

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 38, Fall 2013

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Office Hours:	Mondays 3:00–4:00 PM, Wednesdays 3:00–3:45 PM, and by appointment (Note: No office hours on SJSU holidays)
Class Days/Time:	Mondays and Wednesdays, 1:30-2:45 PM (MW 1330-1445)
Classroom:	Dudley Moorhead Hall (DMH) 354
GE Category:	Written Communication A2

MYSJSU Messaging

Announcements and copies of course materials such as the syllabus, major assignment handouts, etc., may be distributed via email. You are responsible for regularly checking the email account associated with your MySJSU account.

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 [Accessible Education Center] policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Library Liaison for English courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096; Email: Toby.Matoush@sjsu.edu

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

Required Texts/Readings

Textbooks

Bullock, Richard. *The Norton Field Guide to Writing*. 3rd ed. New York: W. W. Norton & Co., 2013. Print. Individual* ISBN: 978-0-393-91956-1 [**Indicated as NFG in course schedule**]

Cooley, Thomas. *The Norton Sampler: Short Essays for Composition*. 8th ed. New York: W. W. Norton & Co., 2013. Print. Individual* ISBN: 978-0-393-91946-2 [**Indicated as NS in course schedule**]

Lunsford, Andrea. *The Everyday Writer*. 5th ed. Boston/New York: Bedford/St. Martin's, 2013. Print. ISBN: 978-1-4576-1267-1 [**Indicated as EW in course schedule**]

***Please note:** The *Norton Field Guide to Writing* and the *Norton Sampler* are available through the Spartan Bookstore as a discounted bundle under ISBN: 978-0-393-51704-0

All books can be purchased at Spartan Books and through internet sellers, some of which can be accessed through this link: <http://www.sjsu.edu/english/donations/>. Be sure that any text you buy has the correct ISBN (as indicated in the listings above).

Required Web/Internet Readings and Online Resources:

Albert Einstein, "An Ideal of Service to Our Fellow Man"
<http://thisibelieve.org/essay/16465/>

Morris Mchawia Mwavizo, "There Is Always a Way Out"
<http://thisibelieve.org/essay/133302/>

Craig Newmark, "That Golden Rule Thing" <http://thisibelieve.org/essay/27137/>

Elizabeth (No last name given), "This I Believe" <http://thisibelieve.org/essay/17709/>

Christian McBride, "Be Cool" <http://thisibelieve.org/essay/22949/>

SJSU Library Online: <http://library.sjsu.edu/>

Other Required Materials

You will need to bring paper (I recommend a spiral-bound notebook) plus a supply of blue or black ink ballpoint pens to class each day. You will need to bring "blue books" (paper exam booklets) for the in-class Writing Sample assignment at our second class meeting and for all subsequent in-class essays. I strongly recommend a decent-sized folder for storing all your work during the semester: you will need to refer to previous assignments when writing your final reflection essay at the end of the course.

Classroom Conduct and General Protocols

Our classroom environment is everyone's responsibility. You are required to be courteous to your classmates and to the instructor. People sometimes forget that the classroom is a professional setting where the rules that govern a business meeting often apply. For example, electronic devices such as cell phones and laptop computers need to be turned off (unless a particular activity warrants their use, in which case the instructor will clearly indicate that), and you should avoid coming to class late: this impacts your learning and can also be distracting for everyone else.

If an emergency arises that requires your absence from class, or you are taken ill, you would do well to contact the instructor at your earliest opportunity by email. Simply prioritizing your education behind other time commitments does not constitute an emergency. However, life happens; stay in touch, so you can avoid falling behind in this fast-paced, intensive course. Exchanging contact info with at least one other student in the course is also a good idea.

Protocol for written work requires that all quotations must be enclosed in quotation marks or, when more than three lines, put in an indented block. Full citation of the original author and source must also be included. For all papers, review *The Everyday Writer* for help with quote integration, formatting, and proper citation. Also, see the SJSU policy on “Academic Integrity” (<http://info.sjsu.edu/web-dbggen/narr/static/catalog/integrity.html>) for help defining and avoiding plagiarism of all kinds.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library, and the ASCSC offers laptop rentals to students (see http://as.sjsu.edu/ascsc/index.jsp?val=csc_lrp).

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 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 the [Peer Connections website](http://peerconnections.sjsu.edu) (<http://peerconnections.sjsu.edu>) for more information.

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.

The following statement has been adopted by the Department of English for inclusion in all syllabi:

In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

In written assignments for English 1A, this scale is based on the following criteria:

A [90-92=A-, 93-96=A, 97-100=A+] = Excellent: The "A" essay is articulate and well developed with fluid transitions and a clear and persuasive use of examples, evidence, or research materials. An "A" essay contains a fresh insight which teaches the reader something new about the subject matter.

B [80-82=B-, 83-86=B, 87-89=B+] = Above average: The "B" essay demonstrates a good understanding of its subject, a clear and persuasive use of examples or evidence, a certain level of ease of expression, and solid organization. However, it usually lacks the level of originality and creativity that characterizes the insight found in an "A" essay.

C [70-72=C-, 73-76=C, 77-79=C+] = Average: The "C" essay makes a good attempt at all the assignment's requirements. It has a reasonable understanding of its subject matter but its ideas are frequently simplistic or over-generalized. The writing style is also more bland and repetitive than the style shown by "A" and "B" essays and it often contains flaws in grammar, punctuation, spelling and/or word choice. It may also use examples or evidence out of context.

D [60-62=D-, 63-66=D, 67-69=D+] = Below Average: The "D" essay is poorly organized and generally unclear. It has inappropriate or inadequate examples, is noticeably

superficial or simplistic, and/or contains some serious mechanical and grammatical problems. A "D" essay may also reveal some misunderstanding of the assignment requirements.

F = Failure: An "F" essay has not addressed the requirements of the assignment and is unacceptable work in terms of both form and content.

Turnitin.com Requirement and Late Penalties

Final drafts of formal written assignments must also be submitted through Turnitin.com <http://turnitin.com/> in order to receive a grade. Your Turnitin.com **Course ID** is **6731286** and your **Password** is **dmh354**. You will need these to log in and submit work.

Late penalties will initially be based on whether or not a paper copy has been turned in, on time, in class. If neither the paper nor the turnitin.com version is submitted on the day it is due, 10% of the possible points (one full letter grade) will automatically be deducted from any grade the essay earns. If more than a week has passed after a due date and *both* paper and electronic versions have not been submitted, the paper will not be accepted without prior instructor approval. The *only* way to avoid such penalties is to contact the instructor in writing *before* the due date to explain your particular situation and to negotiate a possible extension. Please note that any extension will be given at the instructor's sole discretion.

Assignments

Writing Sample: In-class essay exam	1.25 hours (@500 words) [SLO 1, 2, 3, 4]	0% of the final course grade
Paper One: 500-word "This I Believe" Essay	1–2 page personal essay (500 words) [SLO 1, 2, 3,4]	10%
Paper Two: Rhetorical Analysis and Evaluation, with argumentation	4–5 page analysis and evaluation (1200-1500 words) [SLO 1, 2, 3, 4]	15%
Paper Three: Comparative essay, with argumentation	4–5 page analysis (1200–1500 words) [SLO 1, 2, 3,4]	15%
Paper Four: Revision ("A major revision is defined as a significant rethinking or reworking of an assignment rather than correcting small grammatical or structural mistakes.")	6–8 page (@2000 words) major revision and expansion, to include research, of In-Class Essay Exam 2. MLA format; minimum of 2 secondary sources [SLO 1, 2, 3, 4]	20%
Paper Five: Reflection Essay (Portfolio Assessment Final Exam)	5–7 pages (1500 words minimum) [SLO 1, 2, 3, 4]	15%

In-Class Essay Exam 1	1.25 hours (@500 words) [SLO 1, 2, 3, 4]	5%
In Class Essay Exam 2	1.25 hours (@500 words) [SLO 1, 2, 3, 4]	5%
Class Participation	In-class activities including informal writing, group work, presentations, discussions, and reading/grammar quizzes [SLO 1, 2, 3, 4]	5%
Informal Writing assignments (up to 20) [These will be indicated as IW in the Course Schedule and in announcements, both in class and through email, as they are added during the semester.]	Brief writing tasks, often assigned as homework. Expect to bring something written to class almost every day. These will include a wide range of assignments such as reading notes and summaries, outlines, introductory paragraphs, brief proposals, 1-page essays, etc. [SLO 1, 2, 3, 4]	10%
Final Presentation: Brief reflection on your growth as a writer	2-minute oral presentation [SLO 2, 4]	(Counts toward your Class Participation grade)
Total		100%

Final Assignment:

Instead of a final exam, you will write a critical reflection at the end of the class. 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. This course does not have a final exam.

English 1A, Section 38, Fall 2013 Course Schedule

*This schedule is subject to change with reasonable notice given in class and via the email listed in your MySJSU account. Expect, for example, readings in *The Everyday Writer [EW]* to be assigned in addition to what is listed below. Further topics and tasks for Informal Writings [IW] will also be announced as student needs and skill sets become apparent. The schedule indicated here is our starting point, the outline we'll work from together over the course of the semester.*

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 21	Introductions: Course Overview; IW #1, "Who Are You?" (in class)
2	August 26	In-Class Essay: Writing Sample. Bring "blue book" and pen(s). Read: "How to Use This Book," (<i>NFG</i> xv–xvii); Chapter 1, "Purpose" (<i>NFG</i> 3–4); Chapter 2, "Audience" (<i>NFG</i> 5–8); Chapter 3, "Genre" (<i>NFG</i> 9–11); Chapter 4, "Stance" (<i>NFG</i> 12–15)
	August 28	Read these 5 short essays, available online: Albert Einstein, "An Ideal of Service to Our Fellow Man" http://thisibelieve.org/essay/16465/ Morris Mchawia Mwavizo, "There Is Always a Way Out" http://thisibelieve.org/essay/133302/ Craig Newmark, "That Golden Rule Thing" http://thisibelieve.org/essay/27137/ Elizabeth (No last name given), "This I Believe" http://thisibelieve.org/essay/17709/ Christian McBride, "Be Cool" http://thisibelieve.org/essay/22949/
3	September 2	Labor Day observed – Campus closed (No class meeting) Read: Chapter 15, "Memoirs" (<i>NFG</i> 187–190); Chapter 18, "Reflections" (<i>NFG</i> 217–221)
	September 4	IW due: Initial draft of Paper 1, "This I Believe" essay. Read: Woolf, "The Death of the Moth" (<i>NS</i> 630–633); Chapter 1, "Reading as a Writer," in the <i>Norton Sampler</i> (<i>NS</i> 1–23)
4	September 9	Read: Chapter 28, "Editing and Proofreading" (<i>NFG</i> 282–286); Chapter 37, "Describing" (<i>NFG</i> 367–375); Chapter 40, "Narrating" (<i>NFG</i> 387–395); McDonald, "A View from the Bridge" (<i>NS</i> 90–95); Li, "Orange Crush" (<i>NS</i> 161–166)
	September 11	Paper #1, "This I Believe" essay, due: bring hard copy to class, submit electronically to turnitin.com. Read: Mebane, "The Back of the Bus" (<i>NS</i> 167–176); Barry, "The Sanctuary of School" (<i>NS</i> 177–183); Chapter 21, "Language that Builds Common Ground" (<i>EW</i> 250–256)

Week	Date	Topics, Readings, Assignments, Deadlines
5	September 16	Read Chapter 8, “Process Analysis,” in the <i>Norton Sampler</i> : Introductory section (<i>NS</i> 292–303), Goodman’s “So, You Want to Be a Writer? Here’s How” (<i>NS</i> 322–326), and Weiss’s “How to Get Out of a Locked Trunk” (<i>NS</i> 333–341); Chapter 39, “Explaining Processes” (<i>NFG</i> 382–386)
	September 18	IW due: Process Analysis. Read: Chapter 6, “Writing in Academic Contexts” (<i>NFG</i> 19–24); Chapter 22, “Writing as Inquiry” (<i>NFG</i> 251–254); Chapter 24, “Generating Ideas and Text” (<i>NFG</i> 259–265)
6	September 23	Read: Wendel, “King, Kennedy, and the Power of Words” (<i>NS</i> 487–492); Montgomery, “The Island of Plenty” (<i>NS</i> 539–544); Buffet, “Stop Coddling the Super-Rich” (<i>NS</i> 274–278); Chapter 41, “Reading Strategies” (<i>NFG</i> 396–413); Chapter 45, “Evaluating Sources” (<i>NFG</i> 455–456 [“Reading Sources with a Critical Eye”])
	September 25	Read: Sojourner Truth, “Ain’t I a Woman?” (<i>NS</i> 627–629); King, “I Have a Dream” (<i>NS</i> 634–639); Watts, “The Color of Success” (<i>NS</i> 247–252); Chapter 8, “Analyzing Texts” (<i>NFG</i> 62–64 [Safire, “A Spirit Reborn”], 69–81)
7	September 30	Read: Chapter 13, “Evaluations” (<i>NFG</i> 164–172); Chapter 3, “Writing Paragraphs,” in the <i>Norton Sampler</i> (<i>NS</i> 42–58); Chapter 13, “Analyzing Arguments” (<i>EW</i> 143–161)
	October 2	Peer-Editing Workshop: Bring complete rough draft of Paper 2, Rhetorical Analysis/Evaluation, typed/printed, to class to share. Read: Chapter 26, “Assessing Your Own Writing” (<i>NFG</i> 270–274); Chapter 27, “Getting Response and Revising” (<i>NFG</i> 275–281); Lederer, “English is a Crazy Language” (<i>NS</i> 216–221)
8	October 7	Paper 2, Rhetorical Analysis/Evaluation, due: bring hard copy to class, submit electronically to turnitin.com. Read: Chapter 20, “Mixing Genres” (<i>NFG</i> 235–242); Chapter 21, “Choosing Genres” (<i>NFG</i> 243–248); Chapter 14, “Constructing Arguments” (<i>EW</i> 161–184)
	October 9	Read: Chapter 34, “Classifying and Dividing” (<i>NFG</i> 342–347); The Onion, “All Seven Deadly Sins Committed at Church Bake Sale” (<i>NS</i> 200–205); Barry, “Guys vs. Men” (<i>NS</i> 427–435)
9	October 14	Read: Chapter 47, “Quoting, Paraphrasing, and Summarizing” (<i>NFG</i> 462–474); Chapter 48, “Acknowledging Sources, Avoiding Plagiarism” (<i>NFG</i> 475–479)
	October 16	In-Class Essay Exam 1 today: Bring “blue book” and pen(s). Read: Chapter 42, “Taking Essay Exams” (<i>NFG</i> 414–418)
10	October 21	Read: Chapter 35, “Comparing and Contrasting” (<i>NFG</i> 348–355);

Week	Date	Topics, Readings, Assignments, Deadlines
		Jacoby, “Watching Oprah from Behind the Veil” (<i>NS</i> 368–372); Soto, “Like Mexicans” (<i>NS</i> 390–396); Cohen, “The Meaning of Life” (<i>NS</i> 406–411)
	October 23	Read: Chapter 30, “Beginning and Ending” (<i>NFG</i> 299–311); Read: Wu, “Homeward Bound” (<i>NS</i> 206–210); Tan, “Mother Tongue” (<i>NS</i> 253–261); Barrientos, “Se Habla Español” (<i>NS</i> 436–441)
11	October 28	Read: Rose, “Blue-Collar Brilliance” (<i>NS</i> 459–470); Nuñez, “Climbing the Golden Arches” (<i>NS</i> 493–498); Gates, “A Giant Step” (<i>NS</i> 499–505); Chapter 12, “Critical Reading” (<i>EW</i> 129–143)
	October 30	Peer-Editing Workshop: Bring complete rough draft of Paper 3, Comparative Essay, typed/printed, to class to share. Read: Chapter 25, “Drafting” (<i>NFG</i> 266–268); Chapter 31, “Guiding Your Reader” (<i>NFG</i> 312–317)
12	November 4	Paper 3, Rhetorical Analysis/Evaluation, due: bring hard copy to class, submit electronically to turnitin.com. Read: Chapter 33, “Arguing” (<i>NFG</i> 323–335 [through “Choosing Appropriate Evidence”]); White and Arp, “Should Batman Kill the Joker?” (<i>NS</i> 545–549)
	November 6	Read: Chapter 33, “Arguing” (<i>NFG</i> 335–341 [from “Convincing Readers You’re Trustworthy”]); Huffington, “Empathy: What We Need Now” (<i>NS</i> 550–557)
13	November 11	Veteran’s Day observed – Campus Closed (No Class Meeting) Read: Horton, “Metal Memorials” (<i>NS</i> 211–215)
	November 13	In-Class Essay Exam 2 today: Bring “blue book” and pen(s). Read: Chapter 10, “Arguing a Position” (<i>NFG</i> 119–135 [Sample argumentative essays])
14	November 18	Read: Chapter 10, “Arguing a Position” (<i>NFG</i> 135–149 [rest of chapter]); “Mind and Media: Is <i>Google</i> Making Us Stupid?” (<i>NS</i> 558–576): introduction (558), Pinker’s “Mind over Mass Media” (559–562), Carr’s “Hal and Me” (563–569), and Lunsford’s “Our Semi-Literate Youth? Not so Fast” (570–576)
	November 20	Read: Chapter 44, “Finding Sources” (<i>NFG</i> 432–452); “Moneyball: Are College Sports Worth the Price?” (<i>NS</i> 577–601): introduction (577), Rosenberg’s “Let Stars Get Paid” (578–583), Posnanski’s “College Athletes Should Not Be Paid” (584–590), Pappano’s “How Big-Time Sports Ate College Life” (591–600), and “Analyzing the Arguments” section (601).
15	November 25	Peer-Editing Workshop: Bring complete rough draft of Paper 4, Argumentative Essay with Research, typed/printed, to class to share.

Week	Date	Topics, Readings, Assignments, Deadlines
		Read: Chapter 49, "Documentation" (<i>NFG</i> 480–483); Chapter 18, "Integrating Sources and Avoiding Plagiarism" (<i>EW</i> 224–234)
	November 27	Read: Chapter 50, "MLA Style" (<i>NFG</i> 484–521 [skim for familiarity], 521–532 [from "Formatting a Paper," read/review all]); Swift, "A Modest Proposal" (<i>NS</i> 612–622)
16	December 2	Paper #4, Argumentative Essay with Research, due: bring hard copy to class, submit electronically to turnitin.com. Read: Chapter 29, "Compiling a Portfolio" (<i>NFG</i> 291–294); Kingsolver, "In Case You Ever Want to Go Home Again" (<i>NS</i> 143–147)
	December 4	Final Presentations: Brief (2-minute) reflection on your growth as a writer, your strengths and weaknesses as a writer, and what you have learned about your writing process. Read: Chapter 56, "Giving Presentations" (<i>NFG</i> 612–620); Sedaris, "Laugh, Kookaburra" (<i>NS</i> 227–237)
17	December 9	Paper 5, Reflection Essay, due: bring hard copy to class, submit electronically to turnitin.com. Final Presentations (continued). Read: Chapter 32, "Analyzing Causes and Effects" (<i>NFG</i> 318–322); Steinbach, "The Miss Dennis School of Writing" (<i>NS</i> 96–105)

Important SJSU dates, Fall 2013 Semester

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)