

English 101: Composition I (3 Credits)

NSU/Canton High School

Fall 2013

M – F in Rm. 116

Contact Information:

Instructor: Laura Jacobs

Office: Rm. 116

Office Hours: 7:45 to 8:10 am and 3:20 to 3:45 pm

Office Telephone: 764-2706 (ext. 116)

Cell Phone: (605) 360-8271 (This is my personal phone number and you are welcome to call or text if you have any questions. Please remember that I have young children and would appreciate no calls after 10 pm. I do not hand this number out so please do not give my number to anyone outside of class.)

Email: laura.jacobs@k12.sd.us

Course Description:

Practice in the skills, research, and documentation needed for effective academic writing. It includes analysis of a variety of academic and non-academic texts, rhetorical structures, and audience.

Course prerequisites:

Appropriate student placement based on entry-level assessment (ACT) and acceptance into the Rising Scholars Program. Finally, one recommendation is needed from a junior level English course at Canton High School.

Course learning goals or objectives:

This course meets the SD Board of Regents General Education Goal Number 1:

“Students will write effectively and responsibly and will understand and interpret the writing of others.”

As a result of taking this class, students will:

1. *Write using standard American English, including correct punctuation, grammar, and sentence structure;*

To meet outcome 1, students will

- compose formal essays that demonstrate standard edited American English;
- participate in workshops directed at improving their use of standard edited American English.
- participate in student-teacher conferences that will address each student’s individual strengths and weaknesses in the use of standard edited American English.

2. *Write logically;*

To meet outcome 2, students will

- compose formal essays that have a defined structure and follow a logical organization;
- participate in workshops directed at revising their own writing on a global level and improving the logical structure of their writing.
- participate in student-teacher conferences that will address each student’s individual strengths and weaknesses in global revision.

3. *Write persuasively, with a variety of rhetorical strategies (e.g., expository, argumentative, descriptive);*

To meet outcome 3, students will

- compose formal essays that incorporate a variety of rhetorical strategies;
- compose formal essays that display the ability to summarize and synthesize the arguments of others and respond critically to those arguments;
- analyze the needs of their reading audiences and anticipate how best to match audience needs to a writer’s given situation and purpose through employing a variety of rhetorical strategies;
- participate in student-teacher conferences that will address each student’s individual strengths and weaknesses in audience analysis.

4. *Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools.*

To meet learning goal number 4, students will

- compose a formal research essay that incorporates specific evidence and details to support their claims;
- compose a formal research essay in which the evidence is sufficiently developed;
- compose a formal research essay in which all outside sources are properly documented;
- participate in workshops that assess a variety of information sources available through the library and the Internet;
- participate in workshops on more effectively integrating outside source materials into their own writing.
- participate in student-teacher conferences that will address each student's individual strengths and weaknesses in research and documentation.

This course also meets SD Board of Regents General Education Goal 7:

“Students will recognize when information is needed and have the ability to locate, organize, critically evaluate, and effectively use information from a variety of sources with intellectual integrity.”

As a result of taking this course, students will:

1. *Determine the extent of information needed;*
2. *Access the needed information effectively and efficiently;*
3. *Evaluate information and its sources critically;*
4. *Use information effectively to accomplish a specific purpose;*
5. *Use information in an ethical and legal manner.*

To meet outcomes 1-5, students will

- compose a formal research essay that incorporates specific evidence and details to support their claims;
- compose a formal research essay in which the evidence is sufficiently developed;
- compose a formal research essay in which all outside sources are properly documented;
- participate in workshops that assess a variety of information sources available through the library and the Internet;
- participate in workshops on more effectively integrating outside source materials into their own writing.
- participate in student-teacher conferences that will address each student's individual strengths and weaknesses in research and documentation.

Description of instructional methods:

A variety of instructional methods (lecture, discussion, modeling, small groups, peer review and electronic resources) will be utilized to enhance a wide range of learning styles.

Course requirements:

Required texts:

- (1) Glenn, Cheryl, et al. *The Writer's Harbrace Handbook*. 3rd ed. Boston: Thomson Wadsworth. 2004.
- (2) Grishom, John. *Bleachers*. USA: Doubleday, 2003.
- (3) Bradbury, Ray. *Fahrenheit 451*. New York: Del Rey Book. 1981.

One of the Following:

- (4) Huxley, Aldous. *Brave New World*. New York: Harper & Brothers. 1932.
- (4) Orwell, George. *1984*. New York: Penguin Books, 1961.
- (4) Atwood, Margaret. *The Handmaid's Tale*. New York: Anchor Books, 1986.
- (4) Frank, Pat. *Alas, Babylon*. New York: Harper Perennial Modern Classics, 1959.

Additional Supplies:

- One two-pocket paper folder (for daily assignments)
- Lined loose-leaf paper (for daily assignments, journals, and notes)
- Computer Scan Disk (for saving work completed in class)

Class attendance policy:

- You may miss two class periods without penalty. Each miss after two absences will result in your final course grade dropping 2% (ex. If your final course grade is 90%, or an A, but you miss four class periods, your final grade will be an 86% or a B).
- Generally, no distinction is made between “excused” and “unexcused” absences. The exception to this is Canton High School extra-curricular events (you must be a participant or part of the team – not a spectator) which will be excused if I am notified at least one class before the absence. (Extra-curricular events are scheduled so you know when you will be absent. You must personally come get assignments and turn in work – the coach’s email does not cover you, it simply notifies that you’ll be absent.
- Should you face extenuating circumstances such as hospitalization, extreme illness, or death in the family – contact me as soon as possible so that we can discuss your options and ways to keep you up-to-date with class work.
- Incompletes will be granted at my discretion and only to students who are passing the course at the time they request the incomplete.
- Be advised – taking the full two absences is, as stated, allowable, but any absence may affect your grade for the course, as every day we will be discussing important ideas related to the assigned written essays.
- Arriving late to class or leaving early from class will be counted as an absence. In short, schedule doctor’s appointments, etc. outside of class time.
- Finally, no one missing ten or more class periods will receive a passing grade for this course REGARDLESS OF THE REASON.

Cheating and plagiarism policy:

- Academic honesty is of the utmost importance, to the integrity of the university as well as to you as a student. Anyone who represents themselves as the author of another’s ideas and/or language commits academic dishonesty, and more particularly, plagiarism.
- Thus if you submit work, in part or in whole, that is not your own, whether borrowed, bought, or stolen from a published source or peer, you will receive a zero (not an F) for the assignment and face further disciplinary action, including written exercises and essays.
- To avoid charges of plagiarism, ask for help if and when you need it, but be sure that the final work you submit for a grade represents your effort and learning and not someone else’s.
- During the course, special attention will be given to correct source citation and paraphrasing techniques so that you can avoid “unintentional” plagiarism, which, nonetheless, in this course and any other course, carries the same penalties as intentional plagiarism.

Make-up policy:

- Assignment folders turned in after the due date will lose 10% for the first day they are late and 2% for each subsequent day, including weekends. For example, if an assignment folder is due Tuesday but you turn it in on Friday, you will lose 14%. If you turn it in the following Monday, you will lose 18%.
- Late folders must be turned in – in person to me directly. Do not under any circumstances ask a janitor to open my room nor should you try to slide it under the door. Folders found on my desk after I have locked my door will be docked an additional 10%.

Recycled Work Policy:

- All work submitted for a grade must be original to this course unless approved by me. In other words, do not recycle work from other courses, whether high school courses or college courses, without prior approval.

Evaluation Procedures: Assessments

Assessment in this class will be based on five formal writing projects, as well as written exercises, quizzes, class preparedness, and class participation.

Criteria for Assessment:

- Writing using standard American English, including correct punctuation, grammar and sentence structure
- Write logically
- Write persuasively, with a variety of rhetorical strategies (e.g. expository, argumentative, descriptive)
- Incorporating formal research and documentation into their writing, including research obtained through modern, technology-based research tools

The first three criteria are assessed through evaluation of the content and form of student's formal assignments.

Evaluation procedures: Performance standards and grading policy

- Your final course grade will be based on my evaluation of your performance on all graded activities.
- Note – all assignments must be completed for you to earn a passing grade for the course.

Quarter 1 and 2 – grades will be earned in the following categories:

- Portfolio (4) Writing Exercises
- Quizzes – Textbook
- Essay 1: Closed Response
- Essay 2: Narrative Essay
- Essay 3: Literary Response
- Essay 4: Research Paper
- Final Exam – Senior Memory Book

Semester Standards and Grading Policy:

Quarter 1 – 40 %
Quarter 2 – 40 %
Final Exam – 20%

Essay and Course Grading Scale:

A = 90 – 100 %
B = 80 – 89 %
C = 70 – 79%
D = 60 – 69%
F = 59 % or less

Your final grade will appear on a transcript through NSU.

Participation:

- Regularly attend class, pay thoughtful attention, volunteer responses during class discussions, and lastly, but most importantly, treat your classmates with respect and expect the same from them.
- Note: Computer time is scheduled for Tuesdays and Thursdays. This is your time to use the computers for the writing done in this class. If you choose to surf the Internet or work on another class's assignments you will be showing that you are not fully engaged in class.
- In addition, do not, under any circumstances, text-message others using your cell phone while in class.

Class Preparedness:

- Allow one-half to one hour to prepare the readings listed in the schedule of classes and one hour to two hours to complete any corresponding written exercises or essay drafts. This is why the scheduled time on Tuesday and Thursday is crucial for you to be able to stay on top of your assignments.
- If during the discussion over the assigned readings it is apparent you have not read the assignment or completed any corresponding written exercises, you will be asked to step out into the hall to do the assignment. You will not get the benefit of the discussion without having done the work according to the schedule.
- Quizzes over the assigned reading will be given at the beginning of most class periods and with the exercises and class participation will constitute your grade for class preparedness. You will not be graded on every reading assignment; however, you should prepare yourself as if you would have a quiz every day.
- Quizzes will be made up before school as scheduled by the instructor.

Portfolio: Writing Exercises

- Exercises will be assigned throughout the week, as a way to practice different writing styles.
- These daily writing assignments will be utilized to compile your Senior Memory Book.
- There will be time to peer review the weeks writing assignments.
- You will choose one of the writing assignments to represent your writing for the Portfolio. I will randomly choose one to be graded as well – you will not know which one will be the random choice. These two assignments will be graded; the rest of the daily writing assignments will be reviewed as a pass/fail completion grade. Think of them as one final draft, with the rest being typed rough drafts.
- All of these exercises should be clearly labeled with title and due date. Begin each exercise on a new page – the exercises will be turned in two times each quarter.

Portfolio 1 – September 12, 2013

Portfolio 2 – October 9, 2013

Portfolio 3 – November 7, 2013

Portfolio 4 – December 4, 2013

Essays:

- You will plan, draft, revise, and edit four formal essays. Specific instruction will be given in each of the four essays assignments during class on the day in which the essay is assigned.
- On peer review days (see below), you should bring in ONE HARD COPY of the appropriate essay draft.
- NOTE: peer review drafts are due at the beginning of class; do not ask to print your essay once class has begun. Anyone failing to bring in a completed peer review draft or anyone missing a peer review day will lose one letter grade on the peer review.

Peer Review Workshop:

- For each assigned essay, you will participate in a peer review workshop in which you will read and comment on peers' drafts regarding the organization and development of their topics, as well as various editing concerns. In turn, your peers will comment on your drafts.
- You may not participate in a peer review (i.e., read your peers' drafts) if you come to class without a draft.
- Finally, you must be present during the peer review to get feedback on your draft (i.e., you cannot turn your draft in early, knowing you'll be absent from class.) The exception to this is if you will be absent from class because of a school-related activity. In this instance, you must notify me via email or in person at least one class period before the peer review day to make alternate arrangements.
- Anyone failing to bring in a completed peer review draft or anyone missing a peer review day will lose one letter grade on the peer review.

Final Exam – Senior Memory Book:

- The final exam is the Senior Memory Book.
- It will be due on the last day of class. You will need to turn in the book and sign a completed book form (I will sign and date it as well.)
- The book will be compiled from the daily writing assignments that you have done throughout the semester.

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT: Northern State University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require accommodations, please contact the NSU Office of Disability Services (ODS) as soon as possible to discuss your particular needs. The mission of the Office of Disability Services is to provide equal access to university programs, as mandated by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Any student requesting accommodations must submit adequate documentation of disability before accommodations can be provided.

Contact information for the ODS:

Student Center Room 240 – 2nd floor Phone – 605-626-2371 Fax – 605-626-3399

NORTHERN STATE UNIVERSITY DIVERSITY STATEMENT: Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

ACADEMIC FREEDOM STATEMENT: FREEDOM IN LEARNING: Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college which offers the class to initiate a review of the evaluation.

Tentative Schedule of Classes

Prepare each reading assignment before coming to class. If classes are cancelled, prepare the material for the next scheduled class. In other words, assume that we will stay on schedule. Any necessary adjustments to the schedule will be announced in class. In short, attend class to stay informed.

- Tuesdays and Thursdays are scheduled workdays in the computer lab unless otherwise indicated on the syllabus.
- Monday, Wednesday, and Friday are scheduled class instructional time.
- (HW) – Homework, this is an assignment to be done before you come to class the next day. Example: On the first day of class you have a HW assignment. We will discuss/quiz over that assignment on Friday. You may have a quiz over this material when you arrive to the class period.
- (Due) – This is an assignment that is due on this day.

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| 8/19 (Monday) | Inservice |
| 8/20 (Tuesday) | Inservice |
| 8/21 (Wednesday) | Introduction to class/syllabus Discussion “Writing Vs. Composing” Introduce <i>Bleachers</i> and reading schedule (HW) Read <i>Bleachers</i> Section 1 (HW) Read Harbrace Pg. 2 – 15 |
| 8/23 (Friday) | Discussion Topic “How does Reading Affect Writing” Writing Exercises: Personal Philosophy <i>Bleachers</i> Discussion 1 (HW) Read Harbrace Pg. 16 to 33 |
| 8/26 (Monday) | Discussion Topic “How do I Decide What to Write” Writing Exercises: Metaphor Poem (HW) Read <i>Bleachers</i> Section 2 (HW) Read Harbrace Pg. 34 to 51 |
| 8/28 (Wednesday) | Discussion Topic “What a Thesis Isn’t” Writing Exercises: Five Maxims and Collage (HW) Read Harbrace Pg. 51 to 66 |
| 8/30 (Friday) | Discussion Topic “Writing to Discover” Peer Revision – Writing Exercises: Theme Song Essay & Heraldic Shield <i>Bleachers</i> Discussion 2 (HW) Read Harbrace Pg. 67 to 78 |
| 9/2 – No School (Labor Day) | |
| 9/3 (Tuesday) | Discussion Topic “Why Revise” Writing Exercises: Who Am I Eassy (HW) Read <i>Bleachers</i> Section 3 (HW) Read Harbrace Pg. 78 to 91 |
| 9/4 (Wednesday) | Discussion Topic “Coherence, Why Bother” Writing Exercises: Family Tree (HW) Read Harbrace Pg. 91 to 96 & 107 to 110 |
| 9/6 (Friday) | Discussion Topic “Do author’s revise?” Peer Revision – Writing Exercises <i>Bleachers</i> Discussion 3 (HW) Read Harbrace Pg. 178 to 194 |

- 9/9 (Monday)** Discussion Topic “How Do I Win an Argument?”
Writing Exercises: **Multi-Genre Essay**
Essay 1 – Closed Reading (Prompt & Requirements)
(HW) Read Harbrace Pg. 195 to 215
- 9/11 (Wednesday)** Discussion Topic “What Arguing Isn’t”
Writing Exercises: **Multi-Genre Essay**
Essay 1 – Brainstorming
(HW) Read Harbrace Pg. 391 to 402
- 9/12 (Thursday)** Discussion Topic “Why Write About Literature”
Peer Revision: Writing Exercises
(Due) Portfolio #1
Essay 1 – Gathering Proof and Citations
- 9/13 (Friday)** **No Classes – Homecoming**
- 9/16 (Monday)** Discussion Topic “Purpose in Comparing” & “Literary Conventions”
Writing Exercises: **Where I Grew Up (Picture Essay & Captions)**
Essay 1 – Rough Draft
- 9/18 (Wednesday)** Discussion “Revision vs. Proofreading”
Essay 1 – Peer Revision
(HW) *Fahrenheit 451* – Section 1
- 9/20 (Friday)** Discussion Topic “When to end an essay”
(Due) Bleachers Essay
Fahrenheit 451 Discussion 1
- 9/23 (Monday)** Discussion Topic “Censorship”
Writing Exercises: **Family biographies (2)**
(HW) Read Handout (Short Story)
(HW) *Fahrenheit 451* – Section 2
- 9/25 (Wednesday)** Discussion Topic “Why do we like stories?”
Writing Exercises: **Personality Poem, & Pals Poem**
Essay 2 – Narration (Prompt & Requirements)
- 9/27 (Friday)** Discussion Topic “How do I tell a story people want to hear?”
Peer Revision – Writing Exercises
Fahrenheit 451 Discussion 2
- 9/30 (Monday)** Discussion Topic: “Conflict Makes the World Go Round”
Essay 2 – Narration (Brainstorming)
Writing Exercises: **Childhood Picture Essay**
(HW) *Fahrenheit 451* – Section 3
- 10/2 (Wednesday)** Discussion Topic “My story isn’t going anywhere”
Writing Exercises: **Toy Essay**
Essay 2 – Narration (Rough Draft)
(HW) Read Harbrace Pg. 602 to 611
- 10/4(Friday)** Discussion “Unity Smunity”
Essay 2 – Narration (Peer Revision)
Fahrenheit 451 Discussion 3
(HW) Read Harbrace 612 to 620

- 10/7 (Monday)** Discussion Topic Phrases, Clauses, and Sentences – Oh, My!
 Rough Draft: Essay 2 – Narration
 Writing Exercises: **Family Lore**
 (HW) Read Harbrace Pg. 621 to 627
- 10/9 (Wednesday)** Discussion Topic “Clarity and Parallelism”
 Peer Revision: Essay 2 – Narration
 Due Portfolio #2
 (HW) Read Harbrace 628 to 637
- 10/11 (Friday)** Discussion Topic “Why Use Emphasis”
 Due – Essay 2 (Narration)
Fahrenheit 451 Discussion 3
- 10/14 (Monday)** **No Classes – Native American Day (Teacher In-Service)**
- 10/15 (Tuesday)** Discussion Topic: Common Writing Errors
 (HW) – Read Section 1 of *1984*, *Brave New World*, or *Handmaid’s Tale*
 (HW) Read Harbrace 638 to 647
- 10/16 (Wednesday)** Writing Discussion “Variety – The Spice of Life”
 Writing Exercises: **Influential Person Letter**
 (HW) Read Harbrace Pg. 650 to 666
- 10/18 (Friday)** Discussion Topic “Slang Ain’t a Style”
1984, *Brave New World*, or *Handmaid’s Tale* Discussion 1
 Writing Exercises: **My Special Place**
 (HW) Read Harbrace 667 to 678
- End of Quarter 1**
- 10/21 (Monday)** Discussion Topic “That’s Exactly What I Meant”
 Writing Exercises: **Grades K thru 2**
 (HW) – Read Section 2 of *1984*, *Brave New World*, or *Handmaid’s Tale*
 (HW) Read Pg. 679 to 684
- 10/23 (Wednesday)** Discussion Topic “Short and Sweet”
 Writing Exercises: **Grades K thru 2**
 (HW) Read Harbrace Pg. 223 to 235
- 10/24 (Thursday)** Discussion Topic “How will I know the right source?”
1984, *Brave New World* or *Handmaid’s Tale* Discussion 2
 (HW) Read Harbrace 236 to 247
- 10/25 (Friday)** **No Classes**
- 10/28 (Monday)** Discussion Topic “Choosing a Topic for Research”
 Writing Exercises: **Grades 3 thru 5**
 (HW) – Read Section 3 of *1984*, *Brave New World*, or *Handmaid’s Tale*
 (HW) Read Harbrace Pg. 248 to 255
- 10/30 (Wednesday)** Discussion Topic “Give Me Some Credit”
 Essay 3 – Academic Writing: Literary Response (Prompt & Requirements)
 Writing Exercises: **Grades 3 thru 5**
 (HW) Read Harbrace Pg. 256 to 263

- 11/1 (Friday)** Discussion Topic “Committed vs. Biased”
1984, Brave New World or *Handmaid’s Tale* Discussion 3
 Essay 3 – Academic Writing: Literary Response (Brainstorming & Research)
 Writing Exercises: **Middle School**
 (HW) Read Harbrace Pg. 264 to 271
- 11/4(Monday)** Discussion Topic “Expository vs. Argumentative”
 Essay 3 – Academic Writing: Literary Response (Researching & Writing)
 Writing Exercises: **Middle School**
 (HW) Read Harbrace Pg. 271 to 281
- 11/6 (Wednesday)** Discussion Topic “Plagiarism”
 Essay 3 – Academic Writing: Literary Response (Rough Draft)
 Due – Portfolio 3
 (HW) Read Harbrace Pg. 282 to 323
- 11/8 (Friday)** Discussion Topic “Questions About Citation”
 Essay 3 – Academic Writing: Literary Response (Rough Draft)
 Writing Exercises: **Freshman Year**
- 11/11 (Monday)** Peer Revision – Essay 3
 Writing Exercises: **Freshman Year**
 (HW) Final Draft of Essay 3
- 11/13 (Wednesday)** Discussion Topic “Position Paper”
 Writing Exercises: **Sophomore Year**
 (Due) Essay 3 – Academic Writing: Literary Analysis
 (HW) List of Possible Topics and Stances
- 11/15 (Friday)** Discussion Topic “Why Do I Need a Stance?”
 Writing Exercises: **Sophomore Year**
- 11/18 (Monday)** Discussion Topic “Researching a Topic”
 Writing Exercises **Junior Year**
 Essay 4 – Research Paper (Prompt and Requirements)
 (HW) Find 5 to 7 sources
- 11/20 (Wednesday)** Discussion Topic “Using Sources and Taking Notes”
 Writing Exercises: **Junior Year**
 Essay 4 – Research Paper
 (HW) Thesis and tentative outline
- 11/22 (Friday)** Discussion Topic “Paraphrasing, summarizing, and quoting”
 Writing Exercises: **Senior Year**
 Essay 4 – Research Paper (Research)
- 11/25 (Monday)** Discussion “What is Important?”
 Writing Exercises: **Senior Year**
 Essay 4 – Research Paper (1 page w/citation)
- 11/27 (Wednesday)** Discussion Topic “Incorporating Research”
 (Due) Rough Draft for Oral consultation
- 11/28 & 29 (Thurs/Fri)** **No School – Thanksgiving**

- 12/2 (Monday)** Peer Revision – Ideas and Content
Writing Exercises: **Epilogue**
(HW) First Draft of Research Paper
- 12/4 (Wednesday)** Discussion Topic “When to Say When”
(Due) Portfolio 4
Essay 4 – Research Paper: First Draft of Research Paper (Ready for Peer Revision)
- 12/6 (Friday)** Discussion Topic “Am I Done Yet”
Essay 4 – Research Paper: Final Draft of Research Paper
- 12/9 (Monday)** Discussion Topic “Using Revision”
Peer Revision (First Draft of Research Paper)
(HW) Revision and Editing
- 12/11 (Wednesday)** Discussion Topic “What Would I Change”
Essay 4 – Research Paper: Revise and Edit
(Due) Early Submission of Research Paper – For Extra Credit
- 12/13 (Friday)** Discussion Topic “Finally, the end is in sight”
(Due) Essay 4 – Research Paper
Writing Exercises: **Senior Memory Book**
- 12/16 (Monday)** Discussion Topic “Reflections on Writing – How Has My Writing Improved?”
(HW) Reflection Paper for Senior Memory Book
- 12/18 (Wednesday)** Discussion Topic “Questions/Answers on Writing for Other Professors”
(Due) Senior Memory Book – Final Exam