

**COMP 390: Capstone in English: Urban Fantasy (CRN 423)**  
**MWF 11:00-11:50, SCHU 107**  
**Fall 2021**

**Instructor:** Dr. Amie A. Doughty  
**Office:** 313 Netzer Administration Building  
**Office Hours:** MWF 10-10:45; W 12-1; and by appointment  
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**Course Texts:\***

Required:

Gaiman, Neil. *Neverwhere*. William Morrow, 2016. ISBN: 978-0062476371  
Estep, Jennifer. *Spider's Bite*. Pocket Books, 2010. ISBN: 978-1439147979  
Wells, Jaye. *Dirty Magic*. Orbit, 2014. ISBN: 978-0316228435  
Kadrey, Richard. *Sandman Slim*. Harper Voyager, 2014. ISBN: 978-0061714351  
Glass, Seressia. *Shadow Blade*. Gallery Books, 2013. ISBN: 978-1476747484

Recommended:

*MLA Handbook*, 9<sup>th</sup> ed., Modern Language Association, 2021. ISBN 9781603293518  
James, Edward, and Farah Mendelsohn, *The Cambridge Companion to Fantasy Literature*, Cambridge UP, 2012.  
ISBN 978-0521728737

\* Please note that you may use any unabridged edition of the books on the list EXCEPT the Gaiman book, which needs to be the Author's Preferred Text.

**Course Description:**

Catalog Description: Composition 390 is a writing-intensive seminar required for seniors in the English major. A variable topics course, it emphasizes the application of analytical, research, and critical thinking skills. Students will be expected to engage with major critical and theoretical concerns within literary studies, and to produce a significant body of analytical writing.

Prerequisites: SrS (or departmental waiver); completion of LITR 150, COMP 200, and LITR 250.

Course Description: Students will explore urban fantasy texts, both written and film, and examine their place in the larger fantasy genre as well as in literary and popular culture studies. Students will either choose an aspect of urban fantasy to research throughout the semester, culminating in a seminar paper, or create their own piece of urban fantasy writing combined with research for and analysis of that writing.

Course Goals:

- To synthesize the writing and analytic skills learned throughout the English major in a major project.
- To learn how to write a seminar paper for graduate-level courses.
- To understand urban fantasy and its place in fantasy and in literary and popular culture studies.

Modality: This class will be meeting in person on campus. All students are required to wear masks during class. Eating and drinking during class are prohibited. (If you need to get a drink, step out of the classroom to do so.)

**Course Policies:**

**Contacting Me:** My preferred method of communication outside of class is e-mail, and I am usually quick to respond to e-mail. If you send me an e-mail message, you should hear back from me within 24 hours during weekdays. If you do not receive a response within 24 hours, try again because it means that I have not received your message. I check my e-mail periodically Monday through Friday during the day (usually no later than 5). I am offline on Saturdays and Sundays. You may also contact me via phone or come by my office during office

hours. You do not need an appointment to see me in person during office hours, though I recommend making one during busy times of the semester (i.e. pre-enrollment, near finals). If you wish to meet virtually (via Teams), you will need an appointment so that I can send you a link. If you wish to set up an appointment with me, you may ask me in person before or after class, contact me via e-mail, or call me. You may also contact the department secretary, Ruth Carr, who can set up a meeting for you. She may be contacted at Ruth.Carr@oneonta.edu or (607) 436-3446. **If you meet with me in person, you must wear a mask (I will be wearing one as well).**

**Attendance:** This class is a discussion class, and you are expected to participate in all of the discussions. Missing class will mean that you miss an important aspect of the course—the analyses we make of the texts. If you must miss a class, it is your responsibility to make up your work by talking to other class members or by making an appointment to see me outside of class.

**Class Discussions:** I firmly believe that the best learning comes from student-generated class discussions. Therefore, I expect you to come to class having read the materials and prepared to discuss them. If I call on you, I expect you to have something to say about the readings we're doing, even if it's a question about what was going on or your objections to what we've been saying about the text. It is OK to disagree with me and with your classmates, as long as you express your disagreement in a courteous manner. It is important that everyone has something to say, so leave your discussion inhibitions at the door.

**Assignments:** You will complete each of the following assignments for this course. See the separate Assignments Sheet for specific details on each assignment:

- ✖ Prospectus (10%)
- ✖ Preliminary Bibliography (10%)
- ✖ Review of Literature (15%)
- ✖ Research Paper and Abstract (35%)
- ✖ Blackboard Postings, Responses, and Miscellaneous (15%)
- ✖ Participation (10%)
- ✖ Final Exam (5%)

**Assignment Formatting:** All assignments must be submitted according to MLA formatting guidelines. For this class, do not use a title page for any of your papers unless instructed to do so in class. Use a 12-point font (yes, I can tell the difference) in Times New Roman (no fancy fonts in this class and no use of Courier). Failure to follow formatting instructions will result in your paper's grade being lowered. I will explain what MLA formatting looks like to the class before the first paper is due. You may also find instructions for it in any good handbook.

**Grammar and Mechanics:** I expect your papers to have correct grammar and mechanics and to be proofread. Grammatical, mechanical, and formatting errors, especially proofreading errors, will lower your paper grade in the following manner: For every page of your out-of-class papers, you will be allowed one different type of error (e.g. 2 types of errors on a 2-page paper; 12 types of errors on a 12-page paper). Once you have exceeded your error allowance, you will lose ½ point per additional error type. Error types will be defined as follows:

- ✖ Each proofreading error will count as 1 type (thus 5 proofreading errors will count as 5 types of errors).
- ✖ Homonym, usage, spelling, and other word-level errors will be counted by word (e.g. their/they're/there is 1 type; it's/its is 1 type; and wonder/wander is 1 type—if all 3 appear in the same paper, it will count as 3 types).
- ✖ MLA, mechanical (punctuation), and grammatical errors will be counted by first occurrence of an error only (e.g. 12 comma splices will count as 1 type; 5 comma errors will count as 1 type; a missing header will count as 1 type; a subject-verb agreement error will count as 1 type).

There is no limit to the number of points you can lose with this policy, so go through your papers carefully. Exceptions to this policy will be the 5 Unforgivable Errors to be determined by the class. If these errors appear in a paper, the paper will lose ½ point per error (no error cushion). I will allow students with these errors one opportunity to fix them to earn the points lost back, except for the final paper, which may not be fixed. Students will have two days from the return of the paper to correct and resubmit it.

**Deadlines and Late Work:** Unless otherwise noted, assignments are due by 11:59 pm on the day they are listed on the syllabus. I will accept work no more than one week late. All late work will lose 10%. If you know that you won't be able to get work in on time, see me **before** the due date, and we may be able to make arrangements for an extension.

**Plagiarism:** Plagiarism is the passing off of another's work (whether quoted, paraphrased or summarized) as your own without proper documentation, including on **take-home exams**. If you are caught plagiarizing, you are subject to a variety of punishments, including expulsion from the university. Do your own work. See the University's policy below for details on the Academic Dishonesty policy.

**Blackboard's Gradebook:** I will be creating a gradebook on Blackboard and updating it periodically for your information. Please note that this gradebook is a guide only; however, if you do see what appears to be an error on it, please contact me. Final grades are calculated by me on my Excel gradebook, so if there is a discrepancy between Blackboard's book and mine, I will use my gradebook as the correct one. Also note that the grade marked "Total" is not a weighted total, so it should not be used to estimate your course average. Instead, the "Weighted Total" grade is the one that will indicate best how you are doing in the class.

**Grading Scale:** The number percentages will be calculated as follows for letter grades:

94-100 A	87-89 B+	77-79 C+	67-69 D+	0-59 E
90-93 A-	84-86 B	74-76 C	64-66 D	
	80-83 B-	70-73 C-	60-63 D-	

**Cell Phones:** Cell phones must be turned off (not just put on vibrate or silent) for the duration of the class period. If your phone rings in class, you will be asked to leave. Do not use class time to text message. If I catch you texting in class, you will be asked to leave. If you believe you should be excluded from the cell phone restriction, see me individually.

**Classroom Etiquette:** You are expected to comport yourself politely in class. I expect you to refrain from talking to your classmates during class lectures and discussions unless you are asked to work in groups. If you have a question about what is being presented, ask me. Students whose behavior disrupts the class will be asked to leave the classroom.

**Emergency Evacuation/Shelter-in-Place Procedures:** In the event of an emergency evacuation (i.e., fire or other emergency), classes meeting in this building are directed to reassemble in the **IRC Lobby** so that all persons can be accounted for. Complete details of the College's emergency evacuation, shelter-in-place and other emergency procedures can be found at <<http://www.oneonta.edu/security/>>.

**Student Learning Center Statement:** Your professor is an excellent resource for assistance in this course. Please visit office hours to seek clarification of concepts and processes that you are required to master for this course. For additional support, the Center for Academic Development and Enrichment (CADE) provides a variety of tutoring services. Students can receive professional tutoring for writing, reading, study skills, and basic math. Students can also receive peer tutoring in course content for most 100-level and some 200-level courses. For several courses, drop-in tutoring is offered.

**University Policies:** The following policies can be found in your Student Handbook or the Code of Student Conduct (both available online) and are particularly applicable to this class.

### **Flagrant Non-Attendance**

- Students missing 25% or more of class, any time from the second week of class up until the last day to withdraw from an individual course (see *Keydates and Deadlines* or *Faculty Reference Guide* for specific dates) *may* be removed from the course by the instructor.
- The Registrar will assign a "WI" (Involuntary Withdrawal) grade.

- Students appearing on the final grade sheet will be assigned a final grade (not a “W”, Incomplete or Pending grade), regardless of student’s class attendance.

### **Final Exams**

Instructors must follow the final exam schedule as posted in *Keydates and Deadlines* ([www.oneonta.edu/registrar](http://www.oneonta.edu/registrar)). The final exam week is part of the 15 class weeks required by the State Education Department. *If an instructor does not hold a final examination, the final examination period must be used as the final class day.* Exceptions to this may be made only in an emergency and only with prior approval of the department chair and the division dean. Under no condition shall a study day be used to administer a final exam. Students are held responsible for selecting a course schedule with the final exam schedule in mind. There is no policy preventing a student from having exams in one day.

### **Accessibility Resources**

**Students Diagnosed with a Disability**—All individuals who are diagnosed with a disability are protected under the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973. As such, you may be entitled to certain accommodations within this class. If you are diagnosed with a disability, please make an appointment to meet with Accessibility Resources, 133 Milne Library, ext. 2137. All students with the necessary supporting documentation will be provided appropriate accommodations as determined by the Accessibility Resources Office. It is entirely your responsibility to contact Accessibility Resources and concurrently supply me with your accommodation plan, which will inform me exactly what accommodations you are entitled to. You will only receive accommodations once you provide me with an Accessibility Resources accommodation plan. Any previously recorded grades will not be changed.

### **ACADEMIC DISHONESTY**

Academic dishonesty is defined as any act by a student that misrepresents or attempts to misrepresent to an instructor or any College official, the proficiency or achievement of that student or another student in any academic exercise for the purpose of influencing a grade on a piece of assigned work, on an examination or quiz or in a Course as a whole, or that is intended to alter any record of a student's academic performance by unauthorized means.

A Student deemed guilty of an act of academic dishonesty may, depending on the nature of the offense, be subject to one or more of the following measures: failure of the assignment or examination, failure of the course, or dismissal from the College. Furthermore, for a second offense, referral of the case to the Standing Disciplinary Board is mandatory. The penalties that may be assessed by the Board are listed under the Procedures of the Standing Disciplinary Board as published in this publication; however, the normal penalty is suspension or dismissal.

It is the Student's responsibility to read and understand the policy on all aspects of academic dishonesty as published in this publication and the Undergraduate Catalog. However, individual faculty members may wish to explain the policy as it relates to their courses. It is emphasized that a student who has any questions about what constitutes academic dishonesty has the responsibility of clarifying them by conferring with his/her instructors.

### **Examples of Academic Dishonesty:**

The following examples, although not all-inclusive, are intended to help students understand what constitutes academic dishonesty. Other acts should not necessarily, be considered as falling outside the scope of this policy because of their absence from this list.

- Plagiarism that is, using materials from another's work without acknowledgment, using quotations without identification as such or paraphrasing without specific identification of the source.
- Copying and/or modifying another person's computer file, program, printout, or portion thereof for use in an assignment without permission of the instructor.
- Knowingly permitting one's computer file, program, printout, or portion thereof to be copied or modified by another student for use in an assignment without permission of the instructor.
- Unauthorized giving or receiving of information on an examination, laboratory procedure, or other exercise.
- Taking an examination for another student or allowing another student to take an examination for you.

- Altering or attempting to alter a grade on any piece of graded work, a grade written in an instructor's personal records, or a grade written on any College form or transcribed in any official College record.
- Submitting a College form with a forged signature.

**Campus Resources:**

English Department: Phone: 607-4363446; E-mail: ruth.carr@oneonta.edu (department secretary) or Suzanne.black@oneonta.edu (department chair)

***Other Resources***

- [Academic Advisement](#) (607-436-3390)
- [Accessibility Resource Center](#) (607-436-2137)
- [Student Learning Center](#) (607-436-3154)
- [Milne Library](#) (607-436-2730)
- [Counseling Center](#) (607-436-3368)
- [Office of Equity and Inclusion](#) (607-436-2830)

## Assignments

Your grade will be based on the following assignments. Each assignment's weight is indicated in parentheses. The primary assignments for this class will all revolve around a single research topic that you will choose at the start of the semester. Each major out-of-class writing that you submit, starting with the prospectus, will show the development of your research on that topic.

**Topic Parameters:** Because the topic of this class is Urban Fantasy, you will be required to research some aspect of that topic for your project. How you choose to focus your research is up to you, and I encourage you to be creative in your topic. Make sure you choose something you're interested in because you will be reading and writing about it for the whole semester. There are many different ways in which you can focus your research:

- ✱ Choose a single urban fantasy text and analyze it from a specific critical lens (e.g. psychological, postmodern, structuralist, political, etc.).
- ✱ Choose an urban fantasy series and explore it through a critical lens.
- ✱ Choose two or more urban fantasy texts and compare them.
- ✱ Choose a text that is marginally urban fantasy and examine it—you could argue that it is urban fantasy or analyze how the urban or how fantasy affects it.
- ✱ Try to establish your own definition of urban fantasy using a variety of texts and resources.
- ✱ Choose an author you like and explore how urban fantasy is evident in his/her works. (Or compare different works by the same author that fit different genres—e.g. Jim Butcher's Dresden Files vs. his Codex Alera series.)
- ✱ Writing Majors: You may choose to create an urban fantasy text (short story or part of a longer work). If you choose this option, you must still complete some research and write analytically as part of the assignment. Here are some examples of how that research and analysis can go:
  - Choose a type of fantasy mythology and research how its history and how it's been reshaped in urban fantasy (through primary and secondary sources). In your analysis of your work, you will talk about how you have chosen to adapt that mythology. For example, if you want to work with vampires, you would look at the history of vampires. Then you would also look at some modern takes on vampires (e.g., Anne Rice, Jennifer Estep, Jay Wells (Sabina Kane series), Laurell K Hamilton, etc.).
  - Research a specific urban location and see if you can find other urban fantasy books that are set in it. In your analysis, you would talk about the role that that particular city plays in your writing.
  - Do some research on fictional urban locations (e.g., Estep's Ashland, Wells's Babylon) and how authors create their cities. In your analysis, talk about how you've created yours and how it plays a role in your writing and how it compares to others'.
- ✱ If you have another idea for a topic, please let me know. I'm fairly easy going about topics.

You may, if you choose, write about film and/or written texts (including graphic novels and comic books). You are also welcome to examine the texts we're reading in class further. Children's, young adult, and adult literature are all acceptable for your research. The culminating writing for this project is an argumentative research paper (or a piece of fiction plus a researched analysis), and you will need to do significant amounts of research to write the paper. Throughout the semester you will also be required to meet with me one-on-one to discuss your project. If you are having difficulty coming up with a topic, you should see me by 13 September so that we can discuss possibilities for you.

**Prospectus (10%):** Your first major writing assignment is your prospectus. This paper acts as your research topic proposal. In the paper, you will present a general overview of your topic followed by a list of research questions and a preliminary list of sources (a minimum of 5; only one can be a web site). You will have had the opportunity to visit the library by the time the paper is due to find out what kinds of sources are available to you. Though I will not expect you to have read all of the sources you find by the time you write this paper, you should have started examining them so that your information is informed. I also do not expect (or want) you to know what you will be arguing for the final paper yet. Instead, you should have questions that you want to explore, and the

answers to the questions should help to shape your final argument. The prospectus should be 2-4 pages long and is due **Monday, 20 September by 11:59 pm**. You should submit the paper as a Word or PDF attachment via the dropbox I create on Blackboard. If you want to submit a draft to me, it is due by 11:59 pm on Wednesday, 15 September.

**Preliminary Bibliography (10%):** The second major writing is your preliminary bibliography. This bibliography needs to be a collection of both primary and secondary sources. You must have a minimum of 20 sources on your bibliography, and only 3 may be web sites. Your bibliography, which must be in MLA citation format, will be divided into two sections: annotated sources and additional sources. The first part, the annotated sources, will be 5 sources, each of which will have a 1-2 page annotation that summarizes and analyzes the source. You may only annotate one primary source. The second section will be an alphabetized list of at least 15 other sources that you plan to examine for your project. The preliminary bibliography is due **Monday, 18 October by 11:59 pm**. You should submit the paper as a Word or PDF attachment via the dropbox I create on Blackboard. If you wish to submit a rough draft to me, it is due by 11:59 pm on Wednesday, 13 October.

**Review of Literature (15%):** Your third major writing will later be incorporated, at least in part, in your final paper. For this paper, you will give an overview of your secondary sources and what different authors say about your topic. You will not be arguing in favor of one position or another. Instead, your goal is to review the literature that you've read and show that you understand what is being said. The review may cover analyses of specific texts and/or authors you're reading, theories about the literature, and/or analyses of specific themes related to your primary sources. If you are doing the creative option, you will be presenting the information from your related research. This paper, which should be 7-10 pages long, is due **Monday, 8 November by 11:59 pm**. You should submit the paper as a Word or PDF attachment via the dropbox I create on Blackboard. If you wish to submit a rough draft of the paper to me, it is due by 11:59 pm on Wednesday, 3 Nov. I will also have you bringing pieces of this assignment to class for discussion. Those deadlines will be announced in class.

**Research Paper and Abstract (35%):** Your final paper for this class will be a seminar paper—a long argumentative research paper—about your chosen topic, or, for the writing option, a piece of urban fantasy (short story or part of a longer story) plus a researched analysis of the piece. Within the paper, you must include, at least in part, your review of literature. You must also make some argumentative claim about your topic and present your argument using your research as support and/or a contrast to your point of view. I am looking for an original argument, not a rehashing of what your sources say. The final paper should be 20-30 pages long (maximum of 40). Your first rough draft is due **Friday, 19 November by 11:59 pm**, submitted via the drop box I create on Blackboard. You will conference with me about this draft. Your second rough draft is due on **Monday, 29 November by 11:59 pm** on the Blackboard drop box. You will work in a group with 1 to 2 others to peer revise the essay. The final draft of the paper with its abstract is due **Monday, 6 December by 11:59 pm**. You should submit the paper as a Word or PDF attachment via the dropbox I create on Blackboard.

**Blackboard and Miscellaneous (15%):** For the five assigned texts, you will be required to write an original post analyzing an aspect of the text on Blackboard, as well as a response to a classmate's post (see syllabus for due dates). Some things to consider discussing about all of the books include character analyses, thematic elements, imagery/symbolism, and other aspects of literary analysis that you have learned in other classes. You may respond to something we said in class, though if you do, you must offer additional insight to the topic. You are welcome to compare the book to others we've read (or to others with which you are familiar). Do not give plot summaries.

I'm looking for a solid paragraph or two of concrete, specific analysis, and I encourage you to reference specific passages in the texts in your analyses. Choose only a single aspect of the text to discuss or your post will be too broad. Use standard academic English (i.e. no emoticons or internet/chat abbreviations) in your posts.

In addition to writing original posts, each week during which an original post is due, you must also respond to 2 others' post by 11:59 pm on the assigned date (see syllabus). Your response to the posts should engage with the specific topic discussed by the original author. Though you do not have to write as much in your responses as you

do in your original posts, you should do more than indicate agreement or disagreement with a point being made. The goal of this assignment is to begin a conversation about the texts.

Posts will be graded on a scale of 0 to 10: 0 = no post; 1-5 = E; 6 = D; 7 = C; 8 = B; 9-10 = A. Flaming posts will earn you an automatic 0 for the post, and a second occurrence of flaming will earn you a 0 for the remainder of this portion of your grade. Grades for the posts will be available on Blackboard. The grammar and mechanics policy will not be applied to the posts; however, excessive errors will have an adverse effect on your post's grade.

In addition to the Blackboard posting, I may occasionally assign additional in-class writings or give quizzes if I am dissatisfied with the quality of class discussions. These additional works will count as part of this component of your final grade. Your attendance at the library instruction sessions and at conferences with me will also earn you credit in this portion of your grade.

**Participation (10%):** Discussions will form a heavy part of this course, and I expect everyone to be an active and engaged participant. You will be graded, starting on 30 August, on how often and well you participate in class discussions, both full class and small group. The grading will be calculated on a 5-point scale each day as follows:

- 5 points: You were on time for class and participated several times and/or offered an exceptional observation/query.
- 4 points: You were on time for class and participated once, or you were late for class and participated several times and/or offered an exceptional observation/query. If you have an excused absence, you will earn 4 points for the day.
- 3 points: You were on time for class but did not participate, or you were late for class and participated once.
- 2 points: You were late for class and did not participate.
- 0 points: You were absent.

I do not assign 1 point for this grade. I will update you on your participation average several times during the semester, and you may send me a query about your average any time.

**Final Exam (5%):** Your final exam, scheduled for Wednesday, 8 December from 11:00-1:30 will consist of a reflective essay. The specific prompt will be distributed during the final exam period. The exam will be open note, open book.



**COMP 390: Capstone in English****Fall 2021**

This syllabus is subject to change, and you are responsible for changes announced in class, on Blackboard, or via e-mail.

23 Aug—intro to class	25 Aug—video	27 Aug—Read articles about Urban Fantasy, and Dark Fantasy and Paranormal romance (handouts)
30 Aug—Read Gaiman Introduction and Prologue-Chapter 8; Intro to Prospectus	1 Sept—Read Gaiman Chapters 9-10 and sample Prospectus (handout)	3 Sept—Read Gaiman Chapters 11-13; Unforgivable errors discussion
6 Sept—No class	8 Sept—Finish Gaiman; <b>Blackboard post due</b>	10 Sept—Gaiman discussion; <b>Blackboard response posts due</b>
13 Sept—Library day—meet in Milne 305	15 Sept—Read Estep Chapters 1-4; Last day to submit draft of Prospectus (optional)	17 Sept—Read Estep Chapters 5-8
20 Sept—Read Estep Chapters 9-15; <b>Prospectus due (Blackboard drop box)</b> ; sign up for conference	22 Sept—Read Estep Chapters 16-19; Intro to Preliminary Bibliography	24 Sept—Conferences (no class)
27 Sept—Finish Estep; Read sample preliminary bibliography; <b>Blackboard post due</b>	29 Sept— <b>Blackboard response posts due</b>	1 Oct—Read Wells Chapters 1-5
4 Oct—Read Wells Chapters 6-21	6 Oct—Library day—meet in Milne 305	8 Oct—Draft of 1 annotation due in class
11 Oct—No class	13 Oct—Finish Wells; Last day to submit draft of Prelim Bib (optional); <b>Blackboard post due</b>	15 Oct— <b>Blackboard response posts due</b>
18 Oct—Read Kadrey to page 99 (“The Door of the Dead”); Intro to Review of Literature; <b>Preliminary Bibliography due (Blackboard drop box)</b> ; sign up for conference	20 Oct—Read Kadrey to page 151 (“and I’m gone”) and sample review of literature	22 Oct—Conferences (no class)
25 Oct—Library day—meet in Milne 305	27 Oct—Read Kadrey to 199 (“no tongues on a first date”)	29 Oct—Read Kadrey to 249 (“only one of me”)
1 Nov—Finish Kadrey; <b>Blackboard post due</b>	3 Nov—Last day to submit draft of Review of Lit (optional); <b>Blackboard response posts due</b>	5 Nov—Workshopping day; bring all preliminary review of lit materials to class
8 Nov—Read Glass Prologue-Chapter 7; <b>Review of Literature due (Blackboard drop box)</b> ; Putting the final paper together	10 Nov—Read Glass Chapters 8-12 and sample final paper	12 Nov—Conferences (no class)
15 Nov—Read Glass Chapters 13-25	17 Nov—Finish Glass; <b>Blackboard post due</b> ; sign up for conference	19 Nov— <b>Rough draft final paper due (Blackboard drop box)</b>
22 Nov—Conferences (no class); <b>Blackboard response posts due</b>	24 Nov—no class	26 Nov—no class
29 Nov— <b>Second rough draft of final paper due (Blackboard discussion board)</b> ; Writing an abstract	1 Dec—Peer revision	3 Dec—Peer revision
6 Dec— <b>Final Paper due (Blackboard drop box)</b> ; discussion of final exam	Study Day Tues, 7 Dec; Final exam: Wed, 8 Dec 11-1:30	