **Attendance** is *mandatory* and *vital* to your grade. You cannot hope to pass the class without attending regularly. If a student misses more than five classes, a deduction will be applied to the student's participation grade, and students can fail for the semester if they miss the equivalent of three "class weeks" during a regular semester or one class week during a summer session (attendance is an important part of your grade, so please do not underestimate the attendance policy). Exceptions to the policy are determined by administrators and the professor. Absences are considered to be unauthorized unless officially sanctioned by the college. Students must present proof of the incident before an excuse will be issued. If, through a misfortune, a student should arrive after roll has been recorded, it is the student's responsibility to talk with me immediately after class in order to discuss changing the unauthorized absence to a tardy. If the problem is serious enough to miss a significant amount of class, then the student should consider dropping the course or speaking with the college or appropriate dean.

Peer Editing 10%

The peer editing grade will be derived from the peer editing workshops taking place before a major essay assignment is due. Peer editing is an in-class activity that involves heavy reflection and revision on rough drafts of your essay assignments. In order to receive full credit on peer editing days, students must bring in written materials to work with and participate in group revision activities. If students fail to bring in the required materials, I may allow the student to assist others in the revision process for half or partial credit, but such circumstances will be decided on a case by case basis. Students consistently failing to participate or bring in materials might be counted absent or given no credit for the activity at all. If students miss all peer editing days, further penalties may follow on the participation and attendance grade. Students can also fail the class in such cases. Revision and group work is important to your grade and to the writing process.

Daily Writing Journal 10%

Daily journal entries are designed to help students engage the writing process on a daily basis. These response papers can be handwritten or typed and should always be legible. I encourage students to write about what they have learned in the previous class or respond to the reading for the day (I typically ask that students go beyond merely summarizing the reading or class discussion on these entries). These papers are due before the end of class every class day listed below. The average response paper should be roughly ½ to 1 page in length. They are graded credit or no credit, which will be indicated by a check or a zero. Late journal entries will not be accepted. The peer editing grade will be derived from the peer editing workshops taking place before a major essay assignment is due. This grade will constitute half of the grade for this category.

Lab 10%

The lab component is an integral part of this writing class. Over the course of the semester, you will need to complete a combination of four selections from the list below. Lab work is not the same as regular daily coursework that you must complete to stay on track for the class; it is, instead, designed as an additional writing-focused activity to help you 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 on four occasions during the semester (the due dates for these are shown on the schedule below). The lab grade can be earned by completing the following objectives before one of the due dates: complete a two page review of a movie or event you have attended (i.e. concert, football game, etc.), complete an in-person or online writing center session, or complete a Writing Center or library workshop. These are all completion assignments, meaning fulfilling the minimal requirements for the assignments will count as 100%. Completing online writing center sessions or attending workshops is easiest way to satisfy the requirement. The purpose of the lab component is to gain feedback about your writing and scholarship from outside our classroom. **If you complete an online**

writing center session or tutor-text, you must print off the confirmation slip and return it to me in order to receive credit. Additional instructions and resources will follow.

Essay #1: Conceptualizing Authorship 10%

Using Vershawn Ashanti Young's "Should Writers Use They Own English?," Bronwyn T. Williams's "Heroes, Rebels, and Victims: Student Identities in Literacy Narratives," and other readings as a lens, examine the complex issue of students' right to their own voice(s) when writing for the academe (school/university) and take a side on the issue. Try to give answers to the following questions in your examination: Do students have rights to their own language and literacy practices? Who gets to decided what language or linguistic practices are acceptable? Can students maintain their linguistic autonomy (freedom) in the current educational model? Do all students have the same advantages when entering school/college? Why do some students become the heroes of their literacy narratives while others are rebels and victims? The completed assignment should be 1250 words in length, not including the required works cited page. One source must be cited from our class readings and another must be found through library research.

Essay #2: Censorship, Writing, and the Inherent Risks of Authorship 10%

Writing has always been a risky venture, fraught with ethical, political, and financial pitfalls. The history of writing is filled with examples of censorship—governmental, social, and personal—and authors have often risked much for the sake of their written words. For this essay, we will examine the complex issue of censorship and whether the screening of writing has a place in modern democracy and the civilized world in general. In the course of your research, you should try to find answers to the following questions: How can we define censorship? Are there situations where censorship is justifiable? If so, who should be given the task to censor such texts? Does the medium—digital, print, radio, television, etc.—matter in terms of the justifiability of censorship? The completed assignment should be 1250 words in length, not including the required works cited page. One source must be cited from our class readings and another must be found through library research.

Essay #3: Reimagining Intellectual Property: Understanding Copyright, Plagiarism, and Authorship 20%

When we turn on a television, flip through a magazine, or browse the internet, we encounter copyrighted or trademarked material at almost every turn. We are peering a content created and registered by numerous authors. Since the birth of copyright and the concept of intellectual property, the modern world has struggled to balance "fair use" and artistic freedom with the rights and privileges of authors and inventors. Modern business and trade practices require certain protections for intellectual property in order to make profit off their work, but some critics have started to contend that intellectual property rights must be rethought in the age of streaming content. Write an essay tackling the complexities of this issue and clearly stipulating your side in this debate. Try to give answers to the following questions in your examination: When should a company or author be able to enforce a copyright? How should we define terms like plagiarism? How might he medium or means of communication impact the discussion of this issue? The completed assignment should be 1250 words in length, not including the required works cited page. Two reliable sources must be cited from the library databases to receive full credit.

Essay #4: Rewriting Writing's Future 20%

Within the last few decades, many educators, historians, journalists, and other scholars argue that print and perhaps all forms of extensive written media are dying rapidly, being consumed by video, social networks, and new technological mediums. Many of these scholars believe that these new mediums and platforms offer less depth and intellectual rigor than the print mediums they replaced, which has led many to argue that the digital age will produce a generation less able to focus and engage in critical thinking. With our discussion and readings in mind, take a side on this issue and argue your points. Try to give answers to the following questions in your examination: Do you think the print industry is truly in decline? Should we be concerned about the decline if there is one? Do social networks, like Facebook and MySpace, and texting platforms, like cell phones and iPads, truly represent harmful literacy practices? The completed assignment should be 1600 words in length, not including the required works cited page. Three reliable sources must be cited from the library databases to receive full credit.

Final Exam 5%

The final exam is an in-class essay exam. It will cover one of the topics we have explored this semester. Details about the final exam will be provided as the date of the exam nears.

Rewrite Policy

Revision is a major part of the writing process. As such, all major writing assignments, with the exception of the final writing assignment, may be rewritten once for full credit and submitted as a hardcopy. Please speak with me after assignments are returned to discuss rewriting for a higher grade. No comments are retuned for rewrites. Assignments with 90% or higher may not be rewritten under normal circumstances.

Late Policy

I will allow for late essays to be submitted to Canvas, but exams, quizzes, and other assignments cannot be made up under normal circumstances. If late work is submitted and accepted, I will deduct some points as a penalty. I expect all of my students to submit their work in a timely fashion. In most cases, I do not believe it is fair for some to receive extra time on an assignment while others submitted the assignment in a timely fashion. As such, I rarely grant exceptions to my late policy. If you know you are going to miss a day an exam will be given, please ask to schedule the exam or essay deadline early rather than asking to do it late. I will not apply penalties to students taking exams or submitting assignments early; however, I will decide what situations warrant an early exam or make up assignment. Late work is due by the last class day of the semester under normal circumstances.

Email/Phone Policy

Email is the preferred method of contacting me outside of my office hours. With the exception of weekends, I will respond to emails within 48 hours. I rarely respond to weekend emails. The only email address I can respond to is your Collin College email account, so please make sure you are using this account when inquiring about private student matters (i.e. grades, attendance, etc). *I strongly recommend sending emails via Canvas.* I will only answer my office phone during my office hours. I will not return student phone calls for privacy and security reasons.

Late Enrollment Policy

To be fair to students who enrolled and attended class on the first week, any student who enrolls late or misses the first few days of class (or longer) will still be subject to our class policies and unable to make up assignments due during this interval. In rare circumstances, the student may petition under the Grade Redemption Policy for an exception, provided the situation would warrant a grade redemption contract under normal circumstances.

Plagiarism Policy

Plagiarism and other forms of scholastic dishonesty are serious offenses and can result in hefty penalties. If a paper is suspected of plagiarism, it must be initially reported to the Dean of Student Development; however, as the instructor of the course, I am usually the arbiter of determining what offense are deemed plagiarism or scholastic dishonesty within my course and discipline. Students are typically referred to the Dean of Student Development in my class for substantially quoting a word-for-word source without using quotation marks, failing to identify the author or origin of the idea for paraphrased (summarized) text, and for submitting a document with over a 50% match on Turn-it-In for un-cited text. Students are responsible for properly citing sources within their papers, but exceptions to the policy might be made if evidence of unintentional plagiarism seems to exist (i.e. the professor or Dean determine such circumstances). If students plan to use writing from previous papers or assignments, they must first receive permission from me in writing and must reproduce enough revised or original work on the assignment to align themselves with the original work done by other students in the class; furthermore, if a student plans to expand or work on a project currently being done in another class, they must also receive written permission from that professor as well. Penalties for violating this policy are determined on a case-by-case basis and can range from penalties on the assignment to failure of the course. Students can even receive point deductions and other penalties for failure to engage in careful research conventions like citation and proper contextualization of source material. For more scholastic dishonesty procedures or plagiarism codes, please see the policy on the first page of this syllabus or the *Collin Student Handbook.*

Grading/Return Policy

My policy is generally to return major grades at least two weeks after the assignment has been submitted, not including assignments accepted after the deadline or works to be rewritten. On rare occasions, there may be an exception to this return policy, but I will alert students immediately if such an occasion occurs. If you have not received an assignment by the two week deadline, it is your responsibility to contact me with your concerns. It is sometimes the case that students have missed days when papers were returned or have missed an email indicating a change in the return date. A quick email or conversation with me can easily clarify the matter, so please don't hesitate to contact me with your concerns. With the exception of the last essay, all major essays will have comments. If you don't see your comments, it is your responsibility to alert me to the problem immediately. Canvas comments have frequently failed to show due to minor glitches in the system—a quick email to me can usually resolve these problems. Note: students are responsible for learning how to retrieve their grades and comments from Canvas; I am not responsible for returning major grades by email or in person.

Classroom Conduct

I expect all students to be respectful of me and their classmates while attending one of my class sessions. As such, students should act civilly in my class and abide by the behavioral rules stipulate by Collin College in their student handbook. Failure to do so might result in being asked to leave the room. Cell phones, laptop computers, and other devices, if not being used for the class, may count as a distraction and may be viewed as disrespectful to your classmates and myself. Anything deemed as an unnecessary distraction can also be grounds for dismissal. Please be considerate of others when attending one of my classes.

Grade Redemption Policy

On rare occasions, students in breach of any of the above policies or grading criteria may request a second chance under the Grade Redemption Policy. Students may only qualify for this policy until mid semester or on rare occasions longer. If I deem your situation worthy of redemption, I will ask you to draw up a contract agreeing to our terms of redemption. If you violate any part of this contract, I have the authority to declare the contract broken and assign you an F for the class. These contracts are rarely given to students with less than a grade of 50%. I also retain the right to declare the contract null-and-void at any point in the semester. This policy is NOT a right. Student contracts are only available at my discretion.

Hybrid Course Requirements

This course makes use of an online learning component provided by the Canvas platform, accessible by logging into CougarWeb with the ID and password provided by the college. Our Canvas section will house readings, handouts, grade-book(s), an assignment dropbox folder to submit essays, links to important websites and documents, and the class syllabus. You are required to visit this site before every class to access the schedule and check for important updates and announcements.

You will submit major essays and receive grades on them through this online platform and by using the assignment dropbox feature. Criteria for grading and regulating essays are the same as listed above. Assignments are due at 11:59PM on the day they are listed as due on the syllabus. **The essay you submit is your official submission, meaning NO deletions or multiple uploads, so only submit it if it is ready for my viewing**.

Late work may be subject to penalty. Students are also responsible for turning in assignments in an Office Word friendly format. If you encounter legitimate technical problems (error in the system) submitting on Canvas preventing you from making the deadline, you are responsible for contacting the help desk and copying the professor on the subsequent email chain as proof of the problem. Leniency will only be granted if a legitimate error has occurred. I do NOT consider being unfamiliar with Canvas a legitimate excuse. All students are responsible for learning to operate their instructional material and find the means to access Canvas.

Note: the Canvas grade-book does NOT reflect your official grade for the class, but merely the average of your major essay grades—participation, attendance, the daily writing journal, and the portfolio grade will NOT be reflected in this grade-book.

Course Calendar:

<center>**Fall 2018**</center>

PA=*Practical Argument: A Text & Anthology*
Online=Canvas
LC=Lab Credit Due (review options above)

<center>**August**</center>

Week 1
27—First Day!
- Class Introduction
- Review of Syllabus & Class Schedule
- Select Peer Groups
- Homework: upload two sentence bio to CougarWeb submission box (due by the end of 1st Week)

29— Understanding Rhetoric & Argument: A Classical Approach
- Using Ethos, Pathos, & Logos
- "Defining Argument" & "Logos, Pathos, and Ethos," pp.4-19 (PA)
- Peer Group Activity
- Submit Journal Entry #1

<center>**September**</center>

Week 2
3— **Labor Day Holiday!**
- No Class

5— Understanding the Student Writer
- "Heroes, Rebels, and Victims: Student Identities in Literacy Narratives," Bronwyn T. Williams (ONLINE)
- Activity & Discussion
- Submit Journal Entry #2

Week 3
10— A Right to Your Voice
- "Should Writers Use They Own English?," Vershawn Ashanti Young (ONLINE)
- "What Should Colleges Teach? Part 3," Stanley Fish (ONLINE)
- Activity & Discussion
- Submit Journal Entry #3

12— Understanding Different Voices
- "Mother Tongue," Amy Tan (ONLINE)
- "*Se Habla Espanol*," Tanya Maria Barrientos (ONLINE)
- Activity and Discussion
- Submit Journal Entry #4

Week 4
17— Understanding Different Voices
- "If Black English Isn't a language, Then Tell Me, What Is?," James Baldwin, p. 794 (PA)
- Discussion
- Submit Journal Entry #5

19— Literacy in Context
- "Literacy Sponsors," Deborah Brandt (ONLINE)
- Discussion
- Submit Journal Entry #6

Week 5
24— MLA Workshop & Library Research
- Documenting Sources in MLA, pp. 345-67 (PA)
- Bring MLA handbook to class (MLA)

- Submit Journal Entry #7
- **LC1: submit lab credit 25%**

26— Proofreading & Peer Review
- "Proofreading: The Skill We Neglect to Teach," (ONLINE)
- Bring draft of essay to class (MLA)
- Peer Review for Essay #1
- **Essay #1 Due** (submit to dropbox by 11:59PM tonight)

October

Week 6
1— **Mandatory Student Conferencing**
- Meet in my office (D120) during scheduled appointment
- Will count as participation and attendance
- No classroom meeting on this date, so please do not go to our class

3— **Mandatory Student Conferencing**
- Meet in my office (D120) during scheduled appointment
- Will count as participation and attendance
- No classroom meeting on this date, so please do not go to our class

Week 7
8— Censorship, Writing, and the Inherent Risks of Authorship
- Lecture & Discussion
- Review of Essay #2 instructions
- "Should Neo-Nazis Be Allowed Free Speech?" Thane Rosenbaum, p. 165 (PA)
- "Universities Are Right to Crack Down on Speech and Behavior," Eric Posner, p. 183 (PA)
- "On Freedom of Expression and Campus Speech Codes," p. 172 (PA)
- Submit Journal Entry #8: What are your initial feelings about censorship?

10— A History of Censorship
- Nancy J. Peters, "Milestones of Literary Censorship" (ONLINE)
- Discussion & Activity
- Submit Journal Entry #9

Week 8
15— Is Writing Dangerous?
- "Dangerous Words: Censorship in the Public Schools" (ONLINE)
- Class Activity & Discussion
- Submit Journal Entry #10

17— Violence and Censorship
- "Violent Media is Good for Kids," Gerard Jones, p.64 (PA)
- "Don't Withhold Violent Games," pp. 74 (PA)
- Submit Journal Entry #11

Week 9
22— Privacy & Government Censorship
- What is the FCC & FTC?
- "Should Data Posted on Social Networking Sites Be 'Fair Game' for Employers?" Blaine, pp. 361 (PA)
- "Bigger Brother: The Exponential Law of Privacy Loss," Nicholas Thompson, pp. 296 (PA)
- Submit Journal Entry #12

24— The Peer Review Process
- Activity & Discussion
- Extra Credit Journal Entry #1: What do academics mean by peer review?
- **LC2: submit lab credit 25%**

November

Week 10

29— Peer Review for Essay #2
- Bring completed draft of Essay #2
- Be prepared to workshop with peer group (MLA)
- **Essay #2 Due** (submit to dropbox by 11:59PM tonight)

31— A Brief History of Plagiarism and Copyright
- "Some Like It Hot," Lawrence Lessig (ONLINE)
- "How to Fight College Cheating," Lawrence M. Hinman, p. 386 (PA)
- Submit Journal Entry #13

Week 11
5— Plagiarism Issues
- "Plagiarism Lines Blur for Students in Digital Age," Trip Gabriel, p. 389 (PA)
- "Ok or Not?" K. Balibalos and J. Gopalakrishnan, p. 401 (PA)
- Submit Journal Entry #14

7— Plagiarism Beyond College
- "Plagiarism and BuzzFeed's Achilles' Heel," Dylan Byers, p. 398 (PA)
- "Sidebar: Comparing the Copy," Jack Shafer, p. 383
- Submit Journal Entry #15

Week 12
12—Copyright & Fair Use
- "Appropriation as Art: The Arts & Copyright for Fair Use," Gregor and Hancock (ONLINE)
- Submit Journal Entry #16

14— Plagiarism in Policy
- Activity in class
- Extra Credit Journal Entry #2: How should school's define plagiarism?
- **LC3: submit lab credit 25%**

Week 13
19— Peer Review for Essay #3
- Bring completed draft of Essay #3
- Be prepared to workshop with peer group (MLA)
- **Essay # 3 Due** (submit to dropbox by 11:59PM tonight)

21— **Thanksgiving!**
- No class.

Week 14
26— Who needs Print?
- "Requiem for Real News," Chris Hedges (ONLINE)
- "Yes, Newspapers Are Doomed," Gary S. Becker (ONLINE)
- "Does Texting Affect Writing," Michaela Cullington (ONLINE)
- Submit Journal Entry #17

28— Social Networking and New Media
- "What was Privacy?" Lew McCreary (ONLINE)
- "The Importance of User Education in Privacy," Jonathan Kileiman (ONLINE)
- Submit Journal Entry #18

December

Week 15
3— Rewriting the Future: Digitizing the Word
- "The Writer as Meme Machine," Kenneth Goldsmith (ONLINE)
- "Introduction to From Gutenberg to Google," Peter L. Shillingsburg (ONLINE)
- Submit Journal Entry #19
- **LC4: submit lab credit 25%**

5— Peer Review
- Bring completed draft of Essay #4

- Be prepared to workshop with peer group (MLA)
- **Essay #4 Due** (submit to dropbox by 11:59PM tonight)

Week 16:
12—**Final Exam:**

<center>

Room B114
Wednesday, Dec. 12th
@1:00-3:00PM

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