

San José State University
Department of English and Comparative Literature
English 1A (26894), Composition 1 (GE A2), Section 02, Spring 2016

Instructor:	Tommy Mouton, MFA
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Office Hours:	MW 1:30-3:00 p.m., and by appointment
Class Days/Time:	MW 7:30-8:45 a.m.
Classroom:	BBC 122
Prerequisites:	EPT of 147 or higher, passage of LLD 1 or 2
GE Category:	Written Communication A2

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for regularly (at least once every other day) checking with the messaging system through MySJSU to learn of any updates. *Also: In lieu of handouts, I will often upload reading materials to Canvas.

ENGL 1A Course Description

English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

Prerequisites: Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT, such as LLD 2.

ENGL 1A Learning Outcomes (CLO)

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

- communicate meaning clearly and effectively;
- identify focus, tailored to a particular audience and purpose;
- perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
- explain, analyze, develop, and criticize ideas effectively;
- use within an essay supporting material drawn from primary and secondary sources, including appropriate citations
- organize individual paragraphs and entire essays;
- construct sentences with accuracy, variety, and clarity;
- use appropriate diction and tone;
- control conventions of written English (e.g., punctuation, spelling, reference, agreement).

GE Area A2 Course Description

ENGL 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. **A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.**

GE Learning Outcomes (GELO)

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

1. Demonstrate the ability to read actively and rhetorically
2. Demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance
3. Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. Demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. Demonstrate college-level language use, clarity, and grammatical proficiency in writing

ENGL 1A Course Content

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes. I expect you to have an open mind and respect the views of your peers, as they will respect yours. Insensitivity will not be tolerated.

Writing: Assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued and students should be able to perform well in timed writing situations, at least two essays shall be written in class. In addition, ENGL 1A classes require multiple out-of-class essays. In this class we will write a total of *three* out-of-class essays.

Reading: Reading/Active Reading is essential to your development as a proficient thinker and writer. All assigned reading(s) must be completed prior to coming to class. Be prepared to discuss. Quizzes will often provide me the confirmation that you have read. So, be prepared!

Final Experience: Your final will consist of a comprehensive exam on all class material: textbook information; lecture notes; grammar and mechanics. You must take/complete the final exam in order to pass this course.

Required Texts:

The Curious Writer, Fourth Concise Edition

Print ISBN:9780205876648

The Short Prose Reader, 13th Edition, Gilbert Muller, Harvey S. Wiener

Print ISBN: 978-0073383934

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford (Accessed via Canvas)

Print ISBN: 9781457667121

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online
(<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

Online: <http://www.macmillanhighered.com/techsupport>

Supplemental textbooks used:

Writing True: The Art and Craft of Creative Nonfiction, Perl and Schwartz

Materials:

Journal Notebook/Binder

Pens and pencils

One college-level dictionary

Stapler and Highlighters

Laptop/tablet (Device to compose work)

Classroom Protocol

Attendance/Professionalism: You will arrive on time and be ready to work. Regular attendance is expected of you. If you are not present, you cannot participate. A lack of participation will adversely affect your growth as a writer and your overall grade in this course. Consider this your workplace: appropriate language, dress, and behavior are expected. Technology excuses regarding the failure to compose/type or print work will not be tolerated. Do not text or make/receive phone calls during class. Laptops/ipads, e-readers, etc., will remain off/closed during lectures, unless told otherwise. Please eat and drink prior to coming to class. In most instances, however, bottled water will be allowed. ***About Office Hours:** You should plan on seeing me regularly, especially if you are having a hard time in my class. Make the necessary time to meet with me. I am committed to helping you improve.

ENGL 1A Course Requirements

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Course Assignments/What Are They Worth:

1000 points total

Personal Essay (20%) = 200 points:

1 Personal Essay- (1000-1200 words)

Argumentative Essay (20%) = 200 points:

1 Argumentative Essay (1000-1200 words)

Analytical Essay (20%) = 200 points:

1 Critical Analysis Essay (1000-1200 words)

Presentations (10%) = 100 points:

1 Common Grammar Error write-up + Presentation (50 points).

1 Analysis/Reading write-up + Presentation (50 points).

Homework (10%) = 100 points

5 homework assignments worth 20 points each

Quizzes (10%) = 100 points:

5 quizzes worth 20 points each

Comprehensive Final (10%) = 100 points:

The class will conclude with a final exam. See the course schedule for details.

Assignments:

Writing/Essays (GELOs 2, 3, 4, 5): All out-of-class essays must be typed: (12pt. font, Times New Roman, Double-spaced, one inch margins—with your name, page numbers, and word count present somewhere on the page. Repeated failure to follow directions will result in 10% being taken from your overall grade. For further formatting rules, reference “MLA Documentation” in your course reader. Essays are due on the “Due Date.” For illnesses and emergencies, do plan on sending the essay with a classmate. **All revised final drafts will be printed, stapled and turned in to me.** *Also: all essays are graded with a rubric, per that essay’s essential rhetorical elements*

Revision (GELOs 2, 3, 4, 5): In order to meet the department's 4000 word revision requirement, you are expected to revise each essay draft. How will I know you have revised? Along with your final revised draft, you will turn in your original draft (i.e. the one with my comments). Your growth as a writer will only happen if you are in fact committed to revision. Failure to revise will negatively impact your grade.

Grammar Presentation and write-up (GELO 5): Grammatical proficiency is expected of you. You will show your growth and understanding, related to your common problem areas as discussed in *The Everyday Writer*, by presenting to the class. This presentation will consist of slides (at least ten), along with a 500 word reflective write-up

Analysis/Reading Presentation and Write-up (GELOs 1, 4, 5): From assigned essays, you will choose an essay in which you would like to show reading/critical thinking proficiency, using the many reading strategies we will have discussed. This presentation will consist of multiple slides, along with a 500 word reflective write-up

Homework (GELOs 1, 2, 3, 4, 5): All assigned homework is due at the beginning of the class period. If you are late, your homework *will not* be accepted. If you are absent, you can pass your homework on to a classmate. If any homework is assigned (i.e. an addendum to what is on the syllabus) while you are absent, plan on contacting a classmate. Do not contact me. *Late homework will not be accepted. Also, if you complete the wrong homework assignment, no credit will be given.*

Quizzes (GELOs 1, 3, 4, 5): You will take multiple quizzes this semester. If you are late or arrive after the quiz has begun, or if you are absent, you forfeit that day's quiz. Quizzes *cannot* be made up. I do not round quizzes up to the nearest whole point/grade.

Extra Credit: Reading/Literary Events (GELO's 3, 4, 5): Attending one or two reading events, along with a 300 word write-up (worth 2 points/1 point for each event) can be used to help improve one or two poor quiz grades. Events can also be found at:

<http://www.litart.org/> (Center for Literary Arts)

<http://www.sjsu.edu/english/community/index.html> (SJSU English Department)

<http://www.sjsu.edu/steinbeck/index.html> (Center for Steinbeck Studies)

<http://www.pcsj.org> (Poetry Center San Jose)

Participation: Class participation (being present; engaging in class discussions) is expected of you. An unwillingness to participate will more likely than not keep you from growing and enjoying the class.

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 you, the student, is a capable college-level writer and reader of English

A+ (100-97)	A (96-94)	A- (93-90)
B+ (89-87)	B (86-84)	B- (83-80)
C+ (79-77)	C (76-73)	C- (72-70)
D+ (69-67)	D (66-64)	D- (63-60)
F (0-59)		

Note: I do not round up final grades. In other words, an 89.9 % is a B+

- The “**A**” essay will be well-organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and to construct sentences distinguished by syntactic complexity and variety. **Such essays will be essentially free from grammatical, mechanical, and usage errors.**
- The “**B**” essay will demonstrate competence in the same categories as the “**A**” essay. The chief difference is that the “**B**” essay will show some slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.
- The “**C**” essay will complete all tasks set by the assignment, but show weaknesses in fundamentals, usually development, with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “**B**” essay. **A “**C-**” essay will consistently have grammatical, mechanical, and usage errors that, however, are not as serious as a “**D**” essay but ultimately hinder the essay’s overall effectiveness.**
- The “**D**” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or too short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and/or usage errors that are serious and/or frequent enough to interfere substantially with the writer’s ability to communicate.
- The “**F**” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

Resources and University Policies:

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>

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.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. 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.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - 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.”

Academic integrity: **PLAGIARISM WILL NOT BE TOLERATED**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays:

San José State University shall provide accommodation on any graded class work or activities for any student wishing to observe religious holidays when such observances require you, the student, to be absent from class. It is your responsibility to inform me, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, you must notify me, in writing, at least three days before the date you will be absent. It is my responsibility to make every reasonable effort to honor your request without penalty. It is also your responsibility to make up all work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

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.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.



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. *Note: Visiting the writing center, along with my office hours, will, if you are struggling, help you improve.*

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.

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

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 at <http://www.sjsu.edu/counseling>.

English 1A: Spring 2016

Course Schedule

Note: I will teach to your needs. This schedule is subject to change. When the need arises, I will make the necessary amendments to this schedule.

Week	Date	Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
1	M 2/1	Course introductions Syllabus Review Student Introductions	Buy Textbooks Log on to Canvas and view <i>The Everyday Writer</i> Read "Happy Talk"-Hammerstein
1	W 2/3	Diagnostic Essay Response (30 min.) Complete and Discuss Writing Process Survey: The Curious Writer (TCW 19-22)	Read 39-60. Complete Steps 1-4 (TCW Ex.2.5 57-60)-HW #1
2	M 2/8	Ch. 2 Discussion: Reading Creatively/Critically (2.5); Purposes for Academic Reading; Reading Situations and Rhetorical Choices; Reading Perspectives; A process for reading to write questions	Study for Quiz #1
2	W 2/10	Quiz #1 This I Believe: Ex. 1.1 (TCW 5-6) Writing Habits (TCW 8-11)	Read "Writing Situations and Rhetorical Choices" (TCW 13-18); Complete 300 word Literacy Narrative Write-up, plus one slide multi-modal collage-HW#2
3	M 2/15	Literacy Narrative Due! Literacy Narrative Share-outs Discuss Writing Situations and Rhetorical Choices	Read TCW 22-37
3	W 2/17	Discuss: Two Modes of Thinking + The Inquiry Question	Study for Quiz #2
4	M 2/22	Quiz #2 Introduction into The Personal Essay: Finding Voice/Where Does "I Stand?"	Read "Under the Influence"-Sanders

Week	Date	Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
4	W 2/24	Creative vs. Critical thinking/writing; Scene, Summary, and Reflection, from "Under the Influence"	Read "Waterloo"-Lamb <i>The Short Prose Reader/TSPR</i> 159-163
5	M 2/29	Discuss "Waterloo" Read "Salvation"-Hughes	Complete Personal Essay Draft (500-600 words): GELOs-2,3,4,5
5	W 3/2	Personal Essay Draft Due! Introduction to Revision: <i>TCW</i> 371-376	Complete 10.11: Explode a Moment exercise <i>TCW</i> 389-390 (HW #3)
6	M 3/7	Complete Problems with Purpose and Meaning Questions; Discuss Purpose (Types of Inquiry questions); discuss meaning (answers to questions) i.e. thesis, main point, theme	Study for Quiz #3 (Revision Strategies) Bring Laptops/Tablets
6	W 3/9	Quiz #3 Discuss Problems with Information; Structure; Clarity and Style Work on Personal Essay Draft	Complete Grammar Tutorial
7	M 3/14	Discuss Grammar Tutorial Introduction to Lunsford's Top 20 Common Writing Errors Intro. To Common Error Presentation	Revise and complete Personal Essay (1000-1200 words) Begin Common Writing Error Presentations and write-ups Bring Laptops/Tablets
7	W 3/16	Revised Personal Essay Due! Writing Error Tutorial Work on Common Writing Error Presentations and Write-ups	Work on and complete Common Writing Error Presentation and Write-ups: GELOs 1, 3, 4, 5 <i>Note: All presentations are due via email prior to the start of class time</i>
8	M 3/21	Presentations and write-ups Due! Begin Presentations	Fine tune presentations
8	W 3/23	Complete Presentations	ENJOY SPRING BREAK

Week	Date	Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
9	M 3/28	Spring Recess: No Class!	ENJOY SPRING BREAK!
9	W 3/30	Spring Recess: No Class!	Mentally and physically prepare for class
10	M 4/4	Common Writing Error Debrief Writing an Argument: Ethos, Pathos, Logos + Common Fallacies "Devastating Beauty" (<i>TEW</i> 168-172)	Study for Quiz #4 (Grammar)
10	W 4/6	Quiz #4 "Leave Your Name at the Border" (<i>TSPR</i> 437-442) Claim, Reasons, Evidence Argumentative Clustering Exercise for Topic!	Read Using and Citing Sources: Summarizing, Paraphrasing and Quoting (TCW 293-303) Continue brainstorming topics Bring Laptops/tablets
11	M 4/11	Complete (<i>TCW</i> 301-302) Methods of Development Begin argumentative draft	Complete Argumentative Draft (500-600 words): GELOs 2, 3, 4, 5
11	W 4/13	Argumentative Draft Due! Using and Citing Sources Discussion Critical vs. Creative vs. Where Does I Stand	Read <i>TSPR</i> "The Seat Not Taken" (431-433) and "The Great Wall of America" (445-448) answer Understanding the Writer's Techniques (for each essay)-HW #4
12	M 4/18	Revision Strategies: Problems with Information and Structure <i>TCW</i> 390-400	Study for Quiz #5 (The Argument and Using and Citing Sources) Bring Laptops/Tablets
12	W 4/20	Quiz #5 Work on Argumentative Essay	Read Eric Liu's "Notes of a Native Speaker" Complete Fastwriting Prompt question #3 (TCW 243)-HW#5
13	M 4/25	Critical Analysis Introduction Discuss "Notes of a Native Speaker" + Interpretation/Inductive Process	Complete Argumentative Essay (1000-1200 words)

Week	Date	Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
13	W 4/27	Final Revised Argumentative Due! Analysis Presentation Introductions See Student Analysis Sketch Essay (TCW)	Choose essay from assigned essays (TSPR); then decide on words, lines, and passages you want to analyze/show what they mean Bring Laptops/Tablets
14	M 5/2	Discuss Methods of Development Read Student Final Analysis Sketch (TCW) Work on Critical Analysis draft	Complete Analysis Essay Draft (500-600 words): GELOs 1, 2, 3, 4, 5
14	W 5/4	Critical Analysis Draft Due! Presentation essays assigned	Begin and complete analysis presentation: GELOs 1, 3, 4, 5 Email slides Print out write-up
15	M 5/9	In-class Analysis Presentation share-outs	Take a breather...
15	W 5/11	In-class Analysis Presentation share-outs	Revise Critical Analysis Essay Bring Laptops/Tablets
16	M 5/16	Work on Critical analysis revision Final Review	Complete Critical Analysis Study for Final!
Final	M 5/23 7:15-9:30 BBC 122	Final Critical Analysis (1000-1200 words) Due! Comprehensive Final	Click on the link below to find all SJSU final exam dates and times: http://info.sjsu.edu/static/catalog/final-exam-schedule-spring.html

Important Dates for Spring 2016

Thursday, January 28

First day of instruction for Spring semester

Thursday, January 28 - Tuesday, February 16

Late Registration period for Spring semester

Tuesday, February 9

Last day to drop a class without a "W" grade for Spring

Tuesday, February 16

Last day to add for Spring

Last day to submit [Audit option\(PDF\)](#)

Last day to submit [Credit/No Credit grading option\(PDF\)](#)

Last day to submit [Instructor Drops\(PDF\)](#)

Wednesday, February 24

Enrollment census date for Spring

Monday, March 28 - Friday, April 1

Spring Recess - no classes

Thursday, March 31

Cesar Chavez Day - campus closed

Tuesday, April 26

Last Day to withdraw for Spring -[Withdrawal from the Semester Request on AARS website](#)

Monday, May 16

Last day of instruction for Spring

Tuesday, May 17

Faculty web access for Spring grade posting opens at 8:00am

Wednesday-Friday, May 18-20 & Monday-Tuesday, May 23-24

Spring's Final Exams (Exam Schedule)

Saturday, May 28

Commencement

Monday, May 30

Memorial Day - campus closed

Friday, May 27

Spring 2016 grades due from Faculty (Preliminary Deadline)

Saturday, May 28

Initial Spring 2016 [grades viewable on MySJSU](#)

Tuesday, May 31

Deadline to clear Spring 2015 Incomplete grades
Spring 2016 grades due from Faculty (Final Deadline)

Faculty web access for grade posting closes at 11:59pm

Monday, June 6

Spring 2016 Academic Standing viewable on MySJSU-unofficial transcript

