



English Composition I: Comix and Manga

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Office Hours: Monday 10:00-11:30 am, 5:00-6:00 pm; Tuesday 9:00-10:00 am., 3:00-4:00 pm; Wednesday 10:00-11:30 am, 1:00-2:00 pm; Thursday 9:00-10:00 am; Friday 10:00-12:00 pm

I would recommend that you schedule your appointment, although it is not necessary to do so; scheduled appointments can be in my office or via Zoom. To make an appointment use this link: <https://www.picktime.com/Zoommeetings>

Here is the link to my Zoom “space”: <https://clcillinois.zoom.us/j/2958020458>

Texts: You will have two texts for this class: handouts distributed on Canvas and a graphic novel we will read as a group. All other texts will come from your private collection of graphic novels, comic books, and manga. For those of you who do not have a collection, we will be leveraging the CLC library, local libraries, and free streaming services.

A guide to MLA (Modern Language Association) rules concerning the citation of outside sources is recommended but not required since this information is readily available online. We will be using the website Purdue OWL for these purposes.

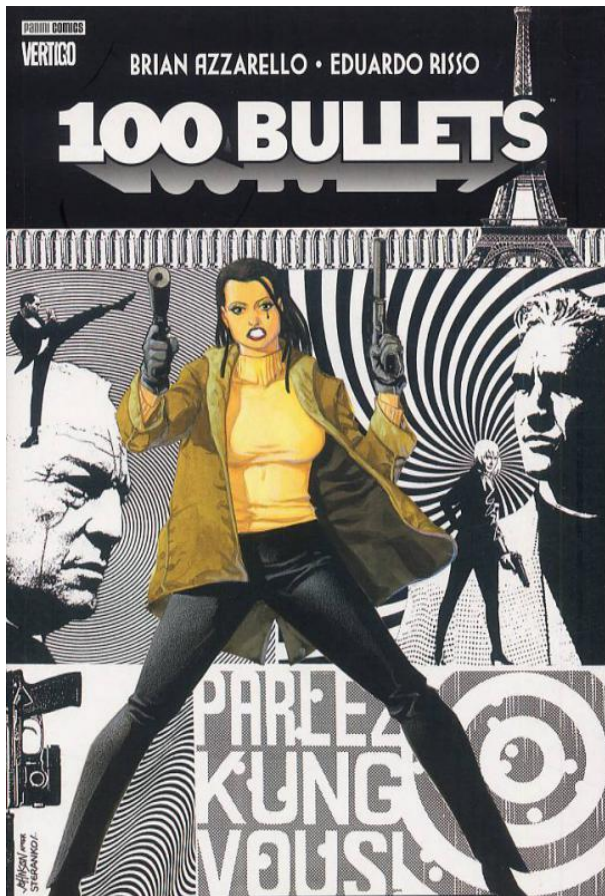
Course Objectives: The description of English 121 in the college catalog states that this class “is designed to help students develop their competence in college-level writing and in the analysis of texts so they can enter the dialogue of the academic community” (“English 121”). During this semester, you will read a variety of texts, discuss your ideas in class, conduct research, cite outside sources following MLA (Modern Language Association) guidelines, edit the work of other students, and write a variety of essays. Doing so will improve your ability to write, a skill essential to success in and out of college.

This particular course differs from other sections in that it has a theme: comic books and manga. Throughout the semester, we will be reading and discussing comic books, manga and graphic novels and writing essays concerning this overlooked and undervalued art form. If you were not aware that this section carries a theme, talk to me immediately.

Due to the particular focus, we will be reading and discussing material that could be considered “adult.” If you have any problems reading, watching or discussing materials with sexual or violent content, please contact me immediately.

Point Breakdown of Assignments:

Assignment	Points	# of Pages
Essay #1	200 pts	3-4 pgs
Essay #2	150 pts	1-2 pgs
Essay #3	200 pts	2-3 pgs
Essay #4	300 pts	4-5 pgs
Quizzes	30 pts (5 pts each; drop 2 lowest)	
Draft Workshop	100 pts (20 pts each)	
Précis/Outline	20 pts (5 pts each)	
	1000 pts	



Précis/Outlines: The process of writing each of your essays will follow the same pattern. First, I will collect your paper topics. You cannot change your topic without consulting with me first. **Be careful: I will not accept a paper written on a topic which I did not previously approve.**

Later, you will turn in a **précis** or an **outline** on Canvas. A **précis** is a brief (3/4 to 1 page, typed, double-spaced) summary of your paper. In the **précis**, you will describe your topic in a clear and complete fashion. You will also detail how you are going to write the paper, summarizing your evidence and/or reasoning. Instead of a **précis**, you may choose to turn in a typed outline (at least one full page, double-spaced) in which you map out the basic structure of your essay, including specific points of evidence and/or reasoning. **In either case, the précis/outline must be complete to get the full points.**

Draft Workshops: After the précis/outline, the next step in the writing process is the draft workshop. On these days, you will submit your rough draft of the upcoming essay on Canvas. The class will break up into groups of three or four (in separate “breakout rooms” on Zoom)/ In these breakout rooms, you will share your draft with the other students, reading it out loud to your group as they follow along. Your group will then critique your paper, highlighting problems and suggesting revisions.

What you need to do to receive full credit for the workshops:

Bring 3 copies of a typed rough draft to class. It can be incomplete, but it must be substantial (3/4 complete).

Read the draft out loud. If you don’t want to read the paper to your group, someone else in the group can read it for you, but it must be read out loud.

Give other members of your group insightful, constructive criticism.

Hand in a copy of the draft at the end of the class.

I reserve the right to withhold points if the class time is not used in a productive manner.

Conferences: Before the final draft is due, you will have opportunities to meet with me in my office. You must meet with me at least twice during the semester, although you will attend a mandatory conference near the end of the semester. Please use the Picktime app on Canvas to set up an appointment during listed office hours; if you cannot attend these hours, we can set up an appointment at another, more convenient time. We will not have class on the days marked as “Conferences” on the syllabus. On these days, I will have extended office hours for individual conferences. Feel free to talk to me as often as you wish or feel necessary and at any point during your writing process.

Revisions: Once you have turned in your final draft, you have one more chance at revision. If you are not happy with a grade you receive on a final draft, you may revise it with the following guidelines:

- You must turn in your revision within one week after I pass it back.
- You must meet with me on Zoom **before** you rewrite the paper.
- If you improve your grade, the higher score will replace the previous mark.
- You are not guaranteed a higher grade, but your grade cannot go down.
- **You cannot rewrite late papers, and you cannot rewrite Essay 4.**



Quizzes: Quizzes are worth 5 points each; I drop your lowest 2 scores at the end of the semester.

What happens if I turn in late work?

Late papers are marked down 1/4 letter grade for each day late (not just each class meeting). If you do not turn an assignment in on time, contact me as soon as possible (preferably the due date of the assignment).

What happens if I miss class?

You have a busy life, and you may need to miss a class. You can miss six classes, although missing a class does not excuse any work due that day. After six absences, your final grade will be lowered by 25 points, with an additional 25 point penalty for each additional absence. If you miss more than four classes, contact me soon as possible.

What happens if I come to class late?

Any student who is late or leaves early on a consistent basis will be given two official warnings; after these warnings, any further tardies will be counted as absences. Please see me right away if you are going to have trouble getting to class on time.

The most basic rule of the class is this: if you need help or are have trouble in the class, contact me. If you stop showing up to class or do not turn in assignments, get in touch with me as soon as possible so that we can work out your best plan of action. Do not wait until the end of the semester. Remember that I am here to help; the rules above are firm but can be negotiated.



How to Turn in Work: You will type all assignments. The final drafts must be double-spaced, with one-inch margins (with the exception of Essay 3, which will be single-spaced). You will use Times New Roman, pt. 12. If you indent the first line of each paragraph, do not add extra spaces between paragraphs. At the top of the first page, include your name, the assignment, name of the class, and the date. Please number the pages.

The essays will be turned in via Canvas. I encourage you (if you have the computer skills) to include photos or visual aids whenever they are appropriate (although they will not count toward the page requirements). **Be careful to back up your work on a consistent basis, saving it to your computer and to the cloud.**

Plagiarism: To complete this course, you must learn how to conduct research and cite outside sources without committing plagiarism. Plagiarism occurs anytime you use another writer's words, data or ideas without citing them in a clear and proper manner. This includes (but is not limited to) the following:

Using specific words, phrases or sentences without putting them in quotes (even if you cite the work from which you took the material)

Using an author's specific idea without citing the source

Finding or buying a paper (off the internet or other source) and trying to pass it off as your own

Having someone else write part or all of your paper.



In class, we will discuss how to determine what is “common knowledge” and what is the intellectual property of a specific writer. In any case, it is important that you err on the side of caution when using outside sources; if you are not sure whether or not you should cite a source, please check with me. **It is your responsibility to make sure that you do not commit plagiarism.**

Plagiarism will be punished according to the situation and severity; possible consequences include:

- The student receives a “F” for the essay
- The student receives an “F” for the course.
- The student is expelled from the class
- The student is expelled from the college.

Essay 4 will be treated as a final exam, testing to make sure that you know how to use and cite an outside source without committing plagiarism.

Committing plagiarism on Essay 4 will result in an automatic failing grade for the class.

Class Meeting Protocols

The success of the class—as a whole and for the individual student—depends on a productive atmosphere. We will be following these rules during class discussion and office hours meetings.

- Respect class discussion and whoever is talking at the moment. Be honest, candid, and kind during discussion.
- Take notes; if the information is ever unclear, do not hesitate to ask questions.
- While in class, I require that you not use your phone or access other media, such as texting or surfing the web (unless I ask you to do so). If you have a work or family obligation that requires that you keep your phone on, let me know.
- Do not pack up your books until I have dismissed class.

While we are meeting face-to-face, having a working computer and a robust internet connection can be crucial in today's learning environment. The CLC library has laptops and internet hotspots available to borrow. Here is the link:

<https://www.clcillinois.edu/student-services/tutoring-and-academic-support/succeed/lancers-keep-learning/student-technology-needs>.

The College has this non-discrimination policy, which I will follow in this class:

The College of Lake County is committed to maintaining an environment free from harassment and discrimination for everyone and does not discriminate against any student, employee, prospective employee, or any other person on the basis of race, color, age, sex, national origin, physical or mental disability, religion, sexual orientation, gender identity or expression, marital status, military status, political affiliation, or any other protected status protected by the provisions of the Illinois Human Rights Act or other applicable law. ("Policy")

Your well-being is of utmost concern to me, and I hope you feel comfortable coming to me with any concern. Following Title IX laws, I have to share certain kinds of information with the College's Title IX coordinator to make sure that your concerns are addressed.



If you are in need of psychological counseling, please contact CAPS (Counseling and Psychological Services) at 847-543-2032, in A151. They offer free counseling sessions with licensed counselors and are an incredible resource here at CLC. Here is the link: <https://www.clcillinois.edu/student-services/additional-services/caps>

The pandemic has put a strain on everyone. If you are in need of financial assistance of any kind, please check out our Lancers Keep Learning Fund: <https://www.clcillinois.edu/student-services/additional-services/health-center/preventative-action-against-coronavirus/lancers-keep-learning-fund>



Works Cited

“English 121.” *College of Lake County Course Catalog*.
<https://www.clcillinois.edu/coursecatalog>. Accessed 20 Aug. 2020.

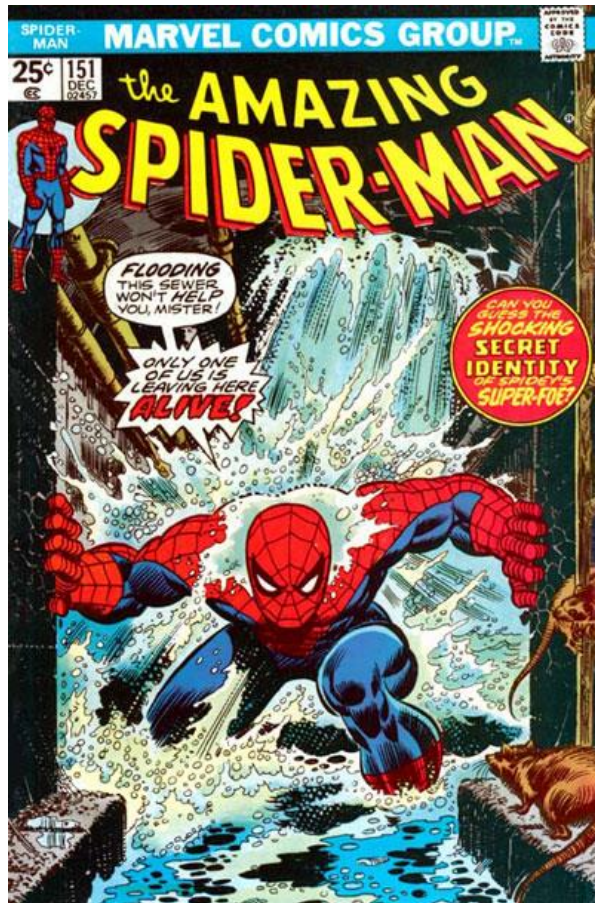
“Policy on Non-Discrimination.” *College of Lake County Course Catalog*.
<https://www.clcillinois.edu/aboutclc/who-we-are/consumer-information/nondiscrimination> 8 Aug. 2020

Essay 1: Evaluation

Purpose: This essay exercises the skill of evaluation but more specifically the act of making an assertion and providing evidence to support that assertion. This activity (making an assertion, providing evidence) will be at the core of much of what we do this semester (and what you will be doing in your college and professional career).

Task: In Essay #1, you will write an evaluation of one specific comic book, manga, graphic novel, comic book series (as defined by a short number of issues rather than the entire run of a series) or creator (an artist or writer). You will need to follow one of or a combination of the modes of evaluation discussed in class: criteria-based, comparative, and analytical. You will cite any specific issues or novels following MLA documentation style. We will discuss in class how to cite a manga or comic book.

Over the course of the essay, you will supply evidence and/or reasoning to support your claims concerning your topic. For example, if you feel that a particular artist excels (or fails) at writing convincing female characters, you will supply and discuss specific examples. You will do more than simply present the evidence; you will do so in a convincing and persuasive manner.



Audience: For this essay, think of yourself as a critic writing reviews for a comic-savvy audience. You can assume that your audience is comprised of other comic book fans. Unlike in a standard review, you will also assume that your reader has already read your comic book, manga, or graphic novel. For this reason, you do not have to worry about plot spoilers, and you will not need to summarize the work itself. In fact, you will actively avoid plot summary in your review; you will discuss the plot elements of the comic, but you will do so to support or prove one of your points. While you are assuming that your audience has read the comic book, manga, or graphic novel, you still need to write the introduction of the essay as if they have not. Your reader has read the comic book/manga you are reviewing, but they are not aware that you are writing about that particular text until you introduce the topic.

As you write this essay, you must assume that members of your audience will not agree with your positions. All evaluations are persuasive/argumentative papers; you must convince your audience that your point of view is valid and reasonable. To do so, you will treat your audience with respect, even if they do not agree with you.

Organization: Your essay should begin with an introduction that catches the reader's attention concerning your topic. You should focus on specific, interesting details and avoid vague overgeneralized statements. You will then present a series of assertions, backed up with evidence; these assertions should flow logically from one to the next, leading to your conclusion. Your conclusion should not be a summary of the paper but instead offer a more organic ending to the essay.

Criteria for Success: We will look at the following criteria to evaluate the success for your paper.

Format	Your essay is 3-4 pages in length, double-spaced, using Times New Roman (12 pt.). It has the appropriate header and page numbers. Your essay has a title that is not (only) the title of the text you are analyzing.
Organization	Your paper has a coherent structure, moving logically from an introduction, through key points, to a conclusion. You use various strategies that move the reader from point to point. Your introduction catches the reader's attention and communicates your purpose. In your introduction, you avoid vague statements or over-generalizations about your topic but instead use specific information or ideas. Your conclusion gives the essay an organic ending, without resorting to summary.
Argumentation	Over the course of the essay, you make clear, arguable assertions. You supply evidence and/or reasoning to support your various assertions, and you present this evidence and/or reasoning in a persuasive manner.
Audience	You assume that the audience has read your comic book or manga, and you do not fall into plot summary, although you do provide specific examples from the text. You adopt a persuasive tone, factoring in the knowledge that your audience may not agree with your assertions.
Sentence level concerns	For the most part, your prose does not have errors or issues that inhibit your audience from understanding and being persuaded by your writing.
Research and citation	You cite the comic book, manga, or graphic novel you discuss following MLA guidelines. You include the correct works cited entry.

Essay 2: Summary



Purpose: This essay will exercise the critical skill of reading, understanding, and summarizing another writer’s work in a fair, objective, accurate manner. This skill will be essential in understanding how to use and cite outside sources in your own essays.

Task: For Essay #2, you will summarize an article, choosing from the articles posted on Canvas. In your summary, you will identify the main point or thesis of the article and paraphrase the key pieces of evidence or argumentation used to support that contention. Your summary will focus on the essential elements of the article, glossing over or ignoring less important or extraneous aspects, and thus condensing a longer article down to only one or two pages, double-spaced.

In contrast to Essay 1—in which you are a critic—Essay 2 requires you to act as a journalist, accurately and fairly depicting the author’s ideas and reasoning, while maintaining an objective stance. Doing so will require you to put the author’s prose and ideas into your own words (called “paraphrasing”) and to quote directly from the source, citing the original in both cases. The direct quotes may range from a single important word to full sentences. This essay will be our first major step into learning how to use outside sources and how to avoid plagiarism, following the MLA style of documentation. It is essentially an exercise in maintaining the distinction between your own voice in your writing and the voices of other authors.

Audience: For this essay, you will assume that your reader has not read the article you are summarizing.



Organization: The organization of your summary may follow the general flow of the article’s argument. In other words, you may begin with their first major point and then move through the other important ideas. However, your summary does not have to replicate the organization of the article. You may choose to begin by summarizing the key point or thesis of the article (even if it is at the end of the article itself) and then move through other supporting ideas.

Criteria for Success: We will look at the following criteria to evaluate the success for your paper.

Format	Your essay is 1-2 pages in length, double-spaced, using Times New Roman (12 pt.). It has the appropriate header and page numbers. You should not include a title for this essay.
Summary and organization	Your essay presents the major ideas presented by the article in a logical order. You focus only on the key ideas and evidence, cutting out less important content.
Objectivity	You present the author’s ideas fairly and without critique or comment. You do not add on to or change their positions.
Using outside sources	You paraphrase the author’s ideas and language without using any important exact words. You include at least one direct quote of an entire sentence. You include at least one blended quote.
Audience	You assume that the audience has not read the article.
Sentence level concerns	For the most part, your prose does not have errors or issues that inhibit your audience from understanding and being persuaded by your writing.
Research and citation	You cite the article following MLA guidelines, including the correct works cited entry and intext citations.

Essay 3: Persuasion and Technical Writing



Purpose: This essay combines technical and argumentative/persuasive writing, along with building on your use of outside sources. Two crucial skills are being foregrounded here. First is the act of persuasion and making a persuasive argument. Second is the writing of a formal letter and following the guidelines for such.

Task: In this essay, you will choose a particular problem or question involving comic books or manga as well as a specific audience who has a stake in that problem or question and who

disagrees with you. You will then write a formal letter, creating a persuasive argument designed to change the mind of your reader. For example, you may write a letter to a parent who believes that teenagers should not be allowed to *Death Note* since it is anti-Christian. In your letter, you will—as efficiently and economically as possible—make a strong case for *Death Note* as suitable reading material. Feel free to write to a real person or to create the audience for your letter.

Topics: You are free to create your own topic, but here are a few possibilities:

- Convincing a literature teacher that you should be able to write your essay on a graphic novel.
- Convincing a schoolboard to allow a particular banned comic book or manga to be taught in class.
- Arguing for buying comic books or manga in a brick-and-mortar store rather than online (or vice-versa)
- Arguing for reading comic books or manga online rather than in print form (or vice versa).
- Arguing that manga should be read from back to front, following Japanese tradition.
- Arguing for the validity of comic books as an art to someone who believes them to be inferior to film or literature.
- Arguing whether sexually provocative cosplay is sexist/objectifying or empowering.
- Convincing a fan of superhero films who refuses to read the comic books to do so.
- Arguing for or against rebooting comic book universes.
- Arguing for or against rebooting characters (or particular characters).
- Arguing for or against comic book “cross-over” events.
- Convincing a Marvel fan to read DC (or vice versa).
- Making the case for or against the amount of credit Stan Lee deserves in the creation of Marvel Comics in relation to Jack Kirby and/or Steve Ditko.



Audience: In any case, you will assume that your audience does not agree with you, and you must try to convince them. In order to do so, you will need to address their concerns in a considerate and thoughtful manner. Early in the essay, you will summarize their major concerns, using these ideas to structure the points that follow. It is vital that you keep your audience in mind and work to convince them without alienating them.

Research and Outside Sources: You will use one outside source in your essay. This source might be a critic who agrees with your views or piece of data that works to make your argument, but it must be a viable, legitimate outside source (as defined in class). You will use and cite the source following MLA rules. We discuss how to determine if a source is viable in class.

Organization: Your essay will be written in letter format, following standard rules of technical writing. We will cover this format in the class. You will begin by addressing the problem at hand and summarizing your audience's opposing point of view. You will then present at least one clear argument in favor of your side of the debate. You will end the letter with a compromise or a call to action of some kind, presenting a possible way forward.

Criteria for Success: We will look at the following criteria to evaluate the success for your paper.

Format	Your essay is 1 page in length, single-spaced, using Times New Roman (12 pt.). You should not include a header or title for this essay.
Organization and format	You follow the format of a formal letter. You present the problem, summarize the opposing side, and then argue for your point of view. You end with a call to action or compromise.
Objectivity	You present the opposing side fairly and objectively.
Using outside sources	You use at least one viable outside source, following MLA rules.
Audience	You assume that the audience/the person to whom you are writing does not agree with your position.
Sentence level concerns	For the most part, your prose does not have errors or issues that inhibit your audience from understanding and being persuaded by your writing.
Research and citation	You cite the source following MLA guidelines, including the correct works cited entry and intext citations. You avoid plagiarism.

Essay 4: Explanation and Analysis

Purpose: This essay will give you a chance to practice an essential skill: analysis. It will also give you a chance to hone your ability to research and to use outside sources correctly and effectively.

Task: This essay will ask you to consider comic books and manga from a sociological/cultural studies perspective. In this essay, you will think about the popularity of a comic book/strip/manga character or series and its potential meaning within our culture. You will need to choose a comic book figure or series that has a “cult following.” Of course, most characters have some sort of following. You do not have to pick a character that is popular or widely known; even minor characters have fans.

In this paper, you are acting as a sociologist, psychologist, and historian. You will first describe this character and then the fan base itself, making careful generalizations about their make-up in terms of class, gender, race/ethnicity, sexual orientation, etc. You will detail any activities, clothing or other common aspects of this group. For example, what kind of t-shirts do Captain America fans tend to wear? Are there any common elements to the fan websites?

Once you have gathered information about the subculture, you will then speculate about the particular appeal of this character. You will put forward three to five possible answers to this question, explaining each claim in detail. It may be helpful to think of this essay as having a series of mini-thesis statements (one for each possible explanation). The explanations should make use of what you know about the character and the subculture. For example, Wolverine has a sizable female fan base. In your essay, you may speculate about the popularity of this superhero in terms of his position as a sensitive, romantic figure who plays into and against notions of standard masculinity.

It is important to remember that you are speculating, putting forth multiple, possible explanations; you are not trying to stereotype any member of these groups or “pigeon-



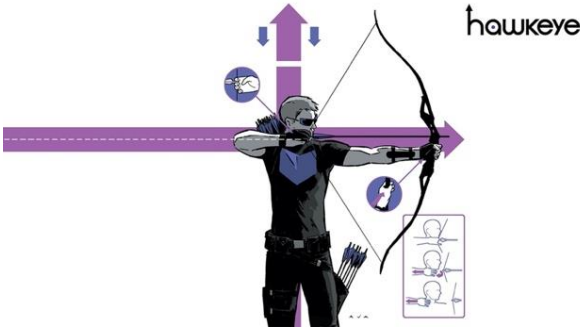
hole” them. You are simply presenting valid, potential explanations for the popularity of this figure. Your explanations may range from the sociological to the psychoanalytic and may even contradict each other. You will consider less obvious or even surprising possibilities, considering that members of any given fan subculture may not be fully aware of the reasons they belong to their chosen fan group. For example, fans of the Punisher may be drawn to fantasies of having power over people; other fans may be drawn to this same character since they are afraid of authority and those who possess it.

Audience: Your audience’s level of prior knowledge concerning your topic (the character you have chosen) will vary. Some of these characters may be widely known to the public at large, even those who are not fans of comic books; others may be more obscure. If you are writing about a widely known character, you will assume that you are writing to someone who may know the character but is not fully familiar with this figure. If you are writing about a lesser known character, you will have to fully introduce the character to the audience. For example, if you were writing about Superman, you could assume that the audience is at least superficially familiar with the character; you would not have to write, “Superman is a superhero...,” although you would go into specifics in your summary section (see below).

Organization: Your essay will have distinct sections. The first section will include an introduction that gets the reader interested in this character and fanbase. This section will also include a summary of the character and a description of the fanbase (to the best of your ability). The bulk of your essay (3/4) will be the explanations for the fanbase’s devotion to this character. You will present 3-5 distinct explanations. Feel free to make them as different as possible and to speculate/theorize in this section. In your conclusion, you will not summarize your paper. Instead, you will present what you believe is your most interesting explanation or speculate on the future development of this fanbase. We will discuss various other strategies for writing a conclusion in class.



Research and Outside Sources: This essay will require you to research the character and subculture, conducting interviews with fans if possible. You will need to use at least three outside sources—including a print source found in the library and a credible online source—and cite all sources following MLA guidelines. A print source is any text that originates from a newspaper, magazine or book; you may find print sources online but be



careful to determine conclusively that the text comes from a published newspaper, magazine, journal or book. We will be discussing how to determine the credibility of online sources. **Turning in a paper without any outside sources will result in a zero grade. Plagiarism on your final draft will result in an “F” for the paper and for the entire class.**

In the course of your paper, you should include at least one direct/full quote, one blended quote, and one paraphrase.

Criteria for Success: We will look at the following criteria to evaluate the success for your paper.

Format	Your essay is 4-5 pages in length, double-spaced, using Times New Roman (12 pt.). You include a header, page numbers, and title for this essay.
Organization	You begin by introducing your fan culture, describing both the character and the fans (as best to your ability). You then present 3-5 explanations and end with a conclusion that is not a summary of the paper.
Analysis	You present 3-5 interesting and distinct explanations for the behavior of the fan culture.
Using outside sources	You use at least three viable outside sources, following MLA rules. At least one of these three sources should be from a print source. You use at least one direct/full quote, one blended quote, and one paraphrase.
Audience	You make careful assumptions about the audience’s level of knowledge concerning your character.
Sentence level concerns	For the most part, your prose does not have errors or issues that inhibit your audience from understanding and being persuaded by your writing.
Research and citation	You cite the sources following MLA guidelines, including the correct works cited entries and intext citations. You avoid plagiarism.



Daily Calendar

These dates and assignments are subject to change.

Day	Date	Topic	Due on this date
M	8/22	Introduction to course	
W	8/24	Modes of evaluation Assertion/evidence Audience, prose style, and “voice”	Quiz 1: five “Top 5” lists
M	8/29	Comic book and manga aesthetics	Quiz 2: your topic for Essay 1
W	8/31		Quiz 3: quiz on <i>Hawkeye: My Life as a Weapon</i>
M	9/5	Labor Day: class will not meet	
W	9/7		Précis/Outline 1
M	9/12	Introductions and conclusions	
W	9/13		Draft Workshop 1
M	9/19	Conferences: class will not meet so that you can come to office hours	
W	9/21	Writing a summary	Essay 1: turn in Essay 1 on Canvas
M	9/26	MLA citation style and citing outside sources	Quiz 4: quiz over article on Canvas
W	9/28	Integrating quotes into your prose	Précis/Outline 2: in class, you will fill out a worksheet on the article you have chosen to summarize
M	10/3		Draft Workshop 2
W	10/5	Conferences: class will not meet so that you can come to office hours	
M	10/10	Writing a formal letter	Essay 2: turn in Essay 2 on Canvas
W	10/12	Persuasive writing and argumentation	Quiz 5: your topic for Essay 3

M	10/17	Research and MLA Format for formal letter Structure of a persuasive argument	
W	10/19	Sample for Essay 3	Précis/Outline 3
M	10/24	Recognizing good sources	
W	10/26		Draft Workshop 3
M	10/31	Conferences: class will not meet so that you can come to office hours	
W	11/2	Subcultures Explanation and analysis	Essay 3: turn in Essay 3 on Canvas
M	11/7		Quiz 6: your topic for Essay 4
W	11/9	Brainstorming for explanations	
M	11/14	Structure Research and MLA	Quiz 7: sample paper for Essay 4 (on Canvas)
W	11/16		Quiz 8: bring in one viable outside source for Essay 4
M	11/21		Précis/Outline 4
W	11/23	Thanksgiving Break	
M	11/28		Workshop 4.1
W	11/30	Conferences: class will not meet so that you can come to office hours. This meeting is mandatory; you must sign up and attend at least one conference. If you do not sign up for a meeting or skip the scheduled appointment, I reserve the right to withhold your grade for Essay 4.	
M	12/5		
W	12/7		Workshop 4.2
M	12/12		Essay 4: turn in Essay 4 on Canvas by noon

