**San José State University  
Department of Environmental Studies**

**EnvS 100W: Environmental Research & Writing, Section 01**

**Fall 2019**

**Course and Contact Information**

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| Instructor: | Blythe Nobleman |
| Office Location: | Building 102, Room 219; online |
| Telephone: | Use email, please |
| Email: | [blythe.nobleman@sjsu.edu](mailto:blythe.nobleman@sjsu.edu) |
| Office Hours: | Tu 11:00 am – 1:00 pm; Thursdays 9-10 am and by appointment over Skype: bnobleman |
| Class Days/Time: | MW 10:30 – 11:45 am |
| Classroom: | CL 243 |
| Prerequisites: | ENGL 1B, Completion of Core GE, satisfy Writing Skills Test, Upper division standing, declared Environmental Studies major |
| GE/SJSU Studies Category: | Z |

**Course Management Page and Emails**

Course materials, such as syllabus, handouts, and assignment instructions, can be found on the Canvas course management system website. You are responsible for checking *both* your sjsu.edu email *and* the messaging system through Canvas to learn of any updates.

**EnvS 100W Course Description**

In this course, you will develop advanced research and writing skills. We will focus on the drafting of a research question, the gathering and categorizing of support data, development of a clear and concise argument, document organization, and proper formatting. You learn to be a good writer by writing, reading, and practicing. In this course, we will work on each of these areas in the context of both technical and general audiences.

*Sensitivity:* The course may, at times, focus on controversial topics; we will sometimes discuss difficult or polarizing issues and concepts. I do not expect you all to have the same perspective on these issues, nor do I expect you to come to the same conclusions I have. What I do expect is that you listen to and respond to differing perspectives, from both me and your classmates, with respect and an open mind. Do not disparage other classmates or their ideas; engage with each other in a productive manner from an *intellectual* (thinking) perspective as a scholar (using logic and reasoning) not from an uninformed, purely emotional perspective. This class is a place for open discussion, and we do not have to agree—but we must make an effort to understand each other. Keep an open mind, and you might be surprised how your view of the world changes. Interrogate and question your own beliefs as you learn new things. An intelligent mind transforms with new, reliable information.

Throughout the semester you will work to develop your writing abilities and shape your own unique voice as a research writer and scholar. Reading, itself, is one of the essential skills to develop effective, persuasive, and credible writing. Those people who read the most are inevitably those for whom writing comes more “naturally,” and so we will work on our reading skills as a part of working on our writing. To this end, one of the primary elements and forms of composition we will focus on in this class is the analysis of model essays to help us better understand the structures, techniques, and strategies they employ to craft effective research writing. You use what you learn from them in your own essays, taking three major assignments (in addition to many smaller ones) through multiple stages of revision. In the course of these revisions, you will review and constructively critique one another’s work, helping one another to become better writers while improving your own writing in the process.

In written communication II courses, students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences.

**GE Learning Outcomes (GELO) and Course Learning Outcomes (CLO)**

* SLO1: Refine the competencies established in Written Communication 1A and 1B
  + SLO1-1A: Perform essential steps in writing process, use correct grammar, form clear thesis statement (Assignments 1-8)
  + SLO1-1B: Locate/evaluate supporting materials, identify key terms/concepts, select effective/efficient methods for information retrieval, synthesize ideas from multiple readings, construct effective arguments (Assignments 1-8)

•SLO2: express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse (Assignments 1 and 8)

•SLO3: organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources (Assignments 1, 9, 11)

* Other: Writing (8000 words)—Feedback and Practice (Assignments 1-8)
* Other: Reading—Models of Research Excellence (Assignments 5 and 6)
* Other: Discipline Specific Writing Standards (Assignments 1 and 7)
* Other: Issues of Diversity (Student-specific topics for Assignment 1 may be pursued)

**EnvS 100W Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, you are expected to spend a *minimum* of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

In this class, you will first write a research-based objective exploration of a critical topic about which you are passionate (in environmental studies) that leads you to formulate a research question. This paper is designed to help you examine all perspectives surrounding the issue in an attempt to formulate a well-grounded research question for further exploration. Then, you will begin to build upon and expand that topic by assembling a critical examination of the current and relevant scholarly research by developing an annotated bibliography. Continuing to build the research paper, you will write a sentence-outline to organize and prepare for writing the first draft, leading up to the research paper itself – working through 2-3 drafts before submitting the final version. You will then present your findings and conclusions from the research paper in an oral presentation to the class, using multimodal vehicles (video, Prezi, etc.) or Power Point.

The course also includes writing your resume and cover letter, in addition to composing an opinion-editorial article about an environmental issue of your choice, which you may actually submit to various media. As part of the writing process, you will have many prewriting assignments and write honest, but supportive critiques of your peers’ essays. Participation is central to this course, and some of your participation points will come in the form of peer review workshops and class presentations, in addition to weekly participation in discussions (see more on this under “Participation” below).

**Required Texts**

[Turabian, Kate. 2013. A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition](https://www.amazon.com/Manual-Writers-Research-Papers-Dissertations/dp/022643057X/ref=sr_1_1?crid=RFFYKO1CV0EW&keywords=turabian+9th+edition&qid=1565806569&s=gateway&sprefix=turab%2Caps%2C186&sr=8-1). University of Chicago Press. ISBN-13: 978-0226430577

ISBN-10: 022643057X (available on Amazon)

You will be responsible for knowing and implementing the style of this book in your papers.

Other required texts will be made available as PDF or Word documents or as links to online materials posted as an “Assignment” to our course Canvas site.

**Library Liaison**

Peggy Cabrera is our liaison for Environmental Studies. Reach her at: [peggy.cabrera@sjsu.edu](mailto:peggy.cabrera@sjsu.edu) or via the MLK Library website. She can help you refine your research searches, find sources, help with formatting citations, etc.

**Technology and Other Requirements**

If you have a laptop or tablet computer, **bring it to every class** for in-class writing and accessing reading materials. If you do not have a computer to bring, you are then responsible for printing all reading materials and bringing them to class as assigned. **NO PHONES may be used in class at any time for any reason** without my express permission—period (see note on participation below). Repeated violations of classroom rules will result in a deduction of participation points.

Some of your course readings will be Adobe PDF files, so I recommend downloading the free **Adobe Reader** from Adobe.com.

All of your own writing assignments need to be in “.docx” format. You can download a free version of **Microsoft Office** (which includes **MS Word**) from the “Software Download” tab of your one.sjsu.edu page.

**Grading Policy  
Final Grade Breakdown**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **# of Drafts** | **Length in Words** | **Weight Percentage %** |
| Exploratory Paper w/Research Question | 2 | 750 - 1000 | 10 |
| Annotated Bibliography | 2 | 1200 - 1500 | 10 |
| Research Paper Sentence Outline | 2 | 600 - 1000 | 10 |
| Research Paper | 2-3 | 2500+ | 25 |
| Oral Presentation (multimodal or Power Point) | 1 | Approx. 10 slides | 10 |
| Resume and Cover Letter | 1 | 2-3 *pages* | 10 |
| Opinion-editorial | 2 | 650 | 10 |
| Participation (peer reviews, library project in-class writings, reading responses, attendance, etc.) | N/A | N/A | 15 |
| **TOTAL** |  |  | **100** |

Formal assignments will require you to submit your work using the turnitin.com feature on our class Canvas website. Directions for each assignment must be read carefully so you know how to turn in your assignments (hard copy vs electronic submission). Assignments due in hard copy are due at the beginning of class; assignments due via Canvas are due *before* midnight. Please check specific instructions for each assignment. Several assignments are submitted in multiple drafts or multiple parts. Explicit directions will be included in the instructions for those assignments.

**IMPORTANT NOTES:**

Students must receive a C or higher to pass this course as an SJSU graduation requirement. No extra credit will be given in this class.

Missed in-class or late work will only be accepted at the discretion of the instructor. If accepted, a penalty of up to 10 percentage points per day late may be assessed.

Final drafts of essays will not be accepted unless all paper-related assignments (rough drafts, reviews of peer essays, etc.) have been completed.

**Determination of Grades**

**A.** The grade of A is appropriately given to students whose preparation for and execution of all course assignments has been consistently thorough and thoughtful. These students have earned 90% or more of the available points in class. In addition, by the end of the quarter, students who earn an A are consistently producing work that is ambitiously and thoughtfully conceived, conscious of the demands of a particular assignment, purposeful, effectively developed, and effectively edited.

B. The grade of B is appropriately given to students who have satisfactorily completed all class assignments, although some of these efforts may have been more successful than others. These students have earned 80% or more of the available points in class. By the end of the quarter, students who earn a B are consistently producing work that is competent in that they meet the demands of assignments, have a clear purpose, are sufficiently developed, and are accurately edited.

**C.** The grade of C is appropriately given to students who have fulfilled course requirements although, in some instances, minimally so. These students have earned 70% or more of the available points in class. By the end of the quarter, students who have earned a C have provided sufficient evidence that they can produce focused, purposeful writing that satisfies the demands of an assignment, is adequately developed, and is carefully edited although, in some instances, achieving that standard depended on multiple revisions. \*\* Note: a grade of C- (70-72%) will not allow you to “pass” the course for graduation requirements.

**D and F**. D and F grades will be given to students whose work has been unsatisfactory in some significant ways; they have not completed all the course requirements and/or their essays have not yet achieved the level of competency required to satisfy the GE Z requirement. D scores are (60-69%); F scores are (50-59%). \*\* Note: a grade of D or F will not allow you to “pass” the course for graduation requirements.

**Class participation** is assessed as follows:

A= Regular, insightful questions and comments that contribute and advance class discussion; complete engagement  
B= Occasional, pertinent questions and comments; active listening  
C= Infrequent, tangential questions or comments; questionable attentiveness

D= Rare interaction; distraction or unpreparedness for class  
F= Frequent absence, complete disengagement with the class

NOTE: The class participation grade constitutes all in-class activities and cannot be made up if you miss a class, regardless of the reason.

University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

**Classroom Protocol**

**PARTICIPATION** is required from *all students*—you will not be able to sit in the back of the classroom and sleep or zone-out. If you’re a shy or introverted student, take this course as a challenge and opportunity to build your confidence and public speaking skills, which will be necessary to success in your career or further academic pursuits We all say something “wrong” or worry that others may think we are “stupid” sometimes—so what? It’s not the end of the world. We frequently ‘think out loud’ while our ideas are still developing to more fully form and shape our thoughts. This process is, in fact, how we learn, and we are all learning and developing as readers and writers together. We will work collaboratively, helping one another to improve our skills. We will not judge but support one another, even as we debate controversial issues, evaluate one another’s performances, and critique one another’s arguments—all for our mutual betterment.

*Absences:* If you must miss a class, contact a classmate to get notes, assignments, etc. Do not contact me to get information that another student can provide. It is up to you to show up prepared to the next class session. You will not receive participation credit for days you miss class. You should exchange contact information with other students on the first day of class. You can also contact all classmates through Canvas, so there is no excuse for missing information.

*Tardiness:* If you arrive more than *occasionally* late to class, you will not receive participation credit for that day. If you leave class early without informing me beforehand, you will also forfeit your participation points. If you must be late or leave early, it is imperative that you let me know beforehand.

*Collaboration:* All students are asked to help maintain a classroom environment that is both mindful of individual sensitivities and receptive to principled disagreement. The premise from which we start in this class is that there is no single one “right” interpretation of each text that will then be imparted upon you. We will expect your questions, considerations, concerns, and even confusion with the material to be our starting point for discussion. Class discussion is a collaborative process that relies on offering one’s thoughts aloud as well as engaging with the comments of others. Lively class discussions are a crucial component to refining your own interpretations alongside with working on becoming a better writer.

**You are therefore expected to arrive on time, fully-prepared, and ready to participate actively in each class meeting**. **You must offer new insights or pose questions that lead to productive conversation, not just repeat or agree with what someone else has said**. This also means that you must come to class with all required assignments completed and reading and writing homework materials in hand (as a print-out or on your computer).

**Discussion Guidelines**

We will start out by simply having conversations as one normally would in a seminar, speaking when we have a contribution to make (and according to the rules below), but if that proves too chaotic, we will revert to the old school method of raising hands.

* Be RESPECTFUL (almost every other guideline is a subcategory of this all-important one!)
* No yelling, talking over, interrupting, or—obviously—no personal insults.
* Try to understand and be considerate of others’ perspectives, opinions, and feelings
* Come prepared so you can actively and substantively contribute to discussion (and not waste your classmates’ time). Read and write your assigned analyses/responses and bring those to class along with the reading so you have all of your materials, notes, and ideas at hand.
* Don’t just repeat what someone else already said. You can certainly extend it, offer a different perspective on it, etc., but don’t just repackage it in different words and hope we don’t notice.
* Let others speak. We don’t want class to devolve into a situation where the same five people carry the conversation all the time. The popcorn method was a good suggestion for doing this, too (although “hot potato” and “tag” seem like more accurate analogies) . It’s where one student starts out with a contribution and then randomly passes the discussion baton on to another person.
* To that end, BE COGNIZANT of yourself and of others. Always be “taking the temperature” of the room and give others space to speak.
* And to *that* end: Don’t Be Afraid of Silence. Sometimes a minute or two of silence gives more tentative people time to step up.
* Offer CONSTRUCTIVE critique. While our goal is to discuss, debate, and rigorously evaluate one another’s reading and writing to help one another improve throughout the semester, we want to do this in as *supportive*, *encouraging*, and *positive* a manner as we can.
* Conversely, be open to criticism. It’s the only way to learn, and becoming defensive can just shut out what others have to have offer you. We’re not going to judge one another, but help everyone improve as much as we can.
* Stay on topic. Tangents are usually counterproductive.
* ACTIVELY LISTEN AND PARTICIPATE in discussions, don’t zone out, drift off or get up and leave in the middle of class (use the bathroom beforehand).
* Be CONFIDENT in your presentations of your analyses, interpretations, evaluations and critiques. It’s fine to admit when you know you’re going out on a limb, taking a stab in the dark, but if you feel you have a strong case to make for the strength or weakness of an argument or its evidence, for example, don’t be afraid to say—and stand by—it. Even if you don’t always feel that way, try to hold yourself with confidence—fake it ‘til you make it! (Arrogance is something altogether different, and we want to avoid it.) The first step in gaining confidence in your ideas is to always ground them in the language, logic, and evidence of the text itself, in what’s actually on the page.

**University Policies**

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, and so forth: <http://www.sjsu.edu/gup/syllabusinfo/index.html>. The First-Year Writing Program’s policies can be found: <http://www.sjsu.edu/english/frosh/program_policies/index.html>.

Plagiarism means that you have appropriated material that someone else said or wrote and presented it as your own. Plagiarism and other acts of academic dishonesty will not be tolerated under any circumstances.

**Academic Integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State  
University. The University [Academic Integrity Policy](http://info.sjsu.edu/static/schedules/integrity.html) F15-7 <http://info.sjsu.edu/static/schedules/integrity.html> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](http://www.sjsu.edu/studentconduct/) website <http://www.sjsu.edu/studentconduct/> for more information.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) <http://www.sjsu.edu/aec/> to establish a record of their disability.

**Student Technology Resources**

Computer labs and other resources for student use are available in:

* Associated Students Print & Technology Center at <http://as.sjsu.edu/asptc/index.jsp> on the Student Union (East Wing 2nd floor Suite 2600)
* The Spartan Floor at the King Library at <http://library.sjsu.edu/about/spartan-floor>   
  o Student Computing Services at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>   
  o Computers at the Martin Luther King Library for public at large at <https://www.sjpl.org/wireless>   
  o Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](http://www.sjsu.edu/it/services/academic-tech/index.php) <http://www.sjsu.edu/it/services/academic-tech/index.php> located in IRC Building. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections’ free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

**SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis.

To schedule an appointment or learn more information, visit Counseling and Psychological Services website at <http://www.sjsu.edu/counseling> .

**COURSE SCHEDULE**

| **Week** | **Topics** | **Readings – before next class** | **Assignments – for next class** |
| --- | --- | --- | --- |
| 1M: Aug 19 | *Classes begin on Wednesday, August 21* |  |  |
| 1W: Aug 21 | Introductions; review syllabus, discuss assignments; brainstorm issues in environmental studies | TUR 1 -3 ; “Life is Tough,” on *Aeon*: <https://aeon.co/essays/extremophiles-and-life-in-the-most-unlikely-of-places> | Develop a written list of three possible research topics (3 sentences each) for discussion. |
| 2M: Aug 26 | Discuss reading; group work with research topics; Beginning a research paper: an exploration. | TUR 3-4, 6-7 | Identify various perspectives on topic as presented in sources (write them down for class discussion) |
| 2W: Aug 28 | Discuss reading; watch short Toposcape video – group discussion of perspectives; refine research topic and brainstorm questions; preliminary research activity; vetting sources – the role they play in research writing | TUR 5; *Aeon*: <https://aeon.co/ideas/if-reason-exists-without-deliberation-it-cannot-be-uniquely-human> | Take written notes about *Aeon* readings to identify central arguments.; identify sources for Exploratory Paper; write informal outline |
| 3M: Sep 2 | *Labor Day – no class* |  | Refine research question and identify sources for Exploratory Paper; write informal outline; refine research question based on findings |
| 3W: Sep 4 | Informal presentation/discussion of research questions and sources; group activity with reading (from *Aeon*); organizing the paper activity; peer review outlines | TUR 8; *The Conversation*, “Saving Endangered Species . . .”: <https://theconversation.com/saving-endangered-species-5-essential-reads-121797> | Complete draft of Exploratory Paper – *bring to class* |
| 4M: Sep 9 | Peer review drafts in class; discuss revision strategies and readings; discuss online article |  | Edit and revise drafts – **submit FRI SEP 13 before midnight** |
| 4W: Sep 11 | Peer review drafts in class; discuss revision strategies and readings; discuss online article Begin Annotated Bibliography; annotation writing activity; group discussion and peer review practice annotations | TUR 15 - 17 | Draft Annotated Bibliography, bring to class |
| 5M: Sep 16 | Discuss readings and review examples; peer review Annotated Bibliography; practice citations |  | Edit and Revise Annotated Bibliography; continue research, as needed |
| 5W: Sep 18 | Library meeting – location TBA – Annotated Bibliography and research help |  | **Submit Annotated Bibliography on FRI SEP 20 before midnight;** bring sample research paper from annotated bibliography to class |
| 6M: Sep 23 | Reflective writing activity; discussion; group activity: deconstruct example research papers |  | Begin Sentence Outline for Research paper |
| 6W: Sep 25 | Discussion of paper format; interpreting and explaining data; group exercise with sentence outline | TUR Part III and Appendix | Continue developing sentence outline, fully develop and bring to next class for peer review |
| 7M: Sep 30 | Discuss reading; peer review sentence outlines; edit and revise in class | Review TUR Chapters 5 and 7 | Finalize Sentence Outline; begin storyboards for Research Paper, bring to class |
| 7W: Oct 2 | Review readings; groups to work on storyboards |  | **Submit Sentence Outline on** **Friday, OCT 4 before midnight;** bring example research paper to class |
| 8M: Oct 7 | Deconstruct research papers, examining source integration; discuss how evidence and sources are used; group activity | TUR Ch 10; PPT on Canvas | Draft introduction to Research Paper, bring to class |
| 8W: Oct 9 | Workshop introductions; group activity |  | Bring storyboards to class |
| 9M: Oct 14 | Source integration; practice with storyboards; forms of evidence | PPT on Canvas | Begin expanding Sentence Outline with sources as evidence; incorporate introduction with thesis based on research findings |
| 9W: Oct 16 | Workshop thesis statements with warrants; peer review expanded outlines with source integration | Review TUR 11 | Begin developing first full draft; bring to class on W 10/23 |
| 10M: Oct 21 | Group activity: effective sentencing; exercise in developing paragraphs | PPT on Canvas | Continue with first full draft of Research Paper; bring completed draft to class on W 10/23 |
| 10W: Oct 23 | Peer review first full draft of research paper, using rubric |  | Edit and revise research papers; bring revised drafts to class on M 10/28 |
| 11M: Oct 28 | Workshop and review revised first drafts; Q&A; putting it all together: organization and progression |  | Finalize research papers for submission, revising, editing and polishing |
| 11W: Oct 30 | Introduction to Oral Presentation; begin translating research paper into oral form; group activity and presentation good/bad presentations | Tufte, “Power Point is Evil” <https://www.wired.com/2003/09/ppt2/> | **Submit Research Paper before midnight on FRI NOV 1;** locate examples of good/bad slides |
| 12M: Nov 4 | Group activity: mock presentations using good/bad slides; discussion about using visual media; multimodal options | Handout on Canvas | Prepare Oral Presentation slides |
| 12W: Nov 6 | Workshop/peer review Oral Presentation slides; draw order; practice in class |  | Complete Oral Presentation slides |
| 13M: Nov 11 | *Veteran’s Day – no class* |  | Prepare for presentations |
| 13W: Nov 13 | Presentations: Group I |  |  |
| 14M: Nov 18 | Presentations: Group II |  | **Submit Oral Presentation before midnight on FRI NOV 22** |
| 14W: Nov 20 | Writing resumes and cover letters; group activity: conventions of professional writing; review examples; interview techniques | Handout on Canvas | Draft resume and cover letter; bring to class; research interview techniques and myths about interviews |
| 15M: Nov 25 | Workshop/peer review resume and cover letters; mock interviews | Handout on Canvas | **Submit Resume and Cover letter before midnight on WED NOV 27** |
| 15W: Nov 27 | *Non-instructional day – no class*  (Thanksgiving Break) |  |  |
| 16M: Dec 2 | Writing an Opinion-editorial; brainstorm ideas and develop outline of key points | Read *Aeon*: <https://aeon.co/ideas/its-wrongheaded-to-protect-nature-with-human-style-rights> | Draft Op-ed, bring to class; find example Op-ed and bring to class |
| 16W: Dec 6 | Peer review Op-eds; group activity; deconstruct, discuss example Op-eds |  | Edit and revise Op-ed; bring revised version to class |
| 17M: Dec 9 | *Last day of class* |  | **Submit Opinion-editorial before midnight on FRI Dec 12** |

Wednesday - Friday ..... December 11-13 .......... Final Examinations **(*exams*)**Monday - Tuesday ........ December 16-17 .......... Final Examinations **(*exams*)** Wednesday...................December18 ...............Final Examinations Make-Up Day