1. DESCRIPTIONS

Course:

This course is designed to help students with transitions from their past experiences to the challenges of college academic life and culture, also emphasizing writing, reasoning, and learning as foundations for continuing academic success in General Education and beyond. Each section of the course involves explicit, continuing attention to writing, reasoning, research, and reflective engagement with various texts, written and non-written. All sections initially address with students questions about the nature of education, liberal arts education, and links to lifelong learning and living. Offered in multiple sections each year. Taken in the first term of the freshman year.

Section:

A preview of the pros and cons, ups and downs, rewards and frustrations, pleasures and perils of a liberal education. The good news is a liberal education can build your communication skills, broaden your tastes and horizons, and strengthen your analytic and critical skills; the bad news is that these good things can leave you with questions without simple answers, appetites not easily satisfied, and doubts about once comfortable certainties. In this course, we will read and discuss several dramas about education going right and wrong including Aristophanes’ *Clouds*, David Mamet’s *Oleanna*, and some shorter dialogues of Plato.
2. AIMS OF THE COURSE

The official, College-mandated goals:

Successful students will learn:
1. to develop, compose, and complete college-level essays that are documented, that engage and use various kinds of texts, and that are expository (i.e., develop reasons, evidence, support for a thesis);
2. to identify and use properly some common modes of reasoning (e.g., analogy, argument), patterns of reasoning, and basic critical thinking concepts such as consistency, ambiguity and vagueness, and general criteria in thinking well about a variety of topics and texts;
3. to use the Hutchins Library facility and its resources, including the Library Home Page and library web resources;
4. to research, read, and evaluate a variety of sources, to assemble an appropriately diverse bibliography, and to appreciate different types of sources can work together;
5. to understand how preparation, engaged attentiveness, reflection, and thinking with appropriate criteria leads to learning from experiences beyond the formal classroom.

The goals of the course may be teased out of the key words of the course title:

“Writing”—The main goal here is to strengthen your skills as a writer of the kind of expository English prose that you will be called upon to use in your future academic and professional life. Because you may not be familiar with this style of writing, achieving this goal will not be easy. You will need to learn and to practice the conventions of clarity, concision, and correctness that govern formal academic and professional writing. Good formal writing usually depends on useful informal writing, i.e., note-taking, annotation, brainstorming, journaling, drafting, etc.

“Seminar”—A small class that “invites” (requires) your active participation in the give-and-take of classroom discussion. Since this situation is typical of the cooperative learning environments at Berea, it will be good preparation for your career here. I hope that, over the course of the term, you will become more comfortable and fluent discussing your ideas with others.

“Critical Thinking”—Every day, politicians, writers, opinion-makers, entertainers, advertisers, and professors are trying to get you to believe their claims about the way the world is. I hope that you get into the habit of questioning and examining the assumptions, arguments, and evidence offered or withheld by those trying to influence you.

“Liberal Arts”—By choosing to attend Berea College, you have in effect signed up for what is known as a “liberal arts education.” We will ask what this education is and why so many people are convinced it is good for you. The purpose will be to help you understand the premises and aims of liberal arts education as it is expressed in the College’s General Studies program.

3. REQUIREMENTS & GRADING

Writing (60% total of final grade). There are three distinct but related aspects of the writing requirement for this course.

**Formal essays (35% of final grade).** This category includes all assignments regarded as “finished” products composed for the eyes of others (me and/or your peers) with a view to maximum readability, organization, and respect for the conventions of standard written English. Everything in this category must be typed and thoroughly proofread.
B.S. essay (15% of final grade). A full-scale, detailed application of the argument from Harry G. Frankfurt’s *On Bullshit*. This is the most important single assignment in the term, and like the items in the preceding category, it is formal paper.

**Annotated Bibliography & Research Report (10% of final grade).** An analytical listing of sources on a topic related to *Declining by Degrees*, accompanied by a brief description of the results of your independent research.

☞ Plagiarism and other forms of academic dishonesty will not be tolerated in this or any other aspect of the course.

☞ All assignments are due at the beginning of the class period for which they have been assigned.

☞ Late papers will be subject to significant penalty and will go to the back of the grading queue. (If you are late for class, your paper is late too.)

**Class Participation (40% total of final grade).** This portion of your grade will reflect my assessment of your contribution on a day-to-day basis to the overall academic atmosphere of our class. This course is a face-to-face learning experience: it matters a great deal whether or not you are in the room, what you have to say and how you act when you get there, and what you have done to prepare before you arrive.

**Preparation (30% of final grade).** You will be expected to have read thoughtfully the assigned reading by the time of our meeting. The quality of your daily preparation will be assessed by the following means:

- **Quizzes, announced or unannounced.** Quizzes are frequently given at the beginning of the class period. If you are not in the classroom and in your seat at the time the quiz is distributed, you will not be permitted to take the quiz, and you will receive a zero for that assignment.
- Brief written assignments.
- Brief oral assignments.
- Written and oral comments on classmates’ writing during workshops

**N.B.** Assignments from this category may not be made up. Unless otherwise indicated, these assignments will be weighted equally.

**Contribution (10% of final grade).** You will be expected to share your insights and observations with your classmates. This portion of your participation grade will reflect the frequency and quality of your contribution to our classroom discussions. Egregious and/or habitual discourtesy of any kind will significantly lower your Class Participation Grade and will, of necessity, affect your final grade.

This is how I will evaluate your contribution to classroom discussion:

A = The A student **volunteers freely on a daily basis.** He or she **comes to class well-prepared** and must not be called upon in order to get involved in classroom activities and discussion. The A performer takes chances and therefore makes some “mistakes,” but he or she takes the time to produce interesting, creative answers which reflect **true understanding of the course material.**
B = Like the A performer, the B performer comes to class well-prepared every day but is somewhat **reticent when it comes to participating**. The individual volunteers every once in a while but not on a regular basis. He or she must be called upon at times to get involved in discussion. While not as creative or thoughtful as the contributions of the A student, the B student’s comments show good familiarity with the course material.

C = The C student must **almost always be called upon**, but does volunteer an observation every once in a while. He or she takes few if any risks and provides only commentary which has been heard already or reflects some unfamiliarity with the course material.

D = The D student **never volunteers a relevant observation**, and often cannot provide one when called upon. This student shows little to no knowledge of the material being used or discussed. It may be that this student’s disengagement from the class manifests itself in occasionally discourteous, disrespectful, or disruptive behavior (see below).

F = The F student **never volunteers information** and shows no familiarity with what is being discussed in class. This student has clearly taken not enough effort to prepare for class. It may be that this student’s disengagement from the class manifests itself in persistently discourteous, disrespectful, or disruptive behavior (see below).

N.B. The phrase “course material” in the above rubric refers to material related to the content of the course. General or specific questions about the composition of the grade, methods of grading, mechanics of grading, or inclusion of specific material on examinations—**while always welcome and appropriate**—should not be confused with substantive engagement with course content, which is what this component of the grade is intended to quantify.

**Attendance** is mandatory and will be taken at the start of each period. A below average record of attendance is **prima facie** evidence of an inadequate level of commitment to the class. Therefore, your record of attendance will help to establish the basis of your Class Participation Grade. Absences and missed work will be excused (not made up) only when the student is able to provide documentation of illness or other extraordinary hardship. Students requesting that work be excused should be prepared to provide verifiable documentation of the reason for their absence. Advance notice of anticipated absence is a welcome courtesy.

Distracting and discourteous behavior of any kind will significantly lower your Class Participation Grade and will necessarily affect your final grade. **The following are useful guidelines for classroom behavior and student-faculty interaction, which I expect you to observe:**

Expressing ourselves in how we think, speak, dress, and act is one of the most exciting things about college. With the casual dress and attitudes that prevail in American colleges, however, it is not surprising that some college students do not know where to draw the line between individual expression and civil discourse in the classroom. While the connection between your classroom behavior and course grade may be not be clearly delineated, there are some behaviors that are best to avoid to keep from disrupting the class and to show due respect for the instructor, the coursework, and your fellow classmates. One can view these behaviors as forming a code of conduct appropriate to the semi-professional level of interaction that should be commonplace in the college setting between teachers and students.

Expectations of students in Berea College classrooms are as follows:
1. Do not address the instructor in a casual manner. While “Hey Dude, what’s up?” is okay for your friends, it is not appropriate for your instructor. This even applies to instructors who dress and behave casually. Also, do not assume that all faculty and staff members give their permission for you to address them by their first names. Please ask the faculty and/or staff member how s/he wishes to be addressed.

2. **Turn off your cell phone, pager, and other electronic equipment not necessary for the class before entering the room.**

3. Remove your hat and sunglasses when entering the classroom.

4. **Do not consume food** or drink in the classroom, unless you have been given permission to do so by the instructor.

5. Take care of personal business—**including using the restroom**, getting drinks or snacks (if permitted by the instructor), etc.—before coming into the classroom, except in an emergency. Also **be aware that leaving the classroom during an examination can put you under suspicion of academic dishonesty** and should be avoided whenever possible.

6. Come to the classroom on time and prepared, having completed the assignments for that day.

7. Be aware that sometimes additional information is communicated via Web CT, Outlook e-mail, CPO mailbox, campus voicemail, and other means of communication announced in your syllabus or during class. It is your responsibility to activate your campus phone, e-mail, and CPO mailbox, as well as to learn to use Web CT for classes that require it. Then check each one daily to make sure you don’t miss an important communication from your instructor or from the College administration.

8. If you must arrive late to class, inform the instructor in advance, whenever possible, and then sit down quietly near the entrance, so that you will be less disruptive to the class.

9. **If there is no assigned seating, choose a seat in the room that is conducive to your ability to stay on task and remain focused throughout the class period.**

10. **Do not begin to close books, zip book bags, or leave while the instructor or guest speaker is still speaking. When the conversation ends, then you may proceed to prepare to leave the room.**

11. **If you know you will have to leave early, let the instructor know in advance, whenever possible, then sit near the exit so that you can leave less obtrusively.**

12. **Do not chat with classmates during a presentation or lecture because it disrupts the learning environment.** (Active, thoughtful, and respectful participation during appropriate class discussion is encouraged, though!)

13. **Be patient and courteous with other students when they ask a question or make a statement, even when the subject may be obvious to you.**

14. Do not dominate the classroom discussion and, when/if you must disagree, do so respectfully.

15. **Do not look at materials during class other than those appropriate for the course you are in.** If you bring your laptop to class, be certain that your use of the computer is linked directly to that class or specific activity.

16. **Do not ask the instructor to repeat information you missed because you skipped a class.**

17. At Convocations, please cease all talking when the program is ready to commence. When someone stands at the podium, this is a signal that the program is about to start; be courteous and cease talking. Do not begin moving, talking, etc., until the guest performer or speaker has completed the event. Avoid pushing and shoving others to the exit. There will be sufficient time to exit and to proceed to your Labor meetings or other events. Please be sensitive and courteous to others as they move out of the auditorium. (See the Convocations section of this Handbook for more information and rules on Convocation behavior.)

18. **Students are encouraged to use the appropriate body language to show their interest and respect for the course and instructor.** Some ways of conveying such is by actively recording notes, nodding your head, actively listening, and participating in class discussions.

I interpret and amplify the preceding guidelines in the following specific ways:
• Students arriving late will be considered absent, as will students who are conspicuously unprepared, lacking books or other course materials, sleepy, or otherwise inattentive or distracting.
• Students without assigned texts or materials may be asked to leave the classroom.
• Eating and chewing gum during class are absolutely prohibited.
• Classroom seating is at my discretion. Students may be asked to change seats on a temporary or a permanent basis.
• Cellular phones and other personal electronic devices should be turned off and kept out of sight.
• Unless otherwise indicated, laptops may not be used during class.
• Clock-watching and premature packing are rude and distracting.
• You are not permitted to record electronically in-class lectures, discussions, or conversations during office hours without my prior written permission.
• During quizzes, hourly, mid-term, and final examinations, you will be expected to behave as you would during class. Please observe the following protocol for exams and quizzes in this class:
  o no talking once materials have been distributed
  o sit as far apart as room allows
  o do not leave classroom during examination
  o clear your desk and immediate vicinity of books and papers
  o clear your desk and immediate vicinity of all personal items not connected to the exam (cell phones, purses, appointment books, etc.)
  o no eating during exams
  o keep your eyes on your own materials. You may be reminded of this during the exam. Remember: a reminder is not an accusation.

**Final grade** may be adjusted upward by a steady and demonstrated pattern of improvement. Conversely, a poor record of attendance and diminishing involvement may lower the final grade.

**Grading** in this course will conform to the policy approved by the faculty, which is quoted here with emphasis added:

The quality of a student’s academic achievement in each Berea College course is reported through final course grades as follows:

A: Excellent work
B: Good work
C: Competent work
D: Poor work which is still worthy of credit
   
   Raises serious concern about the readiness of a student to continue in related course work.

F: Failing work which is unworthy of credit

CA: The required minimum of 7 Convocation credits were earned
CF: The required minimum of 7 Convocation credits were not earned
S/U/SC: Satisfactory, Unsatisfactory, Satisfactorily Completed

Given in developmental mathematics courses and in other non-credit courses and projects. These grades are not used in determining the GPA.

P: Passing work

Given for courses which do not affect GPA, but for which credit is earned.

CP: Continuing Progress

Given when a student is enrolled in a class which continues into the next term.

I: Incomplete

Assigned only when some portion of a course has not been completed for good and sufficient reason. Courses in which I grades are assigned must be completed not later than the end of the next regular term in which the student is enrolled or the grade will be recorded as “F” on the permanent record. Note that instructors may set an earlier deadline for completion of incomplete work than that set by the College.

In addition, the course grades of A, B, C, and D may be modified by a plus (+) or minus (-) suffix, indicating achievement which is respectively at the higher or lower segment of each of these grade ranges.

Grade Point Average: For purposes of computing the Grade Point Average (GPA), the following weights are used: A+ / A / CA=4.0; A−=3.7; B+=3.3; B=3.0; B−=2.7; C+=2.3; C=2.0; C−=1.7; D+=1.3; D=1.0; D−=0.7; and F / CF=0.0. S, SC, I, and U grades are not used in calculating GPA.

In designing and grading your work in this course, I am guided by the following distinctions among the letter grades:

- **A/A-**: These grades signify **consistently outstanding achievement in all aspects of the course**.

- **B+/B/B-**: These grades reflect work of **good to very good quality**. Work at this level often has outstanding characteristics but is **not as consistent** throughout the term or in all aspects of the course as required of A or A- work.

- **C+/C**: These grades denote that the student has attained an **acceptable level of competence**. The student has demonstrated a **basic understanding** of the course material and abilities sufficient to proceed to more advanced courses in the area.

- **C-/D+/D/D-**: These grades indicate work that is **minimally adequate**. These grades raise serious concerns about the readiness of a student to continue in related coursework.

My grades use the familiar 100-point scale, which corresponds to the faculty-approved definitions of grades at Berea as follows:

<table>
<thead>
<tr>
<th>Highest</th>
<th>Lowest</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.00 %</td>
<td>93.00 %</td>
<td>A</td>
</tr>
<tr>
<td>92.99 %</td>
<td>90.00 %</td>
<td>A-</td>
</tr>
<tr>
<td>89.99 %</td>
<td>87.00 %</td>
<td>B+</td>
</tr>
<tr>
<td>86.99 %</td>
<td>83.00 %</td>
<td>B</td>
</tr>
</tbody>
</table>
Unless otherwise indicated, any grade you receive in this class may be understood according to the above scale.

Mid-Term Grading Policy. Your Mid-term Grade will be calculated according the relative value of participation, exams, and writing assignments that will establish your final grade. However, it will calculated (by the grading program I use) on the basis of less than a half a term’s work. Moreover, all the categories that compose the Final grade may not be represented in the Mid-term grade. Therefore, your Mid-term grade should not be regarded as prophecy, prediction, curse, bargain, or contract. Many factors—not the least of which is the amount of effort you choose to put into the second half of this course—could make for a much different (higher or lower) final grade.

Final papers and exams will not be returned via the CPO. You may make an appointment with me to see your final exam and/or paper once final grades have been released.

4. HOW TO SUCCEED IN THIS CLASS

You will be in a good position to enjoy and benefit from this class, only if you—

- **READ** the books & other materials before they are discussed in class.
- **HAND IN** assignments when they are due.
- **COME** to class. Every class.
- **ASK** for help when you need it.

Anything less than this, you can expect your grade to suffer. This course is not so designed as to provide a “gentleman’s B” to a student who does not keep up with daily work. Remember, “minimally adequate” work is only worthy of a C-/D grade.

5. ACADEMIC HONESTY

I will enforce the policy as stated in the Berea College Student Handbook:

Students are expected to be **scrupulous** in their observance of high standards of honesty in regard to tests, assignments, term papers, and all other procedures relating to class work. Academic dishonesty as used here includes, but is not limited to, plagiarism, cheating on examinations, theft of examinations or other materials from an instructor’s files or office or from a room in which these are being copied, copying of an instructor’s test material without the permission of the instructor, theft of computer files from another person, or attributing to one’s self the work of others, with or without the other’s
permission. Falsification of an academic record with intent to improve one’s academic standing shall also be construed to be academic dishonesty. (109)

6. INSTRUCTOR EVALUATION QUESTIONNAIRES

Students in all classes will be asked to complete the campus-wide Instructor Evaluation Questionnaire at the end of the semester. I encourage you to participate responsibly in this evaluation process.

7. ADA/DISABILITY ACCESS

Students who have a disability that may prevent them from fully demonstrating their abilities should contact the Disability Services Coordinator, Cindy Reed at (859) 985-3212, or e-mail cynthia_reed@berea.edu, to discuss accommodations necessary to ensure full participation in this course. Upon request, this syllabus can be made available in alternative forms.

8. REQUIRED TEXTS

The following texts are available at the College Bookstore. **You are strongly advised to purchase them all as soon as possible before the Bookstore begins to return unsold copies.** Please do not substitute different translations or editions for those listed below; no allowance will be made for students who do not use the required texts and materials.


9. SCHEDULE OF TOPICS & ASSIGNMENTS

- This Schedule is provisional.
- Changes to and additional details of assignments will be announced in class; it is your responsibility to keep abreast of them.
- Bring your own (hard) copy of assigned reading to class with you. Students without books or materials will be counted as absent.
- Handouts will be distributed frequently in class, on Moodle, and via e-mail.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 8/27</td>
<td>COURSE OVERVIEW &amp; DISCUSSION OF SYLLABUS</td>
<td></td>
</tr>
<tr>
<td>M 8/30</td>
<td>ALLEGORY OF THE CAVE: DISCUSSION QUIZ ON SYLLABUS</td>
<td>• Review and Re-read Syllabus</td>
</tr>
<tr>
<td>T 8/31</td>
<td>ALLEGORY OF THE CAVE: IN-CLASS WRITING</td>
<td>• Read Handbook 14–35</td>
</tr>
<tr>
<td>W 9/1</td>
<td>ALLEGORY OF THE CAVE: IN-CLASS WRITING</td>
<td>• Read Handbook 36–80</td>
</tr>
<tr>
<td>F 9/3</td>
<td>WORKSHOP: EVALUATION WITH RUBRIC</td>
<td>• Read Handbook 81–109</td>
</tr>
<tr>
<td>M 9/6</td>
<td>WORKSHOP: EVALUATION WITH RUBRIC</td>
<td>• Read Handbook 109–138</td>
</tr>
<tr>
<td>T 9/7</td>
<td>WORKSHOP: MS FORMAT</td>
<td>• Bring laptops to class</td>
</tr>
<tr>
<td>W 9/8</td>
<td>WORKSHOP: MS FORMAT</td>
<td>• Bring Handbook to class</td>
</tr>
<tr>
<td>F 9/10</td>
<td>WRITING TOPICS</td>
<td>• Bring laptops to class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bring Handbook to class</td>
</tr>
<tr>
<td>M 9/13</td>
<td>CONFERENCES</td>
<td>• Cave Essay Due</td>
</tr>
<tr>
<td>T 9/14</td>
<td>CONFERENCES</td>
<td></td>
</tr>
<tr>
<td>W 9/15</td>
<td>CONFERENCES</td>
<td></td>
</tr>
<tr>
<td>F 9/17</td>
<td>CONFERENCES</td>
<td></td>
</tr>
<tr>
<td>M 9/20</td>
<td>“THE DIFFERENCE BETWEEN HIGH SCHOOL AND COLLEGE”: DISCUSSION</td>
<td>• Read “The Difference between High School and College” (download from Moodle site and print)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Corrected Essay Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read They Say/I Say 1–41</td>
</tr>
<tr>
<td>T 9/21</td>
<td>“ASKING ESSENTIAL QUESTIONS”</td>
<td>• Read “Asking Essential Questions”</td>
</tr>
<tr>
<td>W 9/22</td>
<td>OUTLINES &amp; SUMMARIES</td>
<td>• Read Handbook 262–277</td>
</tr>
<tr>
<td>F 9/24</td>
<td>WRITING TOPICS</td>
<td>• Outline and Summary of “The Difference between High School and College” Due</td>
</tr>
<tr>
<td>M 9/27</td>
<td>BIRTH OF LIBERAL EDUCATION</td>
<td>• Read Protagoras 1–34</td>
</tr>
<tr>
<td>Date</td>
<td>Class Schedule</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td><strong>T 9/28</strong></td>
<td><strong>LIBERAL EDUCATION</strong></td>
<td></td>
</tr>
<tr>
<td><strong>W 9/29</strong></td>
<td><strong>CLASS DOES NOT MEET</strong></td>
<td></td>
</tr>
<tr>
<td><strong>R 9/30</strong></td>
<td><strong>“GUYLAND” CONVOCATION</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **F 10/1** | **“GUYLAND” DISCUSSION**  
- Freedom Skills Worksheet Due  
- Evaluation of “Guyland” Due |
| **M 10/4** | **OLEANNA DISCUSSION**  
- Read *Oleanna* |
| **T 10/5** | **OLEANNA**  
- Read *They Say/I Say* 42–75 |
| **F 10/8** | **WORKSHOP**  
- *Oleanna* Essay Due |
| **W 10/13** | **CONFERENCES**  
*CLASS DOES NOT MEET* |
| **F 10/15** | **CONFERENCES**  
*CLASS DOES NOT MEET* |
| **M 10/18** | **CONFERENCES**  
*CLASS DOES NOT MEET* |
| **T 10/19** | **CONFERENCES**  
*CLASS DOES NOT MEET* |
| **W 10/20** | **WHAT ARE PROFESSORS FOR?**  
- Read *They Say/I Say* 78–101  
- Read “How to Grade Your Professors” (download from Moodle site and print) |
| **F 10/22** | **EDUCATION AND HOT AIR**  
- Read *Clouds* |
| **M 10/25** | **DEFINING B.S.**  
- Read *On Bullshit* 1–34 |
| **T 10/26** | **DEFINING B.S.**  
- Read *On Bullshit* 35–67 |
| **W 10/27** | **WRITING TOPICS** |
| **F 10/29** | **REGISTRATION PREVIEW**  
- Summary/Analysis of *On Bullshit* Due |
| **M 11/1** | **INTEGRITY IN ACADEME**  
- Read “Of This Time, Of This Place” 72–92 (download from Moodle site and print) |
| **T 11/2** | **INTEGRITY IN ACADEME**  
- Read “Of This Time, Of This Place” 93–116 |
<p>| <strong>W 11/3</strong> | <strong>ACADEMIC INTEGRITY CASE STUDIES</strong> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 11/5</td>
<td>ANOTHER VIEW OF B.S.</td>
<td>• Read “Examsmanship and the Liberal Arts” (download from Moodle site and print)</td>
</tr>
<tr>
<td>M 11/8</td>
<td>CHALLENGES IN HIGHER EDUCATION</td>
<td></td>
</tr>
<tr>
<td>T 11/9</td>
<td>CHALLENGES IN HIGHER EDUCATION</td>
<td></td>
</tr>
<tr>
<td>W 11/10</td>
<td>CHALLENGES IN HIGHER EDUCATION</td>
<td></td>
</tr>
<tr>
<td>F 11/12</td>
<td>WORKSHOP</td>
<td>• B.S. Essay Due</td>
</tr>
<tr>
<td>M 11/15</td>
<td>LIBRARY ORIENTATION</td>
<td></td>
</tr>
<tr>
<td>T 11/16</td>
<td>WRITING TOPICS</td>
<td>• Read They Say/I Say 105–155</td>
</tr>
<tr>
<td>W 11/17</td>
<td>CONFERENCES</td>
<td>CLASS DOES NOT MEET</td>
</tr>
<tr>
<td>F 11/19</td>
<td>CONFERENCES</td>
<td>CLASS DOES NOT MEET</td>
</tr>
<tr>
<td>M 11/22</td>
<td>CONFERENCES</td>
<td>CLASS DOES NOT MEET</td>
</tr>
<tr>
<td>T 11/23</td>
<td>CONFERENCES</td>
<td>CLASS DOES NOT MEET</td>
</tr>
<tr>
<td>M 11/29</td>
<td>“THE SPEECH THE GRADUATES DIDN’T HEAR”: DISCUSSION</td>
<td></td>
</tr>
<tr>
<td>T 11/30</td>
<td>“THE SPEECH THE GRADUATES DIDN’T HEAR”: LETTERS IN REPLY</td>
<td>• Bring laptops to class</td>
</tr>
<tr>
<td>W 12/1</td>
<td>WORKSHOP</td>
<td>• Revised B.S. Essay Due</td>
</tr>
<tr>
<td>F 12/3</td>
<td>WORKSHOP</td>
<td></td>
</tr>
</tbody>
</table>
| M 12/6 | WORKSHOP | • Annotated Bibliography Due  
• Bring Handbook |
| T 12/7 | WORKSHOP | • Annotated Bibliography Due  
• Bring Handbook |
| W 12/8 | THE CAVE REVISITED | |
| F 12/10 | PARTING SELF-EVALUATION | • Revised Annotated Bibliography Due |
| T 12/14 | FINAL EXAM 8:00 A.M. | |