

San José State University
Department of English and Comparative Literature
English 7-Critical Thinking, Section 4, Fall 2013

Contact Information

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| Instructor: | Dr. Linda Landau |
| Office Location: | Faculty Office Building 115 |
| Telephone: | (408) 924-4423 (prefer email) |
| Email: | linda.landau@sjsu.edu |
| Office Hours: | MW 1:15-2:30 and by appt. |
| Class Days/Time: | MW 10:30-11:45 |
| Classroom: | DMH 208 |
| Prerequisites: | Successful completion of English 1A, or equivalent |
| GE/SJSU Studies Category: | Qualitative Reasoning (A3) |

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, and links may be sent to you by email and may also be found on Canvas. Use your **SJSUOne** ID and password to log onto your canvas account at <https://sjsu.instructure.com>. You are responsible for ensuring that your email account on record at SJSU is current and for regularly checking your email and Canvas accounts for updates to class assignments. The best way to keep up to date is to come to class.

Department Course Description

English 7 fulfills the General Education requirements in Qualitative Reasoning (A3). This course integrates the study of reasoning with texts that express the concerns of our diverse culture, so that the student can become aware of, and sensitive to, the role of cultural and individual assumptions in reasoning. Students will be introduced to the basic concepts of critical thinking: definition of terms, statements of assumptions, the process of inductive and deductive reasoning, distinctions between fact and opinion, use of evidence to support premises, recognition of standards of proof, common fallacies, and misleading logical and rhetorical devices. Students should be especially aware of the role that language plays in persuasive aspects of reasoning. Students will learn these skills of critical thinking by analyzing and discussing culturally oriented readings, which will be a substantial part of the course rather than incidental or supplemental to it.

General Education Learning Outcomes (GELO)

Upon successful completion of this program, students will be able to:

GELO 1: Analyze, evaluate, and construct their own arguments or position papers about issues of diversity such as gender, class, ethnicity, and sexual orientation, as well as reason about other issues appropriate to the subject matter of the course.

GELO 2: Recognize and use formal and informal methods for determining the validity of deductive reasoning and the strength of inductive reasoning, including identifying common fallacies in inductive and deductive reasoning.

Course Goals and Student Learning Objectives (SLO)

The goal of this course is to enable students to recognize elements of rational analysis and to critically analyze assumptions, evidence, and arguments in a multi-cultural context. Student learning objectives for this course as defined by general education guidelines are for the student to be able to:

SLO 1: Distinguish between reasoning (e.g. explanation, argument) and other types of discourse (e.g. description, assertion).

SLO 2: Identify, analyze, and evaluate different types of reasoning.

SLO 3: Find and state crucial unstated assumptions in reasoning.

SLO 4: Evaluate factual claims or statements used in reasoning, and evaluate the sources of evidence for such claims.

SLO 5: Demonstrate an understanding of what constitutes plagiarism.

SLO 6: Evaluate information and its sources critically and incorporate selected information into their own knowledge base and value system.

SLO 7: Locate, retrieve, organize, analyze, synthesize, and communicate information of relevance to the subject matter of the course in an effective and efficient manner.

SLO 8: Reflect on past successes, failures, and alternative strategies.

Course Content and Course Learning Outcomes (CLO)

Readings in our textbook, *The Power of Critical Thinking* by Lewis Vaughn (*PCT*), and in the cultural commentary, *Outliers: The Story of Success* by Malcolm Gladwell, will be integrated with substantial writing assignments and critical thinking instruction, including written exercises, quizzes, workshops, and panel discussions. These activities will lead to the production of argumentative essays, with a minimum of 3,000 words required, on which students will receive frequent substantive evaluations from the instructor that address the quality and form of the writing. Because reasoning skills are cumulative and comprehensive, Course Learning Outcomes, as listed below, will be demonstrated across a range of critical thinking activities (reading, speaking, and writing), including 7 formal writing activities as follows:

Argumentative/Analytical Essay 1 (500-700 words)

Argumentative/Analytical Essay 2 (900-1,000 words)

Reflection on the critical thinking/writing process of each essay (300 words each)

3 Exams requiring short essay answers (600-700 words each)

Upon successful completion of this course, students will be able to:

CLO 1: Distinguish between reasoning (e.g. explanation, argument) and other types of discourse (e.g. description, assertion).

Through readings and exercises in *PCT* Chapters 1 and 2, class lecture, essay writing, and exams, we will study the features of different kinds of discourse; the uses of category, denotation, connotation, and metaphor in defining concepts, and the components of argument (e.g. premises, conclusions, and inference).

CLO 2: Identify, analyze, and evaluate different types of reasoning.

Through readings in *PCT* Chapters 2-5, analyses of essays in Appendix A, and writing Essays 1 and 2, we will explore and use the various types of critical thinking, from classical to modern theories of inductive and deductive reasoning.

CLO 3: Find and state crucial unstated assumptions in reasoning.

Some arguments state their warrant or theoretical framework, many imply an easily identifiable set of premises, while others are based on unstated assumptions that often counter (unintentionally or strategically) stated claims and reasons. Our readings and exercises in *PCT* Chapters 3-5 will focus on recognizing syllogisms, and analyzing the validity of their premises and support. We will analyze selected essays in *PCT* for validity, soundness, strength, and cogency. The critical essay on *Outliers* will focus on stated and implied premises and claims, and inferred connections and subtexts.

CLO 4: Evaluate factual claims or statements used in reasoning, and evaluate the sources of evidence for such claims.

Using *PCT* Chapter 5 as our base, we will practice identifying logical fallacies and unsupported opinions in propaganda, advertising, and news reports, and will compare these forms to valid reasoning and informed opinion in selected passages in *PCT*.

CLO 5: Demonstrate an understanding of what constitutes plagiarism.

For Essays 1 and 2, students will learn and practice effective research and citation methodologies as well as both accurate and strategic summary, paraphrase, and quoting procedures. Students will refer to the *Everyday Writer* handbook for MLA guidelines.

CLO 6: Evaluate information and its sources critically and incorporate selected information into their own knowledge base and value system.

Extensive reading and exercises in *The Power of Critical Thinking* provide explanation and practice in discerning the differences between valid arguments, false assertions, and manipulative strategies. Lecture, workshops, and class discussions focus on analyzing essays in *PCT* and *Outliers* that participate in the important public debate over American values; and essay writing, reflections, and exams will reinforce principles gleaned from readings and discussed in class. Essay 1 will emerge from our reading and discussion of *PCT* Chapter 11, which focuses on moral arguments and global issues with the purpose of helping the student construct “a coherent worldview.”

CLO 7: Locate, retrieve, organize, analyze, synthesize, and communicate information of relevance to the subject matter of the course in an effective and efficient manner.

Students will write two research essays, each requiring library literacy, evaluation of published academic and professional articles, and analysis of the validity of their arguments. Students will integrate their research into their own essays as support or counterarguments, and will complete library tutorials on research skills and plagiarism.

CLO 8: Reflect on past successes, failures, and alternative strategies.

Students will write two reflective essays on the reasoning and writing processes of Essays 1 and 2, including the challenges they faced and the reasoning tools they used to overcome those obstacles. Students will receive oral and written comments on course work from the instructor and peers in order to revise their work.

Required Texts

- Vaughn, Lewis. *The Power of Critical Thinking: Effective Reasoning about Ordinary and Extraordinary Claims*, 4th edition. Oxford University Press: 2012. ISBN-13: 978-0-19-985667-1
- Gladwell, Malcolm. *Outliers: The Story of Success*. New York: Penguin, 2008. ISBN-13: 978-0-141-03625-0 (Purchase new, used, kindle, at bookstore, online).
- A college level dictionary—print or online. Bring to class every session.
- Recommended: Lunsford, Andrea. *Everyday Writer (with 2009 MLA & 2010 APA Updates)*. 5th Edition. Bedford/St. Martins, 2013. ISBN-13: 978-1-4576-6712-1

Additional readings for class will be posted on Canvas, distributed by email, and/or handed out in class during the semester.

Course Requirements and Assignments

Credit hours: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of three hours per unit per week, including preparing for class, participating in course activities, and completing assignments (i.e. a minimum of 9 hours per week for English 7). More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Reading Assignments: There will be weekly readings in our primary textbook, *The Power of Critical Thinking* by Lewis Vaughn (*PCT*). These readings offer explanations, exercises for practicing critical thinking, and essays for analysis. These readings serve as prompts for critical thinking, class discussion, and your writing. For this reason, the assigned reading must be completed *before* the class it is due, and *PCT* must be brought to every session unless otherwise specified (CLO 1-4, 6). Essay 2 is based on the cultural commentary, *Outliers: The Story of Success* by Malcolm Gladwell (CLO 2-4, 6).

Participation: While reading and writing are significant components of the learning process, sharing ideas, asking questions, and providing valuable peer review feedback are equally important activities for developing critical thinking. In class activities cannot be made up. If you cannot attend a workshop, it is your responsibility to notify your peer group and make arrangements to exchange papers with a team member.

Writing Assignments: You will be given a specific prompt for each assignment detailing all the requirements, including due dates and word requirements. There will be at least

one workshop for peer review and feedback before submitting your final essay. All writing (essays, in-class writing, homework assignments) will be assessed for grammar, clarity, conciseness, and coherence in addition to their level of qualitative reasoning.

| Assignment | % of Grade | CLO |
|--|------------|---------|
| Critical Essay 1 (500-700 words) Argumentative analysis of a moral argument | 10% | 1-8 |
| Critical Essay 2 on <i>Outliers</i> (900-1,000 words) Argumentative analysis of the validity of <i>Outlier's</i> claims, mining its stated, implied, and subtextual premises, evaluating reviews | 20% | 1-8 |
| 2 Reflections on the critical thinking-writing process that went into writing Essays 1 & 2 (300 words each, 10% each) | 20% | 1-4, 8 |
| 3 Exams requiring short essay answers (600-700 words each, 10% each) Using deductive and inductive reasoning, defining terms, identifying fallacies, identifying claims and premises, analyzing passages | 30% | 1-6 |
| Participation Evidence of critical thinking—contributions to team and class discussion, quizzes, exercises, homework, and book attendance | 20% | 1-4,6,7 |

Essay Format and Submission Policy

Essays: typed, double-spaced, in 12 point font, with 1 inch margins on all sides, and printed on one side of the paper only.

- Your name, Prof. Landau, English 7-4, the date in top left corner of first page. Title is centered and not underlined. Number the pages, beginning with page 2.
- Your paper must conform to MLA citation guidelines (see your handbook).
- Your final version essay, including a works cited page at the end, is submitted:
 - **At the beginning of class** on the day it is due, with your signed rubric, prewrite diagrams, reflections, and peer reviewed draft with comments
 - **Online to Canvas**, where it will be sent to turniton.com

Essays are not considered submitted till these 2 steps have been completed.

You will lose 2 points for every day this process remains incomplete.

- **Late papers:** If you know you will be unable to attend class the day a paper is due, notify me by email so we can make other arrangements. Otherwise, the essay's grade will drop 2 pts for every day it is late, which could cost you up to 10% of your total points.
- **No extra credit** assignments in this class, but you may revise one paper.

Exams: written in clear handwriting in blue or black ink on 8 1/2x11 inch lined paper.

- **Missed exams:** If you miss an exam and have a valid excuse, you will be allowed to take a make-up exam during my office hours on condition you notify me *before* or *within 24 hours after* the in-class essay. Each missed essay will lower your grade one level. **Missed quizzes and homework** cannot be made up.

Grading Criteria for Out-of-Class Essays (and In-Class Essays where applicable):

An “A” Essay

1. Analyzes concepts fluently and synthesizes ideas creatively. Is fluent and well-developed, demonstrating a clear understanding of the assignment with content expressing sophisticated reasoning that is the result of critical thinking.
2. Has a title, introduction, clear thesis, topic sentences, body paragraphs, transitions, and a conclusion that together convey the essay’s message in an organized, concise, and lucid manner.
3. Uses relevant examples that advance the argument. Accurately evaluates supporting materials obtained from the library, using appropriate sources for an academic paper. Illustrates proficiency in using quotations effectively, summarizing and paraphrasing accurately, and integrating sources fluently. It does not overuse sources.
4. Follows the MLA standards of presentation, including accurate parenthetical documentation and a properly documented works cited page according to the MLA style.
5. Uses language effectively, including sophisticated word choices and sentences that have syntactic complexity and variety. Is free of grammatical, mechanical, and usage errors.

Limitations in any of the above criteria areas will result in a lower grade, depending on their number and degree. Poorly presented papers or essays without a works cited at the end will be returned unread with a grade of NC. Serious limitations in the above criteria areas, or failure to submit assignments or exams usually results in a D or F in the course. I strongly recommend using the Writing Center to ensure your success.

Grading Policy

Grading: A-F. This course must be passed with a C or better as a CSU graduation requirement. A passing grade in the course signifies that you satisfactorily use qualitative reasoning skills in oral and written assignments.

Your grade will be determined according to the following criteria:

A (90-100) = Student demonstrates exceptional communicative critical thinking skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery and intellectual curiosity regarding course readings and concepts; student demonstrates enthusiasm and takes initiative, particularly during group activities.

B (80-89) = Student demonstrates good communicative and critical thinking skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; student demonstrates positive attitude; makes meaningful contributions during group activities.

C (70-79) = Student demonstrates satisfactory communicative and critical thinking skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities.

C- (70-72)/D (60-69) = Student demonstrates limited communicative and critical thinking skills, uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; inattentive during class; rare contributions during group

activities; other factors such as consistent tardiness and disruptive behavior, neglects to submit all papers.

F = Weak communicative and critical thinking skills; little to no preparation for class; little evidence of reading assignments; never volunteers, or doesn't respond when prompted; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to the group.

Classroom Protocol

Electronic equipment: Cell phone, laptop, iPod, iPad may be used during class for online dictionary use and handbook exercises only. If it detracts from your team participation and class discussion, you will be asked to put it out of sight. Electronic equipment is never allowed during exams.

Food and drinks: Food and drinks with the exception of bottled water are not allowed in the classroom.

Diversity: Assignments (both reading and writing) may address issues of race, class, ethnicity, and gender. Such diversity requires an open mind and healthy respect for the viewpoints of others. Discussions on controversial subjects will be conducted in a manner befitting an academic setting.

Plagiarism: To plagiarize is to use the ideas or writing of another as one's own. When borrowing from outside sources, students must credit the author. Neglecting to do so will result in a failing grade for that paper. Plagiarism also includes submitting a paper (including your own) that has already been submitted to another class at SJSU or at another school without the former instructor and my written permission. If you plagiarize twice, you not only fail this course, but will also be reported to the university authorities for disciplinary proceedings.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's written permission to make audio or video recordings in this class for each session you will be recording. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce

or distribute the material. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. [University Policy S12-7](#)

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](#) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](#) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take

advantage of their services, which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. Consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics, including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. Computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is available in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center



The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

SJSU Student Health Center

The SJSU Student Health Center, located in Health Building 210, is committed to your total well-being. The Health Center offers appointments for injuries, illness and health exams, screening for urgent concerns, including lab tests and x-rays, prescriptions, immunizations, nutrition counseling, and many other services. The SJSU Health Fee entitles students (insured or not) to receive most services at no cost although there are fees associated with some specialty services and procedures. For more information, visit <http://www.sjsu.edu/studenthealth>. For appointments, call (408) 924-6122. For after-hours Advice Nurse Line, call (866) 935-6347.

English 7: Critical Thinking – Fall 2013 Course Schedule

Prof. Landau reserves the option to change course assignments and project due dates.

You will be notified in class and by email of changes to this schedule.

Assignments are listed on the day they are due. PCT = Power of Critical Thinking

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|---------|--|
| 1 | W 8/21 | Course overview, syllabus, introductions |
| 2 | M 8/26 | <i>PCT</i> pp. 3-10 Different kinds of discourse Ex. 1.1 |
| | W 8/28 | <i>PCT</i> pp. 11-14 Arguments: reasons and claims Ex. 1.2 |
| 3 | M 9/2 | Labor Day – No classes |
| | W 9/4 | <i>PCT</i> pp. 14-22 Explanation and arguments Ex. 1.3, 1.4 |
| 4 | M 9/9 | <i>PCT</i> pp. 32-46 Self-assessment quiz, pp.28-31, Ex. 2.1, 2.2 |
| | W 9/11 | <i>PCT</i> pp. 46-51, Ex. 2.3, 2.4 HW Self-assessment Quiz pp. 57-58 |
| 5 | M 9/16 | Exam 1 on Chapters 1 and 2 |
| | W 9/18 | <i>PCT</i> pp. 62-75 Argument basics Ex. 3.1, 3.2 |
| 6 | M 9/23 | <i>PCT</i> pp. 78-84 Finding missing parts of an argument Ex. 3.4 |
| | W 9/25 | <i>PCT</i> pp. 84-89 Argument patterns Ex. 3.5 |
| 7 | M 9/30 | <i>PCT</i> pp. 92-97 Diagramming arguments Ex. 3.9 |
| | W 10/2 | <i>PCT</i> pp. 101-109 Assessing long arguments Ex. 3.10 |
| 8 | M 10/7 | <i>PCT</i> pp. 117-33 Reasons for Belief and Doubt |
| | W 10/9 | <i>PCT</i> pp. 133-43 Ex. 4.2, 4.4 |
| 9 | M 10/14 | <i>PCT</i> pp. 144-59 Ex. 4.1 and Self-Assessment Quiz pp. 163-65 |
| | W 10/16 | Exam 2 on Chapters 3 and 4 |
| 10 | M 10/21 | <i>PCT</i> Ch. 11 Moral Arguments pp. 441-50 <i>Essay 1 prompt distributed</i> |
| | W 10/23 | <i>PCT</i> Ch. 11 pp. 450-59, 462-65 / HW pp. 565-580 Writing an Essay |
| 11 | M 10/28 | <i>PCT</i> pp. 168-73/ Essay 1 question/purpose paper due for workshop |
| | W 10/30 | <i>PCT</i> pp. 174-180 / Essay 1 draft due for workshop |
| 12 | M 11/4 | <i>PCT</i> pp. 181-89 Ex. 5.2 Fallacies / Essay 1 due |
| | W 11/6 | <i>PCT</i> pp. 191-98 Ex. 5.3 <i>Essay 2 Outliers prompt distributed</i> |
| 13 | M 11/11 | Veteran's Day – No classes |
| | W 11/13 | <i>Outliers</i> Analysis Forms and Outline due for Workshop |
| 14 | M 11/18 | <i>Outliers</i> Panel Discussion |
| | W 11/20 | <i>Outliers</i> Panel Discussion |
| 15 | M 11/25 | <i>Outliers</i> |
| | W 11/27 | Essay 2 Outline and Draft due for Workshop & Peer Review |
| 16 | M 12/2 | Essay 2 Final Revision due |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------|-----------------------|---|
| | W 12/4 | Review |
| | M 12/9 | Review |
| Final Exam | T 12/17 9:45-12:00 | Venue TBA |

Important SJSU dates Fall 2013

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|------------------|----------------|---|
| Wednesday | August 21 | First Day of Instruction – Classes Begin |
| Monday | September 2 | Labor Day - Campus Closed |
| Tuesday | September 3 | Last Day to Drop without Entry on Permanent Record |
| Tuesday | September 10 | Last Day to Add Courses & Register Late |
| Wednesday | September 18 | Enrollment Census Date |
| Monday | November 11 | Veteran's Day - Campus Closed |
| Wednesday | November 27 | Classes that start at 5:00 PM or later will not meet. |
| Thursday | November 28 | Thanksgiving Holiday - Campus Closed |
| Friday | November 29 | Rescheduled Holiday - Campus Closed |
| Monday | December 9 | Last Day of Instruction - Last Day of Classes |
| Tuesday | December 10 | Study/Conference Day (no classes or exams) |
| Wednesday-Friday | December 11-13 | Final Examinations (exams) |
| Monday-Tuesday | December 16-17 | Final Examinations (exams) |
| Wednesday | December 18. | Final Examinations Make-Up Day (MU) |
| Thursday | December 19 | Grade Evaluation Day |