

ENGL 2327

Section 701, Fall 2020

Syllabus



Basic Information

Instructor: Sheena B. Stief, MA

OFFICE: Virtual

OFFICE PHONE: 432-816-1589

E-MAIL: stief_s@utpb.edu

OFFICE HOURS: MW 9:00 AM – 10:00 AM

T 9:00 AM – 10:00 AM and 1:00 PM – 2:00 PM

TH 7:00 – 8:00 PM

This course is a Web Course and is conducted within Canvas

<http://utpb.instructure.com>

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Course Description

Course Catalog Description

This course surveys American writers from the colonial period to the end of the Civil War. Topics for discussion include the spiritual and material motives for exploration and settlement, Native American responses to colonization and cultural imperialism, evolving conceptions of human nature and the natural world, the struggle against slavery, the quest for a national literature, evolving conceptions of God, shifting gender ideologies, and the struggle against conformity and materialism. Numerous texts, both canonical and emerging, will give us ample opportunity to explore these issues in distinctly American contexts. In addition to exposing you to the diversity and range of what we call American literature, this course will challenge you to read closely, think critically, and write clearly.

Measurable Learning Outcomes

By the end of this course, you will be able to:

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Respond critically to works in arts and humanities.
4. Articulate an informed personal reaction to works in the arts and humanities.
5. Develop an appreciation for the aesthetic principles that guide or govern the humanities or arts.

Course Core Curriculum Objectives and Learning Outcomes

- Critical Thinking Skills: Students will draw well-reasoned logically supported conclusions from information.
- Communication Skills: Students will demonstrate effective written, oral, and visual communication skills.
- Social Responsibility: Students will demonstrate intercultural competence, civic responsibility, and the ability to engage effectively in regional, national and global communities.
- Personal Responsibility: Students will be able to connect choices, actions and consequences to ethical decision-making.

These Objectives and Learning Outcomes will be assessed using the university's Critical Thinking, Communication Skills, Social Responsibility and Personal Responsibility rubrics.

Prerequisites

The prerequisite for this course is ENGL 1302 (Texas common course numbering system) or an equivalent second-semester college writing class. The reason for this prerequisite is that the readings are not easy, and neither are the papers; you need a solid grasp of how to think about language and how to write a thesis-and-support paper.

Materials

Required Materials:

The Norton Anthology of American Literature, volumes A & B (Package One), edited by Robert S. Levine, 9th edition, ISBN: 9780393264548.

Use of prior editions of the *Norton Anthology*, or other versions of the texts we study, must receive prior permission from the instructor. Additional public-access Web materials will be made available; these materials are required reading and are intended

to enrich your awareness of the cultural context within which the written work was produced.

Important Academic Dates

UTPB [Academic Calendar](#)

Course Overview

Readings

Note: All readings come from the Norton Anthology, except for those noted below. Have all readings below finished **before** watching the associated lectures. You are also responsible for reading author introductions.

Module 1 Readings

Lecture 1.1

- Volume A: "Beginnings to 1700": 1-25
- "Iroquois Creation Story": 31-35
- Christopher Columbus, "Letters": 58-66
- Bartolomé de las Casas, from *The Very Brief Relation of the Devastation of the Indies*: 66-71

Lecture 1.2

- William Bradford, from *Of Plymouth Plantation*: 142-44; 149-58
- Anne Bradstreet, "The Prologue": 219-20; "The Author to Her Book": 236; "Before the Birth of One of Her Children": 236-37; "In Memory of My Dear Grandchild..." (Trilogy): 241-42

Lecture 1.3

- Benjamin Franklin, "The Way to Wealth": 442-48
- Thomas Jefferson, from "The Declaration of Independence": 702-10

Lecture 1.4

- Thomas Paine, from *The Age of Reason*: 695-702
- Judith Sargent Murray, "On the Equality of the Sexes": 770-79

Lecture 1.5

- Volume B: Thomas Jefferson, From *Notes on the State of Virginia*: 770-73
- Fredrick Douglass, from *Narrative of the Life of Fredrick Douglass, An American Slave*: 1159-1228

- Harriet Jacobs, from *Incidents in the Life of a Slave Girl*: 909-31

Lecture 1.6

- Dion Boucicault, *The Octoroon* (text inside Canvas)

Module Two Readings

Lecture 2.1

- "American Literature: 1820-1865": 3-21
- Ralph Waldo Emerson, "The American Scholar": 210-23; "Self-Reliance": 236-53

Lecture 2.2

- Henry David Thoreau, "[Walking](#)"; "Resistance to Civil Government": 953-68
 - Clark Moreland, "Not Without Misgivings" (text inside Canvas)

Lecture 2.3

- Margaret Fuller, "The Great Lawsuit": 722-59
- Fanny Fern, "Aunt Hetty on Matrimony": 894-95; "Hungry Husbands": 895-96; "Male Criticism on Ladies' Books": 899-900; "'Fresh Leaves,' by Fanny Fern": 900-01; "A Law More Nice than Just": 901-02

Lecture 2.4

- Walt Whitman, "Song of Myself": 1312-56 (sections 1-11, 16-24, 34, 48-52); "When I Heard the Learn'd Astronomer": 1375; "[Faces](#)"
 - Fanny Fern, Review of Leaves of Grass: 896-97

Module Three Readings

Lecture 3.1

- Thomas Jefferson, [Letter to Nathaniel Burwell](#)
- Nathaniel Hawthorne, "The Birth Mark": 377-88; "Rappaccini's Daughter": 405-25; Preface to *The House of Seven Gables*: 569-70

Lecture 3.2

- Edgar Allen Poe, "Sonnet - To Science": 608; "The Raven": 612-15; "Philosophy of Composition": 701-09; "The Tell-Tale Heart": 666-70; "The Black Cat": 670-76

Lecture 3.3

- Herman Melville, "Bartleby, the Scrivener": 1469-95; [Letter to Nathaniel Hawthorne, June 1851](#)

Lecture 3.4

- Louisa May Alcott, "Transcendental Wild Oats" (text inside Canvas)

Exams/Quizzes

There is a midterm exam and a final exam (5% total), comprised of ten multiple choice questions. There are also reading quizzes embedded in each lecture; these quizzes count altogether for 10% of your total grade. Students are responsible for contacting me immediately if there are issues accessing or completing quizzes or exams.

Papers

You will write three papers this semester: each counts for 20% of your final grade. The first two papers need to be 4-6 pages long; the third paper must be at least five pages. All papers and drafts of papers are to be typed and submitted electronically. A draft is a first attempt at a writing assignment that you turn in on days marked DRAFT DUE on the course calendar; they are not required but are recommended. Drafts are commented on so that when you turn in your final draft of the paper on days marked PAPER DUE; you will have a chance to do your best. As stated before – late assignments (of any kind) will not be accepted without documented excuses.

Submitting Papers: You will submit all of your papers to Canvas, including drafts. I use Microsoft Word's *Track Changes* program to electronically comment on and grade your papers. You are responsible for reading and taking my comments seriously.

Discussions

In order to make the highest possible grade, you need to participate in discussion activities. Here's how to do well on the discussion board:

- 1) Contribute substantially to the class discussions in all modules. Substantial contributions to collaborative activities consist of an original **primary post** (at least 300 words) responding to the prompt, plus one **secondary post** (a response to another student's discussion; at least 50 words) and one **tertiary post** (a response to another student's secondary post; at least 50 words). NOTE: After a post has earned at least three secondary posts, I ask that you reply to other posts in the forum.
- 2) Pose one **thoughtful question** for each **lecture** in the space provided on the Discussion Board. To earn the highest grade on this activity, you need to pose an original question (that means you need to read the other questions posted before you, and ask something different) that demonstrates you have actually read/listened to the lecture.

I will review your postings, and sometimes respond. Note that I do not allow late responses or make-up assignments for the Discussion Board, unless you have a

documented emergency. I will grade your Group Activity assignments based on three criteria: 1) meeting the length requirements and deadlines; 2) writing a coherent and thoughtful response to the prompts; 3) using standardized sentence grammar and a clear, concise style.

Guidelines for Posting Multimedia Presentations

For Discussion Board activity #4, you will be required to submit a slide presentation as your response (instead of your usual, 300-word post). For DB #6, you will be required to submit a 3-5-minute video presentation. These multimedia presentations will be assessed somewhat differently than your usual discussion board posts. In addition to the usual rubric (meeting the length and deadline requirements; writing a coherent and thoughtful response; and using standardized sentence grammar and a clear, concise style), I will also grade your slide and video presentations according to their use of graphics, sound quality, and body language (specifically for video presentations).

Technical Issues: Alas, I know not everyone has a webcam or PowerPoint installed on their computers. Let's talk about some alternatives:

UTPB provides all students with UTPB email address upon enrollment into classes. Microsoft Office 365 is the email software which delivers a cloud productivity suite of tools to UTPB students. Besides email, students have free use of Microsoft OneDrive, Word, Video, and PowerPoint. With Office 365 use you can create, save, edit and share documents under your UTPB email account. Access Office 365 information and UTPB email at [UTPB Office 365 Page](#).

Also, if you live near to campus you are welcome to use the UTPB computer labs (Student Success Center, Science and Technology Lab, Dunagan Library computers). Most of these computers have PowerPoint installed. Hey, you've paid the fees, why not use them?

As for webcams, if you bought a computer or laptop within the last year or so, the odds are you have one already installed. If you need help working with your computer's webcam, you're welcome to email me about it, although I likely won't be of much help – probably best to visit the computer manufacturer's website for help.

If you don't have a webcam installed on your computer, you might also check if your cellular phone can record video, or your digital camera. Also, certain handheld video cameras can be transmitted to a digital environment. One word of caution, though: before you begin to record your video with one of these devices, make sure you can upload these videos to your computer first.

If you don't have any of these devices, please contact your instructor. We'll figure something out. Often public libraries have some of these things available for use; also,

you might know of friends who can help you out. Anyway, email me if you've got questions about accessing this kind of software and equipment.

Guidelines for Making a Slide Presentation: For DB #4, I suggest a presentation of 5-7 slides. The design does not have to be extravagant; nor do you need to upload several pictures or multimedia files (one or two should be plenty). Make your presentation **simple, direct, and elegant**. Have a title slide, make sure to answer each part of the question, and make the text large enough for everyone to read (18 pt. font minimum). For more about how to design an effective slide presentation, see this link: [Top Ten Slide Tips](#)

Guidelines for Making a Video: For DB #6, here are some guidelines. First, check to make sure your webcam (video, microphone, etc.) is working properly. Make a test video before recording your answer. Be sure your microphone is set loud enough that others can hear it. Your message should be between 3-5 minutes long. Anything less won't do justice to the topic; anything more will be too overwhelming for the listener.

I strongly recommend before you record your video, you write out an outline of your presentation first, rather than recording on the fly. As someone who tends to ramble on video, I have found it much easier and less stressful to have something written out before I make my recording. Do not merely read your message, however; make eye contact with the reader and avoid a monotone voice.

Now, with that said, we do need to accommodate students in the class who have hearing impairments. So, when you are done recording your video, you need to write a transcript for your video, which transcribes word for word what you have done. You can then upload your **transcript** to Canvas or YouTube (see below and [this link](#) for help). Folks, this is federal law, and many of you are going into fields where you will be required to make media that must meet ADA standards, so you might as well get used to it. You've seen that I do this for all of my videos and lectures, and I'm going to require it from you as well.

Make sure you know where the video is saved on your computer once you are through recording. I find it easiest to save my video to my desktop, so it will be easy to locate later, when I go to upload it.

While you are welcome to include graphics and flash files in your video, you are not required to do so, and should avoid distractions from the main message of your video.

Uploading your Presentation/Video: For your slide presentation, please upload your file as an attachment to DB #4. If you have trouble doing this, please let me know. Bear in mind that large files take some time to upload to the UTPB server. For video DB assignments (Getting to Know You & DB #6), the easiest way to record and upload will be to use the Canvas video tool. For help recording videos in Canvas Discussions, see

this link: [How do I record a video using the Rich Content Editor as an instructor?](#).

UTPB Office 365 provides Video to upload and share your recordings. Use your UTPB email to access Office 365 Video at [Office 365](#). You can share your video with me from there through Share. You are also welcome to upload your video to YouTube and then copy the URL link to the DB forum. (You will need to create a **free** account, or login with your Google account, if you have one, to upload a video to YouTube. Please make sure to make your privacy setting "unlisted" - this way only those of us with the link to the video will be able to access your video, rather than using YouTube's search engine.

Concluding Remarks: In an online environment, the human element is often lost. We hope that with slide and video presentations on the discussion board, we will get to know you a little better, to hear you and see you, to see how your personality informs your responses to these texts. It is also vitally important that you learn how to manipulate online presentation tools now, so you will be prepared to use them in your future pursuits. I know this is a lot to digest, and it might freak you out, particularly if you're not a tech-savvy person. Don't worry – I'm going to be here to help you every step of the way. Please email, call, or stop by my office if you have questions or problems!

Grading: (all assignments graded on 100-point rubric)

Course Activity	Percentage of Total Grade
Paper 1	20%
Paper 2	20%
Paper 3	20%
Quizzes (15)	10%
Midterm Exam	2.5%
Final Exam	2.5%
Discussion Activities (22)	25%
Total	100%

Grading Scale:

Grade Range	Letter Grade
90 and above	A
80 to 89	B
70 to 79	C
60 to 69	D
Less than 60	F

Communication, Grading & Feedback

Email: The best way to communicate with me is through the Canvas messaging inbox. If Canvas is down, though, you need to keep a copy of my email address and telephone number offline, just in case. I will make every effort to respond to all messages & emails within 48 hours. If I cannot, I will let everyone know. I also ask for extra consideration on Sundays.

Text Messaging: The instructor of this course utilizes text messages as another form of communication. As is the case with all electronic communication to your instructor, be mindful of proper English grammar and tone. Allow 24 – 48 hours for a reply, though in most cases replies will be much quicker. Always include your full name, course number, and section number in each message. Make sure your text messages are questions that can be easily answered by your instructor in 140 characters or less; otherwise, consider writing an email or making a telephone call. Check your professor's profile for additional guidelines for text messaging.

Submission of Course Assessment Activities: Please save your documents in .docx or .doc. Do not submit files in .rtf or .pages format. Also, it is wise to paste your main discussion posts in MS Word and save them to your computer first, before clicking on the Submit button in Canvas. This way, in case of an internet problem, you will have your things backed up. You will submit your drafts and final papers to drop boxes on the Modules pages.

Feedback on Assignments: Individual feedback or general feedback will be provided for assignments. I typically will comment on discussion board activities for a module a few days before an essay draft is due. Major assignments (papers) usually take me up to fourteen days to grade. I also provide feedback on drafts in a timely manner, giving you time to revise accordingly for the final paper.

Announcement Area: I will periodically post announcements, reminders, general comments, etc. in the announcement area. Please check this area regularly for course updates.

Time Management: Some students believe online courses are easier or take less time to complete. The truth is it requires just as much effort and devotion as any other course. The UTPB student handbook advises students that for every hour you spend in class, you should spend three hours out of class studying, reading, and writing. So, for this class (a three-hour course), I expect you to spend nine hours per week, at least.

Policies

Discussion Board

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the board.
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Make-Up/Late Submission Policy

All students are expected to do the work assigned, notify the instructor when emergencies arise, and make up assignments no later than the due dates. For summer classes students are expected to log in every day.

Academic Dishonesty/Plagiarism/Cheating

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook: Scholastic Dishonesty](#).

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an

examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

Attendance and Class Participation

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a *minimum* of three times every seven days. All students are expected to do the work assigned, and notify the instructor when emergencies arise.

Mature Content

This course contains materials appropriate to the topics addressed this semester. However, some content may be considered mature in nature. While the faculty respects individual values and beliefs, all students will be expected to complete assignments and focus on the aspects that pertain to a class discussion in a university environment. Alternative assignments may be granted upon request, but only at the instructor's discretion.

Tracking

Learning management systems have tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

Absenteeism

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time,

and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Mr. Paul Leverington

Address: Mesa Building 4242/4901 E. University, Odessa, Texas 79762

Voice Telephone: 432-552-4696

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Computer Skills, Technical & Software Requirements

To effectively complete the requirements of the course, you must have the following:

- An e-mail address linked to Canvas (checked daily).
- Daily access to your UTPB Canvas account.
- A working computer and Internet connection, which will allow you to receive all course materials.
- A working webcam.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

Computer Technical Requirements

See [Technical Requirements](#).

Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies the second method of student authentication by synchronous or asynchronous video activities using an approved photo ID*.

*Approved up to date photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD. Dual credit and early college high school students use school district identifications.

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas,

an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Services for Students with Disabilities (432) 552-4696
Testing Services	Testing Services & Academic Accommodations Department (432) 552-2630
Advising	(432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Office 365, my.utpb.edu	Information Technology
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Student Services (432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Schedule

Assignments/Activities/Topics	Due Date	TEK Alignment
Authentication	August 26	
Meet the Professor	August 27	
Getting to Know You Video	August 28	
Module 1		
Lecture 1.1 (Iroquois Creation Story and De las Casas)	August 31	4.B
Discussion #1 (Iroquois Creation Story, Columbus, De las Casas, and Bradstreet)	September 1 (initial post); September 3 (replies)	5.B, 5.F, 5.G, 7.B
Lecture 1.2 (Bradford and Bradstreet)	September 4	
Lecture 1.3 (Jefferson and Franklin)	September 11	
Lecture 1.4 (Paine and Murray)	September 18	
Discussion #2 (Douglass and Jacobs)	September 24 (initial post); September 26 (replies)	4.D, 5.I, 8.B
Lecture 1.5 (Douglass and Jacobs)	September 25	8.G

Assignments/Activities/Topics	Due Date	TEK Alignment
Lecture 1.6 (Boucicault)	October 2	
Draft Paper #1	October 5	
Final Paper #1	October 9	4.G, 5.C, 5.J, 7.E, 8.A, 8.F, 10.F
Module 2		
Lecture 2.1 (Emerson)	October 16	
Discussion #3 (Emerson and Thoreau)	October 20 (initial post); October 22 (replies)	
Lecture 2.2 (Thoreau)	October 23	
Midterm Exam	October 26	
Lecture 2.3 (Fuller and Fern)	October 30	
Discussion #4 (Fuller, Fern, and Whitman)	November 3 (presentation posted); November 5 (replies)	7.A, 8.C, 10.A
Lecture 2.4 (Whitman)	November 6	
Draft Paper #2	November 9	
Final Paper #2	November 13	8.D
Module 3		
Lecture 3.1 (Hawthorne)	November 13	8.E
Discussion #5 (Hawthorne and Poe)	November 17 (initial post); November 19 (replies)	6.B, 7.C
Lecture 3.2 (Poe)	November 20	
Topic Proposal for Paper #3	November 20	
Lecture 3.3 (Melville)	November 24	

Assignments/Activities/Topics	Due Date	TEK Alignment
Discussion #6 (Alcott)	November 30 (video posted); December 2 (replies)	1.A, 4.E
Lecture 3.4 (Alcott)	December 2	
Draft Paper #3	December 4	
Final Exam	December 8	2.C
Final Paper #3	December 10	4.H, 6.A, 6.C, 6.D, 10.C, 10.E

Sample Syllabus