COURSE DESCRIPTION:
The course will explore a basic but fundamental philosophical question: "What does it mean to be an ethical being?" Taking pride in our rationality—our head—we have often forgotten how to use our heart in order to live life ethically—or simply put, do the right thing. The course will take a historical approach to the question. By mapping out important philosophical theories from Plato and Aristotle, to the Enlightenment and Romanticism philosophers, to contemporary critical theories about ethics and the self, and pairing them with literary texts that reflect on prevailing ideas of their time, we will examine how we can use both our heads and our hearts in order to be good individuals. Class discussions will focus on relevant questions of the definitions and limitations of human nature and the self when faced with ethical choices. Issues of faith, love, the role of the family and society, individual vs. collective responsibility, the role of gender in the construction of the (ethical) self will be a major part of our critical conversations.

STUDENT LEARNING OUTCOMES:
Students completing the course will:
- obtain a historical understanding of past and present intellectual/philosophical/literary thought pertaining to the fundamental question of what it means to be an ethical being
- read and analyze critically the literary texts discussed and understand and evaluate the time periods and societies that produced them
- engage critically and reflectively in rigorous scholarly discourse, research, and writing. Specifically to research and writing, the course emphasizes working closely with a writing instructor and the library specialists
- reflect on their own answers to the questions the course poses and eventually think about the everyday choices they make—small and big—about how to live their lives as ethical human beings—goals central to LMU’s mission

PREREQUISITES/RECOMMENDED BACKGROUND: None

REQUIRED TEXTS / READING LIST:
Voltaire, Candide
Mary Shelley, Frankenstein
Oscar Wilde, The Picture of Dorian Gray
Franz Kafka, The Metamorphosis
Albert Camus, The Plague
Nikos Kazantzakis, Zorba

*Additional readings will be provided. If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications distributed in class and/or posted on LMU’s course management system MYLMU Connect.
READINGS:
The weekly assigned readings are listed in the class calendar on your syllabus (posted on MYLMU Connect class site too). The reading pace is rigorous. DO NOT LOSE your syllabus. Consult it for the weekly reading assignments and other important dates and information. You should come to class prepared, i.e., you should have finished the required reading BEFORE you come to class. ALWAYS bring the reading for the day with you. Please, do not use electronic texts as you cannot annotate them while you are doing the reading or write comments on them during class discussion.

COURSE WORK / EXPECTATIONS:
1. attendance and participation (10%)
2. one 15 minute presentation (15%)
3. standardized library tutorials (10%)
4. weekly one page (single-spaced) critical reading responses (10%)
5. two term papers (4-5 pages 15% each) (30%).
6. final research paper (8-10 pages) (25%).
   Total pages of writing portfolio: 26-30 (65%)

The reading and writing pace of the class is rigorous. Expect to spend an average of 8-10 hours weekly in preparation for all class related activities.

INSTRUCTIONAL METHODS:
The course is not a lecture. It relies on group discussion as the primary in-class method of teaching and learning. This discussion-based format invites students to actively participate in their own learning process and that of their peers. Rather than spending time in class reviewing the assigned readings, class time will be used to deepen our understanding of the texts in their historical context. Class participation and student presentations are integral parts for the student’s evaluation. The course also aims at helping you refine your critical reading and writing skills. Therefore, after we review the basics of academic writing, there will be a great deal of writing, editing, and revising. All written work will be initially considered as “work in progress” to be revised and included in the student’s writing portfolio due at the end of the semester. All work “in progress” will be reviewed by the professor / writing instructor. In addition, the writing instructor will provide guidance in the developing, drafting, and editing stages of all writing assignments and organize peer-editing sessions and one-on-one conferences.

ATTENDANCE / PARTICIPATION (10%):
As mentioned above, this class is not a lecture. Therefore, both your prompt attendance and participation are essential for its success. Both lateness and absence will affect your grade. Being present in class without ever participating cannot earn you more than a “C” for attendance / participation. Keep in mind that good class participation does not necessarily mean that you have all the right answers. It rather means that you are willing to pose questions, work with and challenge in an academic and civil way others’ opinions, and generally contribute to class. If you need to miss class, please contact me. Six or more unexcused absences will result in “F” for your final grade.

PRESENTATION (15%):
Students will be asked to give a 10-15 minutes presentation on a topic of their choice from the reading list.

STANDARIZED LIBRARY TUTORIALS/KICKSTART/ GROUP LIBRARY VISIT (10%):
The class aims at promoting information literacy and research skills while using library and electronic databases, evaluating sources (scholarly vs. popular, primary vs. secondary, etc.). An obligatory class visit and a reference librarian’s presentation will introduce students to research methods. Completion
of standardized information literacy tutorials is required. (see the Writing Syllabus for more details as well).

**WEEKLY READING RESPONSES (10%)**:
In preparation for class discussion every week, you are asked to bring to class a one-page response **(single-spaced)** to **ONE** of the weekly readings. You response **cannot** be a summary of the story. You can either discuss critically (but briefly) **ONE** topic/theme/character/scene that you found interesting/challenging/worth discussing in class or a question that you may have after finishing the assigned text. If you choose to write about a question you have, you must discuss the reasons you pose the particular question as well as some possible answers –in either case, no more than one page (single spaced). As you choose your weekly topics keep in mind that you are **not** responsible for addressing the whole text as you cannot say anything meaningful in one page about the text in its entirety. Necessarily, you must be very selective and pick one small detail/aspect of the text. 

The reasons for this assignment are the following: 1) it helps you to **KEEP UP** with the reading; 2) it motivates you to **THINK** about the reading before you come to class; 3) it helps you **PARTICIPATE** in discussion since you will be prepared to do so; 4) it allows you to **GET CREDIT** for the work you have done even if you don’t get a chance to participate on a particular meeting; and most importantly, 5) the class places a lot of emphasis on critical thinking, clear and controlled writing. Thus, the reading responses are a great **weekly writing exercise** that will eventually help you with the conception and writing of your papers (any of the reading responses can be developed into a paper), as well as with argument structure and analysis, as well as clear and persuasive expression. You will receive feedback on your responses and you will keep them in your “work in progress” portfolio to revise them and submit them for a final grade at the end of the semester.

**PAPERS (55%)**:
You are required to write **TWO** short papers (4-5 pages each) and **ONE** final research paper (8-10 pages) (see class calendar for due dates). The papers will go through several drafts and you will receive comments from your writing instructor during one-on-one conferences and peer-editing sessions. All papers will be included in your “work in Progress” portfolio to be revised before final submission at the end of the semester. More details will be given to you as we approach closer to the due days. In case of extraordinary circumstances that prevent you from meeting a deadline, you should contact me and your writing instructor **before** the due date. Under such extreme circumstances no more that **ONE** extension will be given. **Papers later than a week will not be accepted.** ALWAYS keep copies of the papers you turn in. Papers must be typed, double-spaced, with one-inch margins and fonts no larger than size 12.

**OFFICE HOURS:**
I will have office hours on W-12:00-1:00 pm, T/Th 6:00-7:00 pm, and by appointment. You are welcome to come and see me with any questions you may have about the readings and/or the assignments. Feel free to e-mail me or call me, if you have any questions.

**ACADEMIC HONESTY / PLAGIARISM:**
Academic dishonesty will be treated as an extremely serious matter, with serious consequences that can range from receiving no credit for assignments/tests to expulsion. It is never permissible to turn in any work that has been copied from another student or copied from a source (including Internet) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard of academic honesty set forth in the “LMU Honor Code and Process” (see http://www.lmu.edu/about/services/registrar/Bulletin/Bulletins_in_PDF_Format.htm.)

If you have any doubts about quoting correctly your sources, you can consult your Writer's Manual or talk to me or your writing instructor.
TECHNOLOGY and EMAIL COMMUNICATION:
MYLMU Connect: Aside from the books that you can purchase through the LMU bookstore or any other retailer you choose, supplementary reading materials will be posted on MYLMU Connect. MYLMU Connect is also your source to find class notes and presentations and all handouts given in class.
Lion Email Account: I often communicate with the whole class using campus email systems, so it is essential that you regularly check your lion.lmu.edu account or forward your lion account email to your preferred email address.
ELECTRONIC DEVICES: Please turn off and put out of sight all electronic devices during class-time. The interruptions and/or distractions they cause disrupt class and interfere with the learning process. Use of laptops is not necessary. Class notes/ class presentations are posted on MYLMU Connect. Please, use a notebook to take down your own notes.

EXPECTATIONS FOR CLASSROOM BEHAVIOR:
RESPECT FOR SELF AND OTHERS: As an LMU Lion, by the Lion’s Code, you are pledged to join the discourse of the academy with honesty of voice and integrity of scholarship and to show respect for staff, professors, and other students. Behavior appropriate for the success of the class is expected at all times. Please, be in class on time. Do not disturb / disrupt other students' learning experience by coming to class late or leaving early, walking in and out, not having your textbook with you, using electronic devices, etc. Be courteous during discussions. Please, use common sense as to what behavior is appropriate and expected. If in doubt, ask me or refer to the LMU Community Standards (see link under 2. for the Student Conduct Code, Section IV. D.).

SPECIAL ACCOMMODATIONS: Students with special needs who require reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services (DSS) Office. Any student who currently has a documented disability (ADHD, Autism Spectrum Disorder, Learning, Physical, or Psychiatric) needing academic accommodations should contact the DSS Office (Daum Hall 2nd floor, 310-338-4216) as early in the semester as possible. All discussions will remain confidential. Please visit www.lmu.edu/dss for additional information.

EMERGENCY PREPAREDNESS: To report an emergency or suspicious activity, contact the LMU Department of Public Safety by phone (x222 or 310-338-2893) or at the nearest emergency call box. In the event of an evacuation, follow the evacuation signage throughout the building to the designated safe refuge area where you will receive further instruction from Public Safety or a Building Captain. For more safety information and preparedness tips, visit http://www.lmu.edu/emergency.

ACADEMIC EXCELLENCE at LMU /OVERALL ASSESSMENT:
In keeping with the larger context of LMU’s mission about academic excellence, the encouragement of lifelong learning, the education of the whole person, and the promotion of faith and justice, critical thinking, academic and moral reflection as well as articulate expression are at the core of this class. Students will be expected to be careful and critical readers, engaged learners. They are expected to write and speak with precision and clarity about important issues such as ethics and justice. In each of their classes, students are expected to assimilate class presentations on complex topics such as philosophical and literary discourse, control primary texts (i.e., read carefully and know the content), raise their own questions that reflect critical engagement with the class overall.

GRADING STANDARDS
A Outstanding
Student has exceeded expectations and achieved mastery of the subject
- Participation: The student consistently makes important and creative contributions to the learning environment of the seminar. Questions and comments demonstrate that the student
has thoroughly prepared the assigned material and is familiar with the issues involved. Questions help move the discussion forward. The student offers insightful comments that engage the rest of the class as well.

- Writing: The student has achieved mastery of the topic of the assignment. In the case where s/he chooses their own topic, it shows deep reflection and originality of thought. The writing is well organized in structure, shows clear grasp of the concepts involved and a superior ability to articulate ideas and reflections. Research is thorough and well documented. Writing itself shows mastery of style. Language is varied in pattern, sophisticated in vocabulary and complex in structure and thought. There are no spelling or punctuation errors and it is thoroughly edited and proofread.

**B  Very Good**

*Student has met all expectations and accomplished above average work*

- Participation: The student actively contributes to the learning environment of the class. Comments demonstrate that s/he is familiar with the assigned material. Questions seek information or clarification alone.
- Writing: The student demonstrates a clear understanding of the topic/subject matter. Work is generally organized in an effective way and the writing is competent. Research is good and documented. There are no spelling or punctuation errors and it is edited and proofread.

**C  Good**

*Student has met most expectations and demonstrated a general comprehension of the subject*

- Participation: The student volunteers occasional comments in class discussions but is primarily a passive listener. The student contributes to small groups discussions. Comments do not show reflection on the texts and ideas discussed.
- Writing: The student demonstrates only a general understanding of the topic/subject matter. Work shows some evidence of initial research. Errors in grammar, spelling, and punctuation are present. Writing needs to be improved by better organization of ideas, more nuanced thought and expression, more thorough uses of research sources, wider word choice, more complex sentence structure, overall editing and proofreading.

**D  Pass**

*Student has met few expectations and has not shown an understanding of the subject.

- Participation: The student shows only minimal evidence of having studied the required material. The student makes no active contributions to discussions.
- Writing: It shows poor organization of ideas. Work illustrates only minimal evidence of having read and studied the required material. There are significant errors in grammar, punctuation, and spelling. No editing or proofreading.

**F  Failing**

*Student has not met expectations and has shown little effort to understand the material.*
## CLASS CALENDAR
**FYS: The Map of the Human Heart**  
**FALL 2013**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>M 8/26</th>
<th>Introduction to the course; requirements</th>
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</thead>
</table>
|         | W 8/28 | read/discuss: excerpts from Plato’s Republic  
(Books I, IV, and IX – you can access in classics.mit.edu/Plato/republic) |
|         | F 8/30 | Writing Session |

<table>
<thead>
<tr>
<th>Week 2</th>
<th>M 9/2</th>
<th>NO CLASS- LABOR DAY</th>
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<tbody>
<tr>
<td></td>
<td>W 9/4</td>
<td>The Enlightenment-introduction</td>
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<tr>
<td></td>
<td>F 9/6</td>
<td>Writing Session: Reading Response (RR) #1 due</td>
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<thead>
<tr>
<th>Week 3</th>
<th>M 9/9</th>
<th>read/discuss Voltaire, Candide</th>
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<tbody>
<tr>
<td></td>
<td>W 9/11</td>
<td>read/discuss Voltaire (cont.)</td>
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<td></td>
<td>F 9/13</td>
<td>Writing Session: RR#2 due</td>
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<thead>
<tr>
<th>Week 4</th>
<th>M 9/16</th>
<th>read/discuss Mary Shelley Frankenstein (vol. I)*</th>
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<tr>
<td></td>
<td>W 9/18</td>
<td>read/discuss Shelley (vol. I)</td>
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<tr>
<td></td>
<td>F 9/20</td>
<td>Writing Session: RR#3 due</td>
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*(because we may have different editions, confirm with me volume/chapter divisions/page numbers, etc., if you have any questions)*

<table>
<thead>
<tr>
<th>Week 5</th>
<th>M 9/23</th>
<th>read/discuss Shelley (vol. II)</th>
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<tr>
<td></td>
<td>W 9/25</td>
<td>read/discuss Shelley (cont.)</td>
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<td></td>
<td>F 9/27</td>
<td>Writing Session: RR#4 due</td>
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<tr>
<th>Week 6</th>
<th>M 9/30</th>
<th>Shelley (vol. III)</th>
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</table>
|         | W 10/2 | Oscar Wilde, The Picture of Dorian Gray  
(ch. I-X, pp. 5-122)* |
<p>|         | F 10/4 | Writing Session: NO RR due |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Subject</th>
<th>Assignments</th>
</tr>
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<tbody>
<tr>
<td>Week 7</td>
<td>M 10/7</td>
<td>Wilde, (ch. XI-XX, pp. 123-213)* / paper #1 due</td>
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<td></td>
<td>W 10/9</td>
<td>Wilde (cont.)</td>
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<td></td>
<td>F 10/11</td>
<td>NO CLASS</td>
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<tr>
<td>Week 8</td>
<td>M 10/14</td>
<td>Franz Kafka, *The Metamorphosis-*RR# 5 due</td>
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<td></td>
<td>W 10/16</td>
<td>LIBRARY RESEARCH SESSION (TBC)</td>
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<td></td>
<td>F 10/18</td>
<td>Writing Session: NO RR due</td>
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<td>Week 9</td>
<td>M 10/21</td>
<td>Kafka (cont.)</td>
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<td>W 10/23</td>
<td>Kafka (cont.)</td>
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<td></td>
<td>F 10/25</td>
<td>Writing Session: RR #6 DUE</td>
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<tr>
<td>Week 10</td>
<td>M 10/28</td>
<td>Camus, <em>The Plague</em> (part I, pp. 1-63)</td>
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<td></td>
<td>W 10/30</td>
<td>Camus (cont.)</td>
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<td></td>
<td>F 11/1</td>
<td>Writing Session-paper #2 due NO RR due</td>
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<td>Week 11</td>
<td>M 11/4</td>
<td>Camus (part II-III, pp. 67-185)</td>
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<td></td>
<td>W 11/6</td>
<td>Camus (cont.)</td>
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<td></td>
<td>F 11/8</td>
<td>Writing Session RR #7 due</td>
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<tr>
<td>Week 12</td>
<td>M 11/11</td>
<td>Camus (part IV-V, pp. 189-308)</td>
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<td></td>
<td>W 11/13</td>
<td>Camus (cont.)</td>
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<td></td>
<td>F 11/15</td>
<td>Writing Session: NO RR due</td>
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<tr>
<td>Week 13</td>
<td>M 11/18</td>
<td>N. Kazantzakis, <em>Zorba</em></td>
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<td></td>
<td>W 11/20</td>
<td>Zorba (cont.)</td>
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<td>F 11/22</td>
<td>Writing Session: RR #8 due</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Event</td>
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<td>Week 14</td>
<td>M 11/25</td>
<td>Zorba (cont.)</td>
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<td></td>
<td>W 11/27</td>
<td>NO CLASS- THANKSGIVING HOLIDAY</td>
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<tr>
<td></td>
<td>F 11/29</td>
<td>NO CLASS-THANKSGIVING HOLIDAY</td>
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<tr>
<td>Week 15</td>
<td>M 12/2</td>
<td>WRITING WEEK/conferences</td>
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<td></td>
<td>W 12/4</td>
<td>WRITING WEEK/conferences</td>
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<td></td>
<td>F 12/6</td>
<td>Writing Session/conferences</td>
<td></td>
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<tr>
<td>Week 16</td>
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<td>EXAM WEEK</td>
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**FINAL PAPER AND PORTFOLIO DUE TUESDAY 12/10**
NO LATE PAPERS/PORTFOLIOS WILL BE ACCEPTED.

I hope you will enjoy the class!
LMU FALL 2013
FYS: MDGK 1000: The Map of the Human Heart  MWF 10:00-10:50 am and 11:00-11:50 am
WRITING SECTION 25 :F 10:00-10:50 am – Section 38: F 11:00-11:50 am in St Roberts 361
Instructor: Prof. Teah Goldberg
Office: UHall 3219
Phone #: TBA
Office Hours:  W/F 12:30-2:30 pm and by appointment
Email: teah.goldberg@lmu.edu

WRITING SESSION

► GRADES:
Please note that you will not receive grades on individual drafts of papers. Only final papers will receive a final letter grade. Paper Grades are determined by the following criteria:

► the **quality of your invention, revision, and editing** demonstrated in your working and polished drafts.
  - your ability to guide a piece of work through various stages of revision.
  - your success at writing an organized, coherent presentation of your ideas and/or research material with a clear and meaningful purpose in your polished piece.
  - your ability to persuade, move, or affect your intended audience.

► the **quantity of assigned work**.
  - your ability to understand and complete assignments on time.
  - the depth of your intellectual engagement with each assignment and your demonstrated critical acuity.

For more details on grading standards, please consult the class syllabus

► KICKSTART:
Located within MyLMU Connect (Blackboard), Kickstart is an on-line platform full of resources to assist all new first-year students make the transition to LMU. You can access the Kickstart materials 24/7 from any computer with internet connectivity, and can view (and review) at your own pace.

For this course you will be required to watch four (4) Kickstart videos listed under “The Basics”: 1) “What your instructors expect,” 2) “Understanding your syllabi,” 3) ‘Note-Taking,” and 4) “Critical Reading.” These videos must be watched by Friday September 27th. After you have watched the videos you are required to fill out the downloadable sheet from the Kickstart website and submit it online or in hard copy to me for full credit. Failing to watch the four (4) Kickstart videos and submission of the reviewer form will result in a lowered participation grade.

If you go to MyLMU Connect and do not see “Kickstart!” listed in your organizations, please follow these steps:

To get Kickstart:
1) Email: advising@lmu.edu
2) University Advising will give you access to the Kickstart Organization.
3) Once you get an email from University Advising, log in to MyLMU Connect and look for the “connect to my Organizations” box on your homepage.
4) Click on “Kickstart!” and start watching videos.

Schedule of Writing Sessions*:

* this schedule is tentative and may change at any time. Announcements made in class take precedence over the written syllabus.

Friday August 30th:

Discuss: Introductions, Kickstart, writing syllabus, Discuss RR purpose/RR#1 assignment

Friday September 6th:

Discuss: critical vs descriptive writing /RR#2 assignment
Read: Writing Intensive pgs. 2-10
Writing Due: RR #1 DUE

Friday September 13th:

Discuss: drafting a paper/what is a thesis?
Read: Writing Intensive pgs. 11-17
Writing Due: RR #2 DUE critical response to Candide

Friday September 20th:

Discuss: critical vs descriptive writing, developing a paper, thesis revision.
Consider revising RR #2 or RR #3 for RR #4
Read: None
Writing Due: RR #3 Due critical response to Shelley

Friday September 27th:

Discuss: structuring a paper, paragraph structure; integration of quotes/paraphrasing, citing sources. MLA
Read: Writing Intensive pgs. 67-70, 79-91 & 99-153
Writing Due: RR #4 (revised critical response/first draft to Shelley or Voltaire)
ALL KICKSTART VIDEOS MUST BE VIEWED AND REVIEWED BY THE 27th
Friday October 4th:

Discuss: conferences to review drafts/in-class peer editing  
Read: None  
Writing Due: None

*PAPER #1 is DUE MONDAY 10/7 in class

Friday October 11th:

Discuss: NO CLASS  
Read: None  
Writing Due: This week’s RR#5 on Wilde is due in class on Monday 10/18

Friday October 18th:

Discuss: how to approach a research paper/annotated bibliographies  
Read: Writing Intensive pgs. 50-66 & 93-98  
Writing Due: None

Friday October 25th:

Discuss: Conferences  
Read: None  
Writing Due: RR #6 Due, First draft of paper #2

Friday November 1st:

Discuss: Premises, Conclusions and Hidden assumptions; as well as Refutation, Concession and Counter arguments  
Read: None  
Writing Due: Paper #2 Due – NO RR due

Friday November 8th:

Discuss: Logical Fallacies/Fallacious Arguments and pathos, Ethos & Logos  
*Bring to class an advertisement that demonstrates a logical fallacy and be ready to discuss it with the class  
Read: Writing Intensive 17-19  
Writing Due: RR #7 Due on Camus
Friday November 15th:

Discuss: language as an abstract system of symbols, how meaning is created, and neologisms
Read: None
Writing Due: None

Friday November 22nd:

Discuss: grammar/punctuation and style and wordiness
* Bring to class an advertisement/public sign/magazine cover/artwork that contains an example of poor or incorrect grammar or punctuation
Read: Writing Intensive pgs. 230-233 & 340-352
Writing Due: RR #8 on Zorba Due

Friday November 29th:

NO CLASS THANKSGIVING

Friday December 6th:

Discuss: Conferences
Read: None
Writing Due: None

FINAL PAPERS AND PORTFOLIO DUE TUESDAY 12/10
NO LATE PAPERS/PORTFOLIOS WILL BE ACCEPTED.