

Fantasy and Science Fiction Section 99

ENGL 22

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/24/2023

Contact Information

Instructor(s):	Dr. Tanja Nathanael
Office Location:	Canvas/Zoom
Telephone:	Contact via email, Canvas messaging, Zoom
Email:	Tanja.Nathanael@sjsu.edu
Office Hours:	By Appointment
Class Days/Time:	Course is online and asynchronous
Classroom:	Canvas

Course Description and Requisites

Students will examine works of literary fantasy and science fiction to understand them as expressions of human intellect and Imagination; to comprehend their historical and cultural contexts; and to recognize their diverse cultural traditions. Both contemporary and historical works will be studied.

GE Area(s): C2. Humanities

Notes: No credit in the English major.

Letter Graded

* Classroom Protocols

Course Format: Online & Asynchronous

This course adopts an online delivery format. Although this course is asynchronous and does not require a weekly meeting, it is required that students check in weekly to view lectures and complete assignments. Pre-recorded lectures will be posted weekly on Canvas. To keep pace with the course, students are required to view the lectures online in a timely manner in order to gain mastery of the material. While viewing the recorded lectures, students are strongly recommended to listen carefully, pay attention, and take notes just as you would in an in-person class. To best view and access the online content, students must have consistent, reliable, high-speed internet access, using a PC or MAC or other compatible device. Please note that it is the student's responsibility to check for compatibility. Technical issues will not be considered a valid excuse for failure to view lectures or submit assignments on time. That being said, students who diligently seek help from technical support and communicate clearly with me will be allowed a grace period

to resolve difficulties.

Canvas & MYSJSU Messaging

As this course is held entirely online, announcements will be made weekly to provide current information to students in the course. You are responsible for regularly checking with the messaging system through MySJSU on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> to learn of any updates.

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website at <http://sjsu.instructure.com>.

For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

Other technology requirements: ZOOM

You will be required to create a [Zoom](#) account to participate in one-on-one conferences and group discussions. Creation of a Zoom account is free of charge.

Online Classroom Protocol

Email and Electronic Communication Etiquette

For this online course, we will do all of our writing in digital spaces—some formal, some informal. An important part of learning to be a successful student and writer is knowing what is appropriate in a given situation. An email to me, to any other faculty or staff member on campus, or to anyone in any position of authority must be respectful and professional in tone, should come from your official SJSU email account or Canvas message board, and should follow this sample format:

Subject: Request to schedule an appointment

**A subject line is always required and should clearly and briefly represent your purpose for emailing. Emails with no subject line may be mistaken as “junk mail” and may not be read.*

Dear Professor Nathanael,

**Always use a formal address, such as Professor, Dr., Ms., Mr. Never use the person’s first name unless you have been given explicit permission to do so. Never use informal address like “Hey, Prof!”*

I am a student in your ENGL 22 class, and I would like to schedule an appointment with you to discuss my essay draft. I am having trouble with my thesis statement and hope to get your help in clarifying it. Are you available to meet this Wednesday afternoon?

**State your question, concern, or request briefly and clearly, using standardized English. Maintain a polite, respectful tone and avoid using exclamation points, emoticons, texting abbreviations, or coarse language. Avoid asking questions that are answered on the syllabus or assignment sheet, such as “When is our paper due?” or “What is our homework for tomorrow?” Emails that are not professional in style or tone, or that ask questions that are clearly answered on the syllabus or assignment sheets, may be ignored.*

Thank you,

**Use a formal closing, such as “Sincerely,” “Respectfully,” “Thank you,” or “Best regards.”*

Martha Jones

**Always sign your full name at the end of your email. Include your student ID and course number as a courtesy if you are not messaging from Canvas.*

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php) (<https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php>).

Course Goals

Course Theme

American and British Fantasy and Science Fiction: Frontiers of Time and Space

"In England, 100 miles is a long way. In America, 100 years is a long time. In England, you have to go back [in time] to find [a good story]. In America, you have to drive to find it."—Neil Gaiman

During this course we will examine texts that explore the frontiers of the imagination in both fantasy and science fiction. As British fantasy author Neil Gaiman has observed, the British tend to be more successful fantasists due to their comparatively long mythic history, while American writers have excelled in the genre of science fiction, due in part perhaps from an inherited historical ideal to explore the frontier. And yet, as we will discover, there are exceptions to this understanding in both cases. Additional themes of subgenre, gender, and diverse voices will also be explored.

Course Learning Outcomes (CLOs)

GE Area C2: Humanities

Area C Arts and Humanities courses help students to respond subjectively as well as objectively to aesthetic experiences and to develop an understanding of the integrity of both emotional and intellectual responses. C2 Humanities courses encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance.

GE Area C2 Learning Outcomes

Upon successful completion of a C2 course, students should be able to:

1. analyze and understand works of philosophical and humanistic importance, including their temporal and cultural dimensions;

2. explore and articulate their own subjective aesthetic and intellectual responses to such texts;
3. analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines; and
4. research and write effective analyses of works of the human intellect and imagination

Writing Practice: Students will write a minimum of 1500 words in a language and style appropriate to the discipline.

Course Materials

Required Texts/Readings

Six novels plus selected short stories, poems, and essays. Some readings (short stories or articles) will be available via .PDF documents on Canvas or via the links available below. All of the novels listed below are available in e-book and paperback editions through the campus bookstore or other online venues.

WEEKLY ANNOUNCEMENTS ARE REQUIRED READING

Adams, Douglas. *The Hitchhiker's Guide to the Galaxy* (1979)

Paperback: ISBN-13: 978-0345391803

Or on Kindle [here](#).

Aldiss, Brian. "Supertoys Last All Summer Long" (1969) (.PDF provided)

Baum, L. Frank. *The Wonderful Wizard of Oz* (1900)

Paperback: ISBN-13: 978-1985261808

Or on Kindle [here](#).

Also, available for free via Project Gutenberg, Library of Congress, YouTube, and other online sources.

Bisson, Terry. "[Meat](#)" (1990)

Bradbury, Ray. "[The Million Year Picnic](#)" (1946)

Burns, Robert. "[Tam O'Shanter](#)" (1791)

Cherryh, C. J. "The Scapegoat" (1985) (.PDF provided)

Delany, Samuel R. "Driftglass" (1971)

Audio via podcast LeVar Burton Reads: [February 5, 2019](#).

Gibson, William. "[Johnny Mnemonic](#)" (1981)

Huerta, Lizz. "[Mouths](#)" (2018)

Irving, Washington. "[The Legend of Sleepy Hollow](#)" (1820)

Le Guin, Ursula.

"The Rule of Names" (1964) (.PDF provided)

A Wizard of Earthsea (1968)

Paperback: ISBN-13: 978-0547722023

Or on Kindle [here](#).

Liu, Ken. "[Mono No Aware](#)" (2013)

Audio via podcast LeVar Burton Reads: [February 12, 2019](#).

Lovecraft, H. P. "[Dagon](#)" (1919)

McCaffrey, Anne. "The Ship Who Sang" (1985)

Paperback: ISBN-13: 978-0345334312

On Kindle [here](#).

Moore, C. L. "[Shambleau](#)" (1933)

Okorofo, Nnedi. *Binti* (2015)

Paperback: ISBN-13: 978-0765385253

Or on Kindle [here](#).

Ross, Deborah J. "Four Paws to Light My Way" (2021)

On Kindle [here](#).

Rowell, Rainbow. *Carry On* (Simon Snow Trilogy Book 1) (2015)

Paperback: ISBN-13: 978-1529013009

Or on Kindle [here](#).

Rowling, J. K. *Harry Potter and the Sorcerer's Stone* (1998)

Paperback: ISBN-13: 978-0439708180

Or on Kindle [here](#).

Tolkien, J. R. R. *The Hobbit* (1937)

Paperback: ISBN-13: 978-0345339683

Or on Kindle [here](#).

Non-fiction essays and TED Talks as assigned. See weekly assignments for details.

Library Liaison

Peggy Cabrera

Email: peggy.cabrera@sjsu.edu

Course Requirements and Assignments

NOTE: "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

In other words, expect to dedicate about 10 hours per week to this course. See breakdown of grading and assignment descriptions below.

Course assignments (described in detail below) will consist of three module quizzes, one essay, one team project, one adaptation project, weekly "side quests" (participation credit), and one final exam.

Description of Assignments

Short Essay (10 points total; 4 pages, or approx. 1000 words required)

Students will demonstrate their ability to critically evaluate literature and defend a position in a critical essay. Some additional research will be required and essays must quote from credible academic sources with citations. Successful essays will have a clear thesis, present ideas in an organized, logical, and coherent form, and use Standard English grammar, punctuation, spelling, and usage. Formal assignment prompts and grading rubrics will be distributed at the time the essays are assigned. (GELO 2, 3)

Team Project (10 points total; approx. 1000 words required, but may vary)

Design a Wizard School.

Working in teams of three or four, students will brainstorm and design their own wizard school. Wizard school designs may be inspired by but are expected to be creatively different from Harry Potter's Hogwarts and Ged's Roke. Student teams will be expected to set up a regular meeting schedule to discuss a project plan, assigned roles, and expected outcomes. Student teams may utilize email, phone calls, and Zoom to conduct their meetings depending on individual schedules. Students will be graded individually on their roles

as a team member and their contribution to the overall project. Grading criteria will include: 1) analysis of overall project; 2) analysis of contribution to project; 3) analysis of another group project. Formal assignment prompts and grading rubrics will be distributed at the time the project is assigned. (GELO 1, CLO 1)

Diversity Project (10 points total; 4 pages, or approx. 1000 words, but may vary)

Diversify a Sci-Fi or Fantasy Text for a Film Adaptation.

Students will select one text from the course reading list to diversify and pitch as a film adaptation of their own design. To pitch the adaptation of the selected text, the student will write a synopsis, establishing the setting, and then describe the main characters physically, emotionally, and intellectually. Cast each character with a real TV or Film actor with consideration to cross-gender and diverse casting. What stylistic or artistic choices would you make as the director of this film? Especially consider what different choices you could make if this text has already been adapted to film. Grading Criteria: 1) Original adaptation idea with clear synopsis of original text and what the adaptation will do differently, 2) Vivid description of characters and casting choices, 3) Vivid description of setting and filming locations, 4) Correct formatting and language usage and style, 5) Justification of creative choices—especially with regards to the importance of diversity in today's media, 6) Images or original artwork. Formal assignment prompts and grading rubrics will be distributed at the time the project is assigned. (GELO 4, CLO 2)

Side Quests (10 points; 3 or 4 activities required per module)

Side Quests consist of a selection of small activities in which the student may demonstrate additional knowledge or skills based on the current module's assignments. The completion of one Side Quest = one badge. Over the 16 week semester, students are required to achieve 10 badges for 10 points. However, students may earn more badges to gain additional "extra credit" rewards, such as raising a quiz or essay grade. Activities include: illustrating a text, watching and responding to a TED Talk, responding to a scholarly article, and more. See Side Quests in Canvas for more details. (GELO 1-4, CLO 1-2)

Participation ("Citizen" Badges; 25 minimum required for 25 points)

In addition to the Side Quests listed above, students must complete a selection of required assignments marked "Citizen." These assignments are necessary for the successful completion of the course. Such assignments include workshops, opening and closing reflections, and a student conference appointment with the instructor held on Zoom. (GELO 1-4, CLO 1-2)

Module Quizzes (15 points; 3 quizzes at 5 points each)

Module quizzes will be taken online in Canvas and will be available during a seven day window at the conclusion of each module (see schedule for details). Once the window is closed, no one may take the exam except with a university approved excuse (illness, etc.) Module quizzes will consist of 10 questions at one half point (0.5) each. Module quizzes will contain a selection of matching, multiple choice, short answer questions. Study guides and practice quizzes will be available. (GELO 1)

Final Examination (20 points)

The Final Exam will be taken online in Canvas and will be available during a seven day window during Finals Week. Once the window is closed, no one may take the exam except with a university approved excuse (illness, etc.) The Final will be cumulative and consist of a random selection of questions from the Module 1-3 quizzes. The Final will contain a selection of matching, multiple choice, short answer questions. A study guide will be provided. (GELO 1, 4)

✓ Grading Information

Student progress will be assessed by means of essays and exams, along with a team project and some shorter assignments (Side Quests). Students will receive assignment prompts and rubrics—posted to Canvas and discussed in announcements and workshops—that will outline the specific expectations of the assignments. Students will receive written feedback on assignments along with a letter grade based on a 10-point scale per assignment. As this is an online class, students are encouraged to stay in regular contact with the instructor with regard to any questions about assignments or class expectations.

Specific grading criteria for assignments are indicated in the descriptions. Late papers and make-up exams must be arranged with the

instructor. By department policy, in all English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

Determination of Grades

Grades are determined on a 100-point scale, as follows:

10 points = Short Essay (to be completed after Module 1)

10 points = Team Project (to be completed after Module 2)

10 points = Diversity Project (to be completed after Module 3)

10 points = Selected module activities (Side Quests; 10 minimum required)

25 points = Participation ("Citizen" Badges)

15 points = 3 Module Quizzes at 5 points each

20 points = Final

100 points total

Grading Scale:

A 90-100

B 80-89

C 70-79

D 60-69

F 0-59

This course must be passed with a D- or better as a CSU graduation requirement.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

ENGL 22: Fantasy and Science Fiction SPRING 2023

Course Schedule

Schedule is subject to change at instructor's discretion. Schedule adjustments will be announced via Canvas Announcements and email. WEEKS RUN WEDNESDAY TO TUESDAY.

Course Schedule

Week & Theme	Date	Modules, Topics, Readings, Assignments, Deadlines
MODULE 0: GETTING STARTED		
WEEK 1 GETTING STARTED	JAN 25 – JAN 31	<p>INTRO TO FANTASY & COURSE THEME</p> <p>WATCH/READ: Getting Started materials.</p> <p>WATCH: Lecture: Introduction to Fantasy & Science Fiction</p> <p>WATCH: Lecture: Course Theme: British & American Fantasy & Science Fiction</p> <p>DUE: MODULE 0 QUIZ [three attempts possible; score best of three]</p>
MODULE 1: THE HERO'S JOURNEY		
2 THE HERO'S JOURNEY Part I	FEB 1 – FEB 7	<p>WATCH: Lecture: The Hero's Journey & Tolkien's <i>The Hobbit</i></p> <p>READ: Novel: Tolkien, <i>The Hobbit</i>. Ch. 1-12 (first half)</p> <p>HEADS UP: SHORT ESSAY (Read Assignment prompt)</p>
3 THE HERO'S JOURNEY Part II	FEB 8 – FEB 14	<p>WATCH: Lecture: Over Hill and Under Hill</p> <p>WATCH: Lecture: Tolkien & the North</p> <p>READ: Novel: Tolkien, <i>The Hobbit</i>. Ch. 13-19 (finish)</p>
4 THE HERO'S JOURNEY Part III	FEB 15 – FEB 21	<p>WATCH: Lecture: Baum's <i>The Wonderful Wizard of Oz</i></p> <p>READ: Novel: Baum, <i>The Wonderful Wizard of Oz</i> Ch. 1-24 (full text)</p> <p>WATCH: Lecture: Ross, "Four Paws to Light My Way"</p> <p>READ: Short Story: Ross, "Four Paws to Light My Way"</p>

Week & Theme	Date	Modules, Topics, Readings, Assignments, Deadlines
5 FINISH MODULE 1	FEB 16 – FEB 28	BEGIN: SHORT ESSAY: THE HERO'S JOURNEY WATCH: ESSAY WORKSHOPS – REQUIRED VIEWING! DUE: MODULE 1 QUIZ
MODULE 2: WIZARD SCHOOLS		
6 WIZARD SCHOOLS Part I	MAR 1 – MAR 7	WATCH: Lecture: Le Guin's <i>A Wizard of Earthsea</i> READ: Short Story: Le Guin's "The Rule of Names" READ: Novel: Le Guin, Ursula. <i>A Wizard of Earthsea</i>(full text) DUE: SHORT ESSAY: THE HERO'S JOURNEY HEADS UP: TEAM PROJECT: Read Assignment prompt.
7 WIZARD SCHOOLS Part II	MAR 8 – MAR 14	WATCH: Lecture: Rowling & Harry Potter & Wizard Schools READ: Novel: Rowling, <i>Harry Potter and the Sorcerer's Stone</i> Ch. 1-8 (first half)
8 WIZARD SCHOOLS Part III	MAR 15 – MAR 21	READ: Novel: Rowling, <i>Harry Potter and the Sorcerer's Stone</i> Ch. 9-17 (finish)
9 WIZARD SCHOOLS Part IV	MAR 22 – MAR 27	WATCH: Lecture: Rowell & <i>Carry On</i> READ: Rowell, <i>Carry On</i>(first half)
SPRING BREAK MARCH 27 – 31		

Week & Theme	Date	Modules, Topics, Readings, Assignments, Deadlines
10 WIZARD SCHOOLS Part V	MAR 28 – APR 4	READ: Rowell, <i>Carry On</i> (finish)
11 FINISH MODULE 2	APR 5 – APR 11	DUE: MODULE 2 QUIZ DUE: TEAM PROJECT: Teams finalize projects; Team Coordinators post Wizard Schools.
MODULE 3: NEW FRONTIERS		
12 NEW FRONTIERS Part I	APR 12 – APR 18	<p>INTRODUCTION TO SF GENRES: GOTHIC & HORROR</p> <p>WATCH: Lecture</p> <p>WATCH: YouTube: The Gothic https://www.youtube.com/watch?v=gNohDegnaOQ</p> <p>WASHINGTON IRVING</p> <p>READ: Short Story: Irving, "The Legend of Sleepy Hollow"</p> <p>WATCH: YouTube: Top 10 Notes: The Legend of Sleepy Hollow https://www.youtube.com/watch?v=hEAoBaot7OU</p> <p>ROBERT BURNS</p> <p>READ: Narrative Poem: Burns, "Tam O'Shanter"</p> <p>(Please note that this link above contains both the old Scottish and a translation into modern English. I recommend the English! 😊).</p> <p>WATCH: YouTube: The Story of Tam O' Shanter (short film)</p> <p>(This short silent film illustrates the similarities between Tam's ride and Ichabod's.) https://www.youtube.com/watch?v=3nKXaoMQDdc</p> <p>WATCH: YouTube: The Ultimate Tam O' Shanter</p> <p>(This is read in the original Scottish, but the illustrations should get you through it.) https://www.youtube.com/watch?v=dkiZbpd9stw</p>

Week & Theme	Date	
		<p>H.P. LOVECRAFT Modules, Topics, Readings, Assignments, Deadlines</p> <p>READ: Short Story: Lovecraft, "Dagon"</p>
		<p>WATCH: YouTube: What is Lovecraftian Horror? https://www.youtube.com/watch?v=vyBkJLCwtNg</p> <p>INTRODUCTION TO SF GENRES: MARTIAN FRONTIER</p> <p>WATCH: Lecture: Introduction to Science Fiction & The Martian Frontier</p> <p>READ: Short Story: Moore, "Shambleau"</p> <p>READ: Short Story: Bradbury, "The Million Year Picnic"</p> <p>DUE: TEAM PROJECT ANALYSIS: Everyone turn in analysis.</p> <p>HEADS UP: DIVERSITY PROJECT: Read the assignment prompt.</p>
<p>13 NEW FRONTIERS Part II</p>	<p>APR 19 – APR 25</p>	<p>INTRODUCTION TO SF GENRES: SPACE OPERA; ANDROIDS, A.I., CYBER SPACE; MILITARY SF</p> <p>WATCH: Lecture: Space Opera</p> <p>READ: Novella: McCaffrey, "The Ship Who Sang" pp. 1-25.</p> <p>Please Note: We will only be discussing the first story. You are welcome to read the whole book, but the required reading is pages 1-25; that is, only the shorter work.</p> <p>WATCH: Lecture: Androids, A.I. & Aldiss</p> <p>READ: Short Story: Aldiss, "Supertoys Last All Summer Long" (.PDF provided)</p> <p>WATCH: Lecture: Cyberspace & Cyberpunk</p> <p>READ: Short Story: Gibson, "Johnny Mnemonic"</p> <p>WATCH: Lecture: Military SF & Cherryh</p> <p>READ: Novella: Cherryh, "The Scapegoat" (.PDF provided)</p>

Week & Theme	Date	Modules, Topics, Readings, Assignments, Deadlines
14 NEW FRONTIERS Part III	APR 26 – MAY 2	<p>INTRODUCTION TO SF GENRES: DIVERSE VOICES & AFRICAN FUTURISM</p> <p>WATCH: Lecture: Diverse Voices</p> <p>WATCH: TED Talk: Adichie, “The Danger of the Single Story”</p> <p>LISTEN: Short Story: Delany, “Driftglass” (1971)</p> <p>Audio via podcast LeVar Burton Reads: February 5, 2019.</p> <p>LISTEN: Short Story: Liu, “Mono No Aware” (2013)</p> <p>Audio via podcast LeVar Burton Reads: February 12, 2019.</p> <p>LISTEN or READ: Short Story: Huerta, “Mouths” (2018)</p> <p>Audio via podcast <i>Lightspeed Magazine</i> (online)</p> <p>WATCH: Lecture: Orkorafor & Africanfuturism</p> <p>READ: Blog post: Orkorafor, What is AfricanFuturism?</p> <p>READ: Novella: Okorafor, <i>Binti</i> (full text)</p>
15 NEW FRONTIERS Part IV	MAY 3 – MAY 9	<p>COMIC SF</p> <p>WATCH: Lecture: Comic SF</p> <p>READ: Flash Fiction: Bisson, “Meat”</p> <p>READ: Novel: Adams, <i>The Hitchhiker’s Guide to the Galaxy</i></p> <p>Available in audio via YouTube.</p>
16 FINISH MODULE 3	MAY 10 – MAY 15	<p>DUE: MODULE 3 QUIZ</p> <p>DUE: DIVERSITY PROJECT</p>

Week & Theme	Date	Modules, Topics, Readings, Assignments, Deadlines
FINAL EXAM	MAY 17 – MAY 23	DUE: FINAL EXAM (Available on Canvas MAY 17 – MAY 23)