



**ENGL 1010: Fundamentals of  
English I  
COURSE SYLLABUS  
Summer Semester 2016  
Hybrid: 60/40**

**Semester:** Summer 2016  
**Course Title:** Fundamentals of English I  
**Course Number:** ENG 1010  
**Credit Hours/ Minutes:** 3 / 2250  
**Class Location:** Blackboard/ Room 1120 (BLDG )  
**Class Meets:** MW- 2:30-3:45  
**CRN:** 60162  
**Preferred Method of Contact:** Owl Mail

**Instructor:** Laquanda Thomas  
**Office Hours:** MW: 8-10 & TR: 8-9  
**Office Location:** Rm. 1115-Building 1-Swainsboro  
**Email Address:** lthomas@southeasterntech.edu  
**Phone:** 478.289.2219  
**Fax Number:** 478.289.2263  
**Tutoring Hours:** Monday-Thursday- 3:30-5:00

**This course is taught in a hybrid format. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements.**

**REQUIRED TEXT:** Langan, John. (2015). *English Skills with Readings*. 9<sup>th</sup> ed. New York, NY: McGraw-Hill.

**REQUIRED SUPPLIES & SOFTWARE:** flash drive, loose leaf paper and binder, pencils, blue-black pens, and access to Internet and STC's Information Delivery System (IDS).

**Note:** Although students can use their smart phones and tablets to access the online portion of their course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor GVTC provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to complete the online portion of the course.

**COURSE DESCRIPTION:** Emphasizes the development and improvement of written and oral communication abilities. Topics include analysis of writing, applied grammar and writing skills, editing and proofreading skills, research skills, and oral communication skills.

**MAJOR COURSE COMPETENCIES:**

1. Analysis of writing
2. Applied grammar and writing skills
3. Editing and proofreading skills
4. Research skills
5. Oral communication skills.

**PREREQUISITE(S):** ENGL 0090 OR Appropriate Placement Test Score AND READING 0090—Reading II OR Appropriate Placement Test Score.

**COURSE OUTLINE:**

1. Analysis of Writing

2. Applied Grammar and Writing Skills
3. Editing and Proofreading
4. Research Skills
5. Oral Communication Skills

**GENERAL EDUCATION CORE COMPETENCIES:** STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

**STUDENT REQUIREMENTS:** Students must have their books by the second week of class. Making copies from the textbook is against copyright laws and will not be done. Students are expected to bring all materials, especially their books, to class. Failure to do so will result in a ten-point penalty on the next grammar exam. Students are required to complete all assignments on the lesson plan by their due dates to exit the class. All assignments must be in APA format, typed in Microsoft Word, and submitted in a Blackboard drop box on the due date to get a grade. **Late writing assignments will not be accepted. Writing assignments sent through OWL mail will not be accepted.**

**CELL PHONE POLICY: As STC policy states, cell phones are not to be used while in class. When students enter the classroom, cell phones should be placed on silent or vibrate. If cell phones become a problem, the instructor reserves the right to give a quiz to the entire class or give an individual quiz to the person not adhering to policy (upon the discretion of the instructor) each time a phone rings/vibrates or anytime a student is caught using a phone in class. Cell phone quizzes will be put into the grade book. During exams, if a student is caught with a phone or caught texting during a test, he or she will be given a zero.**

**ATTENDANCE GUIDELINES:** Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

**\*Students have exactly one week from the date of an absence to make up a test or quiz grade.\*  
Homework assignments are not accepted after the due date.**

**SPECIFIC ABSENCES:** Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

**SPECIAL NEEDS:** Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

### **PREGNANCY**

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with the Special Needs Office. Swainsboro Campus: Jan Brantley (478) 289-2274 -- Vidalia Campus: Helen Thomas Room 108 (912) 538-3126.

**Withdrawal Procedure:** Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

**Remember** - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

**MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...):** Tests and assignments must be completed on the assigned date in the course calendar or per the instructor. **Students can make up test within one week of missing the assignment.** If the student does not make up this assignment within the one week period, a zero will be given without any other make-up opportunities. There are no late submissions for writing assignments. If you do not submit the assignment by the due date, a zero will be given for the assignment. There is one day provided on the class calendar to make up **one** writing assignment of the student's choice. Students can make up this assignment if they missed the deadline, or they want to revise the writing assignment to improve the grade. (This only applies to one writing assignment). There are absolutely no make ups for homework assignments.

**ACADEMIC DISHONESTY POLICY:** The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook.*

### **Procedure for Academic Misconduct**

The procedure for dealing with academic misconduct and dishonesty is as follows:

**--First Offense--**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

**--Second Offense--**

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

**--Third Offense--**

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

**STATEMENT OF NON-DISCRIMINATION:** Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

**GRIEVANCE PROCEDURES:** Grievance procedures can be found in the Catalog and Handbook located on STC's website.

**ACCESS TO TECHNOLOGY:** Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at [www.southeasterntech.edu](http://www.southeasterntech.edu).

**GRADING POLICY**

Tests	25%
HWA/Quiz	10%
Discussion	10%
Writing Assignments	30%
Grammar final	10%
Essay final	15%

**GRADING SCALE**

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: 0-59

**TCSG GUARANTEE/WARRANTY**

**STATEMENT:** *The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

**DISCUSSION POSTS:** You will be required to complete several discussion posts during the semester. You will submit an initial post for each discussion question with a minimum of 100 words and 2 replies with a minimum of 50 words each. **Your discussions should be a total of 200 words or more.**

**ENG 1010 Summer Calendar  
Hybrid 60/40**

Date	Content	Assignment/ HW	Comp Area
<b>Week 1</b>	May 18	<p><b>Monday:</b> Syllabus/ Information and Policies Packet/ Classroom Expectations and Procedure/ <b>Youtube: Kid President: Pep Talk</b> Parts of Speech PowerPoint</p> <p><b>Blackboard:</b> Syllabus Quiz (due Tuesday, May 24, 2016 by 11:59 pm) <b>Blackboard:</b> Discussion Question</p> <p><b>HW:</b> Read syllabus thoroughly and quiz <b>HW:</b> Read Chapter 1: An Introduction to Writing</p>	*1,2,3,5 **a,c
<b>Week 2</b>	May 23  May 25	<p><b>Monday:</b> Parts of Speech Cont'd Sentences PowerPoint <b>HW:</b> Parts of Speech Worksheet</p> <p><b>Wednesday:</b> Parts of Speech Quiz/ Sentences Cont'd <b>Blackboard:</b> Fragments and Run-ons. Print handout and bring to class on June 1 <b>HW:</b> Activity: Complete outline on pg. 5 of textbook. (Due next class meeting). <b>Blackboard:</b> Discussion Question 2 (due May 31)</p>	*1,2,3,5 **a,c
<b>Week 3</b>	May 30 (Holiday)  June 1	<p><b>Monday: Holiday</b></p> <p><b>Wednesday:</b> Sentences Cont'd/ Fragments and Run-ons <b>Practice:</b> Run-on Sentence/Comma Splice Practice(Grammar Bytes link) <b>Blackboard:</b> Practice Quiz (due June 6 by 2:30 pm) <b>Blackboard:</b> APA Library Project (due June 16)( <b>post in week 3 on due date</b>)</p>	*1,2,3,5 **a,c
<b>Week 4</b>	June 6	<p><b>Monday : Sentence Quiz</b> PPT(discussion)/ Exemplification Paragraph <b>Blackboard: Week 3-</b> exemplification paragraph topics: Begin prewriting <b>Class:</b> Work on drafting exemplification</p>	1,2,3,4,5, **a,c

	June 8	<p>paragraph in class.  <b>HW:</b> Read chapter 2 &amp; chapter 8  <b>HW:</b> Write Exemplification paragraph rough draft. RD due the next class meeting. (Wednesday, June 8, 2016)</p> <p><b>Wednesday:</b>  <b>Peer Review Exemplification paragraph RD</b>  <b>Class:</b> Writers Workshop: Students use peer review in class and feedback to write final drafts.  <b>Blackboard: Submit Exemplification final drafts in week 5. Submit to Blackboard drop box Tuesday, June 14, 2016</b>  <b>Blackboard:</b> Discussion Question 3 (due June 14)</p>	
<b>Week 5</b>	<p>June 13</p> <p>June 15</p>	<p><b>Monday: Sentence patterns/Sentence Variety</b>  <b>HW:</b> Continue to work on completing the final draft. Due this week on Tuesday, June 14, 2016  <b>Blackboard:</b> Library Project (<b>due June 16. Post in drop box in week 3</b>)  <b>Wednesday:</b> Grammar Test 1  Noun PowerPoint: Sing/Plur/Poss  Noun Worksheet (due next class meeting)</p>	<p>*1,2,3,4,5  **a,c</p>
<b>Week 6</b>	<p>June 20</p> <p>June 22</p>	<p><b>Monday:</b> Personal Pronouns PowerPoint/  Pronoun Antecedent Agreement  Pronoun Worksheet (due next class meeting)  <b>Cause or Effect Paragraph:</b> begin prewrite activity  <b>Blackboard:</b> Discussion Question 4 (due June 28)  <b>HW:</b> Complete Cause or Effect paragraph (RD)  <b>Wednesday:</b> Grammar Test 2: Nouns and Pronouns/</p>	<p>*1,2,3,4,5  **a,c</p>

<b>Week 7</b>	June 27	<b>Monday:</b> Verbs: Verbs and Tenses PowerPoint	*1,2,3,5 **a,c
	June 29	<b>Wednesday:</b> Verbs cont'd: Subject-verb agreement PowerPoint Verb worksheet (due next class meeting-July 11) <b>Blackboard: Cause or Effect Paragraph due Tuesday, June 28, 2016</b> <b>HW:</b> Read Chapter 17: Writing the Essay	
<b>Summer Break</b>			
<b>July 4-July 7</b>			
<b>Week 8</b>	July 11	<b>Monday:</b> Review Verbs Review verb worksheet. Bring to class on Monday, July 11, 2016	
	July 13	<b>Wednesday:</b> Grammar Test 3: Verbs Essay Writing <b>Blackboard:</b> Cause/Effect Essay Assignment HW: Begin drafting Cause/ Effect Essay <b>Blackboard:</b> Discussion Question 8 & 9 ( due July 19)	
<b>Week 9</b>	July 18	<b>Monday:</b> Cause/Effect Essay (RD) Commas and Conjunction PowerPoint	*1,2,3,4,5 **a,c
	July 20	<b>Wednesday:</b> Other Comma Rules PowerPoint <b>Blackboard:</b> Discussion Question <b>Blackboard: Submit essay final draft. Due July 20, 2016 by 11:55 pm</b>  HW: Exemplification Essay topics (FE)	
<b>Week 10</b>	July 25	<b>Monday: Make-up day</b> <b>Blackboard:</b> Discussion Question (Reflection) (due July 28)	*1,2,3,4,5 **a,c
	July 27 Final Days	<b>Wednesday:</b> Exemplification Essay/ <b>Final Exam:</b> Grammar and Essay	

\*\*\*Feedback for writing assignments takes approximately two to three weeks.

Discussion questions are due Tuesday nights at 11:55 pm.

\*\*\*\*Instructor reserves the right to change the syllabus and/or lesson plan as necessary. \*\*\*\*

**\*Competency Areas:**

1. Analysis of Writing
2. Applied Grammar and Writing Skills
3. Editing and Proofreading
4. Research Skills
5. Oral Communication Skills

**\*\*General Education Core Competencies**

- a. The ability to utilize standard written English.
- b. The ability to solve practical mathematical problems.
- c. The ability to read, analyze, and interpret information.

## **Grading Scale –Exemplification Paragraph**

<u>Example</u> <ul style="list-style-type: none"> <li>• Examples to support topic sentence</li> <li>• Examples stated clearly</li> <li>• Transitional words used to link examples</li> </ul>	20
<u>Writing Process</u> <ul style="list-style-type: none"> <li>• Evidence of brainstorming &amp; organizing ideas</li> <li>• Evidence of drafts and revisions</li> <li>• Considers audience</li> </ul>	15
<u>Topic Sentence</u> <ul style="list-style-type: none"> <li>• States topic</li> <li>• Expresses opinion attitude or feeling</li> <li>• Focused</li> <li>• Restated as Concluding Sentence</li> </ul>	20
<u>Support</u> <ul style="list-style-type: none"> <li>• Sufficient Explanations and Details</li> <li>• Points clarified with explanations that limit and focus the main idea</li> <li>• All examples and explanations relate to main point (unity)</li> <li>• Examples are clear (clarity)</li> <li>• Organized according to purpose</li> <li>• Connecting Words between ideas achieve coherence</li> </ul>	25
<u>Title</u> <ul style="list-style-type: none"> <li>• Appropriate</li> <li>• Formatted correctly</li> </ul>	10
<u>Grammar</u> <ul style="list-style-type: none"> <li>• Complete Sentences</li> <li>• Correct use of commas</li> </ul>	10
<p>A ten-point penalty will be applied if <b>ALL</b></p>	



instructions are not followed.	<b><u>Total Points</u></b>	
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<p><b>Cause/Effect Paragraph</b></p> <ul style="list-style-type: none"> <li>• Focus on either causes or effects (not both)</li> <li>• Explores all causes/effects but chooses only the real ones</li> <li>• Considers audience</li> <li>• Does not oversimplify</li> <li>• Causes or effects organized in a logical order</li> </ul>	25
<p><b><u>Structure</u></b></p> <ul style="list-style-type: none"> <li>• Begins with topic sentence that states whether the paragraph is a cause or effects paragraph</li> <li>• Supporting sentences limit and focus the main idea</li> <li>• Explanations and details of supporting sentences are well-developed</li> <li>• Closing sentence reflects topic sentence and provides closure</li> </ul>	25
<p><b><u>Support</u></b></p> <ul style="list-style-type: none"> <li>• Examples, Details, Explanations</li> <li>• All examples and explanations relate to main point (unity)</li> <li>• Points clarified with details that limit and focus the main idea (clarity)</li> <li>• Organized according to purpose (coherence)</li> <li>• Transitions between ideas achieve coherence</li> </ul>	25
<p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Complete sentences: No run-ons or fragments</li> <li>• Correct use of commas and other punctuation</li> <li>• Correct use of pronouns</li> <li>• Correct use of verbs</li> <li>• Spelling and capital letters</li> </ul>	25
<p>A ten-point penalty will be applied if ALL instructions are not followed.</p> <p style="text-align: right;"><b><u>Total Points</u></b></p>	

## Grading Scale – Compare/Contrast Paragraph

<b><u>Compare/Contrast</u></b>	25
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<ul style="list-style-type: none"> <li>• Either Compares or Contrasts (not both)</li> <li>• Meaningful comparison or contrast</li> <li>• Interesting comparison or contrast</li> <li>• Developed thoroughly</li> <li>• Uses transitions to enhance meaning between ideas</li> </ul>	
<p><b><u>Structure</u></b></p> <ul style="list-style-type: none"> <li>• Begins with topic sentence that states whether paragraph is comparison or contrast</li> <li>• Supporting sentences limit and focus the main idea</li> <li>• Uses point-by-point or side-by-side organization throughout paragraph</li> <li>• Explanations and details well-developed</li> <li>• Closing sentence reflects topic sentence and provides closure</li> </ul>	25
<p><b><u>Support</u></b></p> <ul style="list-style-type: none"> <li>• All examples and explanations relate to main point (unity)</li> <li>• Examples are clear (clarity)</li> <li>• Transitional between ideas in details to achieve (coherence)</li> </ul>	25
<p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Complete sentences: No run-ons or fragments</li> <li>• Correct use of commas and other punctuation</li> <li>• Correct use of pronouns</li> <li>• Correct use of verbs</li> <li>• spelling and capitalization</li> </ul>	25
<p><b>A ten-point penalty will be applied if ALL instructions are not followed.</b>  <b><u>Total Points</u></b></p>	

<b>Five-Paragraph Essay Grading Scale</b>	
<b>English 1010</b>	
<p><b><u>Content (30%)</u></b></p> <ul style="list-style-type: none"> <li>• Interesting, detailed</li> <li>• Clear Purpose</li> <li>• Well Developed, thorough</li> <li>• Content Relevant to Topic</li> </ul>	1 2 3 4 5
X6	
<p><b><u>Essay &amp; Paragraph Structure (40%)</u></b></p> <ul style="list-style-type: none"> <li>• Thesis</li> <li>• Introduction</li> <li>• 3 Topic Sentences</li> <li>• 3 Body Paragraphs Support/Details for T.S. Unity &amp; Coherence</li> <li>• Transitions</li> <li>• Conclusion restated thesis summary closing remarks</li> </ul>	1 2 3 4 5
X8	
<p><b><u>Grammar/Mechanics (30%)</u></b></p> <ul style="list-style-type: none"> <li>• Complete sentences: No run-ons or fragments</li> <li>• Correct use of commas and other punctuation</li> <li>• Correct use of pronouns</li> <li>• Correct use of verbs</li> <li>• Appropriate use of modifiers</li> <li>• Clear, parallel sentence structure</li> <li>• spelling and capital letters</li> </ul>	1 2 3 4 5
X6	
<p><b>A ten-point penalty will be applied if ALL instructions are not followed.</b></p> <p><b>Total Points</b></p>	

- 5 = Exceeds expectations
- 4 = Meets expectations
- 3 = Adequate performance
- 2 = Needs Work
- 1 = Inadequate

**Summer Calendar**  
**English 1010: Fundamentals of English**

**Due Dates**

Use these dates as a map for the course. These dates can help you plan for assignments and organize the due dates around important personal events, other courses, and other course assignments. There is only one chance to make up a writing assignment in this course; therefore, I would suggest that you use this calendar to plan ahead. This schedule is subject to change as seen fit by the instructor.

**Tuesday, May 24, 2016 by 11:59 pm:** Syllabus Quiz. (Blackboard)

**\*\*Monday, May 30, 2016:** Student Holiday

**Wednesday, May 25, 2016:** Parts of Speech Quiz.

**Wednesday, June 1, 2016:** Grammar Bytes Worksheets (In class)

**Monday, June 6, 2016:** Sentence Quiz.

**Wednesday, June 8, 2016:** Exemplification Paragraph (RD) due in class.

**Wednesday, June 15, 2016:** Grammar Test 1: Parts of Speech and Sentences.

**Tuesday, June 14, 2016 by 11:59 pm:** Exemplification Paragraph (FD) due in **Blackboard**.

**Wednesday, June 22, 2016:** Grammar Test 2: Nouns/Pronouns.

**Wednesday, June 22, 2016:** Cause or Effect Paragraph RD due (In class).

**Tuesday, June 28, 2016 by 11:59 pm:** Cause or Effect paragraph (FD) due in **Blackboard**.

**Wednesday, July 13, 2016:** Grammar Test 3: Verbs

**Monday, July 18, 2016:** Cause or Effect Essay (In class).

**Wednesday, July 20, 2016 by 11:59 pm:** Cause or Effect Essay final draft is due in **Blackboard**

**Monday, July 25, 2016 by 11:59 pm:** Compare or Contrast paragraph FD in **Blackboard**. (Optional: Instructor will give more insight on the optional aspect of this assignment)

**Monday, July 25, 2016:** Make up day for writing assignments. (Computer Lab)

**Wednesday, July 26, 2016 by 11:59 pm:** Exemplification Essay Outline in **Blackboard**.

**Wednesday, July 27, 2016:** Grammar Test 4: Commas (Final Exam)

**Wednesday, July 27, 2016:** Final Exam: Grammar

**August 1 & 2, 2016:** Final Exam: Essay

**Discussion Questions (8)**