

PHILOSOPHY 411:
ARISTOTLE'S *DE ANIMA* AND *NICOMACHEAN ETHICS*

Professor: Dr. Katz
Classroom: 211A Berkey
Class times: Tues & Thurs 12:40–2:30pm
Phone: (517) 884-7678

Email: ekatz@msu.edu
Office hours: **Mon 2:00–3:00 & Thurs 3:00–4:00** in **South Kedzie 509**
(my office); and by appointment
(with 48 hours' notice)

General Description

In his *Lectures on the History of Philosophy*, Hegel says of Aristotle: “he was one of the richest and deepest of all the scientific geniuses that have as yet appeared—a man whose like no later age has ever yet produced.” This semester, we will immerse ourselves in some of Aristotle’s most challenging and fascinating works, with a primary focus on his theory of the soul and his ethics. Through close textual reading, seminar-style discussions, lecture, and writing, we will study key texts in which Aristotle discusses such topics as the nature of the soul, perception, imagination, thinking, understanding, the moral virtues, practical wisdom, happiness, and friendship.

Required Texts

- *De Anima: Books II and III with passages from Book I*. Translated with introduction and notes by D. W. Hamlyn; with a report on recent work and a revised bibliography by Christopher Shields. Clarendon Press, 1993 (ISBN: 9780198240853)
- *Nicomachean Ethics*. Edited by Sarah Broadie & Christopher Rowe. Oxford University Press, 2002 (ISBN: 0198752717)
- Graff, Gerald, Cathy Birkenstein, and Russel K. Durst. *"They Say/I Say": The Moves that Matter in Academic Writing: with Readings* (4th edition). W.W. Norton & Company, 2018. (ISBN: 9780393631685)

Helpful References

- *Ethics with Aristotle*. Sarah Broadie. Oxford University Press, 1993 (ISBN: 978-0195085600).
- “Aristotle’s Psychology”. Victor Caston. In *A Companion to Ancient Philosophy*, edited by Mary Louise Gill and Pierre Pellegrin, Blackwell Publishing, 2006 (316–346).
- *Aristotle’s De Anima: A Critical Commentary*. Ronald Polansky. Cambridge University Press, 2007 (ISBN: 978-0521862745).
- *The Stanford Encyclopedia of Philosophy*, at plato.stanford.edu/contents.html

Assignments

(1) PAPER PROJECT

Over the course of the semester, we will have a series of workshops in which we work on all the components of a philosophical paper. Your preliminary work on each component of the paper is due at the start of class on each workshop day. See the files entitled “Preliminary Work for Workshop 1” (and 2 and 3 and 4) for details (on D2L, in the “Paper Project” folder). What you produce in the workshops will be the basis for your term paper. See the Term Paper Guidelines (on D2L, in the “Paper Project” folder) for details.

Quick List of Workshop Days

- (i) *De Anima* Topics, Theses & Scholarly Sources
Workshop 1: **Tuesday 12 February**
- (ii) *Nicomachean Ethics* Topics, Theses & Scholarly Sources
Workshop 2: **Tuesday 16 April**
- (iii) Main Argument
Workshop 3: **Tuesday 23 April**
- (iv) Objections/Alternatives & Responses
Workshop 4: **Thursday 25 April**

It is your responsibility to ensure that you are in class, on time, each of these days. Please plan accordingly. The term paper is due before **the start of the final exam**. You will turn in your printed final copy at the final exam, along with all graded workshop assignments and a copy of your scholarly source. You will also submit an electronic copy of just the term paper to the D2L Term Paper dropbox.

(2) THEY SAY/I SAY WORK

To earn credit for these assignments, you must (1) complete the assigned exercises from *They Say/I Say*, (2) bring them to class on the day they are due, and (3) participate in in-class workshop (which amounts to exchanging work with a partner and discussing and evaluating one another's work). We will have 4 *They Say/I Say* work sessions this semester:

- (i) Chapters One & Two
Thursday 31 January
- (ii) Chapters Three & Four
Thursday 7 February
- (iii) Chapters Five & Six
Thursday 14 March
- (iv) Chapters Seven & Eight
Thursday 11 April

(3) TESTS

Because this is a 400-level seminar-style course, we do not spend the lecture rehashing everything from the readings. The expectation is that you take careful reading notes and ask questions in class, over email, and during office hours about what you did not understand and would like to have explained. You are responsible for *all of the material* in the assigned readings, regardless of whether we discuss it during any given lecture. The test questions I expect you to be able to answer presuppose your regular attendance (*no more than 2 absences*) and careful in-class note-taking. However, they cannot be answered with slides and lecture notes alone; you will need to fill out your answers with *your own careful reading notes*.

Test 1:

This test covers all assigned Aristotle readings from the start of class to the last lecture before the test, *including* D2L readings. The test is 60 minutes. There are 10-15 questions, and each question requires a 2–4 sentence answer. Please see the course schedule (below) for the date. A study guide is available on D2L.

Test 2 OR Final Exam:

(A) Test 2: Students who miss or are late for *no more than* two classes AND earn at least 60% on Test 1 AND earn a passing grade on *all* of the paper components will qualify to forego the final and instead take a 1-hour test that covers the assigned Aristotle readings from after Test 1 to the last Aristotle lecture. The test begins at 10:00am; any student who arrives after the first student has left the classroom will not be admitted. There are 10-15 questions, and each question requires a 2–4 sentence answer. Please see the course schedule (below) for the date and time. The exam will be held in our regular classroom. A study guide is available on D2L.

(B) Final Exam: Students who miss or are late for three or more classes (for any reason—this includes excused absences), fail one or more of the paper components, OR earn less than 60% on Test 1 must take a 2-hour final comprehensive exam instead of Test 2. This is *not* a punishment—really!—it's simply what is required for me to assess your level of learning in the course if one of these other elements is not fulfilled.

(4) PARTICIPATION

(A) Attendance Work

These are easy points to earn. If you are in class on time and prepared (*viz.* you have read and taken reading notes), you should earn these points. I will put up on a slide 1–2 questions that you should be able to answer if you have done the reading carefully (and by this I mean that you have taken thorough reading notes). You may consult your reading notes during the quiz, but not the text itself (Grading: 0, 1, 2). There will be a total of 6-8 of these attendance assignments. There are no make-ups for these assignments, but your lowest score will be dropped at the end of the semester.

(B) Class Contribution

Because we will be a small group, active participation in class discussion is essential. You are expected to attend class regularly (no more than 2 absences), and to come to each class *prepared to discuss the readings*. I will note student contributions for every class period. Please keep in mind that you do not get participation credit simply for showing up. Class contribution is graded as follows:

- 1: High-level, substantial contributions to in-class discussion, i.e., questions, comments, or responses to questions that are directly relevant to the material, rooted in the readings, and show that the student has thought carefully about the material.
- 0.5: Questions, comments, or responses that are not directly relevant to the material, anecdotes, etc.
- 0: Absent, no contributions
- 1: Student engages in distracting/disruptive behavior (e.g., using electronic devices in class, persistently interrupting others, etc.).

(C) Discussant/Respondent

Discussant: When you are a discussant, your job is to prepare *two questions* about the assigned reading for the day, and to email them to me and your respondent by **3:00pm the day before class**. Your questions should be designed to promote discussion.

- (1) One must be an **exegetical question** (i.e., it must be a question about what Aristotle *means*—the meaning of a term in a particular context, the point of an argument, etc.).
- (2) The other must be an **evaluative/critical question** about the strength or weakness of one of Aristotle’s arguments or claims. You must email me and your respondent your two questions by **3:00pm** the day before class. Late questions will get no credit, and respondents are not required to answer them (since they will not have had enough time to prepare).

Respondent: When you are a respondent, your job is to take a stab at answering the question your discussant sends you. It does not matter if your answer is incorrect, as long as it is solidly based in the text, i.e., your answer makes direct and appropriate (i.e., not random or purposeless) reference(s) to the assigned reading and/or to previous readings. You may answer with or without notes (or even prepare your answer ahead of time and read it aloud in class). You do not have to submit anything in writing. As a rough guideline, your answer should take you no less than 2 minutes to explain, and no more than 4 minutes.

Each student will be a discussant once and a respondent twice (once for the exegetical question, once for the critical question). You will be assigned dates for each of these roles by the end of the day **Thursday January 17**. The schedule will be posted on D2L. Discussion questions begin **Tuesday January 22**.

NOTE: Both the discussion questions and the responses must be *entirely* your own work. If you consult any sources, including web sources, you must make it clear *exactly how you have used them* in crafting your questions or responses.

Grade Breakdown

- Paper project [4 workshop assignments (4x4=16), term paper (16)]: 32%
- Participation [discussant (2) & responses (2x2=4), attendance work (10), and class contribution (10)]: 24%
- *They Say/I Say* work: (8x2=16, lowest score dropped): 14%
- Tests [15 each, or 10 & 20 if must take final exam]: 30%

Grading Scale

%	4 Point Scale	Qualitative Description
95-100	4.0	Superior/Exceptional Work
92-94.9	4.0	Excellent
85-91.9	3.5	Very Good/Good
80-84.9	3.0	Good/Better than Average
75-79.9	2.5	Average/Satisfactory
70-74.9	2.0	Satisfactory/Slightly Less than Satisfactory

65-69.9	1.5	Less than Satisfactory
60-64.9	1.0	Meets Absolute Minimum Requirements
0-59.9	0.0	Fails to Meet Minimum Requirement

(NOTE: Grades will only be rounded up when calculating the final grade, and 1 decimal place will be counted. E.g., a final grade of 84.9 will not be rounded up to 85.0%, but a final grade of 84.95 will be rounded up to 85.0%)

Some Important Class Policies

• Preparation for Class

You are expected to come to each class prepared to discuss the assigned reading. Please bring your text to every class. The readings are relatively (and deceptively) short in length, but they are *dense*. You will need to read them several times and take careful reading notes (perhaps even drawing diagrams and tables) in order to understand them well enough to discuss them. Plan your time accordingly. Note that at the undergraduate level, students should expect to spend at least 3 hours studying outside of class for every hour in class. Since this is a 4 credit-hour course, this means that you should spend 11-12 hours per week preparing for this class, or 5-6 hours per class session.

• Classroom Dynamics:

Please be respectful of everyone in the classroom. Examples of disrespectful, distracting, or disruptive behavior include (but are not limited to):

- using phones, tablets, or anything with a screen in class. *I see everything*—really—and the students seated near you do, too
- persistently speaking without being recognized or interrupting other speakers
- engaging in side conversations while the professor or another student is speaking
- sleeping in class
- coming to class after it is already well underway or leaving early without notifying the professor
- in general, any behavior that distracts the professor or other students around you and/or disrupts the class

If you engage in any of these inappropriate behaviors, you will lose 1 class contribution point (each time). Please note that polite expression of disagreement during times when discussion is permitted is not considered disruptive behavior (and is *encouraged* in a philosophy course).

•**Punctuality:** Please be on time for class. When reading quizzes are given, they will take place at the start of class; if you are late, you may not have time to take the quiz. If you must leave early, this is no problem as long as you notify me before class starts and sit by the door. If you are habitually late, I will call this to your attention privately. If you continue to be late after this point, I will no longer admit you to class after it has begun.

•**Laptop/tablet/electronic device policy:** I have found that laptops, tablets, and other electronic devices are a distraction in the classroom, and have a negative effect on the learning environment. For this reason, the use of laptops, tablets, smartphones, smartwatches, and other electronic devices will not be allowed in this class.

Exceptions will of course be made for anyone with the appropriate documentation from RCPD. In this case, a laptop or tablet must only be used for note-taking, so as to avoid distracting those seated near the student.

•**Phones, etc.:** If you have a phone or other communication device with you, it must be turned off and put away before class begins. Text messaging/emailing/web browsing are distracting to others and hence are not permitted during the lecture.

•**Recording of Lectures/Classroom Activities:** Students may record lectures, conversations with the professor, or any other classroom activities and use the recordings *only for their own course-related* purposes. Unless the professor gives written permission, students *may not* share any such recordings with other students enrolled in the class, post the recordings or other course materials online, or distribute them to anyone not enrolled in the class. Any student violating any of the conditions described above may face academic disciplinary sanctions.

•**Missed Lecture:** You are responsible for keeping up with the readings and other assignments at all times, even if you must miss class. If you miss a lecture, you should get notes from a classmate. You should also check our course webpage (on D2L) for slides and handouts. After you have reviewed your classmate's notes and the D2L material, I will be happy to meet with you during office hours to answer your questions about the lecture. There are no make-ups for attendance assignments (daily questions and reading quizzes); however, your lowest grade will be dropped at the end of the semester.

- Missed Workshop or *They Say/I Say* Work Session:** If you must miss a workshop day or *They Say/I Say* work session (for any reason), you may receive half credit if you submit your preliminary work (for the workshop) or answers and other work (for *They Say/I Say*) by email by the start of class that day (on the assumption that the preliminary work fulfills the requirements of the assignment). I do not need documentation for missed workshop or *They Say/I Say* days.
- Late Work:** A *typed* copy of your preliminary work on each component of the paper is due at the start of class on each workshop day, and a typed and printed or legibly handwritten copy of your completed exercises is due at the start of class on each *They Say/I Say* work session. Late work will only receive half marks; please plan accordingly. ***One time only* this semester: If you experience last-minute printer issues, you will be allowed to submit the paper copy to me by 4:00pm that day for full credit *if and only if* you email me an electronic copy (BOTH pasted into the body of the email AND attached as a Word document) *before* the start of class deadline AND you participate in the workshop/work session.**
- Rewrite Policy:** You may re-submit a *substantially* revised version of any *one* of your preliminary work assignments or *They Say/I Say* exercises at any time, up until the start of the final exam. If the revised version is better than the original version, the new grade will replace the original grade. If it is not, the original grade will stand.
- Grade Review Requests:** Students may request a grade review for *any* and *all* graded assignments in this course. Please follow the procedure detailed in the file entitled “Grade Review Request” (in the “Handouts, Forms, Etc.” folder on D2L).
- Office Hours:** I enjoy meeting with students! I am always happy to discuss any questions and concerns. My office hours are for your benefit, and I hope that you will take advantage of them. If you have a class or work conflict with my office hours, I will be happy to meet with you at another time provided you make your request at least 2 days in advance. I will notify the class ahead of time if I will be unable to make it to office hours on a particular day, and I will then schedule make-up office hours for that week.
- Getting Feedback:** I encourage you to come to me with any questions about your work and to have me look over and comment on drafts. Your best bet is to come see me in person, during my office hours. If you cannot meet with me in person, you may request feedback over email. When making such a request, I ask (1) that you include in your email a precise explanation of *what kind* of feedback you would like (e.g., “I would like to know if my thesis is clearly stated”, or “I would like to know if such-and-such is a scholarly source”), and (2) that you confirm that you have carefully reviewed the assignment guidelines.
- Email Contact:** It is your responsibility as a student to make sure that your MSU email account is working properly, so that you receive class emails and so that the emails you send your professor are received. **I check class email from 8am-4:30pm M-F and twice a day (until 5:00pm) on Sundays.** I do not check email on Saturdays. Please note that notification of grades via email is against FERPA (Federal Education Rights and Privacy Act) regulations. If you wish to discuss your grade on an assignment or your course grade, this must be done either by appointment or during office hours.
- Religious Obligations:** If your religious obligations conflict with scheduled assignments, and you let me know ahead of time, I will make alternative arrangements for you. Please provide a short note specifying your religious affiliation, the obligation in question, and the corresponding activities that cause the conflict.
- Students with Disabilities:** Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me **at the start of the term and/or two weeks prior to the accommodation date** (test, project, etc). Requests received after this date will be honored whenever possible.
- Academic Integrity:** Academic dishonesty will not be tolerated in this class. This includes all forms of plagiarism, cheating in class, and knowingly assisting others in either of these. When you cheat, you are lying to your professor and the university, and stealing from other students who have earned their grades. I will follow the university’s Academic Integrity Policy in all such matters. Specifically, if you are found to be guilty of academic dishonesty, you will receive a penalty grade (0 on the assignment), and you will be required to attend a course on academic integrity. You may also face further disciplinary action (suspension from the class, your program, or the university). More information about MSU’s academic integrity policy may be found at

www.msu.edu/~ombud/academic-integrity/index.html. In order to avoid any unfortunate misunderstandings, it is your responsibility always to include in your work proper references to any and all secondary sources that you have cited or consulted, including web pages. If in doubt, consult with me *before* submitting your work.

TENTATIVE SCHEDULE

(subject to change; D2L will have the most up-to-date schedule)

WEEK 1

Tuesday 8 January

- Today's Topics: Course intro, syllabus review, how to read Aristotle

Thursday 10 January

- Assignments for today: Read *Physics* II.1 & 3 and *Metaphysics* IX.1–2 (in the file entitled Selections from Aristotle's *Physics* and *Metaphysics*, which is in the Readings folder on D2L)
- Today's topics: Key concepts in Aristotle (matter and form, the four causes, potentiality and actuality)

WEEK 2

Tuesday 15 January

- Assignments for today: Read *Metaphysics* IX.5–6 (in the file entitled Selections from Aristotle's *Physics* and *Metaphysics*, which is in the Readings folder on D2L); read "Selections from *De Anima* I" (on D2L)
- Today's topics: potentiality and actuality, *De Anima* overview, predecessors' accounts of the soul

Thursday 17 January

- Assignments for today: Read *DA* II.1–6
- Today's topics: definition of the soul, the soul's faculties, the nutritive faculty, the sense faculty
- *Discussant and Respondent schedule will be set and posted today***

WEEK 3

Tuesday 22 January

- Assignments for today: Read *DA* II.7–9
- Today's topics: distance senses: sight, hearing, smell; the paper project; finding scholarly sources

Thursday 24 January

- Assignments for today: Read *DA* II.10–12, III.2–3
- Today's topics: contact senses, receiving form without matter, consciousness, imagination

WEEK 4

Tuesday 29 January

- Assignments for today: Read *DA* III.4–5, 7–11
- Today's topics: the intellectual faculty; the role of imagination in thinking and action; faculties and their objects; connection between locomotive, imaginative, and desiderative faculties

Thursday 31 January

- Assignments for today: Read *They Say/I Say*, Chapters One and Two (pp. 19–42). Complete all the exercises on pp. 28–9 and 41–2. Bring your completed exercises to class. Printed or handwritten ok, but if handwritten must be legible. (Note: For Chapter Two exercise 1, just write your 2 summaries before class; you will complete exercise 1 in class by exchanging summaries with a classmate.)
- Today's topics: starting from others' views; writing a summary

WEEK 5

Tuesday 5 February

- Assignments for today: prepare for Test 1

□ Today:

- *Test 1* (first hour): Key concepts (*Physics* and *Metaphysics* selections) & *De Anima*
- Second hour: What to do with scholarly sources

Thursday 7 February

Assignments for today: Read *They Say/I Say*, Chapters Three and Four (pp. 43–52 and 53–66), and complete the exercises on pp. 51–2 and 66

- Chapter Three exercises: For exercise 1, it's fine to just use one of the readings from *They Say/I Say* (Chapters 16–20). For exercise 2, just revise a single paragraph of something you've written. Be sure to address all the questions.
- Chapter Four exercises: Please just use one of the readings from *They Say/I Say* for exercise 1: **underline** the sentences in which the author either agrees with others, disagrees, or both, and **write in the margin** “agrees”, “disagrees”, or “both”, as appropriate. For exercise 2, just write a single (substantial) paragraph rather than an entire essay.

Bring completed exercises to class. Printed or handwritten ok, but if handwritten must be legible.

□ Today's topics: quoting and integrating quotations, responding to others' views

WEEK 6

Tuesday 12 February

□ Assignments for today: *Preliminary work for Workshop 1* (typed and printed; include a printed copy of your article); see assignment guidelines for details

□ Today's topics: **WORKSHOP 1: *De Anima* Topics, Theses and Scholarly Sources**

Thursday 14 February

No class today (I will be in the UK giving talks at academic events)

No Thursday office hours this week

WEEK 7

Tuesday 19 February

□ Read *Nicomachean Ethics* (EN) I.1-8

□ Today's topics: *Nicomachean Ethics* overview, connection to *De Anima*, division of the sciences, distinctiveness of Aristotelian ethics, happiness, goods, the human function, the highest good

Thursday 21 February

□ Assignments for today: Read EN I.9–13 and II.1–2

□ Today's topics: relation of moral excellence to happiness, relation of habit to moral excellence and vice, excess and deficiency destroy excellence

WEEK 8

Tuesday 26 February

□ Assignments for today: Read EN II.3–9

□ Today's topics: definition and development of moral excellence, enumeration and explication of moral excellences and vices

Thursday 28 February

□ Assignments for today: Read EN III.1-5

□ Today's topics: conditions for voluntary action, decision, deliberation, wish, responsibility for character

****SPRING BREAK 4–8 MARCH****

WEEK 9

Tuesday 12 March

□ Assignments for today: Read EN III.6–12, IV.9

Today's topics: courage, moderation, shame

Thursday 14 March

Assignments for today: Read *They Say/I Say*, Chapters Five and Six (67–76 and 77–90), and complete the exercises on pp. 74–6 and 89–90

- Chapter Five exercises: For exercise 1, **underline** in your book the sentences in which the author refers to the views of others and the signal phrases she uses to set her view apart from theirs. In each case, **write in the margin** either “other’s view” or “signal”. Bring your book to class. For exercise 2, write up your answers to all questions (2a–f) and bring these answers and the piece of your own writing to class.
- Chapter Six exercises: For exercise 1, write or type up your objection, and state clearly where you would insert it (e.g. between paragraphs 1 and 2, or between sentences 3 and 4 of paragraph 2, etc.). For exercise 2, write up your answers to all questions and bring these answers and the piece of your own writing to class.

Bring all your work to class. Printed or handwritten ok, but if handwritten must be legible.

Today's topics: signaling, objecting to your own view

WEEK 10

Tuesday 19 March

Assignments for today: Read *EN V*

Today's topics: distributive and rectificatory justice, injustice, reasonableness

Thursday 21 March

Assignments for today: Read *EN VI.1–8*

Today's topics: the intellectual virtues: knowledge, art, *phronēsis*, understanding, wisdom

WEEK 11

Tuesday 26 March

Assignments for today: Read *EN VI.9–13*

Today's topics: *phronēsis*, relation of *phronēsis* to moral excellence

Thursday 28 March

Assignments for today: Read *EN VII.1–10*

Today's topics: lack of self-control, self-indulgence

WEEK 12

Tuesday 2 April

Assignments for today: Read *EN VII.11–14*

Today's topics: pleasure

Thursday 4 April

Assignments for today: Read *EN VIII–IX*

Today's topics: friendship

WEEK 13

Tuesday 9 April

Assignments for today: Read *EN X*

Today's topics: pleasure, the highest human good, happiness

Thursday 11 April

Assignments for today: Read *They Say/I Say*, Chapters Seven and Eight (91–100 and 101–16), and complete the exercises on pp. 99–100 and 115–16.

- Chapter Seven exercises: For exercise 1, write up your answers to all questions and bring these answers and the text(s) you've chosen to class (or if you just use readings from *They Say/I Say* or from *Reason and Responsibility*, write down the author, title, and page numbers). For exercise 2, either find something you've written in which you *do not* indicate "so what?" or "who cares?" and revise it using the template on p. 100, or find something you've written in which you *do* indicate "so what?" or "who cares?" and underline and identify the place(s) where you do so.
- Chapter Eight exercises: For exercise 1, follow the directions and bring your book to class. For exercise 2, just work on 2 paragraphs of something you've written. Write answers to all questions and bring these answers and your marked-up piece of writing to class.

Bring your work to class. Printed or handwritten ok, but if handwritten must be legible

WEEK 14

Tuesday 16 April

- Assignments for today: *Preliminary work for Workshop 2* (typed and printed; include a printed copy of your article); see assignment guidelines for details
- Today's topics: **WORKSHOP 2: Nicomachean Ethics** Topics, Theses and Scholarly Sources

Thursday 18 April

No class today (I will be giving a talk at the American Philosophical Association's annual conference)

No Thursday office hours this week

WEEK 15

Tuesday 23 April

- Assignments for today: *Preliminary work for Workshop Day 3* (typed and printed; include a printed copy of your article); see assignment guidelines for details
- Today's topic: **WORKSHOP 3: Main Argument Points**

Thursday 25 April

- Assignments for today: *Preliminary work for Workshop 4* (typed and printed); see assignment guidelines for details
- Today's topics: **WORKSHOP 4: Objections/Alternatives and Responses**

FINALS WEEK

I will hold special finals week office hours on the following date and time:

Tuesday 30 April, 2:00–4:00pm

Please come by if you would like to review material for the test or final exam. It may be productive to come in groups, if you are working on the study guide together.

Wednesday 1 May

- 10:00am–11:00am: TEST 2 (just on *EN*), in our regular classroom

OR

- 10:00am–12:00pm: Final Exam (comprehensive), in our regular classroom

**** Term Paper due** by the start of the final exam. You must (1) submit an electronic copy (Word or Pages documents only) of the term paper *only* to the Term Paper dropbox on the course D2L page, and (2) submit a hard copy of the term paper, *all previous graded workshop assignments*, and your scholarly source.

****10:00am: Deadline for resubmitting one of the workshop assignments (optional)****