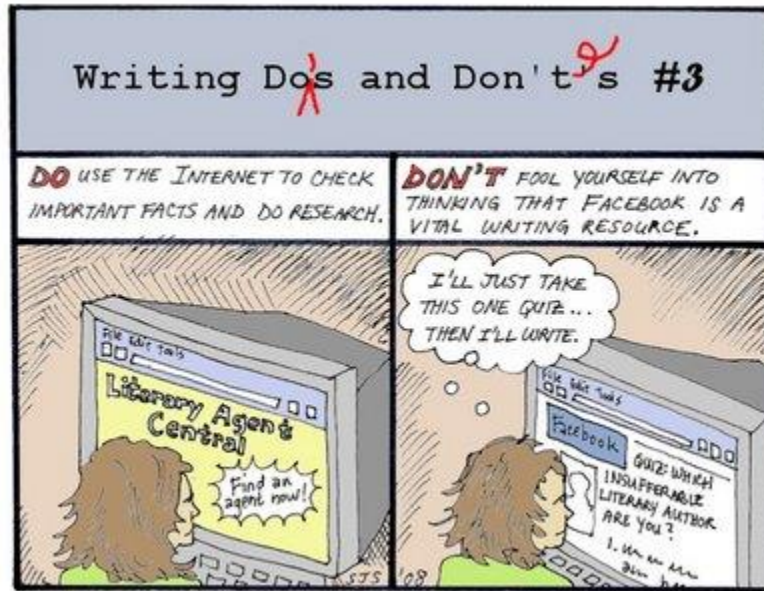


ENG K101: College Composition



Course Description:

College Composition engages students in critical observation, reading, and writing. This course prepares the student for the exposition, analysis, and argument required in college writing, and for meeting the conventions of college English. Writing assignments require that students develop their own points of view and demonstrate understanding of complex ideas and issues. Methods for research, including use of the library, appropriate documentation, and incorporation of sources in original papers will be taught during assigned readings.

Required Texts:

The Three Rivers Reader. Eds. Todd Barry et. al. Boston: Pearson, 2016. Print.

Brief Penguin Handbook (online resource)

(Please note: Some additional required readings may come from handouts distributed in class and/or links distributed via email. Any readings like this will be announced in class.)

Mandatory Requirements:

- ✓ All homework assignments must be submitted on time. No exceptions!
- ✓ Students must attend each and every scheduled class meeting, arriving on time.
- ✓ Be prepared to share all writing assignments with the class.
- ✓ Make sure each assignment is the best it can be by editing, proofreading, peer draft review and going to the Writing Center.

Suggested Supplements:

- ✓ A folder and/or a binder with pockets to keep all your handouts and drafts (etc.) organized.
- ✓ A notebook for class notes.
- ✓ A USB flash drive for backing up your work on a computer. PLEASE SAVE YOUR WORK OFTEN!

Writing Center Tutoring/TASC

In addition to using available resources for help with revising, editing, and proofreading (instructor, online resources, classmates, friends, family, etc.), you are *strongly* encouraged to make appointments at the Writing Center to help you with all stages of the writing process. The TRCC Writing Center is located in Room C117 (next to the Library). Their phone # is (860) 215-9082. You can also reach them on the web at TRWritingcenter@trcc.comnet.edu. You may also find help with online tutoring by going to the following website: <http://www.etutoring.org/>

Common Outcomes for ENG 101

Respond to Rhetorical Situations

- ✓ Adapt writing as audience and purpose requires
- ✓ Develop and apply an independent writing process that includes generating, revising, editing, and proofreading
- ✓ Reflect on and explain writing choices regarding audience and purpose

Engage with and Use Authoritative Sources

- ✓ Use the reading process to differentiate between supporting points, evidence, and reasoning in complex texts (texts that engage with multiple perspectives and use a variety of rhetorical strategies and evidence)
- ✓ Employ effective annotation skills to the reading of complex texts
- ✓ Locate and evaluate sources appropriate to the rhetorical situation
- ✓ Interpret and analyze argument, evidence, and rhetorical strategies in complex texts
- ✓ Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material
- ✓ Demonstrate critical and evaluative reading comprehension
- ✓ Write accurate summaries and paraphrases of complex texts and differentiate these from student's own writing
- ✓ Respond to an argument in a complex text and synthesize perspectives in multiple texts
- ✓ Integrate complex texts to fulfill the rhetorical purpose

Craft Logical Arguments

- ✓ Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions
- ✓ Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material
- ✓ By the end of the semester, write at least one thesis-driven, text-based essay of 1500 words demonstrating competent argumentation using complex texts

Apply Language Conventions

- ✓ Apply Standard English language conventions (diction, tone, or level of formality) consistently, with particular attention to college-level writing situations
- ✓ Cite varied sources in MLA citation style

(Approved CCET Steering Committee, July 31, 2013.)

General Classroom Policies:

Rules of Courtesy:

- ✓ Please turn off all disruptive electronic devices (cell phones, blackberries, iPods, etc.)
- ✓ Please be sure to use respectful language always in the classroom.
- ✓ Please raise your hand if you wish to speak, and do not interrupt others who are speaking.

You should see our classroom as a place where we can work together as classmates and peers in a collaborative learning environment. We will have many opportunities in class for workshopping papers, engaging in group work, and sharing ideas. The way that this will be most successful is if the attitude and tone in class is always one of mutual respect and willingness to help ourselves and others achieve our learning goals. Our classroom experience is as good as we all make it together, and we all share responsibility in making that experience a good one. Our combined positive effort and attitude will help us all to achieve the success we desire.

Attendance:

- ✓ Students are expected to attend all classes. While absences may be excused due to illness, etc, all absences may be reflected in a lower final grade, as you may miss necessary work and discussion.
- ✓ Class begins promptly, so don't be late or leave early without prior approval, as it will affect your grade.
- ✓ It is the student's responsibility to find out about and do the assignment for any missed class. If you miss class, you should arrange to get notes from a classmate (do not send me an email asking what you missed).
- ✓ Quizzes and Writing Assignments cannot be made up, unless specific arrangements have been made.
- ✓ Any make-up work must be arranged with the instructor in advance.

GRADING SCALE AND FINAL GRADE DISTRIBUTION:

Everything you do for this class, including attendance, participation, in-class writing, drafts, revision activities, and homework assignments, will help you to earn "experience points" toward your overall grade, up to the maximum number of points listed below at the right side of the page. The overall number of points you receive for the semester will be translated into an overall course grade in the form of a letter grade, A - F, based on the scale offered at the below left. If at any time during the semester you have a question about your grade, do not hesitate to ask!

A	93+	Active Class Participation/Positive Effort/Good Citizenship.....	20 pts.
A-	90		
B+	87	In-class work, Homework, and Invention/Workshop/Revision Activities.....	20 pts.
B	83		
B-	80	Final Drafts of Essays (3 projects @ 10 pts each, Project 4 @ 20 pts)	50 pts.
C+	77		
C	73	Annotated Bibliography.....	10 pts.
C-	70		
D+	67		
D	63		
F	≤59	Total.....	100 pts.

Late Work:

NO LATE WORK WILL BE ACCEPTED FOR THIS COURSE. If you are absent on the day an assignment is due, you must still submit the work to me electronically (by e-mail) on the required due date, and then you must also print out the assignment and bring in the hard copy the next time you are present in class, to receive credit.

Formatting your Papers:

- ✓ ALL PAPERS SHOULD BE TYPED on standard white paper, printed, spell-checked for typos and other errors.
- ✓ Use 12-point Times New Roman font, and left-justified with one-inch margins.
- ✓ On the first page of the paper, in the upper left-hand corner, place your name, course title, my name, assignment name, due date (all in double space).
- ✓ The entire essay is double-spaced, including the heading, title, body, and works cited page (if applicable). When in doubt, you may simply “select all” and double space the entirety of the paper. **NO EXTRA SPACES BETWEEN PARAGRAPHS OR AROUND THE TITLE!**
- ✓ Please include a creative, appropriate, apt title for your essay. Failure to give your paper a title indicates a lack of effort and a lack of focus, and will negatively impact your score. Hint: the assignment name (“Paper #1,” etc.) is not an appropriate title for your essay.
- ✓ Number pages beginning on page one in the upper right corner, along with your last name (“Gorham 1,” for example). Your page numbers should be in the same font as the rest of the paper, i.e. 12 point Times New Roman font.
- ✓ Please staple the essay pages together in the upper left corner, before you submit your paper. I do not have a stapler at my desk. If you do not have a stapler of your own, you should be able to find one in the library. I am not responsible for lost or missing pages due to your lack of stapling.
- ✓ Save paper. A cover or title page is not necessary in MLA format.
- ✓ Use MLA citation to document sources (see Purdue OWL for help with this: <https://owl.english.purdue.edu/owl/section/2/11/>)

Plagiarism/Academic Integrity:

Plagiarism is using someone else’s words or thoughts without crediting them properly. Plagiarism includes paraphrasing another person without properly identifying that person. Plagiarism includes copying, buying, borrowing, stealing or otherwise obtaining and using another person’s work as if it was your own.

Plagiarism is the unacknowledged use of another person’s words or ideas in your writing. If you use any ideas, thoughts, writing, quotes, or even paraphrase some other writer’s thinking, you must acknowledge that person. Whether conscious or unconscious, plagiarism is a serious academic offense. *Consequences for plagiarism can range from failing the assignment to failing the course.*

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person’s ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.

Class Cancellations:

Call 860-215-9000, press 1 for College Closing Announcement. Or go online to: www.trcc.commnet.edu or www.threerivers.edu (Announcement posted on main page).

Sign up for MyCommNet Alert! MyCommNet Alert is a system that sends text messages & emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather.

All students are encouraged to sign up for MyCommNet Alert. A tutorial is available on the Educational Technology & Distance Learning Students page of the website.

http://www.trcc.comnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html.

In all other cases of emergency cancellation, I will contact the college administration and try to get a notice posted on the classroom door. I will also send out an email to the class as far in advance as possible if class. If TRCC has not closed due to weather emergencies, and you do not receive any communication from me regarding cancellation, please assume that we are meeting for our regularly scheduled class session.

Special Considerations:

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.

<p>TRCC Disabilities Service Providers Counseling & Advising Office Room A-119</p>	
<p>Matt Liscum, Counselor (860) 215-9265 Room A113</p>	<ul style="list-style-type: none"> • Learning Disabilities • ADD/ADHD • Autism Spectrum • Mental Health Disabilities
<p>Elizabeth Willcox, Advisor (860) 215-9289 Room A113</p>	<ul style="list-style-type: none"> • Medical Disabilities • Mobility Disabilities • Sensory Disability

Please note that an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college’s Office of Disability Services to the instructor. Also, accommodations take effect when the instructor receives the paperwork from a student- accommodations cannot be provided retroactively.

College Withdrawal Policy:

A student who finds it necessary to discontinue a course once class has met must provide notice to the Registrar. Withdrawal forms are available at the Registrar’s office, both on campus and at the Sub-base. Non punitive “W” grades are assigned to withdrawal requests. My signature is required after the deadline has passed. No withdrawals are permitted after the last class preceding the final exam. Students who do not obtain an official withdrawal, but simply stop attending classes, run the risk of receiving an “F” grade for the course.

Important Course Dates:

- | | |
|-----------|---|
| Feb 1 | Last Day to Drop Classes for Partial Tuition Refund |
| Feb 16 | Last Day to Select Audit Option |
| Mar 13-19 | Spring Break—No Classes |
| Mar 30 | Last Day to Select Pass/Fail Option |
| May 8 | Last Day to Withdraw from Classes |
| May 15 | Last Day of Classes |
| May 22 | Final Grades Due |

Up to May 8th, students may officially withdraw from the class at the Registrar’s Office (A-115). Any student who does not meet the requirements either to pass the course, and who does not officially withdraw, will receive an “F.”

Digication Learning Portfolio Requirements:

As a student, you will maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, you can see your own growth in college-wide learning. It may even help you to find the major that is a match to you. You can keep this Digication account after graduation, too. A Three Rivers General Education Assessment Team will select random works and review them so that we can improve the college experience for all. Your name will not be attached to any of the assessment work; it is private. This tool will also be a “place” where you can connect your learning from the classroom, school, and life. Sometimes when you look at all of the work you have done and think about it, you learn something else. In Digication, you will be able to make other portfolios, too. It’s like a file cabinet with the ability to have multiple but separate files. What is exciting about the electronic tool is when you look inside you will see you are developing in new ways! Look at your class outline to see what assignments to post into the TRCC Template; you may post your own choices, too. Have fun in learning!

English K101 Spring 2017: Revised Course Outline

*"When something can be read without effort, great effort has gone into its writing."
-Enrique Jardiel Poncela*

Tuesday	Thursday
<p style="text-align: center;">#1 tip for a successful semester: USE AVAILABLE RESOURCES!</p> <ul style="list-style-type: none"> ❖ <i>Three Rivers Reader</i> textbook ❖ Online <i>Brief Penguin Handbook</i> and other Pearson online tools ❖ The Writing Center (see syllabus for details) ❖ <i>Purdue OWL</i> https://owl.english.purdue.edu/owl/ <p>Grammar: https://owl.english.purdue.edu/owl/section/1/5/</p> <p>Punctuation: https://owl.english.purdue.edu/owl/section/1/6/</p> <p>Mechanics: https://owl.english.purdue.edu/owl/section/1/4/</p> <p>ESL: https://owl.english.purdue.edu/owl/section/5/25/</p> <p>MLA Citation: https://owl.english.purdue.edu/owl/section/2/11/</p>	<p style="text-align: center;">MORE RESOURCES:</p> <ul style="list-style-type: none"> ❖ Use Writer'sHelp.com (http://writershelp.com) and/or other websites dedicated to improving student writing (see instructor for more suggestions) ❖ For free help with specific grammar or punctuation issues, consider watching YouTube instructional videos on these topics (for ex., a tutorial on comma splices could be found at http://www.youtube.com/watch?v=SGqGWMoRJC0) ❖ Your instructor ❖ Your peers
<p>1/24</p> <ul style="list-style-type: none"> ❖ Introductions ❖ Goalsetting 	<p>1/26</p> <ul style="list-style-type: none"> ❖ Syllabus ❖ Diagnostic Exam <p>Due:</p> <ul style="list-style-type: none"> ➤ Check your email and make sure you have a welcome email from me in your inbox. If you do not have one, please e-mail me so that I may add you to my mailing list.
<p>1/31</p> <p style="text-align: center;">CLASS CANCELLED</p>	<p>2/2</p> <ul style="list-style-type: none"> ❖ Passive vs. Active Reading ❖ Video: Interview with the Dalai Lama ❖ Group Exercise <p>Due:</p> <ul style="list-style-type: none"> ➤ Read the Dalai Lama, "The Ethic of Compassion," pp. 384-90. ➤ Do "Questions on Meaning" 1-3, p. 391.

<p>2/7</p> <ul style="list-style-type: none"> ❖ Introduction to Paper #1 ❖ Analysis ❖ Ethos/Pathos/Logos ❖ Group Exercise: Composing How and Why Questions <p>Due:</p> <ul style="list-style-type: none"> ➤ Read <i>TR Reader</i> pp. 34-40, “Use Appeals to Reason, Authority, and Emotion,” and pp. 77-98, “Critical Reading and Rhetorical Analysis.” ➤ Read Mortimer Adler, “How to Mark a Book,” pp. 170-4. ➤ Reread the Dalai Lama, “The Ethic of Compassion,” pp. 384-90, taking into consideration the critical reading strategies discussed in class and in the readings for today. Be sure to annotate the text carefully, if you have not already done so. ➤ Now, please compose at least 2 “how” or “why” questions on the text. You will bring these to class. ➤ Finally, do q. 3 from “Questions on Rhetorical Strategy and Style,” on p. 391. 	<p>2/9</p> <ul style="list-style-type: none"> ❖ Rhetorical Analysis of the Dalai Lama’s “Ethic of Compassion” (cont.) ❖ Ethos/Pathos/Logos (cont.) ❖ The Writing Process <p>Due:</p> <ul style="list-style-type: none"> ➤ Read Anne Lamott, “Shitty First Drafts,” pp. 176-80. ➤ Read William Zinsser, “The Act of Writing: One Man’s Method,” pp. 197-203. ➤ Do “Questions on Meaning,” q. 1, on p. 181, and “Questions on Meaning,” q.1, on p. 204.
<p>2/14</p> <ul style="list-style-type: none"> ❖ Ground Rules for Peer Review ❖ Peer Review <p>Due:</p> <ul style="list-style-type: none"> ➤ Rough Draft of Paper #1, for peer review ➤ Bring to class 2 copies of your first draft, ready for readers 	<p>2/16</p> <ul style="list-style-type: none"> ❖ Reflective Post-Write: Paper #1 ❖ Introduction to Paper #2 <p>Due:</p> <ul style="list-style-type: none"> ➤ Final Draft of Paper #1, for submission
<p>2/21</p> <ul style="list-style-type: none"> ❖ Synthesis ❖ Group Exercise: Creating Questions for Connecting <p>Due:</p> <ul style="list-style-type: none"> ➤ Read “Connecting and Synthesizing” (handout distributed in class and/or via email) ➤ Read Michael Moore, “Idiot Nation,” pp. 296-314. ➤ Do “Questions on Meaning” q. 1-3, p. 315. ➤ Do “Questions on Rhetorical Strategy and Style,” q. 2, p. 315. 	<p>2/23</p> <ul style="list-style-type: none"> ❖ Brainstorming and Generating Connections ❖ Video: Michael Moore Book Talk ❖ Group Exercise: Moore and the Dalai Lama <p>Due:</p> <ul style="list-style-type: none"> ➤ Reread Michael Moore, “Idiot Nation,” pp. 296-314. ➤ Be sure to annotate the text carefully, if you have not already done so. ➤ Think back to the “questions for connecting” that you composed for Monday’s group exercise. Now, compose your own original “question for connecting” that will help you to explore a key connection between Moore’s piece and the piece from the Dalai Lama that we read earlier in the semester. You will bring your typed question to class for the group exercise.

<p>2/28</p> <ul style="list-style-type: none"> ❖ Peer Review <p>Due:</p> <ul style="list-style-type: none"> ➤ Rough Draft of Paper #2, for peer review ➤ Bring to class 2 copies of your first draft, ready for readers 	<p>3/2</p> <ul style="list-style-type: none"> ❖ Reflective Post-Write: Paper #2 ❖ Introduction to Paper #3 ❖ Class Discussion/Exercise: Scott Adams, “Glass Ceiling,” pp. 515-6. <p>Due:</p> <ul style="list-style-type: none"> ➤ Final Draft of Paper #2, for submission
<p>3/7</p> <ul style="list-style-type: none"> ❖ Synthesis (cont.) ❖ Ehrenreich and Fussell <p>Due:</p> <ul style="list-style-type: none"> ➤ Read Barbara Ehrenreich, “Serving in Florida,” pp. 455-75. ➤ Read Paul Fussell, “Notes on Class,” pp. 506-13. ➤ Do “Questions on Meaning,” q. 1-3, p. 476, and “Questions on Meaning,” q. 1 and 2, p. 514. 	<p>3/9</p> <ul style="list-style-type: none"> ❖ Library/Research Orientation ❖ Synthesis (cont.) ❖ Ehrenreich and Fussell (cont.) ❖ Group Exercise <p>Due:</p> <ul style="list-style-type: none"> ➤ Reread Barbara Ehrenreich, “Serving in Florida,” pp. 455-75, and Paul Fussell, “Notes on Class,” pp. 506-13. Be sure to annotate the text carefully, if you have not already done so. ➤ Now, compose your own original “question for connecting” that will help you to explore a key connection between Ehrenreich’s piece and Fussell’s piece. You will bring your typed question to class for the group exercise.
<p>3/14</p> <p>SPRING BREAK – NO CLASS</p>	<p>3/16</p> <p>SPRING BREAK – NO CLASS</p>
<p>3/21</p> <ul style="list-style-type: none"> ❖ Synthesis (cont.) ❖ Group Exercise ❖ Grammar/Syntax Review: Sentence Construction and Sentence Boundaries <p>Due:</p> <ul style="list-style-type: none"> ➤ Doing research, find an online article that seems to be relevant to the discussions made by Ehrenreich and Fussell. In writing, briefly summarize the article and then explain how it connects to the discussions we’ve heard so far, and what questions and/or issues it raises. 	<p>3/23</p> <ul style="list-style-type: none"> ❖ Grammar/Syntax Review: Sentence Construction and Sentence Boundaries ❖ Peer Review <p>Due:</p> <ul style="list-style-type: none"> ➤ Rough Draft of Paper #3, for peer review ➤ Bring to class 2 copies of your first draft, ready for readers
<p>3/28</p> <ul style="list-style-type: none"> ❖ Reflective Post-Write: Paper #3 ❖ Introduction to Paper #4 ❖ Argument/Rhetorical Triangle <p>Due:</p> <ul style="list-style-type: none"> ➤ Final Draft of Paper #3, for submission 	<p>3/30</p> <ul style="list-style-type: none"> ❖ Argument (cont.) <p>Due:</p> <ul style="list-style-type: none"> ➤ Read <i>TR Reader</i>, “Persuasive Arguments,” pp. 28-55 (skimming/re-reading pp. 34-40 from earlier in the semester). ➤ Read Katina Stapleton, “From the Margins to the Mainstream: The Political Power of Hip-Hop,” pp. 565-583.

<p>4/4</p> <ul style="list-style-type: none"> ❖ Research (cont). ❖ MLA Citation <p>Due:</p> <ul style="list-style-type: none"> ➤ Read <i>TR Reader</i> “Crediting, Quoting, Paraphrasing, and Summarizing,” pp. 99-113. ➤ Reread Katina Stapleton, “From the Margins to the Mainstream: The Political Power of Hip-Hop,” this time just paying specific attention to the evidence she uses in her argument, and how she works to credit and cite that evidence. Then, answer the following questions: <ul style="list-style-type: none"> --How does her extensive use of well-researched evidence help to strengthen and bolster her argument here? Would her argument be as effective or persuasive if she had not included this research? Why or why not? -- Take note of the citation style she uses to credit her sources. Identify the style she is using here (APA, CMS, etc.). For help, please refer to the citation style guides provided in the online Brief Penguin Handbook. How does this style differ from the MLA style we will use in our research papers, in terms of the in-text parenthetical citations, as well as the works cited page? 	<p>4/6</p> <ul style="list-style-type: none"> ❖ Research (cont). ❖ MLA Citation (cont.) ❖ Identifying Arguments, Support, Sources, and Counterarguments <p>Due:</p> <ul style="list-style-type: none"> ➤ Read <i>TR Reader</i> “Research Papers and Reports—Arguing with Research,” pp. 117-30. ➤ Reread Katina Stapleton, “From the Margins to the Mainstream: The Political Power of Hip-Hop,” annotating the text carefully, if you have not already done so. ➤ Try to identify what you think is the thesis of Stapleton’s piece. Circle/underline it in your Text, or try to paraphrase what you think it is in your own words. ➤ Next, try to find at least one place where she offers a counterargument that might go against her overall thesis ➤ Now, find places in the piece where she offers support/evidence for her assertions, identifying any places where she makes use of ethical, pathetic, or logical appeals to persuade her audience. ➤ Finally, compose a brief, one to two paragraph summary of the article, in which you identify the appeals she uses and how she uses them
<p>4/11</p> <ul style="list-style-type: none"> ❖ Research (cont.) ❖ MLA Citation (cont.) ❖ Identifying Arguments, Support, Sources, and Counterarguments (cont.) <p>Due:</p> <ul style="list-style-type: none"> ➤ Read <i>TR Reader</i> “Developing Your Research Process,” pp. 148-67. ➤ Annotated Bibliography Due, including 5 sources for Paper #4 (see emailed handout for a sample of what this should look like). 	<p>4/13</p> <ul style="list-style-type: none"> ❖ Development ❖ Considering Your Work Space <p>Due:</p> <ul style="list-style-type: none"> ➤ TBA
<p>4/18</p> <ul style="list-style-type: none"> ❖ Constructing a Thesis Statement ❖ Thesis vs. Opinion vs. Fact ❖ Paragraphing ❖ Body Paragraphs <p>Due:</p> <ul style="list-style-type: none"> ➤ TBA 	<p>4/20</p> <ul style="list-style-type: none"> ❖ Paragraphing (cont.) ❖ Introductory and Concluding Paragraphs <p>Due:</p> <ul style="list-style-type: none"> ➤ TBA

<p>4/25</p> <ul style="list-style-type: none"> ❖ Peer Review <p>Due:</p> <ul style="list-style-type: none"> ➤ Rough Draft of Paper #4, for peer review ➤ Bring to class 2 copies of your first draft, ready for readers 	<p>4/27</p> <ul style="list-style-type: none"> ❖ Improving Focus and Flow <p>Due:</p> <ul style="list-style-type: none"> ➤ TBA
<p>5/2</p> <ul style="list-style-type: none"> ❖ Concision <p>Due:</p> <ul style="list-style-type: none"> ➤ TBA 	<p>5/4</p> <ul style="list-style-type: none"> ➤ Reflective Post-Write: Paper #4 <p>Due:</p> <ul style="list-style-type: none"> ➤ Final draft of Paper #4 due for submission
<p>5/9</p> <ul style="list-style-type: none"> ❖ Grammar/Syntax Review <p>Due:</p> <ul style="list-style-type: none"> ➤ TBA 	<p>5/11</p> <ul style="list-style-type: none"> ❖ LAST DAY OF CLASS ❖ Course Wrap-Up ❖ Evaluations <p>Due:</p> <ul style="list-style-type: none"> ➤ All final paper revisions and extra credit assignments due now.