

# Argument and Analysis Section 22

## ENGL 1B

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/24/2024

### Course Description and Requisites

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English 1B is a writing course that focuses on argumentation and analysis. Through the study of literary, rhetorical, and professional texts, students will develop the habits of mind required to write argumentative and critical essays. Particular emphasis is placed on writing and reading processes. Students will have repeated practice in prewriting, drafting, revising, and editing, and repeated practice in reading closely in a variety of forms, styles, structures, and modes.

GE Area(s): C2. Humanities

Prerequisite: ENGL 1A or ENGL 1AS with a C- or better.

ENGL 1B is not open to students who successfully completed ENGL 2.

Letter Graded

### \* Classroom Protocols

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#### ENGL 1B

ENGL 1B is open to (1) students majoring in Marine Biology, Biochemistry, Geology, and Engineering (Aerospace, Biomedical, Chemical, Civil, Computer, Electrical, General, Industrial and Systems, Mechanical, and Software); and (2) transfer students who have completed GE Area A3 (Critical Thinking) requirement and still need to take a second semester of English composition for GE Area C2.

This course is not open to students who have successfully completed ENGL 2.

**Prerequisite:** ENGL 1A or Stretch English (with a grade of C- or better)

Satisfies GE Area C2: Letters

#### ENGL 1B Course Theme: Power of Language

This course will focus on the theme of **Power of Language**. Here's a breakdown of each unit and topics covered in each:

Unit 1: Understanding the Power of Language

Unit 2: Dystopian Narratives: Language, Control, and Rebellion

Unit 3: Language Suppression and Societal Control: The Impact of Recent Book Bans

## ENGL 1B Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading, Writing, and oral assignments to construct your own arguments on complex issues (such as diversity and ethnicity, class and social equality) that generate meaningful public debate. Readings for the course will include writers of different ethnicities, genders, and socio-economic classes.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Writing assignments will give you repeated practice in prewriting, drafting, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Assignments include in-class writing as well as revised out-of-class essays.

Reading: In addition to being writing intensive, ENGL 1B is also a reading course. You will read a variety of literary, rhetorical, and professional works of the human intellect and imagination. Secondary materials will be read to help situate the historical and cultural contexts in which the primary texts were created. All the readings serve as useful models of writing for academic, general, and specific audiences.

Critical Thinking: In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio-economic, political); and evaluating your own understanding of ideas by identifying your own interpretative lens.

Oral: You will be presenting your arguments orally to class both as an individual and as part of a group.

## Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

## Attendance Policy and Late Work

### Attendance

Attendance is mandatory. I understand that illnesses and emergencies happen in everyone's life, but this class is designed to be interactive and participatory. You can't participate if you aren't here. An absence may be excused with proper documentation. Please see [University Policy F69-24](#)

<https://www.sjsu.edu/senate/docs/F15-12.pdf>), "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefits for all members of the class."

### **Tardiness**

It is also very important that you arrive to class on time. When you are late you miss important information, and walking in late disrupts another person's learning. If you arrive more than 15 minutes late, you will be marked absent. If you do arrive late, enter the room quietly, take a seat near the door, and do not disrupt the work we are doing.

### **Late Work**

Your paper is due **ON or BEFORE** the due date. You can turn it in any time until the due date. After that, **the grade drops 10 points per day**.

## **Classroom Behavior**

Class sessions are short and require your full attention. Cell phones should be on silent and put away when entering the classroom; all earpieces should be removed (not even one earpiece is allowed). Laptops or tablets may be used to access course readings and assignments; with that said, no other work should be done, no checking email, no social media, no gaming. Note: I reserve the right to ask you to leave the classroom if you are being disruptive.

Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

## **Time Commitment**

Success in ENGL 1B is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### **Final Examination or Evaluation**

In ENGL 1B, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

# Program Policies

First-Year Writing policies are listed at the following website:

<https://www.sjsu.edu/english/frosh/program-policies.php>

(<https://www.sjsu.edu/english/frosh/program-policies.php>).

## Program Information

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Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

**Goal 1:** To develop students' core competencies for academic, personal, creative, and professional pursuits.

**Goal 2:** To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

**Goal 3:** To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

## Course Learning Outcomes (CLOs)

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### GE Area C2: Humanities

Area C Arts and Humanities courses help students to respond subjectively as well as objectively to aesthetic experiences and to develop an understanding of the integrity of both emotional and intellectual responses. C2 Humanities courses encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance.

### GE Area C2 Learning Outcomes

Upon successful completion of a C2 course, students should be able to:

1. analyze and understand works of philosophical and humanistic importance, including their temporal and cultural dimensions;
2. explore and articulate their own subjective aesthetic and intellectual responses to such texts;
3. analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines; and

4. research and write effective analyses of works of the human intellect and imagination

**Writing Practice:** Students will write a minimum of 1500 words in a language and style appropriate to the discipline.

## Course Materials

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- There is **no required** textbook for this course; instead, I have uploaded all assigned readings onto Canvas in Modules. You must have these readings in class, for I will be asking you specific questions and pointing out key passages from these texts. In addition, I will include lectures on grammar and mechanics, so you are responsible in reviewing these lectures; you should consider these slideshows as you would a grammar textbook, for they will help improve your writing in this course.
- I have provided a list of recommended books at the SJSU bookstore. Your final paper/presentation will be using one of these recent challenged or banned books. Refer to Essay #3 Assignment for more specifics.
- A journal (either paper or digital) for class notes, writing exercises, daily observations, workshop responses, etc.
- Dictionary and Thesaurus. Being writers, it is important to know what words mean and to vary your word choice. There are free apps available.
- Access to a desktop, laptop, or tablet.

## Course Requirements and Assignments

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### :: Essays

Throughout the semester, you will be required to write three (3) essays. The topic(s) and guidelines for each of the assigned essays will be posted in the course schedule (Modules) and in Assignments. All essays must be submitted into Canvas for credit on the specified due date. The set of instructions outlines my expectations and the purpose behind the assignment. I will also include a rubric that will break down the specific parameters for failing, passing, or exceeding in terms of performance.

### :: Reading

Reading will be assigned for every class. You are responsible for doing the reading before we meet each week. Not only must you read a lot of material, but also you must read deeply, beyond the surface, and understand the material. Failure to keep up with the reading will cause you to fall behind and seriously dent our ability to hold meaningful discussions in class.

### :: Reading Responses (8)

Response papers in this class are informal reader responses to the assigned readings. Sometimes you will respond to questions on the assigned readings, and sometimes you will submit a 200-250 word response on the due dates indicated on the course calendar. Keep in mind: some responses will happen in class at

start time, and some responses will be done at home. These writings are meant to be an opportunity for you to explore your ideas and articulate your opinion and responses to the assigned readings, so that we all come to class prepared for a rousing discussion.

### **:: Presentation**

You will have to provide a visual component (PowerPoint or Google Slideshow) to your final paper.

### **:: In-Class Work**

Active participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. Peer-review sessions require that students provide constructive feedback about their peers' writing. In general, students are expected to contribute constructively to each class session. If you miss a peer-review session, your essay will be graded down one full letter grade.

### **:: Class Participation**

The success of our course depends on each of you being prepared to participate. Please make sure to bring copies of all reading materials to class on the day that we'll be discussing them (either on your laptop or tablet or, preferably, a hard copy). Effective participation entails being an engaged reader.

Effective participation entails being an engaged listener and balanced contributor. If you tend to talk a lot in class, please try to leave room for other students to speak. If you tend to be quiet in class, please make an effort to add to our conversation. Participation can take many forms, including:

- offering a comment or reflection about the readings during class
- posing a question or responding to others' questions
- identifying a passage or section that you find difficult to understand
- sharing an insight from your writing assignment
- listening carefully and respectfully to other student's contributions.

### **:: Writing Portfolio**

At the end of the semester you will compile a portfolio of your writing that documents how you met the learning goals of the course.

### **:: Assignment Word Count and Learning Goals**

Essay #1*: Language and Identity: The Power of Expression and Activism	500-750	2-5

Essay #2*: Constructing an Argument on Dystopian Societies in Literature	750-1000	2-5
Essay #3*: The Banned Books Argumentative Research Project	1000-1200	1-5
Reading Responses X 8	200+ Words Each/1600+ Words Total	1-5
In-Class Writings, Prewriting Activities, Group Discussion Questions, Peer Review Workshops	2000 Words	2-5
Oral Presentation/Multimodal	Varies	1-5
Portfolio Self-Reflection and Bibliography	500	1-5

\* - assignment requires rough draft and final draft

## ✓ Grading Information

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The department's standard grading scheme consists of the following: "Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression.

- An "A" range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.  
A "B" range essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.  
A "C" range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.  
A "D" range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader

comprehension.

An "F" essay does not fulfill the requirements of the assignment.

A+ (100-98); A (97-94); A- (93-90); B+ (89-87); B (86-83); B- (82-80); C+ (79-77); C (76-73); C- (72-70); D+ (69-67); D (66-63); D- (62-61); F (<60)

*Please keep in mind: the final grade percentage listed in Canvas is not the Final Grade. I factor in overall performance (participation, attendance, etc.). No grade haggling. I do not negotiate grades. If you are concerned with your grade (especially by midterm) and want to know how to do better in the future, I welcome appointments to discuss possible strategies for improvement.*

## Breakdown

Unless I make changes and announce otherwise, the overall breakdown of graded assignments will be calculated as followed:

- Reading Responses (8): 10 points each/80 points total
- Essay #1: 50 points
- Essay #2: 100 points
- Essay #3: 100 points
  - Oral Presentation/Multimodal: 50 points
- Self-Reflection/Assessment Portfolio Submission: 20 points
- Participation: 100 points
  - Attendance, Discussion, In-Class Writings, and Group Work

## SJSU Academic Integrity Policy

A student's commitment to learning, as evidenced by his or her enrollment at San Jose State University, and the University's Academic Integrity Policy require all students to be honest in their academic course work. Faculty are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found [here \(https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf\)](https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf). The SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements.

Plagiarism at SJSU includes, but is not limited to: (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.

### ON ACADEMIC INTEGRITY AND ARTIFICIAL INTELLIGENCE (AI) TOOLS USAGE

Since reading, writing, and critical thinking skills are integral to the learning outcomes of this course, all assignments should be prepared by you, the student. Therefore, any use of artificial intelligence



systems, such as ChatGPT, to complete essays or other assignments constitutes a violation of the University's [Academic Integrity Policy](https://sjsu.edu/senate/docs/F15-7.pdf). AI-generated submissions are not permitted and will be treated as plagiarism.

## University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

*Schedule/Calendar below is subject to change. Always check Canvas for the most up to date information on assignments, readings, and due dates.*

Week	Date	Readings, Assignments, and Due Dates
One	W January 23rd	<ul style="list-style-type: none"> <li>Go over Course Syllabus, Expectations, and Introductions</li> </ul>
Two	M January 29th	<ul style="list-style-type: none"> <li>Unit 1: Understanding the Power of Language</li> <li>Reading Due:               <ul style="list-style-type: none"> <li><a href="https://pen.org/coming-into-language/">Jimmy Baca Santiago's "Coming Into Language"</a></li> </ul> </li> <li>In-Class Questions: Jimmy Baca Santiago's "Coming into Language"</li> </ul>
Two	W January 31st	<ul style="list-style-type: none"> <li>Reading Due:               <ul style="list-style-type: none"> <li>Malcolm X's "Coming to an Awareness of Language"</li> </ul> </li> <li>Reader Response #1: Malcolm X's "Coming Into an Awareness of Language" (10 Points)</li> </ul>
Three	M February 5th	<ul style="list-style-type: none"> <li>LECTURE: Rhetoric, Rhetorical Situation and Appeals, and Style and Tone</li> <li>Reading Due:               <ul style="list-style-type: none"> <li>James Baldwin's "If Black English Isn't English, Then Tell Me What Is?"</li> </ul> </li> <li>In-Class Activity: SOAPStone on James Baldwin's "If Black English Isn't English, Then Tell Me What is" (15 Points)</li> </ul>

Three	W February 7th	<ul style="list-style-type: none"> <li>• Reading Due: <ul style="list-style-type: none"> <li>◦ <a href="#">George Orwell's "The Politics of the English Language"</a></li> </ul> </li> <li>• In-Class Questions: Group Work on George Orwell</li> </ul>
Four	M February 12th	<ul style="list-style-type: none"> <li>• Reading Due: <ul style="list-style-type: none"> <li>◦ <a href="#">William Lutz's "The World of Doublespeak"</a></li> </ul> </li> <li>• Reading Response #2: William Lutz's "The World of Doublespeak" (5 points)</li> </ul>
Four	W February 14th	<ul style="list-style-type: none"> <li>• Lecture: Integrating Sources</li> <li>• PEER-REVIEW SUBMIT: Essay #1: Language and Identity: The Power of Expression and Activism (ROUGH DRAFT)</li> </ul>
Five	M February 19th	<ul style="list-style-type: none"> <li>• WATCH: <ul style="list-style-type: none"> <li>◦ <a href="#">Utopian Dreams and Dystopian Nightmares</a></li> </ul> </li> <li>• Reading Due: <ul style="list-style-type: none"> <li>◦ <a href="#">Jill Lepore's "The Golden Age of Dystopian Fiction"</a></li> </ul> </li> </ul>
Five	W February 21st	<ul style="list-style-type: none"> <li>• WATCH: <ul style="list-style-type: none"> <li>◦ <a href="#">George Orwell's "1984": Why it Still Matters</a></li> </ul> </li> <li>• Reading Due: <ul style="list-style-type: none"> <li>◦ <a href="#">Kate Yoder's "From Doublespeak to Alternative Facts: How Trump Made a Mess of the Language"</a></li> <li>◦ <a href="#">Excerpt from George Orwell's "1984" (Chapter 5)</a></li> <li>◦ ESSAY #1 DUE: <ul style="list-style-type: none"> <li>▪ Language and Identity: The Power of Expression and Activism</li> </ul> </li> </ul> </li> </ul>
Six	M February 26th	<ul style="list-style-type: none"> <li>• Reading Due: <ul style="list-style-type: none"> <li>◦ <a href="#">Elissa Nadworthy's "Why Teens Find The End Of The World So Appealing"</a></li> <li>◦ <a href="#">Yann Martel's "We Ate the Children at Last"</a></li> </ul> </li> <li>• Reading Response #3 : On Nadworthy's essay and Martel's story (10 Points)</li> </ul>
Six	W February 28th	<ul style="list-style-type: none"> <li>• Reading Due: <ul style="list-style-type: none"> <li>◦ <a href="#">Kurt Vonnegut's "Harrison Bergeron"</a></li> </ul> </li> </ul>
Seven	M March 4th	<ul style="list-style-type: none"> <li>• Reading Due: <ul style="list-style-type: none"> <li>◦ <a href="#">Ken Liu's "The Perfect Match"</a></li> </ul> </li> </ul>

Seven	W March 6th	<ul style="list-style-type: none"> <li>• Reading Due: <ul style="list-style-type: none"> <li>◦ <a href="#">Heather Lindsey's "Just Do It"</a></li> </ul> </li> <li>• Reader Response #4: Questions on Heather Lindsey's "Just Do It" (10 Points)</li> </ul>
Eight	M March 11th	<ul style="list-style-type: none"> <li>• Reading Due: <ul style="list-style-type: none"> <li>◦ <a href="#">Why Octavia E Butler's novels are so relevant today</a></li> <li>◦ <a href="#">Octavia E. Butler's "Speech Sounds"</a></li> </ul> </li> <li>• Reader Response #5: Octavia Butler's "Speech Sounds" (10 Points)</li> </ul>
Eight	W March 13th	<ul style="list-style-type: none"> <li>• Reading Due: <ul style="list-style-type: none"> <li>◦ <a href="#">Ursula LeGuin's "The Ones Who Walk Away From Omelas"</a></li> </ul> </li> </ul>
Nine	M March 18th	<ul style="list-style-type: none"> <li>• Reading Due: <ul style="list-style-type: none"> <li>◦ <a href="#">Ray Bradbury's "The Pedestrian"</a></li> </ul> </li> <li>• Reader Response #6: Ray Bradbury's "The Pedestrian"</li> </ul>
Nine	W March 20th	<ul style="list-style-type: none"> <li>• <b>PEER-REVIEW: ESSAY #2 (Constructing an Argument on Dystopian Societies in Literature)</b></li> </ul>
Ten	M March 25th	<ul style="list-style-type: none"> <li>• In-Class: Go over ALA's Banned Books website, introduction to topic, view PBS NewsHour clip</li> </ul>
Ten	W March 27th	<ul style="list-style-type: none"> <li>• WATCH: <ul style="list-style-type: none"> <li>◦ The ABCs of Book Banning documentary</li> </ul> </li> </ul>
Eleven	M April 1st	<ul style="list-style-type: none"> <li>• <b>SPRING BREAK</b></li> </ul>
Eleven	W April 3rd	<ul style="list-style-type: none"> <li>• <b>SPRING BREAK</b></li> </ul>
Twelve	M April 8th	<ul style="list-style-type: none"> <li>• Watch: <ul style="list-style-type: none"> <li>◦ The History of Book Banning</li> </ul> </li> <li>• Reading Due: <ul style="list-style-type: none"> <li>◦ <a href="#">OPINION: Most Americans don't believe young kids should read or learn LGBTQ themes</a></li> </ul> </li> </ul>

Twelve	W April 10th	<ul style="list-style-type: none"> <li>• Reading Due: <ul style="list-style-type: none"> <li>◦ <a href="#">Book bans are surging – and taking an emotional toll on many authors</a></li> </ul> </li> <li>• Review: <ul style="list-style-type: none"> <li>◦ <a href="#">PEN AMERICAN REPORT: Banned in the USA: The Mounting Pressure to Censor</a></li> </ul> </li> <li>• Reader Response # 7: Banned Books</li> </ul>
Thirteen	M April 15th	<ul style="list-style-type: none"> <li>• Reading Due: <ul style="list-style-type: none"> <li>◦ <a href="#">What's behind the national surge in book bans? A low-tech website tied to Moms for Liberty.</a></li> </ul> </li> </ul>
Thirteen	W April 17th	<ul style="list-style-type: none"> <li>• Watch: <ul style="list-style-type: none"> <li>◦ <a href="#">Authors of top banned books discuss censorship   ABCNL</a></li> </ul> </li> <li>• Reading Due: <ul style="list-style-type: none"> <li>◦ <a href="#">Schools are banning my book. But queer kids need queer stories.</a></li> </ul> </li> </ul>
Fourteen	M April 22nd	<ul style="list-style-type: none"> <li>• Reading Due: <ul style="list-style-type: none"> <li>◦ <a href="#">Kelly Jensen, Weed the Racist Books, Libraries</a></li> </ul> </li> </ul>
Fourteen	W April 24th	<ul style="list-style-type: none"> <li>• Listen: <ul style="list-style-type: none"> <li>◦ The Argument Podcast: What Should We Read in English Class?</li> </ul> </li> <li>• Reader Response #8: What should we read in English class?</li> </ul>
Fifteen	M April 29th	<ul style="list-style-type: none"> <li>• <b>PEER-REVIEW SUBMIT: ESSAY #3</b></li> </ul>
Fifteen	W May 1st	<ul style="list-style-type: none"> <li>• Presentation Prep Day</li> </ul>
Sixteen	M May 6th	<ul style="list-style-type: none"> <li>• Presentations</li> </ul>
Sixteen	W May 8th	<ul style="list-style-type: none"> <li>• Presentations</li> </ul>
Seventeen	M May 13th	<ul style="list-style-type: none"> <li>• Discuss Final Projects (Portfolio)</li> </ul>
FINAL		Final Paper and E-Portfolio Submitted FRIDAY, May 20th by 11:59pm.