

# English 1301 – College Composition I

Fall 2020

ENGL 1301-C152

Internet Course

## Required Texts:

Langan, John. *College Writing Skills with Readings*. 9th ed. United States: McGraw Hill Higher Education, 2013. ISBN: 9780078036279

Access to a computer with printer and Internet access

## Suggested Texts and Supplies:

A standard collegiate dictionary, such as *Merriam Webster Collegiate Dictionary*

A flash drive or internet cloud storage.

**Required means of communication:** All electronic correspondence for this class will be sent to your southplainscollege.edu address, so it is your responsibility to monitor the account on a regular basis.

**Departmental Course Description:** This course is an intensive study and practice of the composition process from invention and researching to drafting, revising, and editing, both individually and collaboratively. The curriculum includes the teaching of effective rhetorical modes as well as audience, purpose, arrangement, style, and collateral readings. The instructional focus is on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

**This course satisfies a Core Curriculum Requirement** of the Communication Foundational Component Area

## Core Curriculum Objectives addressed:

- **Communications skills**—to include effective written, oral and visual communication
- **Critical thinking skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.

**Student Learning Outcomes:** Upon successful completion of this course, students will 1) Demonstrate knowledge of individual and collaborative writing processes. 2) Write essays that exhibit logic, unity, development, and coherence. 3) Develop ideas with appropriate support and attribution. 4) Write in a style appropriate to audience and purpose. 5) Read, reflect, and respond critically to a variety of texts. 6) Use American English, with an emphasis on correct grammar, voice, parallelism, punctuation, spelling, and mechanics in language appropriate for academic essays. 7) Write a minimum of six 500-word essays.

**Scope/Purpose:** The purpose of English 1301 is to help students understand and apply the standards of correctness in formal thought and the written English language. English 1301 helps students to think well by teaching them to read and write well through its focus on the writing process, on the use of appropriate grammar and diction, on the use of logic, and on the different methods of essay development.

# Integrated Reading and Writing 0300

Fall 2020

Dr. Roy Bearden-White / Department of English

INRW 0300-C152

Internet Course

## Required Texts:

Langan, John. *College Writing Skills with Readings*. 9th ed. United States: McGraw Hill Higher Education, 2013. ISBN: 9780078036279

Access to a computer with printer and Internet access

## Suggested Texts and Supplies:

A standard collegiate dictionary, such as *Merriam Webster Collegiate Dictionary*

A flash drive or internet cloud storage.

**Required means of communication:** All electronic correspondence for this class will be sent to your southplainscollege.edu address, so it is your responsibility to monitor the account on a regular basis.

**Departmental Course Description:** INRW 0300 serves as a paired support course for students enrolled in ENGL 1301 who are not yet TSI-complete in reading and/or writing. The focus is on teaching students critical reading and academic writing skills to equip them for success in Composition I. Successful completion of this course fulfills TSI requirements for reading and/or writing.

**Student Learning Outcomes:** Upon successful completion of this course, students will 1) Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths. 2) Comprehend and use vocabulary effectively in oral communication, reading, and writing. 3) Identify and analyze the audience, purpose, and message across a variety of texts. 4) Describe and apply insights gained from reading and writing a variety of texts. 5) Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose. 6) Determine and use effective approaches and rhetorical strategies for given reading and writing situations. 7) Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies. 8) Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim. 9) Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments. 10) Recognize and apply the conventions of Standard English in reading and writing.

**Scope/Purpose:** The purpose of the co-requisite English courses is to provide developmental English students with a streamlined educational pathway to successfully complete the basic college requirement of English 1301. This program enables the student to develop his or her writing skills quickly and to complete college writing requirements faster than with the typical sequential approach to these classes. ENGL 1301 and INRW 0300 are considered paired courses and are a "package deal." If students get dropped from one, then they are automatically dropped from the other. The corequisite courses are taught in such an integrated way that a student cannot be successful in one course without the other.

## How to Contact me:

Office: Levelland Campus, CM 100

Office Hours: Tuesdays and Thursdays

Tuesdays and Thursdays

Fridays

8:30 a.m. to 9:30 a.m.

11:00 a.m. to 12:15 p.m.

9:00 a.m. to 12:00 p.m.

Other times by Appointment

Office Phone: 806-716-4030

Email: [rbeardenwhite@gmail.com](mailto:rbeardenwhite@gmail.com) or [rbeardenwhite@southplainscollege.edu](mailto:rbeardenwhite@southplainscollege.edu)

**Virtual Conference:** I am available for online conferences through Blackboard Collaborate. In order to request a 15 minute conference, go to the main page of the Blackboard site and click on the scheduling link. The link will connect you with the Calendly Scheduling App and you can choose your meeting time.

Please note: Schedule a time that gives me at least 24 hours notice, so I can avoid last minute conflicts.

Please be prompt for the start of the conference.

If you are unable to attend an already scheduled conference, let me know in advance.

### **Grading of Course work:**

Quizzes (15 Video Quizzes and 11 Grammar Quizzes)	20%
Descriptive/Narrative essay (2-3 pages) (Includes Rough Draft, Peer Review, and Final Draft)	10%
Definition essay (2-3 pages) (Includes Thesis Statement, Rough Draft, Peer Review, and Final Draft)	10%
Cause and Effect essay (3-4 pages) (Includes Thesis Statement, Rough Draft, Peer Review, and Final Draft)	15%
Compare and Contrast essay (3-4 pages) (Includes Thesis Statement, Rough Draft, Peer Review, and Final Draft)	15%
Argumentative essay (4-5 pages) (Includes Thesis Statement, Rough Draft, Peer Review, and Final Draft)	20%
Final Exam	10%

**Drafting Process:** This class views writing as a process. The ability to consistently write well requires the author to constantly re-read and re-evaluate his or her written work. One of the main purposes of this class is to introduce the student to the revision process. Writers should never fall in love with their first drafts. A concentrated effort to revise all papers will be expected. The final drafts **must** display a substantial effort toward improvement. For any of the assigned papers, failure to engage in the revision process, regardless of the quality of the first draft, will result in a failing grade for that paper.

**Format of Assignments:** As you will discover, part of the writer's job is to orchestrate how the reader perceives the ideas and opinions presented. To that end, meticulous attention needs to be given to the full presentation of papers. All assignments need to conform to MLA standards, although other styles such as Chicago or APA will be acceptable with prior confirmation. All assignments should be typed or computer generated papers with all text in Times New Roman, 12 point font. All assignments should have 1" margins on the sides, top, and bottom. Your name, section number, and date should be in the upper left (or right) hand corner of the first sheet, and your last name with the page number should appear on the top right of any remaining pages. Drafts should be clearly labeled as to 1st or final. Assignments with multiple pages must be stapled. Failure to conform to the above guidelines without prior approval from me may result in a reduction of credit for that assignment. Remember also that all electronically-submitted assignments may be processed through Turnitin.Com to verify originality.

**Essay Assessment Guidelines:** The grading of essays in this course is neither arbitrary nor subjective. Students are expected to meet specific criteria for each written assignment. Detailed guidelines and grading rubrics for essays can be found on Blackboard.

**Methods of Evaluation:** Students' work is evaluated by means of A, B, C, D, F: Superior, Good, Average, Poor, and Unacceptable. Numerical grades are assigned for convenience in averaging grades only. All assignments must be completed and turned in on the date due before a student will receive credit for the assignment. Essays and writing assignments will be evaluated according to the following criteria:

1. Use of the conventions of standard grammar;
2. Use of the appropriate method of development for the assignment;
3. Use of the principles of unity and coherence; and

4. Use of logical, factual arguments to advance the thesis of the assignment.

**Blackboard Collaborate Sessions:** Collaborate Sessions are voluntary, hour-long virtual meetings on Blackboard. These synchronous meetings through Blackboard Collaborate use a chatroom-like environment with options to include audio or video or both. Collaborate Sessions provide an ideal opportunity to meet with me and other students for in-depth discussions of the assigned texts, the Response Papers, or any other issues raised throughout the course. All three Collaborate sessions have been scheduled on Friday mornings. With an online course, choosing a time that would be convenient for everyone is simply impossible. I chose 9 a.m. on Friday as the time that would be available to the majority of the students.

**Late Work:** Unless prior approval is received, late submission of assignments will result in a grade deduction of one half-letter grade for each calendar day (not including Saturdays, Sundays, or holidays) that the assignment is late.

**Attendance in an Online Class:** Regular engagement with the course materials and requirements is imperative for successful completion of this course. Since this is an online class, we will not meet in person. I still need to monitor your progress. Your 4<sup>th</sup> missed Assignment may result in being dropped from the class. However, it is your responsibility to drop the class if you are no longer able to meet the requirements.

**Academic Integrity—Plagiarism and Cheating:** “It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension” (SPC General Catalog, p. 23). “Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of whatever length as well as to final examinations, to daily reports and to term papers” (SPC General Catalog, p. 23). Students should consult the General Catalog on p. 23 for the college’s detailed policies on plagiarism and cheating. Failure to comply with these policies will result in an F for the assignment and can result in an F for the course if circumstances warrant.

**Online Etiquette:** Netiquette is the etiquette used online. Remember, every post on Blackboard came from a living, breathing human being. Shared Assignments should be a positive exchange of ideas. If you disagree with someone’s post, address why in an academic manner. Do not troll or flame your fellow students. Remember to treat people with the same respect as you would in person. Please don’t use ALL CAPS; this is the same as yelling. Do not use extra-large font to make your point or font that is hard for people to read. Use standard spelling and grammar. Simply put – be polite.

**Class Withdrawal:** Most SPC internet students live within driving distance of South Plains College, so if they need to drop a class, it is easily accomplished in person. However, some students live in Houston, Dallas, out-of-state, even overseas. In order to withdraw from an online course:

- First, check the academic calendar on the SPC home page to see when the last day is to drop.
- Then log in to MySPC, click on Admissions and Records, find Student Forms and Tools, and download and print the Student Initiated Drop Form.
- Fill out and sign the form and arrange for me (your instructor) or your advisor to sign it also.
- Then you can take the drop form to the SPC Registrar's Office at the Levelland, Reese, or Lubbock campus. Call 806-716-2187 or 806-716-2375 for more information.

If you are not able to come in person to one of the campuses, then you need to submit an email requesting to be dropped to either [amorin@southplainscollege.edu](mailto:amorin@southplainscollege.edu) or [aruiz@southplainscollege.edu](mailto:aruiz@southplainscollege.edu) and they will work with you. The email should be from your SPC email account and should include a brief statement that you wish to drop and the reason you are unable to come to an SPC campus to accomplish that task. Include your name and the course and section you need to drop.

**Students with Disabilities:** Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

**Statement of Nondiscrimination:** It is my policy not to discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status.

**Statement of Diversity:** In this class, I will continually strive to establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

**Other concerns:** I strongly encourage you to visit me during my office hours to discuss any other problems or concerns that may affect your performance in this class.

**Covid-19:** As an online course, of course, campus requirements do not directly apply. However, please note the following.

**Exposure:** If you believe that you have been exposed to COVID-19, you should remain off campus. Contact your instructor or Health Services, DeEtte Edens, BSN, RN. If you are tested positive, please contact Health Services, DeEtte Edens, BSN, RN at 806-716-2376 or [dedens@southplainscollege.edu](mailto:dedens@southplainscollege.edu) for quarantine guidance.

**Attendance:** If you test positive for Covid-19, you will not be penalized for absences as long as you've submitted appropriate documentation. However, you will still need to turn in all assignments in a responsible manner and keep up with the rest of the class.

Class Schedule - Fall 2020  
ENGL 1301-C152 and INRW 0300-C152

**Submission of all assignments is the responsibility of the student. Please refer to the course syllabus for the complete class policy of late papers. I also reserve the right to modify this schedule according to class needs.**

**Narrative Essay**

**Week One – Monday 8/24 to Sunday 8/30**

**Watch Video:** Introduction to Class and the Perceptions of Grammar

**Post on Blackboard:** Introduction to class: Post a message on the discussion board and tell a little bit about yourself and why you are taking this class. My introduction has already been posted.

**Read:** *College Writing Skills with Readings*, pages 203-215, 22-32

**Read:** Prompt for Narrative Essay (on Blackboard)

**Watch Video:** Introduction to class and the Writing Process

**Quiz:** Video Quiz #1 due by 11:59 p.m. Sunday 8/30 (Video quizzes may cover material from any video assigned the same week)

**Week Two – Monday 8/31 to Sunday 9/6**

**Read:** *College Writing Skills with Readings*, pages 145-172, 33-37, 441-446

**Read:** Sample Narrative Essays

**Watch Video:** Writing Process, Idea Generation and Freewrite, Academic Format

**Watch Video:** The Narrative Essay Prompt

**Watch Video:** How to Format a College Paper

**Watch Video:** How to Upload a Draft on Blackboard

**Watch Video:** Subject and Verb, Targeting strategies for writing problems

**Quiz:** Video Quiz #2 due by 11:59 p.m. Sunday 9/6

**Quiz:** Grammar Quiz #1—Subjects and Verbs due by 11:59 p.m. Sunday 9/6

**Write and Submit:** Rough Draft of Narrative Essay due by 11:59 p.m. Sunday 9/6

**Week Three – Monday 9/7 to Sunday 9/13**

**Read:** *College Writing Skills with Readings*, pages 447-472

**Watch Video:** Revision of Narrative Rough Draft

**Watch Video:** The Peer Review Process

**Watch Video:** Revising Techniques for Writers

**Watch Video:** How to View Comments on Electronic Drafts

**Watch Video:** Fragments and Run-ons

**Collaborate Session #1:** Friday 9/11, 9:00 a.m. to 10:00 a.m. Collaborate Sessions are voluntary, hour-long virtual meetings on Blackboard. These synchronous meetings through Blackboard Collaborate use a chatroom-like environment with options to include audio or video or both. Collaborate Sessions provide an ideal opportunity to meet with me and other students for in-depth discussions of the assigned texts, the Response Papers, or any other issues raised throughout the course. See the full syllabus for more information.

**Write:** Narrative Essay Peer Review due by 11:59 p.m. Saturday 9/12

**Quiz:** Video Quiz #3 due by 11:59 p.m. Sunday 9/13

**Quiz:** Grammar Quiz #2—Fragments and Run-ons due by 11:59 p.m. Sunday 9/13

**Write and Submit:** Final Draft of Narrative Essay due by 11:59 p.m. Sunday 9/13

**Definition Essay**

**Week Four – Monday 9/14 to Sunday 9/20**

**Read:** *College Writing Skills with Readings*, pages 50-60, 473-475, and 304-315

**Read:** Prompt for Definition Essay (on Blackboard)

**Watch Video:** Paragraph Organization, Thesis for the Definition Essay

**Watch Video:** The Definition Essay Prompt

**Watch Video:** Essay Organization

**Watch Video:** Thesis Construction

**Quiz:** Video Quiz #4 due by 11:59 p.m. Sunday 9/20

**Write:** Thesis for the Definition Essay due by 11:59 p.m. Sunday 9/20

### **Week Five – Monday 9/21 to Sunday 9/27**

**Read:** *College Writing Skills with Readings*, pages 3-7, 60-66

**Read:** Sample Definition Essays

**Watch Video:** Idea Generation and Clustering, Authorial Positioning, Antagonistic Reader, Voice

**Watch Video:** Aspects of Persuasion

**Watch Video:** Standard English Verbs

**Quiz:** Video Quiz #5 due by 11:59 p.m. Sunday 9/27

**Quiz:** Grammar Quiz #3—Standard English Verbs due by 11:59 p.m. Sunday 9/27

**Write and Submit:** Rough Draft of Definition Essay due by 11:59 p.m. Sunday 9/27

### **Week Six – Monday 9/28 to Sunday 10/4**

**Read:** *College Writing Skills with Readings*, pages 476-481

**Watch Video:** Revision of Definition Rough Draft

**Watch Video:** Revision Workshop, Irregular Verbs

**Write:** Definition Essay Peer Review due by 11:59 p.m. Saturday 10/3

**Quiz:** Video Quiz #6 due by 11:59 p.m. Sunday 10/4

**Quiz:** Grammar Quiz #4—Irregular Verbs due by 11:59 p.m. Sunday 10/4

**Write and Submit:** Final Draft of Definition Essay due by 11:59 p.m. Sunday 10/4

## **Cause and Effect Essay**

### **Week Seven – Monday 10/5 to Sunday 10/11**

**Read:** *College Writing Skills with Readings*, pages 260-273 and pages 83-101

**Read:** Prompt for Cause and Effect Essay (on Blackboard)

**Watch Video:** Introductions and Essay Organization, Thesis for the Cause & Effect Essay

**Watch Video:** The Cause & Effect Essay Prompt

**Watch Video:** Introducing Introductions

**Quiz:** Video Quiz #7 due by 11:59 p.m. Sunday 10/11

**Write:** Thesis for the Cause and Effect Essay due by 11:59 p.m. Sunday 10/11

### **Week Eight – Monday 10/12 to Sunday 10/18**

**Read:** *College Writing Skills with Readings*, pages 110-133 and 484-489

**Read:** Sample Cause and Effect Essays

**Watch Video:** Audience Analysis, Strategy, Persuasive Triggers

**Watch Video:** Crafting Arguments that Work

**Watch Video:** Subject-Verb Agreement

**Collaborate Session #2:** Friday 10/16, 9:00 a.m. to 10:00 a.m.

**Quiz:** Video Quiz #8 due by 11:59 p.m. Sunday 10/18

**Quiz:** Grammar Quiz #5— Subject-Verb Agreement due by 11:59 p.m. Sunday 10/18

**Write and Submit:** Rough Draft of Cause & Effect Essay due by 11:59 p.m. Sunday 10/18

### **Week Nine – Monday 10/19 to Sunday 10/25**

**Read:** *College Writing Skills with Readings*, pages 490-494

**Watch Video:** Revision of Cause & Effect Rough Draft

**Watch Video:** Revision Workshop, Consistent Verb Tense  
**Write:** Cause and Effect Essay Peer Review due by 11:59 p.m. Saturday 10/24  
**Quiz:** Video Quiz #9 due by 11:59 p.m. Sunday 10/25  
**Quiz:** Grammar Quiz #6—Consistent Verb Tense due by 11:59 p.m. Sunday 10/25  
**Write and Submit:** Final Draft of Cause & Effect Essay due by 11:59 p.m. Sunday 10/25

### Compare and Contrast Essay

#### Week Ten – Monday 10/26 to Sunday 11/1

**Read:** *College Writing Skills with Readings*, pages 281-296 and pages 413-436  
**Read:** Prompt for Compare and Contrast Essay (on Blackboard)  
**Read:** Freire and Murray texts  
**Watch Video:** Bias, Close Reading  
**Watch Video:** The Compare & Contrast Essay Prompt  
**Watch Video:** Close Reading Murray  
**Watch Video:** Close Reading Freire  
**Watch Video:** Evidence for Arguments  
**Quiz:** Video Quiz #10 due by 11:59 p.m. Sunday 11/1  
**Write:** Thesis for the Compare and Contrast Essay due by 11:59 p.m. Sunday 11/1

#### Week Eleven – Monday 11/2 to Sunday 11/8

**Read:** *College Writing Skills with Readings*, pages 375-378 and 494-499  
**Read:** Sample Compare and Contrast Essays  
**Watch Video:** Evaluating and Using Evidence, MLA, Thesis for the Compare & Contrast Essay  
**Watch Video:** Targeting and Pulling Quotes  
**Watch Video:** Pronoun Reference, Agreement, and Point of View  
**Quiz:** Video Quiz #11 due by 11:59 p.m. Sunday 11/8  
**Quiz:** Grammar Quiz #7—Pronoun Reference, Agreement, and Point of View due by 11:59 p.m. Sunday 11/8  
**Write and Submit:** Rough Draft of Compare & Contrast Essay due by 11:59 p.m. Sunday 11/8

#### Week Twelve – Monday 11/9 to Sunday 11/15

**Read:** *College Writing Skills with Readings*, pages 500-506  
**Watch Video:** Revision of Compare & Contrast Rough Draft  
**Watch Video:** MLA Citations and Works Cited Pages  
**Watch Video:** Revision Workshop, Pronoun Types  
**Write:** Compare and Contrast Essay Peer Review due by 11:59 p.m. Saturday 11/14  
**Quiz:** Video Quiz #12 due by 11:59 p.m. Sunday 11/15  
**Quiz:** Grammar Quiz #8—Pronoun Types due by 11:59 p.m. Sunday 11/15  
**Write and Submit:** Final Draft of Compare & Contrast Essay due by 11:59 p.m. Sunday 11/15

### Argumentative Essay

#### Week Thirteen – Monday 11/16 to Sunday 11/22

**Read:** *College Writing Skills with Readings*, pages 343-355  
**Read:** Prompt for Argumentative Essay (on Blackboard)  
**Read:** Prompt for Final Exam Essay  
**Watch Video:** Logic and Reason, Shaping and Sharpening Arguments  
**Watch Video:** The Argumentative Essay Prompt  
**Watch Video:** Focus and Control in Writing  
**Watch Video:** Faulty Parallelism  
**Collaborate Session #3:** Friday 11/20, 9:00 a.m. to 10:00 a.m.  
**Quiz:** Video Quiz #13 due by 11:59 p.m. Sunday 11/22



**Quiz:** Grammar Quiz #9— Faulty Parallelism due by 11:59 p.m. Sunday 11/22

**Write:** Thesis for the Argumentative Essay due by 11:59 p.m. Sunday 11/22

**Week Fourteen – Monday 11/23 to Sunday 11/29**

**Read:** *College Writing Skills with Readings*, pages 539-545

**Read:** Sample Compare and Contrast Essays

**Watch Video:** Prebuttal, Weighing Evidence, Thesis for the Argumentative Essay

**Watch Video:** Shaping Arguments

**Watch Video:** Apostrophes

**Quiz:** Video Quiz #14 due by 11:59 p.m. Sunday 11/29

**Quiz:** Grammar Quiz #10—Apostrophes due by 11:59 p.m. Sunday 11/29

**Write and Submit:** Rough Draft of Argumentative Essay due by 11:59 p.m. Sunday 11/29

**Week Fifteen – Monday 11/30 to Sunday 12/6**

**Read:** *College Writing Skills with Readings*, pages 554-563

**Read:** Prompt for Final Exam Essay

**Watch Video:** Revision of Argumentative Rough Draft

**Watch Video:** Revision Workshop, Commas

**Write:** Argumentative Essay Peer Review due by 11:59 p.m. Saturday 12/5

**Quiz:** Video Quiz #15 due by 11:59 p.m. Sunday 12/6

**Quiz:** Grammar Quiz #11—Commas due by 11:59 p.m. Sunday 12/6

**Write and Submit:** Final Draft of Argumentative Essay due by 11:59 p.m. Sunday 12/6

**Week Sixteen – Monday 12/7**

**Final Exam Essay:** Final Exam Essay due by 5:00 p.m. Monday 12/7

**Note:** The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.