SYLLABUS¹
ENR 2367
Communicating Environmental and Natural Resource Information
Spring 2019

Lecture: M 3:55 pm – 5:15 pm (Ramseyer Hall 009)
Laboratories: W 12:45 – 2:05 pm (Kottman Hall 460)
              W 3:55 pm – 5:15 pm (Kottman Hall 460)

COURSE OVERVIEW

Instructor
Vicki Garrett, M.S., PhD Candidate
Email address: garrett.95@osu.edu
Phone number: 614-688-3285
Office hours: Mondays, 5:15-6:15 p.m. (immediately after lectures); Thursdays, 1-2:00 p.m., 263 Kottman; by appointment

Teaching Assistants
See Carmen Syllabus for contact information.

Course description
There will be two types of meetings as noted on your schedule: lectures (Mondays) and laboratories (Wednesdays). Lectures will combine group presentations, quizzes, exams, discussions, and instruction. Laboratories focus on discussions of assigned authors and readings. You will normally take quizzes and exams during lectures, you will receive discussion grades during laboratories, and you will have a writing assignment due each week on Fridays.

¹ Changes may be made to this syllabus as required. This syllabus is available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and for seeking available assistance in a timely manner. For more information, visit http://ods.osu.edu
Readings are a basic introduction to environmental classics. They will be loosely organized by historical patterns in U.S. environmental history. While the readings are in line with other college writing classes, keeping up requires discipline. A good rule of thumb is 10-15 pages of reading per day for this class.

You’ll have some choice in your writing assignments. The first assignments focus on basic thesis writing. Later assignments give you practice in professional writing, and for most you can chose between the weekly readings and your research project for the topic.

General Education (GE) Fulfillment

ENR 2367 is the second level writing course offered through the School of Environment and Natural Resources. It meets the Level Two GE Writing and Communication course requirement.

Prerequisites

First Writing course; 6 credit hours of environmental, natural resources, or equivalent coursework preferred.

Goals

Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

Expected Learning Outcomes [relation to assignments in brackets*]

1. Through critical analysis [a], discussion [b], and writing [c], students demonstrate the ability to read carefully [d] and express ideas effectively [e].

2. Students apply written [a], oral [b], and visual [c] communication skills and conventions of academic discourse [d] to the challenges of a specific discipline.

3. Students access [a] and use [b] information critically and analytically.

Students will work toward these outcomes through 1) weekly readings to be analyzed in discussions, quizzes, and possibly chosen for your writing assignments; writing assignments 2) assignments providing experience in the types of work ENR students will use in their careers; 3) class readings and literature review for your research paper and group presentation. You will also find specific module-level objectives in Carmen that relate to specific course lessons and writing skills.* See assignments in the “Grading” table on page 3 to see how specific assignments align with Learning Outcomes.
GRADING AND FACULTY RESPONSE

How your grade is calculated

<table>
<thead>
<tr>
<th>ASSIGNMENT CATEGORY [RELATED LEARNING OUTCOMES IN BRACKETS]</th>
<th>POINTS</th>
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</table>
| **Oral Presentation/Group Project** - On Mondays, groups give reports to help their classmates understand the topic we’re discussing that week. [1a,d,e; 2b,c,d; 3a,b] | Presentation (20) 35  
| | Group Grade (15) |
| **Research Paper** - Students write a 1000-1500-word thesis in 6 stages: topic statement; annotated bibliography [1a,c,d,e; 2a,d; 3a,b]; outline [1a,c,d,e; 2a,d; 3a,b]; complete first draft [1a,c,d,e; 2a,d; 3a,b]; 250-word abstract [1c,e; 2a,d]; and final, revised draft [1a,c,d,e; 2a,d; 3a,b]. The topic is an environmental issue of interest to each student. Students research a problem and solutions, choose a solution, and cite evidence to support their decision. | Topic Statement 10  
| | Annotated Bibliography 40  
| | Outline 40  
| | First Draft 40  
| | Abstract 40  
| | Finished Research Paper 60 |
| **Weekly Writings** - Students write a short paper each week. At the beginning of the semester, we focus on the organization of good academic writing and writing a strong thesis. Later papers provide experience in professional writing likely to be required in most fields associated with the environment and/or natural resources. [1a,c; 2a,c (in some),d; 3a,b] | 10 (x 9) 90 |
| **Quizzes** - Quizzes on each week’s lectures and reading materials will be given during lectures to assess careful reading and listening (or during labs when we have no lecture for the week). [1a,d; 3a,b] | 5 (x 15) 75 |
| **Participation** - Students are graded on participation in lab discussions. [1a.b.d.e; 2b,d; 3a,b] | 5 (x 14) 70 |
| **Total** | 500 |

-See course schedule, below, for due dates.

-More detailed explanations of each assignment and grading standards will be provided in class and in Carmen.

Late assignments

To receive full credit for writing assignments, work must be turned-in on time. Late assignments will incur a deduction of 10% of the total point value for each 24-hour period (or portion) that they are late (including weekends). In-class assignments missed because of an unexcused absence cannot be made-up or repeated. Please refer to the course schedule below and Carmen for due dates.
Make-up Work

Make-ups for assignments will not be scheduled in the case of an unexcused absence (and in some cases, may not be rescheduled for logistical reasons). There are two situations that constitute an "excused absence" from class. They are: 1) students who participate in a documented University sanctioned event, 2) students who have received documented medical attention for an illness. Documentation does not include generic, print-on-demand letters. Students who will be participating in University sanctioned events must provide the instructor with a copy of the scheduled events and those classes that will be missed. This documentation must be on University letterhead, signed by the coach/supervisor, and given to the instructor within the first two weeks of the quarter.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

I never round grades up or down. I let the Carmen system figure the grades. However, many extra-credit opportunities are available, so you can make sure your grade is rounded up! Be sure to finish extra-credit assignments before due dates. Last-minute scrambles for grades don’t help. My job is to help you learn lessons of value to you. It’s your job to determine what your grade will be by the amount of effort you invest.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

- **Grading and feedback:** For weekly assignments, you can generally expect feedback within 7 days.
- **E-mail:** I will reply to e-mails within 24 hours on school days. I may answer sooner and at other times if I happen to be online. If you have emailed and I haven’t responded within 24 hours on a school day, please let me know. That will indicate a problem that I need to check immediately!

**PARTICIPATION AND ATTENDANCE**

Student participation requirements

You are adults, and I don’t require you to be here if you don’t want to. But you won’t learn and you won’t get good grades if you don’t come to class. There are no make-up assignments.
COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED

- American Earth: Environmental Writing Since Thoreau
  Bill McKibben
  Peng USA; ISBN 13: 978-1598530209

- A Sand County Almanac with Essays on Conservation from Round River
  Aldo Leopold [any edition will do if it includes the 12 months and the assigned readings]

- Silent Spring
  Rachel Carson

  Michael Alley

This text is available at no additional cost ($0) through The Ohio State Library:
http://osu.worldcat.org/oclc/1029252015  NOTE: This resource is restricted from viewing outside the campus network. To access off campus, log in via the Off-Campus Sign-In (https://library.osu.edu/borrowing/) using your OSU Name.# and password.

RECOMMENDED/OPTIONAL

- Publication Manual of the American Psychological Association

- Writing Science in Plain English
  Anne E. Greene

- Rhetorical Grammar
  Martha Kolln and Loretta Gray

- The Craft of Research
  Wayne Booth, Gregory Colomb, Joseph Williams

This text is available at no additional cost ($0) through The Ohio State Library: http://osu.worldcat.org/oclc/646810192  NOTE: This resource is restricted from viewing outside the campus network. To access off campus, log in via the Off-Campus Sign-In (https://library.osu.edu/borrowing/) using your OSU Name.# and password.

- Style: The Basics of Clarity & Grace
  Joseph Williams

- On Writing Well
  William Zinsser
- Required books are available at the OSU Bookstore as well as at other standard and online book retailers.

- Required and Recommended books are all on closed reserve at the FAES and Thompson libraries: https://guides.osu.edu/c.php?q=711932. Please note library hours.

- Additional required readings—e.g., journal articles—that are assigned throughout the semester will be posted in Carmen.

### Course technology

This class will be administrated using Carmen; on the class website you will find the course syllabus, reading list, links to weekly homework assignments, announcements, and grades. Most assignments will be submitted via Carmen, too. **It is strongly suggested that you take a screenshot or keep some form of proof that you submitted your assignment.** Like any technology, Carmen has glitches. The Carmen team can’t prove that you submitted an assignment if it doesn’t show up, so make sure YOU can.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** [http://ocio.osu.edu/selfservice](http://ocio.osu.edu/selfservice)
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

### OTHER COURSE POLICIES

**Academic integrity policy**

**POLICIES FOR THIS COURSE**

- **Quizzes and exams:** You must complete quizzes yourself, without any external help or communication.

- **Written assignments:** Your written assignments should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to work with peers and ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

- **Collaboration and informal peer-review:** The course includes many opportunities for collaboration with your classmates. While study groups and peer-review of major written
projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

- **Group projects**: This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. As you’ll notice in the assignment table, you will grade your group members. This is a low-stakes project to give you experience with oral presentations and group work. I hope they will be fun for you.

- **We use Turn-it-in** to help you see when you’re using too many words from other authors.

**OHIO STATE’S ACADEMIC INTEGRITY POLICY**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](#))

*We use Turnitin for all course work so students can see when they’ve used too many words from another writer. Students are encouraged to look at their work in Turnitin to learn how to avoid ever being accused of plagiarism.*
Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

CLOSING REMARKS

This course includes a lot of student participation. One of my goals is to allow as much student input as possible, and I hope you feel free to voice your thoughts. After your learning to think critically and write powerfully, my main goal is that we all have fun. So please speak up if you have ideas!
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Wk</th>
<th>Dates</th>
<th>Topics, Readings, Assignments, Deadlines (all assignments are due Fridays before midnight)</th>
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<tbody>
<tr>
<td>1</td>
<td>M-1/7</td>
<td><strong>Readings:</strong> Begin <em>Silent Spring</em> (suggested pp 1-50) and next week’s assignment</td>
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<td></td>
<td>W-1/9</td>
<td><strong>Lecture:</strong> Syllabus &amp; expectations; presentations; polarization; paradigms; <strong>Quiz 1 – Biosheet</strong></td>
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<td>F-1/11</td>
<td><strong>Labs:</strong> Introductions, think about discussion rules</td>
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<td><strong>Writing Due:</strong> Research Paper Topic (due Friday, 1/11, 11:59 pm) Begin literature review and bring questions for Jessica Page next week. (X-credit – Syllabus Quiz due)</td>
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### 2. Environmentalism and Original Inhabitants: Native Americans

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<tr>
<td>2</td>
<td>M-1/14</td>
<td><strong>Readings:</strong> Neihardt, 1932 (Carmen); Momaday, 1976 (AE: 570-581); Walker, 1982 (AE: 659-670) Krench, 2005 (Carmen); <em>skim</em> Cronon, 1983 (AE: 632-658); <em>(Sil. Spring</em> 50-100)</td>
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<td>W-1/16</td>
<td><strong>Lecture:</strong> Guest speaker on “Researching Your Topic,” Jessica Page; begin critical research/reading; Native Americans Presentation; <strong>Quiz 2 – Native Americans, paradigms</strong></td>
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<td></td>
<td>F-1/18</td>
<td><strong>Labs:</strong> Discuss authors, Native Americans as environmentalists</td>
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<td><strong>Writing Due:</strong> Native American Thesis Exercise (1/18)</td>
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### 3. Beginnings of American Environmentalism - Transcendentalism & Preservation (1800s) to Progressive Conservation (1901-1910)

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<tr>
<td>3</td>
<td>M-1/21*</td>
<td><strong>Readings:</strong> Thoreau, 1861 (AE: 26-36); Catlin, 1841 (AE: 37-45); Marsh, 1864 (AE: 71-80); Muir, 1867 (AE: 98-104); Pinchot, 1910 (AE: 172-180); <em>(Silent Spring</em> 100-150)</td>
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<td>W-1/23</td>
<td><strong>No lecture:</strong> <em>Martin Luther King, Jr. Day – Quiz during lab.</em></td>
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<td>F-1/25</td>
<td><strong>Labs:</strong> Quiz 3 – Discuss authors, preservation, and conservation (possibly thesis)</td>
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<td><strong>Writing Due:</strong> Preservation &amp; Conservation Thesis Exercise (1/25)</td>
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### 4. Resource Conservation – Soil/Dust Bowl (1930s)

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<th>Wk</th>
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<td>4</td>
<td>M-1/28</td>
<td><strong>Readings:</strong> Darling, 1930 (AE: 224); Marquis, 1935 (AE: 235-238); Henderson, 1936 (AE: 239-244); Steinbeck, 1939 (AE: 254-257); <em>(Silent Spring</em> 150-200)</td>
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<td>W-1/30</td>
<td><strong>Lecture:</strong> Audience; thesis; continue critical research/reading; <strong>Group 4 Presentation; Quiz 4 – Dust Bowl</strong></td>
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<td>2/1</td>
<td><strong>Labs:</strong> Discuss authors, Dust Bowl</td>
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<td><strong>Writing Due:</strong> Dust Bowl Thesis &amp; Audience Exercise (2/1)</td>
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### 5 & 6 - Resource Conservation with Leopold (1945)

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<tr>
<td>5</td>
<td>M-2/4</td>
<td><strong>Readings:</strong> A <em>Sand County Almanac</em>, Aldo Leopold’s months – January thru December (pp. 3-66); <em>(Silent Spring</em> 200-250)</td>
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<td>W-2/6</td>
<td><strong>Lecture:</strong> Wrap up critical research/reading; pickiness/demands in writing; citation systems; <strong>Group 5; Quiz 5 - Leopold’s Almanac</strong></td>
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<td>F-2/8</td>
<td><strong>Labs:</strong> Discuss Leopold’s journal entries; annotated bibliography peer review</td>
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<td><strong>Writing Due:</strong> Annotated Bibliography (2/6 for peer review; 2/8 turn in)</td>
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<tr>
<td>6</td>
<td>M-2/11</td>
<td><strong>Readings:</strong> A <em>Sand County Almanac</em>–Thinking Like a Mountain (129-132); The Land Ethic (201-226); <em>(Silent Spring</em> 250-300)</td>
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<td>W-2/13</td>
<td><strong>Lecture:</strong> Narrative writing; critical thinking; <strong>Group 6; Quiz 6 – Leopold’s essays</strong></td>
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<td>F-2/15</td>
<td><strong>Labs:</strong> Leopold essays discussion</td>
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<td><strong>Writing Due:</strong> Leopold Thesis &amp; Audience Exercise (2/15)</td>
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### 7. Beginning of Modern Environmental Movement (Early 1960s)

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<tr>
<td>7</td>
<td>M-2/18</td>
<td><strong>Readings:</strong> Finish reading <em>Silent Spring</em></td>
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<td>W-2/20</td>
<td><strong>Lecture:</strong> Continue critical thinking; <strong>Group 7; Quiz 7 – Silent Spring</strong></td>
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<td>F-2/22</td>
<td><strong>Labs:</strong> Carson’s writing and Silent Spring discussion</td>
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<td><strong>Writing Due:</strong> Research Paper Outline - with citations (2/20 for peer review; 2/22 turn in)</td>
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<tr>
<td>3/11 – 3/15</td>
<td><strong>Happy Spring Break</strong></td>
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<td>10</td>
<td>M-3/18 W-3/20 F-3/22</td>
<td><strong>10. Environmental Toxins and Health (1980s – present)</strong>&lt;br&gt;Readings: Gibbs, 1982 (AE: 609-621); Altman, 2015 (link in Carmen)&lt;br&gt;Lecture: Illustration; <strong>Group 10; Quiz 10 - Toxins</strong>&lt;br&gt;Labs: Toxins – why, and what are we willing to do to avoid them?&lt;br&gt;Writing Due: <strong>Flier</strong> (3/22)</td>
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<td>12</td>
<td>M-4/1 W-4/3 F-4/5</td>
<td><strong>12. Climate Change (Current issues)</strong>&lt;br&gt;Readings: McKibben, 2012; Rampell 2015 – both in Carmen.&lt;br&gt;Lecture: Cover Letters (if students request); <strong>Group 12; Quiz 12 - Climate change</strong>&lt;br&gt;Labs: Climate change and solutions&lt;br&gt;Writing Due: <strong>TBD - Letter to Legislator</strong> (4/5)</td>
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<td>13</td>
<td>M-4/8 W-4/10 F-4/12</td>
<td><strong>13. Food and Agriculture (Current issues)</strong>&lt;br&gt;Readings: Borlaug, 2000; Marshall, 2012; Cook, 2015 – all in Carmen.&lt;br&gt;Lecture: Current issues in writing; <strong>Group 13; Quiz 13 – Food &amp; agriculture</strong>&lt;br&gt;Labs: Food and agriculture/hunger and pollution&lt;br&gt;Writing Due: <strong>Finished Research Paper</strong> (4/10 for peer review; 4/12 turn in)</td>
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<td>15</td>
<td>M-4/22</td>
<td><strong>15. Wrap Up</strong>&lt;br&gt;Lecture: Wrapping up; <strong>Quiz 15 – Writing that Works</strong> (X-credit – End-of-Semester Feedback due)&lt;br&gt;Study for finals, do well, and have a great break!</td>
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