

CMN 450: Gender and Rhetoric
(Analysis and Criticism of Public Discourse)
Fall 2017
1064 Lincoln Hall
MWF 1-1:50 pm

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Moodle site: <https://learn.illinois.edu/course/view.php?id=23582>

Note: For this course, I use Moodle primarily as an online file cabinet. It's the place to go if you need a copy of the syllabus or if you miss class on a day I hand out worksheets, info on assignments, etc. Nearly all course readings are in the textbooks and course packet; those that aren't will be announced in class and found on Moodle.

What is this course about?

Throughout U.S. history, public actors have deliberated about the nature of American citizenship: What is the ideal citizen? Who gets to be a citizen? What are the rights and obligations of the citizen? These have never been neutral questions. The practice of persuasion known as rhetoric always has been used to frame our roles as citizens in light of questions of race, class, sexuality, and gender. This course examines the rhetoric of citizenship through the lens of gender (with good attention to others in that list as well), considering how debates about the rights and obligations of citizens historically have been constructed in and through rhetorical practice.

This is a course in rhetorical history. Rhetorical history differs from the more traditional practice of history as you may have engaged it in other courses. Where history treats documents primarily as evidence—as records of events, people, and places—rhetorical history studies persuasive texts as records of the broad themes and ideas of an era. Ernest Wraga, a rhetorical historian, wrote in 1947, “A speech is an agency of its time, one whose surviving record provides a repository of themes and their elaborations from which we may gain insight into the life of an era [. . .] From the study of speeches [. . .] it is possible to observe the reflections of prevailing social ideas and attitudes.” This semester, we will become rhetorical historians. We will study speeches and other texts in order to understand how and in what ways citizenship in the U.S. context has been *gendered*.

What will we read and study?

The following texts are your resources for the course (the first four on this list are also on reserve at the Communications Library – first floor of Gregory Hall):

- Sara M. Evans, *Born for Liberty: A History of Women in America* (1997 edition). This text will serve as important background reading. It offers a broad overview of major events in American history, told through the lens of women's experiences. We will read nearly all of it. (REQUIRED)
- Finnegan, *Primary Source Documents in Gender and Rhetoric* (purchase online via Notes 'n Quotes at <https://squareup.com/store/notes-n-quotes-UIUC/> and they ship direct to you). This required packet contains the primary texts that we will be studying this semester. (REQUIRED)
- Astrid Henry, Dorothy Sue Cobble, and Linda Gordon, *Feminism Unfinished: A Short, Surprising History of American's Women's Movement* (2014). Sections of this book will be assigned later in the semester when we discuss late twentieth century social movements. (Required of graduate students; OPTIONAL for all other students.)
- Gordon Harvey, *Writing With Sources* (2008 edition). This brief text will serve as your primary guide on matters of citation and documentation for all of the research and writing you do for this course. (OPTIONAL, but plan to buy/use if you elect to do paper assignments; if you haven't written a research paper in a while, I strongly recommend that you use this book.)
- Karlyn Kohrs Campbell, *Man Cannot Speak for Her, Vol. I* (1989). A critical study of U.S. women's rhetorical history (1830s to 1920). (Required of graduate students; OPTIONAL for all other students.)

Some advice on reading for this course

Virtually all of the reading we will do this semester comes from primary sources. As the Library of Congress defines them, primary sources are “the raw materials of history” – the documents that offer direct evidence or expression from people who lived in a particular moment in history. In our class, we will study textual primary sources created by speakers, writers, activists, and government officials who were grappling with some of the most fundamental questions of their times.

Working with primary sources, especially ones whose language is antiquated, can be challenging but also tremendously rewarding. We will read 2-4 rhetorical documents per week, plus a relevant background chapter from Evans. As you prepare for each week's discussions, I recommend reading the background material first, because it will provide some context for the documents themselves. Based on my past experiences teaching this class, I can tell you that students who keep up with the reading and have thought about that material ahead of class time have a better experience in the course. And honestly? It's also much more fun to engage the whole class in learning if we're all prepared.

In order to help you place the rhetorical documents we read in context, Mondays will serve as “Context Day.” Typically, your weekend assignment will be to read a chapter from Evans to give you some historical context for understanding the primary sources we will analyze that week. In class on Mondays, we will review relevant themes of the course in relation to the period/documents we are studying that week. In addition, you will receive information related to the rhetors featured in that week’s readings. These activities will not serve as lecture on the Evans material, nor replace your reading in that text; they will supplement and elaborate that material based upon our goals in this course. Then, on Wednesdays and Fridays, we will closely analyze the primary sources from the period we are studying that week.

Use the following questions to help you read the primary source documents actively and analyze them carefully. Early in the semester I will ask you to respond in writing to these questions; later, they will simply become guides for your reading.

- (a) What did the speaker say? What were the major lines of argument?
- (b) What appeals and techniques of persuasion were used? (In other words, how does the speaker attempt to get you to agree with her arguments?)
- (c) What assumptions does the text reveal about the speaker’s beliefs, attitudes, values, world-view, audience?
- (d) For what reasons might the speaker have made the rhetorical choices you have located in the text?
- (e) Which themes of gender and citizenship does the text invoke? To what other texts might we compare this one in terms of those themes?
- (f) Finally, identify a short passage in the document that strikes you, surprises you, challenges you, confuses you, etc. Be prepared to share that passage in class.

How will you be graded?

CMN 450 is conducted on a *contract-grading* basis, which means that you are invited to choose many of your assignments and allocate the relative weight of most of your grade. As you can imagine, this affords you a certain amount of flexibility to frame your experience in this course. You will be given a grading contract to fill out during the first two weeks of the semester. Once you have selected the assignments and weighted them, you will submit the contract, signed. I will sign the contract as well. Once the contract is signed, neither of us will be able to change either the selection of assignments or the weight of assignments.

Required Assignments

Final Exam. A two-hour, cumulative essay exam with questions designed to assess your grasp of ideas discussed in the course, your ability to integrate and synthesize these ideas, and your ability to apply them to specific rhetorical documents that we have read. There will be some choice among questions. *The final exam must count for a minimum of 25% of your final grade.*

Engagement. I reserve part of your final grade for evaluation of your citizenship in class in terms of engagement with the readings and active participation in classroom activities. See also “attendance” below. *Engagement will count for 10% of your final grade.*

“The Fourth Hour”. (Graduate students only.) Graduate students take this course for 4 hours, not the 3 that undergraduates register for. To complete the “fourth hour,” the graduate students in the course will meet together with me 4 additional times during the term, on days and times we collectively agree upon. During these meetings we will discuss original published research by rhetorical scholars on topics related to the course. Graduate students will collaborate to identify readings for those days and will be entirely responsible for leading the discussion. *The fourth hour counts for 0% of your final grade but is required; students cannot receive graduate credit without participating in the fourth hour.*

Optional Assignments (select a minimum of 1 of the following choices):

The remainder of the course grade will be composed as you individually select from among the options listed below. Any option you select must be weighted at least 5%, and you may use only multiples of 5 (10%, 15%, 20%, etc.). Although no maximum number of choices is required, I *strongly caution* you against the risks of assigning too great a weight to any one option, or dividing your energy among too many options.

Midterm exam. A 50-minute, in-class essay exam with questions designed to assess your grasp of ideas covered in the first portion of the semester. There will be some choice among questions. The midterm is recommended for students who find exams useful in organizing their learning or for those who wish to practice test-taking prior to the final exam. For those not electing this option, a copy of the questions will be available when the exams are returned. *This option may be selected for a maximum of 40% of the course grade.*

Discovery Assignment: Gender & Rhetoric at the University of Illinois. For this assignment, you will do research in a campus archive to locate a rhetorical text originally written at or presented to the University of Illinois community during the time periods we are studying. It might be an editorial, argumentative essay, speech, or other rhetorical document that relates to the issues of gender and citizenship we are engaging. Once you have made your “discovery,” you will then write an essay of 5-6 pages explaining the nature of the text, its historical context, and its significance in terms of the themes of our course. Evaluation of your work will depend both on the significance of the text you discover and the quality of the essay you write. After briefly meeting with CF to discuss your interests, you will then visit the University Archives (basement of Main Library), the Student Life Archive (1707 South Orchard Road), or suitable another local/regional/state archival site. Students who enjoy working independently and/or who are interested in doing archival research in historical sources should elect this assignment. This assignment may be turned in at any time up to or on Nov. 15. *This option may be selected for a maximum of 25% of the course grade.*

Book Review. For this assignment you will select (from a list prepared by CF, or something proposed by you and approved by CF) a scholarly book on a topic related to the themes of the course. After reading the book, you will write a 5-page academic review of the book, being sure to include a specific assessment of how the book relates to themes of gender, rhetoric, and citizenship we have discussed in the course. Students interested in reading scholarly analyses of issues related to gender and rhetoric should elect this option. This assignment may be turned in at any time up to or on Nov. 15. *This option may be selected for a maximum of 25% of the course grade.*

Semester Project. The semester project is a substantial research project involving several REQUIRED phases: the selection of a suitable topic and its approval by me (by Oct. 9), preparation of an annotated bibliography of materials (by Nov. 10), and writing of a rough draft (by Dec. 4) and final draft of the project (by Dec. 13). The exact nature of the project will be determined by you in consultation with me. Although you do not have to settle on the specifics of the project before you select this option in your grading contract, it helps to have a general idea of what you would like to do. *Because the projects require substantial time and effort, you will allocate a minimum of 40% of your grade to it and you should severely limit your selection of other assignment options.*

The options falling under this category are (select one):

- (1) Write a research paper. The paper (approximately 15 pages for undergrads, 20-25 pages for grads) should explore a topic of significance related to gender and rhetoric. Such a paper might trace the rhetorical history of an event, person, movement, or idea we have studied during the semester.
- (2) Write an essay of rhetorical criticism. Select a primary source text and describe, analyze, interpret, and evaluate it in terms of the themes of the course (approximately 15 pages for undergrads, 20-25 pages for grads). *This option is only available to students who have taken CMN 423: Rhetorical Criticism or a similar course and are thus familiar with the process of executing such an essay. See CF to see if this option is right for you.*
- (3) Creative Work/Performance. Research of the type found in #1 or #2 but executed as a work of fiction, play, long poem, multimedia project, or other creative performance. The same expectations apply for this option as they do for options #1 and #2, in that you will be expected to do extensive research, turn in an annotated bibliography, and prepare draft and final versions of your work. This option may be attractive to students who enjoy working independently on a less traditional yet still substantial research project.
- (4) Teach a class. This option is available to *undergraduate students only*. Like options #1-3, this option requires you do to substantial research on a topic of interest to you and reflective of course themes. Like the other projects, you will prepare an annotated bibliography and prepare drafts and final versions

of written work—in this case, a highly detailed lesson plan. Then, in consultation with me, you will be given 45 minutes of a class period near the end of the term in which you teach the class about the topic that you have selected. This option may be attractive to students who would enjoy communicating the results of their research in person in the classroom, or who want to give themselves the experience of preparing for and teaching a class.

What are this course's policies?

Engagement

Each course I teach offers an opportunity to create an intellectual community. The more engaged we all are, the better that community will be. What does it mean to be “engaged”? Engaged students stay on top of what’s happening in class from day to day. They know that there’s a syllabus, and they routinely consult it. They come to class having read and thought about the assigned materials. During class, they participate in discussions, ask questions, and offer their ideas. Outside of class, engaged students take advantage of opportunities for feedback on their work. They take advantage of campus resources that may help them improve their performance in class (e.g., the library, the Writer’s Workshop). They use my office hours. They ask friends for notes if they happen to miss a class. In short, engaged students take responsibility for their own experience as a student in the class and collaborate with me and their classmates to help create an intellectual community.

Attendance

You are expected to attend all class meetings and to be on time for class. You are allowed 3 “free” absences during the semester (= one week of class, or 7% of class sessions). Apart from University-sanctioned absences (University-recognized religious holidays, authorized participation in athletic events or other official University activities), I do not differentiate between excused and unexcused absences. Anything over 3 absences will be considered “excessive absence.” *Every absence beyond the third absence will result in the reduction of your engagement grade by 3%* (Example: If your engagement grade is a 90% but you have 4 absences, your final grade will become 87%; that’s the difference between A- and a B). For more serious issues related to attendance, see the “Family and Medical Emergencies” policy below.

Family/Medical Emergencies

I recognize that in rare cases an extended illness or family emergency may inhibit a student’s ability to attend to normal student responsibilities and deadlines. Students with such emergencies should let me know as soon as they are able; otherwise, all normal course policies apply (see “attendance” and “late work” policies). I will be glad to work with you to discuss what work you missed and what might be made up. In such emergency cases, it is also to your

benefit to contact the Emergency Dean and/or to obtain an absence letter to properly document the extent of and reasons for your absences. For information on appropriate and inappropriate uses of the Emergency Dean service, see <http://www.odos.uiuc.edu/emergency/>. For information on university attendance requirements and absence letters, see http://studentcode.illinois.edu/article1_part5_1-501.html. If I receive timely confirmation from the Dean of Students office about your situation via an absence letter, I will consider making reasonable accommodations for making up late work.

Academic Integrity

As a student at the University of Illinois, you are obligated to uphold the University's Academic Integrity policies as outlined in the *Student Code*. My ethical and professional obligations as a faculty member require me to investigate violations of academic integrity when I encounter them. Cheating will not be tolerated. Plagiarism, *the intentional or unintentional misrepresentation of someone else's work as your own*, likewise will not be tolerated. Students found to have plagiarized all or parts of assignments will receive severe penalties, ranging from (at minimum) a zero for the assignment to failure of the course.

Be warned: plagiarism is *not* only "copying" someone else's work word for word. There are actually two types of plagiarism: (1) *cheating*, which is the passing off of someone else's work as your own (whether that "someone else" is a classmate, friend, web site, or published author) and (2) *source misrepresentation*. This second type of plagiarism is often overlooked by students but is equally problematic. Examples of this type of plagiarism include failure to cite a paraphrased/quoted source or use quotation marks around exact quotations. A special warning about online sources: it can be tempting to cut and paste information you locate in an online source directly into your own work. However, without proper documentation, this constitutes plagiarism. The moral of the story? Be meticulous and careful about your use of sources. (The Harvey book listed above will be of great help to you here.)

If you are unsure what constitutes plagiarism, see me and consult the University's Academic Integrity policy (Part Four of the *Student Code*) at: http://admin.illinois.edu/policy/code/article1_part4_1-401.html. All students are expected to be aware of this policy.

Late Work

You are expected to turn in all assignments no later than the day that they are due. Grades on late work will be reduced by a full letter grade for each working day an assignment is late. Late work will not be accepted at all past the fourth working day; any missing assignments after that point will be given a grade of zero. Anticipate problems in advance and communicate with me to avoid misunderstandings. For more serious issues related to late work, see the "Family and Medical Emergencies" policy.

Technical problems (including but not limited to power outages, erased/lost work, viruses, unavailable systems and networks, inability to print, etc.) do not in themselves

constitute legitimate excuses for late or missing work. Develop good habits now, like saving frequently, backing up your work on your computer or in the cloud (e.g., Box). Save early drafts of your work so that if you lose it you will be able to reconstruct what you have lost.

Accommodations

We all learn differently, and I want all students to succeed in this course. Please let me know if specific aspects of the structure of this course make it difficult for you to learn, or if there are ways to help you better access course materials, and we can work together to brainstorm strategies. If you need specific accommodations based on the impact of a documented disability, you do need to be registered with DRES (Disability Resources and Education Services). If you do not have a documented disability, please remember that there are a variety of support services available to all students on campus, including the Writers Workshop, the Student Assistance Center, the Counseling Center, and McKinley Health Center.

Exam Policy

All students will take midterm and final exams on the day and time they are to be administered and only on that day and time. There will be no exceptions to this policy except in cases of serious emergency or demonstrated conflict with another final exam time. It is your responsibility to communicate to me any potential conflicts with another class's exam schedule. (Please note that our final exam is scheduled during its university-approved time. This means that if you have a conflict with another final, it is likely because another course moved its exam time for some reason; as a result, you will likely need to address any conflicts with that course's instructor rather than me.)

For exam security reasons, students may not enter an exam more than 20 minutes after its start time; students who arrive after that 20-minute window will not be allowed to take the exam.

In Case of Emergencies During Class

During the first week of the semester, please take the time to learn the locations of different exits from Lincoln Hall, and also explore places to take shelter in the building in the event of inclement weather. Evacuations are mandatory for fire alarms and when directed by authorities. If there is ever a time when we need to evacuate the classroom to protect our personal safety, take only critical personal items with you and leave immediately. Review the university's emergency response materials here: <http://police.illinois.edu/emergencyplanning/general/>. Finally, be sure you are signed up for Illini-Alert text messages; these alert us to emergency situations on campus, and also send messages announcing an all-clear when an emergency is over.

Technology in Our Classroom

Unlike other courses I teach, this is a pretty analog course. We will spend most of our time in class working with texts printed on paper. As a result, your electronic devices likely will not be very useful to you. You are welcome to bring laptops or tablets to class if you are using them to take notes. However, you will never be welcome to use these devices to do social media, shop, cruise web sites, or otherwise perform non-class-related activities during class. I reserve the right to declare “screens down” at any point during class. Phones should always be put completely away (not on your desk, not in your lap, not in your hand underneath your desk, not visible on the floor at your feet).

Research shows that when people attempt to perform two tasks at once (e.g., following what’s happening in class while checking text messages), the brain literally *cannot do it*. The brain has got to abandon one of the tasks in order to accomplish the other. Thus most of our attempts at multitasking negatively affect learning. This is a good enough reason to avoid the temptation of the distractions provided by phones, laptops, and other devices, yes?

Wow, you have a lot to say about what I should do, professor! What about YOU?

Great question! You can expect that I will:

- make class worth attending;
- be prepared for every class meeting;
- evaluate your work fairly and offer clear suggestions for improvement;
- return your work promptly;
- create conditions in the classroom through which you and your peers may learn from one another as well as from me;
- acknowledge the diversity of human experience and foster a climate of respect in the classroom;
- collaborate with students in ways that recognize different learning needs;
- be accessible outside of class for questions and feedback.

Reading and Assignment Schedule
CMN 450
Fall 2017

Note: Evans=Evans, *Born for Liberty*
 CP=CMN 450 course packet
 Henry=Henry et al., *Feminism Unfinished* (required of grads only)
 KC=Campbell, *Man Cannot Speak for Her* (required of grads only)

M Aug. 28	<u>Introduction to Course</u> Assignment for Next Time: Read syllabus thoroughly, paying special attention to grading and structure of assignments
W Aug. 30	<u>Discussion of course assignments, structure of the class</u> Assignment for Next Time: Read Evans, Introduction; Read CP: Declaration of Independence and Constitution (plus amendments)
F Sept. 1	<u>U.S. Founding Documents: Who is a citizen?</u> Assignment for Next Time: Read Evans, Ch. 3; Read CP: Abigail Adams letters
M Sept. 4	<u>NO CLASS: Labor Day</u>
W Sept. 6	<u>Revolutionary Era and the Early Republic (1775-1820)</u> Assignment for Next Time: Read CP: J.S. Murray; Mason; Harker
F Sept. 8	<u>Revolutionary Era and the Early Republic, cont.</u> Assignment for Next Time: Read Evans Ch. 4; grads read KC Ch. 1-2; work on grading contract
M Sept. 11	<u>Age of Association (1820-1848)</u> Assignment for Next Time: Read CP: Frances Wright; work on grading contract
W Sept. 13	<u>Age of Association, cont.</u> Assignment for Next Time: Read CP: Maria Stewart; finalize grading contract
F Sept. 15	<u>Age of Association, cont.</u> Grading Contract due Assignment for Next Time: Read CP: Angelina Grimké, grads read KC Ch. 3
M Sept. 18	<u>Age of Association, cont.</u> Assignment for Next Time: Read CP: Catharine Beecher
W Sept. 20	<u>Age of Association, cont.</u> Assignment for Next Time: Read CP: Lucretia Coffin Mott; Married Women's Property Act
F Sept. 22	<u>Age of Association, cont.</u> Assignment for Next Time: Read Evans Ch 5; grads read KC Ch. 4
M Sept. 25	<u>A Time of Division (1848-1865)</u> Assignment for Next Time: Read CP: Declaration of Sentiments
W Sept. 27	<u>A Time of Division, cont.</u> Assignment for Next Time: Read CP: Sojourner Truth; EC Stanton
F Sept. 29	<u>A Time of Division, cont.</u> Assignment for Next Time: Read Evans Ch 6; CP: 13-15 th amendments; grads read KC 5-6

M Oct. 2	<u>The Gilded Age (1865-1890)</u> Assignment for Next Time: Read CP: Susan B. Anthony 279-296; grads read KC Ch. 7
W Oct. 4	<u>The Gilded Age, cont.</u> Assignment for Next Time: Read CP: Anthony 296-end
F Oct. 6	<u>The Gilded Age, cont.</u> Assignment for Next Time: Read CP: Supreme Court opinion in <i>Minor v. Happersett</i>
M Oct. 9	<u>The Gilded Age, cont.</u> Topic selections for semester projects due no later than today Assignment for Next Time: Read CP: Belva Lockwood; grads read KC Ch. 8
W Oct. 11	<u>The Gilded Age, cont.</u> Assignment for Next Time: Read CP: Frances Willard
F Oct. 13	<u>The Gilded Age, cont.</u> Assignment for Next Time: Read Evans, Ch. 7; grads read KC Ch. 9-10
M Oct. 16	<u>Modernity (1890-1920)</u> Assignment for Next Time: Read CP: Ida B. Wells
W Oct. 18	<u>Modernity, cont.</u> Assignment for Next Time: Review CP: Wells
F Oct. 20	<u>Modernity, cont.</u> Assignment for Next Time: Read CP: CW McCullough, JB Sanford; grads read KC Ch. 11; work on annotated bibliography
M Oct. 23	<u>Modernity, cont.</u> Assignment for Next Time: Read CP: Carrie Chapman Catt; Mabel Vernon
W Oct. 25	<u>Modernity, cont.</u> <i>Review questions for midterm exam posted to Moodle</i> Assignment for Next Time: Begin exam review
F Oct. 27	<u>Midterm Exam Review (library day for non-midterm students)</u> Assignment for After Midterm Exam: Skim Evans, Ch 8-9-10; grads read KC Ch 12
M Oct. 30	Midterm Exam (50 min.)
W Nov. 1	<u>Roaring 20s, Great Depression, WWII (1920-1945)</u> Assignment for Next Time: Read CP: Eleanor Roosevelt, "Women Must Learn to Play the Game"; "What Ten Million Women Want"; "Women and the Vote"; "Woman's Place After the War"
F Nov. 3	<u>Roaring 20s, Great Depression, WWII, cont.</u> Assignment for Next Time: Read Evans, Ch 11; grads read Henry Ch 1
M Nov. 6	<u>The Cold War (1945-1965)</u> Assignment for Next Time: Read CP: Betty Friedan
W Nov. 8	<u>The Cold War, cont.</u> Assignment for Next Time: Read CP: Pauli Murray; Civil Rights Act of 1964

F Nov. 10	<u>The Cold War, cont.</u> Assignment for Next Time: Read Evans Ch. 12; grads read Harvey Ch. 2 Annotated bibliographies for semester projects due no later than today
M Nov. 13	<u>Decade of Discovery (1965-1970)</u> Assignment for Next Time: Read CP: NOW Bill of Rights; Redstockings Manifesto; Radicalesbians
W Nov. 15	<u>Decade of Discovery, cont.</u> Assignment for Next Time (after Thanksgiving Break): Read Evans Ch 13; grads read Henry Ch 3 Discovery Projects and Book Reviews due no later than today
F Nov. 17	NO CLASS – CF out of town at NCA Convention
Nov. 20-24	NO CLASS – THANKSGIVING BREAK
M Nov. 27	<u>Politicization of the Personal (1970-1980)</u> Assignment for Next Time: Read CP: Toni Morrison; Jennie Chavez; Young Lords
W Nov. 29	<u>Politicization of the Personal, cont.</u> Assignment for Next Time: Read CP: Equal Rights Amendment; Shirley Chisholm; Phyllis Schlafly
F Dec. 1	<u>Politicization of the Personal, cont.</u> Assignment for Next Time: TBA
M Dec. 4	<u>TBA: Teach a Class project or Students' Choice (1980-present)</u> Rough drafts for semester projects due no later than today Assignment for Next Time: Read TBA
W Dec. 6	<u>TBA: Teach a Class project or Students' Choice (1980-present)</u> Assignment for Next Time: Read TBA
F Dec. 8	<u>TBA: Teach a Class project or Students' Choice (1980-present)</u> Assignment for Next Time: Read TBA
M Dec. 11	<u>TBA: Teach a Class project or Students' Choice (1980-present)</u> <i>Exam questions posted to Moodle today</i> Assignment for Next Time: Begin exam review, finish semester projects
W Dec. 13	<u>Last Class Period</u> Exam Review Final drafts for semester projects due no later than today
W Dec. 20	Final Exam: 8 am – 11 am, 1064 Lincoln Hall

