

## San Jose State University

### Department of English and Comparative Literature English 1A, First-Year Writing, Section 27, Fall 2017(GE Area A2)

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<b>Office Hours:</b>	(T/ Th 8:45 – 9:45 PM) (M/W 7:15 – 8:15 PM)
<b>Class Days/Time:</b>	M/W 4:30 PM – 5:45 PM
<b>Classroom:</b>	BBC 124
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE Category:</b>	GE Area A2 Written Communication I

**Course Description:** English 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences and rhetorical situations.

#### **English 1A GE Learning Outcomes (GELO) (Student Learning Objectives for GE Area A2)**

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

1. read actively and rhetorically
2. 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 feature of texts, such as purpose, audience, context and rhetorical appeals
4. integrate your 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

Prerequisite: Completion of Reflection on College Writing  
Satisfies GE Area A2: Written Communication I (with a grade of C- or better)

### **Required Texts/ Materials**

1. SJSU Campus Handbook: The Everyday Writer by Andrea Lunsford

(Writer's Help 2.0 is the e-text version of The Everyday Writer. In addition, it also contains an interactive online learning platform that has built-in units with videos, animations, simulations, discussion groups, and readings and writing assignments. Each unit contains adaptive quizzes to allow students to measure their understanding of texts in multiple ways, covering a broad range of learning styles. Writer's Help 2.0 is free to all incoming first-year students and transfers. It is fully integrated into Canvas.

2. Kirszner, Laurie & Mandell, Stephen, *Patterns for College Writing* (13<sup>th</sup> ed.) ISBN 13: 978 1319088064  
ISBN 10: 1319088066

3. A college-level dictionary

4. 4 - 8 bluebooks for in-class essays

5. 2 yellow examination booklets for the final exam

### **Library Liaison for English Courses**

Ann Agee, Dr. Martin Luther King Jr. Library

### **Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, students are expected to 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>

**Writing:** Writing assignments shall give students repeated practice in pre-writing, organizing, writing, revising, and editing. Upon successful completion of this course, students will be able to complete the writings assignments.

- The number of writing assignments and their careful sequencing are as important as the total number of words written. Nine essays (four in-class and five out-of-class essays) totaling a minimum of 8000 words are required. Final revisions and drafts will consist of 4000 words. This minimum requirement excludes the final exam, journal writing, quizzes, and other informal or brief assignments. However, it can include assignments that require major revisions of drafts already submitted for a grade and commented on by peers and/or instructor. A major revision is defined as a significant rethinking and reworking of an assignment, and not as simple “correcting” of mechanical errors noted on the original. Upon successful completion of this course, students will be able to complete these writings assignments with the proper word counts.
- Upon successful completion of this course, students will be able to complete writing assignments. How the 8000-word minimum will be met is indicated in the syllabus.
- Students shall receive frequent evaluations from the instructor. In evaluating student writing, evaluative comments will comment on specific features of individual papers. Essays will be revised, and comments will encourage and acknowledge student success as well as note problems and suggest ways to improve.

**Reading Assignments:** Reading is essential for you to succeed in this class. Please read the assignments before the assigned due date when they will be discussed in class. Bring your books to class; you’ll need them. Exemplary students will be good readers—that means, for example, looking up unfamiliar words in the dictionary—and will thoughtfully contribute to class discussions. The required texts can be purchased at the San Jose State University Bookstore or with on-line retailers.

You will take frequent quizzes, meet with your peers for group activities, and participate in other classroom assignments related to the readings. In-class quizzes and worksheets will be assigned at the instructor’s discretion.

**Writing assignments:** There are nine required essays: four in-class and five out-of-class. **You must complete all nine essays to pass the course.** The

first essay, a diagnostic, will be completed during the second class meeting but will not count toward your course grade. All other essays will receive a letter grade based on the Departmental Grading Policy listed in the syllabus.

- In-Class Essays: Bring pens, your dictionary, and two large bluebooks to class. **In-class essays (at least 1000 total words) cannot be made up unless prior arrangements have been made with me** (only emergency cases will be considered). The maximum allowed credit for the make-up assignment is half of the original possible point total. Plan your schedule accordingly to avoid missing class on essay days. (Student Learning Objectives 2, 3, 4)
- Out-of-Class Essays: These 4 – 5 page (at least 1000 total words) essays must be typed in 12-point font, double-spaced with one-inch margins, and must conform to MLA citation and formatting guidelines. You must also provide the rough draft and workshop notes along with your final essay, when applicable. **Essays must be handed to me, in person, at the beginning of class.** Plan your schedule accordingly to avoid missing class when essays are due. A late assignment will only be accepted one week after its original due date and the maximum amount of credit which it will be given is fifty per cent of the original point value. The only exception to this policy involves the “Letter to the Instructor” which will only be accepted on the due date listed in the syllabus. (Student Learning Objectives 2, 3, 4)

**The Final:** The mandatory final exam will be administered to all students on Tuesday, December, 19, 2017 from 2:45 PM till 5:00 PM. It will be an in-class essay, and you will be required to bring two yellow examination booklets for this exam. Bring a dictionary (optional) and a blue or black pen. Electronic dictionaries will not be permitted. You will have 30 minutes for pre-writing and 60 minutes for writing. The common essay final shall count 20 percent toward the course grade. Students must take the final exam in order to pass the course.

**Grading:**

**Assignments**

**Value**

In-Class Essays 3 @ 5% (LO 1, 2, 3, 4) Assignments 3, 6, 10	15%
Out-of-class essays (5 @ 10%) (LO 1, 2, 3, 4) Assignments 2, 4, 5, 7, 8	50%
Quizzes, assignments (LO 1, 2, 3, 4)	10%
Participation/ Workshops/ Multimodal Project	10%
Final exam	15%

**Grading Policy:** 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 official 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.

Note: Grades from A – F will be given; however, this class must be passed with a C- or higher. Please remember that a C- is not acceptable for moving on to English 1B (English 2).

**Academic Standards for Assessment:**

The "A" essay (90 – 100 %) 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 of grammatical, mechanical, and usage errors.

The "B" (80 – 89%) essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some describable weakness 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" (70 – 79%) essay will complete all tasks set by the assignment, but show weaknesses in fundamentals, usually development, with barely enough specific information to illustrate examples or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.

The "D" (60 – 69%) essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment – too simplistic or too short. The essay may reveal some problems in development, with insufficient specific information to illustrate examples 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" (0 – 59%) 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, or it may demonstrate a failure to follow instructions.

**With regard to assignments submitted late, any assignments that is not turned in on time will be given ½ credit only if it is submitted at the next class meeting after the original due date.**

**Participation:** Participation is a crucial to this class, and punctuality is crucial to participation. If it is necessary to miss a class, let me know well in advance. Please arrive to class on time and have your cell phones turned off. Class discussion is critical in participation.

**Dropping and Adding:** Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Add-drop deadlines can be found on the current academic calendar web page located below in this syllabus.

# University Resources

## 1. Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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.

## 2. 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.

## 3. 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](#) at <http://peerconnections.sjsu.edu> for more information.

#### **4. 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](#).

### **University Policies**

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.:

<http://www.sjsu.edu/gup/syllabusinfo/index.html>

There is also information on the frosh English webpage:

[http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)

The following are some, but not all, of these policies:

#### **I. SJSU Academic Integrity Policy**

Presenting the ideas or writings of another as one's own and not giving credit to the author is plagiarism. Your own commitment to learning, as



evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy require you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy can be found at <http://www.sjsu.edu/english/comp/policy/index.html>

The SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to: (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.

Any act of plagiarism will result in automatic failure on the assignment and sanctions by the University. Again, please read the "Policy on Academic Integrity" printed in the SJSU *Catalog*.

## **2. Campus Policy on Compliance with Americans with Disabilities Act:**

If you need course adaptations or accommodations because of a disability, or if you need 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. Students with disabilities that require special accommodations must be registered with the SJSU Disability Resource. Presidential Directive 97-03 requires that students with disabilities register with the DRC to establish a record of their disability. Please contact the Disability Resource Center (Admin 110) at 408-924-6000 or 408-924-5990 TTY as soon as possible. The DRC website is <http://www/drc.sjsu.edu/>

## **English Class Schedule for Fall 2017**

Your texts are referenced below using the following abbreviations:  
*Patterns for College Writing* (PCW)



Assignments: EW & WH

**Week 4**  
**9/11, 9/13**

**Assignment #2 due**, Reflective Essay (SLOs 2-5)  
Bredin, “Job Application Letter” (PCW 215)  
Ku, “Midnight” (PCW 217-218)  
“Four Tattoos” and other visual texts (PCW 222)  
Manjoo, “No, I Do Not Want to Pet Your Dog” (PCW 224-229)  
Cofer, “The Myth of the Latin Woman: I Just Met a Girl Named Maria” (PCW 230-237)  
Staples, “Just Walk on By: A Black Man Ponders His Power to Alter Public Space” (PCW 238-243)  
Rhode, “Why Looks Are the Last Bastion of Discrimination” (PCW 244-249)  
Kinkaid, “Girl” (PCW 259-261)  
Szalavitz, “Ten Ways We Get the Odds Wrong” (PCW 250-258)  
Chafets, “Let Steroids into the Hall of Fame” (PCW 21-23)

Chua, “Why Chinese Mothers Are Superior” (PCW 408-414)

Cotharn, “Brains versus Brawn” (PCW 377-382)  
Tecson, “A Comparison of Two Web Sites” (PCW 382-386)  
Ch. 2, “Invention” (PCW 29-50)  
Assignments: EW & WH

**Week 5**  
**9/18, 9/20**

**Assignment #3**, in-class Profile Essay (SLOs 2-5)  
Essay #5 assigned, out-of-class Critical Essay (SLOs 1-5)  
Ch. 3, “Arrangement” (WW 51-64)

Rogers, "The Hidden Life of Garbage" (PCW 186-190)  
Chopin, "The Storm" (PCW 198-206)  
White, "Once More to the Lake" (PCW 191-197)  
Hodgman, "No Wonder They Call Me..." (PCW 180-185)

Pellicane, "The Irish Famine" (PCW 330-334)  
Coolidge, "Rube Goldberg Machine" (PCW 335)  
Koerth-Baker, "Why Rational People Buy into Conspiracy Theories"  
(PCW 342-347)  
Miriktani, "Suicide Note (Poetry)" (PCW 364-368)  
Brooks, "The Movies That Rose from the Grave" (PCW 359-363)  
Assignments: EW & WH

**Week 6**  
**9/25, 9/27**

**Assignment #4 due**, Rhetorical Analysis Essay (SLOs 1-5)  
Rodin, "The Kiss" (PCW 390)  
Indiana, "Love" (PCW 390)  
Williams, "Songs of Summer of 1963...and 2013" (PCW 403-407)  
Laird, "I'm Your Teacher, Not Your Internet-Service Provider"  
(PCW 415-420)  
Tannen, "Sex, Lies, and Conversation" (PCW 421-427)

"Cause and Effect" (PCW 319-329)  
Ideas, "Plastic Bags: How Convenience Is Killing Our Planet"  
(PCW 335)  
Hasselstrom, "A Peaceful Woman Explains...." (PCW 353-358)  
Cousins, "Who Killed Benny Paret?" (PCW 337-341)  
Graham, "The 'Black Table' Is Still There" (PCW 348-352)  
Ch. 4, "Drafting and Revising" (PCW 65-79)  
Assignments: EW & WH

**Week 7**  
**10/2, 10/4**

**WORKSHOP** Assignment #5 – Critical Essay (bring 3 rough draft copies to class) (SLOs 1-5)

Ramos, “Just Say No” (PCW 543-547)

Allan and Thompson, “The Myth of the Student Loan Crisis”

(PCW 578-585)

Lewis and Zaidane, “Here’s Your Crisis: Student Loan Debt Isn’t a Myth” (PCW 586-590)

Banks, “What Price Football?” (PCW 605-609)

Burleigh, “Would Football without Concussion Still Be Football?”

(PCW 610-615)

Assignments: EW & WH

**Week 8**  
**10/9, 10/11**

Jefferson, “The Declaration of Independence” (PCW 550-555)

Stanton, “Declaration of Sentiments” (PCW 556-562)

King, “Letter from Birmingham” (PCW 563-577)

**Assignment #5 due**, Critical Essay (SLOs 1-5)

Film & Written Analysis: “Reluctant Revolutionaries”

Assignments: EW & WH

**Week 9**  
**10/16, 10/18**

**Assignment #6**, in-class Analysis of Visual Text (SLOs 2-5)

Chavez, “The Case for Birthright Citizenship” (PCW 593-597)

Will, “An Argument to Be Made about Immigrant Babies and Citizenship” (PCW 598-602)

Golinkin, “Why Parents Should Let Their Kids Play Dangerous Sports”

(PCW 616-620)

Flynn, “Football Does a Body Good (Nannyism Doesn’t)” (PCW 621-625)

Assignments: EW & WH

**Week 10**  
**10/23,10/25**

Skorton and Altschuler, “Do We Really Need More Guns on Campus?”

(PCW 628-632)

“Why Our Campuses Are Safer without Concealed Handguns”

(PCW 633-641)

“Why Our Campuses Are Not Safer without Concealed Handguns”

(PCW 642-654)

Wheeler, “There’s a Reason They Choose Schools” (PCW 655-659)

Mitford, “The Embalming of Mr. Jones” (PCW 301-307)

Assignment #7 assigned, out-of-class, rewrite of Assignment #6 (SLOs 2-5)

Assignments: EW & WH

**Week 11**  
**10/30, 11/1**

McGlade, “The Search” (PCW 272-276)

Hunt, “Medium Ash Brown” (PCW 277-279)

Fish, “Getting Coffee Is Hard to Do” (PCW 288-291)

Piven et al, “How to Retrieve a Candy Bar Stuck in the Lunchroom Vending Machine” (PCW 292-295)

Miller, “Get It Right: Privatize Executions” (PCW 296-300)

Jackson, “The Lottery” (PCW 308-317)

Malcolm X, “My First Conk” (PCW 283-287)

Film: Written Analysis: “Malcolm X”

Logical Fallacies

**WORKSHOP** Assignment #7 – Re-write of Assignment #6 (bring 3 rough draft copies to class) (SLOs 1-5)

Assignments: GRM & WH

**Week 12**

Nguyen, “Goodbye to My Twinkie Days” (PCW 171-174)

**11/6, 11/8**

Kirby, “Inked Well” (PCW 692--698)  
Swift, “A Modest Proposal” (PCW 699-709)  
Stevens, “Your Flip-Flops Are Grossing Me Out” (PCW 687-692)

Mahtab, “The Untouchable” (PCW 494-498)  
Brady, “I Want a Wife” (PCW 502-505)  
Burciaga, “Tortillas” (PCW 506-509)  
Smith, “The Wife-Beater” (PCW 514-517)

Quindlen, “Homeless” (PCW 510-513)  
Brown, “Love and Other Catastrophes” (PCW 518-521)  
**Assignment #7 due**, rewrite of Assignment #6 (SLOs 1-5)  
Assignments: EW & WH

**Week 13**  
**11/13, 11/15**

Martinez, “What I Learned (and Didn’t Learn) in College” (PCW 440-445)  
Zinsser, “College Pressures” (PCW 448-456)  
Segal, “The Dog Ate My Disk, and Other Tales of Woe” (PCW 457-462)  
Assignments: EW & WH

**Assignment #9: Multimodal Project (SLOs 1-5)**

**Week 14**  
**11/20, 11/22**

**Holiday (Thanksgiving) – November 22**

**Assignment #9: Multimodal Project (SLOs 1-5)**

**Week 15**  
**11/27, 11/29** Tan, “Mother Tongue” (PCW 463-470)  
Ericsson, “The Ways We Lie” (PCW 471-480)  
Eighner, “On Dumpster Diving” (PCW 672-686)  
Collins, “Aristotle” (PCW 481-485)  
Film  
Assignments: EW & WH  
**Due: Assignment #8: Profile Essay (SLOs 1-5)**

**Week 16**  
**12/4, 12/6** **Assignment #10, Mock Final**, in-class preparation for  
the Final Exam  
(SLOs 1-5)

**Mock Final/ Feedback**  
Assignments: EW & GRM

**Week 17**  
**12/11 (M)** **Last Day of Instruction**  
**All Projects due/ Grade Evaluation**

**12/19** **Final Exam** (SLOs 1 – 5)  
Tuesday, December 19 (2:45 PM – 5:00 PM)  
Room: BBC 124

**Assignments Descriptions:**

[Connecting Student Learning Objectives, SLOs 1- 5 with Specific Assignments]

Assignment #1: In-class Diagnostic (SLOs 2 – 5)  
Assignment #2: Reflective Essay (Out-of class) (SLOs 2-5)



- Assignment #3: Profile Essay (In-class) (SLOs 2-5)
- Assignment #4: Rhetorical Analysis Essay (Out-of-class) (SLOs 1-5)
- Assignment #5: Critical Essay (Out-of-class) (SLOs 1-5)
- Assignment #6: Analysis of Visual Text (In-class) (SLOs 2-5)
- Assignment #7: Re-Write of Assignment #6 (Out-of-class) (SLOs 1-5)
- Assignment #8: Profile Essay – Interview (Out-of-class) (SLOs 1-5)
- Assignment #9: Multimodal Project/ with Profile (SLOs 1-5)
- Assignment #10: Mock Final Essay (In-class) (SLOs 1-5)

## SJSU ACADEMIC YEAR CALENDAR Fall 2017

<i>Tuesday</i> .....	<i>July 4</i> .....	<i>Independence Day - Campus Closed (I)</i>
Monday .....	August 21 .....	Academic Year Begins – Fall Semester Begins
Monday-Tuesday .....	August 21-22 .....	Pre-Instruction Activities: Faculty Orientation, Advisement, Faculty Meetings and Conferences <b>(P)</b>
Wednesday .....	August 23 .....	First Day of Instruction – Classes Begin
<i>Monday</i> .....	<i>September 4</i> .....	<i>Labor Day - Campus Closed (L)</i>
Wednesday .....	September 6 .....	Last Day to Drop Courses Without an Entry on Student's Permanent Record <b>(D)</b>
Wednesday .....	September 13 .....	Last Day to Add Courses & Register Late <b>(A)</b>
Thursday .....	September 21 .....	Enrollment Census Date <b>(CD)</b>
<i>Friday</i> .....	<i>November 10</i> .....	<i>Veteran's Day (Observed) - Campus Closed (V)</i>
<i>Wednesday</i> .....	<i>November 22</i> .....	<i>Non-Instructional Day – Campus Open (NI)</i>
<i>Thursday</i> .....	<i>November 23</i> .....	<i>Thanksgiving Holiday - Campus Closed (T)</i>
<i>Friday</i> .....	<i>November 24</i> .....	<i>Rescheduled Holiday - Campus Closed (RH)</i>
Monday .....	December 11 .....	Last Day of Instruction - Last Day of Classes
Tuesday .....	December 12 .....	Study/Conference Day (no classes or exams) <b>(SC)</b>
Wednesday - Friday .....	December 13-15 .....	Final Examinations <b>(exams)</b>
Monday - Tuesday .....	December 18-19 .....	Final Examinations <b>(exams)</b>
Wednesday .....	December 20 .....	Final Examinations Make-Up Day <b>(MU)</b>
Thursday .....	December 21 .....	Grade Evaluation Day <b>(E)</b>
Friday .....	December 22 .....	Grades Due From Faculty - End of Fall Semester <b>(G)</b>
December 25 - .....	WINTER RECESS	
January 22		
<i>Monday</i> .....	<i>December 25</i> .....	<i>Christmas Holiday - Campus Closed (CH)</i>

