

<b>Syllabus for English 1-A Analytical Reading and Writing– Eureka Campus</b>		
<b>Semester &amp; Year</b>	Spring 2017	
<b>Course ID and Section #</b>	English 1-A E1340	
<b>Instructor’s Name</b>	Penelope Schwartz	
<b>Day/Time</b>	MWF 11:40 a.m. – 12:55 p.m.	
<b>Location</b>	Humanities 214	
<b>Number of Credits/Units</b>	4	
<b>Contact Information</b>	Office location	n/a
	Office hours	Monday, 9:00-10:00 a.m. Location TBA
	Phone number	207-939-3098
	Email address	<a href="mailto:penelope-schwartz@redwoods.edu">penelope-schwartz@redwoods.edu</a>
<b>REQUIRED Textbooks (3)</b>	Title & Edition	<i>They Say/I Say with Readings</i> , 3rd edition
	Author	Gerald Graff, Cathy Birkenstein, Russel Durst
	Title & Edition	<i>The Bedford Reader</i> , 10 <sup>th</sup> edition (orange cover)
	Author	Diana Hacker, Nancy Sommers
	Title & Edition	<i>Between the World and Me</i>
	Author	Ta-Nehisi Coates
<p><b>Course Description</b>  A transfer-level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Research and source-based writing, employing correct MLA documentation, is required; minimum 6,000 words formal writing. Prerequisite: English 102 or English 150. Transfers to UC and CSU.</p>		
<p><b>Student Learning Outcomes</b> (as described in course outline) :</p> <ol style="list-style-type: none"> <li>1. Analyze argumentative claims.</li> <li>2. Respond to arguments with persuasive critical essays.</li> <li>3. Locate, synthesize, and document sources for use in response to arguments.</li> <li>4. Revise and edit for sentence structure and mechanics.</li> </ol>		
<p><b>Special Accommodations</b>  College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact <a href="#">Disabled Students Programs and Services</a>. Students may make requests for alternative media by contacting <a href="#">DSPS</a> at 707-476-4280.</p>		
<p><b>Academic Support</b>  Academic support is available at <a href="#">Counseling and Advising</a> and includes academic advising and educational planning, <a href="#">Academic Support Center</a> for tutoring and proctored tests, and <a href="#">Extended Opportunity Programs &amp; Services</a>, for eligible students, with advising, assistance, tutoring, and more.</p>		

### **Academic Honesty**

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: [www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf) Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

### **Disruptive Classroom Behavior**

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: [www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf) Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

### **Emergency Procedures for the Eureka campus:**

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at: ([http://www.redwoods.edu/Eureka/campus-maps/EurekaMap\\_emergency.pdf](http://www.redwoods.edu/Eureka/campus-maps/EurekaMap_emergency.pdf)). For more information on Public Safety, go to <http://redwoods.edu/safety/> In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

**RAVE** – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the "Register" button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with "redwoods.edu." Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions.

### **Need extra help?**

Consider registering for Engl. 53B to get extra time and tutoring for your work in this course. This is a .5 or 1.0 credit course in the Writing Center.

**ENGLISH 1A E1340**  
**M/W/F 11:40 a.m. – 12:55 p.m.**  
**Humanities 214**  
**Penelope Schwartz**

Following are the course requirements, expectations, and Schedule. It is your responsibility to read the Syllabus/Schedule and to be familiar with its text: **everything you need to know is in the Syllabus/Schedule.** English 1A is an intensive reading and writing course. All readings and assignments are **due on the day indicated on the Schedule.** It is essential for you to read the material and to be prepared to discuss it **BEFORE** class. There is no playing catch-up in English 1A. You have to read the material as assigned and you have to be present for in-class discussion, lectures and exercises.

**REQUIRED TEXTS:**

- *They Say/I Say with Readings*, 3<sup>rd</sup> Edition. Gerald Graff, Cathy Birkenstein, Russel Durst.
- *The Bedford Handbook*, 10<sup>th</sup> Edition. Diana Hacker, Nancy Sommers. (Orange cover)
- *Between the World and Me*, Ta-Nehisi Coates.

**SUGGESTED TEXTS and MATERIALS:**

- A good college-level dictionary.
- Roget's *Thesaurus*.
- A folder or binder to archive your written work (portfolio).

**RULES FOR CLASSROOM BEHAVIOR:**

- Turn off your cell phone in class. Put away your phone. No texting in class. The first time I see you with your phone out, I will ask you to put it away. If I see you with your phone out a second time, you will need to leave the classroom for the remainder of that class **and** for the next class. Those are not excused absences; in addition, you are responsible for material missed and for assignments due.
- Please don't get up and leave class unless it is absolutely necessary. It is disruptive to both the class and to me.
- Eating in the classroom is not allowed. Even though this class meets at noon, you will need to have lunch somewhere else, either before or after.
- Don't come strolling in late or leave early. Again, it is disruptive to all.
- Don't schedule appointments during class sessions.
- Don't tell me you don't know what's going on in class when the syllabus/schedule is already posted with all the details.

**RULES FOR STUDENT ATHLETES:**

The following statement is from the CR Athletic Department and represents the **official** CR policy in place for students participating in intercollegiate athletics:

**“All instructors are to consider such students as having excused absences, and we ask that all faculty members make an extra effort to help students make up work missed. However, it is the student's responsibility to assume the initiative for the make-up of school work, either before or after the absence. The burden of making arrangements for missed work will rest upon the student.** Advisors and instructors must supply students participating in these extracurricular activities with a calendar of dates that show when the student will be absent. **The student must then talk to all his/her instructors as early as possible about these expected absences.** Likewise, instructors must clarify the college attendance policy with all their classes in their course introductions each semester.”

Let me make this clear to you:

- IF you provide me with a schedule indicating your absence from class in regard to athletics, you will receive an excused absence for the class missed. That means you let me know in advance, not that you show up at the next class and say, “Oh, I had a game.” That absence will be UNexcused.
- You **MUST** make arrangements for work missed due to athletics. That means you need to look at the Syllabus/Schedule, identify what work will be covered during your absence and talk to me as to how you will make up this work. Ideally, the missed assignment(s) are provided to me **BEFORE** the missed class. Otherwise, they are due **NO LATER THAN THE NEXT CLASS. NO EXCEPTIONS.** Either way, you should not make assumptions. You have to talk to me.

### **RULES FOR CONTRACTING ME:**

My contact information is stated clearly on the first page of the Syllabus. You are able to email, text or call me. Please note that however you contact me, I will respond. That means if you send me an email and you do not hear back from me within an hour or so, you should be concerned. If you come to class a day later and ask “Oh, didn’t you get my email?” whatever the issue was, you are not covered. It is your responsibility to make sure you have made contact. Likewise, it is your responsibility to check your CR email and Canvas for any communications from me.

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Take a moment to review the “Course Description” and “Student Learning Outcomes” on the first page of our Syllabus: That’s what we’ll be doing in English 1A: critical reading and reasoned writing to enable each of you to analyze argumentative claims, to respond to arguments with persuasive critical essays, to locate, synthesize, and document sources for use in response to arguments, and to revise and edit for sentence structure and mechanics. (The foregoing in addition to being essential information for this course is an example of “parallelism,” a technique you should master for this class—*Bedford Handbook*, pp.198-203. Just sayin’.) In English 1A, we will be working with linguistic “templates” or models to help you to structure and organize your responses to the readings. I’m here to guide you through that process.

And it is a process, which means a series of steps or actions to accumulatively achieve a goal. That’s an important reason why you need to read the assigned material, come to class prepared to discuss it, and participate. When you miss this class, you miss a step; and while I’m here to lead you through the process, I’m not here to give you a hand up when you’re behind. I’m sorry if that sounds harsh, but it is the reality. I am here for you, I will make myself available in every way to you, but I only teach each class session once. So join me. As in all classes, we have a series of requirements to measure your progress through the process. Students will be required to read and to discuss readings throughout the semester, as well as to participate in a variety of writing assignments, class discussion and peer review. These are outlined below.

**ESSAYS:** The class is divided into four modules as indicated on the Schedule. For each of the modules we cover, you’ll be assigned an essay, the length of which increases incrementally: Essay 1 = 2-3 pages; Essay 2 = 3-4 pages; Essay 3 = 4-5 pages. Early in the semester, I will divide the class into groups (5-6 students each). Your group will function as your **Draft Workshop Group** for peer review.

On Monday of the week in which each essay is due, we will have an in-class workshop where your essay will be read and critiqued by your group. You will then have an opportunity to revise your essay before submitting the Final copy. **You must bring a typed draft to class for peer review and critique; any student who does not participate in the draft workshop will be subject to a grade-point reduction on the final essay. It is your responsibility to bring in enough copies for your workshop group.**

Your **fourth essay** for this class will be the **Research Paper**, 6-8 pages, plus a bibliography. You will have a Draft Workshop and the opportunity to revise your paper prior to the final date due. As above, you must bring typed drafts for your group. Following this, you will then turn your **revised draft** into me. I will provide you with my critique for your final revision.

We will be working with Templates in the composition of these essays, as outlined in your Graff text. **These essays will include an introduction with a thesis at its end, body paragraphs governed by topic sentences, and a conclusion. Thesis sentences and templates or other elements must be identified as indicated in the rubric for each essay. Essays must be clearly marked DRAFT or FINAL with the date each is due** (not the date you wrote it). Please save all work that goes into your papers! While a portfolio is not a requirement in this class, I strongly urge you to keep one. There will be times when I will want to look over your progress (i.e., final essays + drafts); and there may be times when you will need to show me your work if your grade has not been recorded accurately.

All papers and all drafts (as well as all homework assignments) must be typed. The format will always be the same: a legible 12' font double-spaced with 1" margins all around, paginated; MLA format as described in the *Bedford Handbook*. **Please note that you must turn in your DRAFT essay along with your FINAL essay to me on the dates indicated, each labeled.**

**Please note that in formatting your essays, utilize SIMPLE double-spacing throughout. That means you do NOT double/double space between your title and first paragraph, nor between subsequent paragraphs. When I assign a specific number of pages for an essay, I want the text to start NO FURTHER than a quarter of a page down on the first page. Failure to follow these instructions will result in a reduction of your final essay grade. Essay grade rubrics may be found on Canvas when the assignment is posted.**

**IN-CLASS WRITING:** Always come to class with materials and prepared to write. You may not make up an in-class writing assignment if you miss one.

**TURNITIN.com:** The English Department requires all English 1A students to submit their essays to Turnitin.com, which scans them for previously written or published material. **Please note that failure to turn your work into Turnitin will result in a 10-point grade reduction on the final essay or research paper.** I will review all apparent cases of academic dishonesty with the student and, if necessary, the appropriate administrative officials. Using another person's written work or ideas without proper attribution will result in a failing grade on the assignment and, possibly, an F in the course and academic probation.

**PLAGIARISM:** If you copy someone else's work, you will automatically fail the assignment and will also be subject to additional disciplinary action. In addition, we will be using Turnitin (as noted above) for submitting electronic copies to ensure original work.

**TESTS and QUIZZES:** There will be a **Mid-Term Test**; however, there will not be a final exam in this class. Unless you notify me in advance and have a valid, **written** excuse, you may **not** make-up the Mid-Term Test. There will be unannounced quizzes throughout the semester. **You may not make up quizzes missed.**

**LATE POLICY:** All work must be submitted on the assigned date. I will only accept a late assignment without penalty if you have **written** medical, legal, or athletic documentation. Missed quizzes and in-class writing assignments may not be made up. Late work without an excuse will receive an automatic 10-point grade reduction for each class period missed.

**ELECTRONIC SUBMISSIONS:** You may NOT email me any assignment without my permission.

**PARTICIPATION/ATTENDANCE:** Active participation in class is required throughout the semester. You should come to each class meeting with at least one question or observation about the reading assignments; furthermore, you should be prepared to engage with one another's ideas about the readings. In the event that you do miss class, you are responsible for checking with your classmates to determine what concepts, issues and material I discussed during your absence. Please note that a significant portion of the course content will only be available in class lectures, presentation and discussions, and that your knowledge of this material will be assessed throughout the semester.

The English Department Attendance Policy is that students at the College are expected to attend all sessions of each class in which they are enrolled. Students may not miss more than two weeks of class. For example, if a class meets three times a week, students should not exceed 6 absences for the semester. If a student exceeds the limit on absences before Week 11 of the semester, the instructor will notify the student that he or she has been dropped. After that notification, students are still responsible to go into Web Advisor and withdraw themselves from the class, in order not to receive an F. After Week 10, excessive absences will likely result in failure.

**I strongly discourage your coming more than 10 minutes late or leaving more than 10 minutes early without clearing it with me. Such practices are disruptive for everyone. If you do come late or leave early (more than 10 minutes), that will count as ½ an absence.**

**GRADES:** I use a system of points in this class. You have the opportunity to earn up to 1000 points, which then correspond to your final letter grade (by dropping the last zero). This is transferable to CR's grading policy. A = 93-100; A- = 90-92; B+ = 89-87; B = 86-83; B- = 82-80; C+ = 79-77; C = 76-69; D = 68-60; F = 59-0). Your grades will be posted to Canvas.

Essay 1	=	50 points	Mid-Term Test	=	100 points
Essay 2	=	75 points	Quizzes	=	150 points (total)
Essay 3	=	100 points	Homework	=	100 points (total)
Research Paper	=	250 points	Participation	=	<u>75 points</u>
In-Class Writing	=	100 points	TOTAL	=	1000 points

**EXTRA CREDIT:** The English Department at College of the Redwoods mandates that no "extra credit" be awarded in English courses. If you are concerned about maximizing your points earned this semester, I heartily encourage you to give your best effort in each assignment and to be willing to revise your essays in response to feedback from your peers and instructor (and tutors in the Writing Center).

**RESOURCES:** English 1A is an intensive writing class. While we will be looking at grammar and composition in this class, this will primarily be review as we assume you demonstrated mastery of these skills if you met the prerequisites. However, I urge you to make use of the Writing Center from the beginning of the semester if you need to strengthen your writing skills (see "Need Help?" at the bottom of page 2 in our Syllabus). You will also need to do outside research for this class, particularly in regard to the research paper. In early February, the class will meet in the LRC for an overview of resources—especially search engines such as EBSCO-HOST—necessary to your requirements. You should get in the habit of using the LRC to bolster and strengthen your argumentative writing. The staff there is accessible and helpful.

English 1A: Analytical Reading and Writing: E1340S  
MWF: 11:40 a.m. – 12:55 p.m.  
Humanities 214

## COURSE SCHEDULE

**Note: if changes are required, you will receive sufficient notice. Please be sure to check your email daily and the Course Schedule online on Canvas. All readings should be completed BEFORE class on the day listed; you should be prepared to write during every class session. Please bring the appropriate text to class. Unless otherwise indicated, all readings/assignments are from our REQUIRED texts, as indicated: “Graff” for *They Say/I Say*; “BH” for *Bedford Handbook*; “Coates” for *Between the World and Me*.**

### Module 1: Getting Started

#### **Week 1**      **01-18-17 – 01-20-17**

**Mon:** NO CLASS Martin Luther King Day

**Wed:** Course introduction. Syllabus/Schedule.

**Fri:** BH: “Exploring, planning and drafting,” pp. 5-13; “Reading and writing critically,” “Summarize to deepen your understanding,” pp. 104-05. In-class writing exercise.

#### **Week 2**      **01-23-17 – 01-27-17**

**Mon:** BH: “Grammatical Sentences,” pp. 279-358. In-class grammar exercises.

**Wed:** Graff: Introduction, pp. 1-15. One, THEY SAY: 1. “Starting with What Others Are Saying,” pp. 19-28. Ex. 2, p. 29.

**Fri:** Graff: One, THEY SAY: 2. “Her Point Is, The Art of Summarizing,” pp. 30-41. Ex. 2, p. 41.

#### **Week 3**      **01-30-17 – 02-03-17**

**Mon:** Graff: One, THEY SAY: 3. “As He Himself Puts It, The Art of Quoting,” pp. 42-50. Ex. 1, p. 50. Read “Confronting Inequality” by Paul Krugman, pp. 561-78, then follow the directions as given in Ex. 1.

**Wed:** Graff: Two, I SAY: 4. “Yes/No/Okay/But, Three Ways to Respond,” pp. 55-67. Ex. 1, p. 67. Read “Should Everyone Go to College?” by Stephanie Owen and Isabel Sawhill, pp. 208-223, then follow the directions as given in Ex. 1.

**Fri:** Graff: Two, I SAY: 5. “And Yet, Distinguishing What You Say from What They Say,” pp. 68-75. Ex. 1, p. 76-76.

**Week 4**      **02-06-17 – 02-10-17**

**Mon: Graff:** Two, I SAY: 7. “So What? Who Cares? Saying Why It Matters,” pp. 92-100. Ex. Read the following texts in Graff:

- Liz Addison, “Two Years Are Better Than Four,” pp. 255-58;
- David Leonhardt, “Inequality Has Been Going on Forever...but That Doesn’t Mean It’s Inevitable,” pp. 542-47;
- Steven Shapin, “What Are You Buying When You Buy Organic?” pp. 428-40.

Then do the following in regard to EACH reading:

1. Does the text answer the “so what?” and “who cares?” questions. Probably some do, some don’t. What difference does it make whether they do or not? How do the authors who answer these questions do so? Do they use any strategies or techniques that you could borrow for your own writing?
2. Summarize each reading using the strategies and techniques presented in “Her Point Is,” The Art of Summarizing in Graff, pp. 30-40; and in BH, “Summarize to deepen your understanding,” pp. 104-107.

See the details for formatting this assignment on Canvas.

**Wed:** Class meets in LRC Room 103 for library orientation.

**Fri:** **NO CLASS.**

**Week 5**      **02-13-17 – 02-17-17**

**Mon: Graff:** Three, TYING IT ALL TOGETHER: 8. “As a Result,” pp. 105-118. Ex. 1, pp. 119-20.

**Wed: BH:** “Explore your subject...,” pp. 17-33 and 36-37. Discussion of Essay 1, Mid-Term Test.

**Fri:** **NO CLASS** Lincoln’s Birthday

**Week 6**      **02-20-17 – 02-24-17**

**Mon:** **NO CLASS** President’s Day

**Wed: Essay 1: Draft Workshop. Please note: after each draft essay workshop, you are responsible for REVISING your essay following the directions in Graff, “Using the Templates to Revise,” pp. 139-159.**

**Fri:** **Mid-Term Test.**

**Week 7**      **02-27-17 – 03-03-17**

**Module 2. “Are We In A Race Against the Machine?”**

**Mon: Essay 1: Final Due.**

**Graff:** Introduction to Chapter 17, pp. 297-98. “Small Change: Why the Revolution Will Not Be Tweeted,” by Malcolm Gladwell, pp. 399-414. JTC Ex. 1-3, p. 415.

**Wed: Graff:** “Better Than Human: Why Robots Will—and Must—Take Our Jobs” by Kevin Kelly, pp. 299-312. JTC Ex. 1, p. 312.



**Week 7**      **02-27-17 – 03-03-17** (con't.)

**Fri:** **Graff:** Does Texting Affect Writing?" by Michaela Cullington, pp. 361-70. JTC Ex. 1, p. 371 and Ex. 5, P. 372.

**Week 8**      **03-06-17 – 03-10-17**

**Mon:** **Essay 2 Draft Workshop.** Please note: after each draft essay workshop, you are responsible for **REVISING** your essay following the directions in Graff, "Using the Templates to Revise," pp. 139-159.

**Wed:** Individual conferences.

**Fri:** Individual conferences.

**Week 9**      **03-13-17 – 03-17-17** **NO CLASSES** Spring Break

**Week 10**      **03-20-17 – 03-24-17**

**Module 3: "What Should We Eat?"**

**Mon:** **Essay 2 Final Due.**

**Graff:** Introduction to Chapter 18, pp. 417-19. "Escape from the Western Diet," by Michael Pollan, pp. 420-26. JTC Ex. 1-2, p. 427.

**Wed:** **Graff:** "What You Eat is Your Business," by Radley Balko, pp. 466-69. JTC Ex. 1, p. 469.

**Fri:** **Graff:** "The Extraordinary Science of Addictive Junk Food," pp. 471-94. JTC Ex. 1-2, p. 495.

**Week 11**      **03-27-17 – 03-31-17**

**Mon:** **Essay 3 Draft Workshop.** Please note: after each draft essay workshop, you are responsible for **REVISING** your essay following the directions in Graff, "Using the Templates to Revise," pp. 139-159.

**Module 4: Race in America**

**Wed:** **Coates:** Handout: "The Case for Reparations," by Ta-Nehisi Coates, *The Atlantic*, June 2014.

**Fri:** **Essay 3 Final Due.** **Coates:** Handout, "What O.J. Simpson Means to Me," by Ta-Nehisi Coates, *The Atlantic*, October 2016.

**Week 12**      **04-03-17 – 04-07-17**

**Mon:** **Coates:** *Between the World and Me.*

**Wed:** **Coates:** *Between the World and Me.*

**Fri:** **Coates:** *Between the World and Me.*

**Week 13**     **04-10-17 – 04-14-17**

**Mon:** Coates quiz

**Wed:** Discussion of Research Paper Guidelines and Topics

**BH:** “Research Writing,” pp. 523-67.

**Fri:** **BH:** “Writing MLA Papers,” pp. 570-673.

**Week 14**     **04-17-17 – 04-21-17**

**Mon:** Statement of TOPIC due to instructor.

**Wed:** OUTLINE/PLAN due to instructor.

**Fri:** THESIS STATEMENT due to instructor.

**Week 15**     **04-24-17 – 04-28-17**

**Mon:** Draft of INTRODUCTION due to instructor.

**Wed:** Draft of BODY due to instructor.

**Fri:** Draft of Conclusion due to instructor.

**Week 16**     **05-01-17 – 05-05-17**     **LAST WEEK OF CLASSES**

**Mon:** Research Paper Draft Workshop.

**Wed:** Revised Research Paper draft due to instructor.

**Fri:** Instructor’s comments on Revised Research Paper due to class.

**Week 17**     **FINAL EXAMS**

**Monday, May 9, 2017 10:45 a.m.-12:45 p.m. FINAL RESEARCH PAPER DUE.**