

Syllabus Sample English 1301

English 1301: Rhetoric and Composition I (Critical Thinking, Reading, and Writing)

Instructor: Name and title

Course Information: Section; Time; Room

Office/Hours: Time and Office Location

Email: Use only UTA email for conducting school related communication

Phone: English Dept. Office: 2-2692

ENGL 1301 RHETORIC AND COMPOSITION I: This course satisfies the University of Texas at Arlington core curriculum requirement in communication. This course will require students to read rhetorically and analyze scholarly texts on a variety of subjects. The course emphasizes writing to specific audiences and understanding how information is context dependent and audience specific. Students must engage with a variety of ideas and learn how to synthesize those in college level essays.

Core Objectives:

Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Communication Skills: To include effective development and expression of ideas through written, oral, and visual communication.

Teamwork: To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making.

ENGL 1301 Expected Learning Outcomes: By the end of ENGL 1301, students should be able to:

Rhetorical Knowledge

- Use knowledge of the rhetorical situation—author, audience, exigence, constraints—to analyze and construct texts
- Compose texts in a variety of genres, expanding their repertoire beyond predictable forms
- Adjust voice, tone, diction, syntax, level of formality, and structure to meet the demands of different rhetorical situations

Critical Reading, Thinking, and Writing

- Use writing, reading, and discussion for inquiry, learning, communicating, and examining assumptions
- Employ critical reading strategies to identify an author's position, main ideas, genre conventions, and rhetorical strategies
- Summarize, analyze, and respond to texts
- Find, evaluate, and synthesize appropriate sources to inform, support, and situate their own claims
- Produce texts with a focus, thesis, and controlling idea, and identify these elements in others' texts

Processes

- Practice flexible strategies for generating, revising, and editing texts
- Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions
- Use the collaborative and social aspects of writing to critique their own and others' texts

Conventions

- Apply knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- Summarize, paraphrase, and quote from sources using appropriate documentation style
- Control such surface features as syntax, grammar, punctuation, and spelling
- Employ technologies to format texts according to appropriate stylistic conventions

Required Texts.

Graff and Birkenstein, *They Say/I Say* 2nd edition

First-Year Writing: Perspectives on Argument (2012 UTA custom 3rd edition)

Ruszkiewicz et al, *The Scott, Foresman Writer* (UTA custom edition)

Description of Major Assignments.

Responses/Reading Quizzes: Throughout the semester you will read, analyze, and respond to various readings, other students, and general discussions. More specific reading response prompts will be provided for each of these responses on Blackboard. Quizzes will be assigned at times to assess your critical reading of various texts.

Discourse Community Analysis: For the first essay in this course, you will show your understanding of discourse communities and how different disciplines, subjects, and groups share knowledge of a particular topic and employ specialized language or other forms of communication. Your essay will demonstrate how you have successfully joined a discourse community and learned to communicate effectively and convincingly within that discourse community by using appeals specific to the members of the community.

Rhetorical Analysis: For this essay, you will select an essay cluster on one of the following topics: Fat Taxes, Is College Worth It?, Race, Marriage Equality, Social Class, The Body, Authenticity. You will write a rhetorical analysis of a designated essay from your selected cluster. This essay requires you to identify the main components of an author's scholarly argument, evaluate its rhetorical effectiveness, and convey these points to an audience in a well-organized and college level essay.

Synthesis Essay: For this essay, you will continue your writing on the topic cluster you selected for the Rhetorical Analysis. You will choose a particular ethical/social issue and synthesize information from multiple scholarly sources in order to develop an original claim. This assignment also asks you to engage with material responsibly through proper documentation. In this essay you are asked to identify and analyze complex ideas and communicate connections among them to a specific audience. After reading multiple sources about your chosen topic, you will develop a clear central claim and use multiple sources to support your claim.

In-Class Essay Exam: The in-class essay exam will require you to write in response to a prompt you will be given on the day of the exam.

Class Participation: You will be graded daily on class participation, which includes coming to class prepared, making thoughtful contributions in response to the readings, asking and answering questions, and presenting a general attitude of interest in the course content.

Peer Reviews. You will take part in peer writing groups that involve the discussion and evaluation of each other's work at a collaborative level. All team members will provide insight into the ethical and/or social issues discussed in their peer's work, while incorporating productive feedback into their own essays. Each essay will include mandatory peer review workshops. You will be required to include all peer review materials in the paper's final folder in order to receive full credit and to upload your Team Member Assessment Survey.

Grades. Final grades in FYC are A, B, C, F, and Z. **Students must pass ENGL 1301 with a grade of C or higher.** This policy is in place because of the key role that First-Year English courses play in students' educational experiences at UTA.

The Z grade is reserved for students who attend class regularly, participate actively, and complete all the assigned work on time but simply fail to write well enough to earn a passing grade. **This judgment is made by the instructor and not necessarily based upon a number average.** The Z grade is intended to reward students for good effort. While students who receive a Z will not get credit for the course, the Z grade will not affect their grade point average. They may repeat the course for credit until they do earn a passing grade.

The F grade, which does negatively affect GPA, goes to failing students who do not attend class regularly, do not participate actively, or do not complete assigned work.

Your final grade for this course will consist of the following:

Discourse Community Analysis	25%
Rhetorical Analysis	25%
Synthesis Essay	30%
Responses/Quizzes/Participation	10%
In-Class Essay Exam	10%

Final grades will be calculated as follows: A=90-100%, B=80-89%, C=70-79%, F=69%-and below; Z=see the Z grade policy above.

All major essay projects must be completed to pass the course. If you fail to complete an essay project, you will fail the course, regardless of your average. **Keep all papers** until you receive your final grade from the university. You cannot challenge a grade without evidence.

Late Assignments. Papers are due at the beginning of class on the due date specified. Summary responses **will not** be accepted late. Assignments turned in after the class has begun will receive a ten-percent deduction unless the instructor has agreed to late submission *in advance of the due date*. For each calendar day following, the work will receive an additional ten percent deduction. Work is not accepted after three late days. If you must be absent, your work is still due on the assigned date.

Paper Reuse Policy. You are not allowed, under any circumstances, to reuse papers from prior classes in this course. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date of the first draft.

Attendance Policy. Improvement in writing is a complex process that requires a great deal of practice and feedback from readers. Regular attendance is thus necessary for success in ENGL 1301. Students are expected to attend class regularly and to arrive on time. Excused absences include official university activities, military service, and/or religious holidays. Students must inform the instructor in writing at least one week in advance of an excused absence.

Classroom Behavior. Class sessions are short and require your full attention. All cell phones, pagers, iPods, MP3 players, laptops, and other electronic devices should be **turned off and put away when entering the classroom**; all earpieces should be removed. Store all none course related materials and other distractions so that you can concentrate on the readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks" (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or referred to the Office of Student Conduct.

Academic Integrity. All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, 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 or the attempt to commit such acts" (Regents' Rules and Regulations, Series 50101, Section 2.2)

You can get in trouble for plagiarism by failing to correctly indicate places where you are making use of the work of another or colluding with another to prepare assignments. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read your textbook and/or handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor. All students caught plagiarizing or cheating will be referred to the Office of Student Conduct.

Americans with Disabilities Act. The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Drop Policy. Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

Writing Center. The Writing Center, Room 411 in the Central Library, offers tutoring for any writing you are assigned while a student at UT-Arlington. You may visit the Writing Center for 45-minute face-to-face or online sessions. You may register and schedule appointments online at uta.mywconline.com or by visiting the Writing Center. In addition to normal sessions, the Writing Center will offer Quick Hits (5-10 minute sessions for those nagging last minute problems, spelling/word choice questions, or editing concerns) 4:30-7:30 p.m. Monday through Thursday. During Quick Hits periods one of our staff will also respond to brief questions on our FaceBook page www.facebook.com/WritingCenteratUTARlington. Research Librarians will also offer Paper's Due Drop Inn to assist with research and citation specific questions. If you need assistance with registration, please call 817-272-2601 during regular business hours. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as consultants become available. Writing Center consultants are carefully chosen

and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct your grammar or rewrite your assignment for you, but they will help you become a better editor of your own writing. I encourage each of you to use the Writing Center.

In addition to one-on-one consultations, the Writing Center will offer FYC and grammar workshops periodically throughout the semester. For more information on these, please visit us at <http://www.uta.edu/owl>.

Library Research Help for Students in the First-Year English Program. UT Arlington Library offers many ways for students to receive help with writing assignments: All First-Year English courses have access to research guides that assist students with required research. To access the guides go to <http://libguides.uta.edu>. Search for the course number in the search box located at the top of the page. The research guides direct students to useful databases, as well as provide information about citation, developing a topic/thesis, and receiving help. Other helpful information may be found at links provided below:

Library Home Page.....	http://www.uta.edu/library
Subject Guides	http://libguides.uta.edu
Subject Librarians	http://www.uta.edu/library/help/subject-librarians.php
Database List.....	http://www.uta.edu/library/databases/index.php
Course Reserves	http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog.....	http://discover.uta.edu/
E-Journals.....	http://liblink.uta.edu/UTAlink/az
Library Tutorials	http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus	http://libguides.uta.edu/offcampus
Ask A Librarian	http://ask.uta.edu

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Emergency Exit Procedures. Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, [which is located \[insert a description of the nearest exit/emergency exit\]](#). When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals

Electronic Communication Policy. All students must have access to a computer with internet capabilities. Students should check email daily for course information and updates. I will send group emails through Blackboard. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend.

The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their MavMail regularly.*** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

Conferences and Questions: I have regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days. If you receive a grade on an assignment or quiz about which you have questions, please wait twenty-four hours before discussing it with me. This gives you time to process the assignment comments and to think about how your course work meets the requirements set forth for each assignment. I do not discuss individual student issues in the classroom before, during or after class.

Syllabus and Schedule Changes. Instructors try to make their syllabuses as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any major changes in writing.

Course Schedule. Assignments are due on the day they are listed.

**Sample English 1301 Daily Schedule
(May be subject to revision)**

Week	Class Topic and Daily Readings	Assignment Due
1	Course Introduction. Syllabus Policies and Procedures. Responsibilities of College Students	
2	Introduction to Academic Conversation Read: <i>TSIS</i> Preface, Introduction, and Ch. 11 and <i>FYW</i> pp. P11-P16 (The capitol "P" indicates a page in the preface of <i>FYW</i>)	
2	Diagnostic Essay Last day for late registration	
2	Introduction to Academic Reading and Writing Read: <i>FYW</i> Ch. 1: A Perspective on Argument and <i>TSIS</i> Ch. 1.	Due: RR #1 (2-3 pages): Answer Review Questions 1 & 2, p.28 of <i>FYW</i>
3	Labor Day	
3	Introduce Discourse Community Analysis (DCA) Read: DCA Assignment in <i>FYW</i> pp. P26-P32, <i>SFW</i> pp. 13-14 review <i>TSIS</i> Ch. 1	Due: Questions about DCA assignment.
3	Identifying and Analyzing Discourse Communities Review and discuss sample DCA <i>FYW</i> pp. P30-P32	
4	Appeals: Logos, Ethos, and Pathos Read: <i>FYW</i> Ch. 5: Supporting Claims: Appealing to Ethos, Pathos, and Logos Think about how you will demonstrate Logos, Ethos, and Pathos appeals in DCA Census Date: Last day to withdraw without a W Writing Center Workshops: Sept. 9, 6 p.m. – Establishing a Writing Process Sept. 10, 6 p.m. – Assignment Comprehension Sept. 11, 6 p.m. – Plagiarism and Citations Sept. 12, 6 p.m. – Establishing a Writing Process	Due: RR # 2 (2 pages): Proposal for DCA
4	Appeals Continued Read: Graff's, "Hidden Intellectualism" in <i>TSIS</i> pp. 198-205. Read: <i>SFW</i> pp. 15-46.	Due: RR #3 (2-3 pages): Identify Graff's argument and analyze how he supports it with ethos, pathos, and logos appeals.
4	In-Class Work on DCA. Peer Workshop	Due: First draft of DCA
5	WRITING CONFERENCES (Bring a copy of draft 1.) Writing Center Workshops: Sept. 17, 6 p.m. – Discourse Community Analysis Sept. 18, Noon – Discourse Community Analysis Sept. 19, 6 p.m. – Assignment Comprehension	

5	Conferences (Bring a copy of draft 1.)	
5	In-class workshop on DCA. Peer Writing Group Workshop Read: "Understanding Your Instructor's Comments" and "FYE Evaluation Rubric" in <i>SFW</i> pp. xxiii-xxix	Due: Second draft of DCA
6	In-class writing workshop to discuss any questions about DCA. Writing Center Workshops: Sept. 23, 6 p.m. – Common Grammar Errors Sept. 26, 6 p.m. – Common Grammar Errors	Due: Submit Team Member Assessment Survey*
6	Analyzing Visual Discourse Discuss Visual Presentation Read: <i>FYW</i> Ch. 10 Visual Argument	Due: Discourse Community Analysis Portfolio
6	Visual Presentations	Due: Visual Presentation (Group A)
7	Visual Presentations	Due: Visual Presentation (Group B)
7	Visual Presentations	Due: Visual Presentation (Group C)
7	Introduce Rhetorical Analysis Essay (RAE) and Preview the Synthesis Essay (SE) Read: Assignment prompts and sample RAE, <i>FYW</i> pp. P33-P38 and P39-P42. Read: <i>FYW</i> "The Rhetorical Situation" pp. P17-P20; <i>FYW</i> Ch. 2	
8	The Rhetorical Situation: Tools for Analyzing Texts from Various Disciplines Read: <i>FYW</i> Ch. 3: Reading, Thinking, and Writing About Issues Writing Center Workshops: Oct. 15, 6 p.m. – Rhetorical Analysis Essay Oct. 16, Noon – Rhetorical Analysis Essay	
8	The Rhetorical Situation: Practice TRACE Analysis Read: All 5 RAE articles in clusters Review: <i>FYW</i> Ch. 2	Due: Choose a cluster and identify the primary claim of the article
8	Parts of the Text: How writers present ideas and we how respond to /analyze them Read: <i>SFW</i> Ch. 1, pp. 1-12; and <i>FYW</i> Ch. 4 Finding and Stating Claims	
9	Parts of the Text: How writers present ideas and we how respond to /analyze them Read: <i>FYW</i> Ch.6 Reasons and Evidence Read: Zinzenko's "Don't Blame the Eater" in <i>TSIS</i> pp.195-97.	Due: Identify three reasons provided in your chosen article
9	Practicing Rhetorical Analysis Parts of the Text: How writers present ideas and we how respond to /analyze them	Due: RR #4 (2-3 pages): TRACE/Rhetorical Analysis of essay from your chosen cluster
9	In-Class Work on Rhetorical Analysis Essay Peer Writing Groups Read: Review essays in topic clusters.	
10	In-Class Work on Rhetorical Analysis Essay (Bring your laptop!)	Due: Submit Team Member Assessment Survey*

10	In-Class Work on Rhetorical Analysis Essay Peer Workshop	
10	Discuss any questions about RAE.	Due: First draft of RAE.
11	Introduce Synthesis Essay Read: Assignment prompt pp. P39-42 in <i>FYW</i> . Read: Sample Synthesis Essay pp. P43-45 in <i>FYW</i>	
11	Synthesizing and Documenting Sources Read: <i>SFW</i> Ch. 26, pp. 249-260; <i>FYW</i> Appendix A MLA Documentation	Due: Second draft of RAE
11	Essay Cluster 1: "Fat Taxes" Read: Radley Balko, "What You Eat Is Your Business" and Michael Pollan "Attacks on the 'Food Police'"	Due: Rhetorical Analysis Essay*
12	Essay Cluster 2: "Authenticity" Read: Dan Kennedy, "Goodwin's Folly" and Laura Tillman, "Students Nationwide Say They Cheat"; Honor Code; Syllabus Statement on Academic Integrity	
	Last day to drop	
12	Essay Cluster 3: "The Body" Read: Raina Kelley, "Beauty Is Defined and Not By You" and "The Media Assault on Male Body Image"	
12	Essay Cluster 4: "Race" Read: Hannah Guthrie, "Black History Month?" and Peggy McIntosh, "White Privilege, Male Privilege" Writing Center Workshops: Nov. 12, 5 p.m. – Synthesis Essay Nov. 13, Noon – Synthesis Essay	Your cluster: Due: RR #5 (2-3 pages): Identify common threads and opposing points in Essay Cluster and Annotated Bib Not your cluster: Due: Common threads in Essay Cluster
13	Essay Cluster 5: "Social Class" Read: Dee Dee Myers, "What Class Warfare Really Looks Like" and William Deresiewicz, "The Dispossessed"	Your cluster: Due: RR #5 (2-3 pages): Identify common threads and opposing points in Essay Cluster and Annotated Bib Not your cluster: Due: Common threads in Essay Cluster
13	In-Class Work on Synthesis Essay (Bring your laptops!)	Your cluster: Due: RR #5 (2-3 pages): Identify common threads and opposing points in Essay Cluster and Annotated Bib Not your cluster: Due: Common threads in Essay Cluster
13	In-Class Work on Synthesis Essay Peer Writing Workshop	Your cluster: Due: RR #5 (2-3 pages): Identify common threads and opposing points in

		Essay Cluster
14	<p>CONFERENCES (Bring a copy of draft 1.)</p> <p>Writing Center Workshops: Nov. 19, 5 p.m. – Synthesis Essay Nov. 20, Noon – Synthesis Essay</p>	<p>Due: RR #5 (2-3 pages): Identify common threads and opposing points in Essay Due: Submit Team Member Assessment Survey*</p>
14	<p>CONFERENCES (Bring a copy of draft 1.)</p>	<p>Due: RR# 6 (2 pages): Proposal for Synthesis Essay and Outline</p>
14	<p>CONFERENCES (Bring a copy of draft 1.)</p>	<p>Due: First draft of Synthesis Essay</p>
15	<p>In-Class Work on Synthesis Essay Peer Writing* Workshop</p>	
15	<p>Continue working on Synthesis Essay</p>	<p>Due: Submit Team Member Assessment Survey*</p>
15	<p>Thanksgiving Holiday (No Class)</p>	
16	<p>Preparing for In-Class Essays and Essay Exams Overview of Essay Exams: http://www.uwec.edu/geography/ivogeler/essay.htm Key Terms: http://writingcenter.unc.edu/handouts/essay-exams/</p>	
16	<p>In-Class Timed Essay (45 minutes)</p> <p>LAST DAY OF CLASS (We will not meet after this class. There is no final during “Finals Week.”)</p>	<p>Due: Synthesis Essay*</p>