

Instructor: Jessica McCaughey

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Please Like Us: Selling with Social Media



Image: MARCCX Media (<http://www.marccx.com/social-media/3-social-media-marketing-strategies-guaranteed-to-work/>)

CRN 11755 | Section M58

MW 1:00 PM - 2:15 PM F 1:00 PM - 1:50 PM (hybrid)

Academic Building, Room 312

Course Description

Every post, Snap, and Tweet we encounter has a rhetorical context: an intended audience, a specific purpose, and a perspective from a writer, whether that writer is a Kardashian or a finely tuned and branded multi-national corporation. The same goes, of course, for the academic writing this course aims to teach. The exploration of this rhetorical context is central to our studies this semester, and social media, with all its complexities of audience and purpose, serves as an ideal text. As we practice asking the questions necessary to uncover and understand writing in these particular rhetorical situations we'll consider questions like: What convinces a particular audience to buy or support a company or a cause? What writing strategies are generally effective in the world of social media marketing and promotion, and why is that, sometimes, they fail spectacularly? How do social media strategies shift from industry to industry, from one audience to another?

The new and complex rhetoric of selling through social media (whether one is selling an idea, a product, a person, or a cause) has its own language and writing conventions—even if not everyone using Twitter, Facebook, LinkedIn, Tumblr, Instagram, SnapChat, or Pinterest has mastered them yet. In this class students will take on the roles of scholar and critic, choosing a related group of individuals, companies, or organizations that are active in social media and tracking, analyzing, and critiquing their marketing or promotion efforts over the course of the semester. We'll designate a particular focus on the rhetorical situation, developing critical thinking skills and finding, understanding, and utilizing research in a series of written arguments. The class will also spend significant energy exploring process—the process of writing and research, the process of gaining feedback and revising, then editing—both in our own work and in the writing of outside scholars as students become adept at creating and questioning social media writing and, in turn, college-level academic writing.

Objectives

In order to prepare students for rigorous academic writing projects across the range of disciplines offered at GW, the course strives to develop or extend the following skills:

- Capacity for critical reading and for analytic thinking that examines assumptions and evidence, in both scholarly texts and informed public commentary.
- Ability to explore information resources – through both the traditional library and emerging technological sources – to use them effectively, and to acknowledge them correctly.
- A functional grasp of rhetorical principles: the purpose or genre of each piece of writing, the expectations of various audiences, and the use of formats, evidence, tones, lengths, and levels of formality appropriate to a range of contexts.
- Practice in the writing tasks of framing sound questions or hypotheses, analyzing and synthesizing information that can be brought to bear on the chosen question, preparing and repeatedly revising drafts to achieve clarity and coherence of argument, and citing others' work with integrity.
- The habit and discipline of careful editing and proofreading to ensure that final drafts are essentially free of errors in grammar, syntax, usage, paragraphing, punctuation, and spelling.

Requirements

25-30 pages of finished writing, developed through pre-draft preparation, drafts, and revisions based on instructor's advice and classmates' comments. Each student will complete at least three writing assignments of increasing complexity. Papers will be based on assigned texts and often on additional reading; although instructors will develop assignments that reflect a variety of academic writing projects, one paper will require significant library research. Class attendance is required, with limited excused absences; class participation is essential to performance and affects the final grade. Primary readings are chosen from authentic, effective prose that addresses the course topic and invites students' responses. A rhetoric handbook, chosen from a small group approved by the Writing Program Committee, will also be employed.

Research Component

Each section of UW1020 is assigned a librarian from the Gelman Library System and assessments have shown that students profit from librarians' involvement by gaining the skills

and confidence as researchers that will serve them well throughout their college career. As they participate in class sessions throughout the semester, librarians help students develop core information literacy skills, improving their ability to locate, evaluate, and use information as independent, life-long learners. Collaborating with the course instructor, the librarian conducts in-class sessions on various aspects of research, such as topic formulation, search strategy, and the evaluation of sources. In addition, the librarian may meet regularly with students in one-on-one and small group settings, to provide guidance as students work through their research projects.

Required Texts (all online)

- *Purdue Online Writing Lab (OWL)* <https://owl.english.purdue.edu/owl/>.
- *Lynda Training Videos* - This tutorial is split into multiple topics. Assigned viewing is listed below on the date due. To access Lynda.com with the GW Library account, please see: <http://it.gwu.edu/become-expert-lyndacom>.
- Additional online readings.

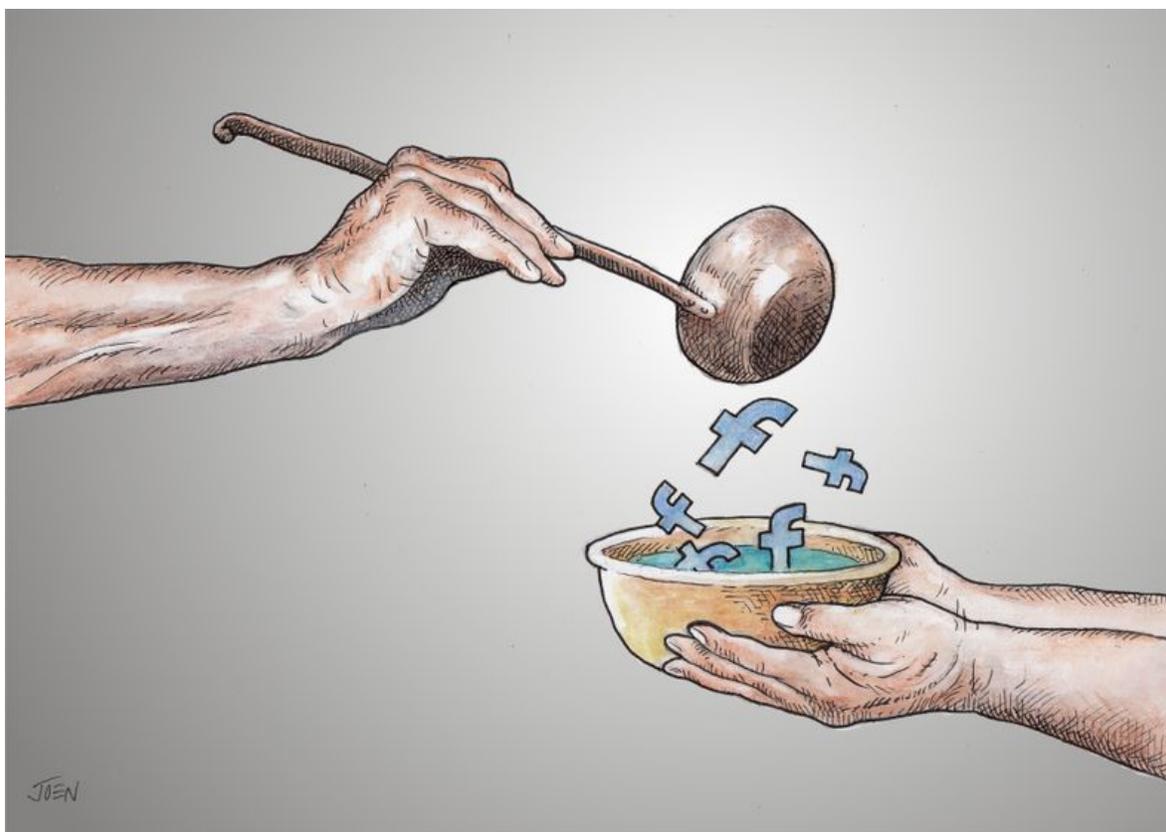


Image: Joen Yunus "charity become easier via social media... if anybody unaware" (<http://www.cartoonmovement.com/cartoon/12656>)

Course Requirements and Grading

A grade of C- or above in UW1020 indicates that the student is prepared to write solid academic essays in later upper-division, writing-intensive courses. Students must pass UW1020 with a grade of C- or above in order to receive credit for the course. If a UW1020 student is not prepared for the next level of university writing, the instructor will award the student a grade of R (for Repeat.) The R grade is reserved for students who work hard in the course, complete the main course assignments, but will still benefit from additional UW1020 writing

instruction. The student will not receive credit for the course; however, the R will not factor into the student's GPA. Students who do not complete the course materials, who are consistently absent from class, or who violate other expectations of academic behavior, will be awarded an F.

Major Assignments:

25% Blog

*Note: M/W blog posts are due prior to the start of class on the date listed; F posts are due by 5 p.m.

15% Structured Group Work (online and in class, peer reviews, and project feedback)

15% Rhetorical Analysis Essay (4-5 pages)

40% Semester Project

Annotated Bibliography (approximately 4 pages) 10%

Presentation and Post-presentation Reflection 5%

Final Proposal (approximately 17-20 pages) 25%

5% Participation

In-class discussions, as well as partner and group work in class, are crucial as we work as a class to make sense of writing. I expect you to be present, prepared, and engaged every time we meet. If you do not verbally contribute regularly and/or miss class often, this portion of your grade will suffer. In addition, you will periodically write informal responses in class. The goal of these writings is twofold: First, they serve as crucial writing and critical thinking practice. Second, they are often a jumping off point for our class discussion. A small number of missed writings should not affect your grade, but more than that will definitely have an impact.

Resources and Policies

Attendance

Students are expected to be in class. That said, I understand that emergencies, both personal and academic, do come up. If you miss significant class time, your participation grade will suffer. Whenever you miss class, it is your responsibility to find out what you missed from your classmates. Assignments are due on time even if you are absent, but in-class work cannot be made up. In this course, you're allowed up to four absences before these absences begin to affect your final grade. I do not distinguish between "excused" and "unexcused" absences. This policy means that I do not generally require doctors' notes, proof of family illnesses or deaths, or other documentation that would establish an "excused" absence. Instead, every student is simply allowed up to four "free" absences (excused or unexcused.) However, because our class is discussion-based, each absence affects the community of the classroom. If you're not in class, you can't participate. Missing more than four classes will result in a one-letter-grade drop in your final grade. Missing more than 6 classes (regardless of whether the absences are for reasons generally categorized by the university as "excused" or "unexcused") is grounds for failure in the course. If serious illnesses,

family emergencies, or other crises occur during the term, you should notify me as soon as possible and then contact your academic dean (see the list below). The appropriate dean's office can assist you in notifying other faculty and in validating for me what has happened.

Late Work

Although extenuating circumstances do occur, as a general rule, late work is not acceptable and will be docked one letter grade for each calendar day after the due date. If you are going to be late with an assignment because of an unavoidable situation, let me know *before the assignment is due* and we can try to work something out. Otherwise, I expect all papers to be submitted prior to the beginning of the class period on the stated due date. (Note: This applies to final versions of papers; drafts of papers will not be accepted late. Further, if a draft is not submitted, students forfeit the right to revise their “final” version for averaged credit.)

Academic Integrity and UW1020 Plagiarism Policy

We will spend a good amount of time in class discussing how, when, and why to cite sources in your work. If you have questions or are unsure if you should cite something, please ask. The UW1020 Policy:

Academic writing builds on the work of others who have written and created before us. Academic writers use and cite the ideas, words, and images of others in order to document grounds for knowledge, illuminate contexts of argument, acknowledge intellectual influences, distinguish our own analytical voices, and encourage further investigation and inquiry. If, on the other hand, we take others' work as our own—using their phrases, images, concepts, or arguments without acknowledgement—we not only hamper these goals but also cross the line into academic dishonesty.

GW's Code of Academic Integrity defines academic dishonesty as "cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." My recommended penalty for plagiarism on a first charge is failure of the class.

Disability Statement

Students with documented disabilities are legally entitled to certain accommodations in the classroom. Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. Please contact the Disability Support Services office at 202-994-8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: <https://disabilitysupport.gwu.edu>. I will be happy to work with students and the DSS to arrange fair access and support.

Advisor Contacts

If you are struggling with an individual class, or several classes, your first line of contact is always the professor. Contact the professor to discuss the situation, whether it be a lack of clarity over what's expected, an acknowledgment of an illness or family problem that has kept you from your studies recently, or anything else. Stay in contact with your professor.

If, for whatever reason, you need more assistance than your professor can provide, seek out your academic advisor. Your school or college will have assigned an advisor to you. In cases where serious family or personal emergencies arise that leave you considering withdrawal from one or more classes, your professor or advisor may suggest that you contact your dean's office for help.

Advising contacts are:

CCAS - ccasug@gwu.edu

GWSB - gwsbadv@gwu.edu

ESIA - advising@gwu.edu

SEAS - seasadvising@gwu.edu

Below is the contact information for the dean's offices at the different schools:

CCAS: Phillips Hall, 801 22nd St., 107 Floor; 202.994.6210

ESIA: 1957 E St., NW, Suite 302; 202.994.3002

SPHHS: Ross Hall, 2300 Eye St., NW, Suite 202; 202.994.2160

SEAS: Tompkins Hall of Engineering, 725 23rd St., NW, Suite 105; 202.994.6080

GWSB: Duques Hall, NW, Suite 456; 202.994.7027

Writing Center

The Writing Center offers free, one-on-one sessions with tutors who can help with a variety of writing tasks, including writing assignments, research papers, and personal statements. This is another resource available to you by virtue of being a member of the GW community—take advantage of it! Take responsibility for the quality of your work and get all of you can out of the learning experience. Appointments are recommended. Visit <http://gwu.edu/~gwriter/> for more information.

Group Meetings

Peer group meetings take place during our scheduled “class hour,” and will take place in person. In the event of an emergency, with prior approval from Professor McCaughey, a group member may Skype in.

Work Outside of Class

Federal law requires colleges to detail to students the amount of learning expected outside of class per credit-hour of in-class time. For each 50 minutes of in-class learning, the government estimates that you should plan to devote an average minimum of 100 minutes of out-of-class time to this course. This means that for our class of four credit-hours (200 minutes), you should plan to spend an average minimum of 400 minutes (just under 7 hours) on work outside of class.

Schedule



Pinterest. User: Réseaux sociaux

Notes:

1. Assignments and readings are due on the date posted. (Blogs must be posted by the class' start time.)
2. You must have each day's reading with you in class, either printed or on a laptop unless otherwise noted.
3. This syllabus is subject to change as the semester and our class progress.

Monday, August 29	Welcome and course overview! Read: Syllabus
Wednesday, August 31	Read: From Purdue OWL: <ul style="list-style-type: none"> • “The Rhetorical Situation” (http://owl.english.purdue.edu/owl/resource/625/03/) • “Analyzing Visual Documents” (https://owl.english.purdue.edu/owl/resource/725/01/) • “Understanding Writing Assignments” (https://owl.english.purdue.edu/owl/resource/688/01/)
Friday, September 1 (online)	Blog: Create your blog! Create a Wordpress account, choose a template, and name your blog. If you're particularly web savvy and want to create a web site for your blog, or you choose to customize your blog, that's awesome, but if you're not, don't worry—you're only being graded on the writing. Then, write a brief “Welcome-to-the-blog!” post. Once you have your blog address, please send me the link by email. (Due: by 5 p.m. Friday) Read: “Logic in Argumentative Writing” (http://owl.english.purdue.edu/owl/resource/659/03/) “Logical Fallacies” (https://owl.english.purdue.edu/owl/resource/659/03/)
Monday, September 5	Labor Day – no class!
Wednesday, September 7	Blog: Your post today will list and create a rationale for the three individuals, organizations, etc. that you will spend your semester tracking and analyzing. How often do they utilize social media? Which venues to they utilize? Tell us about the field/work/cause your group supports/works towards/showcases/etc. What kind of work is being done? What are the important (long-standing and

	<p>recent) issues in this field? What are the controversies? In what ways will these groups lend themselves to furthering the ongoing dialogue about selling with social media in this field?</p> <p>Due: Make a two-minute presentation (from your seat in class) about the industry/area in which you're going to focus your blog examinations, your three specific groups/companies/individuals, and why you think this will yield worthwhile dialogue about the use of social media for "selling." (Essentially, recap for us in two minutes your written rationale.)</p> <p>Read: Purdue OWL: "Developing Strong Thesis Statements" (https://owl.english.purdue.edu/owl/resource/588/01/) and "Using Rhetorical Strategies for Persuasion" (https://owl.english.purdue.edu/owl/resource/588/04/)</p>
Friday, September 9 (online)	<p>Watch: http://www.lynda.com/Facebook-tutorials/Social-Media-Marketing-Facebook-Twitter/191496-2.html</p> <p>Blog: The weekly round-up—Write a comparison/contrast post of the three social media campaigns you're following. What did each organization (or individual, etc.) do on social media this week? What was especially interesting (or not)? What venues did they employ? What rhetorical appeals did they rely upon? You should provide analysis for at least one specific example from each individual or organization. Was there a stand out among the three for best (or worst) this week?</p>
Monday, September 12	<p>Watch: Chipotle Video (http://www.youtube.com/watch?v=IUtnas5ScSE)</p> <p>Read: "Chipotle's Self-Serving Deception: A Vegetarian Bait and Switch" (http://www.salon.com/2013/09/19/chipotles_self_serving_deception_a_vegetarian_bait_and_switch/)</p> <p>Optional, watch: <i>Funny or Die</i> parody video (http://www.funnyordie.com/videos/da66b8f1aa/honest-scarecrow)</p>
Wednesday, September 14	<p>DUE: First paragraph and thesis statement of rhetorical analysis paper</p>
Friday, September 16 (online)	<p>Blog: The weekly round-up—Write a comparison/contrast post of the three social media campaigns you're following. What did each organization (or individual, etc.) do on social media this week? What was especially interesting (or not)? What venues did they employ? What rhetorical appeals did they rely upon? You should provide analysis for at least one specific example from each individual or organization. Was there a stand out among the three for best (or worst) this week?</p>
Monday, September	<p>Keep working on papers!</p>

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Wednesday, September 21	DUE: Draft 1 of Paper 1 for in-class peer review.
Friday, September 23 (online)	Blog: The weekly round-up—write a brief comparison/contrast post of the three social media campaigns you’re following. What did each organization (or individual, etc.) do on social media this week? What was especially interesting (or not)? What venues did they employ? What rhetorical appeals did they rely upon? You should provide analysis for at least one specific example from each individual or organization. Was there a stand out among the three for best (or worst) this week?
Monday, September 26	Read: “How to Read and Mark Up Texts” by Eric Drown
Wednesday, September 28	NO LARGE-GROUP CLASS MEETING Due: First draft of paper 1 for individual meetings with Professor McCaughey (Meetings will take place in Ames 226 over the course of Wednesday, September 28, Thursday, September 29, and Friday, September 30.)
Friday, September 30 (online)	Blog: What patterns are you beginning to notice among your three individuals or organizations? In what ways has your understanding of their audiences and/or purposes shifting as you perform your weekly close reading of these feeds? At this stage, what advice would you offer your three organizations, and why? Finally, take one post from any one of your organizations from the past week that you feel was not as successful as it could have been. Describe the problem as you understand it, and then rewrite the post to be more successful.
Monday, October 3	Read: “The Power of ‘Like’: How Brands Reach (and Influence) Fans Through Social-Media Marketing” by Andrew Lipsman, Graham Mudd, Mike Rich, and Sean Bruich (https://hospitalityandtravel.files.wordpress.com/2012/09/73177656.pdf)
Wednesday, October 5	Due: Rhetorical Analysis Essay - Submit on Blackboard before 9 a.m. Read: Sample proposals on Blackboard.
Friday, October 7 (online)	Blog: The weekly round-up—write a brief comparison/contrast post of the three social media campaigns you’re following. What did each organization (or individual, etc.) do on social media this week? What was especially interesting (or not)? What venues did they employ? What rhetorical appeals did they rely upon? You should provide analysis for at least one specific example from each individual or organization. Was there a stand out among

	<p>the three for best (or worst) this week? ALSO, at this point in your analysis, which is the weakest social media campaign you are tracking? Why? Support your claim with “textual evidence” by analyzing citing specific posts.</p>
Monday, October 10	<p>NO IN-PERSON MEETING TODAY Watch: PBS Frontline Documentary: <i>Generation Like</i>, 53:41 minutes (http://www.pbs.org/wgbh/pages/frontline/generation-like/)</p>
Wednesday, October 12	<p>Read: “Putting the Boot in Development” in <i>The Economist</i> (http://www.economist.com/blogs/freeexchange/2014/10/economics-toms-shoes), as well as the paper it references in its first paragraph, “Do In-Kind Transfers Damage Local Markets? The Case of TOMS Shoe Donations in El Salvador” (See first paragraph link, “interesting paper” in <i>Economist</i> piece for link.)</p>
Friday, October 14	<p>Blog: The weekly round-up—write a brief comparison/contrast post of the three social media campaigns you’re following. What did each organization (or individual, etc.) do on social media this week? What was especially interesting (or not)? What venues did they employ? What rhetorical appeals did they rely upon? You should provide analysis for at least one specific example from each individual or organization. Was there a stand out among the three for best (or worst) this week?</p> <p>Attend one session of the UWP Conference on the Mount Vernon Campus. (Be sure to sign the attendance sheet that circulates.)</p>
Monday, October 17	<p>** Library Day ** Read:</p> <ul style="list-style-type: none"> • Purdue OWL: “Evaluation During Reading” (https://owl.english.purdue.edu/owl/resource/553/03/) • “The Needless Complexity of Academic Writing” (http://www.theatlantic.com/education/archive/2015/10/complex-academic-writing/412255/) • “Getting Started/Assessing Sources” (http://lgdata.s3-website-us-east-1.amazonaws.com/docs/1128/239968/Start here for a basic overview of the process.pdf) • Other reading/watching to be assigned
Wednesday, October 19	<p>Read: “The Virologist” by Andrew Marantz (http://www.newyorker.com/magazine/2015/01/05/virologist) DUE: Bring one academic article you’re considering using for your project to class (on the laptop is fine). You do not have to have read it prior to arriving to class.</p>

<p>Friday, October 21 (online)</p>	<p>Read:</p> <ul style="list-style-type: none"> • “How Companies Learn Your Secrets” by Charles Duhigg (http://www.nytimes.com/2012/02/19/magazine/shopping-habits.html?pagewanted=all&r=0) • “The Most Comma Mistakes” by Ben Yagoda in <i>The New York Times</i> (http://opinionator.blogs.nytimes.com/2012/05/21/the-most-comma-mistakes/) <p>Blog: For today’s post, write a general overview of why social media is important in your chosen field or industry and with the organization you’re writing your proposal for, particularly. Although the post should be short (around 500 words), you should utilize at least three specific sources in your rationale.</p> <p>Blog: The weekly round-up—write a brief comparison/contrast post of the three social media campaigns you’re following. What did each organization (or individual, etc.) do on social media this week? What was especially interesting (or not)? What venues did they employ? What rhetorical appeals did they rely upon? You should provide analysis for at least one specific example from each individual or organization. Was there a stand out among the three for best (or worst) this week?</p>
<p>Monday, October 24</p>	<p>FALL BREAK</p>
<p>Wednesday, October 26</p>	<p>**Library Day** Due: Unbibliography Other reading/watching to be assigned</p>
<p>Friday, October 28 (online)</p>	<p>Blog: Choose a social media post (a FB update or link, a Tweet, a “pin,” etc.) from your “least effective” organization. Describe it and, being as specific as possible, consider whether or not it is effective. You might consider the following questions to get your mind moving in the right direction: <i>What is the purpose of this social media campaign? What surprises, perplexes, or interests me about this post? Is it more image driven or word driven? What clues here hint at its intended audience and the advertiser’s assumptions about that audience? Does the ad contain a logo or slogan? If so, in what way does it contribute to the ad? What kinds of emotional appeals are used in an attempt to persuade the consumer? Is it ultimately effective?</i></p>
<p>Monday, October 31</p>	<p>Due: Annotated Bibliography (on Blackboard before 9 a.m.)</p>
<p>Wednesday, November 2</p>	<p>Due: Draft of Introduction and Audience Assessment for in-class work (on a laptop is fine).</p>
<p>Friday,</p>	<p>Blog: The weekly round-up—write a brief comparison/contrast post of the</p>

November 4 (online)	three social media campaigns you're following. What did each organization (or individual, etc.) do on social media this week? What was especially interesting (or not)? What venues did they employ? What rhetorical appeals did they rely upon? You should provide analysis for at least one specific example from each individual or organization. Was there a stand out among the three for best (or worst) this week?
Monday, November 7	Due: Draft of Case for Employing Social Media (on a laptop is fine).
Wednesday, November 9	<p>Due: Draft of Case for Employing Social Media of Competitive Research Overview and Critique of Current Campaign (on a laptop is fine).</p> <p>Read:</p> <ul style="list-style-type: none"> • Avoiding Plagiarism section in Purdue OWL (starting here: https://owl.english.purdue.edu/owl/resource/589/1/) and including sub-categories "Overview," "Is it Plagiarism?," and "Safe Practices" • "Lines on Plagiarism..." by Trip Gabriel (http://www.nytimes.com/2010/08/02/education/02cheat.html?pagewanted=all&r=0) • "Adventures in Cheating: How to Buy a Good College Term Paper Online" (http://www.slate.com/articles/life/shopping/2001/12/adventures_in_cheating.html)
Friday, November 11 (online)	Blog: The weekly round-up—write a brief comparison/contrast post of the three social media campaigns you're following. What did each organization (or individual, etc.) do on social media this week? What was especially interesting (or not)? What venues did they employ? What rhetorical appeals did they rely upon? You should provide analysis for at least one specific example from each individual or organization. Was there a stand out among the three for best (or worst) this week?
Monday, November 14 - Monday, November 21	<p>Small-Group Revision Workshops – Bring full draft of proposal at your scheduled meeting time (all components except for the executive summary).</p> <p>***Group Meetings with Prof. M will take the place of class from Monday, 11/14 though Monday, 11/21. Meetings will take place in Ames 226. ***</p> <p>INSTRUCTIONS:</p> <ul style="list-style-type: none"> • Send your draft in one Word document by email to Prof. M. and your other group members 48 hours before your scheduled meeting time. • Read the work of your peers with their requested focus in mind, and make comments in their draft about your ideas and suggestions for their next stage of revision. • Meet with Professor McCaughey and other group members in Ames 226 on your scheduled day, below, during our regularly

	<p>scheduled class time.</p> <ul style="list-style-type: none"> Send back marked up drafts by email at least one prior to the scheduled meeting time. <p>MEETING TIMES:</p> <p>Group 1: Monday, November 14 during scheduled class time (draft emailed to group + Prof. M. by Saturday)</p> <p>Group 2: Wednesday, November 16 during scheduled class time (draft emailed to group + Prof. M. by Monday)</p> <p>Group 3: Friday, November 18 during scheduled class time (draft emailed to group + Prof. M. by Wednesday)</p> <p>Group 4: Monday, November 21 during scheduled class time (draft emailed to group + Prof. M. by Saturday)</p> <p>*No blog this week!</p>
Wednesday, November 23 – Friday, November 25	<p>THANKSGIVING BREAK</p> <p>*No blogging required—enjoy the holiday!</p>
Monday, November 28	Keep working on proposals! Bring up-to-date draft with you to class today.
Wednesday, November 30	Due: Close-to-final draft of proposal for in-class Editing and Proofreading Workshop
Friday, December 1	Individual meetings with Prof. M.
Monday, December 5	Semester Project Presentations
Wednesday, December 7	Semester Project Presentations
Friday, December 9 (online)	Due: (to be sent to Prof. McCaughey by email) <i>Dear Fall 2014 Social Media Selling UW students</i> ... Write a letter to next semester's students telling them what they need to know going into the class, what they will learn, the best and worst readings, how to get an A, and anything else you think would be helpful or interesting for them to know. (Note: these letters won't <i>actually</i> be sent to students!) Email this letter to Prof. McCaughey (jessmcc@gwu.edu).
Monday,	Semester Project Presentations

December 12	
Tuesday, December 13	Final papers due on Blackboard before 9 a.m.