English 131.011
Rhetoric and Composition
Department of English, SFASU

Instructor: Ms. Deborah Bush
E-Mail: dbush@sfasu.edu
Office Phone: 936-468-1276
Office: Liberal Arts North 241
Office Hours: MWF 11:00-11:50
TR 9:00-11:00
Other times by appointment

Department: English
Main Office: Liberal Arts North 203
Phone: 936-468-2101

Class Meeting Times & Places:
131.011 9:00-9:50 F181 MWF

COURSE DESCRIPTION

General Bulletin 2015-2016 page 314

Rhetoric and Composition- Study and application of the writing process and the skills of writing with a focus on analytical reading and writing. Essay assignments address rhetorical analysis and evaluation and critical responses to close readings of texts. Required of all students who do not qualify for English 133H. Prerequisite: Acceptable THEA score or a C in English 009. Must earn a grade of C or higher to be admitted to English 132.

General Education Core Curriculum
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses
through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Capstone Essay</td>
<td>131.011 4/20/16</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Capstone Essay</td>
<td>131.011 4/20/16</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Capstone Essay</td>
<td>131.011 4/20/16</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Capstone Essay</td>
<td>131.011 4/20/16</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Capstone Essay</td>
<td>131.011 4/20/16</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Capstone Essay</td>
<td>131.011 4/20/16</td>
</tr>
</tbody>
</table>

ENGLISH PROGRAM LEARNING OUTCOMES
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

Student Learning Outcomes for ENG 131:
ENG 131 learning outcomes are the goals that students must meet as part of the Freshman Composition requirements, which include:
1. Ability to show appropriate acquisition of CORE objective 1 skills. Students in compositions courses make application of these skills in the writing of personal, expository, and persuasive essays, which require students to make inquiries into and explorations of topics in creative, innovative, or analytical ways. Students are expected to complete readings, to engage in course and group discussions, and to analyze, interpret and synthesize their findings resultant from these critical engagements into well-developed essays. Written assignments will evidence the students’ command of these considerations: effective engagement of audience (pathos), logical development of ideas (logos), and effective use of examples, expertise, or insight (ethos).

2. Ability to show appropriate acquisition of CORE objective 2 skills. These skills include effective development, interpretation and expression of ideas through written, oral and visual communication. Following instruction about group interaction, students will engage in oral communication through class discussions and group work (orally in face-to-face courses, electronically in online courses). Students will have occasion to respond to visual medium, as found in assigned readings, lectures, power-point presentations, or other media dependent upon course materials. Students learn processes for writing that help them to form coherent, well-developed, well-organized and unified discussions through a variety of writing methodologies, including personal, expository, and persuasive methodologies. Students will write at least four essays in composition courses, and rubrics will assess such concerns as development and exploration, mechanical clarity, and interpretation or expression of ideas.

3. Ability to show appropriate acquisition of CORE objective 3 skills. These skills include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Following instruction about peer review processes and small group work, students will perform peer mentorship on essay assignments and work together on group projects, which may include collaborative writing occasions, group presentations, or panel discussions. As peer review is the common teamwork experience, students will be required to share potentially diverse ideas with one another, to address those views in appropriate ways, and to help one another to finalize essays for submission.

4. Ability to show appropriate acquisition of CORE objective 4 skills. These skills include the ability to connect choices, actions and consequences to ethical decision-making. Students will have opportunity to examine numerous readings, including essays written by classmates, to examine the credibility and value of those readings, and to understand how expository methodologies bear responsibility and consequence.

I. REQUIRED MATERIALS

A. Texts
   1. The Blair Reader: Kirszner and Mandell, Pearson, 8th Edition
   3. Dictionary
   4. Lumberjacks Write: SFA Composition Manual
The texts are not a suggestion, not a recommendation – They Are a Requirement. If you do not have the text in class when we are discussing material from it, you will receive a 0 for participation. Participation book quizzes will be given.

B. Materials
   1. Standard, white loose leaf paper
   2. Black or blue pen
   3. 2 letter-size two pocket folders

II. COURSE CONTENT

A. Purpose: English 131 is a course designed to improve the student’s ability to:
   1. Read analytically
   2. Write grammatically correct sentences
   3. Write effective paragraphs
   4. Organize a unified essay
   5. Write expository & persuasive essays

B. Tentative Syllabus: The syllabus lists, chronologically, reading assignments that must be completed before class begins, essay assignments, and due dates for essays and major projects as well as the focus of each class. It is the instructor’s objective to follow the syllabus, but the nature of the course requires flexibility. If readings, discussions, or any class work is not completed on the day it is assigned, it will be continued on the next class day. Students will be informed in class of any major changes. It is the student’s responsibility to document, keep up with, and follow through with the changes to the syllabus.

C. D2L:  D2L is an extension of the class. It is the student’s responsibility to access the materials on D2L that are assigned in class.

D. Essays: Each student will write four major essays.
   Change/ Expressive With Dissonance  Due February 5
   Race and Culture/ Ethnography  Due February 22
   Gender/ Rhetorical/ Image Analysis  Due March 11
   SFA Proposal/ Persuasive  Due April 13
   Out of class essays will be typed using correct MLA format

E. Final Essay: Each student will write an essay that is designated the final major essay for the course.
   Movie Analysis  Due May 11

F. Course
Capstone Essay: Each student will participate in a Course Capstone Essay. The assignment consists of written and visual components, as well as a group peer review. Capstone Due April 20

G. Group Project: Each student will participate in a group project. Due March 9

H. Drafting: Each student will be given the opportunity to work on his/her essays and project/s in class receiving comments from peers and instructor.

I. Conferences: Each student will conference with the instructor during the drafting process for the essays and project/s assigned in the course.

J. Daily Work: Each student will do daily exercises which include responses, quizzes, prewriting, drafting, and any assignment deemed daily work by instructor. Daily assignments will be made verbally in class, written on the board, as well as recorded in the Daily Work module on D2L. Most assigned daily work is due at the beginning of class. An assignment not turned in when the instructor calls for it will not be accepted later during or after class, nor will assignments be accepted by email. Students will also receive a daily participation grade worth a percentage of the total participation grade for each week. Daily work and participation cannot be made up if missed.

K. Folders: Graded essays with prewriting and drafting materials need to be kept in essay folder.

D2L Technical Support
For D2L technical support, contact student support in the Center for Teaching and learning (CTL) at d2l.sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail. For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-4357 or at helpdesk@sfasu.edu. To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you will find written instructions and video tutorials.

III. GRADES

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays</td>
<td>70%</td>
</tr>
<tr>
<td>Group Project</td>
<td>10%</td>
</tr>
<tr>
<td>Course Capstone Essay</td>
<td>10%</td>
</tr>
<tr>
<td>Daily Work</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
Overall grade will be based on a total of 100 points.

A. Determination of Grade:
1. The final grade for each essay is added together and divided by the number of essays. The resulting sum is multiplied by .7 retaining one number past the decimal point.
2. The grades for the individual and group components for the group project are added together and averaged. The resulting sum is multiplied by .1 retaining one number past the decimal point.
3. The grades for the written and visual components for the Course Capstone Essay are added together and averaged. The resulting sum is multiplied by .1 retaining one number past the decimal point.
4. Daily grades are added together and averaged. The resulting sum is multiplied by .1 retaining one number past the decimal point.
5. The essay average, group project average, Capstone Essay average, and daily average are added together along with extra points for perfect attendance and no tardies. The number past the decimal point is carried if 5 and over or dropped if under 5.

Grading Standard:
A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead,
C work will display a student's hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one's struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of an F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

B. Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

IV. POLICIES

A. Attendance: The attendance policy for this course is the official SFASU policy as stated at:
http://www.sfasu.edu/policies/class_attendance _excused_abs.asp.
1. Regular and punctual attendance is required in this class.
   Attendance will be taken each class meeting.
2. In accordance with university policy, the instructor will stop accepting work from students who miss over 3 weeks of class, 9 MWF, 6 MW/TR, 3 night classes, or 4 classes in a summer session, regardless of whether absences are excused or unexcused.

*Students with perfect attendance will have a point added to their final grade.

B. Tardies:

1. Excessive tardies will not be tolerated. For every 3 tardies, a student will receive an unexcused absence. Any student absent more than 9 MWF, 6 MW/TR. 3 night classes, or 4 in a summer session will no longer have work accepted by the instructor in accordance with university policy.

2. Students who are tardy 15 minutes or more will be counted absent.

*Student with no tardies will have one point added to their final grade.

C Disruption:

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

1. Cell phones and pagers need to be turned off or placed on vibrate.
   If a student must answer or place a call, he or she may quietly exit the class. When returning to class, do so quietly.

2. Any use of cell phones in class during class time will be treated as an unexcused absence. The student will be marked absent and given a 0 for any class work, as well as a deduction of 10 points from any major assignment the student has turned in for that day.

3. Laptop use in class is only allowed for note-taking and working on daily assignments and essays in class when time has been designated for such work. Students using laptops for notes will be required to sit in the back so as not to disturb non-laptop users. Any indication that students are using their laptops for non-class related work or functions will result in an unexcused absence, a 0
for in class work, as well as a 10 point deduction for any major assignments due that day. The student will also lose the privilege of using a laptop in class.

4. Disruptions of class will not be tolerated. Students who disrupt class will be asked to leave, marked absent, and given a 0 for the day. Disruptive students will not be readmitted until they have a conference with the instructor.

D. Make-up work:
1. It is University policy to excuse students for certain reasons, including absences resulting from poor health, family emergencies, and student participation in specified University-sponsored events. Students are responsible for providing the instructor with satisfactory documentation for each class missed. Satisfactory documentation includes inclusion in the public listing of University-sponsored events, a letter from the Judicial Office, as well as other authentic documents from court, doctor, etc. However, the standard notes from the University Health Clinic are not considered satisfactory excuses. In addition, verification of excused absence must be given to instructor when the student returns to class or the absence will be recorded as unexcused.
2. Students may make up missed work (major grades only) for excused absences that have been documented. Students with excused absences will have one week from the time that they return to class to make up work. Essays not turned in at the end of the week will not be accepted. However, any student absent more than 9 MWF, 6 MW/TTH, 3 night classes in a regular semester, or 4 days in a summer session, will not have work accepted by instructor in accordance with university policy.
3. If an essay is turned in later than the beginning of the class period it is due, 10 points will be deducted.
4. Students with unexcused absences will receive a deduction of 10 grade points for each day the essay is late unless the student and instructor agree on a new due before the essay is originally due. Essays over 5 days late (weekends and holidays are counted) will automatically receive a 0.
5. Absence on the due date of a paper is not an excuse for turning in a late paper.

V. ACADEMIC INTEGRITY (A-9.1): Students who turn in an essay or an assignment that is not their work will receive a 0 on the essay or assignment and no makeup will be allowed.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

VI. SPECIAL NEEDS: Students with special requirements or problems need to contact the instructor immediately.

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

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Tentative Syllabus 131.011

January

Week 1

20 Course Introduction. Discuss policy statement and syllabus. Start grammar review and discussion of writing process.

major essay, a narrative essay with dissonance. **Change/Expressive Essay with Dissonance Due February 5.**

**Week 2**  
25 **TBR** “How to Get a Real Education” 98-102. “The Struggle to Be an All-American Girl” 302-304. Discussion of writing a narrative essay with dissonance. The essays from **TBR** will be discussed focusing on how the authors present experiences that have affected their lives.


29 **PHRG** “Thinking About Writing” 22-42. Students need to come to class prepared to discuss essay ideas with peers and instructor.

**February**  
**Week 3**  
1 Drafting over Change/Expressive with Dissonance Essay. Students are required to come to class with a rough draft. Students will work in peer groups, as well as conference with instructor.

3 Continue drafting over Change/Expressive with Dissonance Essay for students who did not conference with instructor on February 1.

5 **Change/Expressive with Dissonance Due** at the beginning of class. Turn essay in, in essay folder with prewriting and rough draft. An electronic copy of the final essay should be in D2L dropbox before class. **TBR** “The Movies That Rose From the Grave” 211-214. Introduction to Race and/or Culture Ethnographic Essay. Begin discussion of ethnographic assignment. The essays from **TBR** will be discussed focusing on race and/or culture. **Race/Culture Ethnographic Essay Due February 22.**

**Week 4**  
8 **TBR** “No Name Woman” 23-34. Continue with discussion of ethnographic assignment and readings for assignment. Discuss Works Cited page, use of sources in essay and documentation of source data.

10 **TBR** “Sixty-Nine Cents” 41-43. Continue with discussion of ethnographic assignment and readings for assignment. Continue drafting and doing individual student conferences.

Week 5
15 TBR "The Myth of the Latin Woman: I Just Met a Girl Named Maria" 308-313. Continue looking at racial/cultural views. Students should be prepared to discuss their essays with the instructor and the class.

17 Drafting over Race/Culture Ethnographic Essay. Students are required to come to class with a rough draft, interviews, and survey. Students will work in peer groups and conference with instructor.

19 Continue drafting over Race/Culture Ethnographic Essay for students who did not conference with instructor on February 17.

Week 6
22 **Race/Culture Ethnographic Essay Due** at the beginning of class. Essay folder should contain final essay, prewriting, rough draft, observations, interviews, and survey. An electronic copy of the final essay only should be in the D2L dropbox before class. Introduction of Gender Rhetorical/Image Analysis and Ad Project. The Ad Project is part of the overall Gender assignment and is worth 10% of the final grade for the course. Pick groups and discuss ad topics and ad assignment, as well as gender essay. Start watching movie for gender essay if time allows. **The Ad Project and Group Presentation Due March 9.**  
**The Gender Rhetorical/Image Analysis Essay Due March 11.**

24 Start watching movie for gender essay. **PHRG Visual Argument 76-83.**

26 Continue watching movie for gender essay.

Week 7
29 Continue watching movie for gender essay.

March 2
Finish movie. Discuss movie, start drafting if time allows.

4 Ad Project groups need to bring all material they are working on to class. Students should have picked their magazine, their individual ads, have written their individual ad analysis, and be working on their group essay and poster or handout. Zeros will be given for 3 days of participation to students who are not at this point in the process. Students need to turn in a copy of their individual ad analysis and a copy of the ad. The original ad analysis and ad need to be in the Ad Project Folder for the group.
Week 8

7  Drafting on Gender Rhetorical/Image Analysis and Ad Project. Students need to bring all materials they are working on to receive help from peers and instructor. Ad Project groups should have a complete rough draft or final draft to proof and be putting final touches to poster or handout.

Mid-Semester.

9  Ad Project Group Presentations start. Group essay and other project materials will be turned in, in a folder. One member of the group will have sent an electronic version of essay into the D2L dropbox before class.

11 Gender Rhetorical/Image Analysis over Movie Due. Turn essay in, in essay folder with prewriting and rough draft. The electronic version of the movie analysis should be sent into the D2L dropbox before class.

Week 9

14-18 Spring Break

Week 10

21 Introduction to SFA Proposal/Persuasive Essay. Discussion over the assignment for the SFA Proposal. PHRG “Critical Reading, Thinking, and Argument” 56-75. Discuss reading assignment and begin discussion of possible topics for SFA Proposal. SFA Proposal/Persuasive Essay Due April 13.

23 Begin discussions over proposal topics and development of the structure of proposal. Students need to come to class with developed list of topics. Last day to drop. Last day to withdraw without WP or WF.

25 Easter

Week 11

28 Easter

30 Examination of Problem/Issue. Students will come to class with “roughed out” ideas for the problem/issue area of the proposal for class discussion.

April 1 Continue with examination of Problem/Issue.

Week 12

4 Examination of Solution. Students will come to class with “roughed out” ideas for solution section of the proposal for class discussion.
Continue with examination of Solution. Start working with students individually on proposal. Begin drafting.

Drafting over SFA Proposal/Persuasive Essay. Students are required to come to class with a rough draft. Students will work in peer groups, as well as conference with instructor. Give handout of “Grand Mall Seizure.” Class will discuss it on Monday, April 11, in relation to Capstone Essay.

Week 13

13 SFA Proposal/Persuasive Essay Due. Discuss essay for Capstone assignment. Students will begin working on Capstone assignment in class.

15 Drafting over Capstone Essay. Students will begin the drafting process for the essay. Students need to bring the assigned readings, all notes, and drafting materials. Students will work in peer groups receiving feedback.

Week 14
18 Drafting over Capstone Essay. Students are required to come to class with a rough draft. Students will work in peer groups receiving feedback.

20 Capstone Essay and Peer Group Response Due. Introduction to Movie Analysis. Discuss movie analysis assignment. Movie Analysis Due on the Day of the Final, Wednesday, May 11, between 8:00 a.m. And 8:30 a.m.

22 Begin watching movie, title to be announced.

Week 15
25 Continue watching movie. Discuss movie and essay ideas during last fourth of class.

27 Continue watching movie. Discuss movie and essay ideas during last fourth of class.

29 Continue watching movie. Discuss movie and essay ideas during last fourth of class.

Week 16
May 2 Discuss movie and ideas for essay.
Drafting over Movie Analysis. Students are required to come to class with a rough draft and/or a well-developed outline. Students will work in peer groups, as well as conference with instructor.

Optional Drafting Day.

Finals Week May 9-13
Monday, May 9
209.003 10:30-12:30

Tuesday, May 10
209.004 10:30-12:30

Wednesday, May 11
131.011 8:00-10:00
209.005 1:00-3:00