

San José State University
Department of Justice Studies
JS100W, Writing Workshop, Section 01, Spring, 2012

Instructor:	Natasha Kutina, M.S.
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Office Hours:	Mondays: 4:45pm to 5:15pm, 8:15pm to 8:45pm, & by appointment only
Class Days/Time:	Mondays: 5:30pm to 8:15pm
Classroom:	Spartan Complex Central 211
Prerequisites:	Grade of “C” or better in English IB or equivalent; upper division standing; passage of Writing Skills Test; and completion of core GE requirements
GE/SJSU Studies Category:	This course satisfies Area Z, Written Communication II, a University Studies requirement. Students should note that courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments.
JS Competency Area:	Analytical Research and Writing

Faculty Web Page and E-mail

Copies of the course materials such as the syllabus, major assignment handouts, and any additional materials may be found on the course website at:

<https://sjsu.desire2learn.com/>. Students should be familiar with Desire2Learn (D2L) by the first day of class. A tutorial is available on the eCampus website at: <http://online.sjsu.edu/students/tutorials.htm>.

Students are responsible for regularly checking their e-mail and D2L regarding announcements, reminders, and any additional course materials. All course materials are posted in Adobe PDF format; you will need Adobe Acrobat Reader to view the documents. There is no cost to download Adobe Acrobat Reader.

Course Description

This is an integrated writing and research course designed to develop advanced communication skills which will be valuable for a career in criminal justice. Effective written communication skills are vital to success in any career, but are particularly

important to the criminal justice professional. The best method for improving these skills is through extensive practice, critical feedback, revision, and examination of models of excellence in communication. Students must earn a grade of “C” or better to pass this course. Please note, a “C” or higher is required to receive credit for this course toward a Justice Studies or Forensic Science Major.

Course Goals and Student Learning Objectives

Course Goals

JS100W students will develop the following:

1. A clear concise, effective writing style, exhibiting the mastery of the mechanics of writing
2. Proficiency in research strategies and methodologies necessary to communicate complex ideas effectively and appropriately to both general and specific audiences
3. The ability to read, interpret, and critically analyze scholarly literature within the field, and to respond critically both orally and in writing
4. The ability to gather diverse supporting evidence from a variety of sources and appropriately cite these sources using APA style formatting
5. The ability to effectively express a position, using organized, clear, and concise wording in a variety of formats to target different audiences

Student Learning Objectives

Upon successful completion of this course, students will be able to meet the following learning objectives:

LO1 Students shall be able to refine the competencies established in Written Communication 1A and 1B as summarized below. Satisfaction of this objective will be measured through the evaluation of outlining exercises, a research paper draft, and a research paper final draft.

1A Student learning:

1. Students should be able to effectively perform the essential steps in the writing process (pre-writing, organizing, composing, revising, and editing).
2. Students should be able to express (explain, analyze, develop, and criticize) ideas effectively.
3. Students should be able to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.
4. Students should be able to write for different audiences (both specialized and general).

1B Student learning:

1. Students should be able to use (locate, analyze, and evaluate) supporting materials, including independent library research.
2. Students should be able to synthesize ideas encountered in multiple readings
3. Students should be able to construct effective arguments

LO2 Students shall be able to express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse. Satisfaction of this objective will be measured through the evaluation of article critiques of scholarly research, a critique of student work, and a book review.

LO3 Students shall be able to organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources. Satisfaction of this objective will be measured through the evaluation of periodic in-class writing assignments and various organizational exercises, both in and outside of class.

Required Texts/Readings

Required Text (Available on www.beacon.org, www.Amazon.com, and likely many other book retailers; ISBN: 978-0-8070-4403-2)

Ayers, W. (1997). *A kind and just parent*. Boston, MA: Beacon Press.

Recommended Text (Available on www.pearsonhighered.com; ISBN: 978-0-13-802902-9, optional)

Piltch, C., & Terry, K. (2011). *A short guide to writing about criminal justice*. Upper Saddle River, NJ: Pearson Prentice Hall.

Recommended Text (Available at the Spartan Bookstore; ISBN: 978-1-4338-0560-8, optional)

American Psychological Association. (2009). *Concise rules of APA style*. Washington, DC: American Psychological Association.

Recommended Text (Available on www.Amazon.com, www.bn.com, and likely many other book retailers; ISBN: 978-0-8050-8831-1, optional)

Fogarty, M. (2008). *Grammar girl's quick and dirty tips for better writing*. New York, NY: Henry Holt and Company, LLC.

Additional Readings

Additional readings will include: (1) scholarly journal articles for Article Critiques, in-class writing assignments, and the research paper, (2) articles provided by the instructor for in-class writing assignments and online discussions.

Library Liaison

Nyle Monday (Nyle.Monday@sjsu.edu)

(408) 808-2041

<http://libguides.sjsu.edu/justicestudies>

Classroom Protocol

1. Students are expected to attend all class meetings, arrive on time, stay for the duration of the class period, and complete all readings and assignments in accordance with the dates announced by the Instructor. Please note: attendance will be taken at each class meeting.
2. Active participation is necessary in order to complete several assignments. Students are expected to come to class prepared to contribute to the classroom exchange of ideas and information.
3. Students are responsible for all missed notes, materials, and announcements due to absence (i.e., do not e-mail the instructor asking about what you missed). You are encouraged to exchange contact information with someone in class.
4. The reading of newspapers or non-related class materials, text messaging, game playing, e-mailing, shopping, web browsing, sending pictures / videos or any other type of non-class activity on your laptop, i-pad, net book, cell phone, or any other device used to connect to with anyone not in this class, during class time is absolutely forbidden. Before class begins, please turn off all electronic devices not used for purposes associated with this class.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://www.sjsu.edu/advising/faq/index.htm#add>. Information about late drop is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes. The last day to drop courses without an entry on student's permanent record is **Monday, February 7, 2012**.

Assignments and Grading Policy

1. On-line Discussions and Responses: The instructor shall post two discussion topics in the "Discussions" module of the course website on D2L. Students must respond to each topic in a manner that is respectful and draws upon the available evidence, is consistent with the instructions and appropriate to the discussion. In addition to the student's initial response for each topic, students must reply to at least two other student postings, thus developing meaningful discussion. All postings should be a minimum of 150 words, formally written, and grammatically correct.

The instructor shall evaluate the discussion responses and replies as follows:

- 1) Is the student's post written in a clear and thorough manner, adequately addressing the topic? Did the student include additional sources? Did the student reference their sources correctly?
- 2) Did the student reply to other postings? How many replies did they post? Was the content of these replies appropriate and insightful?

- 3) Were the postings grammatically correct? Were they easy to understand?

Each discussion area will close on the date indicated on the schedule at 11:59 pm. The instructor will not accept late postings.

2. Written Assignments: There will be a variety of written assignments throughout the course. Assignments will be available in-class and/or on the D2L course website. All assignments must be submitted in-class on the specified due date. Late assignments will not be accepted.

Assignments include:

- 1) In-Class Exercises / Discussions: The course requires students to complete ten written exercises. Students are required to participate in all course activities. Critical reading, thinking, and writing involve a number of practical skills. Throughout the semester, the instructor will assign in-class group exercises to develop and enhance the students' writing skills. The instructor reserves the right to award a specific amount of points based on a student's overall participation in the group exercises. Participation points are awarded at the sole discretion of the instructor. Written and oral exercises are designed to promote the writing process by assisting students refine their writing techniques through grammar exercises and class discussions on rules of language.
- 2) Article Critiques: Students will be required to read and write two article critiques. The instructor will choose the articles. This assignment will increase your ability to read professional writing, recognize valid research and understand the results, and it will aid you in identifying weaknesses in research and writing. Learning to recognize flaws in grammar and logic will improve your ability to recognize those flaws in your own writing.
- 3) Book Review: Students will be required to read and write one book review. The instructor will choose the book. This assignment requires students to critically evaluate a book which will enhance your ability to review, interpret, and critique another person's work.
- 4) Literature Review: Students will construct an integrated literature review based on a topic chosen by the instructor. This assignment will require students to conduct an online search of scholarly journal articles to develop evidence and support for a specific topic. Learning to read, understand, interpret, and use journal articles will improve your ability to recognize underlying themes, strengths and weaknesses, and significance of scholarly work.
- 5) APA Reference List: This assignment will require students to compile a reference list that will consist of scholarly peer reviewed journal articles (no books, web sites, newspapers, or magazines) related to your topic, which you

may and should use for your research paper. At least half of the journal articles listed need to be empirical/quantitative research studies.

- 6) **Abstract:** Students will write an abstract based on an article provided by the instructor. The purpose of the assignment is help students write a brief and concise summary of a scholarly journal article.
- 7) **Research Paper:** Students are required to write a research paper that is due at the end of the term. This assignment will require the student to develop and refine a research paper topic and thesis statement. A thesis statement will be required, as well as an oral presentation of that material to the class. The paper will cover a topic within the field of Justice Studies and will be persuasive in nature. This assignment also includes a rough draft and peer review of another student's paper.

Always be prepared to write in class! In-class assignments (completed individually, or in small groups) will include grammar exercises, general writing exercises, responses to assigned readings, outlining exercises, and critical analysis.

Out of Class Assignments

Out of class assignments will include the article critiques, book review, literature review, abstract, APA reference list, final paper, and online postings and replies.

General formatting requirements for out of class assignments: type-written assignments including a cover page, page numbers, 1" margins, double-spacing, and Times New Roman font. All assignments must be written in formal English, with college-level writing mechanics and APA-style formatting, inclusive of in-text citations and references.

Turnitin.com

Several written assignments must be submitted to www.turnitin.com prior to submission to the instructor. Students will be required to register on turnitin.com, and submit the Article Critique assignments, Literature Review, the Research Paper Rough Draft, and the Research Paper Final Draft to turnitin.com prior to submission to the instructor. Registration information will be posted on the course website on D2L.

Rewrites & Revisions

This class requires students to keep pace with the course material and complete the assignments by the scheduled due date. Notwithstanding, students may revise and resubmit certain assignments for up to half the difference between the total amount of points possible for the assignment and the student's original score if notified by the instructor. An assignment may only be resubmitted once. The instructor will notify the student if a rewrite is required. The student will have three days from this notification to submit a rewrite.

All rewrites must be emailed to the instructor. Additional points are awarded at the sole discretion of the instructor and will only be awarded pursuant to the following conditions:

- 1) The original assignment was one of the following:
 - Article Critique
 - Book Review
 - Literature Review
- 2) The original assignment is complete and was submitted by the due date.
- 3) The student, and the student alone, made the actual and material improvements to the assignment (this does not include assistance the student may have received from the Writing Center).

Assignments with poor writing mechanics and APA formatting will not be accepted, or will result in point deductions. Student should reference *Concise Rules of APA Style*, and/or may seek additional assistance with APA at: <http://owl.english.purdue.edu/owl/resource/560/01/>

All handouts, assignment guidelines, and most assignments (except for in-class writing assignments) are made available on the course website on D2L. It is the student's responsibility to have the appropriate handout for each class period. Being well prepared for class includes checking the schedule before each class and bringing appropriate documents to class.

Grading Policy and Late Submissions

All writing workshops are graded ABCD or F. A final grade of C is required to pass 100W. University and departmental guidelines require a serious and compelling reason to drop a course; a course cannot be dropped because of grades alone.

Completion of all assignments is required to successfully pass this course, regardless of whether the assignment is for credit (i.e., points), or as a result of a late submission, the assignment is ineligible to receive points. While some assignments may not be worth credit (i.e., points), they are nonetheless still required. Your grade will be based on the points accrued throughout the semester. Grades will be determined based upon adherence to the specific criteria for each assignment.

Content Grading Rubric

High Score: Excellent presentation with insightful, well-reasoned analysis and discussion that demonstrates a clear understanding of the reading(s), the issue(s) and the purpose of the assignment.

Above Average Score: Good presentation, with somewhat less consistency but clearly demonstrates an understanding of the assignment, the issue(s) and the reading(s).

Average Score: Adequate demonstration of basic understanding of the assignment, issue(s), and reading(s), but needs improvement. Ideas may be underdeveloped or writing may have serious grammar or APA-related issues.

Failing Score: Submission of incomplete work, and/or the failure to demonstrate an understanding of the assignment, readings or issues, and/or the inability to effectively articulate an appropriate response to the assignment, will result in a failing grade

Course Grading Rubric

Points	Percentage	Letter Grade
190 to 200	95% to 100%	A
180 to 189	90% to 94%	A-
174 to 179	87% to 89%	B+
168 to 173	84% to 86%	B
160 to 167	80% to 83%	B-
154 to 159	77% to 79%	C+
148 to 153	74% to 76%	C
140 to 147	70% to 73%	C-
134 to 139	67% to 69%	D+
128 to 133	64% to 66%	D
120 to 127	60% to 63%	D-
118 and below	59% and below	F

Summary of Assignments

Assignments	Due Date	Total Points Possible	% of Final Grade
Writing Assignment #1: Biography	1/30	5	2.5%
Writing Assignment #2: Writing Perspective	2/6	5	2.5%
Abstract	2/6	5	2.5%
Question #1: Post/Replies	2/11	10	5%
Article Critique #1	2/20	15	7.5%
Writing Assignment #3: Paraphrasing	2/20	5	2.5%
Writing Assignment #4: Response Paper	2/27	5	2.5%
Article Critique #2	3/5	15	7.5%
Writing Assignment #5: Victim Statement	3/5	5	2.5%
Question #2: Post/Replies	3/11	10	5%
Writing Assignment #6: Clear and Concise	3/12	5	2.5%
Literature Review	3/19	20	10%
Writing Assignment #7: Proofreading	3/19	5	2.5%
APA Reference List	3/26	5	2.5%
Writing Assignment #8: APA Style	3/26	5	2.5%
Book Review	4/9	30	15%
Writing Assignment #9: Peer Review of RPRD	4/16	5	2.5%
Research Paper Final Draft	5/7	30	15%
Writing Assignment #10: Course Review	5/14	5	2.5%
Participation in course	N/A	10	5%
	Totals	200pts	100%

Late Assignment Policy and Extra Credit

All assignments are due at the beginning of class on the specified due date, unless instructed otherwise. Submission of a late assignment will not be accepted for credit. As all assignments must be submitted to pass the course, late assignments without a legitimate reason will still be accepted; however, no credit (i.e., points) will be assigned.

Extra credit assignments are not offered for this course.

Department of Justice Studies Writing Standards

1. Conformity to the American Psychological Association standards for scholarly writing. The minimum standards include the following:
 - a. Consistent use of complete sentences;
 - b. Correct use of grammatical constructions, punctuation, sequencing (paragraphing), referencing, hyphenation, spelling, headings, capitalizations, pagination, abbreviations, and margins;
 - c. Appropriate content, clarity, conciseness, and style;
 - d. Neat appearance
2. Twenty percent of the grade for each written assignment will be based solely on writing mechanics.
3. Each written assignment must contain no more than (5) novel grammatical errors and/or (5) novel APA errors (e.g., in-text reference citation, reference list).
4. When a paper is submitted that does not meet departmental standards, it will be returned (ungraded) to the student(s) for revision. The student(s) will have (3) calendar days to revise and resubmit the paper.
5. Upon resubmission, if a paper still does not meet departmental standards, the student(s) will be given a “0” (zero) for the written portion of the total paper grade, and will be graded only for required content.

Academic Integrity: The work you turn in must be your own original writing. Any thoughts, ideas, or words taken from another author must be properly cited, or the paper will be considered plagiarism. Any student who uses the work of another writer, including other students, without giving credit to the source, will receive an automatic F for the course.

University Policies

Academic Integrity

Students should know the University’s Student Conduct Code, available at http://www.sjsu.edu/studentconduct/docs/Student_Conduct_Code.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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, found at <http://www.sjsu.edu/studentconduct>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without

giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

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 DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor>.

CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools.

All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. Looking for academic advice or maybe just some tips about how to navigate your way around SJSU? Check out the CASA Student Success Center! It’s also a great place to study, and you can check out laptops.

Location: MacQuarrie Hall (MH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>.

JS 100W / Writing Workshop, Spring 2012, Course Schedule

The course schedule is subject to change with notification from the instructor.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/30	<p>Agenda/Topics: Introduction; review Syllabus, Research Paper Assignment, Book Review Assignment; overview of recommended and required text; Writing Assignment #1: Biography; assign Abstract Assignment</p> <p>Homework/Assignments: Begin selection of topic for RPA; begin reading <i>A kind and just parent</i>; register on www.turnitin.com by Monday, 2/6; complete Abstract; download and bring handout for Article Critique Assignment on Monday, 2/6</p>
2	2/6	<p>Agenda/Topics: Collect and discuss Abstract; Writing Assignment #2: Writing Perspective; Electronic Media Review; discussion of Assessing Research, Scholarly Article Elements, and Journal Article Breakdown; overview of Article Critique Assignment; assign Article Critique #1</p> <p>Due in class: Abstract</p> <p>Homework/Assignments: Begin Article Critique #1; continue reading <i>A kind and just parent</i>; download and bring AC #1 Article for in-class outline on Monday, 2/13; Post/Reply to Question #1 in the discussion module of D2L by 11:59pm on Saturday, 2/11</p>
3	2/13	<p>Agenda/Topics: Discussion of Topic & Thesis Presentation; In-class outline of AC #1</p> <p>Homework/Assignments: Complete Article Critique #1 and submit to www.turnitin.com (Hard copy with originality report due in class on 2/20); prepare for Topic & Thesis Presentation</p>
4	2/20	<p>Agenda/Topics: Collect Article Critique #1; Writing Assignment #3: Paraphrasing; Topic & Thesis Presentation</p> <p>Due in class: Article Critique #1</p> <p>Homework/Assignments: Begin Article Critique #2; download and bring AC #2 article for in-class outline on Monday, 2/27</p>

5	2/27	<p>Agenda/Topics: Return and discuss AC#1; Writing Assignment #4: Response Paper; In-class outline of AC#2</p> <p>Homework/Assignments: Complete Article Critique #2 and submit to www.turnitin.com (Hard copy with originality report due in class on 3/5); download and bring Literature Review Assignment to class on Monday, 3/5</p>
6	3/5	<p>Agenda/Topics: Collect Article Critique #2; Overview of Literature Review assignment; discussion of Integrated Literature Reviews; Writing Assignment #5: Victim Statement</p> <p>Due in class: Article Critique #2</p> <p>Homework/Assignments: Work on Literature Review; Post/Reply to Question #2 in the discussion module of D2L by 11:59pm on Saturday, 3/11; download Book Review Assignment and bring to class on Monday, 3/12</p>
7	3/12	<p>Agenda/Topics: Return and discuss AC #2; Writing Assignment #6: Clear and Concise; discussion of Book Review Assignment</p> <p>Homework/Assignments: Complete Literature Review and submit to www.turnitin.com (Hard copy with originality report due in class on 3/19); continue reading <i>A kind and just parent</i></p>
8	3/19	<p>Agenda/Topics: Collect Literature Review; Assign APA Reference List; Writing Assignment #7: Proofreading; discussion of APA Style</p> <p>Due in class: Literature Review</p> <p>Homework/Assignments: Complete APA Reference List; Complete <i>A kind and just parent</i>; work on Book Review</p>
9	3/26	<p>Agenda/Topics: Collect and discuss APA Reference List; Writing Assignment #8: APA Style; Return and discuss Literature Review; Overview of RPRD</p> <p>Due in class: APA Reference List</p> <p>Homework/Assignments: Complete Book Review; work on RPRD</p>
10	4/2	<p>Spring Break – No Class ☺</p>

11	4/9	<p>Agenda/Topics: Collect and discuss Book Review; discussion of Writing a Cohesive Paper; open discussion of RPRD</p> <p>Due in class: Book Review</p> <p>Homework/Assignments: Complete RPRD and submit to www.turnitin.com (Hard copy with originality report due in class on 4/16) – Bring (2) copies to class on 4/16</p>
12	4/16	<p>Agenda/Topics: Return and discuss Book Review; Collect RPRD; exchange RPRD with peer; Writing Assignment #9: Peer Review of RPRD</p> <p>Due in class: Research Paper Rough Draft (RPRD)</p> <p>Homework/Assignments: Complete Peer Review of RPRD – bring (2) typed copies to class on 4/23</p>
13	4/23	<p>Agenda/Topics: Return and discuss RPRD; return Peer Review; Discuss Common Issues in Writing</p> <p>Homework/Assignments: Work on Research Paper Final Draft</p>
14	4/30	<p>Agenda/Topics: Final Research Paper check-in (refer to appointment schedule on D2L)</p> <p>Homework/Assignments: Complete Research Paper Final Draft and submit to www.turnitin.com (Hard copy with originality report due in class on 5/7); prepare for RPFDP Presentation</p>
15	5/7	<p>Agenda/Topics: Collect Research Paper Final Draft; Paper Presentations; SOTES</p> <p>Due in class: Research Paper Final Draft</p> <p>Homework/Assignments: Bring course syllabus and RPA assignment to class on 5/14</p>
16	5/14	<p>Agenda/Topics: Writing Assignment #10: Course Review</p> <p>Homework/Assignments: Have a great summer! ☺</p>