ENG 102: First-Year Composition
Spring 2013

INSTRUCTOR: Mrs. Dawn Opel
OFFICE: LL3 G. Homer Durham Language and Literature Building
OFFICE HOURS: M 9:00 p.m.-11:00 p.m. (virtual, on google chat through ASU email),
F 10:00 a.m.-12:00 p.m. (live, in my office), and by appointment
E-Mail: Dawn.Opel@asu.edu
CLASS SECTION, TIME, SITE: Line #23981, MWF 12:00-12:50, LL43
                            Line #23982, MWF 1:30-2:20, LL160

REQUIRED MATERIALS:

TEXTS: Ramage, John D., John C. Bean, and June Johnson. *Writing Arguments: A*
              Rhetoric with Readings. 9th ed. Boston: Pearson, 2012.
ONLINE: ASU Writing Programs Goals and Policies: http://english.clas.asu.edu/writingprograms
              Student Code of Conduct: https://students.asu.edu/srr/code

SUPPLIES: a means by which to take notes in class (laptop or pen/paper)
              access to a computer for internet and Blackboard, for word processing, and
              for a secure place to save all written work
              access to a printer to bring drafts to class at various points during the semester

COURSE DESCRIPTION AND OBJECTIVES:

Like English 101, English 102 is designed to help students develop sophisticated, situation-sensitive reading and writing strategies. Students make arguments in formal and informal settings. Special attention is given to evidence discovery, claim support, argument response, and their applications to academic debate, public decision making, and written argument. During the 16-week semester students will complete three formal written projects. Combined the final drafts of these three projects should result in approximately 5,000 words (this is equivalent to about 20 pages using standard academic format). Additionally, a final reflection is required.

Course Goals:
Through this course, students will:
- express a working knowledge of key rhetorical features, such as audience, situation, and the use of appropriate argument strategies
- develop and support an argument that is convincing to a particular audience
- identify and evaluate key rhetorical strategies, with an emphasis on ethos, logos, pathos, and kairos
- engage in a variety of research methods to study and explore the topics. Research methods could include both secondary research (such as library and internet research) and primary research (such as fieldwork and observation)
- explore the complexity of an issue by seeking multiple perspectives
- write and revise drafts and integrate feedback from peers, teachers, and other readers
- use structure, language, documentation, and format appropriate for audience and purpose
- use a variety of organizational strategies (such as, for example, organizing main ideas chronologically, sequentially, deductively, and inductively)

Brief Descriptions of Writing Projects

To begin, you will choose a public issue of political, cultural, or social significance that you wish to work with over the course of the entire semester. As the semester progresses, you'll become first conversant and then an expert on this issue. Part Six of *Writing Arguments* contains essays that may help to spark your interest—and you may use these very closely for Writing Project 2 specifically.

Writing Project 1: Rhetorical Analysis: You will be asked to draw on your knowledge of key rhetorical concepts and strategies to investigate how a text that relates to your chosen issue persuades its audience. Genres of rhetorical analysis include the critical essay, political commentary, and case study.

Writing Project 2: A Problem Analysis: You will be asked to map stakeholders' positions to show the complexity of your issue or controversy. Genres of problem analysis include white papers, briefs, root-cause reports, and some literature reviews; many kinds of scholarly essays include at least sections of problem analysis. Media for problem analyses are often schematic graphics (including charts and maps) used to show relations among positions.

Writing Project 3: An Advocacy Project: You will be asked to actively and explicitly work to persuade your audience to take action on a specific matter related to your public issue. Genres of advocacy include editorial, public service announcement, and public policy proposal. Media used for advocacy are diverse and often multi-modal, ranging from posters or cartoons with strong visual components to essays published as personal blogs posts or feature editorials in online magazines.

Final Reflection: We will conclude the course with a written critical evaluation of your work in lieu of a final exam.

Weightings of Coursework/Means of Determining Final Grades
- 3 projects   75% (25%, 25%, 25%)
- In-class participation, out-of-class preparation (homework), and final reflection   25%

Standard Writing Programs Policies
1. **Policy on class attendance**
   Students are expected to attend all class sessions. Because Writing Programs courses incorporate frequent small- and large-group activities into lessons, students who are absent affect not only their own learning, but that of their fellow students. Therefore, only *two weeks'* worth of absences (see below) will be allowed for the semester, *regardless of reason, including documented illness or emergency*. Students who exceed two weeks' worth of classes will fail the course, unless they withdraw (see http://students.asu.edu/withdrawal).

   • **For Fall and Spring semester** classes that meet three days a week (MWF, for example), the maximum number of allowed absences is six (6).

   • **Note:** Students who participate in **university-sanctioned activities** and/or who will be unable to meet the attendance requirements for a particular section should move to another section where their activity schedules will not interfere with their classroom obligations (students can freely switch sections during the first week of the semester). To accommodate students who participate in university-sanctioned activities, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in

appropriate sections. If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics or the debate team or another—please see me immediately.

• **Note:** Writing Programs is sensitive to the religious practices of the various religious faiths represented in the student body of the university community. Writing Programs' standard attendance policy listed here provides reasonable accommodation for individual religious practices. Students who anticipate absences due to religious reasons should plan their absences in the course accordingly. To accommodate students' religious practices, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think this course may conflict with your religious practices, please see me immediately.

2.   Attendance: first week of classes
According to university policy, students who are registered but do not attend any of the first week of classes may be dropped.

3.   If I am absent
If I need to cancel class for any reason, I will contact you via e-mail. If possible, I will also try to get someone to post a sign. However, if you come to class and I have not arrived by the time 15 minutes have elapsed (from when class is to start), please assume that class is cancelled, and check e-mail frequently afterwards for further instructions.

4.   Grading
Grading is based on specific assignment criteria, and will follow English Department standards for content, organization, expression, and mechanics. To compute final course grades, the following values are assigned to the standard letter grades of A through E:

- A+   = 4.3 (only used internally at ASU)
- A   = 4.0
- A-   = 3.7
- B+   = 3.3
- B   = 3.0
- B-   = 2.7
- C+   = 2.3
- C   = 2.0
- D   = 1.0
- E   = 0.3
- No paper = 0.0

For grading on assignments in class, letter grades will fall into the following categories:

- A   = 95-100%
- A- = 90-94.9%
- B+ = 87-89.9%
- B   = 84-86.9%
- B- = 80-83.9%
- C+ = 76-79.9%
- C   = 70-75.9%
- D   = 60-69.9%
- E   = 0-59.9%

By all means, just ask me if you ever have a question about your grade and/or a comment I've made.

5.   The public nature of writing and discussions
Please consider <u>every</u> piece of writing you do for this class to be "public property." Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others. This course may contain content (assigned readings, in-class discussions, etc.) deemed offensive by some students. If you have concerns about any course content, please bring these concerns to the attention of your instructor.

6.   Technological Distractions
Please refrain from any unauthorized usages of technology during our class sessions. In this usage, 'unauthorized' means unrelated to the tangible learning activity or activities taking place during the class period. Please put all hand-held electronic devices away. I will expect computers and laptops to be used for classroom activities only. Failure to abide by these guidelines may have a negative impact on a student's participation grade. Repeat offenders may be seen as disruptive and asked to leave class.

7.   Late Writing Projects
Note that if you do not turn in a Writing Project by the assignment deadline, you will lose **one third of a letter (A to A-, etc.)** from your final Writing Project grade for each calendar day that it is late. All Writing Projects must be completed and submitted to pass this course.

8.   All writing for this class must be written <u>for</u> this class
To pass this class all <u>major writing assignments must be submitted</u>, and note that all writing for this class must be written <u>for</u> this class. Resubmitting a paper from another class or elsewhere constitutes academic dishonesty. If you wish to further pursue a project begun in another class or develop ideas you have written about in another class, please discuss your plans with me first.

9.   Academic Dishonesty
Students are expected to write and submit original work in Writing Programs classes, and to incorporate others' words, images, or ideas into their writing using standard attribution practices. Academic dishonesty in any form (see http://provost.asu.edu/academicintegrity/policy/StudentObligations) will not be tolerated, and students are expected to be familiar with all relevant university policies. The Academic Integrity Policy is located at http://provost.asu.edu/academicintegrity.

10.   Disruptive, Threatening, or Violent Behavior
Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. A disruptive student may be withdrawn from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor. Disruptive behavior in any form (see http://www.asu.edu/studentaffairs/safety/definitions.html) will not be tolerated, and students are expected to be familiar with all relevant university policies. ASU Student Rights and Responsibilities are located at http://students.asu.edu/srr/code.

11.   Accommodations for Students with Disabilities

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. If students wish to request accommodation for a disability, they must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC in advance of the request. Additional information can be found at the DRC website:
 http://www.asu.edu/studentaffairs/ed/drc/.

12.   End-of-Semester Portfolio Collection
All students will submit a portfolio of their work to the Writing Programs Portfolio Archive at the end the semester. This portfolio will consist of the final drafts of **all** major writing projects. This portfolio will be submitted digitally as a single PDF containing the major project final drafts in chronological order. Additional information and instructions for submission will be provided before the end of the semester.

Course Requirements
The policies and procedures listed here are a supplement to those listed in the Writing Programs homepage: http://english.clas.asu.edu/writingprograms

Classroom Protocol: Most of our class time will be devoted to discussions and workshops, with an occasional lecture, announcements, and other in-class activities. You are expected to be prepared, to listen, to contribute, and to participate in an appropriate fashion. Among other rules of standard classroom etiquette, this means personal communication devices (cell phones, beepers, and other devices) must be turned off for the entire class period.

Paper Format: All final drafts of projects must be typed or computer printed and double-spaced. Place your name, my name, course title, date and title of the paper at the top of the first page. All other assignments may be handwritten.

Homework: Be thoughtful about how you approach your homework. These assignments need not be long nor formal, but to earn a top grade, these daily writing tasks need to assert a provocative **claim**, include **textual evidence** from the day's assigned reading, and offer **commentary** that explains the connection you see between the claim and the evidence you've provided. So the assignment is not only to answer the question, but more importantly to demonstrate how the reading assigned for the day helps you carefully consider or illuminate the issue under discussion.

No late homework: Homework may be submitted in advance of an absence. That way, if you have to miss a class, you'll miss the participation points, but not the points assigned to the homework in question. However, to be fair to students who submit their work on time, NO LATE HOMEWORK will be accepted. (All submissions sent after 5:00 p.m. of their due dates will be considered late and, therefore, NOT ACCEPTED.)

Portfolio: Please keep all of your writing for this course, including in-class and out-of-class working notes, drafts, revisions, and final drafts, reader responses, peer response comments, self-reflection pieces and in-class entries. At the end of the semester, you will review your portfolio to analyze and evaluate your progress. Keep backup copies of your work on a secure server. You should also keep hard copies of all of your papers.

Incompletes
University, departmental and program policies on incompletes will be followed; only in the case of verified emergencies and illness will an incomplete be given.

Conferences
Periodically during the semester we will cancel classes so we can hold conferences. **If you miss a conference, you will be counted absent for the same number of classes that were canceled in order to hold conferences**. For instance, if we cancel class for two days to hold conferences and you miss your conference, it 'counts' as **two absences**.

Penalties for tardiness or leaving early
Be on time to class and remain for the whole class period. Tardies count as full absences, and begin at the 10-minute mark. If you leave before 10 minutes remain in the class, it will also count as an absence. Please remember this in light of the "less than 6 absences rule" for a MWF course.

ENG 102 Course Calendar

Should I need to adjust this course calendar, I will announce changes in class and post these changes in writing on Blackboard.

Final reminders:

Bring your **book** to class every single day, along with a hardcopy or computer access to your writings about each day's reading assignment. Bring any writing that you are engaged in for this class to EVERY class period.

Early in the semester, we'll divide into **three groups**, one for each of the class's three units. These groups will be posted under Blackboard groups. Students from each group will be asked to supply drafts for that unit's writing workshops at other times during the progress of the unit.

UNIT ONE: What is Argument? and Analyzing Arguments Rhetorically

Week 1

Monday 1/7	
In-Class	Introduction to the course and to each other.
HW for Wed.	• Send me an email stating that you have read and understand the syllabus and its contents, "sign" it with your name in the email, and submit before class on Wednesday. • Read Chapter 1 in *Writing Arguments* (*WA*), p. 2-22. Answer Q1 on p.21 and post on your blog on our Blackboard site by midnight on Tuesday.
Wednesday 1/9	
In-Class	Group Discussion: Implicit v. Explicit Arguments Group Activity: Gordon Adams' Petition to Waive the University Mathematics Requirement
HW for Fri.	• Read Chapter 2 in *WA*, p.23-48. Take notes on both the Kavanaugh and the Reed essays and come to class prepared to work with them in groups.
Friday 1/11	
In-Class	Group Activity: Playing the Believing and Doubting Game
HW for Mon.	• Answer the Questions to Promote Dialectic Thinking, p.45, with Kavanaugh and Reed as writers A and B, respectively. Post your responses to your BB blog.

Week 2

Monday 1/14	
In-Class	Discuss the blog posts and homework; review "Genres of Argument" and look at example texts that Dawn has brought in. In groups, answer questions about rhetorical contexts and genre for your group's texts, p.36-37 in *WA*.
HW for Wed.	• Read p. 60-61 and p.155-167 of *WA*. Answer the questions on p. 164 and post to your BB blog.

Wednesday 1/16	
In-Class	Group activity: In groups, look at same example texts from last class and analyze rhetorically, creating posters to present to the class that answer the questions on p.

	159-160 of *WA*. Introduce WP1: topic selection and brainstorming.
HW for Fri.	• Read p. 168-174 of *WA*. • Start answering the "Questions to Ask" on p.159 as they apply to your chosen text for WP One; post responses to your BB blog.

Friday 1/18	
In-Class	Class discussion and activity: Re-creating the student rhetorical analysis on p.170-174 in order to familiarize ourselves with the anatomy of WP1.
HW for Wed.	• Read p. 175-187 of *WA*. Answer the questions on p.181 and post on your BB blog by midnight on Tuesday 1/22.

Week 3

Monday 1/21	
In-Class	**NO CLASS – MLK Jr. Holiday Observed**

Wednesday 1/23	
In-Class	Class activity: Analyzing visual arguments rhetorically.
HW for Fri.	• Read p. 91-103 of *WA*. Answer "Using Strategies to Frame Statistical Evidence" questions on p. 101 and post on BB blog.

Friday 1/25	
In-Class	Discuss the "math homework." How does statistical evidence affect argument? Group Activity: Into the mosh pit. We'll divide into groups to create short speeches to present to the entire class in favor/against proposed ban on mosh pits at rock concerts (*WA* p.97).
HW for Mon.	• Look at the evidence presented in your chosen text for WP1. List all of the evidence and its strengths/weaknesses and post on your BB blog.

Week 4

Monday 1/28	
In-Class	Outlining Exercise for WP1.
HW for Wed.	• Complete a solid outline of WP1. Bring to class on Monday.

Wednesday 1/30	
In-Class	From outline to rough draft: generating text for your WP1.
HW for Fri.	• Work on rough draft of paper. Bring draft to class on Friday.

Friday 2/1	
In-Class	Workshop Dawn's sample paper; create guidelines and establish groups for peer review.
HW for Mon.	• Prepare and distribute rough drafts for peer review next week. (Also for Dawn to review.) Comment on peer drafts per guidelines established.

Week 5

Monday 2/4	
In-Class	**Rough Draft of WP1 due on BB;** Peer Review in Class
HW for Wed.	• Integrate feedback from peer review.

Wednesday 2/6	
In-Class	Peer review in Class
HW for Fri.	• Integrate feedback from peer review.

Friday 2/8	
In-Class	Dawn distributes rough drafts for editing over weekend. Q&A on MLA, formatting, line edit-type concerns, etc.
HW for Mon.	• Edit your WP1s!

Week 6

Monday 2/11	
In-class	Class exercise: mock city council meeting.
HW for Wed.	• **Continue** work on WP1 – it will be due on Friday!

Wednesday 2/13	
In-class	Final editing workshop.
HW for Fri.	• **Finish** a final, polished version of WP1.

Friday 2/15	
In-Class	**WP1 DUE** on or before class on Blackboard. Celebration of success: Group 1 presents their papers in ten-minute presentations, in any chosen format. Creativity and A/V accompaniment is encouraged!
HW for Mon.	• Read p.124-135 in *WA*. No writing homework, but come to class prepared to work with the material. Take good notes.

UNIT TWO: Analyzing the Complexity of an Issue Through a Problem Analysis

Week 7

Monday 2/18	
In-class	Class Exercise: Close Readings of Fair and Unfair Summaries (p.129) We'll also learn to spot our own biases and loaded language by summarizing in writing the messages in political cartoons in small groups.
HW for Wed.	• Read p. 135-145 in *WA*. Summarize "dialogic argument" and "Rogerian argument" in a paragraph, also reflecting on how these differ from one-sided and classical arguments. Post on your BB blog by midnight Tuesday.

Wednesday 2/20	
In-class	After a brief introduction to Rogerian argument, we'll read the student Rogerian letter on p.152-153 and write our own on the whiteboard. Then Dawn will **introduce WP2** and we'll discuss its similarities and differences with the types of arguments we've read about and discussed.
HW for Fri.	• Read the WP2 assignment sheet in close detail. • Read Chapter 10, p. 212-221 in *WA*.

Friday 2/22	
In-Class	We'll play a Jeopardy-esque game to learn to identify different types of claims and begin the type of work we'll do in WP2.
HW for Mon.	• Skim Part Six of *WA* and the essays in this anthology. Draft a one-paragraph proposal for the issue or controversy you wish to explore in WP2. Post this proposal on BB, and bring a copy to library day.

Week 8

Monday 2/25	
In-class	**Library Day**: Meet in Hayden Library. Librarian will give presentation on how to search for additional stakeholder positions through scholarly articles, books, papers, etc.
HW for Wed.	• Find 3 sources that may contain additional stakeholders for your paper. Read source material and draft a brief annotated bibliography of these sources with the MLA citation and then a paragraph explaining the position of the stakeholder in each source. Post this on your BB blog by midnight on Tuesday, and also bring it to class. • Skim "Mapping the Conversation" (on BB).

Wednesday 2/27	
In-class	"Mapping the Conversation": Dawn will give a brief presentation/demonstration on the use of synthesis trees to "map" your WP2 conversations. Then, with the aid of markers/butcher paper, we'll work together to map individual WP2 conversations.
HW for Fri.	• Take home your "map" and continue to refine it. Bring to class on Friday.
Friday 3/1	
In-Class	Presentation/workshopping of synthesis trees of WP2 projects.
HW for Mon.	• Begin to turn your poster into an outline for your WP2. Bring your outline to class on Monday.

Week 9

Monday 3/4	
In-class	We'll review sample problem analyses formats and discuss how to convert your outline into text. After discussion, we'll work in pairs on a few drafting exercises.
HW for Wed.	• Try to develop a few pages of text to bring to class Wed.

Wednesday 3/6	
In-class	The Stakeholder Game: We'll role-play stakeholder positions to hear how they'd "talk" to one another if they were on a talk show together.
HW for Fri.	• Keep drafting … write a paragraph describing your potential use of graphics/visuals for your WP2. Could this work? How? Post on BB blog.
Friday 3/8	
In-Class	Integrating visual aids into your WP2. Dawn will show PowerPoint of effective use of visual aids. We'll workshop these ideas.
HW for 3-18	• Rough draft will be due immediately after Spring Break! Keep working!

Spring Break March 10-17: No Class

Week 10

Monday 3/18	
In-class	**Rough Draft of WP2 due on BB by class time.** In-class writing reflection on WP2 process, which we'll then discuss. Finally, we'll sign up for conferences.
HW for Wed.	• **Bring** three (3) copies of your draft to class Wed.

Wednesday 3/20	
In-class	Small group workshopping
HW for Fri.	• Integrate feedback from workshopping into your draft. Prepare to attend

	conference by drafting 3 written questions about WP2. Bring these to the conference.
Friday 3/22	
In-Class	**No class: conferences.**
HW for Mon.	• Keep polishing draft based on instructor comments.

Week 11

Monday 3/25	
In-Class	**No class: conferences.**
HW for Wed.	• Keep polishing draft based on instructor comments.

Wednesday 3/27	
In-Class	Final editing class exercise.
HW for Fri.	Complete your final draft of WP2, integrating feedback from the exercise!
Friday 3/29	
In-Class	**WP2 due by class time on BB.** Celebration of Success and Group 2 Presentations
HW for Mon.	• Read Chap.14, "Proposal Arguments," p. 311-324 in *WA*. • Think about the issue you have mined for WP1 and 2 and how you may continue working on this issue in a proposal argument.

UNIT THREE: Persuading an Audience to Take Action through an Advocacy Project

Week 12

Monday 4/1	
In-Class	Small group exercise: we'll divide the room in half and begin exploring issues for proposals by employing both the claim types strategy and the stock issue strategy. After presenting our work on each, decide which strategy you prefer.
HW for Wed.	• Use your preferred strategy to test out your issue for proposal argument. Complete the chart on p.321 OR the questions on p. 323-4 as they apply to your issue. Post on BB blog and bring to class.

Wednesday 4/3	
In-Class	Introduce Problem-Purpose Statements; workshop a student homework strategy chart to convert to a problem purpose statement.
HW for Fri.	• Draft your problem-purpose statement and **submit on BB** by class on Friday. • Skim Chapter 15, p. 348-366 in *WA*: "Finding and Evaluating Sources." Is there anything new in this reading that you weren't aware of? Are you uncertain of where to find source material? Bring questions on Friday.
Friday 4/5	
In-Class	Research Day. We'll explore sources for use in this project, including other proposals or policy statements about your problem area. Bring a laptop if you have one and your research from WP2.
HW for Mon.	• Locate and read all potential sources for your advocacy project. Take notes and bring questions to class Monday.

Week 13

Monday 4/8	
In-Class	Class discussion: the format of your advocacy project. How is each project presented in

	the most compelling manner?
HW for Wed.	• Skim Chapter 16, p.367-382 in *WA*, and make sure you are comfortable integrating sources into your advocacy project. Decide on a formatting concept and how you'll use evidence to convincingly advocate for your specific proposal.

Wednesday 4/10	
In-Class	Outlining workshop: There will be stations around the room with each component of a successful advocacy project. You will brainstorm and complete a "scavenger hunt" form to complete and prepare to draft your project.
HW for Fri.	• Begin to draft your WP3.
Friday 4/12	
In-Class	From outline to text: We'll focus on one student project from Group 3 and assist in collaboratively planning his or her proposal. If time allows, we'll work in pairs to integrate this model into our own projects.
HW for Mon.	• Complete a draft of WP3.

Week 14

Monday 4/15	
In-Class	Oral advocacy: We'll make short persuasive extemporaneous speeches based on our WP3s to the class and take questions. *The hope is to test how convincing the proposal is at this stage!*
HW for Wed.	• **Post draft of WP3 to specific small group folder on BB discussion board by midnight on Monday**; print out and comment on peer drafts in same conference time and bring to conference.

Wednesday 4/17	
In-Class	No class; Small Group Conferences.
HW for Fri.	• Integrate peer and instructor feedback into WP3 draft.
Friday 4/19	
In-Class	No Class; Small Group Conferences
HW for Mon.	• Integrate peer and instructor feedback into WP3 draft.

Week 15

Monday 4/22	
In-Class	Final editing exercise: Students will work in pairs to carefully ask questions about the proposal's substantive claims and line edit for lower-order errors. Last chance!
HW for Wed.	• **Revise** WP 3 based on feedback

Wednesday 4/24	
In-Class	Group 3 WP 3 Presentations and Celebration of Success.
HW for Fri.	• Keep revising and editing your WP3.
Friday 4/26	
In-Class	Finish presentations if needed; Introduce Final Course Reflection / Portfolio Analysis
HW for Mon.	• **Finish** a final, polished draft of WP 3

Week 16

Monday 4/29	
In-Class	**LAST CLASS MEETING – WP 3 DUE on or before class on BB**; Course wrap-up
HW for Wed.	• **COURSE REFLECTION DUE on Wednesday by noon on BB.**