

**San José State University**  
**College of Humanities & the Arts/Department of English**  
**& Comparative Literature**  
**ENGL 112B.01: Literature for Young Adults, Spring 2013**

**Instructor:** Dr. Mary Warner

**Office Location:** FO 127

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**Office Hours:** T: 9:30-11:30; **English Credential Advising Hrs.:** T: 9:30-11:30, W: 3:30-5:30, F: 3:30-5:30; NOTE: The following Thursdays I will have office hours from 3:30-5:30: Jan. 31, Feb. 14 & 28, April. 18 & 25, May 9 & 16. To schedule an appointment, please call 924-4425 or stop in the English Dept. Office, FO 102

**Class Days/Time:** T: 4:30-7:15

**Classroom:** Dudley Moorhead Hall (DMH) 354

**Faculty Web Page and MYSJSU Messaging (Optional)**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/faculty/mary.warner/>. You are responsible for regularly checking with the messaging system through MySJSU

**Course Description**

English 112B is an upper division English literature course designed to introduce adult readers to young adult literature, a genre most commonly written for adolescents between the ages of 13-18. Keep in mind that although the main characters of the books we read are children/adolescents, the authors of these books still structure their works with complex literary devices and themes found in adult literature. Young adult literature has been erroneously classified as simple-minded, didactic, and inferior to writing for adults. Traditionally, literature has served not only to entertain but as a conduit for social commentary. This is no different with the genre of YA literature, although some tend to regard this type of writing as “unimportant” because they mistakenly think it exists solely to entertain. Social issues such as death, religion, politics, race, economics, and sexuality are just a few of the common themes this genre of literature tackles. People who disregard YA literature as “inconsequential” fail to recognize the profoundly important role this genre plays in offering commentary on the norms and social mores for

adolescents. It might be helpful to keep in mind that Nicole St. John refers to teenagers as “inexperienced adults,” who can find in literature a safe haven to accrue much worldly experience. In this course, we will examine YA literature in the same manner in which we examine adult literature: we will expand our abilities to think critically, trace relevant themes, and offer analytical assessment of the novels.

Class sessions will involve some lecture, but will primarily be interactive with discussion, in-class writing, Book Talks, and other presentations. You may find it particularly helpful, especially if you are taking the course to fulfill the requirement for middle and/or secondary education, to have a 3 Ring Binder, in which you can assemble resources, handouts and materials related to YA literature. I have attempted to tailor assignments with options to address the different majors represented in the class. **An overall goal is to become immersed in the vast selection of YA literature, the more reading you can do and share with your classmates, the richer your experience will be.**

## **Course Goals and Student Learning Objectives**

### **STUDENT LEARNING GOALS & OBJECTIVES: DEPARTMENT OF ENGLISH & COMPARATIVE LITERATURE**

#### **I. Preamble: Goals**

The study of English, Comparative Literature, and Writing proceeds best when it involves students in face-to-face exchanges a of ideas with faculty and peers, and when it makes use of the cultural resources of the broader university, through attendance of talks, panels, plays, and other performances and events. English majors use the resources of the library. English majors engage in independently conceived projects, including the stating of a problem or issue and the steps involved in organizing, synthesizing, summarizing, and analyzing information in order to communicate conclusions effectively to a larger audience.

The Department’s long term goals for its majors include these legacies: That each person who graduates with a BA in English from SJSU will have an enduring interest in language and literature; a sense of the presence of the literary and rhetorical past; an awareness of the depth and complexity of human existence, perceived across the boundaries of time, place, culture, race, ethnicity, gender, socioeconomic class, and sexual orientation; a sense of involvement in aesthetic, cultural, and intellectual life, as well as in social and political issues; a developing understanding of the ability of great literature and language to awaken and challenge people to struggle with profound questions of human identity and values; and a personal critical perspective and sense of intellectual independence.

#### **II. Student Learning Objectives:**

Students will demonstrate the ability to

- 1) read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.

- 2) show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
- 3) write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
- 4) develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
- 5) articulate the relations among culture, history, and texts.

The specific ways these SLOs are assessed in ENGL 112B are through

1. the Literary Analysis paper requirement that requires students to demonstrate their ability to read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric (**SLO 1**); and write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject (**SLO 3**). Student grades from the second of the Literary Analysis papers will be used for assessment of **SLOs 1 and 3**.
2. the Book Talk project demonstrates students' abilities to read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric (**SLO 1**).
3. The Unit of Study or Annotated Bibliography assignment requires students to develop and carry out research projects, and to locate, evaluate, organize, and incorporate information effectively (**SLO 4**).

## Required Texts/Readings

### Textbook

*Adolescents in the Search for Meaning: Tapping the Powerful Resource of Story* by Mary Warner, ISBN 978-0-8018-5430-7, available in the SJSU bookstore or through amazon.com or Scarecrow Press: [www.scarecrowpress.com](http://www.scarecrowpress.com);

handouts from *Literature for Today's Young Adults* and my own creations available at [http://www.sjsu.edu/faculty/mary.warner/English112B\\_Handouts.html](http://www.sjsu.edu/faculty/mary.warner/English112B_Handouts.html)

**\*\*Note\*\*** You need to print out the handouts needed for each class prior to the class meeting. You will not be able to use laptops or e-readers in class since too many students fail to pay attention and participate in class when they use laptops or e-readers.

### Other Readings

*After the First Death* by Robert Cormier

*Speak* by Laurie Halse Anderson

*We Were Here* by Matt de la Peña

*Witness* by Karen Hesse

*The Prisoner of Azkaban* by J. K. Rowling (You may also choose to write about one of the other novels—*Goblet of Fire*, *The Order of the Phoenix*, *The Half-Blood Prince* or *The Deathly Hallows*, but as a class we'll do *The Prisoner of Azkaban*)

*Whale Talk* by Chris Crutcher

Additional web site key to the course: <http://www.alan-ya.org/>

## Library Liaison

Toby Matoush: Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu); Phone: 408-808-2096

## Classroom Protocol

**Attendance/Participation:** According to University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class.” When a class meets only once a week, we cover an incredible amount of material, which simply can’t be made up. Come on time and stay for the full class session. I also believe in student-directed learning that suggests you want to be present at every class to get all you can from the course. **Any absence will affect your overall grade in the course since writing activities, discussion, and other participative activities cannot be made up.**

\*\* Out of consideration for your classmates and so you can give your undivided attention to class activities, no cell phones, iphones, texting etc. are allowed; if you are using an e-reader, these should be used only for reading materials for class.

\*\* I do **NOT** accept late papers. IF for some reason you need an exception, you must contact me **IN ADVANCE** of the due date, but the paper may still be accepted as late and the grade lowered.

\*\*I do not check email on Sundays; please don’t look for a response if you send an email those days.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## Assignments and Grading Policy

1. Thorough and conscientious reading of the texts, all assigned novels, and a novel of your choice for Book Talks, as well as readings for your unit of study or annotated bibliography project.

2. A 3 -5 page literary analysis paper for **two** of the required novels; the first paper earns **10% of your course grade**; the second paper earns **15% of your course grade**. The following are the Due Dates for the papers. Anyone doing a Book Talk presentation the same week as one of these assigned papers is eligible for a week's extension. (SLOs 1 &3)

3. A Rubric for evaluating the literary analysis papers is available at [http://www.sjsu.edu/faculty/mary.warner/English112B\\_Handouts.html](http://www.sjsu.edu/faculty/mary.warner/English112B_Handouts.html)

a. Paper on <i>After the First Death</i>	February 19 or 26
b. Paper on <i>Speak</i>	March 5 or 12
c. Paper on <i>We Were Here</i>	April 2
d. Paper on <i>Prisoner of Azkaban</i>	April 16 or 23
e. Paper on <i>Whale Talk</i>	April 30 or May 7

\*\*\*The Field Experience Component (see separate handouts) can replace one of the Literary Analysis Papers—credential candidates are highly encouraged to do this paper. The Field Experience paper is due April 23 or 30. The elements of the Field Experience paper include

- observing a high school (or middle school) literature class for 5 class sessions – these sessions are to be on different days and preferably with the same teacher
- watching the strategies the teacher uses for presenting background on the novel/literary selection; noting the various writing prompts or quizzes, or reading checks used; observing how the teacher facilitates discussion or elicits students' interpretations or aids their understanding of the work and generally addresses students' comprehension
- consider texts from YA Literature – novels, poetry, short stories, other genre – that could be paired with the literature you saw being taught and further adolescent literacy. You should also consider strategies for presenting literature that we are using in ENGL 112B that might be applicable for teaching the literary work presented in the English classes you've observe
- write a 3-5 page paper that describes your observations and discusses the ways you would teach the text (or texts) that was taught in your observation classroom, incorporating YA Literature. This paper "takes the place of" one of the three literary analysis response papers—you will need to contact me in advance regarding which novel paper you're replacing

4. For the book, *Witness*, there will be in-class writing responses on March 19. The writing for *Witness* will comprise **10% of your grade** and is essentially the midterm for the course. (SLO 3)

5. In each class session we will do 20 minutes of "Sustained Silent Writing"—your writing in these SSW times might provide the basis for one of your papers, response to ideas raised during class discussion or response to the book talks presented, or response to literature we've read. Please keep a folder with the writing from each of the SSW

times and plan to submit it for review every third week. This writing is part of the participation grade as well as the requirement for upper level literature courses of 5000 words of writing. **The writing is done in-class only. This SSW requirement is 15% of your course grade.**

6. Book Talk Presentation: You will read a novel of your choice—everyone in the class will read a different novel, giving us an introduction to about 30 books; you will need to submit your choice to me **via email before the February 12 class period** so I can make sure there are no duplicate selections. Beginning February 19, we will have 5 Book Talks at each class meeting until everyone in the class has presented. There will be a sign-up for the presentation dates during the Feb. 12 class session. Book Talk presentations will include

- a. 5-8 minute oral presentation
- b. Handouts for the class which include 3 key quotes from the book and an explanation of their significance, author background, bibliography of the author's writings, literary response and/or teaching tips/resources for the book (the handout can be in poster or advertising flyer format since you are literally "selling the book.")
- c. Rationale for why others should read this novel (in a sense, you're a salesperson for the book)

The Book Talk component – because it has oral and written components earns **20% of your course grade, 10% for the oral and 10% for the written (SLO 1)**

7. Unit of Study (for those who are English Preparation for Teaching/Multiple Subject majors) or Author and Critical Annotated Bibliography for non-Credential majors

- a. A hard copy of the unit of study or the annotated bibliography author and critical material due on the day of your group presentation
- b. Group planning session in-class on April 23
- c. Presentations during **April 30 and May 7** class sessions—include handouts for your peers IF you don't submit an electronic copy that can be posted on Dr. Warner's web site

A more complete description of the project will be provided early in the course. The Unit of Study or Annotated Bibliography project earns **20% of your course grade (SLO 4)**

**8. Quizzes, Final Exam, and overall participation earn 10% of the course grade;** The Final Exam will be a comprehensive essay/short answer exam covering all readings, presentations, lectures, etc. It will be open-notes, open book, open notebook and is meant to be an integrative response to the work of the semester.

Grades: The above requirements equal 100%; I assign numerical values to each assignment according to the following range

A: 91-99                      B: 82-90                      C: 73-81                      D: 64-72                      F: 63 and below

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A=excellent; B=above average; C=average; D=below average; F=failure    Your best efforts are expected and appreciated, but effort

alone may not assure the highest grade if the writing or presentation does not meet the criteria for the assignment.

Paper Evaluation Guide (Developed by the English Department)

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. Student writing should exhibit correct grammar/punctuation and organized paragraphs.

The “A” essay will

- be well organized and developed
- demonstrate a clear understanding of audience and purpose
- display original, provocative thought
- demonstrate advanced reading abilities
- incorporate both primary and secondary supporting materials effectively and correctly
- show student’s ability to use language effectively and to construct sentences distinguished by syntactic complexity and variety.
- have no logical fallacies
- essentially be free of grammatical, mechanical, and usage errors

The “B” essay will

- demonstrate competence in the same categories as the “A” essay, but show some describable slight weaknesses in one of those categories.
- slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws

The “C” essay will

- complete all tasks set by the assignment, but show weaknesses in fundamentals—usually development
- be weak in support of its thesis
- have less mature sentence construction
- have less effective and correct use of language than the “B” essay

The “D” essay will

- neglect one of the assigned tasks and be noticeably superficial in fulfilling the assignment—may be too simplistic or too short
- show problems in logic or development, lack sufficient information to support its point
- have grammatical, mechanical, and/or usage errors that are serious and/or frequent enough to interfere substantially with the writer’s ability to communicate

The “F” essay will

- demonstrate striking underdevelopment of ideas and insufficient or unfocused organization.
- contain serious grammatical, mechanical, and/or usage errors that make some sentences incomprehensible

## **University Policies**

### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San José State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website:

<http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

## ENGL 112B / Literature for Young Adults, Spring 2013, Course Schedule

(This calendar is subject to change to better meet your needs and to adapt to speakers or other changes; Quizzes on Book Talks and course material may be added throughout the semester)

Week	Date	Topics, Readings, Assignments, Deadlines
1	T., Jan. 29	<p>Introduction to the course, the syllabus, the instructor, each other; writing activity with the Foreword by Sue Ellen Bridgers in <i>Adolescents in the Search for Meaning</i>; YA literature inventory—online handouts; Introduction to the overall theme of Voice; Sustained Silent Writing (SSW), Overview of Robert Cormier Chapter 2 – online handouts;</p> <p>ASSIGNMENT: Print and read Ch. 1, pp. 1-31 from <i>Literature for Today's Young Adults (LfTYA)</i>—online handouts; Print from the online handouts: Thesis/ Literary Analysis and Rubrics for the Literary Analysis paper; Read <i>After the First Death</i>; 1/3 of the class submit SSW folders for 1st check <b>Feb. 5</b></p>
2	T., Feb. 5	<p>Book Pass activity and Ch. 3 from <i>Adolescents in the Search for Meaning</i>; Discussion of Ch. 1 from <i>LfTYA</i>; Guidelines for Literary Analysis papers—discussion of handouts—sample thesis ideas for <i>After the First Death</i>; SSW</p> <p>ASSIGNMENT: Print and read Ch. 4 from <i>LfTYA</i>;--online handouts; Print out Ch. 10 –Archetypes-- from online handouts; Finish reading <i>After the First Death</i>; 1/3 of the class submit SSW folders for 1st check <b>Feb. 12</b>; Email Professor Warner with your choice of a novel for the Book Talk Presentation <b>before noon on Feb. 12</b>;</p>
3	T., Feb. 12	<p>Ch. 10 from <i>LfTYA</i>; Discussion of <i>After the First Death</i>, specifically related to the characteristics of YA Lit. from Ch. 1 &amp; of Ch. 4: “Contemporary Realistic Fiction” in <i>LfTYA</i>; Sign-up for Book Talk presentations; Model for Book Talk presentations—see Elements of Book Talks: online handouts; SSW</p> <p>ASSIGNMENT: Literary Analysis Paper due <b>Feb. 19 or 26</b> for <i>After the First Death</i>; Ch. 4 from <i>Adolescents in the Search for Meaning</i>; Begin reading <i>Speak</i>; Book Talk presenters prepare; 1/3 of the class submit SSW folders for 1st check <b>Feb. 19</b>;</p>
4	T., Feb. 19	<p>4 Book Talk Presentations; Overview on Laurie Halse Anderson – view portion of Anderson’s talk to SJAWP teachers, Ch. 5 from <i>Adolescents in the Search for Meaning</i>; Presentation of “A Curriculum of Difference”—sample unit of study ideas and guidelines for the Unit of Study or Annotated Bibliography</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		assignment; SSW ASSIGNMENT: Finish reading <i>Speak</i> ; Print and read Ch. 5 from <i>LfTYA</i> —online handouts; 1/3 of the class submit SSW folders for 2nd check <b>Feb. 26</b> ; Literary Analysis paper for <i>After the First Death</i> if using <b>Feb. 26</b> due date
5	T., Feb. 26	Discussion of <i>Speak</i> and film presentations of novels; DVD of <i>Speak</i> ; SSW ASSIGNMENT: Locate 3 poems you would teach to Young Adults— <b>email the titles of your poems to Dr. Warner before March 4</b> ; prepare to talk about 1 of the poems to class on March 5; Paper for <i>Speak</i> due if using the <b>March 5 date</b> ; 1/3 of the class submit SSW folders for 2nd check <b>March 5</b> ; 5 Book Talk presenters prepare; Print “I am poems” handouts from online handouts; Begin reading <i>We Were Here</i>
6	T., Mar. 5	5 Book Talk presentations; Discussion Ch. 5 from <i>LfTYA</i> —Poetry, Drama, Humor, & New Media; Sharing of poems; “I am” Poetry Writing activities; Sign Up for Unit of Study or Annotated Bibliography presentation categories; SSW ASSIGNMENT: Print and Read Ch. 8 in <i>LfTYA</i> ; Paper for <i>Speak</i> due if using the <b>Mar. 12 date</b> ; Continue reading <i>We Were Here</i> ; 1/3 of the class submit SSW folders for 2nd check <b>Mar. 12</b> ; 5 Book Talk presenters prepare
7	T., Mar. 12	5 Book Talk Presentations; Finish presentation of poems; Intro on Matt de la Peña and discussion of <i>We Were Here</i> ; Discussion of Ch. 8 from <i>LfTYA</i> ; Roles for <i>Witness</i> ; SSW ASSIGNMENT: Ch. 6 in <i>Adolescents in the Search for Meaning</i> ; Bring your copy of <i>Witness</i> to class on <b>March 19</b> ;
8	T., Mar. 19	Readers’ Theatre of <i>Witness</i> and <b>In-class writings that account for 10% of your overall grade</b> ; SSW ASSIGNMENT: Paper on <i>We Were Here</i> <b>due April 2</b> ; Print <i>R &amp; J</i> Oral Summary and <i>Macbeth</i> Plot Game – online handouts; Ch. 9 from <i>LfTYA</i> print from online handouts; Chaps. 7 & 8 from <i>Adolescents in the Search for Meaning</i> ; 5 Book Talk presenters prepare; 1/3 of the class submit SSW folders for 3rd check <b>April 2</b> ;
9	T., April 2	5 Book Talk Presentations; Drama activities with <i>R &amp; J</i> , <i>Macbeth</i> ; Ch. 9 from <i>LfTYA</i> ; Chaps. 7 & 8 from <i>Adolescents in the Search for Meaning</i> ; SSW ASSIGNMENT: Reading of <i>The Prisoner of Azkaban</i> ; Print and read Ch. 7 – online handouts; 1/3 of the class submit SSW folders for 3rd check <b>April 9</b> ; 5 Book Talk presenters prepare; Email Professor Warner with information on your Unit of Study/Annotated

Week	Date	Topics, Readings, Assignments, Deadlines
		Bibliography selections
10	T., April 9	5 Book Talk Presentations; Work with <i>The ALAN Review</i> researching topics in YA Literature; Ch. 7 from <i>LfTYA</i> online handouts and discussion of <i>The Prisoner of Azkaban</i> ; SSW ASSIGNMENT: Print and read Ch. 6 in <i>LfTYA</i> —online handouts; 1/3 of the class submit SSW folders for 3rd check <b>April 16</b> ; Paper for <i>The Prisoner of Azkaban</i> if using <b>April 16 due</b> date; Begin reading of <i>Whale Talk</i> ; Email Professor Warner with information on your Unit of Study/Annotated Bibliography selections
11	T., April 16	Any remaining Book Talk Presentations; Discussion of Ch. 6: Adventure, Sports, Mysteries, and the Supernatural from <i>LfTYA</i> ; Ch. 8 from <i>Adolescents in the Search for Meaning</i> ; SSW ASSIGNMENT: Finish reading <i>Whale Talk</i> ; Paper for <i>The Prisoner of Azkaban</i> if using the <b>April 23</b> date; Field Experience Paper if using <b>April 23 due date</b> ; 1/3 of the class submit SSW folders for 4th check <b>April 23</b> ;
12	T., April 23	Video of interview with Chris Crutcher; Discussion of <i>Whale Talk</i> ; Preparation for Oral Presentations; SSW ASSIGNMENT: Paper on <i>Whale Talk</i> due <b>April 30 or May 7</b> ; 2/3 of the class submit SSW folders for 4th check <b>April 30</b> ; Field Experience papers if not submitted on April 23; Finish research/reading for the Unit of Study/Annotated Bibliographies – April 30 presenters prepare
13	T., April 30	Presentations of Unit of Study/ Annotated Bibliographies; SSW; Course Evaluations; ASSIGNMENT: All submit SSW folders on <b>May 7</b> ; May 7 presenters prepare; Field Experience paper or <i>Whale Talk</i> paper if using <b>May 7 due date</b>
14	T., May 7	Finish Presentations; SSW; Review for Final Exam; ASSIGNMENT: Prepare for Final Exam
15	T., May 14	Study Day – Classes end on Monday, May 13
Final Exam	T., May 21	5:15-7:30 -- The Final Exam will be a comprehensive essay/short answer exam covering all readings, presentations, lectures, etc. It will be open-notes, open book, open notebook and is meant to be an integrative response to the work of the semester