

Syllabus for English 4

Course Information

Semester & Year: Spring 2022

Course ID & Section #: ENGL-4-V1097

Instructor's name: Dr. Sean Thomas

Course units: 3

Course Textbook

Norton Introduction to Literature (Shorter 13th edition).

Author: Mays, Kelly J.

Publisher: W.W. Norton & Co.

ISBN-13: 978-0-393-66494-2 (Paperback)

ISBN-13: 978-0-393-42780-6 (Digital)

Instructor Contact Information

Office location: Science 216-H and Zoom

Office hours: TBA

Phone number: CR Office (707) 476-4324

Email address: sean-thomas@redwoods.edu

Catalog Description

Explore representative works from major genres to learn how humans use literature in various ways, and in different historical and cultural contexts (including both oral and written traditions) to represent themselves, others, and the world around them. Develop your close reading and analytical writing skills and gain a deeper understanding of how and why literary expression matters, culturally, historically, and aesthetically.

Course Student Learning Outcomes (*from course outline of record*)

- Discuss the shaping influence of major historical, intellectual, and cultural contexts on literature.
- Utilize literary terms and concepts effectively in their written work.
- Demonstrate the ability to use close- and analytical-reading strategies in writing critically about literature.

Prerequisites/co-requisites/ recommended preparation

ENGL1A - College Composition

From the official course outline of record: "As the C-ID descriptor for its equivalent course (English 120) states, students who take English 4 should have previously completed English 1A or its "equivalent." In order to successfully work with the course content and complete the assignments, students should have already demonstrated the following:

- the "capacity to read, analyze and evaluate non-fiction texts in support of academic inquiry and argumentation" (ENGL 1A, CLO #1);
- the ability to "utilize flexible strategies for writing expository and argumentative college-level essays" (English 1A, CLO #2);
- and the understanding of how to "Incorporate primary and secondary sources into essays using appropriate documentation format" (ENGL 1A, CLO #3)."

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students \(Links to an external site.\)](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Evaluation & Grading Policy

It is very important that instructors and students have regular, effective contact. Here is my commitment to you when it comes to communication and feedback:

- Within the framework of my work schedule, I will reply to your messages within 24 hours.
- I will create meaningful learning activities that connect directly to the skills you will be learning in this class, with constructive feedback so you can see when you're making progress.
- I will facilitate and monitor regular threaded discussions between students so you learn skills in a highly interactive and supportive cohort.
- I will read and comment on your written work within one week of submission, including your discussion posts.
- I will evaluate your essays within two weeks of submission, and if I'm unable to meet that deadline, I will let you know why.
- I will post Weekly Announcements that relate directly to the progress you've made as a class and the direction you're headed.
- I will adjust elements of the class, syllabus, and schedule if they aren't working for some reason. You can e-mail me or send me a Canvas message if you don't think something is working.
- To provide you with one-to-one and/or group support, I will meet with you in person, on the phone, or through video conferencing during office hours, or outside of office hours, including my weekends and holidays if arranged in advance.

Assignments

Regular graded weekly assignments:

1. Reading selections from our textbook.
2. Watching/listening to and commenting on short videos I create.
3. Engaging in a Canvas discussion forum in response to the readings.
4. Annotating texts in Perusall.

Major graded assessments

1. Two formal essays using MLA format and documentation style.
2. Short-essay midterm.
3. Short-essay final exam.

Additionally, I will also count toward your participation grade your active presence in class either through asynchronous interaction or attendance at Zoom hangouts. We will decide together how many exchanges we should try for during the semester.

Final course grade

The following percentages represent the relative value to your final grade of the different assignments and activities in this course.

Formal essays: 40%

Midterm: 10%

Final: 10%

Weekly assignments: 30%

Active participation: 10%

Grading philosophy

Despite the fact that this semester I will use a conventional-sounding grading system based on numerical scores and ultimately will need to assign a final letter grade that represents your overall performance in the class, my focus is on cultivating an equitable, transparent, and individualized learning experience for everyone in the class.

Over the past decade, I have often used alternative approaches to grading, such as grading contracts or other attempts at “un-grading”; in fact, thirty years ago, when I first started working with students at the University of California, Santa Cruz, the school only used narrative evaluations of student performance and had no grades at all! At times, I would prefer to do away with grades altogether and return to that evaluation system; but, honestly, even that UCSC model often used a sort of hierarchical ranking that was encoded in language and had much of the same flaws as traditional grading. Plus, if I am really being candid, I still haven’t found a grading contract that works very well to support the kind of holistic growth that I value in learning.

Thus, this semester I will use grades to acknowledge the work that you have done and provide evaluative and constructive feedback as you work through the semester. What matters to me is that you do the work for the class and have an opportunity to evolve as a reader, writer, communicator, and thinker through the interactions with one another and with your instructor. Grades in the class are one element of the ongoing dialog that we will have about your work, and I will honor consistent effort and growth throughout the term.

Late work

Should life emergencies or other complications delay your work for this class, I will try to be as supportive as possible and work with you to keep you moving forward. That said, I also need to facilitate a learning community that is interactive and collaborative and engages all students meaningfully on a regular basis. So, my policy on late work is that I will accept occasional past due assignments and that I will be responsive to your needs if challenges arise, but I reserve the right to limit how much leeway I give to folks. I will clearly communicate my expectations about this as is needed.

Admissions deadlines & enrollment policies

Spring 2022 Dates

- *Classes begin: 01/15/22*
- *Last day to add a class: 01/21/22*

- *Martin Luther King, Jr's Birthday (all campuses closed): 01/17/22*
- *Last day to drop without a W and receive a refund: 01/28/22*
- *Census date (or 20% into class duration): 01/31/22*
- *Last Day to file P/NP (only courses where this is an option) 02/11/22*
- *Lincoln's Birthday (all campuses closed): 02/18/22*
- *Presidents Day (all campuses closed): 02/21/22*
- *Last day to petition to graduate or apply for certificate: 03/03/22*
- *Spring Break (no classes): 03/14/22-03/19/22*
- *Last day for student-initiated W (no refund): 04/01/22*
- *Last day for faculty-initiated W (no refund): 04/01/22*
- *Final examinations: 05/07/22-05/13/22*
- *Semester ends: 05/13/22*
- *Grades available for transcript release: approximately 05/30/22*

Academic dishonesty

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 \(Links to an external site.\)](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog \(Links to an external site.\)](#) and on the [College of the Redwoods website \(Links to an external site.\)](#).

Disruptive 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, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500 \(Links to an external site.\)](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog \(Links to an external site.\)](#) and on the [College of the Redwoods website \(Links to an external site.\)](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records \(Links to an external site.\)](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form \(Links to an external site.\)](#).

Canvas Information

Although I hope we will have weekly Zoom hangouts and appointments, most of our time in class will be spent in Canvas. My expectation is that you will be present and actively participate in our Canvas course at least twice a week. Each week's work will begin on Saturday and close on Friday at the default time of 11:59 PM, with the single exception of Week One, which has an informational quiz and introductory discussion post that needs to be finished mid-week so we can launch the course expediently.

Listed below are the basic instructions for getting access to our Canvas course for your ease of reference.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: [https://www.redwoods.edu/online/Help-Student \(Links to an external site.\)](https://www.redwoods.edu/online/Help-Student)

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website \(Links to an external site.\)](#).

[Wellness Central \(Links to an external site.\)](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> (Links to an external site.) and selecting 'Students' then 'Academic Profile' then 'Current Information Update.' Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page \(Links to an external site.\)](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- 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 campus authorities.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map \(Links to an external site.\)](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page \(Links to an external site.\)](#).

Eureka Campus Emergency Procedures

Please review the [campus emergency map \(Links to an external site.\)](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page \(Links to an external site.\)](#) It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when

- possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
 6. If safe to do so, notify key administrators, departments, and personnel.
 7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. If safe to do so, notify key administrators, departments, and personnel.
4. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
5. Contact 530-625-4821 to notify of situation.
6. Contact Hoopa Tribal Education Administration office 530-625-4413
7. Notify Public Safety 707-476-4111.
8. In the event of an emergency, the responsible district employee on scene will:
9. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
10. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
11. Close all window curtains.
12. Get all inside to safe location Kitchen area is best internal location.
13. If a police officer or higher official arrives, they will assume command.
14. Wait until notice of all is clear before unlocking doors.
15. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
16. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online \(Links to an external site.\)](#) (Comprehensive information for online students)
- [Library Articles & Databases \(Links to an external site.\)](#)
- [Canvas help and tutorials \(Links to an external site.\)](#)
- [Online Student Handbook \(Links to an external site.\)](#)

[Counseling \(Links to an external site.\)](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center \(Links to an external site.\)](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services \(Links to an external site.\)](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center \(Links to an external site.\)](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\) \(Links to an external site.\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka \(Links to an external site.\)](#) or in [Del Norte \(Links to an external site.\)](#)
- The [Veteran's Resource Center \(Links to an external site.\)](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Reading Schedule and Major Assessment Due Dates

the reading selections and page numbers are taken from the paperback version of the **shorter 13th edition of The Norton Introduction to Literature (Kelly Mays). These numbers may differ slightly in the digital edition. I believe all the readings are included in the **14th edition**; however, the editor moved things around and revised some of the content slightly, so the page numbers will vary quite a bit from what is listed below. Also, please note that we are using the "shorter" edition rather than the "portable" edition.

Week One (1/15-21)

Raymond Carver, "Cathedral," (*Norton*, pp 28-38).

Week Two (1/22-28)

"Narration and Point of View," (*Norton*, pp 169-172)

Jules Feiffer, "Superman," (*Norton*, p 24).

Anton Chekhov, "Gooseberries," (*Norton*, pp. 55-62).

Grace Paley, "A Conversation with My Father," (*Norton*, pp. 50-54).

Tim O'Brien, "The Lives of the Dead," (*Norton*, pp. 63-74).

James Baldwin, "Sonny's Blues," (*Norton*, pp. 91-113).

Viet Thanh Nguyen, "I'd Love You to Want Me," (*Norton*, pp. 127-140).

Toni Cade Bambara, "The Lesson," (*Norton*, pp. 146-151).

Edgar Allan Poe, "The Cask of Amontillado," (*Norton*, pp. 173-179).

Adam Johnson, "Interesting Facts," (*Norton*, pp. 192-209).

Week Three (1/29-2/4)

David Foster Wallace, " Good People" (*Norton*, pp. 245-250)

Alissa Nutting, " Model's Assistant" (*Norton*, pp. 250-257)

"Monsters: An Album" (*Norton*, pp. pp 259-281)

James Joyce, "Araby" (*Norton*, pp. 288-292)

Octavia Butler, "Bloodchild" (*Norton*, pp. pp 340-354)

Jennifer Egan, "Black Box" (*Norton*, pp. 355-379)

Mays, Kelly J. "Basic Moves: Paraphrase, Summary, and Description" (*Norton*, pp. 1914-1917).

Week Four (2/4-11)

Gabriel García Márquez, "A Very Old Man with Enormous Wings: A Tale for Children" (*Norton*, pp 451-455).

Flannery O'Connor, "A Good Man is Hard to Find" (*Norton*, pp. 516-526).

Charlotte Perkins Gilman, "The Yellow Wallpaper" (*Norton*, pp 571-582).

Mays, Kelly J. "The Literature Essay" and "The Writing Process" (*Norton*, pp. 1918-1961).

Recommended to add if you have time

Any of the other stories collected in the fiction section of our anthology.

My personal favorites include Kafka's "A Hunger Artist," Melville's "Bartleby the Scrivener," and O'Brien's "The Things They Carried."

Week Five (2/12-18)

Mays, Kelly J. "Quotation, Citation, and Documentation." (*Norton*, pp. 1962-1991)

Essay #1 due 2/18

Week Six (2/19-25)

Group 1

Nemerov, Howard. "Because You Asked about the Line between Prose and Poetry" (*Norton*, pp. 761-62).

MacLeish, Archibald. "Ars Poetica" (*Norton*, p. 762).

Milosz, Czeslaw. "Ars Poetica?" (*Norton*, p. 763).

Alexander, Elizabeth. "Ars Poetica #100: I Believe" (*Norton*, pp. 764-765).

Moore, Marianne. "Poetry" (*Norton*, pp. 765-766).

Alvarez, Julia. "'Poetry Makes Nothing Happen'?" (*Norton*, pp. 766-67).

Collins, Billy. "Introduction to Poetry" (*Norton*, p. 767).

Cofer, Judith Ortiz. "The Latin Deli: An Ars Poetica" (*Norton*, p. 825).

Su, Adrienne. "On Writing" (*Norton*, pp. 835-836).

Group 2

Knight, Etheridge. "Hard Rock Returns to Prison from the Hospital for the Criminal Insane" (*Norton*, pp. 769).

Whitman, Walt. "I celebrate myself, and sing myself." (*Norton*, pp. 777-78).

Hughes, Langston. "Ballad of the Landlord" (*Norton*, pp. 778-79).

e.e. cummings. "next to of course god america i" (*Norton*, p. 779).

Brooks, Gwendolyn. "We Real Cool" + from "An Interview with Gwendolyn Brooks" [1970] (*Norton*, pp. 779-800).

Clifton, Lucille. "cream of wheat" (*Norton*, p. 781).

Owen, Wilfred. "Disabled" (*Norton*, pp. 785-86)

Cofer, Julia Ortiz. "The Changeling" (*Norton*, pp. 788-89)

Waite, Stacey. "The Kind of Man I Am at the DMV" (*Norton*, p. 793)

Group 3

Arnold, Matthew. "Dover Beach." (*Norton*, pp. 799-800).

Marlowe, Christopher. "The Passionate Shepherd to His Love" (*Norton*, pp. 803-804).

Raleigh, Sir Walter. "The Nymph's Reply to the Shepherd" (*Norton*, pp. 804-5).

Donne, John. "The Flea" (*Norton*, pp. 807-808).

Group 4

Lee, Li-Young. "Persimmons" (*Norton*, pp. 801-3).

Espada, Martín. "Litany at the Tomb of Fredrick Douglas" (*Norton*, p. 806).

Darwish, Mahmoud, "Identity Card" (*Norton*, pp. 814-15).

Komunyakaa, Yusef. "To Do Street" + from "Still Negotiating with the Images" (*Norton*, pp. 817-819).

Song, Cathy. "Heaven" (*Norton*, pp. 826-27).

Su, Adriene. "Escape from the Old Country" (*Norton*, pp. 828-829).

Dunbar, Paul Lawrence. "Sympathy" (*Norton*, pp. 836-837).

Angelou, Maya. "Still I Rise" (*Norton*, pp. 838-39).

Week Seven (2/26 – 3/4)

This week, we are covering pages 854-898 in the *Norton Introduction to Literature*. The poems below are ones that I hope we will be able to focus on in some way and at some point together throughout the week.

Jimmy Santiago Baca, "Green Chile" (*Norton*, pp. 850-851).

Paul Martínez Pompa, "The Abuelita Poem" (*Norton*, pp. 851-852).

Martha Collins, "Lies" (*Norton*, pp. 855).

Theodore Roethke, "My Papa's Waltz" (*Norton*, p. 857).

Sharon Olds, "Sex without Love" (*Norton*, p. 859).

William Blake, "London" (*Norton*, p. 860); "The Sick Rose" (*Norton*, p. 889)

Gerard Manley Hopkins, "Pied Beauty" (*Norton*, p. 861).

William Carlos Williams, "The Red Wheelbarrow" (*Norton*, p. 861).

Martha Collins, "white paper #24" (*Norton*, p. 864).

A.E. Stallings, "Shoulda, Woulda, Coulda" (*Norton*, p. 865).

Claude McKay, "The Harlem Dancer" (*Norton*, p. 868).

William Shakespeare, "That time of year though mayst in me behold" (*Norton*, p. 870);
"Shall I compare thee to a summer's day?" (*Norton*, p. 878).

Linda Pastan, "Marks" (*Norton*, p. 871).

Emily Dickinson, "Because I could not stop for Death --" (*Norton*, p. 872).

Amit Majmudar, "Dothead" (*Norton*, pp. 875-876).

Patricia Lockwood, "What Is the Zoo for What" (*Norton*, pp. 876-877).

John Brehm, "Sea of Faith" (*Norton*, pp. 882-883).

Edmund Waller, "Song" (*Norton*, pp. 887-88).

Dorothy Parker, "One Perfect Rose" (*Norton*, pp. 888-89).

John Keats, "Ode to a Nightingale" (*Norton*, pp. 890-92).

Robert Frost, "The Road Not Taken" (*Norton*, pp. 892-93).

Adrienne Rich, "Diving into the Wreck" (*Norton*, pp. 894-896).

Week Eight (3/5 -11)

Chapter 18, "The Sounds of Poetry" (including "Words and Music: Album"), (*Norton*, pp. 899-918).

Chapter 19, "Internal Structure," (*Norton*, pp. pp. 930-949).

Chapter 20, "External Form" (including "The Sonnet: An Album" and "Haiku: An Album"), (*Norton*, pp. pp. 950-983).

Midterm due 3/11

Spring Break (3/12 - 3/18)

Week Nine (3/19- 3/25)

Mays, Kelly J. "Sample Research Essay" and "Critical Approaches." (*Norton*, pp. 1992-A25)

Essay #2 Assigned

Week Ten (3/26 - 4/1)

Mays, Kelly J. "Drama: Reading, Responding, Writing," (*Norton*, pp. 1194-1196).

Mays, Kelly J. "Elements of Drama," (*Norton*, pp. 1221-1230).

Hudes, Quiara Alegría. *Water by the Spoonful*, (*Norton*, pp. 1283-1330).

Week Eleven (4/2 – 4/8)

Chapter 28, "Cultural and Historical Contexts: Lorraine Hansberry's A Raisin In The Sun," (*Norton*, pp 1496-1599).

Week Twelve (4/9 – 15)

Shakespeare, William. Hamlet, (*Norton*, pp. 1396-1495).

Week Thirteen (4/16 – 4/22)

Reading Selections TBD

Nearly final draft Essay #2 due 4/22

Week Fourteen (4/23 – 4/29)

Reading Selections TBD

Week Fifteen (4/30 – 5/6)

Reading Selections TBD

Essay #2 Due (5/6)

Finals Week (5/17 – 5/13)

Final Exam Due by 5/13