

Texas A&M University – Texarkana
English 450: Studies in Genre: THE ESSAY
Fall 2019 Course Syllabus
Instructor: Dr. Corrine Hinton

Meeting Time: Mondays & Wednesdays, 12:00-1:15pm
Location: UC 242
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Office Hours: Mondays & Wednesdays, 1:15-2:30pm; Tuesdays, 4-5pm; Thursdays, 11am-12pm; other times by appointment

COURSE NUMBER: ENG 450.001 (CRN 80910)

CREDITS: 3 SCH

COURSE TITLE: Studies in Genre: The Essay

COURSE DESCRIPTION:

Advanced study of one of the following literary genres: Short Story, Film, Poetry, Drama, International Literature, and Essay. May be repeated when topics vary.

REQUIRED TEXTS:

- *Essayists on the Essay: Montaigne to Our Time*. Eds. Carl H. Klaus and Ned Stuckey-French. Iowa City: University of Iowa Press, 2012.
ISBN# 978-1609380762
- *50 Essays: A Portable Anthology*. 4th edition. Samuel Cohen. MacMillan, 2014.
ISBN# 978-1457638992
- Additional essays and articles posted to the course Blackboard site

EMAIL ACCOUNT:

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

STUDENT LEARNER OUTCOMES:

1. Define and understand the genre conventions that have defined and now define the essay, its forms, and moves as evidenced by discussions, responses, exams, and formal written texts.
2. Evaluate these works as expressions of individual and human values in historical and social contexts.
3. Construct a critical response to works of literature by employing applicable disciplinary terms and applying an appropriate critical approach in responses and formal written texts.

4. Articulate knowledge of literature's influence on intercultural experiences, by reading works representative of various cultures, as evidenced by contributions via course discussions and formal written texts and satisfactory performance on course exam(s).
5. Explore historical and contemporary criticisms of the genre as well as traditional critical approaches.

COURSE DELIVERY METHOD:

Face-to-face

COURSE REQUIREMENTS:

Students in this class will be expected to complete the following requirements:

- a. Regular attendance during face-to-face meetings; and
- b. Completion of all assignments including homework, papers, exams, and activities.

METHODS OF EVALUATION

Reading Responses (10 x 15 points each)

150 points

Students will complete and submit reading responses. Responses can focus on one of two aspects of the readings. First, students can address the assigned essays for the period. These responses should include a brief summary of each essay, an identification of and critical response to one or more of the essay's themes, and a reflection on the attractive and unattractive features of the authors' writing styles as emblematic of the essay genre (300 words minimum). Or, students can address the assigned commentary and scholarship texts for the period. These responses should include a brief summary of the assigned texts, an identification of and critical response to each of the authors' major claims/theses as presented in the selected texts, and the value of each text to our ongoing discussion of "the essay."

Exams (2 x 100 points)

200 points

On or about the half-way mark in the course, students will be required to complete a midterm examination consisting of true/false, multiple choice, short answer, and essay answer questions on course content covered thus far. Students will also complete a final exam. Exams will be administered online through the course Blackboard site.

Paper (1 x 200 points)

200 points

Students will choose an essay (from the course or outside of it) to read and analyze using one of the critical approaches discussed in class (or another one with prior instructor approval). Basic requirements for the assignment are listed below. A separate, more detailed prompt will be distributed.

- About 1200 words, not including Works Cited page;
- MLA format (double-spaced, TNR 12 pt font, 1" margins);
- Five (5) sources with no more than 2 of these from websites or webpages; the remainder of the sources must be from scholarly peer-reviewed books or journals;
- Participation in peer review; and
- Final draft of the paper must be submitted to Blackboard by 11:59pm on the due date.

Final Project Presentation

50 points

Students will prepare a 5-10 minute presentation about their final papers.

SUMMARY OF ASSIGNMENTS

Reading Responses	150 points
Midterm Exam	100 points
Final Exam	100 points
Paper	200 points
Oral Presentation	50 points

Total Points Available: 600

GRADING SCALE

538-600 accumulated points (90-100%) = A
478-537 accumulated points (80-89%) = B
418-477 accumulated points (70-79%) = C
358-417 accumulated points (60-69%) = D
Fewer than 358 accumulated points (0-59%) = F

STUDENT ACADEMIC RESOURCES

Disability Accommodations

Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Military Personnel & Veterans

Thank you for serving our country. I recognize the complexities that may occur when you are an active military student or student veteran. If you want to self-disclose your prior or current military status with me, please feel comfortable doing so. Know that I will never discuss nor ask you to disclose this information with others (including your fellow students). If you have temporary or permanent physical or mental health concerns that may warrant reasonable accommodations, please speak with Mr. Carl Greig (CGreig@TAMUT.edu) in the Student Life office. You may also discuss these concerns with me privately – although you are not obligated to do so. Drill schedules, activation for active duty, complications with education benefits disbursements, VA appointments, and other unforeseen military or veteran-related developments can complicate your academic life. If you make me aware of any complications, I will do everything I can to assist you in resolving the matter and/or putting you in touch with the official university personnel who can help. Recommended resources include the Manager of our Veterans Services Center, Mr. Robert Hernandez (903.334.6602, RHernandez@TAMUT.edu), Counseling Services (903.223.3186), and your Student Veterans Association chapter officers (TAMUT.SVA@gmail.com). You should also know there is a Veterans Center inside the first floor of the BASS building where you can chill, grab a cup of coffee, work on homework, or chat with other veterans.

PATH - Personal Achievement Through Help

The PATH Program is a mentorship program for African American males and is designed to encourage and support students through guidance and engagement to enhance academic and personal success. If you are interested in participating in PATH, please contact Doneyne Smith, PATH Program Manager in UC 330B (903.334.6753 or doneyne.smith@tamut.edu). You can

learn more about PATH online at <https://www.tamut.edu/Academics/Student-Support/PATH/index.html>.

Success Center

The Success Center at A&M-Texarkana offers a variety of academic support services for all students, free of charge. Services include group study sessions, individual tutoring across a variety of subjects (including some online), supplemental instruction, computers, and workshops. The Success Center is located in UC 330. Visit the Success Center homepage to learn more - <http://www.tamut.edu/Academics/Student-Support/Success-Center/index.html>.

Transfer Students

A&M-Texarkana has an office of student support specifically designed for transfer students. The I-Care (Integrating a Culture of Academic Retention and Excellence) office offers completion coaching, advising, tutoring, free printing and copying, calculator checkout, and other services. Please visit the I-CARE office in UC 234 or email i-care@tamut.edu. You can learn more about the I-CARE program online at <http://www.tamut.edu/Academics/Student-Support/I-CARE.html>.

TRiO Student Support Services

The mission of TRiO Student Support Services is to provide an academic and personal support system to meet participants' individual needs, enabling them to be successful in obtaining their degrees. Students who may qualify for TRiO support include low-income college students, first generation college students, and college students with disabilities. For more information about TRiO, you can go by the TRiO office in UC 335 or email trioss@tamut.edu. You can also visit the TRiO website at <https://www.tamut.edu/Academics/Student-Support/TRIO/index.html>.

COURSE POLICIES & ANNOUNCEMENTS

Land Acknowledgement

A Land Acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as original stewards of this land and the enduring relationship that exist between First Nation peoples and their territories. In that spirit and to remind ourselves and our community, I want to acknowledge that we gather at Texas A&M University – Texarkana on the traditional land of the Osage Nation and Caddo Nation peoples, past and present. I honor the with gratitude the land itself and the people who have stewarded it throughout the generations. We are also obligated to reflect on and actively address these histories and the role this university has played in shaping them.

Attendance

Attending class is to your advantage. I am not responsible for reminding you to attend class or for providing you with material if you miss class. If you miss more than three days during the semester, you seriously endanger your ability to master the course material, participate in important class activities, and possibly miss critical assignment due dates. If you know you will miss class for a legitimate reason (medical appointment, sick child, funeral, etc.), then speak with/email me *ahead of time* so we can make arrangements for you to submit work early for full credit. You must attend the full class period to submit any assignments due that day. You may not send it with another student, email it to me in lieu of a hardcopy, or submit it at the beginning of class and then leave. Participation means interaction with other students and the instructor, not

just presence in class. Students are expected to deal with each other and the instructor in a professional, courteous manner. Please do not use your **cell phone during class time**. If you have an emergency and are expecting a phone call, notify your professor before class begins, set your phone to vibrate, then get up and leave the room to talk on your phone.

Late Work

Generally, I do not accept work after the end of the class period for which that work is due nor do I permit students to make up late work. If you cannot meet an assignment deadline, it is in your best interest to contact me prior to the deadline to discuss any options you may have.

Contacting Me

If you need to meet with me privately, please contact me via email to make an appointment or drop in during my scheduled office hours (on the first page of this syllabus). Many questions can be answered via email and I'm rather timely in my responses, so email is the best option for getting into contact with me right away.

Student Conduct

All students at A&M-Texarkana, by virtue of being admitted to and enrolled at A&M-Texarkana, are subject to the university's *Student Code of Conduct*, a copy of which is available to you online. Even if you have not read the *Student Code of Conduct*, you are still subject to its parameters. I encourage you to review Section III ("Freedom from Discrimination"), Section V ("Academic Rules and Procedures"), and Section VIII ("Non-Academic Disciplinary Rules and Procedures"). The university, including its physical spaces (e.g., classrooms, hallways, etc.) and virtual spaces (social media, Blackboard) are considered a public space. This means, you are required to abide by the university's code of conduct in spaces on the campus. Your words (verbal, written, or nonverbal), actions, and behaviors – online or in person – are your responsibility and you will be held accountable for them.

Academic Integrity

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source, constitute academic dishonesty. **Any submitted assignments discovered to have violated academic integrity will be grounds for a grade of "F" in the course and/or further disciplinary actions.** For additional information see the university catalog and/or review Section VII of the *Student Code of Conduct*.

Academic Integrity Addendum: All work you submit for this course must be original work completed **for this course during this semester**. If you are repeating this class, you must construct new and original work for your assignments, even if the assignments are similar or the same from previous semesters. Submitting work that you've completed previously is unethical and unfair to other students in the course.

Safe Assign

To maintain the integrity of the work submitted for this course, you will be asked to submit some of your assignments via the course Blackboard site which is enabled with the Safe Assign tool. Safe Assign checks submissions for unoriginal material from the internet, print sources, other

student papers, and other sources. You will have the ability to view your Safe Assign originality reports. Any possible instances of plagiarism or other academic integrity violations (such as unauthorized collusion) will be assessed prior to communicating findings to the student.

Extra Credit

If you utilize the Success Center and receive feedback from a writing tutor on your research paper at least 3 days prior to the assignment due date, *and* you include a complete proof sheet with your submission, you will receive 10 extra credit points toward that assignment. Please note: the Success Center offers online tutoring for distance students; visit their website for details and instructions - <http://www.tamut.edu/Academics/Student-Support/Success-Center/index.html>.

Drop Policy

To drop this course after the census date, a student must complete a [Drop/Withdrawal Request Form](#), located on the University Registrar’s webpage or obtained in the Registrar’s Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an “approval” to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar’s office for processing in person, email Registrar@tamut.edu, mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140).

Drop/withdraw forms missing any of the required information will not be accepted by the Registrar’s Office for processing. It is the student’s responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

Drop/Withdraw deadlines for the Fall 2019 semester		
Session	Drop without a grade	Last day drop/withdraw
Full Term (16 week)	Wednesday, September 11	Friday, November 15

Course calendar begins on next page.

COURSE CALENDAR: FALL 2019

The instructor reserves the right to alter the course calendar in any way determined appropriate based upon the needs of the course and its students. Students will be notified of any changes to this calendar.

Note:

Because this is a 400-level English course, I assume you have read some of the more common essays popular to contemporary studies of American literature – both in high school and in college. Hence, I have not repeated them here. In order to develop your experience with a wide range of essays, you should not only read the ones assigned for the course but also familiarize yourself with the following (all of which can be found in your *50 Essays* anthology):

- Jonathan Swift's *A Modest Proposal* (1729, p. 408)
- Frederick Douglass' *Learning to Read and Write* (1845, p. 118)
- Henry David Thoreau's *Civil Disobedience* (1849, p. 424)
- George Orwell's *Shooting an Elephant* (1936, p. 295)
- E.B. White's *Once More to the Lake* (1941, p. 458)
- Martin Luther King Jr.'s *Letter from Birmingham Jail* (1963, p. 203)
- Amy Tan's *Mother Tongue* (1990, p. 417)
- Sherman Alexie's *Superman and Me* (1997, p. 15)

Week 1 (August 26 & 28): Introduction to The Essay

Monday, August 26

In Class

- Instructor and class introductions
- Course and syllabus review and recommendations

For Next Time

- Read Carl H. Klaus, "Toward a Collective Poetics of the Essay" (*Essayists on the Essay*, pp. xv-xxvii)
- Write a response to the following (about 300 words):
What do you think of when we say "essay?" What features come to mind? Thinking of your collective experience as a reader and writer of essays, what differences in these experiences come to mind? Similarities?

Wednesday, August 28

In Class

- Discussion of your written responses
- Introduction to English 450: The Essay

For Next Time

- Read the following:
 - Michele de Montaigne, selections, (1580), pp. 1-6
 - William Cornwallis, from "Of Essays and Books," (1600-01), pp. 7-8

Week 2 (September 2 & 4): Montaigne & the 16th Century

Monday, September 2

No class: Labor Day Holiday

Wednesday, September 4

In Class

- Discussion: Montaigne and the forging of a genre

For Next Time

- Read Peter Mack, “Rhetoric and the Essay” (Rhetoric Society Quarterly, 1993; **Blackboard**)
- Read Owen Felltham, from *Resolves*, “Of Apprehension in Wrongs” (1623; **Blackboard**)

Week 3 (September 9 & 11): Into the 17th Century

Monday, September 9

In Class

- Discussion: Mack & Felltham

For Next Time

- Read Francis Bacon, from *The Proficiency and Advancement of Learning* (1605), p. 9-10
- Read Francis Bacon, *Of Parents and Children* (1625; **Blackboard**)

Wednesday, September 11

In Class

- Discussion: Bacon

For Next Time

- Read the following:
 - Sir Thomas Browne, from *Hydriotaphia, Urn-Burial* (Chapters I & II), 1658 (**Blackboard**)
 - Abraham Cowley, from *Several Discourses by Way of Essays, in Verse and Prose*, “The Dangers of an Honest Man in Much Company,” 1661 (**Blackboard**)
 - Increase Mather, from *An Arrow Against Profane and Promiscuous Dancing*, 1684 (**Blackboard**)
- Complete Reading Response 1

Week 4 (September 16 & 18): 17th Century into 18th Century

Monday, September 16

In Class

- **DUE TODAY:** Reading Response 1
- Discussion: Browne, Cowley, and Mather

For Next Time

- Read the following:
 - Joseph Addison, from the *Spectator* (1712), pp. 11-12
 - Samuel Johnson, from the *Rambler* (1751), pp. 13-14
- Complete Reading Response 2

Wednesday, September 18

In Class

- **DUE TODAY:** Reading Response 2
- Discussion: Into the 18th Century: Addison and Johnson

For Next Time

- Read the following
 - Bernard Mandeville, from *The Fable of the Bees* (Remark M.), 1714 (Blackboard)
 - Lady Mary Wortley Montagu, from *The Nonsense of Common-Sense* (Numb. II), 1737 (**Blackboard**)
 - John Woolman, from *A Plea for the Poor*, 1763 (**Blackboard**)

Week 5 (September 23 & 25): 18th Century Essayists

Monday, September 23

In Class

- Discussion: The 18th Century

For Next Time

- Read the following
 - Richard Squibbs, “Lawyers, Republicanism, and the Federalist Periodical Essay in The Port Folio,” (2012, *Huntington Library Quarterly*), **Blackboard**
 - Patrick Spedding, “Lady Mary Wortley Montagu, Manuscript Publication, and the Vanity of Popular Applause,” (2009, *Script & Print*), **Blackboard**
- Complete Reading Response 3

Wednesday, September 25

In Class

- **DUE TODAY:** Reading Response 3
- Discussion: Squibbs and Spedding

For Next Time

- Read the following
 - William Hazlitt, from “On the Periodical Essayists,” (1815), pp. 15-18
 - Charles Lamb, from an Unpublished Review, (1821), pp. 19-22
 - Margaret Fuller, “A Short Essay on Critics,” (1840)
<http://archive.vcu.edu/english/engweb/transcendentalism/authors/fuller/essayoncritics.html>

Week 6 (September 30 & October 2): Mid/Late 19th Century

Monday, September 30

In Class

- Discussion: Early 19th Century

For Next Time

- Read the following
 - Poe, “The Philosophy of Composition,” 1846,
<http://xroads.virginia.edu/~hyper/poe/composition.html>

- Elizabeth Cady Stanton, *Declaration of Sentiments and Resolutions*, 1848, p. 390 (*50 Essays* anthology)
- Ralph Waldo Emerson, from “Montaigne, or the Skeptic,” (1850), pp. 23-24

Wednesday, October 2

In Class

- Discussion: Mid-19th Century

For Next Time

- Read the following:
 - Alexander Smith, from “On the Writing of Essays,” (1863), pp. 25-28
 - Walter Pater, from “Dialectic,” (1893), pp. 29-31
 - Agnes Repplier, from “The Passing of the Essay,” (1894), pp. 32-35
 - Gertrude Bustill Mossell, “Caste in Institutions Devoted to the Education of the Colored Race,” 1894 (**Blackboard**)
- Complete Reading Response 4

Week 7 (October 7 & 9)

Monday, October 7

In Class

- **DUE TODAY:** Reading Response 4
- Discussion: 19th Century Essayist Commentary

For Next Time

- Read the following:
 - Virginia Woolf, from “The Modern Essay,” (1925), pp. 44-47
 - Virginia Woolf, “What if Shakespeare had had a Sister?”, 1929 (pp. 466-476)
 - Carl H. Klaus, “On Virginia Woolf on the Essay” (1990, *The Iowa Review*), **Blackboard**

Wednesday, October 9

In Class

- Discussion: Virginia Woolf

For Next Time

- Complete Reading Response 5
- Read the following:
 - A.C. Benson, from “The Art of the Essayist,” (1922), pp. 40-43
 - Zora Neale Hurston, “How It Feels to Be Colored Me,” 1928 (pp. 185-189)

Week 8 (October 14 & 16): Midterms

Monday, October 14

In Class

- **DUE TODAY:** Reading Response 5
- Early 20th Century Essayists
- Midterm review

For Next Time

- Study for your midterm

Wednesday, October 16

In Class

- Take your midterm on Blackboard (available online from Wednesday, 10/16 at 8am through Friday, 10/18 at 9:00pm)

For Next Time

- Read the following:
 - Katharine Fullerton Gerould, from “An Essay on Essays” (1935), pp. 61-64
 - George Orwell, “You and the Atomic Bomb,” 1945 (**Blackboard**)
 - Max Bense, from “On the Essay and Its Prose,” (1947), pp. 71-74
- Complete Reading Response 6

Week 9 (October 21 & 23)

Monday, October 21

In Class

- **DUE TODAY:** Reading Response 6
- Discussion: Essayists and Essays of the World Wars

For Next Time

- Read the following:
 - Mariano Picón-Salas, from “On the Essay” (1954), pp. 75-77
 - James Baldwin, “Notes of a Native Son,” 1955 (pp. 50-71)
 - William Faulkner, “On Fear: Deep South in Labor: Mississippi,” 1956 (**Blackboard**)
 - Germán Arciniegas, from “The Essay in Our America,” (1956), pp. 78-81
- Complete Reading Response 7

***Tuesday, October 22nd at 7pm**, essayist Anne T. Donahue (author of the essay collection, *Nobody Cares*) will speak at A&M-Texarkana as part of this year’s Program for Learning and Community Engagement (PLACE) initiative

Wednesday, October 23

In Class

- **DUE TODAY:** Reading Response 7
- Discussion: Essayists in the 1950s

For Next Time

- Read the following:
 - William F. Buckley, Jr., “Why Don’t We Complain?” 1960 (pp. 76-82)
 - Michael Hamburger, “An Essay on the Essay,” (1965), pp. 91-93
 - Maya Angelou, “Graduation,” (1969), pp. 20-32
 - Guillermo Díaz-Plaja, “The Limits of the Essay,” (1976), pp. 99-100

Week 10 (October 28 & 30)

Monday, October 28

In Class

- Introduce the paper and presentation assignment
- Discussion: Essayists in the 1960s

For Next Time

- Read the following:
 - Susan Sontag, “A Woman’s Beauty: Put-Down or Power Source?” (1975) pp. 386-389
 - Maxine Hong Kingston, “No Name Woman” (1976), pp. 227-239
 - Joan Didion, “Holy Water” (1979), pp. 111-117
- Complete Reading Response 8

Wednesday, October 30

In Class

- **DUE TODAY:** Reading Response 8
- Discussion: The 1970s

For Next Time

- Read the following:
 - Audre Lorde, “The Fourth of July,” 1982 (pp. 254-258)
 - Jean Starobinski, from “Can One Define the Essay?” (1983), pp. 110-115
 - Nancy Mairs, “On Being a Cripple,” 1986 (pp. 259-272)
 - Scott Russell Sanders, from “The Singular First Person,” (1988), pp. 124-126
 - Mike Rose, “I Just Wanna Be Average,” (1989), pp. 345-359

Week 11 (November 4 & 6)

Monday, November 4

In Class

- Discussion: The 1980s

For Next Time

- Read the following:
 - Lars Eighner, “On Dumpster Diving,” 1993 (pp. 139-151)
 - Nancy Mairs, from “Essaying the Feminine,” (1994), pp. 142-146
 - Carl H. Klaus, “Embodying the Self: Malady and the Personal Essay” (1995, *The Iowa Review*), **Blackboard**
 - Bharati Mukherjee, “Two Ways to Belong in America,” 1996 (pp. 290-294)

Wednesday, November 6

In Class

- **Discussion:** The 1990s, Part I

For Next Time

- Read the following:
 - Robert Atwan, “Essayism,” (1995, *The Iowa Review*), **Blackboard**
 - Rachel Blau Duplessis, from “f-Words: An Essay on the Essay,” (1996), pp. 147-150

- David Sedaris, “A Plague of Tics,” 1997 (pp. 360-373)
- Complete Reading Response 9

Week 12 (November 11 & 13)

Monday, November 11

In Class

- **DUE TODAY:** Reading Response 9
- Discussion: The 1990s, Part II

For Next Time

- Read the following:
 - Sara Levine, “The Self on the Shelf,” (2000), pp. 159-166
 - Cherríe L. Moraga, “What’s Race Gotta Do With It?” 2008, **Blackboard**
 - Paul Graham, from “The Age of the Essay,” (2004), pp. 171-173

Wednesday, November 13

In Class

- Discussion: Contemporary Essayists before Web 2.0

For Next Time

- Read the following:
 - Ander Monson, from “The Essay as Hack,” (2008), pp. 178-180
 - Malcolm Gladwell, “Small Change: Why the Revolution will not be Tweeted” 2010, (pp. 169-181)
 - Lauren Slater, “Killing My Body to Save My Mind” 2011, **Blackboard**
 - Charles Simic, “A Reunion with Boredom,” 2011 (pp. 374-376)

Week 13 (November 18 & 20)

Monday, November 18

In Class

- Discussion: Essayists in the Internet Age

For Next Time

- Read the following:
 - Robert Atwan, “Notes towards the Definition of an Essay,” (2012), pp. 194-201
 - Michael Broder, “My Virus, My Husband, and Me,” 2013, **Blackboard**
 - Vinson Cunningham, “What Makes an Essay American,” 2016, **Blackboard**
 - Anne T. Donahue, “Failing Upwards,” 2018, **Blackboard**
- Complete Reading Response 10

Wednesday, November 20

In Class

- **DUE TODAY:** Reading Response 10
- Discussion: Contemporary Essayists

For Next Time

- Bring in a draft of your paper for peer workshop

Week 14 (November 25 & 27):

Monday, November 25

In Class

- Peer workshopping your essays

For Next Time

- Continue working on your essays; due in class with presentations on Monday, December 2

Wednesday, November 27

No class – Thanksgiving holiday

Week 15 (December 2 & 4):

Monday, December 2

In Class

- **DUE TODAY: PAPER & PRESENTATION**
- Presentations

For Next Time

- Gather materials and questions for final exam prep

Wednesday, December 4

In Class

- Final exam review and prep

For Next Time

- Be prepared to take your final exam during the final exam window

Week 16 (December 9 & 11): FINALS WEEK

Wednesday, December 11

Final Exam will take place during our approved final exam block: Wednesday, December 11 from 10:30am until 12:30pm. Please make alternate arrangements to ensure you can take your final exam.