

**San José State University**  
**Department of English & Comparative Literature**  
**English 1B: Persona, Identity(ies), and Medias, Section 25, Spring 2016**

**Course and Contact Information**

<b>Instructor:</b>	Luke B. Goebel
<b>Office Location:</b>	Faculty Office Building (FOB) Room 128
<b>Telephone:</b>	408-924-4449
<b>Email:</b>	<a href="mailto:Luke.goebel@sjsu.edu">Luke.goebel@sjsu.edu</a> (Preferred Contact Method)
<b>Office Hours:</b>	<u>T/TH 12pm-1:30pm</u> and gladly by appointment. (Please note: No office hours on SJSU holidays.)
<b>Class Days/Time:</b>	M/W 4:30pm-5:45pm
<b>Classroom:</b>	Boccardo Business Center 123
<b>Prerequisites:</b>	Prerequisite: English 1A and English Placement Test (EPT). Covers GE <b>WRITTEN COMM. A3</b>
<b>GE/SJSU Studies Category:</b>	WRITTEN COMM. A3

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

**Course Description**

Through the study of literary, rhetorical, and professional texts, students will develop the skills to write arguments and critical essays. English 1B is a writing course that focuses on argumentation and analysis. Through the study of literary, rhetorical, and professional texts, you will develop the habits of mind required to write argumentative and critical essays. Particular emphasis is placed on writing and reading processes. You will have repeated practice in prewriting, drafting, revising, and editing, and repeated practice in reading closely in a variety of forms, styles, structures, and modes.

Section-Specific Course Description

To provide focus and continuity, the theme of the class is “Persona, Identity(ies), and Medias.” Students will read and write about issues (converse/debate) centered on persona, identity, and media portrayals of identities, personas, etc. in contemporary literature, professional writing, and literature and film. Students will learn to take apart logical arguments and form coherent essays about what is happening with identities, personas, and media in the modern zeitgeists.

As we explore rhetoric, close reading, analysis, logic, and the key issues and factors around these themes, we will learn to craft essays that are issue and audience appropriate, well-written, which employ rhetorical approaches and analysis in relationship to our explorations of rhetoric and theory, and which look critically and ethically at the issues and ideas this course brings to light. We will also explore our own contexts and identities, looking at diverse voices, and seeing how different contexts may lead to different perspectives.

## **ENGL 1B Learning Outcomes**

### Learning Outcomes (GELO)

Students will demonstrate, orally and in writing, proficiency in the Area of C2 Learning Objectives. Students will be able to

1. Students will demonstrate, orally and in writing, proficiency in the Area A3 Learning Outcomes.

Students will be able to:

1. Locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.
2. Present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.
3. Effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.
4. Identify and critically evaluate the assumptions in and the context of an argument.
5. Effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

### Course Learning Outcomes (CLO)

Building on the college-level proficiencies required in English 1A, students shall achieve the ability to write complete essays that demonstrate advanced proficiency in all of the following:

1. Clear and effective communication of meaning.
2. An identifiable focus (argumentative essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).
3. Application of critical thinking skills.
4. An appropriate voice that demonstrates an awareness of audience and purpose.
5. Careful attention to review and revision.
6. Effective and correct use of supporting materials, including independent research (e.g., quoting, paraphrasing, summarizing, and citing sources);
7. Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.
8. Effective organization and development of ideas at paragraph and essay levels.
9. Appropriate and effective sentence structure and diction.
10. Command of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

**Diversity:** SJSU studies include an emphasis on diversity. Students will engage in integrated reading, writing, and oral assignments to construct their own arguments on complex issues (such as diversity and ethnicity, class and social equity) that generate meaningful public debate. Readings for the course will include writers from different ethnicities, gender, and class.

**Writing:** Students will write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize those skills and activities in writing and thinking that produce the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments give students repeated practice in prewriting, organizing, writing, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Assignments include both in-class writing as well as revised out-of-class essays.

**Oral:** Students must complete oral communication assignments. These assignments may include individual presentations, group presentations, group, team, or dyadic discussions, debates or similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, will substantively remark on the logic of the argument as well as the presentation's delivery. As such, students in this course will present group presentations. Each group will craft an essay around an issue and present this essay together in a multimodal presentation in which each participant presents, speaks, and engages with the classroom discourse community and its members.

**Reading:** We will be reading many different forms of writing from diverse writers, thinkers, and scholars and for various purposes. These writings will give us fodder for our investigations into the course theme and other issues, and will also provide us models for logical engagement and argumentation, persuasive writing, explorative essays, and the writing process and more. We will read criticism and critique, argumentation, persuasive writing, research essays, and instructional texts that explore rhetorical theory and other theories and practices for responding to texts. We will be reading and studying different types of texts as we practice analyzing, writing, and finding different ways to engage with and respond to texts and the world and ourselves.

**Research:** ENGL 1B includes a library orientation conducted or approved by a trained librarian to introduce the library and basic research strategies that students will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

## **Required Texts/Readings**

### **Textbook**

### **Other Required Texts**

- Green Books
- Folder for in-class handouts
- Paper and writing instrument
- Stapler for all assignments
- Computer access or a personal computer or laptop and printer
- Access to Canvas and SJSU E-mail
- All other texts will be provided unless otherwise announced, in which case ample time will be given to acquire texts.

### **Library Liaison for English courses**

Toby Matoush, Dr. Martin Luther King Jr. Library  
 Voice: 408-808-2096  
 Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)  
 Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

## ENGL 1B Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
In Class Essay	500-1000 words	2, 3, 4,	1, 2, 3, 5, 6,
Rhetorical Analysis and Argumentative Essay Response to Film	1500 words	1-5	1, 2, 3, 5, 6, 7, 8
Visual Analysis of a Website	1000 words	1-5	1, 2, 3, 4, 5, 6, 8
Theoretical Analysis of Novel or Collection	1250 words	1-5	1, 2, 3, 4, 5, 6, 8
Presentations: Presentation of Analysis and Response	1500 words	1-5	1, 2, 3, 4, 5, 6, 7, 8
Research Essay Assignment: The Absence of the Good Man/Woman or The Gender and Race Bias in Media	1500 words	1-5	1, 2, 3, 4, 5, 6, 7, 8
In Class Writing/Essay: Assessment	1000 words	2, 3, 4,	1, 2, 3, 5, 6,

### Essays/Grading

Students will complete **seven** essays—2 in-class essays and 5 out-of-class essays—for a total of roughly 8,000 words.

In-class Essay	5 points
Rhetorical Analysis and Argumentative Essay Response to Film	15 points
Visual Analysis of a Website or Work of Art	10 points
Theoretical Analysis of Novel or Collection	15 points
Presentations: Presentation of Analysis and Response	10 points
Research Essay Assignment	10 points
In Class Writing/Essay: Assessment	5 points
Homework	10 points
Participation*	20 points

**\* NOTE: See next page of syllabus under: Classroom Protocol/Attendance**

## Grading Policy

- An “A” essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language, logic, and rhetoric effectively with a solid command of grammar, mechanics, and usage.
- A “B” essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical or usage errors.
- A “C” essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A “D” essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An “F” essay does not fulfill the requirements of the assignment.

## Course Grades:

In addition to standard letter grades (A-F), a number of other grading marks can be assigned for the course.

- “W” (Withdrawal): If a “W” symbol appears next to a student’s name on your grade roster, he or she was permitted to drop the course after the fourteenth day of instruction with the approval of the Director of Academic Services. It carries no connotation of quality of student performance and is not used in calculating grade point average or progress points.
- “WU” (Withdrawal Unauthorized): The symbol “WU” indicates that an enrolled student did not officially withdraw from or drop the course and failed to complete course requirements. This grade is assigned by the instructor and is appropriate for students who have disappeared from or never attended class. For purposes of calculating the grade point average, this symbol is equivalent to an “F”. *A “WU” should not be used in place of a failing grade.*
- “I” (Incomplete): Students who fall behind toward the end of the semester often ask for incompletes. An “I” is typically reserved for students who for legitimate reasons (health, personal emergencies) are unable to meet all the course requirements. A grade of an incomplete is appropriate for students who have attended a major portion of the semester and who have completed the majority of required assignments. Please consider the student’s situation carefully before assigning an incomplete. If you give a student an “I,” you will need to work with him/her the following semester to complete the course. *An “I” is not to be assigned to students who complete all course assignments and have an “F” average.* These students should receive a failing grade for the course. When you post an “I” on the grade roster, you will be prompted to provide reasons justifying the mark.

To clear an incomplete, the student must complete all required work within one year. If the incomplete is not cleared within one year, the “I” is computed as an “F” in the student's grade point average. Clearance of Incomplete forms are available in the department office. The form must be signed by the instructor.

## Classroom Protocol

### Attendance

Regular attendance and participation is mandatory. You cannot do well in this course if you are not present and ready to participate in exercises, workshop, peer review, and discussions. Exchange information with a classmate so you can find out what you have missed if you ever miss a class. Also, as you can see on this

syllabus participation counts as 15% of your final grade. This percent is determined by handing in of peer review sheets, by your attendance (a major factor for this 15%\*), and by your participation in class.

\*I give everyone three absences, unexcused, before absences start having a major impact on the 15% of your grade that is participation. I strongly recommend not missing more than three classes without excused absences. TALK TO ME if you need to miss more than three classes, please, and let's discuss.

## Written Assignments

- **All essays must follow standard MLA style as well as guidelines**
- **12pt Times New Roman Font, double-spaced, 1-inch Top and Bottom margins and standard margins.**
- **Each essay must meet the minimum length as specified by assignment and must fulfill all aspects of the assignment. Works Cited page does not count for page length.**
- **Papers must be submitted IN HARD COPY FORM ONLY. E-mailed essays will not be accepted.**
- **Papers must be submitted on time in hard copy or the paper is an F unless otherwise determined for extenuating circumstances. However, even if there are extenuating circumstances and the paper is accepted it will drop one full letter grade for each class it is late.**
- **Papers must be stapled with numbered pages according to MLA style.**

## Electronics

- There will be times we may use devices and during those times I will let you know it is okay to use devices.
- There will be other times when I will require all devices be put away. Please don't let devices become an issue, or I will have to say something to you about this and this will lower your participation grade.

## Plagiarism

**At SJSU, plagiarism is defined at “the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements.” Plagiarism is a serious academic offense and can result in failure of the assignment, course, and disciplinary action including in some instances dismissal from SJSU.**

## University Policies

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

## **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 year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). 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/>.

## **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

## **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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/>.

## **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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the

responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **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) at <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.

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an

individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

**KEY DATES:**

**Thursday, January 28**

**First day of instruction for Spring semester**

**Thursday, January 28 - Tuesday, February 16**

**Late Registration period for Spring semester**

**Tuesday, February 9**

**Last day to drop a class without a "W" grade for Spring**

**Tuesday, February 16**

**Last day to add for Spring**

**Last day to submit [Audit option\(PDF\)](#)**

**Last day to submit [Credit/No Credit grading option\(PDF\)](#)**

**Last day to submit [Instructor Drops\(PDF\)](#)**

## English 1B: Section 25, Spring 2016

*This schedule is subject to change with reasonable notice. If the schedule is changed, we will discuss this in class and all participants will be notified of significant changes in terms of due dates, etc., through in-class announcements as well as often through e-mail updates. HOWEVER: It is each student's responsibility to stay updated on changes by being in class and by always contacting another student for changes and homework if absent from class. There may also be additional readings assigned.*

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	N/A	
1	N/A	
2	2/1	First day of Class. Syllabus and Introductions.
2	2/3	In Class reading/discussion/activities on race from <i>Bad Feminist</i> by Roxane Gay  Homework: Finish reading assigned essay.
3	2/8	In Class reading/discussion/activities on gender and sex from <i>Bad Feminist</i> by Roxane Gay  HW: Read assigned essay.
3	2/10	In Class reading of "Signless," by Ian Penman  HW: Read assigned essay.
4	2/15	BRING GREEN BOOKS: IN CLASS ESSAY: Approximately 1000 words
4	2/17	In Class reading/discussion/activities on identity from <i>Bad Feminist</i> by Roxane Gay  HW: Finish reading assigned essay.
5	2/22	In Class reading: theory and rhetorical analysis for interpreting and responding to film  Handout Assignment for <b>Rhetorical Analysis and Argumentative Essay Response to Film</b>  HW: Work on Rhetorical Analysis and Argumentative Essay Response to Film
5	2/24	In Class working on Rhetorical Analysis and Argumentative Essay Response to

		Film  <b>*Homework: PRINT TWO COPIES for next class (2/29) of first full draft of Rhetorical Analysis and Argumentative Essay Response to Film 1500 words</b>
6	2/29	<b>Bring 2 COPIES of first FULL draft of Rhetorical Analysis and Argumentative Essay Response to Film <u>Small Groups Workshop</u></b>  <b>*Homework: Revise Essays: Finalize Essay Revisions: Put together portfolio to hand in on 3/2</b>
6	3/2	<b>HAND IN PORTFOLIO for Rhetorical Analysis and Argumentative Essay Response to Film 1500 words</b>  Handout of Essay Assignment of <b>Visual Analysis of a Website: 1000 words</b> Learning about Visual Analysis. In Class reading  <b>*Homework: Write first full draft of Visual Analysis of a Website Essay: 1000 words. BRING TWO PRINTED COPIES TO class on 3/7</b>
7	3/7	<b>PEER REVIEW: Visual Analysis of a Website Essay</b>  <b>*Homework: Revise Essays: Finalize Essay Revisions: 1000 words. Put together portfolio to hand in on 3/9</b>
7	3/9	<b>HAND IN PORTFOLIO for Visual Analysis of a Website Essay: 1000 words</b>  Discussion of criteria for selecting novel or collection.
8	3/14	Hand out Essay Assignment for Theoretical Analysis of Novel or Collection  HW: TBA
8	3/16	Working on: Theoretical Analysis of Novel or Collection  HW: TBA
9	3/21	TBA
9	3/23	TBA
10	3/28	<b>SPRING BREAK</b>
10	3/30	<b>SPRING BREAK</b>  <b>*Homework: Write a full draft of essay: Theoretical Analysis of Novel or Collection. Bring two printed copies to class on 4/4</b>

11	4/4	<b>Peer Review of Essay:</b> Theoretical Analysis of Novel or Collection
11	4/6	Hand in final draft of essay: Theoretical Analysis of Novel or Collection
12	4/11	<b>Hand out presentation assignment: Work on assignment</b>
12	4/13	In Class work on <b>Presentation Assignment</b>
13	4/18	PRESENTATIONS
13	4/20	PRESENTATIONS
14	4/25	PRESENTATIONS
14	4/27	PRESENTATIONS
15	5/2	PRESENATIONS
15	5/4	HAND OUT RESEARCH ESSAY ASSIGNMENT:  <b>IN Class work on Research Assignment</b>
16	5/9	<b>IN Class work on Research Assignment</b>
16	5/11	<b>IN Class work on Research Assignment</b>  Bring Printed Full Draft of Research Assignment to class on 5/16
17	5/16	<b>PEER REVIEW of Research Assignment</b>
Final Exam	TBA	<b>HAND IN Research Assignment</b>  <b>BRING GREEN BOOKS:</b> In Class Writing/Essay