



**An Interdisciplinary Honors Course Cluster  
English 333 Advanced Composition  
and  
History 1302/264 U.S. during World War II  
Fall 2013**

**Instructor:** Dr. Susan Stewart (ENG) and Dr. Eric Gruver (HIST)  
Ms. Bethany Golio, Teaching Assistant  
Mr. Jaylen Wallace, Teaching Assistant

**Time & Location:** ENG 333 TR 11-12:15 PC Media Room  
HIST 1302/264 M 6-9 pm PC Media Room

**Office & Phone:** Dr. Stewart HL 314 903-468-8624  
Dr. Gruver PC Office 903-468-3004

**Office Hours:** Dr. Stewart T: 8:30-10:30, 3:00-4:30, R 9:00-10:30, or by appointment  
Dr. Gruver Normal business hours, but appt recommended

**E-mail Address:** [Susan.Stewart@tamuc.edu](mailto:Susan.Stewart@tamuc.edu)  
[Eric.Gruver@tamuc.edu](mailto:Eric.Gruver@tamuc.edu)

<b>COURSE INFORMATION</b>
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**Texts and Other Necessities:**

- \*\*\*Doenecke & Wilz, *From Isolation to war, 1931-1941*, 3<sup>rd</sup> ed. (ISBN 0882959921)
- \*\*\*O'Neill, *A Democracy at War: America's Fight at Home and Abroad in World War II* (ISBN 0674197372)
- \*\*\*Additional readings available in eCollege's Doc Sharing feature
- \*\*\*Reliable Internet Access (eCollege and Library Databases)
- \*\*\*Any additional materials will be supplied by the instructor in class or through eCollege.

**University Catalog Descriptions:**

*ENG 333:* This course provides an intensive study of the principles of non-fictional composition through the analysis of examples from classic and modern writings and practice in the application of those principles. Emphasis is placed on rhetorical organization and the techniques of expository writing. Students devote much time to writing and editing their own work.

*HIST 1302:* A broad interdisciplinary course in the historical development of the United States and North America from 1877. Note Assignments will focus on reading, writing, and analysis.

*HIST 264:* America is a country characterized by diversity. Its history is the story of interactions between groups divided by race, ethnicity, language, income, religion, ideology, culture, and gender. This course explores the nature of encounters between social groups and the consequences such encounters had for American culture and politics. Topics such as Native American history, the Civil Rights Movement, and the labor movement may receive special attention.

### **Course Descriptions and Scholarly Investigation:**

*ENG 333:* History is seldom tidy and never complete. It consists of fact, countless narratives (some of which we will never know), contradictions, a few myths (maybe even some fibs), and as Dr. Gruver indicates below, numerous “gaps.” *ENG 333* will be concerned with filling in a few gaps by adding the voices of people who experienced WWII in some way. That is, students will help make available selected voices through two major projects: an oral history project consisting of summaries of two assigned oral histories from our library archives, and the contextualized soldier’s story, suitable for publication in a larger collection of similar stories. As part of these projects, students will engage in primary and secondary research, create and revise a variety of written texts, and serve as a peer reviewer for colleagues/classmates.

*HIST 1302 & 264:* The U.S. has not shied from war in its brief history, and despite the number and frequency of wars, students typically know little of the causes or impacts of the entanglements, especially as the effects pertain to soldiers, families, and national psyche. This course aims to address some of those gaps as we examine World War II. Students in this course will investigate the causes and effects of WWII from a variety of perspectives, and doing so may increase students’ level of discomfort regarding what they know. This method is designed to compel you to broaden your political, economic, social, and cultural spectrums, and students who cannot set aside their personal beliefs in order to examine historical evidence may find it troubling to stay in the classroom. A university education is not designed to reinforce students’ personal values. Finally, this course will operate much like a seminar course whereby students are expected to be active participants in their learning as much as they are recipients of information delivered by me or other sources. Due to this expectation, students should notice the weighting of the grades for class participation.

### **Student Learning Outcomes**

#### *ENG 333*

At the end of the course, students will be able to:

1. Accurately summarize assigned oral histories;
2. Contextualize one of the oral histories in an essay considered suitable for publication in a larger collection of similar narratives.

#### *HIST 1302 and 264*

At the end of the course students will be able to:

1. Explain the various political, economic, and cultural causes of World War II and the U.S.’s involvement in the conflict;
2. Discuss the effects of war on soldiers, their families, and various aspects of the home front (business, socio-cultural dynamics, and political leaders);

3. Analyze the major military strategies and campaigns of the Second World War, specifically examinations of the European and Pacific theaters of war, including major turning points in the war;
4. Describe how the study of war and soldiers' and their families' experiences have affected your perspective on international relations and armed conflict.

## Academic Discourse

Students typically think that the study of history is about finding the correct answers. To be sure, facts are important when they consist of something tangible that can be verified (dates, names, laws, etc.), but the study of history utilizes factual events as a framework for analyzing the hows, whys, and effects of those events. In other words, a law establishes something and that's important, but why did legislators vote for the law, how did they view the law, and what effect did the law have on people and the nation/world at large? These are the questions that historians debate, and I expect students to debate them in the class discussions. Do not feel pressure to agree with your classmates; you can disagree with them if you have historical evidence—not simply your opinion—to support your conclusions.

I use the Socratic method to help students examine history, which means that I will ask questions about your comments in order to facilitate a more in depth analysis of the subject. Do not assume you are wrong simply because I ask a question, and do not retreat from a debate with a classmate if you feel you have historical evidence to support you. The following is an excerpt from a student in a previous course who described how my history courses operate:

“I feel that although at times you (Gruver) suggest that many kids in class have been spoon fed lies in the past in terms of American history. Most people in class now accept what you have taught them...just like they accepted what their teacher taught them (and what they now perceive to be wrong), however this whole spoon feeding theory gets put aside in [your] class by your encouragement of students for independent thought. You give us your opinion on a topic based on your thorough research, and instead of telling us to accept it, you encourage personal thought, debate, and even trickery (to prove people wrong...I like your style), which quickly made the classroom environment one of learning and not one of telling.”

From Dr. Stewart:

I have a conflicted relationship with writing. I will not describe it as a love/hate relationship, mainly because binaries (yes/no, love/hate, black/white) are generally inaccurate, deceptive, and unhelpful, particularly when it comes to both writing and history. Having a good relationship with writing usually requires a great deal of patience, the ability to accept help and advice, and a willingness to experiment, rethink, and revise. Let me provide an example. As I incorporated my parts into this syllabus, I constantly revised as I considered my audience—students, Dr. Gruver, and the general public, for anyone can click on our syllabi now. I contemplated how my words would be perceived. I want everyone to trust that I know what I am talking about when it comes to writing and have taken great care in how I present myself through my words in this document. I ask that students follow my lead.

The way I respond to student writing varies. I might make several comments throughout a paper; I might ask questions (which means that the writer probably needs to rethink a statement or concept); I might offer most of my comments at the end of the text; most likely, I will use a combination of the above. Please remember that my comments are meant to help you. Also know that I am relatively blunt in my comments. If something does not work, I will say as much, but I will also identify when something does work so that you can follow your own example.

Your ultimate goal is to represent the individuals about whom you write in the most responsible, accurate, and interesting way. I am here to help you with that very important charge.

### On Revision:

Revisions regarding 333 papers are at our discretion, but we generally encourage students to revise. Some circumstances that preclude revision:

1. The assignment has been turned in late (if the paper is even accepted at all)
2. You have made an A or B on the assignment
3. Mistakes appear to be careless
4. The assignment does not meet the basic requirements (incomplete, doesn't meet word count, etc.)
5. The paper is plagiarized or has been recycled or was not written by you. A recycled paper is one written for another class and handed in under the pretense that it was written for this class.

<b>COURSE REQUIREMENTS</b>
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### Instructional Methods, Activities, and Assessments

#### A. Readings and Class Participation

Students learn best when they are actively engaged with the material they study, and a tremendous chunk of this course's grade—100 points—is based on students' ability to participate in class based on the required readings. Class participation is defined as asking and answering questions and commenting on professors' and classmates' remarks, and DOES NOT include attendance (see attendance policy) or listening to discussions and/or staying awake in class; the latter two are expected. Students will receive periodic updates of their participation grade—obviously, the grade can increase or decrease each time a student is informed based on the student's actions in class—and students should understand that absences will affect the points awarded each week.

Participation will be evaluated based on three components: (a) students demonstrate they read the assigned material; (b) students consider and comment on their classmates' information; and, (c) students talk intelligently about information. ***Bring all assigned readings to class.*** Be bold and ask questions without being afraid of providing an incorrect answer. We like adventurous souls and we promise not to throw too heavy an object in your direction should you provide a less-than-intelligent response.

#### *Point System & Translation of Student Performance*

90-100 Student comments are factually accurate, devoid of unsubstantiated personal opinions, and complete with analysis; asks questions and responds to classmates/instructor comments/questions.

75-89 Student offers sporadic comments that are factually accurate but lack analysis or offers ideas not directly relevant to the present discussion (i.e., talking to talk); not among the first students to comments, and does not participate most classes.

50-60 Student attends class but does not participate in class.

#### B. Oral History Project

The Oral History Project has TWO parts: (1) summaries and (2) transcription.

**Part 1:** First, with an opportunity to work in the University's Archives and "do history," students will receive TWO oral histories (DVDs) on which to create summaries that will then be uploaded to the World War II Digital Collection website as research guides for each oral history interview. Students will receive their DVDs on the first class day and will report any technical problems on the second class day. **Ms. Andrea Weddle** and **Mr. Adam Northam** are our contact people if problems arise with DVDs or veterans' vocabulary and/or descriptions; we will visit the Archives to meet them and to tour the James Gee Library.

Students will submit the first draft of each summary into an eCollege dropbox AND bring two hard copies of the summary to class for peer review. We will demonstrate the upload process in class. Ms. Bethany Golio and Mr. Jaylen Wallace (Teaching Assistants, former students of these courses, and presenters at the 2013 Southwest Popular Culture Conference) will evaluate students' first drafts, after which students will revise and submit a final version of the summary. After making revisions, students will upload the final draft into a separate eCollege dropbox. Drs. Stewart and Gruver, along with Ms. Weddle and Mr. Northam, will collaboratively grade the final draft of each summary. Each oral history is worth 50 points, with 15 points for the first draft and 35 points for the final draft, and due dates are included in the "Course Outline" of the syllabus.

#### *Project Highlights and Tips*

1. Students will receive a DVD(s) containing an oral history of an individual connected to the Second World War.
2. **CHECK DVD FUNCTION EARLY!!!!!!!!!!!!!!!!!!!!!!!!!!!!!! There is a deadline for this: NOW!!!** Play it as soon as you receive the disk to ensure you can view and listen. If problems exist, return to the librarians who will help you resolve the problem.
3. Students will view/listen to the recordings and:
  - a. Create a detailed outline and/or description of the veteran's comments;
  - b. Research places and/or names mentioned by the veteran, which is vitally important to understanding the veteran's experiences; and,
  - c. Identify key terms to enable tagging of videos for future researchers to utilize.
4. Regarding item 3(b) = we can assist students in deciphering veterans' language, locations, and names. **USE US!!!!!!**

#### *Writing Oral History Summaries and the Soldiers' Stories*

1. Always use **past tense**; the stories you will hear occurred decades ago.
2. Do not use flowery, wordy, or ambiguous language in the summary; concise but detailed writing is the goal.

3. Veterans' colloquialisms = preserve them for the stories because historians attempt to discover an accurate historical account of events, but clarify the veterans' comments for the summaries since the summaries will become a part of the library's official database.
4. Refrain from drawing conclusions or adding editorial remarks in the summaries. Students will have ample opportunity to contextualize their veterans' stories in the longer story.

**Part 2:** Based on the quality and contents of their oral histories, each student will choose ONE oral history to transcribe from beginning to end. Students must include everything said by the interviewer and interviewee, including "ums," "ers," repeated words and phrases, etc. For each natural break in the veteran's interview, students MUST include the time elapsed; this will be extremely valuable as you write the story. Transcribing is a time-intensive process and students are required to submit their complete transcription by a due date listed in the "Course Outline" of the syllabus. As with the summaries, consult Drs. Gruver or Stewart or Andrea or Adam to decipher words difficult to understand in the oral history. The transcription must be typed in MSWord and is worth 100 points; due date in the Course Outline and no points for late submissions.

### C. Annotated Bibliography and the Soldier's Story

Based on the oral history transcription, students will develop an essay suitable for publication that contextualizes a soldier's oral history. A key to producing a solid story is building a bibliography, and on **October 10**, students will bring a relevant article to class with an annotation (don't worry, I'll show you). By **October 24**, students will submit a rough draft of an annotated bibliography, and by **November 11** a final draft of the annotated bibliography is due. The annotated bibliography is worth 100 points in two increments: 30 points for the first draft, and 70 points for the final draft. Submit the first and final draft of the annotated bibliography in the eCollege dropbox.

The discovery of primary and secondary sources is vital to writing a soldier's story. Primary sources (original documents or artifacts) corroborate the veteran's remarks, while secondary sources (written by historians) allow a student to place the soldier's life within the broader context of World War II. Although the Second World War is the overarching topic, each soldier's experiences were different, including but not limited to location, job (infantry, flight crew, support sectors), family background, and memories of the war. Students need to create bibliographies unique to their veteran.

Please adhere to the following guidelines.

- 1) History should be written in past tense; the individual is not currently doing something nor would have done something.
- 2) Be concise without omitting crucial or interesting information; you are telling the person's story without exaggeration or diminution.

Papers will be graded based on the following:

- 1) Quality of analysis and presentation of content (thoughtfulness).
- 2) Editing/proofreading elements (sentence structure/grammar/spelling/typos)
- 3) Colloquialisms, contractions, or a first-person narrative (I, me, we, us, you) are prohibited unless incorporated in quotations.

Both the first and final draft of the soldier's story will be submitted in eCollege dropboxes, and the due dates for the first and final draft of the soldiers' stories are in the Course Outline. The

soldier's story is worth 100 points of the course grade: 30 points for the first draft and 70 points for the final draft.

#### D. Oral History Project Process Journal

Students will maintain a daily/weekly process journal during the course wherein they discuss (a) problems they encountered doing research and how they resolved the issues; (b) types of research they performed; (c) questions that arose during the research phase and then during the contextualizing phase; and, (d) reactions to the soldiers' stories and course content. This assignment **IS NOT** to be a summary of the course's information or activities but rather a critical and thoughtful reflection of the student's experiences engaging with materials on World War II. The process journal—worth 50 points—should span the duration of the semester and will be the final assignment a student submits in the course.

#### E. Summary of Grades and Grading Scale

Class Participation	= 100 points
Oral History Summaries	= 100 (50 x 2; rough draft = 15, final draft = 35)
Oral History Transcription	= 100 points
Annotated Bibliography	= 100 points (30, 70)
Soldier's Story	= 100 points (30, 70)
Process Journal	= 50 points

The grading scale is as follows:

A	= 495-550
B	= 451-494
C	= 407-450
D	= 360-406
F	= 359 and below.

**NOTE:** We will utilize the Gradebook feature in eCollege, so students will be able to view grades for each assignment as soon as posted. However, be mindful that the grading scale in the course (see above) **DOES NOT** correspond to the percentages of points displayed in eCollege. If you strive for a specific grade in the course, be sure to notice how many points you need to achieve that grade rather than focusing on the percentage of points you have earned in eCollege.

### TECHNOLOGY REQUIREMENTS, ACCESS AND NAVIGATION

Students will need access to a word processor and printer to prepare all assignments in the course: oral history summaries, soldier's story, process journals, etc.

This course is web-enhanced through eCollege, the Learning Management System used by Texas A&M University-Commerce. To access eCollege you will need an internet connection, preferably high speed, and your CWID and password. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903-468-6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu). To get started with the course, go to: [online.tamuc.org](http://online.tamuc.org). eCollege will be used to send you announcements and reminders, to post grades, and to provide access to course materials (except required readings) such as handouts and assignments. In addition, eCollege

will be the primary means for me to communicate with you outside the classroom. **Be sure that you can access your LeoMail account.**

## COMMUNICATION AND SUPPORT

If you cannot see us during office hours, please send an email so that we can make an appointment. We are quite happy to see students at any time as long as we don't have prior commitments.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### **Attendance, Academic Dishonesty, Dropping the Course, & Classroom Decorum**

Attending class is crucial to academic success, and failure to attend class hinders learning and will affect your final grade. Students may miss one class without penalty; each subsequent absence may be subject to a 5-point deduction from your final grade depending on the circumstances. Whenever possible, students should inform the instructor in advance about potential absences, and students should never simply stop attending class without providing an explanation. Give me a chance to listen and help if I can.

Students who collaborate or attempt to collaborate during any assignment will receive grades of "0" on the assignment and possibly an "F" in the course. Likewise, students who plagiarize any assignment or portion of an assignment—even as small as one sentence—will receive a grade of "0" on the assignment and likely an F in the course! (See Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). Plagiarism occurs when students copy directly from a source—including but not limited to another student's paper, a book, or an electronic document—with or without citations. Budget your time and do your work! Students can lose financial aid and scholarships when they attempt shortcuts. I care that you are in school and hope that you succeed, but I will not ignore cheating and plagiarism.

Students have the option to drop this course at any time, but the Honors College Scholarship contract requires that students complete 15 hours each semester. Students who consider dropping the course **MUST** visit with me and Dr. Green before initiating the drop process.

Finally, this class is an open forum for student comments, questions, and discussions. We do not expect or require students to accept everything they read or hear, but we do expect you to analyze and contemplate before forming and expressing your opinions. Your classmates may help you broaden your knowledge and perceptions, and you should be polite at all times. We do not tolerate disparate remarks directed at other students, faculty, administrators, or the University in general. Whatever you do, be sure to turn off your cell phones, pagers, MP-3 players, Ipods, and cloaking devices, and please set your phasers on stun while in class.

### **ADA Statement and Student Behavior**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that

provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Student Disability Resources and Services in the Gee Library Room 132, call (903) 886-5835, or email [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu).

All students enrolled in the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See the Student Handbook.)

<b>COURSE OUTLINE / CALENDAR</b>
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Week 1: August 26-30

Monday	<p>Introductions; Syllabus for ENG 333 &amp; HIST 1302/264  <b>**Drs. Stewart and Gruver; Ms. Bethany Golio; Mr. Jaylen Wallace</b>  <b>**Distribute oral history DVDs</b>  <b>**Our Objectives</b>              ---Oral History Summary = Critique of Minnie Champ draft summary              ---Soldier's Story = OUR MISSION (sample in eCollege)</p>
Tuesday	<p>Origins of World War II  <b>**Doenecke 1-16</b>  <b>Report on Status of Oral History DVD = functionality, clarity</b>  <b>Minnie Champ Oral History Summary due</b> (students re-write draft)  <b>**Upload document to eCollege Doc Sharing (Bethany/Jaylen) by 7:00 a.m.</b>  <b>**Bring 2 paper copies to class</b></p>
Thursday	<p>Library Tour = Meet in Library Classroom (2<sup>nd</sup> floor)</p>

Week 2: September 2-6

Monday	<p>LABOR DAY = No Class (Use this time to read/work on oral history)</p>
Tuesday	<p>Prelude to War in the Pacific: The 1920s &amp; 1930s  <b>**Doenecke 17-46</b></p>
Thursday	<p>Style and Tone: Writing Like an Historian?  <b>Oral History #1: Rough Draft Summary</b> (600-700 words; double-spaced)  <b>**Upload document to eCollege Doc Sharing (Bethany/Jaylen) by 10:00 a.m.</b>  <b>**Bring 2 paper copies to class</b></p>
<i>Friday</i>	<p><i>See Tuesday, September 10</i></p>

**\*\*Post title of article in eCollege discussion board by Friday, September 6 to avoid duplication**

Week 3: September 9-13

- Monday            The Growing Storm: Europe and U.S. Neutrality, 1930s  
                          \*\*Doenecke 47-129
- Tuesday            Library databases research discussion  
                          \*\*Locate and print ONE scholarly article relevant to first oral history  
                          \*\*Post title of article in eCollege discussion board by Friday,  
                          September 6 to avoid duplication
- Thursday            **Oral History #1: Final Draft Summary** (600-700 words; single-spaced)  
                          \*\*Upload document to eCollege Doc Sharing by 10:00 a.m.  
                          De-brief Oral history experience (next time; process journal)

Week 4: September 16-20

- Monday            Meanwhile in the Pacific  
                          \*\*Doenecke 130-187
- T & R                “U.S., 1941” and “The Lion and the Albatross”  
                          \*\*O’Neill, 1-50, 435-440  
                          Cartoon = *Peace on Earth* (1939)

Week 5: September 23-27

- Monday            “Building a War Machine” and “The Pacific War”  
                          \*\*O’Neill 64-127, 440-443
- T & R                *Thirty Seconds over Tokyo* (1944)  
                          \*Discuss Pacific theater strategy
- Friday                **Oral History #2: Rough Draft Summary** (600-700 words; double-spaced)  
                          \*\*Upload document to eCollege Doc Sharing (Bethany/Jaylen) by  
                          12:00 p.m. (noon)

Week 6: September 30-October 4

***BEGIN TRANSCRIPTION OF BEST ORAL HISTORY FOR SOLDIER’S STORY***

- Monday            A Soldier’s Story (Bethany and Jaylen; special appearance by Hayley Hasik)  
                          Objective → Transcriptions → Preserving language → Context  
                          Content and Length  
                          Norming process = samples of good/not so good

Tuesday                    Creating a Bibliography: Methods, Purpose, Annotations  
                                       ---See next Thursday, October 10

Thursday                    The War at Home  
                                       \*\*O'Neill, 129-152, 443-445

Week 7: October 7-11

Monday                    **Oral History #2: Final Draft Summary** (600-700 words; single-spaced)  
                                       \*\*Upload document to eCollege Doc Sharing by 10:00 a.m.  
                                       De-brief Oral history experience (next time; process journal)

Tuesday                    The War at Home  
                                       \*\*O'Neill, 201-224, 247-266, 448-451  
                                       Cartoon = *Blitz Wolf* (1942)

Thursday                    **Bring in article relevant to oral history = ANNOTATED**

Week 8: October 14-18

Monday                    The European Theater, 1939-1942  
                                       \*\*O'Neill, 153-175, 445-446  
                                       Process Journal Discussion = Bring in ONE talking point (e.g., an issue that  
                                       has challenged, puzzled, entertained you) (Bethany/Jaylen)

Tuesday                    Writing Introductions = Getting Started on Soldier's Story

Thursday                    **First Draft** due = Introduction to Soldier's Story  
                                       \*\*Upload document to eCollege Doc Sharing by 10:00 a.m.  
                                       \*\*Bring 2 paper copies to class

Week 9: October 21-25

M & T                        The Uneasy Alliance, 1942-44  
                                       \*\*O'Neill 177-199, 446-447  
                                       *To Hell and Back* (1955)

Thursday                    Unity, Not Equality  
                                       \*\*O'Neill, 225-246, 321-332, 449-450  
                                       **FIRST DRAFT = Annotated Bibliography due**  
                                       \*\*Upload document to eCollege Doc Sharing by 10:00 a.m.  
                                       \*\*Bring 2 paper copies to class

Week 10: October 28-November 1

Monday	The Pacific War, 1942-1944 **O'Neill, 267-300, 451-452 <b>ORAL HISTORY TRANSCRIPTION DUE</b> in eCollege by 11:59 p.m.
Tuesday	Technology and Tactics **O'Neill, 301-319, 452-455
Thursday	Ike and Europe, 1942-1944 **O'Neill, 333-360, 456-457 <i>Patton</i> (1970) = opening speech

Week 11: November 4-8

Monday	Required individual meetings during class time
Tuesday	Germany's Last Stand **O'Neill, 361-390, 457-458 Movie: <i>The Battle for Elsenborn Ridge</i> (99 <sup>th</sup> Infantry Division)
Thursday	Election of 1944 and Truman **O'Neill, 391-402, 459

Week 12: November 11-15

Monday	The Bomb and Unconditional Surrender **O'Neill, 403-434, 459-461 <b>FINAL DRAFT = Annotated Bibliography due</b> **Upload document to eCollege Doc Sharing by 10:00 a.m. **De-brief in class
T & R	Writing Days, but will be in classroom for meetings

Week 13: November 18-22

Monday	So, You Want to be Published?
Tuesday	Writing Day; will be in classroom
<b>WEDNESDAY</b>	<b>FIRST DRAFT: Soldiers' Narrative due</b> **Upload document to eCollege Doc Sharing by 11:59 p.m.
Thursday	<b>THANKSGIVING HOLIDAY</b>

Week 14: November 25-29

M, T                    **Peer review = Soldier's Narratives**  
                              \*\*Bring 2 paper copies to class

Thursday            Course Evaluation (bring laptop to class)

Week 15: December 2-6

**FINAL DRAFT: Soldiers' Narrative due Thursday, December 6**

***Friday                    Pearl Harbor Remembrance @ Gruver's house = THIS IS MANDATORY!!!***

Week 16: December 9-13

**PROCESS JOURNAL** due in eCollege Doc Sharing on Friday, December 13, by 2:00 p.m.