Instructor Information

Instructor: Monique Kampherm
Shared Office: PAS 2218
Office Hour: Monday 10:30 a.m.-11:20 a.m.
Email: mekamphe@uwaterloo.ca

Course Description and Objectives

Description
This course is designed to help you become more comfortable writing in an academic context. You will learn different forms of writing in order to better understand how to construct your own ideas for different genres, circumstances, and audiences.

Objectives
This course will teach you how to approach and examine subjects from an academic perspective and how to communicate your findings in an academic manner.

Formally, the goals of the course are:
- To help you think critically and communicate effectively
- To learn and practice a variety of strategies for inventing, drafting, and editing texts
- To learn and practice writing in a variety of academic genres
- To learn to read critically
- To learn to write persuasively by effectively employing elements of formal argumentation
- To help you give and receive useful feedback on writing for the purposes of revision
- To learn and practice communicating to a variety of academic audiences

Required Texts and Materials
Other readings and resources accessible through the course LEARN site.

Assignments and Grading

Assignments and Grading Details

Class Attendance and Participation (10%)
Class participation is based on your attendance and your participation while in class. Come to class prepared (e.g. bring the required text with you, complete all assigned readings, etc.), contribute to discussions, and participate in the development of the course. A major component
of this class is peer review, so it is your responsibility to bring hardcopies of your assignments to class. In addition to contributing to discussions, it is also important to listen to what others say with courtesy and respect. If you are absent from class, it is your responsibility to inform me of the reason. For recurring attendance/participation matters, it is your responsibility to provide formal documentation (e.g. AccessAbility, Campus Wellness, Health Services, Counselling Services, etc.), if you wish to be excused. If you miss more than two classes without fair reason, you will receive a failing participation grade.

**Working Sessions**
Part of class time is allocated to working on upcoming assignments. Bring with you any resources you may require to assist you in preparing or discussing your project (e.g. laptop computers, textbook, pen and paper for taking notes, supporting source materials, etc.).

<table>
<thead>
<tr>
<th>Advertisement Analysis</th>
<th>(20%)</th>
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<tbody>
<tr>
<td>Workshop Advertisement Analysis due:</td>
<td>May 30 (post to LEARN dropbox by 10:30 a.m. in PDF format AND 2 hardcopies for in-class peer workshop)</td>
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<tr>
<td>Advertisement Analysis:</td>
<td>1250-1500 words, exclusive of works cited</td>
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<tr>
<td>Reflection:</td>
<td>250-500 words</td>
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<tr>
<td>Final Advertisement Analysis and Reflection due:</td>
<td>June 6 (post to LEARN dropbox by 10:30 a.m. in one PDF document)</td>
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**Assignment**
For this project, find an advertisement that makes an argument about a particular topic or issue and perform two tasks:

1. In the first part of your project, perform a rhetorical analysis on the advertisement using the methods that we have been studying in your textbook and in class (1250-1500 words).
2. In the second part of the project, write a reflection, analyzing the soundness of the advertisement’s arguments. This is where you take your advertisement analysis one step further, offering your own good reasons for endorsing or disagreeing with the advertisement. This is your opportunity to cast neutrality aside and say what you like or do not like about the ad and analyze the soundness of the ad’s arguments. Be certain to support what you say with supporting arguments and specific details from the advertisement (250-500 words).

The advertisement you pick should allow you to broadly examine all the aspects of rhetoric we have been discussing (purpose, audience, and rhetorical appeals), and it should be clearly making an argument or trying to persuade its audience. You can find your advertisement on TV, online, or in print. Some good places to start your search are Ads of the World, Canadian ads you will actually want to see, and the best Canada 150 ads. Pick an advertisement that is long enough to allow you to write an extended analysis but short enough that you can deal with the whole text within the length of the assignment.

**Sources**
You are required to incorporate at least two secondary sources in your advertisement analysis. Follow MLA 8th edition style guidelines for your formatting, citations, and works cited. Refer to “MLA Documentation and Format” (Chapter 46) in our course textbook and Purdue Owl’s MLA Formatting and Style Guide for guidance.
Peer Workshop - Advertisement Analysis
On May 30, you will bring 2 printed copies of your advertisement analysis to class for a peer-editing workshop, as well as 2 printed copies of the advertisement or a way to show the advertisement (smartphone or laptop) you are analyzing. The document must be the assigned length of the project. Prior to the workshop, you must post a copy of your project to the “Workshop - Advertisement Analysis” Dropbox in PDF format. After the workshop, you can incorporate reader comments to whatever degree you wish, or you can leave the piece as is if you don’t feel the comments were helpful. Failure to attend the workshop with a full version of your assignment or failure to post the assignment in the Dropbox before class will result in a 10% deduction on the overall mark of the project. The advertising analysis and reflection are due in final form in LEARN on June 6 by 10:30 a.m. in one PDF document.

Evaluation Rubric
The advertisement analysis assignment is evaluated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Advertisement Analysis</td>
<td>70%</td>
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<tr>
<td>Reflection</td>
<td>20%</td>
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<tr>
<td>Presentation</td>
<td>10%</td>
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**Argument Assignment**

**Workshop Editorial or Column due:** June 20 (post to LEARN Dropbox in PDF format by 10:30 a.m. AND bring 2 hardcopies for peer workshop)

**Editorial or Column article:** 1250-1500 words

**Editorial or Column reflection:** 250-500 words

**Final Editorial or Column and Reflection due:** June 25 (post to LEARN Dropbox by 10:30 a.m. in one PDF document)

Assignment

Write an extended editorial or column with the goal of attempting to persuade your readers to take a stance on an issue of your choice. Your assigned audience is relatively well-educated and sophisticated, but not academic. For sample editorials and columns, you might consult editorials and columns in major newspapers like the *Globe and Mail*, *National Post*, *New York Times*, *Economist*, or *Guardian*. An editorial or column is not a news article, nor is it an academic essay. Its format is freer and it can be more or less personal.

You are free to write on almost any topic you would like, but pick one that will allow you to use all the appeals effectively: logos, ethos, and pathos. In an academic paper, your options to use pathos are rather limited and your ethos is relatively restricted. Because this is an editorial or column, you have more leeway to employ these appeals. Although you may favour one appeal, try to use them all to some degree, and make sure in particular that your use of logos is sound. Make sure as well that you write in a style that suits your audience and purpose. In a subheading, state where you intend this article to be published (e.g. *The Globe and Mail*, *Maclean’s*, etc.).

There is only one limit on the subject: pick a topic on which you are able to make some new, current, and interesting arguments. Avoid well-worn subjects like abortion or issues that have already been settled in Canada, such as capital punishment or same-sex marriage. If you can’t think of an issue to write about, try the International Debate Education Association’s Top 100
Debates or the New York Times List of Questions for Debate and Persuasive Writing for inspiration. Remember as well that this is a piece for your audience, not you, so while you’re welcome to use the first person if you think it will be effective, foreground your topic rather than yourself. This assignment is an argument to an assigned audience, not a personal essay.

Sources
You are required to incorporate at least two secondary sources in your argument. Follow MLA 8th edition style guidelines for your formatting, citations, and works cited. Refer to “MLA Documentation and Format” (Chapter 46) in our course textbook and Purdue Owl’s MLA Formatting and Style Guide for guidance.

Reflection
In addition to your piece, submit a 250-500 word reflection that describes how you used the different rhetorical appeals in order to influence your audience, and to what purpose. The point is not to tell me how great your piece is, but to explain to me why you wrote the piece as you did. Point out where you used the rhetorical appeals (ethos, pathos, and logos), and explain why you used them in the way you did. Also explain why you chose to argue your case in the way you did. Make specific references to the text of your piece to support your analysis, and refer to “Rhetorical Analysis” (Chapter 8) and “Argument” (Chapter 3) of How to Write Anything to ground your analysis.

Peer Workshop - Argument
A completed version of your editorial or column only is due on June 20. On that day you will bring your piece to class for our in-class peer workshop. You will also submit a copy in the “Workshop – Argument Editorial or Column” dropbox by 10:30 a.m. After the workshop, you can incorporate reader comments to whatever degree you wish, or you can leave the piece as is if you don’t feel the comments were helpful. Failure to attend the workshop with a full version of your piece or to post it in the dropbox before class will result in a 10% deduction on the overall mark of the project. The argument editorial or column and the reflection are due in final form in LEARN on June 25 by 10:30 a.m. in one PDF document.

Evaluation Rubric
Editorial/Column 70% (effectiveness of the use of appeals, style, and secondary sources)
Reflection 20% (thoroughness of your analysis of your text’s use of the appeals, style, and secondary sources)
Presentation 10% (quality and clarity of writing, formatting, proper citation and documentation)

Final Assignments
Annotated Bibliography (15%)
Report or Evaluation (30%)

The final assignments in our course are linked together. They are:

1. Annotated bibliography for report or evaluation assignment
2. Workshop version of report or evaluation assignment
3. Final version of report or evaluation assignment

All the assignments are focused around a topic that you choose.
Choose from one of three general topics:

1. Research and describe an open or controversial topic in Canadian federal or provincial politics, offering your own informed take on it. Avoid well-worn subjects like abortion or issues that have already been settled in Canada, such as capital punishment or same-sex marriage.
2. Research and describe a current contentious issue in Canadian business environments, offering your own informed take on it.
3. What sways people to select one consumer product over another consumer product, one service over another service, or one social media application over another social media application? Compare and evaluate two approaches, products, or services found and used in the Canadian marketplace.

You cannot choose the same specific topic as another student. Topics can be reserved by posting your topic as a new thread to the “Topic Choice for Report or Evaluation” discussion board on a first-come, first-served basis. You are locked in to your topic choice once you submit your annotated bibliography.

Annotated Bibliography for Report or Evaluation Assignment

*Weight:* 15%

*Due date:* July 9 (in LEARN by 10:30 a.m. before class in PDF format)

*Length:* 1250-1500 words

For your chosen topic, create an annotated bibliography (see *How to Write Anything* pages 266-270). The following are the guidelines for this assignment:

- Your bibliography must include a **minimum of six** works. The works must be relevant to your topic and of high quality. At least **four of them must be scholarly** articles or books.
- For each work, annotations should:
  a. Include a full bibliographical and accurate reference/citation which conforms to MLA 8 style;
  b. Include the author’s name, background, and intended audience;
  c. Accurately retells—identifies and paraphrases the article’s thesis, and summarizes the main point(s) that are relevant to the report/evaluation;
  d. Meaningfully reflects on strengths and weaknesses of the author’s approach—discusses why the article is credible and appropriate for an academic research project—states any obvious examples of bias (omissions and/or special features);
  e. Clearly relates how the chosen source is relevant to the research project;
  f. Grammar errors are few and do not interfere with the clarity or quality of ideas.
- Follow the formatting on *How to Write Anything* page 270. However, your entries for each article will be more detailed than those in *How to Write Anything*, and should be roughly 200-250 words each.

**Evaluation Rubric**

Quality of research, accuracy, and insightfulness of your summaries and evaluations 90%

Quality of writing and proper formatting 10%
Report or Evaluation

Workshop Version of Report or Evaluation: July 23 (post to LEARN dropbox by 10:30 a.m. in PDF format AND bring 2 hardcopies to class for peer workshop)

Report or Evaluation: 1500-2000 words

Final Version of Report or Evaluation: July 25 (post to LEARN dropbox by 10:30 a.m. in PDF format)

Depending on the topic you choose, write either a report (topics one and two) or an evaluation (topic three) for an intelligent lay audience: that is, for people who are educated but are not experts in politics, business, or consumer products or services. For reports, follow the guidelines in How to Write Anything pages 36-64, and for evaluations follow the guidelines in How to Write Anything pages 100-126. You must bring a full draft to the in-class workshop on July 23 and submit your document to the “Workshop – Report or Evaluation” dropbox by 10:30 a.m. or you will lose 10% on the final mark of the assignment. The report or evaluation are due in final form in LEARN on July 25 by 10:30 a.m. in PDF format.

Sources
Your assignment must incorporate the sources that you referenced in your annotated bibliography. Follow MLA 8th edition style guidelines for your formatting, citations, and works cited and all the conventions of an academic assignment. Refer to “MLA Documentation and Format” (Chapter 46) in our course textbook and Purdue Owl’s MLA Formatting and Style Guide for guidance.

Evaluation Rubric
Argument and presentation: How effectively you argue your thesis and present your information 70%
Writing: How well you suit your prose to the assigned audience, as well as the effectiveness and quality of your writing 20%
Use of secondary sources: How effectively you incorporate sources into your assignment, and how correctly you document your sources in the body of your assignment and on your works cited page 10%

Course Policies

General Instructions
- All final assignments are to be submitted to the appropriate LEARN dropbox in one document in PDF format. Assignments are due by 10:30 a.m. on the date indicated, prior to our class.
- All workshop assignments are due at the beginning of class in hardcopy format AND in the appropriate LEARN dropbox by 10:30 a.m. Failure to attend the workshop with a full version of your piece and/or failure to post it in the dropbox before class will result in a 10% deduction on your overall grade on the project.
- Workshop and final assignments must follow MLA guidelines (i.e. typed, 12-point Times New Roman font, double-spaced, 1-inch margins, etc.). To see a sample of MLA format in use, refer to pages 508-511 in your course textbook and/or Purdue Owl’s MLA Formatting and Style Guide.
- Class discussion is a prominent part of the course. You are expected to attend all classes and to come with the readings completed before the assigned class. In my lectures and in
my questions to the class and individuals, I will assume the assigned readings have been done. Please check LEARN regularly for additional readings and/or information that may be assigned in addition to what is on the syllabus.

- All email communication should occur through your UWaterloo account, which you should check regularly. Should you need to email me, I will respond within two business days.
- If you have any questions, please make sure you ask them.

Late Assignment Policy
The late policy is simple: don’t be. A **5% per day penalty** will be applied to late work, including weekends, until I receive it. Assignments that are not submitted receive a grade of zero. (If the deadline is problematic for personal and/or health reasons, discuss it with me well ahead of time; do not blow the deadline and ask for accommodation retroactively).

Electronics
Please mute your phones and do not answer them in class. If you have a genuine emergency for which your phone is needed during a particular class, discuss with me beforehand. Laptops and tablets are allowed for class-related purposes only. Use of devices for non-class-related purposes (surfing, email, chatting) or in a manner that is distracting to other students will lead to me requesting that you do not bring your device to class. At some points in the class I may ask the class to shut their laptops. **Bring a pen and loose-leaf paper to every class.**

Writing and Communication Centre
The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence. You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 25- or 50-minute appointment and to see drop-in hours, visit uwaterloo.ca/wcc. Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.

Cross-listed course
Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity
**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check the Office of Academic Integrity for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For
information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties.

Grievances and Appeals

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 - Student Appeals.

Accommodation for Students with Disabilities

Note for students with disabilities: The AccessAbility Services office, located on the first floor of the Needles Hall extension (room 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AccessAbility Services office at the beginning of each academic term.

Turnitin®

Turnitin.com: Text matching software (Turnitin®) will be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students’ submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment. Alternate assignments include either:

- A “scaffolded” assignment where the student submits an outline of their paper in advance and then at least one draft of the paper with their list of resources before the submission of the final paper with a bibliography; or
- An annotated bibliography.

Mental Health Services

On Campus

- Counselling Services: counselling_services@uwaterloo.ca / 519-888-4567 ext. 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre

Off campus, 24/7

- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

  Full details can be found online at the Faculty of ARTS [website](#).

  Download [UWaterloo and regional mental health resources (PDF)](#).

  Download the [WatSafe app](#) to your phone to quickly access mental health support information.

**Contact Health Services**

**Health Services Building**

Call 519-888-4096 to schedule an appointment

Call 1-866-797-0000 for free 24/7 advice from a health professional

**Contact Counselling Services**

**Needles Hall Addition, NH 2401**

Call 519-888-4567 x 32655 to schedule an appointment

counsel@uwaterloo.ca

**Territorial Acknowledgement**

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory (PDF)](#).
## Tentative Schedule

Refer to LEARN for additional readings/assignments as the course progresses

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings and Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>May 2</td>
<td>Introduction and Syllabus</td>
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<tr>
<td>2</td>
<td>May 7</td>
<td>What is academic writing? Critical thinking</td>
<td>Ch. 21 (pp. 343-349)</td>
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<tr>
<td></td>
<td>May 9</td>
<td>Critical reading Evaluating sources</td>
<td>Ch. 20 (pp. 340-342) Ch. 40 (pp. 451-459)</td>
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<tr>
<td>3</td>
<td>May 14</td>
<td>Advertisement analysis 1</td>
<td>Ch. 8 (pp. 218-231)</td>
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<td></td>
<td>May 16</td>
<td>Advertisement analysis 2</td>
<td>Advertisement analysis working session Ch. 44 (pp. 466-469)</td>
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<tr>
<td>4</td>
<td>May 21</td>
<td>No Class (Rescheduled for Tuesday, May 22)</td>
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<td></td>
<td>May 22</td>
<td>Style Revising your own work</td>
<td>Ch. 32 (pp. 400-419) Ch. 35 (pp. 422-427)</td>
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<td></td>
<td>May 23</td>
<td>Documenting sources MLA documentation and format Peer Editing</td>
<td>Ch. 45 (pp. 470-471) Ch. 46 (pp. 472-511) Purdue Owl MLA Formatting and Style Guide Ch. 36 (pp. 428-431)</td>
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<tr>
<td>5</td>
<td>May 28</td>
<td>UW writing centre guest lecturer</td>
<td>Ch. 22 (pp. 350-353)</td>
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<td></td>
<td>May 30</td>
<td>In-class peer workshop</td>
<td>Advertising analysis peer workshop - Bring 2 printed copies of your ad analysis to class and upload onto LEARN dropbox by 10:30 a.m. (prior to class)</td>
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<tr>
<td>6</td>
<td>June 4</td>
<td>Library database workshop</td>
<td>Class will be held in the UW Porter Library Flex Lab (LIB 329)</td>
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<td></td>
<td>June 6</td>
<td>Arguments 1</td>
<td>Advertising analysis final version due Ch. 3 (pp. 66-82)</td>
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<tr>
<td>7</td>
<td>June 11</td>
<td>Arguments 2</td>
<td>Ch. 3 (pp. 83-91)</td>
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<td>June 13</td>
<td>Shaping and drafting (brainstorming, thesis, organization, introductions and conclusions)</td>
<td>Argument working session Ch. 19 (pp. 334-339) Ch. 24 (pp. 362-365) Ch. 26 (pp. 374-382) Ch. 30 (pp. 391-397)</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Chats/Range</td>
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<tr>
<td>8</td>
<td>June 18</td>
<td>Research and sources</td>
<td>Ch. 38 (pp. 442-446)</td>
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<td></td>
<td>June 20</td>
<td>In-class peer workshop</td>
<td><strong>Argument assignment column or editorial due for in-class peer workshop</strong> – Bring 2 printed copies of your argument to class and upload onto LEARN dropbox by 10:30 a.m. (prior to class)</td>
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| 9    | June 25 | Annotated bibliography; Summarizing and paraphrasing | **Final argument assignment due**
**Annotated bibliography working session**
Ch. 11 (pp. 266-270)
Ch. 42 (pp. 460-465) |
|      | June 27 | Reports and Evaluations 1                  | Ch. 2 (pp. 36-38 and pp. 47-58)
Ch. 12 (pp. 272-281) |
| 10   | July 2  | **No Class**                               | Ch. 4 (pp. 100-117)         |
|      | July 4  | Reports and Evaluations 2                  | Ch. 4 (pp. 100-117)         |
|      | July 9  | Organization: paragraphs, transitions, drafting, and editing | **Annotated Bibliography due**
**Report or evaluation working session**
Ch. 28 (pp. 383-386)
Ch. 29 (pp. 387-390) |
|      | July 11 | Graphics                                   | Ch. 49 (pp. 550-565)        |
| 11   | July 16 | Presentation Skills 1                      | Ch. 18 (pp. 322-330)        |
|      | July 18 | Presentation Skills 2                      | Ch. 18 (pp. 322-330)        |
| 12   | July 23 | In-class peer workshop                     | **Report or evaluation due for in-class peer workshop** – Bring 2 printed copies of your report or evaluation to class and upload onto LEARN dropbox by 10:30 a.m. (prior to class)
Instructor evaluations (online) |
|      | July 25 | Career Planning                            | **Final report or evaluation due**
Ch. 14 (pp. 288-295)
Ch. 15 (pp. 296-303) |