

**ENG 4302, Southwestern Literature:**  
**Fierce Creatures, Myths, and Legends of The American Southwest**  
**Spring 2025**

**Course:** Eng 4302  
**Class meets in:** MAB 205  
**Class time:** M,W@ 2-3:15

**Instructor:** Dr. Rosemary Briseño  
**Office:** MAB 112-B  
**Office Hrs:** M-Th, 10-11; 12:30-2  
**Office phone:** 432-837-8152  
**Fax:** 432-837-8714

\*this is a hybrid class, which means there will be students meeting both online AND in person (in class). The class meets on specific days and times.

**Required texts** (*please ensure you acquire the correct edition!*)

- 1) *Folklore and Culture on the Texas-Mexican Border* by Americo Paredes (ISBN 13: 978-0292765641)
- 2) *There Was a Woman: La Llorona from Folklore to Popular Culture* by Domino Renee Perez (ISBN 13: 978-0292718128)
- 3) *Spooky Southwest: Tales Of Hauntings, Strange Happenings, And Other Local Lore* (ISBN 13: 978-1493027156)



**Required materials**

Internet access to Blackboard and your sulross.edu email address. Many readings/ material and important class news/updates will be sent to you via Blackboard. ***It is your responsibility to check Blackboard and your email/Announcements daily!***

**Course description:** This course explores the rich tapestry of myths, legends, and storytelling traditions that have shaped the cultural identity of the American Southwest. From ancient Indigenous oral traditions to modern literary interpretations, students will encounter the fierce creatures, larger-than-life heroes, and haunting folklore that define the region. Topics include the trickster tales of Coyote, the enduring mysteries of La Llorona, and depictions of the Southwest's vast, unforgiving landscapes as a character in itself. Through critical reading, creative writing, and in-depth discussions, students will examine how these narratives reflect themes of survival, resilience, identity, and the interplay between human and natural worlds. Works studied will include Indigenous stories, Hispanic folklore, and contemporary Southwestern authors such as Leslie Marmon Silko, Rudolfo Anaya, and Cormac McCarthy. By the end of the course, students will gain a deeper appreciation for the region's literary legacy and its ongoing influence on American storytelling. Suitable for those interested in literature, cultural studies, and the dynamic interplay of myth and reality.

**Course Learning Outcomes**

By the end of the course, students should be able to:

- SLO 1 – Students will be able to construct documents that demonstrate unity, organization, coherence, and development, and are grammatically correct.
- SLO 2 – Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.

SLO 3 – Students will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer’s own prose, and document them correctly using the style appropriate to the document.

- Critical Thinking. Students will develop critical thinking skills to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.
- Students will develop communication skills to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.

## ENGLISH (UNDERGRADUATE)

Graduating students will demonstrate that they can

1. Construct essays that demonstrate unity, organization, coherence, and development
2. Analyze literary works by applying principles of literary criticism or theory
3. Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer’s own prose, and document them correctly using MLA format
4. Demonstrate creativity or originality of thought in written or multimedia projects
5. Compare/contrast and analyze major works and periods within World, English, and American literature.

**IMPORTANT NOTE ABOUT HYBRID COURSES:** A "hybrid course success" refers to a situation where a course that combines both online and in-person learning elements effectively achieves its educational goals, providing students with a quality learning experience by seamlessly integrating the benefits of both modalities, while also addressing the challenges of managing both environments simultaneously; essentially, it means students are able to learn well and meet course expectations despite the blended format. **NOTE: If you are attending from off-campus, a hybrid course does NOT mean students don’t have to meet at the expected days and times---they are in fact **required** to attend class at the designated days and times, just as if they were in attending a course that meets in person.**

### **How to Be Successful in a Hybrid Course**

Success in a hybrid course requires balancing the flexibility of online learning with the structure of in-person sessions. Here are some strategies to thrive:

#### **Stay Organized**

Keep track of deadlines, meeting times, and assignments using a planner or digital calendar.

Regularly check the course syllabus and online platform for updates.

#### **Manage Your Time Wisely**

Set aside dedicated time for online coursework each week to avoid procrastination.

Treat the online portion of the course as seriously as the in-person sessions.

#### **Engage Actively**

Participate fully in both in-person and online discussions to stay connected with the material.

Reach out to your instructor or classmates if you have questions or need clarification.

### **Use Technology Effectively**

Familiarize yourself with the tools and platforms used for the course, such as learning management systems (e.g., Canvas, Blackboard).

Ensure you have a reliable internet connection and access to necessary software or apps.

### **Balance Independence and Collaboration**

Take initiative in completing online components, but also engage with group activities or peer interactions as required.

### **Be Self-Motivated**

Hybrid courses require a degree of self-discipline since you'll spend significant time learning independently.

Set goals for each session or week to stay on track.

By combining the discipline of online learning with the personal connections of face-to-face instruction, hybrid courses offer a unique opportunity to develop time management, self-motivation, and collaborative skills that are valuable both in academics and beyond.

### **Hybrid Classroom Expectations**

**DAILY, FREQUENT CHECK-INS:** You must check into Blackboard frequently/daily. I write detailed summaries of objectives for the day/week under the Announcements/email feature in Blackboard 9; it is your responsibility to read them. I will not review any assignment/lecture materials AFTER the due date.

**REASONABLE TIME CHECKS:** What this means is, don't contact me *late in the evenings* and expect me to respond. I have two sons (ages 16 and 12 years old), so I am in bed early and get up early,. It's best to contact me via email early in the morning, or during any appointed times we have previously agreed upon. I will always email you in a timely fashion, so look for my response as soon as you contact me. If you need to speak with me, call me during office hours, and/or leave a message.

**Community decorum:** In respecting others opinions, we will cultivate a virtual classroom environment that fosters communal learning. No one is allowed to bully, intimidate, or make disparaging comments/remarks. Everyone is expected to maintain a level of respect which fosters a sense of community and equitable learning. If you cannot maintain common decency, you will be barred from participating in online discussion for that session. If you continue disrespecting others, you will be barred from the course entirely, and you will earn an "F" for the course.

**Individual decorum:** Online courses do share some characteristics of traditional classroom environments, but are still quite unique in their operations, especially in that success in online courses depends on individual responsibility, more so than in a traditional face-to-face classroom. You are required to master time management, as well as make a conscious decision to CHECK IN DAILY. In order to achieve success in this course, please ensure you do the following:

- read assignments as they are assigned. Keeping up with the reading schedule is **absolutely vital to your success in this course**. If you do not consider the reading schedule a priority, your grade will suffer because quizzes, assignments, and major papers, revolve around the reading schedule
- turn in assignments by the due dates
- check your email/ Blackboard Announcements on a *daily* basis

-participate respectfully during forums. Your input, thoughts, and ideas relative to course readings and other course materials, are an important part of this course.

-DO NOT interfere with others' ability to learn; this means, you cannot monopolize the online classroom conversation, rudely interrupt others, shame or intimidate others, or otherwise prohibit or interrupt the learning process with disrespectful and/or disruptive behavior.

### Absences

There are three kinds of absences, as recognized by the University. Please familiarize yourself with each.

- 1) **Explained:** These are always excused. Students must be involved in athletics or other university sponsored activities.
- 2) **Excused:** These are not guaranteed to be excused. Excuses include, but are not limited to, illness, transportation issues, babysitting, etc. These are excused only by the discretion of the professor.
- 3) **Unexcused:** These are never excused. These are due to student negligence.

\*In course that meets three times a week, students are allowed nine (9) excused absences.

\*In a course that meets six times a week, students are allowed six (6) excused absences.

*\*these are in addition to the explained absences*

### Makeup Work

Opportunities to make up assignments are available only in extreme, urgent circumstances, because I make every effort to post assignments in advance, even though this is not a self-paced course. It is your responsibility to turn in your work on or before the deadline (or revised deadline, whichever has been approved). If the assignment is not turned in by the deadline, work MIGHT be accepted but ONE WHOLE LETTER grade (10 points) will be deducted *per day* the assignment is late, weekends count. *Makeup work is granted at the professor's discretion.* To be eligible for possible makeup work, you MUST contact me in a reasonable time BEFORE the deadline (not an hour before the deadline, not five mins before, and certainly not AFTER the deadline).

*If you contact me after the deadline, you will not be considered eligible to makeup that assignment.*

### No Late Work Policy

Late work is not accepted for any reason due to **student negligence** (forgetting to turn in an assignment, forgetting to log in, not knowing how to use Blackboard , etc).

### Student integrity and responsibility

Web-delivered courses are similar to face-to-face courses in that students are expected to exhibit academic integrity by respecting the discussion of their colleagues in the class, presenting as their own work only content that they have generated, scrupulously attributing and documenting all outside sources in their papers and discussion, and, in general, adhering to the ethical standards of scholars. I expect you to be responsible for your own learning.

### For Remote/Online Courses Only - SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using

Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

### **IMPORTANT INFORMATION ABOUT THE COURSE**

#### **1) Required Format for Turning in Assignments**

When using Blackboard to turn in assignments, please turn in all of your assignments in either **Microsoft Word OR PDF formats**. I will not accept work turned in using any other format. Every assignment must be typed or digitally uploaded, unless otherwise noted.

#### **2) Collaborate**

This course sometimes uses Collaborate--- for office hours and to view recorded lectures. It is imperative that you can use Collaborate from wherever you are taking the course. You must know how this---and all other features of Blackboard works---*before* classes begin. Not knowing how is not excusable and is student negligence

**Here is how you log on to Collaborate:**

- 1) Log into Blackboard, click on Collaborate in the left-hand menu
- 2) Click on the name of our class (Advanced Composition). A little office door icon appears to the very left of this
- 3) Click on Join Course Room
- 4) Make sure your webcam is ON and microphone are is MUTED

#### **3) Confirming You Have Successfully Submitted Your Work**

**EACH TIME YOU TURN IN AN ASSIGNMENT** you **MUST** use this two-step method to ensure your work was submitted correctly. **FAILURE TO COMPLETE THIS STEP CAN RESULT IN YOUR WORK NOT BEING PROPERLY TURNED IN AND THIS WILL BE COUNTED AS A "0."** Do not email me to check for you.

### **Confirming Submission of Your Blackboard Assignments, Methods 1 and 2**

**METHOD 1:****Assignment Link**

Click on the Assignment link to view the submission history for that assignment. If you are allowed to make more than one submission, you will also see a **Submission History** that will display all your submissions by \*date and time. This is important to note especially when you are required to turn in your work by a specific deadline. If you dispute the day and time in which you claim you submitted your work, but Blackboard cites a different time/date (i.e. past the due date), you negate any possibility for any makeup work.

**METHOD 2:****My Grades Tool**

You can also confirm your Assignment submission by accessing the **My Grades** area of a course. A yellow circle with a white exclamation point in the center will appear next to any Assignment that has been successfully submitted. You can access the submission history page by clicking either the name of the assignment or the yellow circle/white exclamation point icon.

**Discussion forum /participation** You will have a minimum of **TWO** discussion-board assignments, for which you must **provide AT LEAST TWO different RESPONSES, to two different classmates: your initial response to the Discussion Board question or prompt, then an additional two more responses to someone else's reply---so make note of due dates.** I suggest you plan to log onto the course each day, Monday through Friday. If you miss the deadline for the postings for any specific discussion board, you may not make up that work. **Once a discussion board is closed, it will not be re-opened.**

Discussion boards during the semester will usually be accompanied by specific content, length, and participation requirements (see above). In order to receive credit for discussion boards, you must post a minimum AT LEAST three separate times. Generally, your postings should follow these minimum standards:

- 1) Your first response to the Discussion Prompt should *be no less than* **750 words**, and must be comprised of statements that are on topic and of a depth and a scope sufficient to elicit thoughtful responses from your colleagues. **You must also include in-text citations to validate and justify your response.** Please end your initial posting with your name AND **word count.**
- 2) You must then respond **two additional times**---to either two different peers. These responses should be no less than **250 words** to other students, and must begin with that person's name; for example, a response might begin "Alexis, I agree that Voice of the Shuttle is a good place to go for critical theory resources, but I found a better source on the Internet at . . . ." Responses to the initial postings of other students that essentially say nothing but "I agree with Alexis" are unacceptable; be sure that your response adds to the discussion. You may or may not choose to include in-text citations when you respond to your peers.

**IMPORTANT:** All postings must be in paragraph form, comprised of complete sentences, and couched in language that is courteous and respectful of others' opinions. Topics for discussion may be responses to

specific assignments, discussion of each other's' papers, or responses to student questions about assignments. **Think of Discussion Boards as mini-essays.**

### Due Dates and Time

Unless otherwise notes, all assignments will be due on SUNDAY before 11: 59 pm. Do not email any work; submit only to Blackboard in PDF or Word doc ONLY.

### Tech Assistance

Not knowing how to upload your work properly via Blackboard is not an excuse for not turning in assignments late. If you need help with the technology when submitting an assignment, contact the Lobo Technology Assistance Center (see below) immediately. If you need technical assistance, contact the Support Staff at the Lobo Technology Assistance Center (LTAC)

## Who should I contact?

<p><b>Online Support Desk</b></p> <p>☎ 888.837.6055 ✉ <a href="mailto:blackboardsupport@sulross.edu">blackboardsupport@sulross.edu</a></p> <p><b>Available: 24/7</b></p> <ul style="list-style-type: none"> <li>• Logging into Blackboard</li> <li>• Questions about Blackboard tools/software</li> <li>• Trouble with tests/quizzes/assignments</li> <li>• Error messages on Blackboard</li> <li>• Online course video problems</li> </ul>	<p><b>Lobo Technology Assistance Center (LTAC)</b></p> <p>☎ 888.837.2882 ✉ <a href="mailto:techassist@sulross.edu">techassist@sulross.edu</a></p> <p><b>Available: Monday-Friday 8 a.m. - 5 p.m.</b></p> <ul style="list-style-type: none"> <li>• Logging into your mySRSU/Banner/SRSU email</li> <li>• Campus computer, computer lab, or campus Wi-Fi issues</li> <li>• Security concerns with your SRSU or VPN account</li> <li>• Questions about Office 365 or OneDrive</li> </ul>
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### EXCLUSIVELY FOR ONLINE-ONLY COURSES!

Sul Ross State University allows a maximum of 20% absences in a course before an instructor drops a student for excessive absences. In this online course, "excessive absences" is defined as non-participation in the course for three (3) weeks or more. Any student dropped for non-participation will receive an F in the course.

**To avoid being dropped, you must participate regularly. Participation in the course is defined as**

- logging in to the course to check activities and to read discussion boards,
- gaining access to and using supplemental materials,
- posting on discussion boards as scheduled, and
- turning in assignments in a timely manner

### Absences

There are three kinds of absences, as recognized by the University. Please familiarize yourself with each.

- 4) **Explained:** These are always excused. Students must be involved in athletics or other university

sponsored activities.

- 5) **Excused:** These are not guaranteed to be excused. Excuses include, but are not limited to, illness, transportation issues, babysitting, etc. These are excused only by the discretion of the professor.
- 6) **Unexcused:** These are never excused. These are due to student negligence.

\*In course that meets three times a week, students are allowed nine (9) excused absences.

\*In a course that meets six times a week, students are allowed six (6) excused absences.

*\*these are in addition to the explained absences*

## Makeup Work

**Opportunities to make up assignments are available only for Authorized and/or Explained (extreme, urgent circumstances beyond university-sanctioned activities, given at the professor's discretion)** it is your responsibility to turn in your work on or before the deadline. If the assignment is not turned in by the agreed upon deadline, the makeup work might be accepted by at 10 points off each day (weekends count) the assignment is late.

- 1) **Before you will be absent, notify me**—via email or phone call (email is preferred), in a reasonable amount of time (not 5 mins before class meets). Do not notify me during or after our class meets. Do not assume your absence will be excused.
- 2) **Make arrangements** with me to have the work turned in at a later time. If the excuse (for Explained Absence, not Authorized Absence) is granted, I will enforce a “0” as a placeholder grade. Generally, you will have 7 DAYS to make up the assignment; if you forget, the “0” stands. No exceptions.

## No Late Work Policy

Late work is not accepted for any reason due to **student negligence** (forgetting to turn in an assignment, forgetting to log in, not notifying your professor of impending absence, waiting until the last minute to begin assignments, not knowing how to use Blackboard, not managing your time properly, feeling exhausted after a long drive back to Alpine, etc).

## Professor e-communication

I will communicate with the class through Announcements, Messages and e-mail, so be sure to log in daily to check for announcements on the course home page and to check your Sul Ross e-mail account regularly.

## Email

In an effort to maintain respect and clarity in the virtual classroom setting, please follow these guidelines when emailing your professor:

### Please follow these guidelines when emailing your professor:

- 1) Include a salutation (Dear Dr. Briseno)
- 2) **Provide your name, class, and section. Do not assume I know who you are because I have several students enrolled in different courses.**
- 3) Clearly state the reason, problem/concern. Use full sentences; do a spellcheck.
- 4) Additionally, email is not the best way to teach; therefore, I do not respond to emails asking me to “look over” assignments. If you want to discuss any aspect of your work, please come to office hours.



5) Acknowledge that you have received my email with a simple, “Thank you” and a follow-up regarding your problem, issue, or concern; otherwise, I will be wondering whether or not your issue has been resolved.

### **Personal Responsibility**

It is your responsibility to check Blackboard and your email/Announcements frequently! I leave detailed instructions and details in the Announcements/email feature and in the Tentative Assignment Schedule in Blackboard; it’s up to you to check in and find out what’s due, when, and how to turn in assignments. *I will not re-open links once they are closed*; as this is time consuming and a waste of precious time, so you must be aware of due dates and times.

If you are absent, do not ask me, “What did we do on the day I was absent?” I review each class day on Bb under Announcements/email; it’s your responsibility to check that every day. I will not privately re-teach the material the day you were absent.

### **Academic Honesty**

*I expect each student to strictly adhere to the rules and regulations regarding academic pursuits.* The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. You are expected to do your own work.

### **Plagiarism Policy**

As a simple guideline, if you submit your own work, you will avoid all serious types of plagiarism. Nevertheless, a responsible student should also consider the less obvious variants of plagiarism, especially when writing research papers that require citations.

Instances of plagiarism, such as submitting an essay with sentences or passages cut and pasted from an online source, or a paper obtained from an online “paper mill,” AI-authored homework, ChatGPT, or other assistance where the student did not author the work they have turned in, will automatically fail the assignment, receive a final grade of F, and be recommended for dismissal from the university. There is no excuse for serious plagiarism. I will also regard unattributed citations – verbatim copying of another’s person’s work without indication of the source – as a serious form of plagiarism. In other words, don’t insert any text in a paper that is not your own without also noting the source. You can email me with a question before an assignment is due, stop by my office during my office hours, or even parenthetically raise the question in your paper. *It’s your responsibility to comply with principles of academic honesty; it’s my responsibility to see that every student receives a fair and accurate grade.*

Here is my policy on plagiarism for this course:



The *first offense* of plagiarism and/or academic dishonesty (having someone else do your work for you including but not limited to, editing, revising, etc), cutting/pasting from the internet, collusion (working together with others when the professor is not notified) or any instances of cheating on exams, assignments, etc. in part or in whole, will result in a failing grade on that assignment(s). The *second offense*, in part or in whole, will result in a final grade of “F,” and the student will be recommended for dismissal from the university. If the student cheats on the midterm or final, the student automatically fails the semester, whether this was their first offense or not. The student has the right to appeal to the Dept.

Chair, then Provost, and eventually to the Provost and VP for Academic and Student Affairs before imposition of the penalty. The decision of the Provost and VP for Academic Affairs is final.

**ADA Accommodation/Disabilities Statement:** Persons with disabilities that may warrant academic accommodations should contact me as soon as possible so that we may make arrangements to ensure the most hospitable and enhancing (cyber) learning environment as possible. Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the counselor below asap.

**Mary Schwartze**  
 Counselor  
 Sul Ross State University  
 Ferguson Hall, Rm 112 C  
 maryschawtze@sulross.edu  
 432-837-8203

**Graded Course Requirements**

- Two Major Essays** (8-10 pgs. not including Works Cited).....**40%**
- Two Discussion Boards**.....**30%**
- Final Essay with PowerPoint** (this assignment will focus on any concept/play/character discussed during the semester. The student will write a short essay, 3-5 pages expounding on the central idea in a PowerPoint. The student will also record a presentation on said topic.....**30%**

**Grades**

I do not change final grades *unless* I made an error calculating your grade. Always check your work and the corresponding percentages that make up your final semester average. Make sure that any possible make up work has been uploaded.

- A 90-100:** Outstanding performance in mastering of the subject. Achievement of superior quality. (4 grade : points per credit hour)
- B 80-89:** Consistent performance in achievement beyond the usual requirements of the course. Achievement of high quality. (3 grade points per credit hour)
- C 70-79:** Performance of a satisfactory nature. Achievement demonstrating an understanding of the subject sufficient for continued study in the discipline. (2 grade points per credit hour)
- D 60-69:** Minimally acceptable performance. Achievement demonstrating below average understanding of the basic elements of the course. (1 grade point per credit hour)
- F 50-59:** Achievement at a level insufficient to demonstrate understanding of the basic elements of the course. (0 grade points)

**Incomplete grade(I):**The grade of "I" is given by the instructor upon consultation with the student. The work to be completed and deadline for completion must be specified on the grade report to the Director of Records and Registration. A student may have a maximum of one academic year in which to

remove an I during which time the "I" will not be calculated in the student's grade point average. If the work is not completed by the deadline set by the instructor, the "I" will be converted to an "F" and will be calculated in the student's grade point average for the semester in which the "I" was given. Normally, an incomplete grade will be awarded only for situations such as illness, family emergencies, or unusual circumstances which prevent a student from completing a course in a semester or summer term. Incomplete grades must be removed prior to graduation.

**Withdrawal grade (W):** The grade of "W" is given for courses dropped after the 12th/4th class days through the last day to drop a course with a "W" as published in the University's calendar. Students who wait until the published deadline must have complied with the class attendance policy of this catalog. An instructor is not obligated to recommend a "W" for a class if excessive absences have occurred. Students will not be permitted to drop a course or withdraw from the University after the published deadline.

#### Final Note

It's worth noting that there's a predictable and positive correlation between careful time management and academic success. I encourage you to make a wise decision as to what kind of student you will be early on and to plan accordingly.

*No extra points, no extra credit work will be assigned, so don't ask.*

**You are completely responsible for meeting all deadlines and keeping track of any changes made to the course schedule.** You have several resources made available to you to ensure your success in this course, so I strongly encourage you to take advantage of them.

*You will get the grade you earn, not the grade I give you.*

#### Spring 2025 Tentative Schedule

*(scheduled to change)*

For detailed information regarding assignments, due dates, etc., please read **Announcements** in Blackboard. Information regarding homework and assignments in the Announcements section takes precedence over that info in the syllabus. I review what we did during class, what's for homework, and relay any other important information. **IT IS YOUR RESPONSIBILITY TO CHECK ANNOUNCEMENTS ON A DAILY BASIS; FAILURE TO DO SO WILL RESULT IN EARNING A LOWER COURSE GRADE.**

1/15 (W): **First class day.** Course policies, procedures discussed.

1/30: **Academic Integrity Policy DUE by 11:59 pm.**

3/17-3/21: **Spring Break.** No classes held.

3/14: **Midsemester; Major Essay #1 DUE @11:59 pm**

4/30: **Last class day**

5/1: **Dead Day** (no classes held; no new course content introduced; students prepare for finals)

5/2: **Major Essay #2 DUE**

**Final Essay w/PowerPoint, date TBD**

-----END OF SPRING SEMESTER 2025-----