

“Make them laugh - otherwise they’ll kill you”: Comedy and Culture

English 1101-01 & 03 8:00-9:15 & 9:30-10:45

Instructor: Anna Payne

Office: TLC 1112A

Office Hours: Tuesdays 11:00-1:30; Wednesdays 11:00-1:30; Thursdays 11:00-1:00

Writing Center Hours: Mondays 11-2

E-mail: apayne@westga.edu

(all e-mail communication between the student and instructor **must** be conducted via my.westga.edu account)

IF YOU EMAIL ME ASKING A QUESTION THAT CAN BE ANSWERED BY READING THE SYLLABUS OR OTHER CLASS DOCUMENTS, I WILL EMAIL YOU BACK WITH THE FOLLOWING REPLY: “SYLLABUS.” Check the syllabus and prompts first, for the love of God.

COURSE INFORMATION AND OBJECTIVES

Required Texts and Materials

Fey, Tina. *Bossypants*. Back Bay Books, 2012. (ISBN: 978-0316056878)

Apatow, Judd (Dir.) *Trainwreck*, Universal Studios, 2015. (ASIN: B011VPI3ZG)

Reliable access to YouTube

Required articles and worksheets will be posted on CourseDen

Notebook (ideally with pockets) for notes, etc.

Recommended Texts and Materials:

USB drive for saving and storing various writing assignments

Highlighter(s) to be used during reading and note taking; also useful when creating color-coded systems of organization

Course Description: A composition course focusing on skills required for both *effective writing* for various rhetorical situations and *critical reading* of texts. Students must demonstrate competency in argumentation and writing strengthened by the use of multiple textual sources.

Learning Objectives: This is a composition course that focuses on skills required for both effective writing for various rhetorical situations and critical reading of texts from various genres (memoir/autobiography, fiction, film, poetry, etc.). Students must develop competency in identifying and analyzing arguments of other writers; hone the critical skills needed to define, shape, and structure their own interpretive positions; and develop facility in the conventions of academic prose. As such, this course seeks to fulfill the following learning outcomes:

To develop skills in all the tools necessary for effective analysis and argumentation.

To develop facility with the whole writing process from invention through revision.

To understand and employ a variety of rhetorical modes and techniques of persuasion.

To acquire reasonable mastery of conventions of college-level prose writing.

To incorporate and document additional textual materials to strengthen and support arguments

Course Theme and Expectations: During the semester we will investigate, as a class, how comedy can be used to develop analytical and argumentative skills, as well as how it can comment on a multitude of important cultural issues and

human experiences. For this reason, I expect each student to read/watch/listen to the assigned material with this theme in mind because our goal for the semester is not the study of plot, but rather the investigation of context. Each student is responsible for taking notes while engaging with the texts. I suggest that everyone purchase a highlighter so that he/she can highlight significant passages while reading. I also suggest that every student utilize post-it notes or some other marking tool while engaged in reading/viewing/listening.

Specific Course Requirements: All assignments must be completed in order to pass this course, but please remember that class discussions are designed to help each student develop original ideas that can be “fleshed out” in out-of-class essays. Therefore, active participation from each student is crucial to the success of every individual, as well as the class as a whole.

Students will write **three out-of-class essays**, which will ultimately constitute **70% of the final course grade**. For each essay, students are required to take part in writing workshops during class. Failure to do so will affect both your participation grade and the quality of your essay. We will review the grading guidelines for out-of-class essays in class. In order to move on to ENGL 1102, you must make a **C- or higher on at least one of the essays**. Failure to do so could result in a failing grade for the semester. You can find the rubrics for all essays on CourseDen.

Students will deliver an in-class presentation that serves as your final exam, which will constitute **5% of the final course grade**. We will review the grading guidelines for this presentation later this semester. Towards the completion of Essay Three, students will also complete an annotated bibliography, which comprises **5% of the final course grade**.

Process Writing constitutes **15% of the final course grade** and will be based on in-class contributions (in-class assignments, group work, discussion posts) as well as homework that contributes to the writing of your essay.

You must read the assigned material in order to do well in this class. Therefore, I will administer surprise quizzes at the beginning of certain class periods. These quizzes will count **5% of the final course grade and cannot be made up**.

You must obtain a **C or higher** in order to exit ENGL 1101. Final grades will be posted to CourseDen and BanWeb; **no grades will be given via telephone or e-mail**.

Grading

Process Writing (discussion, classwork, homework, etc.)	15%
Quizzes	5%
Essay One	20%
Essay Two	25%
Essay Three	25%
Annotated Bibliography	5%
In-class Presentation	5%

Grading Summary with the Letter to Numeric Scale:

Out-of-Class Essay: A+=98%; A=95%; A-=92%; B+=88%; B=85%; B-=82%; C+=78%; C=75%; C-=72%; D+=68%; D=65%; D-=62%; F=50%

Out-of-Class Essay Rubric available on CourseDen.

This is a **QEP Course**. Clear written communication is important in all disciplines, and increasingly employers are expecting college graduates to be good writers. That's one reason why UWG is focusing on improving undergraduate student writing across the core. When you hear about the QEP—UWG's Quality Enhancement Plan—know that what your peers and professors are talking about is WRITING, because we are committed to giving you opportunities across your core curriculum to improve the quality of your writing. Want to know more? Visit the QEP website at <http://www.westga.edu/qep/>

Title IX Reporting: As of July 1, all faculty and staff at public universities in Georgia became mandatory reporters for sexual assault. We are required to report any incidences of sexual assault, and we are not allowed to maintain the information in confidence with the student. You are encouraged to report any instances of sexual assault. Here is the form to do so. What this means is that I cannot guarantee confidentiality if you come to me and tell me about an instance of sexual misconduct. I must report. However, the following locations and individuals can offer confidential support, and I strongly encourage you to talk to them. I can help you contact these places, too.

UNIVERSITY POLICE 678-839- 6000
(96000 on campus) (This one is not confidential, but you should have it)
HEALTH SERVICES 678-839- 6452
PATIENT /VICTIM ADVOCATES 678-839- 0641;
COUNSELING CENTER Counseling Center
Location: 123 Row Hall
Office Hours: Monday-Friday, 8:00 AM-5:00PM
Tel: (678) 839-6428 (after hours call UWG Police)
Email: counseling@westga.edu
678-839- 5338
(after hours 678-839- 6000)

Late Add, Late Drop, and Reinstatement periods are no longer available. Students who wish to add or drop courses must do so during the scheduled Add and Drop periods. There is no Reinstatement period for students whose schedules are dropped. On [XXXXXXXXXX] the Drop period (with refund) ENDS. After that date, there is NO dropping classes with a refund. Open Add period continues until [XXXXXXXXXX]. Students may withdraw from classes up until [XXXXXXX] and receive a “W” This is the final withdrawal deadline. After this date, a student must seek a hardship withdrawal (initiated through Health Services).

ACADEMIC SUPPORT

Americans with Disabilities Act: I pledge to do my best to work with the university to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc.

If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make these known to me, either yourself or through Accessibility Services in 272 Parker Hall.

Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only my personal commitment: it is your right, and it is the law! For more information, please contact Accessibility Services at the University of West Georgia.

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services.

The **Center for Academic Success**, located on the second floor of the UCC, provides free services for you. Peer Tutoring appointments are available for the core curriculum courses, Supplemental Instruction is offered in over 70 course sections, and Academic Coaching is available for any student seeking to become a more skilled and confident learner. Please visit their website westga.edu/cas, call 678-839-6280, or stop by the front desk in the UCC to make an appointment or learn more.

University Writing Center: The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu

Library Instruction Sessions: Students enrolled in 1000-/2000-level courses, inexperienced researchers, and students needing refresher classes in basic research are strongly encouraged to sign-up for the basic library instruction sessions and online research sessions. Please visit the links below for further information and scheduling:

Online Research: <http://www.usg.edu/galileo/skills/>

Basic Library Instruction: <http://www.westga.edu/~library/nav/stuinstruct.shtml>

Supplemental Instruction (SI) study sessions are offered for this course. SI sessions meet several times a week, throughout the semester. Supplemental Instruction is an academic assistance program which provides peer-led group study sessions to assist students in traditionally difficult courses. SI sessions are led by an SI leader who has already mastered the course material and has been trained to facilitate group sessions where students can meet to improve their understanding of course material, review and discuss important concepts, develop study strategies and prepare for exams. SI is for everyone, and open to all students enrolled in this class; not just those students who are struggling. Attendance at SI sessions is voluntary. Students, who attend SI sessions weekly, typically earn higher final course and essay grades than students who do not participate in SI. Please bring your lecture notes, books, and questions with you. The time and location of your SI session will be announced in class.

SmarThinking provides online tutoring services and other resources free to UWG's learners who may not otherwise be able to take advantage of the same services offered on campus. Smarthinking is available from each student's CourseDen homepage.

ONLINE COURSES

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online site. Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide. If a student is experiencing distress and needs help, please see the resources available at the UWG Cares site. Online counseling is also available for online students.

HONOR CODE

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

Excessive Collaboration

Students should demonstrate the ability to produce *independent writing* (writing without collaborative assistance of peers, writing tutors, or professionals in the field) that shows an acceptable level of competence. Although classroom activities and out-of-class assignments may highlight collaborative learning and collaborative research, *excessive collaboration* (collaboration that results in the loss of a student's voice/style and original claims to course-related work) is considered another form of academic dishonesty and therefore will not be permitted.

Plagiarism – on any assignment, large or small – will result in failure of the assignment and could result in failure of the course. Lack of dishonest intent is not an acceptable excuse for plagiarism. Confusion over the definition of plagiarism is not an acceptable excuse for plagiarism. Should you have any questions about what constitutes plagiarism, address these with me and/or the Writing Center. Do not make assumptions and do not take risks. It is not worth it.

COURSE POLICIES

Attendance: For classes that meet twice a week, a student is allowed three absences. Arriving late for class counts as 1/2 an absence. **After the third absence, the professor reserves the right to give the student an F for the course. Be aware that no distinction exists between excused and unexcused absences.**

Office Hours Policy

I am more than happy to meet with you during office hours. If you are unable to meet with me during the posted hours, feel free to email me to schedule an appointment. But, if you do schedule an appointment, please make sure to show up. If, for whatever reason, you cannot make your appointment, please email me at least one hour before the scheduled time. If you fail to show up for your appointment without giving me the one hour notice, this constitutes a “noshow.” After two “noshows,” you will be banned from making further appointments with me. Being banned from making appointments does not mean you may not come to regular office hours or speak with me both before and after class.

Department Paperless Policy: As of Fall 2006, the English Department implemented a “paperless” policy in its classrooms. Therefore, all materials (handouts, assignment sheets, notes, etc.) will be made available online. Students may print these necessary course documents, including the syllabus, on their home computers.

Disruptive Behavior Policy: Students will be dismissed from any class meeting during which they exhibit behavior that disrupts the learning environment of others. Such behavior includes—but is not limited to—arriving late for class, allowing cell phones to ring, rude actions or behavior, speaking disrespectfully to the instructor and/or to other students, texting, checking email or surfing the web, and using personal audio or video devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance requirements policy above. This means the student will receive **an automatic 0** regardless of class performance.

Credit Hour Policy: The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

MLA Documentation Policy: The department expects that students learn to cite sources accurately in the MLA style for documentation.

Extra Credit Policy: There will be no extra credit assignments in this class. Grades are earned by the **quality** of your work, not how much you do. There may be opportunities for revision, which will be announced in class.

Late Work and Extension Policy: There will be a 10 point deduction for every day the paper is late (a paper is considered “late” once the specified time has passed on the day the paper is due. e.g. if a paper is due at 11:59pm on 1/24, it is late at 12:01am on 1/25). Additionally, I will not—under any circumstances—grade papers that are more than **three days late**. If you are unable to turn in your paper on the day it is due, (for example, in the case of an emergency that arises suddenly) you should email me your paper as soon as possible. In certain instances, a student may be granted an extension period to complete the assignment. These instances must constitute an emergency and the student must discuss the extension period with me at least 24 hours **BEFORE** the assignment is due.

Make-up Work Policy: Students may not make-up missed quizzes or other in-class assignments unless there are extenuating circumstances (See above policy).

Recycled Papers: I will not accept recycled papers (papers written for another class) in any form for any reason. Each essay assignment will be uniquely designed for this course and for this reason; it is unlikely that any essay previously written by the student will adhere to the specific guidelines of the essay prompts.

Student-Professor E-mail Correspondence: University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

You are welcome to e-mail me with questions, but please do not abuse this privilege (e.g. re-sending thesis statements multiple times with changes made according to my suggestions). At a certain point, this becomes excessive collaboration. Likewise, do not send e-mails asking questions that I have covered in class or that you can find on your own (due dates, course policies, etc.). Should you miss class, it is your responsibility to find out what work you missed (by consulting the online syllabus/handouts) and to get the notes from a classmate.

I also ask that you observe standard grammar and punctuation rules when e-mailing me or any other professor. **DO NOT** send e-mails that are in "text speak." This is not an appropriate form of communication outside the realm of sending an actual text. And, even then, we can do better.

I will respond to emails within 24 business hours of receiving them. Although I will sometimes reply after hours and over the weekend, I reserve the right to not respond to emails after 5pm and on Saturdays and Sundays.

*Note: All student-professor e-mail correspondence must take place via your my.westga.edu account. If you need to reach me outside of class and/or office hours, e-mail is the most efficient way to do so. **Also, please be aware that I cannot communicate with your parents;** should you have concerns about your progress in the course or any other issues that arise, you should address them with me personally.

Syllabus: This syllabus serves as the contract for the class; if you are enrolled in the course, then it is understood that you will comply with the criteria set forth on this syllabus, as will I. The guidelines, expectations, and grading criteria are clearly outlined here, and these will govern the structure of the class. You should print off a copy of the calendar section of the syllabus and bring it to class with you every day, so that you may make note of any changes as they occur.

Reading and Assignment Schedule, Important Dates

*All assignments are due for the class meeting in which they appear.

*Numbers in parentheses indicate the page number of the assigned reading; Numbers in **bold** indicate the approximate length of the reading so you can manage your time accordingly.

*Any homework due to **Turnitin** is due before class (all work due to Turnitin has been **bolded** on the syllabus)

Week 1

M 1/9

Reading Due	Homework Due	In-class
		<i>First Day of Class: Hand out Syllabus, Class Introductions</i>

W 1/11

Reading Due	Homework Due	In-class
Rhetorical Analysis prompt (on CourseDen) <u>The Semiotic Iceberg</u>	Begin reading <i>Bossypants</i>	Introduce Essay One; discussion; semiotics practice

Week 2

M 1/16 *MLK Observed Classes Dismissed*

W 1/18

Reading Due	Homework Due	In-class
<u>Analysis; The Role of Active Reading; <i>Bossypants</i> “Origin Story” (7-9) (2)</u>	Choose two potential signs/rhetorical elements	Reading quiz; discussion; analysis practice

Week 3

M 1/23

Reading Due	Homework Due	In-class
<i>Bossypants</i> : 11-65 (54)		Reading quiz; discussion

W 1/25

Reading Due	Homework Due	In-class
<i>Bossypants</i> 67-131 (64); <u>Paragraph Construction</u>	Complete “ Practice Turnitin Assignment ” on Turnitin (upload a word document--any	Discussion; paragraph construction

	word document--to site)	
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Week 4

M 1/30

Reading Due	Homework Due	In-class
<i>Bossypants</i> 132-196 (64); <u>Thesis Statements</u>		Reading quiz; discussion; thesis statement practice

W 2/1

Reading Due	Homework Due	In-class
Finish <i>Bossypants</i> 197-275 (78)	Argumentative thesis statement due	Discussion; outline practice

Week 5

M 2/6

Reading Due	Homework Due	In-class
<u>MLA Format</u> ; Wilhoit Chp. 2 Quotation; Citation Packet	Bring in outline for at least two body paragraphs	MLA format; paragraph construction workshop; Citation Packet practice

W 2/8

Reading Due	Homework Due	In-class
<u>Awesome Action Verbs</u>	bring at least two well-developed body paragraphs to class (email me one of the body paragraphs by 7pm Tuesday)	Peer review; Verbs discussion; paragraph workshop

Week 6

M 2/13

Reading Due	Homework Due	In-class
Transitions handout (in Writing Materials folder on CourseDen)	First rough draft due (at least 2 full pages to Turnitin); bring highlighters to class	Peer review; transitions; freewriting

W 2/15

Reading Due	Homework Due	In-class
Literary Present Tense (in Writing Materials folder on CourseDen)	Second rough draft due (full draft to Turnitin); bring highlighters to class	Work on drafts; Peer Review/highlighter activity; Final concerns about paper one; unit evaluations

S 2/18 Rhetorical Analysis Due to Turnitin by 11:59pm

Week 7

M 2/20

Reading Due	Homework Due	In-class
Visual Analysis Prompt (on CourseDen)	Unit evaluations	Discussion; Visual analysis practice with advertisements ; unit evaluation

W 2/22

Reading Due	Homework Due	In-class
<u>Camera Angles; Mise-en-scène</u>	Read all comments on Graded Turnitin Rhetorical Analysis essay.	Film analysis practice; group work

Week 8

M 2/27

Reading Due	Homework Due	In-class
<i>Trainwreck</i> (finish entire film before class meets)	Post group work to discussion board on CourseDen (in Visual Analysis folder); due by Saturday (2/25) at noon	<i>Trainwreck</i> Discussion

W 3/1

Reading Due	Homework Due	In-class
	Post work to discussion board on CourseDen (in Visual	<i>Trainwreck</i> Discussion

	Analysis folder); due by Tuesday (2/28) at noon	
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R 3/2 Last day to withdraw with a grade of W. Students withdrawing from full term courses after midnight will be awarded a grade of WF. Note: A WF grade is calculated as an F in the gpa.

Week 9

M 3/6

Reading Due	Homework Due	In-class
	Choose one scene that we have not previously discussed (~3 mins) to work with in class and provide a “thick description” leading to a body paragraph ; due by Saturday (3/4) at noon	<i>Trainwreck</i> ; group work

W 3/8

Reading Due	Homework Due	In-class
	Character analysis (1 full page)	Drafting; <i>Trainwreck</i> discussion

Week 10

M 3/13

Reading Due	Homework Due	In-class
	Working thesis due; two body paragraphs emailed to me by Sunday evening (7:00pm)	drafting

W 3/15

Reading Due	Homework Due	In-class
<u>Introductions</u>	Rough draft due (at least 2 full pages to Turnitin); bring highlighters to class	Peer review; introduction practice; Final concerns about Visual Analysis essay; unit evaluation

S 3/18 Visual Analysis Due to Turnitin by 11:59pm

Week 11

M 3/20 *Spring Break Classes Dismissed*

M 3/27

Reading Due	Homework Due	In-class
Cultural Context Prompt (on CourseDen); Proposal Prompt (on CourseDen); Annotated bibliography (on CourseDen); Watch “The Daily Show” Who is Mike Pence?” (on CourseDen); Read Pierce’s Chp. 2 “The War on Expertise” (27-35)	Unit evaluation	Introduce Cultural Context Essay and Proposal; Annotated bibliography discussion; discussion; unit evaluation

W 3/29

Reading Due	Homework Due	In-class
Watch Louis C.K.’s “Girls vs. Women” (on CourseDen); Read “Countries Around The World Beat The U.S. On Paid Parental Leave” (on CourseDen)	Bring laptops if you have one	Discussion; group work

S 4/1 Last Day to Get Topic Approved By Me (send brief description of topic and comedy bit (if you have it) via email)

Week 12

M 4/3

Reading Due	Homework Due	In-class
Watch Dave Chappelle’s “Clayton Bigsby: The Black, White Supremacist” (on CourseDen); Watch “The Daily Show’s” “Catching Racism” (on CourseDen) Read “Rodney Harrison on Colin Kaepernick:	one page topic write up	Discussion; Audience Analysis Worksheet; freewriting

'He's not black'" (on CourseDen)		
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W 4/5

Reading Due	Homework Due	In-class
Citation Packet (on CourseDen)	Proposal draft due in class	Peer review proposals; Introduce citation packet; freewriting

S 4/8 **Last Day to Have Comedy Bit Approved By Me (send link or clip to me via email)**

Week 13

M 4/10

Reading Due	Homework Due	In-class
	Bring in all essay materials you have gathered; Formal Cultural Context Proposal Due to Turnitin <u>before</u> class (and also posted to CourseDen dropbox)	Working with sources; sign up for presentations; go over presentation rubric

W 4/12

Reading Due	Homework Due	In-class
	Bring in all essay materials you have gathered	Working with sources; freewriting

Week 14

M 4/17

Reading Due	Homework Due	In-class
	Read proposals and watch presenters' clips (on CourseDen); introduction and thesis due; Annotated Bibliography due to Turnitin	presentations

W 4/19

Reading Due	Homework Due	In-class
	Read proposals and watch presenters' clips (on CourseDen); outline due	presentations

Week 15

M 4/24

Reading Due	Homework Due	In-class
	Read proposals and watch presenters' clips (on CourseDen); two body paragraphs due	presentations

W 4/26

Reading Due	Homework Due	In-class
	Read proposals and watch presenters' clips (on CourseDen)	Presentations. Pass out unit evaluations

Week 16

M 5/1

Reading Due	Homework Due	In-class
	Rough Draft due (to Turnitin); unit evaluation	Peer review; course evaluations; final concerns about Cultural Context Essay

Thursday 5/4 Cultural Context Essay Due to Turnitin by 10:30am