

SUNY Geneseo Fall 2012

Dr. Beth McCoy, Department of English
INTD 105 (CRN 15404): Writing Seminar/Octavia Butler's Short Stories WF 1:00-2:15 p.m. Welles 216
Office: Welles 232A Office phone: x5299 email: mccoym@geneseo.edu
Home phone: 224 0255 (no calls after 9 p.m.; please make sure you leave a return number)

If I tell you something, you will stick to it and limit your own capacity to find out for yourself.--Shunryu Suzuki, Not Always So.

Teaching Assistant: Alanna Kaplan, ajk15@geneseo.edu

Beth's Office Hours: **M 11:30 a.m.-12:30 p.m., F 10:30-a.m.-11:30 a.m., and other times as arranged between student and instructor.** In all cases, I strongly encourage you to make an appointment before dropping in. My office gets extraordinarily busy; it is not unusual for students to show up unannounced and find six or seven people in front of them. If you make an appointment, I can reserve time for you. Professors have many responsibilities aside from meeting classes; if you do not have an appointment or there is not a scheduled office hour, it is likely I will not be available to you in person. On TRSatSun, I am grading papers, answering emails, preparing for classes, doing committee work, doing research, fielding phone calls. **Because of ongoing college- and department-wide conversations about curriculum (conversations necessitated both by the financial crisis and by the ongoing necessity for institutions to reflect on what they have been doing and to change,) this academic year will be particularly demanding in terms of faculty service, especially as no other regular responsibilities "go away" to make room for these increased demands.** I can fulfill my responsibilities only if I am away from my office or [seemingly] unavailable to students for substantial amounts of time. I tell you this in order to advise that emailing me like this (often with no salutation, punctuation, or identification of the student from whom the email is originating):

Hey I stopped by youre office on Friday nite to talk abou my papper BUT YOU WERENT THERE hah"

Sending such communication is an unwise strategy that tells me (among many other things) that the student has not fulfilled his/her *first* and *most basic* responsibility: reading the syllabus.

On a related note, the small screens and keyboards of Blackberrys™, iPhones™ etc., have produced a noticeable increase in student-sent emails that are full of typos (e.g., punctuation and spelling errors) and lack the kind of specific information needed to make messages clear. **Remember that every interaction--whether in writing or in person--with a member of the College staff, faculty, or administration is a professional interview. You never know when you will need to ask that administrator, that faculty member, that staff member for a letter of recommendation, a job, or some other boon** (I only learned that word from reading Tolkien).

Alanna Kaplan's Office Hours: **M 3 - 5 p.m. Milne 213.** Welcome to INTD 105! My name is Alanna Kaplan, and I am a sophomore Biology major. As a student who just took this course last year, I can relate to a lot of the excitement and/or worries you may have right now. That is why I am here to assist you with any questions you need answered. Even if you just need to run ideas you have by me, I would love it if you stopped by during my office hours. I am here to help you!

Accommodation: SUNY Geneseo will make reasonable accommodation for persons with documented physical, emotional or learning disabilities. As early as possible in the semester, students should contact the Director in the Office of Disability Services (Tabitha Buggie-Hunt, 105D Erwin) and their faculty to

discuss needed accommodation.

Disclaimers and caveats: This is a class for adults. During the semester, we will soberly and meaningfully explore many issues that may confirm/challenge our ideas about/experiences of art, narrative, literature, identity, privilege, power (including domestic violence), virtue (including faith traditions), bodies (including desire, sex, and sexualities). Remaining in this class means that you consent to exploring these issues fully, responsibly, and maturely. Because you cannot “opt out” of a segment of the course or request an “alternate assignment,” please read this [quite detailed] syllabus carefully and attentively. Additionally, if you are in this class simply to stay exactly where you are or to prove a position you already hold, this is probably not the course or section for you.

Grading Breakdown from the Undergraduate Bulletin: A range: excellent; B range: very good; C+/C: satisfactory; C-: minimal competence; D: marginal; E: failure. In grading individual assignments, I use splits (e.g., C+/B-) to calculate as closely as possible your grade (in almost all cases, this only helps you). As you improve during the semester, expectations for your work go up as well.

Please note that part of the “adulthood” of the class requires you to sharpen/obtain abilities to work independently, to take risks, to move beyond the tools you already know (tools that were useful in their original contexts, certainly, and ones that still might have some utility for you).

Course Description from Undergraduate Bulletin: Writing Seminar is a course focusing on a specific topic while emphasizing writing practice and instruction, potentially taught by any member of the College faculty. Because this is primarily a course in writing, reading assignments will be briefer than in traditional topic courses, and students will prove their understanding of the subject matter through writing compositions rather than taking examinations.

This particular section will explore science fiction writer Octavia Butler’s short stories.

Learning Outcomes: Students in all INTD 105 sections will:

- read significant texts carefully and critically, recognizing and responding to argumentative positions;
- write sustained, coherent, and persuasive arguments on significant issues that arise from the content at hand;
- write clearly, following conventions of Standard English.

Accommodation: SUNY Geneseo will make reasonable accommodation for persons with documented physical, emotional or learning disabilities. As early as possible in the semester, students should contact the Director in the Office of Disability Services (Tabitha Buggie-Hunt, 105D Erwin) and their faculty to discuss needed accommodation.

Texts: Available at the campus bookstore or any outlet of your choice.

Butler, Octavia. Bloodchild and Other Stories. Seven Stories Press, ISBN 1583226982.

Graff, Gerald and Cathy Birkenstein. They Say/I Say: A Brief Guide to Argumentative Writing. W. W. Norton; ISBN: 0393924092.

Other mandatory readings are available on the mycourses page for this class.

Assignments:

• **IN ORDER TO PASS THE CLASS, ALL WRITTEN WORK MUST BE COMPLETED IN SEQUENCE. END-OF-SEMESTER ASSIGNMENT DUMPS WILL BE REJECTED, AND IT IS INDEED POSSIBLE TO FAIL THE CLASS EVEN IF YOU HAVE HIGH GRADES ON EVERYTHING BUT HAVE NOT HANDED IN AN ASSIGNMENT WHEN IT WAS DUE.**

• **IT IS YOUR RESPONSIBILITY TO KEEP BACK-UP (HARD/ELECTRONIC COPIES) OF YOUR WORK.**

• **NO LATE PAPERS UNLESS YOU HAVE SPECIFICALLY ARRANGED WITH ME AN ALTERNATE DUE DATE. IF YOU DO RECEIVE AN ALTERNATE DUE DATE, UNDERSTAND THAT IT WILL TAKE ME AN EXTRAORDINARILY LONG TIME TO GET YOUR WORK BACK TO YOU, AND ALSO THAT I WILL BE UNABLE TO PROVIDE COMMENT ON THE WORK, AS WELL. I WILL SIMPLY ACCORD IT A GRADE.**

• **I WILL NOT ACCEPT EMAIL SUBMISSIONS OF ANY ASSIGNMENT UNLESS I HAVE GIVEN EXPLICIT PERMISSION FOR YOU TO DO SO.**

1. **Discussion forum on mycourses.geneseo.edu (20% of your final grade): New posts will be put up just about every week (with the exception of when major assignments are due) until the last post expires on Sunday, 22 April at 11 p.m.**

How it works

1. Login to mycourses.geneseo.edu (**DO NOT USE SAFARI**). Click on the link for this course. Click on the Course Materials Tab. Click on the "Discussion Forums" folder.
2. Click on the week's "forum" you wish to post under (the first will be Post #1, the second, Post# 2, etc.). Read the prompt carefully. **I strongly suggest that, after reading the prompt (and any other responses that your classmates may have already posted) you compose your paragraph in a word processing program outside of mycourses.** When you are ready to post, click on "new post" to paste in your paragraph. Click "reply" to reply to someone else's message. Click "thread" to see all the posts on a certain subject within a discussion forum.
3. **I have learned that many students like to check to make sure that their posts have appeared in the forum. This double-checking is wise. I have also learned that many students were using the "What's New" tab in the left-hand column to click back to the discussion forum to see their post. For some reason, navigating mycourses in this way is very glitchy: students cannot see their own posts when they access a discussion forum in this way. The best way, therefore, to navigate the discussion forums is to follow the procedure above (go to home link for this course, click on "Course Materials," click on "Discussion Forums" folder, click on the Post # in question).**
4. What you have to do

With the exception of the post that is up RIGHT NOW, posts will go up on Sunday evening, and you have until 11 p.m. the following Sunday to respond. *At that time, your ability to post the week's forum will expire (you will still be able to read).* Of course, you can post any time before the deadline; indeed, **students who work to make the discussion forum a conversation rather than a series of manifestoes will be evaluated quite favorably.** Folks who try to wait until the last minute to take advantage of other, more enterprising, disciplined souls' work will be evaluated as doing exactly that. Among other problems and mishaps, last-minute folks find themselves missing the deadline because of tech glitches, etc. **If you miss the post, you miss the post and accept the consequences. DO NOT email me the post. I won't read it. It is your responsibility--not mine--to develop a practice**

and discipline of meeting the requirements of this assignment. I am not responsible for traffic jams after long weekends away, for instance. I do work under the assumption that all students will miss a post during the semester.

What the posts should look like:

- They must be in the form of WELL-DEVELOPED AND PROOFREAD PARAGRAPHS. As this is a college course, it should go without saying that a few sentences are not a paragraph, well-developed or otherwise.
- Your posts should be written to discover what and how you think, and to converse with your peers, as well. ThinkING rather than position-taking, please. Repeating meaningless platitudes (or even canards!) like “I don’t care if people are purple, yellow, or green, everyone is equal” or “People shouldn’t be offended and should just learn to not take everything so seriously” are pretty much the equivalent of static, and I can’t/ don’t have to accord that kind of stuff anything other than an “E.” Seriously.
- These posts can be informal (they can use the word “I,” for instance), but they should be specific and evidence-based. They must address the prompt, and they must demonstrate that you’ve been doing the reading and applying terms and concepts you’ve worked to get throughout the semester. Posts can also demonstrate how engaging the prompt can open up new territory for discussion and inquiry. They can include your personal reactions and initial impressions but must go deeper than that, asking a significant question, suggesting an interpretation and giving **specifics as much as possible** (e.g., direct quotation with attribution and paraphrase with **ATTRIBUTION**).

What I will do with the posts

- I will read the posts avidly and actively. I use this reading to determine student interest, to figure out areas that need more coverage, to find issues that are particularly hot-button or muddled. I may indeed alter my classroom plans based on what I read here.
- I will not make comments on these posts unless there is some real need for me to intervene (like there’s an elephant in the room that no one’s addressing, or something has devolved into a flame war). I should remind you (not that I presume that any of you will do this) that you should not write to give me what you believe I want to read. Such strategies nearly always get my desire utterly wrong, and they insult my intelligence and yours.

Note: I WILL intervene if the forum develops a problem with derailing the discussion. If you’re not sure what derailing is or how it operates (hint: derailing strategies always think they’re original, but they’re not. Rather, they are unoriginal symptoms of embattled groupthink), please see this amazingly handy link: <http://www.deraillingfordummies.com/>

- I will grade the posts portfolio-style at semester’s end. The grade will be based on consistency of posting (do you post regularly? do you just start posting at the end of November?), originality, complexity, specificity, carefulness of writing (**this INCLUDES SPELLING AND OTHER MECHANICAL STUFF**), and your efforts towards building to a conversation, which means listening and considering other’s thoughts in addition to itching to contribute your own. I’ll look to see if you’ve been weaving in reading/ course concepts and building on that reading as the semester goes on. I’ll also look to see if you’ve been weaving in your own conversations with your class mates in

your own posts, as well as to see if you've been replying to others' posts. **To give me concrete evidence of this, on the last day of class, you will give me printouts of what you think are your five BEST posts (you can paste them all sequentially onto the page to save paper).** Your grade will be based on *all of your posts*, but your five best ones will get your best work in front of my face.

WARNING: Unless the instructor specifically invites them, **rants** or other explosions of knee-jerk, uncritical emotion are not acceptable posts. This is not to say that rants do not have value. Indeed, much good thinking has its germ in a rant or some strong, visceral reaction. However, such expressions are merely the raw beginning, not the end, of critical analysis. Rants cannot be evaluated, and, as such, they cannot receive credit. They are broad; they are vague; they repeat the beginning sentiment in various forms *ad nauseam*; they can obsessively focus on one part of the larger picture without attending to larger explanatory, mitigating context; they feature little to no specific evidence/exemplification/support for the claims being made; and--*most interesting*--**they quite often are about something else entirely, NOT the thing to which the writer believes s/he is reacting.**

2. **"Bloodchild" essay: I will grade this paper but will not record the grade.** 5 pages, double-spaced. I will offer you several prompts from which to choose for this formal, argument-driven essay. Each of these prompts asks you to synthesize an 'outside' source with your reading of "Bloodchild." It will need to be crystal-clear to the reader why s/he ought to read those two texts together. "Bloodchild," however, remains the primary body of evidence for your paper. I say "prompts" because they are designed to jump-start your thinking. It is up to you to work with your chosen prompt and from it, develop a specific, argument-driven essay (in other words, it is **insufficient** to simply bounce the prompt back as your thesis statement) that asserts its own significance (so-what?). **It is very likely that the [unrecorded] grade received for this essay will be received as horrifying, insulting, and earth-shaking.**

3. **Rewrite of "Bloodchild" essay: I will grade this paper and record the grade; 20% of your final grade.** 5 pages, double-spaced. This will be a wholesale *rewrite* (as opposed to a superficial revision guided by language like "so, if I *just fix* this, then...") of your "Bloodchild" essay. As you move towards the rewrite, you will meet in conference with a group of your peers and with me. Not only will you receive substantial feedback on your first attempt from your peer group and from me, you will also provide substantial feedback on each of your group member's essays. Your contribution to this peer conference session will be considered as part of your class participation grade.

4. **Descartes essay: 20% of your final grade.** 5 pages, double-spaced. You will choose a prompt on one of three Butler short stories (i.e., "The Evening and the Morning and the Night," "Speech Sounds," or "Amnesty"), which you will read in conjunction with René Descartes' Discourse on the Method. It is up to you to work with your chosen prompt and from it, develop a specific, argument-driven essay (in other words, it is **insufficient** to simply bounce the prompt back as your thesis statement) that asserts its own significance (so-what?). **Note that there is no draft or group conference sequence for this essay.**

5. **Final Reflection paper: 20% of your final grade.** 2 pages, *single-spaced*. You will hand in this reflection paper during our final exam period (see end of Daily Schedule). This is a personal, autobiographical essay that explores what you came into the class doing as far as critical reading and writing, explores what you have learned through your participation in the class (I neither expect nor want b.s.; indeed, believe me that I will be able to recognize it), and explores what you think will remain your challenges as you move on to the rest of your college career. Please include things that you expected and also things that you did not expect.

Be as specific as you can--remember that it is pleasurable to write about one's self; at the same time, however, it is also tempting to write merely for one's self. Remember that you are writing about yourself FOR A READER TO UNDERSTAND. Ideally, this essay will constitute a record that you can turn to again and again at the moments after you leave the class when you are tempted to fall back into bad, old habits. Make this a persuasive piece for yourself AND for your reader by using examples, evidence, specifics (from your experience, from lecture, from Graff and Birkenstein, etc.), transitions, and, of course, good mechanics (why hand your evaluator a baseball bat to beat you with at the end of the semester?).

6. Class participation and attendance: 20% of your final grade. I take this grade very seriously, but folks seem to have a hard time believing me when I write/say that. Thus, the following criteria will determine your participation grade (**my thanks to Professor Rutkowski for the schema and the specific wording**). Note that simply being in class registers only at the "D" level.

A. Demonstrates excellent preparation: has analyzed reading exceptionally well, relating it to other material (e.g., readings, lecture, course material, discussions, experiences, etc.).

Offers analysis, synthesis, and evaluation of reading (e.g., puts together pieces of discussion and lecture to develop new approaches that take the class further).

Contributes significantly to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to cooperative argument building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.

Demonstrates active involvement daily, including at individual and group conferences.

B. Demonstrates good preparation: knows reading well, has thought through implications of reading.

Offers interpretations and analysis (more than just the facts) to class. Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others constructively, offers and supports suggestions that may be counter to majority opinion.

Demonstrates consistent, ongoing involvement.

C. Demonstrates adequate preparation: knows basic reading facts, but does not show evidence of interpretation or analysis.

Does not offer to contribute to discussion but contributes to a moderate degree when called on.

Demonstrates sporadic involvement.

D. Present and neither disruptive nor disrespectful.

Tries to respond when called on but little response.

Demonstrates very infrequent involvement in discussion.

E. Absent frequently and thus unable to contribute.

NOTE: Text-messaging, shopping online (at Forever21 or anyplace else), checking email, and doing other such techno-enabled activities unrelated to the class will infuriate your peers, affect your class participation grade negatively, and have a truly negative impact on your work. When you do these things, you squander opportunities for education for which too many can only dream.

Daily Schedule: Subject to change as class needs change; I will not answer emails asking for "what [I] missed."

August

W 29 First day of class. **PLEASE BRING YOUR LAPTOPS.** Syllabus and expectations. *Graff and Birkenstein, "Introduction: Entering the Conversation," and Ch. 11, "Entering Class Discussions."* **The prompts for the "Bloodchild" essay are now up for you on mycourses. Additionally, the first post is up on mycourses; IT WILL CLOSE THIS SUNDAY AT 11 P.M.**

F 31 *Butler, "Bloodchild."* Drop/Add ends.

Current post expires Sunday, 11 p.m.; new post goes up shortly thereafter.

September

W 5 In the "Bloodchild" essay materials folder, read the SUNY Geneseo Student Code of Conduct and the SUNY Geneseo Sexual Misconduct Policy.

F 7 **"Bloodchild" essay due in class today with copies for your group members and one copy each for Beth and for Alanna. Double-sided pages are fine.**

Current post expires Sunday, 11 p.m.; new post goes up shortly thereafter.

W 12 Group conferences; if your group does not meet in conference this day, you have today "off" to read Graff and Birkenstein, Parts 1, 2, and 3: many chapters, but really quick reading that you will **return to over and over again.** But you can only **return to it** if you know what it is you're returning to. So get this reading under your belt.

F 14 Group conferences; if your group does not meet in conference this day, you have today "off" to read Graff and Birkenstein, Parts 1, 2, and 3: many chapters, but really quick reading that you will **return to over and over again.** But you can only **return to it** if you know what it is you're returning to. So get this reading under your belt.

Current post expires Sunday, 11 p.m.; new post goes up shortly thereafter.

W 19 Group conferences; if your group does not meet in conference this day, you have today "off" to read Graff and Birkenstein, Parts 1, 2, and 3: many chapters, but really quick reading that you will **return to over and over again.** But you can only **return to it** if you know what it is you're returning to. So get this reading under your belt.

F 21 Group conferences; if your group does not meet in conference this day, you have today "off" to read Graff and Birkenstein, Parts 1, 2, and 3: many chapters, but really quick reading that you will **return to over and over again.** But you can only **return to it** if you know what it is you're returning to. So get this reading under your belt.

Current post expires Sunday, 11 p.m.; new post goes up shortly thereafter.

W 26 *Everybody back in class.* Discussion: the process of getting your first essays back and the peer conference process. The writing hierarchy and the revision hierarchy.

F 28 Individual conferences on "Bloodchild" essay rewrite. **For this round, Beth and Alanna work together as a team. It is up to you to do the prep work to be prepared for these conferences. At**

the *barest* minimum, this means you need to be in class AND have your book, secondary source, laptop, paper, etc. with you when you come to class. (Please see the class participation/attendance guidelines if you remain unsure about what grade the barest minimum will get you.)

Current post expires Sunday, 11 p.m.; new post goes up shortly thereafter.

October

W 3 Individual conferences on "Bloodchild" essay rewrite. **For this round, Beth and Alanna work together as a team. It is up to you to do the prep work to be prepared for these conferences. At the *barest* minimum, this means you need to be in class AND have your book, secondary source, laptop, paper, etc. with you when you come to class. (Please see the class participation/attendance guidelines if you remain unsure about what grade the barest minimum will get you.)**

F 5 Individual conferences on "Bloodchild" essay rewrite. **For this round, Beth and Alanna work together as a team. It is up to you to do the prep work to be prepared for these conferences. At the *barest* minimum, this means you need to be in class AND have your book, secondary source, laptop, paper, etc. with you when you come to class. (Please see the class participation/attendance guidelines if you remain unsure about what grade the barest minimum will get you.)**

Current post expires Sunday, 11 p.m.; new post goes up shortly thereafter.

W 10 Individual conferences on "Bloodchild" essay rewrite. **For this round, Beth and Alanna work together as a team. It is up to you to do the prep work to be prepared for these conferences. At the *barest* minimum, this means you need to be in class AND have your book, secondary source, laptop, paper, etc. with you when you come to class. (Please see the class participation/attendance guidelines if you remain unsure about what grade the barest minimum will get you.)**

F 12 Individual conferences on "Bloodchild" essay rewrite. **For this round, Beth and Alanna work together as a team. It is up to you to do the prep work to be prepared for these conferences. At the *barest* minimum, this means you need to be in class AND have your book, secondary source, laptop, paper, etc. with you when you come to class. (Please see the class participation/attendance guidelines if you remain unsure about what grade the barest minimum will get you.)**

Current post expires Sunday, 11 p.m.; new post goes up shortly thereafter.

W 17 Mechanical work. *In the Descartes essay material folder, please have read the Descartes excerpts the terms handout.*

F 19 **"Bloodchild" rewrite due in class today; make sure you include your original essay with Beth's comments. Please also provide a copy of your rewrite for Alanna.** During this class, we go over the Descartes prompts, which are now up on mycourses.

Current post expires Sunday, 11 p.m.; new post goes up shortly thereafter.

On 21 Sunday, mid-term grades are due. If the College requires a mid-term grade for you, I must enter one. Please understand that the mid-term grade is only my estimate of where you are at this moment in the semester. It is NOT a promise as to what grade you'll get at semester's end (because so many students can take mid-term grades as such a promise, I am reluctant to accord grades at this time. However, I must.).

W 24 Butler, "The Evening the Morning and the Night," "Speech Sounds," and "Amnesty."

F 26 Library instruction mandatory for all INTD 105 sections. **Class meets today in Milne library 104LL. Please bring your laptops.** Graff and Birkenstein, Ch. 13, "The Data Suggest" and Ch. 14, "Analyze This."

Current post expires Sunday, 11 p.m.; new post goes up shortly thereafter.

W 31 In-class work on Descartes essay. Please send your thesis statement in an email (NOT as an attachment) to Beth. **Please bring your laptops to class.**

November

F 2 In-class work on Descartes essay. Please send your thesis statement in an email (NOT as an attachment) to Beth. **Please bring your laptops to class.**

Current post expires Sunday, 11 p.m.; new post goes up shortly thereafter.

W 7 In-class work on Descartes essay. Please send your thesis statement in an email (NOT as an attachment) to Beth. **Please bring your laptops to class.**

F 9 In-class work on Descartes essay. Please send your thesis statement in an email (NOT as an attachment) to Beth. **Please bring your laptops to class.** Last day to withdraw.

Current post expires Sunday, 11 p.m.; new post goes up shortly thereafter.

W 14 Individual conferences on Descartes essay. **For this round, Beth and Alanna work separately. It is up to you to do the prep work to be prepared for these conferences. At the barest minimum, this means you need to be in class AND have your book, secondary source, laptop, paper, etc. with you when you come to class. (Please see the class participation/attendance guidelines if you remain unsure about what grade the barest minimum will get you.)**

F 16 Individual conferences on Descartes essay. **For this round, Beth and Alanna work separately. It is up to you to do the prep work to be prepared for these conferences. At the barest minimum, this means you need to be in class AND have your book, secondary source, laptop, paper, etc. with you when you come to class. (Please see the class participation/attendance guidelines if you remain unsure about what grade the barest minimum will get you.)**

Current post expires Sunday, 11 p.m.; NO NEW POST BECAUSE OF BREAK.

W 21 Thanksgiving break. No class meeting.

F 23 Thanksgiving break. No class meeting.

Your last post of the semester goes up Sunday, 11 p.m.

W 28 Individual conferences on Descartes essay. **For this round, Beth and Alanna work separately. It is up to you to do the prep work to be prepared for these conferences. At the *barest* minimum, this means you need to be in class AND have your book, secondary source, laptop, paper, etc. with you when you come to class. (Please see the class participation/attendance guidelines if you remain unsure about what grade the barest minimum will get you.)**

F 30 Individual conferences on Descartes essay. **For this round, Beth and Alanna work separately. It is up to you to do the prep work to be prepared for these conferences. At the *barest* minimum, this means you need to be in class AND have your book, secondary source, laptop, paper, etc. with you when you come to class. (Please see the class participation/attendance guidelines if you remain unsure about what grade the barest minimum will get you.)**

Last post of the semester expires Sunday, 11 p.m.

December

W 5 Individual conferences on Descartes essay. **For this round, Beth and Alanna work separately. It is up to you to do the prep work to be prepared for these conferences. At the *barest* minimum, this means you need to be in class AND have your book, secondary source, laptop, paper, etc. with you when you come to class. (Please see the class participation/attendance guidelines if you remain unsure about what grade the barest minimum will get you.)**

F 7 Last Day of Class. Mechanical work. **Please bring your laptop to class. ALSO DUE: Printouts of what you think are your five BEST Discussion Forum posts (you can paste them all sequentially onto the page to save paper).**

T 11 Study Day. **Your Descartes essay (one copy for me and one for Alanna) is due today in the box outside my office door (Welles 232A) by 2 p.m.**

M December 17: 12-3 p.m., MILNE 104LL. Final exam period during which you will take the mandatory library assessment. **PLEASE BRING YOUR LAPTOPS.** This should last approximately 60 minutes, at which point you will be free to go. You will hand in your final reflection paper (one copy for me and one for Alanna) during this assessment.