

# Literature for Young Adults Section 01

## ENGL 112B

Fall 2024 4 Unit(s) 08/21/2024 to 12/09/2024 Modified 06/26/2024

### Contact Information

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Department of English & Comparative  
Literature College of Humanities & the  
Arts/

ENGL 112B.01: Literature for Young Adults,  
Fall 2024

Instructor:	Dr. Mary Warner
Office Location:	FOB 127
Telephone:	(408) 924-4417
Email:	mary.warner@sjsu.edu

Office Hours:	<b>Office &amp; Advising Hrs.:</b> M: 10:30-12:00, W: 10:30-12:00, 3:00-5:00 F: 2:30-5:00; To schedule an appointment, please go to the following link on the English Department website: <a href="https://calendar.app.google/s33WKXNNVx3hMo387">https://calendar.app.google/s33WKXNNVx3hMo387</a>  (Because I am in the Faculty Early Retirement Program, I am ½ time each semester and unavailable on Tuesdays & Thursdays)
Class Days/Time:	M: 4:30-7:15
Classroom:	Sweeney Hall 229

## Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/faculty/mary.warner/>. You are responsible for regularly checking with the messaging system through MySJSU to learn any updates.

### Course Information

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#### Course Description

English 112B is an upper division English literature course designed to introduce adult readers to young adult literature, a genre most commonly written for adolescents between the ages of 13-19. Keep in mind that although the main characters of the novels are

children/adolescents, the authors of these books still structure their works with complex literary devices and themes found in adult literature. Young adult literature has been erroneously classified as simple-minded, didactic, and inferior to writing for adults. Literature has traditionally served not only to entertain but also as a conduit for social commentary. This is no different with the genre and multiple subgenres of YA literature, although some tend to regard this type of writing as “unimportant” because they mistakenly think it exists solely to entertain. Social issues such as death, religion, politics, race, ethnicity, gender, social class, and multiculturalism are just a few of the common issues this genre of literature tackles. People who disregard YA literature as “inconsequential” fail to recognize the profoundly important role this genre plays in offering commentary on the norms and social

mores for adolescents. It might be helpful to keep in mind that Nicole St. John refers to teenagers as “inexperienced adults,” who can find in literature a safe haven to accrue much worldly experience. In this course, we will examine YA literature in the same manner in which we examine adult literature: we will expand our abilities to think critically, trace relevant themes, and offer analytical assessment of the novels.

Class sessions will involve some lecture, but will primarily be interactive with discussion, in-class writing, Book Talks, and other presentations. You may find it particularly helpful, especially if you are taking the course to fulfill the requirement for middle and/or high school teaching, to create a Google drive in which you can assemble resources, handouts and materials related to YA literature. This course, though, is not a methodology course, and I have attempted to tailor assignments with options to address the different majors represented in the class. **An overall goal is to become immersed in the vast selection of YA literature, the more reading you can do and share with your classmates, the richer your experience will be.**

## Course Description and Requisites

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Study of selected literary material, representing a variety of cultures, chosen to motivate secondary school readers.

Prerequisite: Upper division standing.

Letter Graded

## \* Classroom Protocols

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### Classroom Protocol

**Attendance/Participation:** According to University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class.” When a class

meets only once a week, we cover an incredible amount of material, which simply can't be made up. Come on time and stay for the full class session. I also believe in student-directed learning that suggests you want to be present at every class to get all you can from the course. **Any absence will affect your overall grade in the course since writing activities, discussion, and other participative activities cannot be made up.**

**\*\*** Out of consideration for your classmates and so you can give your undivided attention to class activities, no cell phones, iPhones, texting etc. are allowed; if you are using an e-reader, these should be used only for reading materials for class.

**\*\*** I do **NOT** accept late papers. IF for some reason you need an exception, you must contact me **IN ADVANCE** of the due date, but the paper may still be accessed as late and the grade lowered.

**\*\*\***I do not check email on Sundays; please don't look for a response if you send an email those days. Note as well, I'm not available on Tuesdays and Thursdays as I am in the FERP (Faculty Early Retirement Program and am half time each semester) **\*\*\***

## Program Information

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The following statement has been adopted by the Department of English for inclusion in all syllabi: In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System").

Grades issued must represent a full range of student performance:

- A = excellent;
- B = above average;
- C = average;
- D = below average;
- F = failure.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a +(plus) or -(minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

### Program Learning Outcomes (PLO)

Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, students will be able to:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.

4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts, including structures of power.

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#### Department Information:

Department Name: English and Comparative Literature

Department Office: FO 102

Department Website: [www.sjsu.edu/english](http://www.sjsu.edu/english) (<https://www.sjsu.edu/english>)

Department email: [english@sjsu.edu](mailto:english@sjsu.edu) (<mailto:english@sjsu.edu>)

Department phone number: 408-924-4425

## Course Goals

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### Course Learning Outcomes

#### Student Learning Goals & Objectives:

#### Department of English & Comparative Literature

1. Students will demonstrate the ability to
  - read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
  - show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
  - write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
  - develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
  - articulate the relations among culture, history, and texts.

The specific ways these PLOs are assessed in ENGL 112B are through

1. the Literary Analysis paper requirement that requires students to demonstrate their ability to read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric (**PLO 1**); and write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject (**PLO 3**). Student grades from the Literary Analysis paper will be used for assessment of **PLOs 1 and 3**.

1. the Book Talk project demonstrates students' abilities to read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric (PLO 1).

1. The Unit of Study or Annotated Bibliography assignment requires students to develop and carry out research projects, and to locate, evaluate, organize, and incorporate information effectively (PLO 4). For those who are prep for teaching English majors, the Unit of Study will also involve knowledge of major literary works and address PLO 2.

1. The Book to Film paper demonstrates PLOs 1, 3 and 5.

## Course Materials

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### Required Texts/Readings

#### Textbook

*Adolescents in the Search for Meaning: Tapping the Powerful Resource of Story* by Mary Warner, ISBN 978-0-8018-5430-7, through amazon.com or Scarecrow Press: [www.scarecrowpress.com](http://www.scarecrowpress.com) or on the 112B Handouts' page; handouts from *Literature for Today's Young Adults* and my own creations available at

[http://www.sjsu.edu/faculty/mary.warner/English112B\\_Handouts.html](http://www.sjsu.edu/faculty/mary.warner/English112B_Handouts.html)

**\*\*Note\*\*** You will be able to see all the readings from *Literature for Today's Young Adults*, *Adolescents in the Search for Meaning: Tapping the Powerful Resource of Story*, and my own creations displayed in class. You may want to have a hard copy for further reference, and if you do, you can print these from this link: [http://www.sjsu.edu/faculty/mary.warner/English112B\\_Handouts.html](http://www.sjsu.edu/faculty/mary.warner/English112B_Handouts.html)

#### Other Readings

*After the First Death* by Robert Cormier

*Speak* by Laurie Halse Anderson

*We Were Here* by Matt de la Peña

*Witness* by Karen Hesse

*The Prisoner of Azkaban* by J. K. Rowling (You may also choose to write about one of the other novels—*Goblet of Fire*, *The Order of the Phoenix*, *The Half-Blood Prince* or *The Deathly Hallows*, but as a class we'll do *The Prisoner of Azkaban*)

*Whale Talk* by Chris Crutcher

Additional web site key to the course: <http://www.alan-ya.org/>

## Course Requirements and Assignments

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### Course Requirements and Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” More details about student workload can be found in at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. This course will have integrated into the syllabus the following 1-unit enhancement:

- Increased course content and/or collateral readings
- Book to Film paper/project
- Field Experience & the paper
- Creative Projects/Publication/5 “new to you” reads – for the Annotated Bibliography

I evaluate and assess all of the requirements listed above according the grading policy

listed below. A more detailed description of the 1-unit enhancement is attached to this syllabus.

1. Thorough and conscientious reading of the text/text materials, all assigned novels, and a novel for Book Talks, as well as readings for your unit of study or annotated bibliography project.
2. A 3-5 page- literary analysis paper for one of the required novels; this paper earns **10% of your course grade**. The following are the Due Dates for the paper. Anyone doing a Book Talk presentation the same week as one of these assigned papers is eligible for a week’s extension. **(PLOs 1 &3)**
3. A Rubric for evaluating the literary analysis papers is available at



1. Paper on *After the First Death* Sept. 16 or 23
2. Paper on *Speak* Sept. 30 or Oct. 7
3. Paper on *We Were Here* Oct. 21 or 28
4. Paper on *Prisoner of Azkaban* Nov. 4 or Nov. 11
5. Paper on *Whale Talk* Nov. 18 or Nov. 25

4. A Book to Film paper: You will select a book (it could be the same as the selection for your Book Talk if a film version is available) from a list of Book to Film options; since we will have used *Speak* as a model of the analysis, you **are not** allowed to use *Speak* for this assignment. Read the novel and view the film version; then write a 3-5 page-paper analyzing the film version's presentation regarding consistency with the novel. To allow for a model of this assignment, this paper will not be due until after **Sept. 23 but needs to be submitted prior to Nov. 11**. You will want to look at other model essays at this link: <http://www.drbeckmoresyawednesday.com/weekly-posts/archives/03-2018>

This paper earns **15% of your course grade**. (PLOs 1, 3, & 5)

5. For the book, *Witness*, there will be in-class writing responses on **October 14**. The writing for *Witness* will comprise **10% of your grade** and is essentially the midterm for the course. (PLO 3)
6. In most class sessions we will do 20 minutes of "Sustained Silent Writing"—your writing in these SSW times might provide the basis for one of your papers, response to ideas raised during class discussion or response to the book talks presented, or response to literature we've read. It will also be a log of the work you do each week for the 4<sup>th</sup> credit enhancement of the course. Please keep a folder with the writing from each of the SSW times. This writing is part of the participation grade as well as the requirement for upper-level literature courses of 5000 words of writing. The **writing is done in-class only and needs to be submitted before you leave the class at 7:15 p.m. This SSW requirement is 10% of your course grade**.
7. Book Talk/Blog Presentation: You will read a novel selected from a list provided by Professor Warner—everyone in the class will read a different novel, giving us an introduction to about 25 books; you will need to submit your choice to me **via email before Sept. 16** so I can make sure there are no duplicate selections. Beginning Sept. 30, we will have 5 or 6 Book Talks at most class meetings until everyone in the class has presented. There will be a sign-up for the presentation dates during the Sept. 16 class session. Book Talk presentations will include
8. 7-8-minute oral presentation
9. A hard copy of your Book Talk which includes
  - 3 key quotes from the book **and an explanation of their significance**;

- the author's web site & 2 points of interest about the author;
- literary response and/or teaching tips/resources for the book – and for which category (or categories) of books detailed in Professor Warner's *Adolescents in the Search for Meaning: Tapping the Powerful Resource of Story* might be this book be appropriate?
- We'll be doing the format in a Blog that can be posted on Professor Warner's web page: <http://www.sjsu.edu/faculty/mary.warner/>
- Rationale for why others should read this novel (in a sense, you're a salesperson for the book)
- Analysis of the text complexity: qualitative and quantitative

The Book Talk component – because it has oral and written components earns **20% of your course grade, 10% for the oral and 10% for the written (PLO 1)**

8. Unit of Study (for those who are English Preparation for Teaching/Liberal Studies majors) & accompanying Field Experience paper or Critical Annotated Bibliography for English literature, professional technical, or creative writing majors. The Annotated Bibliography can focus on a genre or issues/topics in YA lit. Since this project incorporates field experience, additional readings and research that are part of the 4<sup>th</sup> credit enhancement, a more detailed description of the project will be provided on a separate handout.

You will present your Unit of Study or Annotated Bibliography during the **Dec. 2 and Dec. 9** class sessions—submit an electronic copy that can be posted on Dr. Warner's website; if you wish, you can also submit an outline of your presentation or PPT

The Unit of Study or Annotated Bibliography project earns **30% of your course grade (PLO 4)**

9. Final Exam and in class activities earn **5% of the course grade**; The Final Exam will be a comprehensive essay/short answer exam covering all readings, presentations, lectures, etc. It will be open-notes, open book, open notebook and is meant to be an integrative response to the work of the semester.

## Grading Information

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### Grading Policy

Grades: The above requirements equal 100%; I assign numerical values to each assignment according to the following range

A: 91-99

B: 82-90

C: 73-81

D: 64-72

F: 63 and below

The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F=failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a "+" or a "-" grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment. Your best efforts are expected and appreciated, but effort alone may not assure the highest grade if the writing or presentation does not meet the criteria for the assignment.

## University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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# ENGL 112B: Literature for Young Adults, Fall 2024, Course Schedule

(This calendar is subject to change to better meet your needs and to adapt to speakers or other changes; Quizzes on Book Talks and course material may be added throughout the semester)

\*\*\*Gene Luen Yang, author of *American Born Chinese*, *Boxers, Saints*, writer for the *Marvel* comic series will be at SJSU on **Friday, October 25**. His presentation will be from 3:30-5:30. More details to come!\*\*\*

Week	Date	Topics, Readings, Assignments, Deadlines
1	M., Aug. 26	<p>Introduction to the course, the syllabus, the instructor, each other; writing activity with the Foreword by Sue Ellen Bridgers in <i>Adolescents in the Search for Meaning</i>, YA literature inventory—online handouts; Sustained Silent Writing (SSW), Overview of Robert Cormier Chapter 2 – online handouts;</p> <p>ASSIGNMENT: Print and read Ch. 1, pp. 1-31 from <i>Literature for Today's Young Adults (LfTYA)</i>—online handouts; Print from the online handouts: Thesis/ Literary Analysis and Rubrics for the Literary Analysis paper; Read <i>After the First Death</i>; submit SSW #1 in class OR to Canvas before <b>7:15 PM August 26</b></p>
2	M., Sept. 2	<p>Labor Day – NO class; Because it will be two weeks from August 26 when we meet again, <b>please have read <i>After the First Death</i> and Ch. 1, pp. 1-31 from <i>Literature for Today's Young Adults (LfTYA)</i></b>– Print from the online handouts: Thesis/ Literary Analysis and Rubrics for the Literary Analysis paper;</p>
3	M., Sept. 9	<p>Book Pass activity and Ch. 3 from <i>Adolescents in the Search for Meaning</i>; Discussion of Ch. 1 from <i>LfTYA</i>; Guidelines for Literary Analysis papers—discussion of handouts—sample thesis ideas for <i>After the First Death</i>; Discussion of <i>After the First Death</i>, specifically related to the characteristics of YA lit. from Ch. 1 &amp; of Ch. 4: “Contemporary Realistic Fiction” in <i>LfTYA</i>; SSW</p> <p>ASSIGNMENT: Print out Ch. 10 – Archetypes-- from online handouts; Submit SSW #2 in class OR to Canvas before <b>7:15 PM on Sept. 9</b>; Email Professor Warner with your choice of a novel for the Book Talk Presentation <b>before noon on Sept. 16</b>; Literary Analysis Paper due <b>Sept. 16 or 23</b> for <i>After the First Death</i>; Ch. 4 from <i>Adolescents in the Search for Meaning</i>; Read <i>Speak</i>; Literary Analysis paper for <i>After the First Death</i> if using <b>Sept. 16</b> due date</p>

Week	Date	Topics, Readings, Assignments, Deadlines
3	M., Sept. 16	<p>Ch. 10 from <i>LfTYA</i> and Archetype activity; Work with quantitative analysis of YA and canonical texts; Sign-up for Book Talk presentations; Model for Book Talk/Blog presentations—see Elements of Book Talks/Blogs: online handouts; Introduction to Dr. Bickmore’s YA Wednesdays; Ch. 5 from <i>Adolescents in the Search for Meaning</i>; Presentation of “A Curriculum of Difference”—sample unit of study; ideas, requirements, and guidelines for the Unit of Study or Annotated Bibliography project;</p> <p>SSW</p> <p>ASSIGNMENT: SSW #3 submitted in class or on Canvas before <b>7:15 PM on Sept. 16</b> Finish reading <i>Speak</i>, Print and read Ch. 5 from <i>LfTYA</i>—online handouts; Literary Analysis paper for <i>After the First Death</i> if using <b>Sept. 23</b> due date</p>
4	M., Sept. 23	<p>Discussion of <i>Speak</i> and film presentations of novels; Description of the “Book to Film” paper; DVD of <i>Speak</i>; SSW</p> <p>ASSIGNMENT: Locate 3 poems you would teach to Young Adults—<b>email the titles of your poems to Dr. Warner before September 30</b>; prepare a 1-2-page-paper providing the rationale for teaching the poems; Submit SSW # 4 in class OR to Canvas before <b>7:15 PM on September 23</b>; Book Talk presenters prepare; Print “I am poems” handouts from online handouts; Begin reading <i>We Were Here</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	M., Sept. 30	<p>5 Book Talk presentations; Discussion Ch. 5 from <i>LfTYA</i>: "Poetry, Drama, Humor, &amp; New Media"; Sharing of poems; "I am" Poetry Writing activities; Intro on Matt de la Peña; Sign Up for Unit of Study or Annotated Bibliography presentation categories;</p> <p>ASSIGNMENT: Paper for <i>Speak</i> due <b>Sept. 30 or Oct. 7</b>; Finish reading <i>We Were Here</i>; Submit SSW # 5 in class OR to Canvas before <b>7:15 PM on Sept. 30</b>; Book Talk presenters prepare</p>
6	M., Oct. 7	<p>5 Book Talk Presentations; Discussion of <i>We Were Here</i>; Overview of <i>Witness</i>; SSW</p> <p>ASSIGNMENT: Paper for <i>Speak</i> if using <b>Oct. 7</b> date; Print and Read Ch. 8: "Of History and History Makers" in <i>LfTYA</i>; Ch. 6 in <i>Adolescents in the Search for Meaning</i>; Bring your copy of <i>Witness</i> to class on <b>October 14</b>; SSW # 6 in class OR to Canvas before <b>7:15 PM on October 7 or October 21</b>; Book to Film paper is due on or before <b>Nov. 11</b>; Paper on <i>We Were Here</i> due <b>October 21</b> if using that date;</p>
7	M., Oct. 14	<p>Readers' Theatre of <i>Witness</i> and <b>In-class writings that account for 10% of your overall grade</b>;</p> <p>ASSIGNMENT: Print and read Ch. 7 <i>LfTYA</i> – online handouts; Paper on <i>We Were Here</i> due <b>if using October 21 date</b>; Read <i>The Prisoner of Azkaban</i>; Book Talk presenters prepare; Print <i>R &amp; J</i> Oral Summary and <i>Macbeth</i> Plot Game – online handouts; Print and read Ch. 6 in <i>LfTYA</i>—online handouts;</p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	M., Oct. 21	<p>5 Book Talk Presentations; Revisit the Unit of Study/Annotated Bibliography Project; Discussion of Ch. 6: "Adventure, Sports, Mysteries, and the Supernatural" from <i>LfTYA</i>; <i>R &amp; J</i> Oral Summary and <i>Macbeth</i> Plot Game; SSW</p> <p>ASSIGNMENT: Read Chs. 7 &amp; 8 from <i>Adolescents in the Search for Meaning</i>; Finish reading <i>The Prisoner of Azkaban</i>; Submit SSW # 7 in class OR to Canvas before <b>7:15 PM on October 23</b>; Book to Film paper is due on or before <b>Nov. 11</b></p>
9	M., Oct. 28	<p>5 Book Talk presentations; Discussion of <i>The Prisoner of Azkaban</i> and material from <i>LfTYA</i> Ch. 7: "Fantasy, Science Fiction, Utopias, and Dystopias"; Book Talk Presentations; SSW</p> <p>ASSIGNMENT: Reading of <i>Whale Talk</i>; Paper for <i>The Prisoner of Azkaban</i> <b>Nov. 4 or 11</b>; Submit SSW #7 in class OR to Canvas before <b>7:15 PM on October 28</b>; Book to Film paper is due on or before <b>Nov.11</b></p>
10	M., Nov. 4	<p>Book Talk presentations if needed; Work with YA Wednesdays and <i>The ALAN Review</i> and <i>The SIGNAL Journal</i>; Ch. 8 from <i>Adolescents in the Search for Meaning</i>; Time permitting work with <i>R&amp;J</i> Oral Summary &amp; <i>Macbeth</i> Plot game;</p> <p>ASSIGNMENT: Finish reading <i>Whale Talk</i>; Paper on <i>The Prisoner of Azkaban</i> due if using the <b>Nov. 13 date</b>; Draft of your Unit of Study project or Annotated Bibliography for review on <b>Nov. 25</b>.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
11	M., Nov. 18	<p>Video of Zoom class with Chris Crutcher; Discussion of <i>Whale Talk</i>;</p> <p>ASSIGNMENT: Submit SSW #8 in class OR to Canvas before <b>7:15 PM on Nov. 18</b>; Work on Units of Study/Annotated Bibliographies; Paper for <i>Whale Talk</i> <b>Nov. 25</b></p>
12	M., Nov. 25	<p>Presentation of research topics from <i>The ALAN Review</i> &amp; <i>The SIGNAL Journal</i>; Review for the Final exam; No SSW today;</p> <p>ASSIGNMENT: Complete Unit of Study/Annotated Bibliographies; December 2 presenters prepare;</p>
13	M., Dec. 2	<p>Presentations of Unit of Study/ Annotated Bibliographies; SSW;</p> <p>ASSIGNMENT: Everyone submits SSW #9 on <b>December 9, 7:15 PM</b>; December 4 presenters prepare</p>
14	M., Dec. 9	<p>Presentations of Unit of Study/ Annotated Bibliographies; SSW;</p> <p>ASSIGNMENT: Prepare for the Final Exam</p>
Final Exam	M., Dec. 16	<p>5:15-7:30 -- The Final Exam will be a comprehensive essay allowing you to incorporate all readings, presentations, lectures, etc. It will be open-notes, open book, open notebook and is meant to be an integrative response to the work of the semester</p>