

# ENGLISH 3330: Advanced Composition

FALL 2021

LOCATION: Academic 205

## Instructor



*Dr. Mellisa Huffman*

Phone: 325-486-6368

Email: mhuffman@angelo.edu

Office Location: A021A

Office Hours:

M: 2-3PM

W: 3-4PM

T: 1-3PM

R: 12-2PM

You may meet with me in person in my office during office hours as long as you wear a face covering. Alternatively, we can chat over the phone or through Blackboard Collaborate.

If these times do not work with your schedule, we can schedule an appointment on a day and at time convenient for both of us.



**Course Description:** Advanced technique and practice in writing processes as well as in rhetorical, literary, and stylistic analysis.

### Learning Outcomes:

This class will explore how “threshold” or foundational concepts in the field of Writing Studies might enhance or even radically change your personal concepts about what makes good writing and how to go about producing it. This course aims to help you learn the following:

- To gain a deeper understanding of how writing works in various contexts;
- To demonstrate, through close analysis, how a rhetor adapts a text to a given context;
- To gain a deeper understanding of how groups collaborate to get things done with writing;
- To demonstrate, through close analysis, how a group adapts its rhetoric; and
- To reflect on how your identity and prior experiences shape your literacy acquisition.

## Required Text



Wardle, Elizabeth and Doug Downs. *Writing About Writing: A College Reader*, 4th edition. Boston: Bedford/St. Martin, 2020.

We will read and discuss several selections from this text (not all of them), but I will also supplement the textbook with other relevant readings and concrete examples to illustrate textbook material and to help you complete major writing assignments. I will post supplemental readings (PDFs and web links) in Blackboard.



## Digital Technology Requirements

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### Blackboard Access

I rely heavily on Blackboard tools to teach this class. To log in, you will need your Banner log-in credentials.

### *Resource Repository*

I will post the syllabus, writing assignment prompts and rubrics, daily homework instructions, in-class materials and instructions, and additional resources (videos, handouts, etc.) in our course Blackboard page. Be sure you routinely check our Blackboard course page for detailed homework instruction, some learning materials that were used/discussed in class, and assignment deadlines.

### *Assignment Submissions*

You will submit all homework and writing assignment responses through Blackboard.

### Microsoft Word

All typed work (writing assignments and homework) must be submitted in **Microsoft Word format**. You cannot upload links to Google Docs within Blackboard. Also, if you have a Mac, please know I cannot open Pages files.

The good news is, as an ASU student, you have free access to [Office 365](#), which includes MS Word. Visit the Office 365 website and log in with your ASU email and password. You can download the software onto your computer or compose and save writing within the site's cloud-based storage.

### Adobe Acrobat Reader

To download some of the reading assignments, you will need Adobe Acrobat Reader.

### Technical Support

If you are having technical issues with Blackboard, contact technical support one of the following ways:

**Phone:** 325-942-2911 or toll free at 1-866-942-2911

**Web:** [www.angelo.edu/services/technology/](http://www.angelo.edu/services/technology/)



## Communication Outside of Class

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If I need to contact you outside of class, I will email your Angelo State email address. Get in the habit of checking your ASU email regularly.

When you send me an email, use professional email etiquette:

- Send the email from your ASU student account.
- Include the following:
  - an appropriate **subject** in the subject line,
  - a **formal greeting** (Dear Dr. Huffman,),
  - your **name and the class** you are enrolled in, and
  - a clear **description of the question or issue**;

- Avoid using “textspeak” (e.g., all lower-case letters, acronyms, lack of punctuation among sentences) within this professional exchange because doing this establishes an informal tone, inappropriate for this writing situation, and it often makes your message difficult to read and understand.

I will do my best to respond to your email in **24 hours** if you email me Monday-Friday. I do not check email over the weekends.



## Grade Determination

Your semester grade will be determined as follows:

Percentage Allocation		Letter Grade Determination	
Assignment	Percentage	Course Grade	Percentage
Personal Literacy History	20%	A	90-100%
Rhetorical Analysis 1	25%	B	80-89%
Rhetorical Analysis 2	30%	C	70-79%
Participation	15%	D	60-69%
Peer Review Sessions	10%	F	59% and below

### Course Writing Assignments

For this course, you will produce different types of writing.

- You will produce **low-stakes writing** such as reading responses, blog posts, and drafts/feedback within peer review sessions. These forms of writing are assigned to have you work through and discuss the material, also referred to as “writing to learn.” I will not give you extensive feedback on these submissions. Instructions for these and their associated numerical values will be communicated as they are assigned.
- You will also produce **major writing assignments**, which require you to demonstrate and apply the knowledge you have learned. These are longer, more complicated pieces that should show more polish and substance than the low-stakes writing, and I will give you more extensive feedback on these pieces. The major writing assignments are the **Rhetorical Analysis 1**, **Rhetorical Analysis 2**, and the **Personal Literacy History**. I will post individual, detailed prompts and rubrics for these assignments in our course Blackboard page.

Students must submit all **major writing assignments** in order to pass the course.

### Professor-Student Conferences

I will require you to conference with me about two of the major writing assignments. These meetings, which will take place in person in my office, through Blackboard Collaborate, or over the phone, give us the opportunity to have focused, one-on-one discussions regarding your writing. If you prefer to meet with me in-person, you will have to wear a mask while in my office. If you prefer not to mask, we can meet via Collaborate or over the phone.

I will announce the conference schedule at least a week prior to the conferencing period, and you will sign up for a day/time you are available to meet.

Be sure to **schedule a reminder for your conference appointment** and show up (over the phone or through Collaborate) on time. If you cannot make your time, notify me at least 24 hours prior to your appointment so that we can reschedule.

**Missing a Conference:** If you fail to attend your conference, you will be counted absent for **two class periods**.

### Late Pass

I understand juggling various aspects of your life throughout the semester poses a challenge. Once a semester I will give you a **48-hour extension** to submit a **major writing assignment** late without penalty. You will need to inform me through email that you are using your late pass before the initial due date. I will not accept any other subsequent late assignments.

### Late Work

I *do not* typically accept late **major assignments** after you have used the Late Pass. However, if an emergency prevents you from submitting an assignment on time, contact me as soon as possible, and depending on the circumstances, I will take your emergency into consideration. Please *do not* e-mail me assignments after the due date unless you have my approval.

For **low-stakes assignments**, I have a different policy.

- For **reading responses** and **blog posts**, you will receive a **10% deduction** for every day they are late.
- For **peer feedback sessions/response posts**, you can still get full credit for response posts if they are posted by the response deadline, even if your initial post was late or you did not do an initial post. You can submit response posts up to 48 hours late with a 10% deduction per day. You will not receive credit for them if they are posted later than 48 hours.

### Participation

Participation will constitute **15 percent** of your final grade. I factor in the following when determining your participation grade: reading responses, discussion forum posts, and blog postings.

### Peer Review

Extensive research demonstrates that effective writers do not simply produce one draft and consider their writing complete; instead, they revise and produce multiple drafts in order to best respond to the writing situation at hand. When we read good writing, we can easily follow and understand it but do not see all the behind-the-scenes work the writer did to make the piece good. Producing multiple drafts is not the sign that you're a poor or struggling writer—it's what good writers do!

One method we'll be using in this class to help you revise your writing is peer feedback, also commonly referred to as peer review/editing. Your peers can often identify unclear or inaccurate information you may not be aware of and then offer strategies for better achieving your purpose and more clearly communicating this to a reader. Plus, your peers are writing the same assignment; thus, they may be able to offer tips for better conceptualizing and responding to the assignment prompt.

However, not all writers bring the same experiences with and knowledge of how to give and use peer feedback. Plus, you may have even had negative experiences with peer review in other classes. In this class, you and your peers will receive instruction in how to give and incorporate useful feedback, and you'll get several opportunities to practice doing so.

Your grade for the peer review sessions will constitute **10%** of your grade. All students will participate in writing workshops by way of Blackboard Discussion posts for each of the major writing assignments. We will discuss protocol and effective methods for giving and using peer feedback in class, and I will provide you with worksheets and rubrics for these activities. As with any routine, we will experiment and make changes in order to determine what most effectively serves the needs of the group and the individual.



## Attendance Policy

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### Unexcused Absences

Students who miss more than two weeks of class typically have difficulty keeping up with class work and miss opportunities to contribute to and learn from class discussion and in-class group activities, so do your best to attend every class period.

- You can miss six classes (two weeks) without penalty to your final grade.
- Being absent does not exempt you from assigned readings, homework responses, in-class workshops, peer workshops, or major writing assignment deadlines. It is still your responsibility to check Blackboard for and ask me about due dates and any missed course material.
- You are considered absent if you are more than 15 minutes late to class.
- If you accumulate more than six unexcused absences, your final grade will be lowered by five points for each absence.
- If you accumulate more than nine unexcused absences, you cannot pass the course.

### Excused Absences

- *Student Athlete:* If you are a student athlete and need to miss class for a competition, you must provide documentation from your coach or Academic Affairs noting the date(s) you will be absent. Before you leave town for a competition, be sure to chat with me about what you need to do or submit to keep up with course work.
- *Illness:* If you test positive for COVID-19, you need to contact the Office of Student Affairs immediately so your professors may be informed. If you come into contact with someone who has tested positive for COVID-19 or are experiencing symptoms and therefore need to quarantine, register this through the wellness screening ASU app.

To be excused from attending class for COVID-related illness, one of the following types of documentation must be provided:

- Doctor's note stating not to attend class on the day(s) missed,
- Official University document stating not to attend class on the day(s) missed, or
- Screenshot of a failed submitted daily wellness check for the day(s) missed.

**Exceptions to the illness policy will be made on a case-by-case basis.**

For prolonged absences due to serious illness, emergency, or other crisis, please contact me as soon as you are able so we can discuss protocol for attending class remotely, gaining access to class lecture materials, and making up missed work.

### **Tardiness**

Class begins promptly. Arriving on time prevents you from missing important class information and from disrupting class discussion and activities. You are considered tardy after I have taken roll. Three tardies will constitute one class absence. If you have a chronic issue that makes you late for class, please discuss it with me.

### **Leaving Early**

If you leave class early, you will be counted absent, unless you have extenuating circumstances and have discussed them with me beforehand.



## **Other Class Policies**

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### **Classroom Decorum**

ASU students and instructors are bound by the terms of the *Code of Student Conduct*, which is published in the [Student Handbook](#).

- *Show Respect:* You will be expected to be courteous and behave appropriately at all times in the class including treating your fellow classmates and the instructor with respect.
- *Food and Drink:* Per English and Modern Languages Departmental policy, students are not allowed to bring food and drink into classrooms. At least three good reasons for this department policy are the following: Respect for the focus and attention necessary for classroom learning, respect for the cleanliness of classrooms and classroom equipment, and respect for our housekeeping staff and their work in cleaning and maintaining our common workspaces.
- *Sleeping in Class:* You are also not allowed to sleep in class. This does not frequently happen because much of the instruction includes discussion and hands-on learning methods such as group activities or in-class writing of some sort. However, the first time I catch you sleeping, I will wake you up. If it happens subsequently, I will ask you to leave class and count you absent for the day. If you have a personal situation that causes you to fall asleep in class, please discuss this with me.

### **Electronic Device Policy**

In my class, you are only allowed to use certain electronic devices under specific circumstances. The policy for various devices is outlined below:

Headphones	Cell Phones	Laptops/Tablets	Desktop Computers
 <p>Please remove your headphones or earbuds and put them away before class begins.</p>	 <p>During class, you are unavailable to answer calls or send/receive text messages. However, if you are expecting an important call that you must take, inform me before class, and I will allow you to step out into the hallway and take the call.</p>	 <p>You may bring and use your personal laptop or a tablet to access an electronic version of the textbook or course-related files downloaded from Blackboard or to take class notes only.</p>	 <p>You may use the available desktop computers for course purposes only: to access course-related files uploaded in Blackboard, to locate class-related content on the Internet when instructed, to take class notes, and to participate in class discussions and peer review activities.</p>

*Penalties for Violating the Electronic Device Policy:* If I notice you are using your cell phone, tablet, or laptop in class for purposes other than those outlined above (e.g., for texting, checking social media, surfing the Internet for irrelevant content) or listening to music in class, the first time it occurs, I will call you out in class and ask you to put your device away. The second time it occurs, I will ask you to leave class and count you absence.

### Student Writing in the Classroom

I often bring student writing into the classroom for discussion or workshops because you can learn things from your peers' writing that are hard to learn from any other source. However, I will only use your writing as a model if I get permission from you beforehand.

As stated previously, you will produce some low-stakes writing that will be made public to the class through the blog and discussion board tools. Remember these posts can be read by everyone enrolled in the course. This course encourages different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, ability, religion, and other relevant cultural identities. The course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating. Please be aware of this as you post and respond within course blogs.



## COVID-19 Safety Standards

Students are expected to be familiar with ASU's COVID-19 safety standards and protocol, which can be located here: <https://www.angelo.edu/covid-19/>. Each class period, I will verify you have completed your daily Wellness screening. Please have that information visible as you enter the classroom.

## Plagiarism Policy

Plagiarism is a type of academic dishonesty. It occurs when writers deliberately use another person's language, ideas, or materials and present them as their own without acknowledging the source. Or when one submits work previously submitted for a different course.

### *Types of Plagiarism*

Plagiarism can include any of the following:

- Failing to properly quote material taken from another source,
- Failing to cite material taken from another source,
- Submitting writing that was written by another person or for another class, and
- Submitting writing that was substantially edited by another person.

### *Procedures for Handling Plagiarism Cases*

If an instructor thinks a student may have plagiarized, he or she will follow these steps:

- Meet privately with the student to discuss the assignment in question and the evidence of plagiarism,
- Identify the appropriate consequence, and
- File a report with the Office of Student Services.

### *Possible Consequences*

The instructor and the English Department Chair decide the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:

- Adequately redo or revise the assignment in question,
- Fail the assignment in question,
- Fail the class, or
- Be subject to more severe sanctions imposed by the Dean of Students.

All students suspected of deliberate plagiarism will be reported to the Office of Student Services, who maintains a file of past plagiarism cases. The [ASU Student Handbook](#) further elaborates the Academic Integrity policy.

## Accommodation Statement

If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class or complete course requirements, contact the Student Affairs Office as soon as possible at 325-942-2047 or [studentservices@angelo.edu](mailto:studentservices@angelo.edu). It is located in the Houston Harte University Center, Suite 112. To receive any academic accommodation, you must be appropriately registered with Student Affairs. Student Affairs works with students confidentially and does not disclose any disability-related information without their permission.

## Observances of Religious Holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within what the instructor deems a reasonable time after the absence.

## Title IX At ASU



The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee, meaning I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator:

Michelle Miller, J.D.  
Director of Title IX Compliance/Title IX Coordinator  
Mayer Administration Building, Room 210  
325-486-6357  
michelle.miller@angelo.edu

You may also file a report online 24/7 at [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form).

If you wish to speak to someone about an incident in confidence, you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general, you may visit <https://www.angelo.edu/current-students/title-ix/>

## Writing Center Information

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The Writing Center is an academic support service available to all ASU students. Peer tutors help experienced and inexperienced writers with all steps of the writing process: locating an angle, writing a thesis, organizing ideas, developing paragraphs, locating grammar and punctuation errors, documenting sources, etc.; however, tutors **do not edit or proofread papers**. To learn more about their services, visit the Writing Center's [website](#).

## General Course Calendar

**Note:** This schedule provides the topics, readings, and due dates throughout the semester. I reserve the right to change these calendar items based on class needs. Such changes will be announced in advance in class and within Blackboard.

\* Blackboard is abbreviated “**Bb**” throughout the calendar.

### Unit 1: Good writing is contextual

	<i>Date</i>	<i>Topics</i>	<i>Reading Assignments</i>	<i>Major Assignment Due</i>
<b>Week 1</b>	<b>Monday</b> 8/23	<ul style="list-style-type: none"> <li>• Syllabus policies</li> <li>• Course focus</li> <li>• Icebreaker</li> </ul>	<b>Read:</b> “Chapter 1: Investigating Writing: Threshold Concepts and Transfer”	
	<b>Wednesday</b> 8/25	<ul style="list-style-type: none"> <li>• Complete icebreaker</li> <li>• Threshold concepts in Writing Studies</li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Introduction to “Chapter 6: Rhetoric” on pp. 366-368</li> <li>• “Rhetoric: Making Sense of Human Interaction and Meaning-Making” by Doug Downs on pp. 369-392</li> </ul>	
	<b>Friday</b> 8/27	<b>Rhetoric:</b> general principles	<b>Read:</b> “Ethical Proof” (PDF in Bb)	
<b>Week 2</b>	<b>Monday</b> 8/30	<b>Rhetoric:</b> general principles; appeals to ethos	<b>Read:</b> “Pathetic Proof” (PDF in Bb)	
	<b>Wednesday</b> 9/1	<b>Rhetoric:</b> appeals to ethos and pathos		
	<b>Friday</b> 9/3	<b>Rhetoric:</b> appeals to <i>pathos</i>	<b>Read:</b> “Reasoning in Rhetoric” (PDF in Bb)	

<b>Week 3</b>	<b>Monday</b> 9/6	<b>Labor Day Holiday</b> -no class-		
	<b>Wednesday</b> 9/8	<b>Rhetoric:</b> appeals to <i>logos</i>	<b>Read:</b> “Master List of Logical Fallacies (link in Bb)	
	<b>Friday</b> 9/10	<b>Rhetoric:</b> appeals to <i>logos</i> and logical fallacies	<b>Read:</b> “Style” (PDF in Bb)	
<b>Week 4</b>	<b>Monday</b> 9/13	<b>Rhetoric:</b> style		
	<b>Wednesday</b> 9/15	<b>Rhetoric:</b> style and its connection to Aristotelian appeals	<b>Read:</b> <ul style="list-style-type: none"> <li>• RA1 prompt</li> <li>• Example RA1s</li> </ul>	
	<b>Friday</b> 9/17	Writing RA1		
<b>Week 5</b>	<b>Monday</b> 9/20	Writing RA1	<b>Read:</b> Excerpts from <i>Peer Feedback Guide for Students</i>	
	<b>Wednesday</b> 9/22	Engaging in effective peer feedback <b>Sign up for Writing Conferences</b>	<b>Read:</b> Excerpts from <i>Peer Feedback Guide for Students</i>	
	<b>Friday</b> 9/24	Engaging in effective peer feedback	<b>Write and Post:</b> RA1 draft (at least three pages in length)  You must post a draft before Monday’s class to be counted “present.”	

<b>Week 6</b>	<b>Monday</b> 9/27	Peer feedback session	<b>Read/Watch:</b> Boundary error materials	
	<b>Wednesday</b> 9/29	Boundary errors		
	<b>Friday</b> 10/1	<b>Attend</b> your one-on-one conference with Dr. Huffman.		
<b>Unit 2: People collaborate to get things done with writing</b>				
<b>Week 7</b>	<b>Monday</b> 10/4	<b>Attend</b> your one-on-one conference with Dr. Huffman.		
	<b>Wednesday</b> 10/6	Final tips for RA1: MLA style; captioning visuals	<b>Read</b> <ul style="list-style-type: none"> <li>“Communities: People Collaborate to Get Things Done with Writing” on pp. 504-506</li> <li><a href="#">“Understanding Discourse Communities”</a> by Dan Melzer</li> </ul>	<b>RA1 due before midnight.</b>
	<b>Friday</b> 10/8	“Discourse communities”	<b>Read:</b> “Reflections on the Concept of Discourse Community” (pp. 319-339)	
<b>Week 8</b>	<b>Monday</b> 10/11	“Discourse communities”	<b>Read:</b> “Intertextuality and the Discourse Community” by James Porter on pp. 416-428	
	<b>Wednesday</b> 10/13	“Intertextuality”: Oh, the horror!	<b>Watch:</b> “Everything is a Remix”	
	<b>Friday</b> 10/15	“Intertextuality”	<b>Read:</b> Sample RA2s	

<b>Week 9</b>	<b>Monday</b> 10/18	RA2 prompt; example texts		
	<b>Wednesday</b> 10/20	Writing RA2: example texts and getting feedback on your initial ideas		
	<b>Friday</b> 10/22	Writing RA2: developing your ideas  <b>Sign up for Writing Conferences</b>	<b>Read/Watch:</b> Comma materials	
<b>Week 10</b>	<b>Monday</b> 10/25	Ways to avoid throwing comma darts; refining your peer feedback approach	<b>Write and Post:</b> RA2 draft (at least three pages in length)  You must post a draft before Wednesday's class to be counted "present."	
	<b>Wednesday</b> 10/27	Peer feedback session		
	<b>Friday</b> 10/29	<b>Attend</b> your one-on-one conference with Dr. Huffman.		
<b>Unit 3: Writing is impacted by identities and prior experiences</b>				
<b>Week 11</b>	<b>Monday</b> 11/1	<b>Attend</b> your one-on-one conference with Dr. Huffman.		
	<b>Wednesday</b> 11/3	Final tips: revising and editing RA2; reading Deborah Brandt's article	<b>Read:</b> <ul style="list-style-type: none"> <li>• "Literacies: How is Writing Impacted By Our Prior Experiences?" on pp. 240-243</li> <li>• "Sponsors of Literacy" by Deborah Brandt on pp. 244-263</li> </ul>	<b>RA2 due before midnight.</b>

	<b>Friday</b> 11/5	Literacy sponsorship	.	
<b>Week 12</b>	<b>Monday</b> 11/8	Literacy sponsorship	<p><b>Read at least 3 of the following narratives:</b></p> <ul style="list-style-type: none"> <li>• "Mother Goose in Monterrey" (PDF in Bb)</li> <li>• "Rebel Music" (PDF in Bb)</li> <li>• "Se Habla Español" (PDF in Bb)</li> <li>• "Mother Tongue" (PDF in Bb)</li> <li>• "Coding White Trash in Academia"</li> <li>• "Hitchhiker's Guide to My Literacy"</li> </ul> <p><b>Read:</b> PDFs in Bb on narrative strategies</p>	
	<b>Wednesday</b> 11/10	Forms of sponsorship in literacy narratives	<b>Read:</b> "Notes Toward a Theory of Prior Knowledge"	
	<b>Friday</b> 11/12	Learning transfer		
<b>Week 13</b>	<b>Monday</b> 11/15	Learning transfer	TBA	
	<b>Wednesday</b> 11/17	Personal Literacy History prompt; brainstorming ideas for the <b>Personal Literacy History</b>		
	<b>Friday</b> 11/19	Writing your PLH		
<b>Week 14</b>	<b>Monday</b> 11/22	Writing your PLH	<p><b>Write and Post:</b> PLH draft (at least three pages in length)</p> <p>You must post a draft before Monday's class to be counted "present."</p>	

	<b>November 22:</b> Last day to drop a course or withdraw from the University			
	<b>Wednesday</b> 11/24	<b>Thanksgiving Holiday</b> -no class-		
	<b>Friday</b> 11/26	<b>Thanksgiving Holiday</b> -no class-		
<b>Week 15</b>	<b>Monday</b> 11/29	Peer feedback session	<b>Read/Watch:</b> editing strategies materials	
	<b>Wednesday</b> 12/1	Editing your PLH		
	<b>Friday</b> 12/3	Review for Final		
<b>Week 16</b>		<b><i>PLH due by midnight on Wednesday, December 8</i></b>		

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<sup>1</sup> Curry, David. "Control An Ipod Using Your Eye Movements." *Sizlopedia: Mostly Tech & Everything*. 4 March 2008. Web. 15 January 2016