

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Section 15, Fall 2013**

**Instructor:** Ilyssa Russ  
**Office Location:** FO 227  
**Telephone:** (408) 924-4518  
**Email:** [ilyssa.russ@sjsu.edu](mailto:ilyssa.russ@sjsu.edu) (but message me on Canvas)  
**Office Hours:** W: 10:30-11:30 AM ; Th: 2:45-3:45 PM ; By Appointment  
**Class Days/Time:** Monday / Wednesday 9-10:15  
**Classroom:** Boccardo Business Center 228  
**GE Category:** Written Communication A2

### **Course Description**

English 1A is the first course in SJSU's two-semester lower-division composition sequence; it provides an introduction to baccalaureate-level composition, with attention to the "personal voice" and personal experience, on the one hand, and the more formal attitudes and demands of writing at the university (expository and argumentative essays), on the other. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings.

**Prerequisites:** Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.

### **Course Goals and Student Learning Objectives**

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

- Clear and effective communication of meaning.
- An identifiable focus, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show an awareness, implied or stated, of some opposing point of view).
- The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).
- The ability to explain, analyze, develop, and criticize ideas effectively.
- Effective use within their own essays of supporting material drawn from reading or other sources.
- Effective organization within the paragraph and the essay.

- Accuracy, variety, and clarity of sentences.
- Appropriate diction.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

#### **Student Learning Objectives:**

SLO 1: Students shall write complete essays that demonstrate the ability to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).

SLO 2: Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.

SLO 3: Students shall write complete essays that demonstrate the ability to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.

SLO 4: Students shall write complete essays that demonstrate the ability to write for different audiences.

#### **Information available online**

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

#### **Required Texts/Readings**

##### **Textbook**

*The Norton Sampler: Short Essays for Composition* by Thomas Cooley (8th ed.) – ISBN 978-0-393-91946-2

**In class we will call this the Sampler and it will be abbreviated as NS**

*The Norton Field Guide to Writing* Eds. Richard Bullock and Maureen Daly Goggin

**In class we will call this the Field Guide and it will be abbreviated FG**

##### **Other equipment / material requirements**

Multiple green books for a total of four in-class essays.

Loose leaf college ruled paper for daily free-writes and reading responses

A college-level dictionary

A folder / portfolio to store ALL of the work you complete in this course

Computer / Internet Access for TED Talks and Canvas Submissions.

## **COURSE CONTENT:**

### **Online Component:**

Canvas: <http://www.sjsu.edu/at/ec/canvas/index.html>

We will be integrating the Canvas platform in this course in order to submit final drafts of papers (and first drafts for comments) and to download and view certain course materials. You are already signed up and invited to the course. You will find the Syllabus posted here as well as Assignments and Modules with the breakdown of each weeks' activities. I will most likely make class announcements through this page rather than e-mail. Please make yourself acquainted with the website (and upload an avatar if you wish!) and let me know if you have any questions.

### **Reading:**

English 1A is a reading-intensive course. Readings will include useful models of writing for academic, general and specific audiences. You will have reading assignments to complete for almost every class period, and each reading will be accompanied by some form of writing. In addition, all or most of the assigned essays will be based on reading. It is therefore imperative that you complete the readings *prior to each class* and come with your book and Reading Responses prepared to discuss them in class.

### **Writing:**

Writing assignments will give repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires appropriately sequenced essays totaling a minimum of 8000 words. This minimum requirement excludes the final examination, reading responses, quizzes, and any brief or informal assignments.

**4 In-Class Essays** will be discussed in the class(es) previous to one you will write the essay in.

In-Class Essays will be written in green books in legible blue or black ink only. In-class essays may only be made up in SPECIAL circumstances. Please plan on being in class when we do these essays. You **MUST** contact me for special arrangements if you know you will not be able to attend class the day of an in-class essay.

**4 Out-of-Class Essays** will be focused on the following with details to be discussed in class:

All Final Drafts will be submitted online through Canvas well as printed out for your portfolio (though I only need the online submission for grading). Out-of-Class Essays will be typed in Times New Roman 12 pt. font, double-spaced, with 1-inch margins all around, a proper header, title, etc. All these things must meet MLA Format. Use the OWL guide to help you. Improperly formatted papers may lose points.

<http://owl.english.purdue.edu/owl/resource/747/01/>

### **Drafts:**

You will be required to submit DRAFTS for OC #1, OC #3, and OC #4. When the drafts are due vary based upon whether or not you would like comments / when your writing group is held. Each draft has a proper submittal page on Canvas so that you can easily submit it for my perusal. Writing groups will require printed drafts, so make sure to keep one of these for your portfolio at the end of the course. I expect that all drafts will have: 1) A Working Thesis. 2) At least one full body paragraph with a topic sentence, concrete details, and commentary. 3) An outline for the rest of the paper. Drafts should be (AT LEAST) around half the total allotted words that the final paper must fulfill. (1200 word final = around 600 word draft).

### **Quizzes and In-class Writings:**

Some class sessions will begin with quizzes and / or in-class reading responses to check for your understanding. These must be taken in class and cannot be made up.

### **My Policies**

#### **Absences:**

If you miss a class (or know you will miss a class ahead of time) it is your responsibility to contact a classmate for notes, assignments, etc. Do not contact me and ask what you missed—the full list of readings is available to you in this syllabus. If you miss a quiz, you cannot make it up. This is a college course, so if you miss a class it doesn't matter much why. If you miss class, you're missing valuable information. A note: If you're late to class *or* if you leave class early, you may not receive credit for your participation that day (unless we have a previous arrangement).

#### **Assignments:**

- Assignments in this course will include both “literary” and “technical / writing how-to” readings for each class session.
- You will write daily free-writes and reading responses in class just to get the ball moving every morning.

- You will have the opportunity to submit your own ideas for readings / viewings for the rest of the class to enjoy. Take advantage of this responsibility for your own learning and participate when I ask you to bring in samples from home!
- We will have **Writing Groups** (groups of 5) where you read your writing out loud to your peers for review. You must bring multiple copies of your drafts for all members of your group on these days. Failure to do so may cause you to lose points.
- You will work on **Grammar Worksheets** independently (packets to be turned in twice a semester). One is due 9/18 and the other is due 11/4.
- Group work will include workshops for upcoming in-class essays and sometimes group responses to the readings assigned for that day.
- We may or may not have “pop quizzes” depending on the amount of participation the class engages in.
- When the draft of OC #3 (Comparative Essay) is due, you will prepare a 30-45 second **Elevator Presentation** where you will BRIEFLY explain your thoughts.

### **Revisions:**

OC #2 is a revision essay (you will either revise IC #1 or IC #2). However, if you would like to revise **IC #3, IC #4, OC #2, or OC #3** (OC #4 you would not have time to revise), you may earn up to a letter grade back on your paper IF AND ONLY IF you do the following steps: 1) Write and staple a half-page letter to the top of the paper explaining where you went wrong / what you'd like to change. 2) Come to my office hours / schedule an appointment with me. 3) Return the paper within TWO WEEKS from when I gave the paper back to you. For example, if you turned in a paper on a Wednesday and I returned it to you the following Wednesday, then you have two MORE Wednesdays to complete the revision for that paper. There is no need to re-submit these revision papers on Canvas. **You may revise 2 papers (not including OC #2 which is a revision essay) a semester.**

### **Late Work:**

Late work receives a reduction of one full letter grade / 10-percent (100 to a 90 at most) per class session it is late. **I do not accept work that is more than 1 week (two class sessions) late.** If you are sick or have to miss class for any other reason on the day something is due, arrange to have a classmate turn it in if you do not want a grade reduction. Again, quizzes and in-class writings and activities cannot be made up. **I do not accept any work by email unless I've asked you to email me drafts (I will do this a couple times this semester).**

### **Email:**

Please contact me through the messaging service on Canvas—not my email unless you have no other option. I will try to respond to your messages within 24 hours. Please be courteous with your timing (I may not see your desperate message at 2 AM the day an assignment is due). I am your instructor, not your FaceBook friend, so please remember to use appropriate language when messaging me.

## **Classroom Expectations**

Everyone deserves to be heard in the course. I am personally committed to having students' take charge of their own learning and apply outside readings / viewings they find interesting to the rest of the class for evaluation at certain times this semester. For this reason, at times we may discuss or watch some touchy or controversial material. I would ask that you would be courteous to your classmates and respectful of their thoughts and opinions even if they differ from your own. This class is a safe space, so please feel free to ask questions and speak your mind (as long as you remain respectful).

This same kind of respectfulness goes for the times we work in groups (writing and otherwise). Be constructive with your criticism, but do remember that our goal is to learn from one another—not to take cheap shots at others' work.

I expect you to show up to class awake, aware, and present. Bring some coffee if you need help waking up (you can bring me coffee too ☺). Bring a snack if you need fuel for your brain. But, cell phone, laptop, iPod, iPad use during class is not allowed. It detracts from your participation, interferes with class discussion, and disturbs other students. When you come to class, put all of these items away and do not take them out until class is finished. If you **MUST** take notes on your laptop, see me and I may be able to make an exception.

## **Assignments and Grading Policy**

**Grading:** A-F. This class must be passed with a C or better to move on to CORE GE Area C3 and to satisfy the prerequisite for English 1B. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

### **This class will be graded out of 200 points.**

[0 points] One **Diagnostic Essay (IC #1)** of around 650 words will be written the first full day of class.

[15 points] One **Response to Literature essay (IC #2)** of around 650 words

[15 points] One **Appeal to Audience essay (IC #3)** of around 650 words

[15 points] One **Critical Thinking/Literary Analysis essay (IC #4)** of around 650 words

--*In-Class Essays: 22.5%* [SLO 1,2,3,4]

[20 points] One **Personal/narrative essay (OC #1)** (approx. 1200 words)

[20 points] One **Revision / Expansion essay (OC #2)** (approx. 1500 words)

[25 points] One **Comparative essay (OC #3)** (approx. 1500 words)  
[40 points] One **Reflective / Final Portfolio essay (OC #4)** (approx. 1200 words)  
--*Out-of-Class Essays: 52.5%* [SLO 1,2,3,4]

[5 points] **Grammar Packet One**  
[5 points] **Grammar Packet Two**  
--*Grammar Packets: 5%* [SLO 3]

[15 points] **Daily Writing Responses** [SLO 1,2,3,4]  
[15 points] **In-Class Participation** [SLO 2, 4]  
[8 points] **Workshop Preparedness** [SLO 2]  
[2 points] **Elevator Presentation** [SLO 2, 4]  
--*Participation: 20%*

<b>Grading Scale</b>
----------------------

A+ [195-200 points] A [187-194 points] A- [180-186 points] B+ [175-179 points]
---

B [167-174 points] B- [160-166 points] C+ [155-159 points] C [140-154 points]
--

C- [135-139 points] D [120-134 points] F [119 points and below]
---

*\* The only **extra credit** available in this course will be if you come and visit me for a writing conference during my office hours. And by extra credit I mean that you have a much better chance of scoring higher on your out-of-class essays (worth over 50% of your grade) if you spend time talking to me about your paper. There will be **absolutely no freebies / extra points awarded otherwise. Don't ask.***

## **A Final Note on Papers**

### **The "A" Paper**

**Thesis:** Easily identifiable, clear, reasonable, insightful (teaches the reader something) with an obvious connection to the paper's title.

**Structure:** Evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Topic sentence of each paragraph supports main thesis, and examples in each paragraph support the topic sentence and only the topic sentence

**Use of evidence:** Primary source information used to support topic sentence with at least one example. Summaries and quoted material is smoothly integrated into sentence syntax and cited according to MLA guidelines.

**Analysis:** Demonstrates an in-depth understanding of the ideas in the assigned reading and critically responds to those ideas in an analytical, persuasive manner. Analysis is fresh and exciting, posing new ways to think about the material. Work displays critical thinking and avoids simplistic description or summary of information.

**Logic:** All ideas in the paper flow logically from one point to the next. The paper makes reasonable and insightful connections to targeted readings, outside readings, class discussions, and/or life experiences that illuminate the thesis.

**Mechanics:** Correct sentence structure, grammar, and diction; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements. Creates appropriate college level, academic tone.

**Aim for an A.** Limitations in any of the above criteria areas will result in a lower grade, depending on their number and degree. Poorly presented papers will be returned unread with a grade of NC. Serious limitations in the above criteria areas or failure to submit assignments may result in a D or F in the course.

**A Portfolio Final Paper:** This course does not have a final exam. Instead of a final exam, you will write a critical reflection about your work during the course. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a process. Collecting your work and then reflecting on that work is part of the process. The final assignment is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. This assignment is your culminating experience.



### **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): <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.

## **SJSU Peer Connections**

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our 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.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, 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. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> 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.

## English 1A, Fall 2013, Course Schedule

Week	Monday	Wednesday
0 <b>Telling Our Stories</b>	No Class / Summer Break	<b>8/21</b> Introductions / Go Over Syllabus <b>OC#1-Personal Essay Assigned (with an argument)</b>
1 <b>Why Do We Care About Other People's Stories?</b>	8/26 <b>Diagnostic Essay (bring Green Book)</b> Read: <b>NS:</b> "Turning Japanese" pg. 155 <b>NS:</b> Chapter 2 "The Writing Process" pg. 24-36 (Focus on Planning, Generating Ideas, and Organizing and Drafting. We will touch on Revising & Editing later)	8/28 Read: <b>NS:</b> "In Case You Ever..." pg. 143 <b>FG:</b> Purpose pg.3-4 <b>FG:</b> Analyzing Texts—Key Features, A Guide to Writing pg. 69-81
2 <b>Your Writing Sucks</b>	9/2 <i>Labor Day (No Class)</i> Finish reading / review: <b>FG:</b> Analyzing Texts	9/4 Read / Review: <b>FG:</b> "MLA Style," 484-532 <b>FG:</b> "Writing a Literary Narrative" pg. 27-51 <b>NS:</b> "The Death of the Moth" by Virginia Woolf pg. 630-633 Write: <b>This weekend finish OC #1 Draft</b>  You may send me OC #1 drafts on Canvas by Saturday night 9/7 at Midnight.
3 <b>Your Writing Sucks Less</b>	9/9 <b>Writing Groups</b> <b>OC #1 DRAFT DUE</b> <b>FG:</b> Getting Response and Revising pg. 275-279	9/11 <b>Writing Groups</b> <b>OC#1 FINAL DUE in class. (Due on Canvas by tonight at 11:59PM).</b> <b>FG:</b> Editing and Proofreading pg. 282-286

<p>4</p> <p><b>Is There Anybody Out There?</b></p>	<p>9/16</p> <p>Read:</p> <p><b>NS:</b> “No Wonder They Call Me a Bitch” by Ann Hodgeman pg. 106</p> <p><b>FG:</b> Audience pg. 5-7</p> <p><b>FG:</b> Stance pg. 12-14</p>	<p>9/18</p> <p>Return OC #1</p> <p>IC #2 Assignment given (choose one of the narratives we’ve read and prepare a response).</p> <p>Read:</p> <p><b>NS:</b> “Storm Country” by Paul Crenshaw pg. 79-84</p> <p><b>FG:</b> Genre pg. 9-10</p> <p><b>FG:</b> Literary Analysis pg. 81-86</p> <p><b>DUE: Grammar Worksheets Packet 1</b></p>
<p>5</p> <p><b>Are You Listening?</b></p>	<p>9/23</p> <p>Read:</p> <p><b>FG:</b> Arguing a Position pg. 135-149</p> <p><b>FG:</b> Generating Ideas and Text pg. 259-265</p> <p>Outline Workshop for IC #2</p>	<p>9/25</p> <p>Write:</p> <p>IC #2—Response to Reading.</p>
<p>6</p> <p><b>Fixing Our Mistakes</b></p>	<p>9/30</p> <p><b>FG:</b> Drafting pg. 266-268</p> <p><b>NS:</b> Writing Paragraphs pg. 42-58</p> <p><b>NS:</b> “So, You Want to Be a Writer...” by Allegra Goodman pg. 322</p> <p>Workshop on PIE</p>	<p>10/02</p> <p>Return IC #2</p> <p><b>FG:</b> Assessing Your Own Writing pg. 269-274</p> <p><b>FG:</b> The Writing Process (Revising and Editing pg. 36-41)</p> <p>OC #2 assignment given (revision of an in-class essay)</p>
<p>7</p> <p><b>Driving Home a Point</b></p>	<p>10/07</p> <p><b>Watch: TED Talk.</b> Ken Robinson: How schools kill creativity.  <a href="http://tinyurl.com/tedschools">http://tinyurl.com/tedschools</a></p> <p>Read:</p> <p><b>NS:</b> “Mother Tongue” by Amy Tan pg. 253-259</p>	<p>10/09</p> <p>Read:</p> <p><b>FG:</b> Arguing pg. 323-341</p> <p><b>NS:</b> “How Boys Become Men” by Jon Katz pg. 316</p>

<p>8</p> <p><b>Appealin'</b></p>	<p>10/14</p> <p>Pathos, Logos, Ethos and Logical Fallacies</p> <p><b>Watch: TED Talk.</b> Daniel H. Cohen: For Argument's Sake.</p> <p><a href="http://tinyurl.com/tedargue">http://tinyurl.com/tedargue</a></p> <p><b>NS:</b> "I Have A Dream" by Martin Luther King, Jr. pg. 634-639</p>	<p>10/16</p> <p>Hyperbole</p> <p>"Everybody Knows"</p> <p>HELL</p>
<p>9</p> <p><b>Mad Men Visuals</b></p>	<p>10/21</p> <p>OC #2-Revision of either IC #1 or IC #2 Due on Canvas tonight by 11:59 PM.</p> <p>Visual / Digital Advertisements</p> <p>Memes</p> <p><b>NS:</b> "Happy Meals and Old Spice Guy" pg. 222</p>	<p>10/23</p> <p>YouTube / Digital Scapes</p> <p>Class Submissions</p> <p><b>FG:</b> "Organ Sales Will Save Lives" by Joanna MacKay pg. 119</p> <p><b>FG:</b> "Guiding Your Reader" pg. 312-317</p>
<p>10</p> <p><b>Lyrical Narratives</b></p>	<p>10/28</p> <p>Return OC#2</p> <p>Outline Workshop for IC #3</p> <p>"Desiderata" by Max Ehrmann</p> <p><a href="http://tinyurl.com/medesi">http://tinyurl.com/medesi</a></p> <p>Class Submissions</p>	<p>10/30</p> <p>Write:</p> <p>In Class Essay #3—Appeal to Audience / Argumentative Essay</p>
<p>11</p> <p><b>Video Game and Alternative Narratives</b></p>	<p>11/4</p> <p>The Mario Brothers, Link, and Little Nell</p> <p>A bit of narratology / ludology</p> <p><b>FG:</b> Synthesizing Ideas pg. 457-461</p> <p><b>DUE: Grammar Worksheets Packet 2</b></p>	<p>11/6</p> <p>OC #3-Comparative Essay assignment given</p> <p>Class Submissions</p> <p><b>FG:</b> "Finding Sources" pg. 432-452 AND Quoting, Paraphrasing and Summarizing pg. 462-474</p>

12 <b>Work Work Work</b>	11/11 Veterans Day (No Class)	11/13 Turn in OC #3 on Canvas by tonight at midnight and receive comments. DUE: Paragraph Proposal
13 <b>Political / Eco-Literature</b>	11/18 Read: <b>NS:</b> "Watching Oprah from Behind the Veil" by Jeff Jacoby pg. 368 <b>FG:</b> "Comparing & Contrasting" ph. 348-355 Workshop on Analysis. OC #3 Draft Due on Canvas tonight by midnight. (No comments)	11/20 OC #3- Comparative Essay Final Due on Canvas tonight at 11:59 PM (make sure to print a copy for your portfolio) <b>Elevator Presentations</b>
14 <b>Diaspora and Divergence</b>	11/25 "Diving Into The Wreck" by Adrienne Rich <a href="http://tinyurl.com/richdiving">http://tinyurl.com/richdiving</a> OC #4 Reflection Assigned	11/27 Return OC #3 <b>Watch: TED Talk.</b> Pico Iyer: Where is home? <a href="http://tinyurl.com/tedhome">http://tinyurl.com/tedhome</a>
15 <b>Reflecting</b>	12/2 Read: <b>FG:</b> Reflections AND "My Life as a Dog" by Jonathan Safran Foer pg. 214-221 <b>IC #4-Critical Thinking / Literary Analysis Workshop</b> Workshop on Revision	12/4 Write: <b>IC #4-Critical Thinking / Literary Analysis</b>
16 <b>Work Work Work Pt. 2</b>	12/9 <b>Writing Groups</b> OC #4 Outline/Draft Due	12/11 <b>No Class.</b> <b>Winter Break!</b>
<b>The End</b>	FRIDAY 12/13 OC #4-Portfolio / Reflective Essay Due	

A Few Key Dates on the Fall 2013 Calendar:

FIRST DAY OF CLASSES	21 Aug.
LABOR DAY	02 Sept.
LAST DROP DAY	03 Sept.
LAST ADD DAY	10 Sept.
VETERAN'S DAY	11 Nov.
THANKSGIVING BREAK	28-29 Nov.
1A, 1B 100W, 100WB FINALS	07 Dec. (Saturday)
LAST DAY OF INSTRUCTION	09 Dec.
HOLISTIC GRADING DAY	10 Dec.
FINAL EXAMINATIONS	11-13, 16-17 Dec.
FINALS MAKEUP DAY	18 Dec.
1A, 1B, 100W, 100WB EXAM MAKE-UP	18 Dec.
GRADES DUE	20 Dec. (Friday)