

## Course Enhancement Rationale

**Course Dept/Number:** ENGL 385

**Instructor:** Dr. John D. Kalb

**Total Credits:** 4

**Course Name:** Ethnic Literature in America

**Gen Ed Cr:**  X Yes or  No

Indicate which enhancement(s) will be used for this course by checking the appropriate box.

Enhancement	COMAR Requirements
<input checked="" type="checkbox"/> Increased course content and/or collateral readings	Additional 45 hours per semester of supervised, documented learning.
<input checked="" type="checkbox"/> Undergraduate Research and Information Literacy	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Technology	Supervised instruction and documented learning through appropriate technology mediums.
<input checked="" type="checkbox"/> Higher Level Critical Thinking Exercises	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Service Learning/Civic Engagement	Additional 45 hours per semester of supervised, document learning.
<input type="checkbox"/> International Education/Cultural Enrichment	Additional 45 hours per semester of supervised, documented learning.
<input type="checkbox"/> Additional hour(s) in class	Additional 15 hours per semester of supervised, documented learning. (Complete only questions #1 below)
<input type="checkbox"/> Additional hour(s) in lab or studio	Additional 30 hours per semester of supervised, documented learning.

1. Describe the enhancement(s) for this course. Discuss how this enhanced course will differ from the current 3 credit course. Especially address what makes it a more rigorous, focused and engaging learning experience.

The enhanced version of this course will add the following additional assignments and requirements:

- 1) Students will read one additional primary text (novel, short story collection or volume of poetry);
- 2) Students will research secondary sources (critical articles, interviews, and book reviews [when articles and interviews are hard to locate for very contemporary works]);
- 3) Students will prepare an annotated bibliography (descriptive rather than evaluative) on a minimum of 10 (15 is preferred) secondary sources, following MLA format;
- 4) Students will meet with me in individual conferences to discuss their research, annotated bibliographies (at which time evaluation of the secondary sources will be required), and the additional required text, and to plan their comparative analysis essay project and any additional research that project will require; and
- 5) Students will write a comparative analysis essay about that additional text and one other from the course readings, utilizing support from those texts and incorporating material from their additional researches.

I should note that the enhanced syllabus—built on the 2006 syllabus—shows a dropping of required texts from 8 to 7. I overbooked the 2006 syllabus and had to drop the 8<sup>th</sup> novel as we simply did not have enough time to get to it. Choosing 7 novels to read in common—some of them quite difficult and

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challenging (as well as long)—seemed preferable to requiring 8 that wouldn't quite fit into a workable assignment calendar.

2. Discuss what the faculty member will do to provide appropriate guidance and feedback for the enhancement activity.

As always, I will encourage students to meet with me to discuss and get assistance with their essays and annotated bibliographies at any stage of the process and will provide helpful written feedback on their submitted work. I also will encourage them as best I can to meet with me early in the semester to discuss the additional assigned text and will provide necessary tutorials in finding appropriate secondary materials (through the MLA Literature database, especially) for the annotated bibliographies. In addition, students will be required to meet with me individually after they have completed their annotated bibliographies to discuss their research, where it has led them, what discoveries they made, and the best strategies (from thesis development to incorporating research) for their final analytical essays.

3. Discuss the estimated time expected for students to complete the enhancement (COMAR requires approximately 45 hours per 1 credit):

Although it will vary from student to student, depending on the length of the assigned text and the level of difficulty for the research, I would estimate the time required to be 8-10 hours for the additional text (they should read it twice), 10-20 hours for the research (locating sources and reading the materials), 15 hours (at least) for the preparation of the annotated bibliography, 5 hours of additional research, and 8-10 hours to prepare the final essay and Works Cited page. In total, roughly 46-60 additional hours.

4. Discuss how the enhancement will be assessed.

In a very basic sense, the level of performance on the annotated bibliography and the final comparative essay will be the first measure of the success of the enhancements. In addition, the student conferences, their feedback on course evaluations (the English Department is revising our current form to reflect this), as well as whether there is any indication that this additional work leads to more cogent and well-informed participation in class discussions and performance on exams, particularly on the final examination (although more difficult to assess) will all provide clues and data as to the value of the enhancement. (I suppose we all hope and anticipate that these additional developed skills and critical tools will filter into current and future coursework.)

ENGL 385.001, MW 4:30-5:45 p.m.  
ENGL 385.152, MW 6:00-7:15 p.m.  
CH 114  
Fall 2006

Dr. John D. Kalb  
Office: 350 Holloway Hall  
Office Hours: MW 2:00-4:15 p.m. & by appt.  
phone: 410-543-6049  
email: jdkalb@salisbury.edu

### Ethnic Literature in America

**Texts:** James Welch, Fools Crow  
Susan Power, The Grass Dancer  
Ralph Ellison, Invisible Man  
Toni Morrison, Beloved  
Maxine Hong Kingston, The Woman Warrior  
Chang-Rae Lee, Native Speaker  
Rudolfo A. Anaya, Bless Me, Ultima  
Ana Castillo, So Far From God

**Course Objectives:** The objectives of the course are

- 1) to acquaint students with a sampling of fiction from African American, Native American, Asian American and Mexican American authors;
- 2) to help students read literature actively and critically;
- 3) to familiarize students with the vocabulary and critical tools required in order to discuss and write about literature successfully;
- 4) to acquaint students with some of the historical and cultural contexts in which these works were generated; and
- 5) to help students relate literature, whenever possible, to their daily lives and to the world they live in.

**Course Requirements:** You will need to read all assignments before coming to class and come to class prepared to discuss them. For each day's reading, you will write a one page analytical response. You must bring the text we are reading and discussing and your written response to class each day. You will also take 15 quizzes, write a two essays, take midsemester and final examinations, and participate in class discussions.

<b>Grading:</b>	Class Preparation (Analytical Response Avg.)	100 points possible
	Class Participation	100 points possible
	15 Quizzes @ 10 points possible each	150 total points possible
	Midsemester Examination	100 total points possible
	Final Examination	200 points possible
	Character Analysis Essay	150 points possible
	Comparative Analysis Essay	200 total points possible

900-1000 points = A; 800-899 points = B; 700-799 points = C; 600-699 points = D

**Please note:** Failure to complete any of the course requirements may mean failing the course. None of these **requirements** is optional.

**Class Preparation/Participation:** The best ways in which to illustrate that you are an active, engaged, and interested student are by 1) reading all assignments before coming to class, 2) preparing your required one page analytical response, and 3) contributing regularly to class discussions.

**Analytical Responses:** For each assigned reading, you need to prepare a one page (minimum and maximum) **analytical response**. ("One page" means one side, single spaced on 8 1/2" x 11" paper. If your paper is undersized, please write the equivalent amount. Students who choose to type their responses will need to provide a single, double spaced page.) The crucial

question each response should answer in a focused and thoughtful way is "**What is the most significant aspect of this reading?**" Please try to make these writings a meaningful experience and **do not** write plot summaries or emotional reactions. A separate handout explains this requirement in more detail.

When we meet to discuss the readings, I will frequently call on students at random to share with the rest of the class what they have identified as significant in their responses as a means of beginning our class discussion. Quite often, I will collect, respond to, and grade these responses, but whether I collect them or not, these writings are part of your class preparation. Everyone is expected to prepare the responses for each assigned reading.

**Quizzes:** You can expect a brief quiz on the date each portion of a novel is first due to be read. There will be quizzes on 17 of those dates. You need only take 15 quizzes. If you take all 17 quizzes, I will drop your lowest 2 quiz grades. Quizzes will consist of questions which should be easily answerable by anyone who has read the assignment carefully. If you wish to take a quiz, you **must** arrive on time. **There will be no make-up quizzes.** If you do not attend class on the day of a quiz or arrive too late to take a quiz, you forfeit those 10 possible points.

**Midsemester and Final Exam:** Both examinations will be partially objective and partially essay in nature. You will have some choice among the essay questions. **Except in extreme circumstances, there will be no make-up tests.**

**Formal Essays:** Due on Monday, October 9, the first essay (4-5 pages long) will analyze a secondary character from one of the first two novels of the course—Fools Crow or The Grass Dancer. You will receive a more detailed description of this assignment soon.

For the second paper--due on Wednesday, December 6--you will look closely at two of the texts of the course in which you find significant similarities and contrasts (of characterization, theme, imagery, and so forth). Later in the semester, I will offer more details and examples of paper topics for this assignment. This paper will be 5-7 pages in length.

In addition to the submission of actual printed essays for grading, students in this course will also be required to submit their formal essays electronically to [www.turnitin.com](http://www.turnitin.com). **Late papers will be graded 10 points lower for each day they are late.**

The numerous writing activities--both informal and formal--indicate that the instructor is a firm supporter of writing as a means of learning and of SU's Writing Across the Curriculum policy.

**Plagiarism:** The English Department takes plagiarism, the unacknowledged use of other people's ideas, very seriously indeed. As outlined in the Student Handbook under the "Policy on Student Academic Integrity," plagiarism may receive such penalties as failure on a paper or failure in the course. The English Department recognizes that plagiarism is a very serious offense and professors make their decisions regarding sanctions accordingly. Each of the following constitutes plagiarism:

1. Turning in as your own work a paper or part of a paper that anyone other than you wrote. This would include but is not limited to work taken from another student, from a published author, or from an Internet contributor.
2. Turning in a paper that includes unquoted and / or undocumented passages someone else wrote.
3. Including in a paper someone else's original ideas, opinions or research results without attribution.
4. Paraphrasing without attribution.
5. Turning in the same paper for credit in more than one class.

A few changes in wording do not make a passage your property. As a precaution, if you are in doubt, cite the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources in your essay and by providing a list of Works Cited or Works Consulted at the conclusion of the essay. In any case, failure to provide proper attribution could result in a severe penalty and is never worth the risk.

**Attendance:** I expect to be here every day and hope you will do the same. You may miss three class meetings (for whatever reason) without direct penalty. Each day you miss beyond those three “freebies” will reduce your overall points as follows: -25 points for the fourth day, - 50 for the fifth, -75 for the sixth, and so on. (That’s not minus 75 points for missing those three extra days; that’s minus 150 points. So if you have a schedule conflict with this class, you should select a course that better fits your schedule.) **Remember that YOU are responsible for meeting deadlines and making up any missed work. There such a thing as an “excused absence.”**

I will, of course, also expect you to arrive promptly for class and stay for the duration of each session. **Three “lates” will constitute an absence** (see the attendance policy above). Schedule your other activities around this course, not vice versa. In addition, students who come to class ill-prepared (i.e., without the novel we’re discussing, having not read the assignment) may be asked to leave the classroom and invited to return another day on which they are better prepared.

**Courtesy and Respect:** I expect students to treat their fellow students and professor with courtesy and respect. Please abide by the following:

- # **Turn OFF your cell phones, pagers, iPods, and other electronic devices BEFORE entering the classroom.**
- # **Take care of your dietary and eliminatory needs BEFORE entering the classroom.**
- # **Should you absolutely need to arrive late or leave early for a class session, sit as near to the door as possible and avoid disrupting class by drawing attention to your entry or exit.**
- # **Listen attentively to what your professor and fellow classmates contribute to our discussions.**
- # **Raise your hand and wait to be acknowledged before you enter the discussion.**

**Office Hours:** MW 2:00-4:15 p.m. and by appointment. This time is set aside for you; please feel free to speak with me about any concerns or interests during these hours or by appointment.

### **Assignment Calendar**

- |       |     |  |
|-------|-----|--|
| Aug.  | 28: | Introduction to course   |
| Sept. | 30: | Introduction continued   |
|       | 4:  | Labor Day; no class  |
|       | 6:  | <u>Fools Crow</u> (through page 125, to Part Two)  |
|       | 11: | <u>Fools Crow</u> (through page 284, to Part Four)   |
|       | 13: | <u>Fools Crow</u> (to end)   |
|       | 18: | <u>The Grass Dancer</u> (through page 122, to Chapter 5)   |
|       | 20: | <u>The Grass Dancer</u> (through page 236, to Chapter 9)   |
|       | 25: | <u>The Grass Dancer</u> (to end)   |
|       | 27: | <u>Invisible Man</u> (through page 97, to Chapter 4)   |
|       |     | <b>Note:</b> Be sure to read the Prologue, but do not read Ellison’s “Introduction” until <i>after</i> you have finished the entire novel. |
| Oct.  | 2:  | <u>Invisible Man</u> (through page 250, to Chapter 12)   |
|       | 4:  | <u>Invisible Man</u> (through page 332, to Chapter 16)   |
|       | 9:  | <u>Invisible Man</u> (through page 478, to Chapter 23)   |

**Due: Essay #1**

- 11: Invisible Man (to end & Introduction)
- 16: Beloved (through page 165, to Part Two)
- 18: Beloved (through page 235, to Part Three)
- Oct. 23: Beloved (to end)
- 25: **Midsemester Exam**
- 30: Woman Warrior (through page 109, to "At the Western Palace")
- Nov. 1: Woman Warrior (to end)
- 6: Native Speaker (through page 99)
- 8: Native Speaker (through page 230)
- 13: Native Speaker (to end)
- 15: Bless Me, Ultima (through page 142, to Chapter Catorce)
- 20: Bless Me, Ultima (to end)
- 22: No Class - Thanksgiving Break
- 27: So Far From God (through page 93, to Chapter 5)
- 29: So Far From God (through page 169, to Chapter 11)
- Dec. 4: So Far From God (to end)
- 6: **Due: Essay #2**  
Wrap Up & Evaluations

Final exam: ENGL 385.001, Monday, December 11, 7:00-9:30 p.m.  
ENGL 385.152, Wednesday, December 13, 7:00-9:30 p.m.

**This schedule of assignments is, of course, subject to change.**

ENGL 385.001, MW 4:30-5:45 p.m.  
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CH 114  
Fall 2008

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**Course Objectives:** The objectives of the course are

- 1) to acquaint students with a sampling of fiction from African American, Native American, Asian American and Mexican American authors;
- 2) to help students read literature actively and critically;
- 3) to familiarize students with the vocabulary and critical tools required in order to discuss and write about literature successfully;
- 4) to enhance students' ability to evaluate secondary source material, both traditional (journals and books) and non-traditional (online);**
- 5) to help students improve their writing skills and ability to utilize primary and secondary source materials in their essays;**
- 6) to acquaint students with some of the historical and cultural contexts in which these works were generated; and
- 7) to help students relate literature, whenever possible, to their daily lives and to the world they live in.

**Course Requirements:** You will need to read all assignments before coming to class and come to class prepared to discuss them. For each day's reading, you will write a one page analytical response. You must bring the text we are reading and discussing and your written response to class each day. You will also take 15 quizzes, **read an additional text, prepare an annotated bibliography of secondary sources, give two presentations**, write two essays, take **two tests** ~~midsemester~~ and a final examination, and participate in class discussions.

**Enhancement Statement:** This class, along with most English classes this semester, is a four-credit enhanced course, rather than a traditional three-credit course. Different English classes will be enhanced in different ways; in this class students will be required to do more reading of primary and secondary sources, prepare an annotated bibliography, and utilize secondary sources in a longer final essay, in addition to the usual coursework in a comparable three-credit course. This extra work will require approximately three hours per week outside of class. (This is in addition to six hours of outside of class work per week that students are expected to do in a three-credit class.) These additional requirements will be demanding, but the English Department is making these changes because we believe that our students will receive a better English education by taking fewer classes and focusing on more in each class.

<b>Grading:</b>	Class Preparation (Analytical Response Avg.)	100 points possible
	Class Participation	100 points possible
	15 Quizzes @ 10 points possible each	150 total points possible
	2 Tests & Final Examination @ 100 points each	300 total points possible
	Character Analysis Essay	100 points possible
	<b>Annotated Bibliography</b>	<b>100 points possible</b>
	<b>Comparative Analysis Essay</b>	<b>150 points possible</b>

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**Please note:** Failure to complete any of the course requirements may mean failing the course. None of these **requirements** is optional.

**Class Preparation/Participation:** The best ways in which to illustrate that you are an active, engaged, and interested student are by 1) reading all assignments before coming to class, 2) preparing your required one page analytical response, and 3) contributing regularly to class discussions.

**Analytical Responses:** For each assigned reading, you need to prepare a one page (minimum and maximum) **analytical response**. ("One page" means one side, single spaced on 8 1/2" x 11" paper. If your paper is undersized, please write the equivalent amount. Students who choose to type their responses will need to provide a single, double spaced page.) The crucial question each response should answer in a focused and thoughtful way is "**What is the most significant aspect of this reading?**" Please try to make these writings a meaningful experience and **do not** write plot summaries or emotional reactions. A separate handout explains this requirement in more detail.

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**Tests Midsemester and Final Exam:** All three ~~Both~~ examinations will be partially objective and partially essay in nature. You will have some choice among the essay questions. **Except in extreme circumstances, there will be no make-up tests.**

**Formal Essays and Annotated Bibliography:** Due on Monday, October 9, the first essay (4-5 pages long) will analyze a secondary character from one of the first two novels of the course—Fools Crow or The Grass Dancer. You will receive a more detailed description of this assignment soon.

**Each student will select an additional text from a list provided by the instructor, read that additional text, do research on secondary sources regarding that text and the author, and prepare an annotated bibliography of a minimum of 10 sources (15 is preferable). The reading list and details of this assignment will on a separate handout provided by the second week of class. The annotated bibliography is due on Wednesday, November 8.**

For the second paper--due on Wednesday, December 6--you will **provide a comparative**

**analysis of a significant shared commonality between the additional text you read for your annotated bibliography and one other text from the semester's assigned works.** Later in the semester, I will offer more details and examples of paper topics for this assignment. **Students will meet with me individually (November 8-15) in order to discuss the annotated bibliography and possible approaches for this paper and any additional research it will require. This paper will be 7-10 pages in length, plus a Works Cited page.**

In addition to the submission of actual printed essays for grading, students in this course will also be required to submit their formal essays **and annotated bibliographies** electronically to [www.turnitin.com](http://www.turnitin.com). **Late papers will be graded 10 points lower for each day they are late.**

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2. Turning in a paper that includes unquoted and / or undocumented passages someone else wrote.
3. Including in a paper someone else's original words, ideas, opinions or research results without attribution.
4. Paraphrasing without attribution.
5. Turning in the same paper for credit in more than one class.

A few changes in wording do not make a passage your property. As a precaution, if you are in doubt, cite the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources in your essay and by providing a list of Works Cited or Works Consulted at the conclusion of the essay. In any case, failure to provide proper attribution could result in a severe penalty and is never worth the risk.

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### Assignment Calendar

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|-------|-----|--|
| Aug.  | 28: | Introduction to course   |
| Sept. | 30: | Introduction continued   |
|       | 4:  | Labor Day; no class  |
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|       | 11: | <u>Fools Crow</u> (through page 284, to Part Four)   |
|       | 13: | <u>Fools Crow</u> (to end)   |
|       | 18: | <u>The Grass Dancer</u> (through page 122, to Chapter 5)   |
|       | 20: | <u>The Grass Dancer</u> (through page 236, to Chapter 9)   |
|       | 25: | <u>The Grass Dancer</u> (to end)   |
|       | 27: | <u>Bless Me, Ultima</u> (through page 142, to Chapter Catorce)   |
| Oct.  | 2:  | <u>Bless Me, Ultima</u> (to end)   |
|       | 4:  | <b>Test #1</b>   |
|       | 9:  | <u>Invisible Man</u> (through page 97, to Chapter 4)<br><b>Note:</b> Be sure to read the Prologue, but do not read Ellison's "Introduction" until <i>after</i> you have finished the entire novel.<br><b>Due: Character Analysis Essay</b> |
|       | 11: | <u>Invisible Man</u> (through page 250, to Chapter 12)   |
|       | 16: | <u>Invisible Man</u> (through page 332, to Chapter 16)   |
|       | 18: | <u>Invisible Man</u> (through page 478, to Chapter 23)   |
| Oct.  | 23: | <u>Invisible Man</u> (to end & Introduction)   |
|       | 25: | <u>Beloved</u> (through page 165, to Part Two)   |
|       | 30: | <u>Beloved</u> (through page 235, to Part Three)   |
| Nov.  | 1:  | <u>Beloved</u> (to end)  |

- 6: **Test #2**  
8: **Due: Annotated Bibliography**
- 13: **No Class--Annotated Bibliography & Final Paper Conferences November 8-15**  
15: Woman Warrior (through page 109, to "At the Western Palace")
- 20: Woman Warrior (to end)  
22: No Class - Thanksgiving Break
- 27: Native Speaker (through page 99)  
29: Native Speaker (through page 230)
- Dec. 4: Native Speaker (to end)  
6: **Due: Comparative Analysis Essay**  
Wrap Up & Evaluations

Final exam: ENGL 385.001, Monday, December 11, 7:00-9:30 p.m.  
ENGL 385.152, Wednesday, December 13, 7:00-9:30 p.m.

**This schedule of assignments is, of course, subject to change.**