

Education and the Human(ities)

Spring 2015

“Reading furnishes the mind only with materials of knowledge, it is thinking makes what we read ours.
We are of a ruminating kind, and it is not enough to cram ourselves with a great load of collections;
unless we chew them over again, they will not give us strength and nourishment.”

-John Locke, *The Conduct of the Understanding* (1706).¹

Instructor:	Dr. Amy Gates	Course/Section:	ENGL 1413-702
E-mail:	amy.gates@okstate.edu	Credit Hours:	3.0
Office Phone:	(405) 744-1977 (no voice mail)	Designation:	Honors Course
Mailbox:	Morrill Hall 205	Class Days/Time:	MWF 9:30 AM - 10:20 PM
Office:	Morrill Hall 403	Class Location:	Morrill Hall 206
Office Hours:	MWF 10:30-11:20 AM, W 2:30-4:00 PM, and by appointment	Final Exam:	Wednesday, 5/6/2015, 8:00-9:50 AM

Course Overview:

ENGL 2413 emphasizes the critical thinking, research, and writing skills necessary for success in courses across the curriculum. As an honors course, this class will be reading-intensive, and you will be expected to participate actively each time we meet.

Over the course of the semester, we will direct our inquiries toward education. Early in the semester we will read and discuss some classic texts addressing the philosophy of education and think about how and why humans learn; then we will turn to some contemporary issues in higher education—including the tensions between the liberal arts (and the traditional college education discussed by Andrew Delbanco) and the so-called “practical arts” which most OSU and other university students pursue—to give you a sense of the breadth of academic and public conversations that surround postsecondary education. Preliminary readings, assignments, and writing projects will help prepare you to join the academic conversation with your final writing project, a 9-12-page documented research paper. You will identify and pursue a specific inquiry within the broader context of the course theme; then, you will develop and support your own distinct claim in relation to the research you will have done. As you conduct your own research and writing during the second half of the semester, you will also take a more active role in directing the class conversations by leading discussion about an article relevant to your research. We will also engage in humanistic inquiry about education, what makes us human, and what truths can be contained in fiction as we read and discuss Mary Shelley’s *Frankenstein* (1818).

I hope that as a result of the class conversations we have and the research you do, you will gain a fuller understanding of why you are in college, what you hope to accomplish here, and how you will go about achieving your goals. I also hope you will become an advocate for your own academic success and that of others.

Required Texts:

Delbanco, Andrew. *College: What It Was, Is, and Should Be*. Princeton: Princeton UP, 2013. Print. ISBN: 9780691158297. (*College*)

Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*. 3rd ed. New York: Norton, 2014.

Print. ISBN: 9780393935844. (*TSIS*)

Lunsford, Andrea A. and Marcia F. Muth. *The St. Martin's Pocket Guide to Research and Documentation*. 5th ed. Boston: Bedford/St.

Martin's, 2011. Print. ISBN: 9780312661922. (*PG*)

Shelley, Mary. *Frankenstein: 1818 Text*. Ed. Marilyn Butler. Oxford/New York: Oxford UP, 2009. Print. ISBN: 9780199537150.

Grading:

Summary and Response Paper (1000+ words – approx. 3-5 pp)	10%
Synthesis Paper (1200-1500 words – approx. 4-5 pp)	15%
Research Proposal and Annotated Bibliography (Proposal of 1000+ words – approx. 3-5 pp & at least five (5) scholarly annotations of 250-300 words each)	20%
Final Research Essay (2700+ words – approx. 9-12 pp)	25%
Discussion Facilitation	15%

¹ Locke, John. *The Conduct of the Understanding*. 1706. London: Printed for William Baynes, 1801. Google eBook. p. 66.

Preparation, Participation, Quizzes	10%
Final Exam	5%

Final Course Grade: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% and below.

Formal Writing Assignments

You will complete four formal writing assignments this semester. I will provide detailed instructions for each in advance of each assignment due date. **You must turn in complete drafts of all four assignments in order to pass the class.**

You will have ample opportunity to receive feedback from your peers and me—in class, in office hours, and in conferences—for each assignment. For the first three assignments (Summary and Response, Synthesis, Research Proposal and Annotated Bibliography), once you have received your grade and my feedback, you will have the opportunity to revise and resubmit for re-grading, if you choose. If you elect to revise, the revised draft will be due **one week** after my feedback is returned to you and must be accompanied by a cover letter that explains the feedback you received and the revisions you made in response. Note that you will *not* have the opportunity to revise your Final Research Essay after it has been graded; however, you will receive extensive written feedback on required preliminary draft material in advance of your final draft submission.

Discussion Facilitation

During the latter part of the semester, you will select one of the scholarly articles or book chapters you are using for your research to be assigned for the whole class to read and discuss. You will facilitate discussion of that article/chapter by preparing a handout or brief presentation and discussion questions; then you will guide the class conversation on your assigned day. Detailed instructions will be distributed during the semester.

Preparation/Participation/Quizzes

Come to class having read assigned material carefully so you are prepared to contribute to the class discussion (with questions as well as observations and comments); bring to class with you any assigned homework; contribute meaningfully to small group, whole class, and online activities; and participate fully in peer reading and response by bringing your own drafts and responding attentively to others' drafts. (For more specific details and suggestions about meaningful participation, see the document "Classroom Community Building" in our Online Classroom site.) If you do not bring assigned work or are not prepared for the day's work and discussion, your grade for Preparation/Participation will be negatively affected. If, as a class, you demonstrate that you are prepared for each day's work and are participating as both an active listeners as well as a thoughtful commenters and respondents, it is unlikely that we will have quizzes. If class preparation and participation is noticeably lacking, I will give unannounced quizzes to reward those who are prepared and encourage others to prepare fully and well for future classes and assignments.

Final Exam

The final exam will be held in our usual classroom during Exam Week at the university-scheduled time and date. I will give you more detailed information and instructions in class near the end of the semester.

Class Policies:

Attendance

You are expected to be present every day class meets, but you are allowed six (6) absences without penalty for unavoidable circumstances that may occur. Absences beyond the limit are considered excessive and result in grade reductions.

7 absences = a final grade reduction of 5%

8 absences = a final grade reduction of 10%

9 absences = a final grade reduction of 15%

10 or more absences = failure of the course.

The only absences that do not count toward the total allowed are those taken for mandatory military service and activities required for classes or scholarships. **No other absences will be considered excused, including absences due to illnesses, doctor's appointments, and emergencies.** Requests for exemption from this policy will be addressed on a case-by-case basis, and will only be granted for the most extraordinary circumstances, in consultation with your academic advisor.

I begin class promptly; if you arrive after I begin class (or leave before class is over), you are marked "tardy." If you are tardy three (3) times, that will count as one (1) absence. Attendance is generally taken by sign-in sheet. If you arrive late, it is your responsibility to remember to sign the sheet at the end of the class; otherwise, you may be marked absent.

Conferences

You are required to attend three conferences with me during the course of the semester. A sign-up sheet and instructions will be distributed in advance of each. **Missing a required conference without making alternate arrangements with me in advance counts as an absence.** For each conferencing period, one class will be cancelled (three classes total this semester). See Course Schedule for details.

Late Submission of Formal Writing Assignments

Late formal writing assignments will have 5% of the total points possible deducted for EACH DAY THEY ARE LATE, including weekends. This means that if an assignment is due on Friday and you turn it in on Monday, 15% will be deducted. Note that in order to pass English 1413, you must submit drafts of all four formal writing assignments in order to receive credit for the course. It is possible that a paper may be submitted too late to receive credit towards your final course grade, but you would still be required to submit it in order to pass English 1413, if the remainder of your grades are such that passing the course is still possible. Other informal assignments that are late will not be accepted and will earn a grade of zero.

Late and Missing Homework or In-class Work

Students absent for university-sponsored activities (which do not include social or Greek-sponsored activities, clubs, or intramural athletics) or mandatory military service may make up work missed due to such absence. Please contact me via e-mail in advance to arrange this.

Unless you make arrangements with me in advance, work that is submitted late or in-class work that is missed for any other reason receives a grade of zero. Emergencies or extraordinary circumstances will be addressed on a case-by-case basis.

Electronic Communications

The best way to reach me outside of office hours is via e-mail at amy.gates@okstate.edu. When e-mailing me, please consider it a professional communication: use a succinct, descriptive subject line; include an appropriate salutation (e.g. Dear Dr. Gates.); and close with your name (e.g. Sincerely, Taylor Student). I will respond to e-mails within 48 hours, often sooner. Be aware that e-mails sent/received after 9:00 pm may not be answered until the next morning. If I know I will be out of town or unable to respond for some other reason, I will make an announcement in class and/or post an announcement on our Online Classroom site. Due to confidentiality concerns, my practice is to respond only to e-mails sent from students' okstate.edu e-mail addresses. If your e-mails are forwarded to another address and you are unsure whether replies are routed through the OSU e-mail system, I recommend you log into the Online Classroom and send e-mails from there.

Please note that I do not discuss specific grades over e-mail; those conversations are better and more appropriately held in person during office hours or by appointment.

All Preview and Final Drafts will be submitted electronically to our Online Classroom (D2L). I will *not* read and respond to entire drafts of papers over e-mail. If you have questions about your paper while you are drafting or revising, before either draft is due, you may e-mail me up to two paragraphs of your paper in the body of your e-mail (not as an attachment) and one or two specific questions you would like me to answer in relation to those two paragraphs. You may do this as many times as you like, but no more than two paragraphs with one or two specific questions per e-mail. For more detailed conversations about your larger work-in-progress, come by during office hours or make an appointment with me.

Communication goes both ways, so develop the habit of checking our Online Classroom (D2L) site as well as your OSU e-mail at least daily, if not more frequently. Assume an e-mail communication from me is relevant and important.

Online Classroom (D2L)

Access our Online Classroom (D2L) site at <https://oc.okstate.edu/>. We will talk about the Online Classroom briefly in class, but it is your responsibility to make sure you know how to access and use the site. If you have questions, ask!

Technical difficulties are not an acceptable excuse for late submission. To avoid unexpected problems caused by D2L or your Internet connection, I recommend you use a word processor for all assignments; save the files on your hard drive, USB drive, or cloud drive; and continue to save frequently as you work. When you are finished, upload files as attachments to the Dropbox area. To avoid submission complications and late penalties, do not wait until the last minute to turn in assignments. If you find you are having technical difficulties, contact me immediately, *before* the deadline, to discuss your options. If you do not receive a confirmation receipt by e-mail from D2L, assume that your file has not been uploaded. If you upload and do not

receive a confirmation receipt, e-mail me immediately to explain the situation and include your essay as an attachment to avoid late penalties. I will not grade the e-mailed draft, so we will need to make arrangements for you to resubmit to D2L. Note that files must be saved in a format I can open (.doc or .docx, are best; .rtf is an alternative) and must have the file extension as part of the file name. If I cannot open the file, it will be considered late; it will not be graded until I can open it, and appropriate late penalties will apply.

Classroom and Online Etiquette

Even though learning can be fun and the classroom somewhat informal, what we are doing in class is important. Therefore, I expect each of us to be focused on the task at hand (not doing other classwork or engaging in non-class-related online activities) and respectful of one another. We do not need to agree (nor will we) at all times, but we can explore differences in a mature manner and with open minds. This also means we are respectful of the outside authors we read and the sources we use. Whether in person or in print, critiques and disagreements should be civil and well-supported and ideas and language from other sources acknowledged, accurately represented, and properly documented. Silence and disconnect from cell phones and other electronic devices while in class unless I specifically tell you otherwise.

Dates from the Registrar:

Classes begin **January 12**. The nonrestrictive drop/add deadline is **January 20**. The restrictive drop/add deadline is **January 23**. The instructor must sign your add card, so give yourself sufficient time to find the instructor prior to the deadline; however, the instructor is not required to allow you late entry into the course, nor does his or her signature guarantee you a seat. Composition courses are never over-enrolled, nor are seats held for individuals. The W drop/withdraw deadline is **April 10**. The W/F withdraw deadline is **April 24**. Class work ends **May 1**. For more information, see <http://www.okstate.edu/registrar/AcademicCalendar/AcademicCalendarMain.html>

Students with Disabilities

If you think you have a qualified disability and need special accommodations for this course, you should notify your instructor and request verification of eligibility for accommodations from the Office of Student Disability Services (315 Student Union) as soon as possible. Accommodations for disabilities cannot be made until the instructor receives a verification letter from the SDS office, and accommodations cannot be made retroactively for assignments already completed or absences already accrued. For more information, call 405-744-7116 or go to <http://sds.okstate.edu/> .

Plagiarism

According to University Policy, plagiarism is “presenting the written, published or creative work of another as the student's own work. Whenever the student uses wording, arguments, data, design, etc., belonging to someone else in a paper, report, oral presentation, or other assignment, the student must make this fact explicitly clear by correctly citing the appropriate references or sources. The student must fully indicate the extent to which any part or parts of the project are attributed to others. The student must also provide citations for paraphrased materials.” Plagiarism can result in failure of the course or suspension from the University. For more information, see the policies listed at <http://academicintegrity.okstate.edu/>.

Additional Syllabus Information from the Office of Academic Affairs:

See the “Oklahoma State University Syllabus Attachment for Spring 2015” posted to our Online Classroom (D2L) site in the General Course Documents area.

Time Management

Plan ahead and budget your time carefully. Typically, colleges and universities recommend that college students should allow a minimum of 2-3 hours of study for every hour of class per week. For a 3-credit hour course such as this, you should allow for 6-9 hours of preparation time outside class each week. Think of it this way: if you are taking a full load of 12 credit hours during a regular semester, you are considered a full-time student. If you study 24 to 36 hours each week —2 to 3 hours outside class for each hour in class—and add the 12 hours you spend in the classroom, you are engaged in academic work 36-48 hours per week. Approximately forty hours, plus some possible overtime, is considered a full-time work week in other jobs. The study expectations, then, for a full-time student are equivalent to the work hours expected of employees in other fields. Each student works differently and each class places different demands on you, so these guidelines are just that—guidelines, not hard and fast rules. You must decide for yourself how much time you need to devote to studying and homework. You will also realize that some weeks will require more time for a particular class than other weeks, so plan your time accordingly.

Course Schedule:

Note: This schedule is subject to change. All changes will be announced in class; significant changes will be posted to the Online Classroom.

Wk	Day	Date	Assignment Due
1	M	1/12	
	W	1/14	Buy: Textbooks, if you haven't already done so. Read: Class Syllabus; write down questions/concerns and bring to class Read: TSIS: Introduction "Entering the Conversation" (1-15) Read: William Cronon: "Only Connect...: The Goals of a Liberal Education" (D2L) Prepare: Pay special attention to his list of ten qualities and consider where you agree, disagree, or want to add on to or modify his claims.
	F	1/16	Read: Plato (427-347 B.C.E.), "Allegory of the Cave," from <i>The Republic</i> , Book VII, 514a - 518d, translation by John Llewelyn Davies and David James Vaughn, rev. Andrea Tschemplik (D2L) View: YouTube version of "Plato's Cave," narrated by Orson Welles (https://www.youtube.com/watch?v=-EPz5z1pUag) Prepare: What is an allegory? Why is this section of Plato's <i>Republic</i> often called the "Allegory of the Cave"? Be able to describe the situation of the people described in the selection. How might you apply Plato's allegory to your own life? Why, according to the last paragraphs of the section (518 to the end), does Plato say it's impossible for professors to put knowledge in the soul which was not there before? OPTIONAL: Read an alternate (easier?) translation of Plato's "Allegory of the Cave" to help you understand the main assigned version. Note that this version, translated by Thomas Sheehan, contains Book VII, 514a2-517a7, thus does not cover quite as much of the text as the required reading. (D2L)
2	M	1/19	Martin Luther King, Jr. Holiday - No Class NOTE: (1/20/15) Non-restrictive Drop/Add Deadline - no grade, 100% refund
	W	1/21	Read: Augustine (354-430 C.E.), selections from "On the Teacher" (D2L) OPTIONAL: Read some background on Augustine's <i>De Magistro</i> ("On the Teacher") at http://www.augnet.org/default.asp?ipageid=279 . The site has a great deal of information on Augustine's life, times, and work, if you wish to explore beyond this particular work. Read TSIS Ch 12, "I Take Your Point: Entering Class Discussions" (163-66) Prepare: <i>The Teacher</i> is written as a dialogue between St. Augustine of Hippo and his son Adeodatus. Augustine is interested in answering the question of how people learn to understand the truth. What role does language play? Can knowledge be transferred from teacher to student by means of language--encoding knowledge into language, speaking it to the student who hears it and decodes it into thoughts? Augustine rejects this "knowledge-transfer model" of education, so what does language do, according to Augustine? Where does knowledge come from?
	F	1/23	NOTE: Restrictive Drop/Add Deadline - automatic "W," partial refund Read: John Locke (1632-1704), selections from <i>Some Thoughts Concerning Education</i> (D2L) Prepare: Locke was a physician and concerned with the physical body as well as the mind. Think about Locke's ideas of the physical and empirical (observable) and his ideas about education. What is the relationship between motivation and learning in Locke's thinking? Locke was writing at a time when the notion of childhood was being invented--when children were no longer being treated as strange animals or toys or as miniature adults and more attention was being paid to how children's minds develop and how best to educate them. In what ways do Locke's theories of childhood and education seem modern--like something you recognize and understand--and in what ways do they seem outmoded and foreign to you?
3	M	1/26	Read: Jean-Jacques Rousseau (1712-1778), selections from <i>Emile</i> (D2L, pp. 205-26). Prepare: What is a "natural" education, according to Rousseau, and why does he put such emphasis on nature and the natural?

Wk	Day	Date	Assignment Due
	W	1/28	Read: Jean-Jacques Rousseau (1712-1778), selections from <i>Emile</i> (D2L, pp. 226-45). Read: TSIS Ch 1, "The Say: Starting with What Others Are Saying" (19-29) Read PG Ch 4, "Acknowledging Sources and Avoiding Plagiarism" (47-51)
	F	1/30	Read: Mary Wollstonecraft (1759-1797), selections from <i>A Vindication of the Rights of Woman</i> (D2L) Read: TSIS Ch 2, "Her Point Is: The Art of Summarizing" (30-41) Prepare: How might Wollstonecraft be responding to Locke? To Rousseau? What might Wollstonecraft's innovations in education be?
4	M	2/2	Read: John Stuart Mill (1806-1873), <i>Inaugural Address at St. Andrews</i> (D2L) Prepare: How might Mill answer the following questions: Why must every student be required to take courses in the natural and social sciences?" Why is the utility to an English major of taking physics? In other words, why does Mill value the natural and social sciences? Does Mill side with the "modern," progressive utilitarians of his day who advocated for technical education or with conservative traditionalists who advocated for liberal education in the humanistic tradition? Neither? Both?
	W	2/4	Read: TSIS Ch 3, "As He Himself Puts It: The Art of Quoting" (42-51) Write: at least a 3-page draft of your summary and response paper and bring to class for peer reading and response.
	F	2/6	Read: Andrew Delbanco, <i>College</i> Preface, Intro, Ch 1 (xi-xiv, 1-35). Read: PG Ch 1, "Preparing for a Research Project" (3-5) Read: TSIS Ch 4, "Yes / No / Okay, But: Three Ways to Respond" (55-67) Due SUNDAY, 2/8: Summary and Response Paper due Sunday, 2/8, in D2L Dropbox by 11:59 p.m.
5	M	2/9	Read: <i>College</i> Ch 2 (36-66) Post at least one potential research topic idea to the Research Topic Ideas forum in the Discussions section of D2L. This may or may not be inspired by something in today's reading. You do not necessarily need to write about the topic you post; these are ideas that might be of interest to anyone in the class.
	W	2/11	Read: Tina Rosenberg, "The Calculus Club" (D2L) Rimer, Sara. "At M.I.T., Large Lectures Are Going the Way of the Blackboard" (D2L) Inquiry: Ch 7 (152-70) - synthesis (D2L)
	F	2/13	Read: <i>College</i> Ch 3 (67-101) Read: TSIS Ch 5, "And Yet: Distinguishing What You Say from What They Say" (78-91) Post at least one potential research topic idea to the Research Topic Ideas forum in the Discussions section of D2L or comment on an idea that has been posted by someone else.
6	M	2/16	Read: John Dewey (1859-1952), selections from <i>Democracy and Education</i> (D2L)
	W	2/18	Read: Michel Foucault (1926-1984), selection from <i>Discipline and Punish</i> (D2L) Read: Paulo Freire (1921-1997), selection from <i>The Pedagogy of the Oppressed</i> (D2L)
	F	2/20	Read: Josipa Roksa and Richard Arum, "The State of Undergraduate Learning" (D2L) Read: Lamar Alexander, "The Three-Year Solution" (D2L) Read: John Kaag & Sujata K. Bhatia, "Fools for Tools" (D2L) Post at least one potential research topic idea to the Research Topic Ideas forum in the Discussions section of D2L or comment on an idea that has been posted by someone else.
7	M	2/23	Read: Schumpeter. "How to Make College Cheaper..." (D2L)Read: Robert B. Archibald and David H. Feldman. "The Anatomy of College Tuition" (D2L)Read: Jeffrey J. Selingo, Jeffrey J. "The Five Disruptive Forces ..." (D2L)

Wk	Day	Date	Assignment Due
	W	2/25	Read: <i>College</i> Ch 4 (102-124) Read: TSIS Ch 6, "Skeptics May Object: Planting a Naysayer in Your Midst" (78-91) Prepare a Synthesis Worksheet (See <i>Inquiry</i> 166-67 from 2/11 in D2L) for three of the readings assigned this semester (HW04). See, also, Synthesis Assignment sheet.
	F	2/27	Write: at least a 4-page draft of your synthesis paper and bring to class for peer reading and response. Due SUNDAY, 2/29: Synthesis and Response Paper due Sunday, 2/29, in D2L Dropbox by 11:59 p.m.
8	M	3/2	Library Day Read: PG Ch 2, "Conducting Research" (6-29) Read: PG Ch 3, "Evaluating Sources and Taking Notes" (30-46) Skim: PG Ch 5, "Research in the Humanities," focusing on MLA Style (52-128)
	W	3/4	Read: "Annotated Bibliography" (D2L) Read: "Annotating with a Template" (D2L) Bring research materials to class; bring laptops. Required Conferencing: Wednesday and Thursday, 3/4-3/5. (See schedule.) Bring 3 complete annotations and be prepared to discuss your topic proposal and sources found.
	F	3/6	Read: Maxine Greene, "The Passions of Pluralism: Multiculturalism and the Expanding Community" (D2L) Read: <i>Inquiry</i> : Ch 11 (297-301) - proposals and annotated bibliographies (D2L) Continue your research.
9	M	3/9	Read: <i>College</i> Ch 5 (125-49) Read: TSIS Ch 7, "So What? Who Cares?: Saying Why it Matters" (92-102) Continue your research and annotating.
	W	3/11	Read: <i>College</i> 6 (150-77) Continue your research, annotating, and drafting.
	F	3/13	CLASS CANCELLED due to previous week's conferencing.
10	M	3/16	OSU Spring Recess - No Class
	W	3/18	
	F	3/20	
11	M	3/23	Read: Mary Shelley, <i>Frankenstein</i> Vol I: i-iii (1-38) Read: TSIS Ch 8, "As a Result: Connecting the Parts" (105-20) Bring to class a draft of your Research Proposal and Annotated Bibliography for peer reading and response. Due TUESDAY 3/24: Research Proposal and Annotated Bibliography due Tuesday, 3/24, in D2L Dropbox by 11:59 p.m.
	W	3/25	Read: TSIS Ch 9, "Ain't So / Is Not: Academic Writing Doesn't Always Mean Setting Aside Your Own Voice" (121-28) Bring to class: A draft of an introduction and a tentative outline for your research paper.
	F	3/27	Read: Mary Shelley, <i>Frankenstein</i> Vol I: iv-vii (38-68) Continue to work on your research and drafting.
12	M	3/30	Class Discussion Leaders - Group of 3 - prepare for and lead discussion. Read and prepare for discussion (D2L); specifics will be given in class. Continue to work on your research and drafting.

Wk	Day	Date	Assignment Due
	W	4/1	Class Discussion Leaders - Group of 3 - prepare for and lead discussion. Read and prepare for discussion (D2L); specifics will be given in class. Continue to work on your research and drafting. Required Conferencing: Wednesday and Thursday, 4/2-4/3. (See schedule.) Be prepared to discuss your plans for the Research Paper. Bring in your developing outline.
	F	4/3	CLASS CANCELLED due to week's conferencing. Continue to work on your research and drafting. Due SUNDAY, 4/5: 6-page draft of Research Essay due Sunday, 4/5, in D2L Dropbox by 11:59 p.m.
13	M	4/6	Class Discussion Leaders - Group of 3 - prepare for and lead discussion. Read and prepare for discussion (D2L); specifics will be given in class. Continue to work on your research and drafting.
	W	4/8	Class Discussion Leaders - Group of 3 - prepare for and lead discussion. Read and prepare for discussion (D2L); specifics will be given in class. Continue to work on your research and drafting.
	F	4/10	NOTE: W Drop/Withdraw Deadline Read: Mary Shelley, Frankenstein Vol II: i-v (69-97) Continue to work on your research and drafting.
14	M	4/13	Class Discussion Leaders - Group of 3 - prepare for and lead discussion. Read and prepare for discussion (D2L); specifics will be given in class. Continue to work on your research and drafting. Required Conferencing: Monday and Tuesday, 4/13-4/14. (See schedule.) Be prepared to discuss 6-page research draft and changes since submission.
	W	4/15	Read: TSIS Ch 10, "But Don't Get Me Wrong: The Art of Metacommentary" (129-38) Revise: Focus on voice and adding metacommentary using the templates from TSIS Bring your research materials and draft with you; bring your laptops.
	F	4/17	Write/post to the Discussions area in D2L four possible titles using the four academic title conventions. CLASS CANCELLED due to week's conferencing.
15	M	4/20	Read and respond to others' title posts in Discussions area of D2L. Which do you like best? What suggests might you offer? Revise and edit your research paper. Bring your research materials and draft with you; bring your laptops.
	W	4/22	Bring complete draft to class for one more final edit. Due TODAY, WEDNESDAY, 4/22: Final draft of Research Essay due Wednesday, 4/22, in D2L Dropbox by 11:59 p.m.
	F	4/24	NOTE: W/F Withdraw Deadline Read: Mary Shelley, Frankenstein Vol II: vi-ix (97-123)
16	M	4/27	Read: Mary Shelley, Frankenstein Vol III: i-iv (124-55)
	W	4/29	Read: Mary Shelley, Frankenstein Vol III: v-vii (155-91)
	F	5/1	Final Exam Preparation
	W	5/6	Final Exam in our usual classroom, 8:00-9:50 a.m.