

Cincinnati Christian University
Foster School of Biblical Studies, Arts & Sciences

ENGL 111 06 COLLEGE ENGLISH 2 (Section 06)

Professor: Brian Derico
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3 Semester Credit Hours

Semester: Spring 2019
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Meeting Times: MW 3:20-4:35

Course Description

ENGL 111 is a companion course to ENGL 110 covering additional patterns of development and writing situations. A major research project forms a part of the requirements. Also, attention is given to textual analysis. Prerequisite: ENGL 110 or its equivalent.

Course Rationale

It is the purpose of this course to equip students with the rhetorical orientation, knowledge, and skills required to create and analyze persuasive texts in a variety of contexts.

Arts & Sciences Outcomes

Courses belonging to the Arts & Sciences curriculum of Cincinnati Christian University promote the following outcomes:

- A&S 1: Students should be able to communicate effectively in both oral and written forms in a variety of rhetorical contexts, including Standard English
- A&S 2: Students should be able to adeptly utilize modern research and writing tools
- A&S 3: Students should be able to identify decisive events and ideas in the human experience and assess their influences on modern culture and thought
- A&S 4: Students should be able to employ critical and creative thinking and mathematic and scientific principles for problem solving, literary and socio-cultural analysis, intercultural understanding, and research in the sciences and humanities
- A&S 5: Students should be able to demonstrate the integration of academic insights and experiences by constructing and employing a personal framework in which ethical decisions can be made in light of societal values and a Christian worldview

Course Objectives

Students who satisfactorily complete this course will have made progress in their ability to do the following:

1. Analyze a rhetorical situation and respond to it with a strategically designed text (supports A&S 1)
2. Demonstrate thoughtfulness about their writing process (supports A&S 1)
3. Integrate ideas and language from contextually credible sources in a manner that conforms to the expectations of their audience (supports A&S 1 and A&S 2)
4. Offer thoughtful analysis of texts (supports A&S 4)

Course Texts

They Say, I Say by Graff and Birkenstein, Fourth Edition
Course Notes (Canvas)

“Backpacks vs. Briefcases,” Laura Bolin Carroll (Canvas)
 “Reading Games: Strategies for Reading Scholarly Sources,” Karen Rosenberg (Canvas)
 “Annoying Ways People Use Sources,” Kyle D. Stedman (Canvas)
 “Navigating Genres,” Kerry Dirk (Canvas)

Assignment Values

- Essay 1 10%
- Essay 2 10%
- Essay 3 20%
- Article/Chapter Analyses 40%
- Exam 10%
- Class Participation 10%

Course Agenda

All dates are approximate and subject to change without notice. Reading assignments must be completed before class on the assigned date. Assignments must be submitted before class begins on the assigned due date.

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| January | 23 | Introduction to ENGL 111 Read: “Accommodations,” “Academic Integrity,” “Class Participation,” “Reading,” “Exam,” “Extra Credit,” “Late Work,” “Revisions” (Course Notes) |
| | 28 | Read: “Participating in Class Discussions,” “Class Participation as Interview,” “MLA Style,” “Canvas Feedback,” “Text,” “Rhetoric,” “Rhetorical Situation,” “Rhetorical Thinking,” “Rhetorical Leadership” (Course Notes) |
| | 30 | Assignment Introduction: Article/Chapter Analysis Read: Article/Chapter Analysis Assignment Description (Canvas Assignment Page) Read: Article/Chapter Analysis Rubric (Canvas Assignment Page) Read: “Example Article Analysis” (Canvas Files) Read: “Writing Process,” “Imitation,” “Collaboration,” “Rhetorical Ecosystem,” “Why Texts Fail” (Course Notes) |
| February | 04 | Read: “Reading Games,” Rosenberg (Canvas Files) Due: Article/Chapter Analysis (“Reading Games”) Read: <i>They Say, I Say</i> : Chapter 14 (Textbook) Due: Article/Chapter Analysis (<i>They Say, I Say</i> : Chapter 14) |
| | 06 | Read: “Metacognition,” “Analysis,” “Praxis,” “Irrationality, Illogic, Emotion, Impulse, Accident, Play” (Course Notes) Read: <i>They Say, I Say</i> : Chapter 12 (Textbook) Due: Article/Chapter Analysis (<i>They Say, I Say</i> : Chapter 12) |
| | 11 | Read: “Joining the Conversation” (Course Notes) Read: <i>They Say, I Say</i> : Introduction (Textbook) Due: Article/Chapter Analysis (<i>They Say, I Say</i> : Introduction) Read: <i>They Say, I Say</i> : Chapter 1 (Textbook) Due: Article/Chapter Analysis (<i>They Say, I Say</i> : Chapter 1) |

- 13 Read: “Exigence,” “Audience,” “Pathos,” “Logos,” “Ethos,” “Kairos,” “Constraints” (Course Notes)
Read: “Backpacks vs. Briefcases” (Canvas Files)
Due: Article/Chapter Analysis (“Backpacks vs. Briefcases”)
- 18 Read: “Strategic Decisions about Audience Expectations,” “Multimodality,” “Affordance,” “Genre” (Course Notes)
Read: “Navigating Genres,” Dirk (Canvas Files)
Due: Article/Chapter Analysis (“Navigating Genres”)
- 20 Read: “Quoting, Paraphrasing, and Summarizing in Scholarly Genres,” “Quoting in Scholarly Genres,” “Paraphrasing,” “Summarizing,” “Plagiarism,” “Common Knowledge” (Course Notes)
Read: *They Say, I Say*: Chapter 4 (Textbook)
Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 4)
- 25 Assignment Introduction: Essay 1
Read: Essay 1 Assignment Description (Canvas Assignment Page)
Read: Essay 1 Rubric (Canvas Assignment Page)
- 27 Read: “Writing for Exams” (Course Notes)
- March 04 Peer Feedback
Due: Essay 1 Draft
Read: “Peer Feedback” (Course Notes)
- 06 Assignment Introduction: Essay 2
Read: Essay 2 Assignment Description (Canvas Assignment Page)
Read: Essay 2 Rubric (Canvas Assignment Page)
Due: Essay 1
- 11 Spring Recess
- 13 Spring Recess
- 18 Read: “Contextual Credibility in Scholarly Genres and Contexts,” “Primary Sources and Secondary Sources in Scholarly Genres,” “Evaluating Sources of Information” (Course Notes)
- 20 Peer Feedback
Due: Essay 2 Draft
Read: “Telos,” “To Prepon,” “Topoi,” “Taxis,” “Phronesis,” “Endoxa” (Course Notes)
- 25 Introduction to Library Resources
Read: “Research Strategies” (Course Notes)
Assignment Introduction: Essay 3
Read: Essay 3 Assignment Description (Canvas Assignment Page)
Read: Essay 3 Rubric (Canvas Assignment Page)
Assignment Introduction: Essay 3 Schedule

Read: Essay 3 Schedule Assignment Description (Canvas Assignment Page)
Read: Essay 3 Schedule Rubric (Canvas Assignment Page)
Assignment Introduction: Essay 3 Preliminary Bibliography
Read: Essay 3 Preliminary Bibliography Assignment Description (Canvas Assignment Page)
Read: Essay 3 Preliminary Bibliography Rubric (Canvas Assignment Page)
Due: Essay 2

27 Research Strategies
Due: Essay 3 Schedule

April

01 Read: *They Say, I Say*: Chapter 2 (Textbook)
Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 2)
Due: Essay 3 Preliminary Bibliography

03 Read: “Integrating Quotations into Sentences” (Canvas Files)
Read: “Annoying Ways People Use Sources,” Stedman (Canvas Files)
Due: Article/Chapter Analysis (“Annoying Ways People Use Sources”)
Read: *They Say, I Say*: Chapter 3 (Textbook)
Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 3)

08 Read: *They Say, I Say*: Chapter 5 (Textbook)
Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 5)
Read: *They Say, I Say*: Chapter 6 (Textbook)
Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 6)
Read: Essay 3 Progress Report Assignment Description (Canvas Assignment Page)
Read: Essay 3 Progress Report Assignment Description Rubric (Canvas Assignment Page)

10 Essay 3 Progress Report
Due: Essay 3 Progress Report
Due: Bring All Research Materials to Class

15 Read: *They Say, I Say*: Chapter 7 (Textbook)
Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 7)
Read: *They Say, I Say*: Chapter 8 (Textbook)
Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 8)

17 Read: *They Say, I Say*: Chapter 9 (Textbook)
Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 9)
Read: *They Say, I Say*: Chapter 10 (Textbook)
Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 10)

22 Peer Feedback
Due: Essay 3 Draft

24 Semester Review/Exam Review
Read: “MLA In-Text Citations: The Basics” (Canvas Files)
Read: “In-Text Citation/Paraphrasing Notes” (Course Notes)

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| | 29 | Semester Review/Exam Review Read: "MLA Works Cited Page: Basic Format" (Canvas Files) Read: "MLA Example Works Cited Page" (Canvas Files) Read: "MLA Works Cited: Electronic Sources" (Canvas Files) Read: "Works Cited Page Notes" (Course Notes) |
| May | 01 | Read: <i>They Say, I Say</i> : Chapter 11 (Textbook) Due: Article/Chapter Analysis (<i>They Say, I Say</i> : Chapter 11) Due: Essay 3 |
| | 06 | Semester Review/Exam Review |
| | 08 | Semester Review/Exam Review |
| | | CCU Semester Examinations May 13-16 |

Course Policies

Additional policies will be communicated in class meetings, via email, and in other course documents.

Accommodations:

Students who require academic accommodations due to a documented physical, psychological, or learning disability may request assistance from the Student Services Department. Students are encouraged to complete this process within the first two weeks of the semester. The Student Services Department is located on the upper level of Presidents Hall. You may also contact the office by phone at 244-8150.

Academic Integrity

The CCU Policy on Academic Integrity applies to this course.

All essays must be written for this course this semester. You may not submit work submitted for another course. You may not submit work submitted for this course in a previous semester.

Attendance

The attendance regulations listed in the CCU catalog apply to this course.

Assignment Descriptions

The following assignment descriptions will be supplemented by class discussion and assigned reading. The student is responsible for completing each assignment in a fashion that reflects familiarity with class discussion and assigned readings.

Article/Chapter Analyses

Purpose

Article/Chapter Analyses give you a method for reading scholarly texts that emphasizes their rhetorical nature, a

method for taking notes that facilitates contributions to class discussions, and potential material for integration into other writing assignments. The Article/Chapter Analysis assignment is also an opportunity to develop your ability to paraphrase, summarize, quote, and conform to MLA style. Article/Chapter Analyses should display thoughtful, meaningful, and complex interactions with the assigned readings.

Procedure

In order to develop usable insights into the assigned readings, you will need to strip away all unnecessary information and develop a sharp focus on four areas:

- Exigence Description
- Abstract
- Term/Concept Description
- Joining the Conversation

Please be careful not to work too closely with peers on Article/Chapter Analysis assignments. There are limited ways to complete this assignment, and parallel patterns of sentence structure and word choice will lead to an inquiry by the CCU Committee on Academic Integrity.

Exigence Descriptions

Exigence Descriptions should describe the problem that motivated the author to write the article or chapter. Typically, an exigence motivating a scholarly article or chapter will be a problem arising from the thinking, action, knowledge, or ability of some category of people. Do not describe your problems with the article or chapter or problems you think readers have when reading it. Do not quote directly. Provide page numbers for paraphrases and summaries in parenthetical citations. Identify the title and the full name of the author of the article or chapter in the Exigence Description. Exigence Descriptions should comprise between 25 and 75 words.

Abstracts

Abstracts should describe the work the article or chapter does in response to the exigence that appears to have motivated the author to write it. What is the goal of the article or chapter and how does the article or chapter work to achieve that goal? Your abstract should include summary and descriptions of key concepts. Do not quote directly. Provide page numbers for paraphrases and summaries in parenthetical citations. Your abstract should comprise between 50 and 200 words.

Term or Concept Descriptions

Term or Concept Descriptions define the meaning and function of a term or concept that does substantial work in the article or chapter. Define the meaning of the term or concept as it functions in this article or chapter. Do not offer a dictionary definition. The term or concept you choose does not have to be the most important term or concept—simply one that is worthy of consideration during a class discussion of the article or chapter. This section must include an explanation of why we should discuss this term or concept in our class discussion. Choose a different term or concept if you cannot offer a compelling justification for a discussion of this term or concept. **You must integrate a quotation into this section.** Italicize a word when referring to that word. Provide page numbers for quotations, paraphrases, and summaries in parenthetical citations. Term/Concept Descriptions should comprise between 50 and 75 words.

Joining the Conversation

This section should enter into dialog with the article or chapter. That is, you should respond to a clearly articulated idea in the article or chapter with a clearly articulated idea of your own. The idea to which you respond should be specific enough that you can introduce a page number in a parenthetical citation that directs me to the idea in the article or chapter. You must provide a clear, compelling, and generous presentation of the idea to which you are responding. Your response to this idea must be developed beyond simple agreement or disagreement. If you agree, you must make a further contribution by providing reasons for your agreement or further development of the idea with which you are agreeing. If you disagree, you must make a further contribution by providing reasons for your disagreement and an alternative idea. This section may include quotations from the article or chapter that is the subject of your Article/Chapter Analysis. This section may also include ideas and language from additional sources. Provide page numbers for quotations, paraphrases, and summaries in parenthetical citations. This section should comprise between 50 and 200 words.

Format

- Your Article Analysis must include a Work Cited entry for the article or chapter that is the subject of your analysis. Provide additional corresponding entries in your list of Works Cited if you make reference to additional sources beyond the assigned article or chapter.
- Your Article/Chapter Analysis must conform to MLA style.
 - Double-space all sections of your text.
 - Include a complete identification section on the first page.
 - Include your last name and the page number in a header that appears at the top right of each page.
 - Use headings preceded by Arabic numerals to divide the sections of your Article/Chapter Analysis.
 - Mark the title of the article or chapter with quotation marks.
 - Use parenthetical citations to provide page numbers for quotations, paraphrases, and summaries.
 - Mark language integrated from the article or chapter that is the subject of your analysis with quotation marks.
- Identify the title and the full name of the author(s) of the article or chapter in the Exigence Description.
- Your Article/Chapter Analysis should not be a cohesive essay with an introduction and conclusion.
- Your completed article analysis should be between 175-550 words.
- Review the “MLA Style” section in Course Notes.
- Review the “Example Article Analysis” document in Canvas.
- To receive full credit for this assignment you must submit the Article/Chapter Analysis to the designated assignment section of Canvas before class on the assignment’s due date.

Work Cited Entry

Entries for *Writing Spaces* articles should follow this pattern:

Last name, First name. "Title of Chapter." *Title of Collection*, edited by Editor's Name(s). Publisher, Year, Page range of entry.

For example,

Rosenberg, Karen. "Reading Games: Strategies for Reading Scholarly Sources." *Writing Spaces: Readings on Writings*. Vol. 1., edited by Charles Lowe and Pavel Zemliansky, Parlor Press, 2011. pp. 211-220.

Entries for *They Say, I Say* chapters should follow this pattern:

Last name, First name, and First name Last name. *Title of Book*. Publisher, Publication Date.

For example,
Graff, Gerald, and Cathy Birkenstein. *They Say, I Say*. W. W. Norton & Co., 2014.

Essay 1

- Write an essay of at least three pages that enters into conversation with an idea in “Reading Games,” “Backpacks vs. Briefcases,” or “Navigating Genres.” Your essay must be framed as a response to an idea that you encounter in one of these Writing Spaces articles. Your essay must do more than agree or disagree the idea. It must make an additional substantial contribution to the conversation.
- After you identify an exigence—that is, a problem that you are going to address by creating a text—this assignment requires that you strategically use a cause and effect relationship in your text. The entire essay does not need to be organized using this relationship, but you have to make strategic use of a cause and effect relationship in your text.

An example introduction that uses cause and effect:

Although she does not use the term, *metacognition* is a foundational concept in Laura Bollin Carroll’s “Backpacks vs. Briefcases: Steps toward Rhetorical Analysis.” Metacognition occurs when a person’s thinking is the object of her thinking. This concept is premised on the idea that meanings are not natural, but instead are the product of enculturated patterns of thinking, interpretation, and action that evolve over time. Carroll believes that although students have internalized patterns of rhetorical analysis that allow them to successfully navigate the world as it is, their inability to use metacognition limits their ability to act strategically. I think this is an important idea. Cultural patterns of thinking, interpretation, and action are powerful, but metacognitive rhetorical analysis gives us a way to resist received wisdom about what is what is true, good, and inevitable.

- First choose an exigence and a goal and then find a way to use the topoi cause and effect rather than begin with a cause and effect relationship and then find an exigence.
- Your essay should integrate ideas and language from contextually credible sources in both quotation and paraphrase form (introduced; integrated grammatically; interpreted; cited).
- Your introduction should clearly explain your exigence, your audience, your goal, and what is at stake.
- An essay that engages in too much summary of the original article, or that relies too much on the organization of the original article, is probably not making a substantial contribution.
- Review the “MLA Style” section in Course Notes.
- Review the “Example Essay 1” document in Canvas.
- To receive full credit for this assignment you must submit the essay to the designated assignment section of Canvas before class on the assignment’s due date.

Essay 1 Draft

- Failure to have complete draft submitted to Canvas before class *and* with you in class will result in the loss of the day’s class participation credit.
- Drafts cannot be submitted to Canvas after class begins on their due date.

Essay 2

- Write an essay of at least three pages that enters into conversation with an idea in “Reading Games,” “Backpacks vs. Briefcases,” or “Navigating Genres.” Your essay must be framed as a response to an

idea that you encounter in one of these Writing Spaces articles. Your essay must do more than agree or disagree the idea. It must make an additional substantial contribution to the conversation.

- After you identify an exigence—that is, a problem that you are going to address by creating a text—this assignment requires that you strategically use either the *topoi* division in your text. The entire essay does not need to be organized using one of these *topoi*, but you have to make strategic use of division in your text.
- Division can be breaking something that is functionally unified—a population, person, place, thing, method, or idea—into its component parts. Division can also be the organization of members of a population—of people, places, things, methods, or ideas—based upon a system of categorization such as shared characteristics. This system of categorization may also include hierarchical rating based upon some criteria or criterion.

An excerpt from an example introduction that uses the *topoi* division:

Laura Bolin Carroll wrote “Backpacks vs. Briefcases: Steps toward Rhetorical Analysis” in order to help her readers become more sophisticated readers of texts. I think it is important to recognize, however, that the concepts associated with rhetorical analysis that Carroll introduces can make us more sophisticated writers as well. In this essay I want to give particular attention to the parts of the rhetorical situation— exigence, audience, and constraints—can help writers create strategic texts.

An excerpt from another example introduction that uses the *topoi* division:

In her article "Navigating Genres" Kerry Dirk recommends using the concept *genre* as a resource when responding to an exigence. She says that what others have successfully done to achieve a similar goal in response to a similar exigence represents a pattern that should be emulated. Dirk's recommendation belongs to a long tradition of using imitation as a rhetorical strategy. Aristotle may have inaugurated this tradition 2400 years old when he identified three types of discourse: Epideictic, Deliberative, and Forensic. Aristotle's classification scheme is old, but it is still worthy of consideration today.

- First choose an exigence and a goal and then use the *topoi* division to discover things to say rather than beginning with something to divide and then finding an exigence that fits.
- Your essay should integrate ideas and language from contextually credible sources in both quotation and paraphrase form (introduced; integrated grammatically; interpreted; cited).
- Your introduction should clearly explain your exigence, your audience, your goal, and what is at stake.
- An essay that engages in too much summary of the original article, or that relies too much on the organization of the original article, is probably not making a substantial contribution.
- Review the “MLA Style” section in Course Notes.
- Review the “Example Essay 2” document in Canvas.
- To receive full credit for this assignment you must submit the essay to the designated assignment section of Canvas before class on the assignment’s due date.

Essay 2 Draft

- Failure to have complete draft submitted to Canvas before class *and* with you in class will result in the loss of the day’s class participation credit.
- Drafts cannot be submitted to Canvas after class begins on their due date.

Essay 3 Schedule

- Create a schedule that organizes the tasks and activities that must be accomplished in order to successfully complete the Essay 3 assignment.
- This schedule should include all relevant due dates, tasks, and activities required for successful completion of this assignment.
- You may use the “Example Essay 3 Schedule Format” document as a template.
- Review the “MLA Style” section in Course Notes.
- Your Essay 3 Schedule will be included in the Article/Chapter Analysis section of your semester grade.
- To receive full credit for this assignment you must submit your Essay 3 Schedule to the designated assignment section of Canvas before class on the assignment’s due date.

Essay 3 Preliminary Bibliography (Annotated)

- Create a list that provides complete bibliographic information for at least 10 potential sources that are relevant to your planned essay.
- Each entry must be followed by an annotation that explains where you found the source and how you think the source will be useful for this assignment.
- You must discover at least three of your potential sources using the EBSCO databases on the CCU Library website.
- You must discover at least three of your potential sources using the OhioLINK Central Catalog on the CCU Library website. You should request these sources.
- Your document and list must be formatted using MLA style (header, identification section, hanging indent, double-spaced, etc.). Your title should appear as follows: Preliminary Bibliography
- Refer to the “Example Essay 3 Preliminary Bibliography (Annotated)” document as an example.
- Review the “MLA Style” section in Course Notes.
- Your Essay 3 Preliminary Bibliography (Annotated) will be included in the Article/Chapter Analysis section of your semester grade.
- To receive full credit for this assignment you must submit your Essay 3 Preliminary Bibliography to the designated assignment section of Canvas before class on the assignment’s due date.

Essay 3 Progress Report

- Bring to class all research materials that you have acquired for this assignment (Essay 3). I must see examples of items acquired through Ohio Link and items acquired through the EBSCO databases on the CCU Library Website.
- Before arriving to class submit a progress report that addresses the following questions:
 - What is your exigence?
 - What is your goal in response to your exigence?
 - Who cares about this exigence? What is at stake?
 - What misunderstandings might your audience have about your exigence and/or goal?
 - What have you done so far to complete this assignment?
 - What is the next step you will take? When do you plan to take this step?
 - What questions or anxieties do you have about this assignment?
 - What do you think the major sections of your essay should be and how do you think they should be organized?
 - What do you know about your first-year student audience that will help you make decisions about making appeals to pathos, ethos, logos, etc.?
 - What additional information from sources do you know you need to find?
- Review the “MLA Style” section in Course Notes.

- To receive full credit for this assignment you must submit your progress report to the designated assignment section of Canvas before class on the assignment's due date. You must also bring to class all research materials that you have acquired from this assignment and a printed copy of your progress report.

Essay 3

- Write an essay of at least five pages that performs the *Writing Spaces* article genre.
- The exigence for your essay must be a problem that your audience of first-year college students will encounter that may be an obstacle to their success at college. The telos (goal) for your essay must be to help your audience overcome this problem. Your exigence does not have to be related to writing.

For example, Karen Rosenberg wrote "Reading Games" because she believes that many of her readers don't know how to read scholarly texts. Laura Bolin Carroll wrote "Backpacks vs. Briefcases" because she believes that her readers don't know how to perform metacognitive rhetorical analysis. Kyle D. Steadman wrote "Annoying Ways People Use Sources" because students don't know the relevant conventions for using sources in scholarly rhetorical contexts. Kerry Dirk wrote "Navigating Genres" because she believes her readers have a too limited understanding of "genre."

- Your primary goal must be to respond to your exigence by introducing important concepts and/or skills to your audience. The concepts and/or skills do not have to be related to writing.
- Support your assertion with appropriately documented contextually credible evidence. You must use sources written by credentialed experts for an audience of scholars rather than sources written for audiences of general readers.
- Your essay must include at least three quotations.
- Your essay must include at least three attributed paraphrases.
- Your essay must include at least three parenthetical citations.
- Your essay must include at least three examples of in-sentence attribution.
- Your essay must have at least two sources.
- Your essay must have a two-part title.
- Your introduction should clearly explain your exigence, your audience, your goal, and what is at stake.
- Review the "MLA Style" section in Course Notes.
- Review the "Example Essay 3" document in Canvas.
- To receive full credit for this assignment you must submit the essay to the designated assignment section of Canvas before class on the assignment's due date.

Essay 3 Draft

- Failure to have complete draft submitted to Canvas before class *and* with you in class will result in the loss of the day's class participation credit.
- Drafts cannot be submitted to Canvas after class begins on their due date.