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ENGL 152W Readings in American Literature

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ENGL 152W Readings in American Literature

Meeting time:

Platform: Zoom, Blackboard.

Instructor: Weiheng Sun

Email address:

Office hour: via email, within 24 hours; via Zoom

Course Overview

English 152W is an introduction to the development of American literature from its beginnings to the twentieth century through a study of selected poetry, drama, fiction, and/or nonfictional prose. Authors studied may include Thoreau, Hawthorne, Whitman, Dickinson, O'Neill, Hemingway, and Wright. Designed for nonmajors.

General Education Statement

English 152W is a general education course that satisfies the Literature requirement (LIT) for the College Option under the CUNY General Education structure called Pathways. English 152W also satisfies the US Experience in its Diversity requirement (USED) for the Flexible Core under the CUNY General Education structure called Pathways. Students may take English 152W to satisfy either but not both of these requirements.

Course Goals.

The following goals and guidelines have been adopted for all College Option Literature general education courses for non-majors in the English Department.*

According to the General Education Advisory Committee, College Option Literature courses in the Queens College General Education Curriculum must introduce students to the field of literary study by teaching them to:

- Understand and express the advantages of reading literature
- Engage in the practice of critical reading
- Appreciate different genres, including narratives, poetry, essays, or drama in their original language or in English translation
- Use college-level methods of writing and research to understand and appreciate literature.

Our 100-level General Education courses are meant to introduce students to literature and the different ways we read it. These courses are the English Department's opportunity to represent the humanities to students who often decide to major in fields outside of it.

Therefore, these courses should also teach students:

- to read closely and critically
- to read diversely and widely across genres or sub-genres, authors, cultures, and time periods
- to read comparatively as much as possible by assigning a range of texts that reflect the course's theme or topic.

At the same time, these courses should teach students to read with an understanding of some conventional disciplinary language from literary studies in order to think about *how* texts work in addition to *what* they say. Reading, discussing, and writing, whether low-stakes, informal writing, higher-stakes writing, or out-of-class essay writing, should be used as opportunities to discover one's own interpretive ideas in conversation with the ideas of others.

The US Experience in its Diversity requirement (USED) for the Flexible Core under the CUNY General Education structure called Pathways:

The course meets the following learning outcomes:

- **Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.**
- **Analyze and explain one or more major themes of U.S. history from more than one informed perspective.**
- **Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.**
- **Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.**

This course is a Writing Intensive (W) course and fulfills one Writing Intensive requirement. W classes include a significant portion of time devoted to writing instruction. This may include things such as revision workshops, discussions of rhetorical strategies, or reflective writing about writing assignments.

The requirements and expectations of a writing-intensive course may be found at [Writing at Queens \(WaQ\)](#).

- At least 5000 words (15 pages) of evaluated writing in three or more assignments (either separate papers or one term paper done in stages) so that the students have the opportunity to develop and improve. At least one assignment (graded or ungraded) must require student revision in response to instructor feedback.
- At least three separate class hours (either one hour in three class sessions or shorter time periods over multiple sessions) be devoted to explicit writing instruction, including such things as peer review, revision strategies, disciplinary concerns, proper attribution, the writing process, research, rhetorical strategies, or writing in online environments.
- If exams are given, they must include essay questions.

By the end of the semester, you will learn how to engage with other scholars in meaningful conversations about literature. Building methods that you will continue to practice throughout your coursework, you will become more able to:

- Create arguable theses about literary texts.
- Support your theses with close reading.
- Marshal primary and secondary sources for textual analysis.
- Find, cite, and evaluate sources using appropriate research tools.
- Deploy critical terms effectively.
- Converse with other scholars in the field, orally and in writing.

Readings.

Textbook 1: [*Becoming America: An Exploration of American Literature from Precolonial to Post-Revolution*](#)

Textbook 2: [*Writing the Nation: A Concise Introduction to American Literature 1865 to Present*](#)

Textbook 3: (reference) [*U.S. History*](#)

[*The Hairy Ape*](#) by Eugene O'Neill (Public domain in the USA.)

Two short stories from *Eight Men: Short Stories* by Richard Wright (Blackboard)
 As for the MLA documentation style, I recommend you visit [Purdue Online Writing Lab](#).
A Statement of Openness.

This course is a zero-textbook-cost course that use mostly Open Educational Resources (OER). OER means that the text is either in the public domain or licensed to allow users to retain, reuse, revise, remix, and redistribute. The zero-textbook-cost course aims not only to save students money, but also to use the text in various ways to achieve our learning goals.

Platform.

Zoom. Blackboard. Google Doc. Email. The **recurring Zoom** link will be available on **Blackboard**. For how to access Blackboard, see below “Other Information - *Technical Support and Resources.*” We will use *hypothesis.is* to annotate texts collaboratively, and will also use **Google Doc** to comment on others’ work and **Google Form** to do in-class quizzes. You will need to log in your google account to make comments. For some urgent issues I will send emails to your **preferred email account**. So please check your emails regularly.

Synchronous/Asynchronous.

All the sessions are carried out **synchronously** via **Zoom** unless I make an explicit asynchronous announcement beforehand. You will need to do assignments regularly and submit them on **Blackboard** or **Google Doc**; the deadlines and expectations will be posted clearly on **Blackboard** under the folder “**Assignments.**” For late assignments/ posts/ comments/ contributions, see relevant sections below. For synchronous Zoom sessions, I encourage you to turn on your video and to participate in discussion via your microphone, but I understand that there may be difficulties on your side to do so. You may also use Zoom’s “chatbox” as a compromised way to participate in class discussion. For how participation and attendance will be counted in your final grade, see relevant sections below.

Requirements and Grading.

There will be three essays (1400-3800 words), and a course journal (15-20 minutes of informal writing for each class unless other requirement is set; 250-300 words). The course journal will give you the opportunity to respond to the readings and develop your ideas in a thoughtful way. You will also be expected to keep up with the readings and writings, attend class regularly and contribute to class discussions. Late homework and work of poor quality will result in a lowered grade.

Final grades will be computed as follows:

Journal ... 20%

Class participation ... 10%

In-class quizzes ... 5%

Peer reviews ... 5%

Essays ... 45% (Essay 1 10%, Essay 2 15%, Essay 3 20%)

Timeline project ... 5%

Final Exam ... 10%

Assignments.

The class is organized into three units or progressions, each culminating in a graded essay assignment. You will also complete in-class and homework exercises throughout each progression. I will read all your homework exercises but will not provide written feedback on every exercise; most times, you will only receive a point for participation. However, you are expected to complete all these exercises, as they help you do the difficult work required to develop strong formal and final drafts. See also ***Late/Missed Assignments*** under the **Course**

Policies section.***Essay Process.***

Your essays will go through several steps before you hand them in. This will include:

- (1) Preliminary draft: a 1-page writing describing what you would like to write about in your paper.
- (2) Ongoing Pages: post 1-2 pages on Blackboard. Your essay could be in various forms, such as a detailed outline, two or three more body paragraphs, some close reading analysis, etc. It gives you more freedom in deciding how you want to approach the topic of your paper. The aim here is to get the paper going, and to have productive conversation with your peers. You will be divided into small groups and the sharing will be conducted in Zoom breakout rooms. No late writings are accepted on this assignment.
- (3) A Draft for **Peer Review (PR)** (2-3 pages), a process by which you share and comment on each other's essays. You will submit the work on Blackboard and send it to two or three of your peers on the due date. I will send back my comments and suggestions on your draft. Meanwhile, you will be divided into groups of two to three people to read and give comments on the draft of your peers. Each group will fill out a form with instructions on what to look for in reading their peers' drafts.
- (4) Final Paper.
 - **Attendance is required** for PRs. Being absent on the day a PR draft is due will create extra work for you and your classmates. If you miss the synchronous PR sessions, you will miss the relevant credits
 - **Final draft** must be turned in on time. The **grade will be lowered by a whole letter for each day a paper is late.**
 - You must contact me prior to the date a final draft is due if you need to hand it in late.

Final drafts are with 1-inch margins. **Double space all typing.** Single spaced papers will not be accepted. **Use Times New Roman, size 12.** Do not use cover sheets, plastic covers/folders, etc. Don't hesitate to contact me if you have any question with your writing or assignment.

Essay Overview.**Essay 1: Close reading of a single text (1400-1800 words)**

Identify an interpretive problem in one of the texts and develop a thesis that addresses it. Use relevant literary terms you've learned to analyze the text and support your thesis with close reading.

Essay 2: Close reading of a single text in context (1600-2200 words)

Continue your practice of close reading, develop an argument and use historical documents to support your argument.

Essay 3: Close reading of a primary text in context (2000-2600 words)

Make an argument that answers an interpretive question that you raise about one of the texts we read this semester. Support your argument with close reading of the text and using secondary texts. You might begin with the theoretical texts that we studied in class, and you may also refer to at most two sources that you find through original research.

Course Policies

Attendance.

It is important to attend class regularly and to arrive on time. Because of the interactive and

progressive nature of the work for this course, your presence is essential. You need to be here to do in-class writings. **Each class begins by an in-class writing assignment. If you miss the writing assignment without providing a reasonable explanation, your participation (10% of your final course grade) will be lowered.** If you will miss classes due to religious observance or QC sport activity, please inform me of the dates during the first week of classes. If you find that you have to miss class, you will still be responsible for the work missed. If you are unavoidably absent, check with a classmate about the work you missed; be sure that you have the contact information of a classmate. If you want to further discuss class materials or topics covered, you are welcome to email me or make an appointment with me. Please do not write me requesting that I summarize a missed class for you over email. If possible, please let me know in advance if you plan to miss class. Additionally, classroom decorum is important and can affect your participation and your grade: **turn off or silence all cell phones**; no texting; no game playing; laptops should not be used to do things that are irrelevant to class materials. Good participation requires full attention and respect for others.

***Attendance – Zoom.**

- I encourage you to turn your video on, but I understand that you may have situations that make you feel uncomfortable to turn it on. One way is to use [a Zoom virtual background](#) if your computers or phones that meet the system requirements, so you can maintain your privacy synchronous meetings; see the [Zoom online instructions](#).
- In addition, make sure you unmute your microphone to talk and/or use the “chat” function on Zoom. This is an important way of participating in synchronous discussions.
- If you need to turn your video off regularly and/or are unable to talk in class, email me to discuss it.
- Although we are meeting on the virtual platform, please wear proper clothes and create a mutually respected environment for each other. Be awake during the meeting.
- **If your video is off, and I call your name, and you do not give any response in any form (written or audio) for a while, you will be marked as absent unless you provide a reasonable explanation.**

Participation (10%) will be graded according to the following scale:

A=daily, thoughtful participation in class discussion, all in-class writing

B=Frequent to occasional participation in class discussion, all in-class assignments

C=Participation only when called on or prompted, some attendance problems, most in-class assignments

D=Refusal to participate even when called on, attendance problems, some in-class assignments

F=Consistent lack of preparation for class, severe attendance problems

Academic Integrity.

College Writing will provide you with strategies for working ethically and accurately with the texts you engage. According to [the CUNY Policy on Academic Integrity](#):

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.

- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

If you plagiarize in this course, you will get an “F,” and I will report to the university.

Grades.

Each final essay will receive a letter grade from A to F. Your final course grade will be computed on the 4.0 scale. Each letter grade signifies the following:

In an “A” essay, the writer has found something insightful and compelling to write about and has taken great care to attend to his or her language, argumentation, and form. The writer clearly introduces the relevant intellectual problem the essay intends to address and offers a complex, insightful and original thesis in response. The writer also deeply analyzes pertinent evidence and carefully develops cogent reasons to support and complicate the thesis. Furthermore, the writer organizes his or her ideas in well-sequenced and logically structured sentences, paragraphs, and sections, using appropriate transitions to guide readers through the argument.

A “B” range essay is one that is ambitious but only partially successful, or one that achieves modest aims well. A “B” essay must contain focused ideas, but these ideas may not be particularly complex, or may not be presented or supported well at every point. It integrates sources efficiently, if not always gracefully. A “B” essay is a good, competent paper. A “B+” paper may excel in certain areas, but it is sufficiently uneven to preclude it from receiving an A.

“C” essays reflect struggle in fulfilling the assignment’s goals. This kind of essay may show a fair amount of work, but it does not come together well enough to be a competent paper. A “C” range essay has significant problems articulating and presenting its central ideas, though it is usually somewhat focused and coherent. Such essays often lack clarity and use source material in inaccurate or simple ways, without significant analysis or insight.

A “D” range essay fails to grapple seriously with either ideas or texts or fails to address the expectations of the assignment. A “D” essay distinguishes itself from a failing essay by showing moments of promise, such as emerging, though not sufficiently developed or articulated ideas. “D” essays do not use sources well, though there may be some effort to do so.

An “F” essay does not grapple with either ideas or texts. It is often unfocused or incoherent or may be a competently written essay that does not address the expectations of the assignment.

Late/Missed Assignments.

- Late assignments will not receive written feedback.
- For late final drafts, your draft grade will be lowered by 1/3 (e.g. from a B- to a C+) beginning the minute after the deadline. The grade will continue to go down by a third of a letter grade every 24 hours until the essay is submitted. I will not accept papers if they are more than one week late.
- All work must be submitted via **Blackboard** by the deadline in order to be considered “on time.” (If, for some reason, you cannot submit your work to Blackboard, email me your work before the deadline with a brief explanation of the issue you encountered.)
- Please be noted that all the assignments must be submitted as WORD attachments. (If you use Mac, please convert PAGES to WORD before submission. You may also consider using Google docs to export a WORD file.) Any other format will not be

accepted. Check [the Cloudconvert website](#) to convert your works from PAGES to WORD.

- If you have to submit your work late, please email me beforehand to get the permission so that your grade will not be affected. I do not typically give extensions for problems such as computer crashes, conflicts with other course assignments or extracurricular activities, oversleeping or other personal difficulties. I strongly advise you to keep backups of your works-in-progress.
- Keep in mind that you must submit **all graded** assignments in order to **pass** the class.

Revision.

You are welcome to talk to me for revision suggestions after you get the grade of your final draft. But in order to revise your essays for better grade, you need first to make a to-do list and talk to me how you are going to revise. Editing only on the surface level will not improve your grade. You are still welcome to discuss revisions or comments that you want to clarify. If you have to revise your essay upon my request or revise for better grade after our talk, your revision will be judged by itself, which means that the previous final draft will not affect your grade of the revised version. **Please note: if your paper has significant format issues (MLA format), you will be asked to reedit your paper and will not get a grade until you fix these issues. Use “tracking” in Microsoft WORD/Google Doc to track all the changes you made in revision. Revision without tracking changes will not be accepted.**

Important note:

Please see me if you ever have any issues concerning the class. I will be happy to help you if you'd like to discuss an essay before writing it, if you feel like you're falling behind, if you've been absent or late and need to make up work, or for anything else. Please talk to me after class or email me, and we can work something out. In my experience, students who are struggling always do better if they seek help early in the semester rather than wait until the final month to seek help.

OTHER INFORMATION

Library.

We will be meet with a Queens College librarian, and you will gain the tools and information you need for using the college library to do your research project.

Writing Center/Tutoring.

There is free tutoring available at the Writing Center, Kiely Hall 229 (997-5676). Sessions are once a week for 50 minutes. Tutors are trained to help you revise your writing at various stages. You can get more information by visiting [The QC Writing Center website](#). There is also subject specific tutoring in Kiely 127-131. You can get more information by visiting [Academic Support Center](#).

Writing Resources.

In addition to the Writing Center, Queens College offers students many other helpful [writing resources](#). Use this link to discover information on avoiding plagiarism, developing an essay, using sources, understanding the writing requirements at QC and more.

Technical Support and Resources.

In addition to [the general Information Technology website for support](#), the Queens College Helpdesk is in the I-Building, Room 151 and provides technical support for QC email, CUNY portal, Blackboard and CUNYFirst. The helpdesk can be reached at 718-997-4444 or

[email](#) or check out the [helpdesk website](#). Altogether you will need access to:

- **Blackboard.** Blackboard is an online classroom management system that will enhance your course experience. You should check Blackboard regularly for new course material. We can also use it to post discussion comments and for other interactive activities. To use it, you will need a college account. Go to [CUNYPortal](#) to set up a CUNY Portal account, which will allow access to Blackboard.
- **Email.** It is important for you to check your email account, as I will often use email to communicate with you using **whatever email address you have listed on Blackboard**. If you have a **preferred email account**, please notify me in the first few weeks.
- **[Computer Labs and Printing on Campus](#).** For lab information and schedules. **Additionally, you may print up to 10 pages a day in the FYI office, Honors Hall, room 5.**

Special Accommodation.

Students with disabilities needing academic accommodation should register with and provide documentation to the Office of Special Services in Frese Hall, Room 111. The Office of Special Services will provide a letter for you to bring to an instructor indicating the need for accommodation and the nature of it. This should be done during the first week of class. For more information about services available to QC students, contact the Office of Special Services at 718-997-5870 or visit [the Special Services for Students with Disabilities website](#). I would also be happy to talk with you about any questions or concerns you might have.

QC Calendar.




get information about school holidays, closings, and conversion days (when a different day's schedule is followed). and indicate "Academic" in the drop down for "Select Category."

Conditions of use of the syllabus:



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CC BY-NC-SA includes the following elements:

- BY  – Credit must be given to the creator
- NC  – Only noncommercial uses of the work are permitted
- SA  – Adaptations must be shared under the same terms

COURSE CALENDAR

Here is a tentative schedule of classes and reading assignments. Note due dates for papers. Specific writing assignments will be announced in advance.

Assignment prompts with specific questions about the readings, along with due dates for the homework and other work, will be posted on **Blackboard** under “**Assignments.**” **Readings**

can be found in Blackboard under “**Course Materials**” unless noted otherwise.

Materials:

Textbook 1: [*Becoming America: An Exploration of American Literature from Precolonial to Post-Revolution*](#) (BA)

Textbook 2: [*Writing the Nation: A Concise Introduction to American Literature 1865 to Present*](#) or via this [link](#). (WN)

Textbook 3: (reference) *U.S. History* <https://openstax.org/details/books/us-history>

Readings: [*The Hairy Ape*](#) by Eugene O'Neill (Public domain in the USA.)

Readings: will assign short stories from *Eight Men: Short Stories* by Richard Wright

UNIT 1: Beginnings to 1820

Week 1: Early Colonial Literature

(1) Introduction and syllabus

Read: Christopher Columbus, *Letter of Discovery* (BA 1.4.1)

Read: European Exploration Accounts (BA 1.2.2)

Annotate: Use hypothesis.is to annotate the reading.

Write: Choose one question and write about it (BA 1.4.2)

(2)

Read and annotate: Thomas Harriot, From *A Briefe and True Report of the New Found Land of Virginia* (BA 1.6.1)

Write: Choose one question and write about it (BA 1.6.2)

Stitching : [Introductory commentary, curatorial statement, guided reading assignment, low-stakes quiz, glossary, or other activity to link together different ideas in scholarly conversation]

Week 2: Seventeenth Century English Colonial Literature

(3)

Essay 1 Assignment

Read and annotate: John Winthrop, *A Model of Christian Charity* (BA 2.4.1)

Write: Choose one question and write about it (BA 2.4.2)

(4)

Read and annotate: Anne Bradstreet, selected poems (BA 2.7)

Write: Choose one question and write about it (BA 2.7.9)

Week 3: Revolutionary and Early National Period Literature

(5)

Read and annotate: Jonathan Edwards, “Personal Narrative” (BA 3.3.1); Benjamin Franklin, “The Way to Wealth” (BA 3.4.1)

Annotate: Use hypothesis.is to annotate the readings.

Write: Choose one question and write about it (BA 3.3.2 & 3.4.5)

(6)

Read and annotate: Phillis Wheatley, selected poems (BA 3.14)

Write: [2] ongoing pages

Unit 2: 1820-1865

Week 4: Nineteenth Century Romanticism and Transcendentalism

(7)

Read and annotate: Nathaniel Hawthorne, “Young Goodman Brown,” “The Birth-Mark” (BA 4.13.3-4)

Write: [2] ongoing pages

(8)

Peer Review draft of essay 1**Week 5: Nineteenth Century Romanticism and Transcendentalism (cont.)**

(9)

Read and annotate: Edgar Allan Poe (*BA* 4.16.2, 4.16.6)Write: Choose one question and write about it (*BA* 4.16.9)

(10)

Final paper of essay 1 dueRead and annotate: Ralph Waldo Emerson, "Self-Reliance" (*BA* 4.11.3)Write: Choose one question and write about it (*BA* 4.11.8)Handout: **Essay 2 Assignment;****Week 6: Nineteenth Century Romanticism and Transcendentalism (cont. 2)**

(11)

Read and annotate: Henry David Thoreau, "Resistance to Civil Government" (*BA* 4.21.1)

Writing Workshop: Writing: [1] Preliminary draft

(12)

Read: Frederick Douglass (*BA* 4.22.1)Write: Choose one question and write about it (*BA* 4.22.2)**Week 7: Nineteenth Century Romanticism and Transcendentalism (cont. 3)**

(13) Tu Mar. 16:

Read and annotate: Harriet Jacobs, *Incidents in the Life of a Slave Girl* (*BA* 4.20.1)Write: Choose one question and write about it (*BA* 4.20.2)

(14) Th Mar. 18: Workshop; Writing: [2] ongoing pages

Week 8: Nineteenth Century Romanticism and Transcendentalism (cont. 4)

(15)

Read and annotate: Fanny Fern (4.19.1-2); Herman Melville, "Bartleby, the Scrivener" (*BA* 4.23.1)Write: Choose one question and write about it (*BA* 4.19.3; 4.23.7)

(16)

Peer Review draft of essay 2**Week 9: Nineteenth Century Romanticism and Transcendentalism (cont. 5)**

(17)

Read and annotate: Walt Whitman, from "Song of Myself" (*BA* 4.24.1)Write: Choose one question and write about it (*BA* 4.24.8)

(18)

Final draft of essay 2 dueRead and annotate: Emily Dickinson (*BA* 4.26.6, 8, 11, 15, 19, 30)Handout: **Essay 3 assignment**Write: Choose one question and write about it (*BA* 4.26.31)**Unit 3: After 1865****Week 10: Realism**

(19)

Read and annotate: Mark Twain, "The Celebrated Jumping Frog of Calaveras County" (*WN* 2.3.1); Kate Chopin (*WN* 2.8.1-2)Write: Choose one question and write about it (*WN* 2.3.4; 2.8.3)

(20)

Read and annotate: Eugene O'Neill, [The Hairy Ape](#) (from Gutenberg Project)

Write: Choose one question and write about it (WN 2.8.3)

Week 11: Modernism

(21)

Read and annotate: Wallace Stevens (WN 5.4); Williams Carlos Williams (WN 5.5); Ezra Pound (5.6); 5.7
Marianne Moore (5.7)

Write: Choose one question and write about it (WN 5.4.3, 5.5.4; 5.6.2, 5.7.2)

(22)

Read and annotate: Ernest Hemingway (WN 5.12.2)

Write: Choose one question and write about it (WN 5.12.3)

Week 12:

(23)

Read and annotate: Langston Hughes (WN 5.20)

Write: Choose one question and write about it (WN 5.20.4)

Handout: Sample essay

(24)

Read and annotate: Richard Wright, short stories from *Eight Men: Short Stories* (available on Blackboard)

Week 13:

(25)

Read and annotate: James Baldwin (WN 6.10); Claudia Rankine, from [Citizen](#) (from Poetry Foundation)

Write: Choose one question and write about it (WN 6.10.2)

(26)

Workshop; Writing: [2] ongoing pages

Read: Cathy Park Hong, excerpts from *Minor Feelings* (available on Blackboard)

Week 14:

(27)

Peer Review draft of essay 3

(28)

Conclusion; Q & A; **Final Exam**

Timeline project due. Use [Timeline website](#) by knight lab to create your own timeline.

One week from the last day of class:

Final paper of essay 3 due