

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Sections 10 and 80, Fall
2013

Instructor:	Maria Judnick
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Office Hours:	T / R 3-4 PM and by appointment
Class Days/Time:	T / R 7:30-8:45 AM T / R 4:30-5:45 PM
Classroom:	Sweeney Hall 41 – SECTION 10 Engineering Bldg. 327 – SECTION 80
Prerequisites:	Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.
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 DRC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Required Texts/Readings

Textbooks

75 Readings Plus, 10th Edition, Santi V. Buscemi and Charlotte Smith, McGrawHill, 2013. ISBN-13 9780077426446.

The Curious Writer, Concise Edition, 4th Edition, Bruce Ballenger, Longman, 2012. ISBN-10: 0205876641 or ISBN-13: 9780205876648

The Everyday Writer, 5th Edition, Andrea Lunsford, Bedford St. Martin's, 2013. ISBN: 9781457612671 (online extras provided free for incoming SJSU freshmen).

Other Readings

Escape from Camp 14: One Man's Remarkable Odyssey from North Korea to Freedom in the West, Blaine Harden, Penguin, 2013. **ISBN-10:** 0143122916 or **ISBN-13:** 978-0143122913. (Optional extra credit activity)

Other articles and essays given at discretion of instructor.

Other equipment / material requirements

A college level Dictionary, such as *Merriam-Webster* or *American Heritage*

A journal, 3x5 index cards, large examination booklets, at least of one of them a yellow book.

A working email address that is **checked at least once daily** and turnitin.com account.

Classroom Protocol

- You will be on time to class and stay the entire time. You will bring your books to each class meeting, or you will have to leave class.
- You will participate in class discussions, exercises, quizzes, and all other classroom activities. You will come to class prepared to participate, having read the assigned readings for the day, having completed any homework, and having prepared questions or comments about the assigned readings. If you are not prepared to participate in an appropriate manner, you will leave class for the day.
- You are welcome to bring a drink to class but please, no food (unless you're willing to bring enough for everyone). If you do decide to bring a beverage to class, try to bring one that has a lid / cap so there's less chance of spills.
- All electronic devices will be turned off and stowed before entering class, unless you have an exception from the DRC. Electronic devices used during class will be confiscated for the class period and will lose participation credit.
- All homework must be typed in a 12-point font, unless otherwise specified. Missed homework assignments may NOT be made up without an acceptable excuse, and acceptable circumstances is determined by the instructor alone.
- Quizzes and other class activities may not be made up.
- If you miss a class, ask a classmate what you missed, including assignments.
- If you miss class due to illness, please contact me via email to let me know, and bring a doctor's note when you return to class with any assignment that was due on the day you missed.
- Essay assignments will be handed out in class and include due dates and additional requirements not listed above.
- Hard copies of essays and all other work will be handed in; **I do NOT accept emailed or faxed papers (essays, homework, reader responses, etc.).**
- You are responsible for all information emailed to you. It's best to check it every day. Also, be sure when you make an appointment to see any instructor (including myself!), please be respectful of their time. If you need to cancel, let us know in advance. And in corresponding via email, be sure to treat the email note as more formal than a text to your friend, addressing your instructor and signing your note with your name (first and last to avoid potential confusion) and the course section.

Assignments and Grading Policy

Academic Integrity: Plagiarism is the undocumented use of someone else's ideas, words, or sentences. To present another's work as your own, even if you are paraphrasing, is plagiarism. All written work submitted in English 1A is expected to be original to you, to this course, and generated from the assignments given. That means you may not turn in an essay that borrows a paragraph from, say, an Internet source; it also means you may not turn in an essay (or even portions of an essay) you previously wrote or are writing now for another class. Allowing your work to be used by another student is another form of cheating and the “giver” will be held equally responsible. If you have any questions or concerns about what constitutes plagiarism, please see me for clarification rather than taking a risk. Plagiarism is a serious offense and will result in failure for that assignment and, depending on severity, for the course.

The University Essay Final Exam: A common essay final, graded holistically, shall count 20 percent toward the course grade. A single university-wide final will be developed around college-level reading passages each semester by the English Department Composition Committee. All faculty members teaching individual sections will grade the examination holistically under controlled conditions. **Students must take the final exam in order to pass the course.**

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. Please save everything—notes, drafts, rubrics / comments from me -- throughout the semester. You may be asked to hand these materials in at the end.

Extra Credit: I may announce in class occasional small opportunities for extra credit. Points awarded on these short assignments will not exceed more than 1% of your total grade and must be submitted by the deadline I assign. If you reach the 1% maximum, no additional extra credit will be allowed. No other work may be submitted for extra credit without prior approval by the instructor.

A Note about Passing Grades: All written work (essays, reader responses, homework assignments) must demonstrate competency in the grammatical, syntactical, and mechanical conventions of Standard English in order to receive a passing grade. In this course, a grammatically, syntactically, and mechanically competent piece of writing is one that contains no more than five errors that impede clear transmission of meaning and does not repeat an error marked on a previous assignment.

**All major assignments must be turned in both in paper and electronic forms
(through turnitin.com) to receive a passing grade for this course.**

Assignments:

Readings: All readings must be done prior to coming to class for the day they are assigned. There will be assignments and quizzes based on the readings. Be prepared to discuss the readings in class, bringing pertinent questions or making helpful comments.

In-class essays: There will be three in-class essays throughout the semester, beginning with the diagnostic essay.

- Bring large exam booklets, pens, scratch paper, and a non-electronic dictionary.
- In-class essays cannot be made up without a written medical excuse or other documentation I deem acceptable; within one week, there will be no penalty.
- You will stay the entire class period to write the in-class essay so bring a book if you finish early.

Out-of-class essays: There will be four out-of-class essays throughout the semester. One of these will be an extensive revision of an earlier essay already written for this class and will count as a separate assignment. You **MUST** attach all drafts and process materials to the final copy to receive full credit.

- You will receive assignments detailing all of the requirements for out-of-class

essays, including due dates and word requirements. All essays must be turned in on time, as a hard copy, at the beginning of the class on the day they are due.

- Late, excused essays may be accepted **only** with a written medical excuse by a doctor or other documentation the instructor deems acceptable; there will be no penalty within the first week.
- The penalty for late, unexcused essays is a 10-point (10%) deduction for each calendar day late. **No essays will be accepted later than one week after a deadline except in cases of dire emergency and approved by the instructor.**
- All out-of-class essays will follow MLA guidelines for formatting and citations; failure to follow MLA guidelines will result in point deductions. In addition to turning in the hard copy of the essay, all out-of-class essays must be uploaded to www.turnitin.com prior to coming to class on the day they are due. Failure to upload the essay will result in a grade of F. For each day the essay is submitted late to [turnitin.com](http://www.turnitin.com), I will deduct an additional 10%.
- Peer-edited essays (when part of the assignment) must be turned in with the final essay or there will be a 10-point (10%) deduction.

TECH ISSUES: Problems with technology are unfortunate but not extraordinary. Be prepared and plan ahead. My suggestion: ALWAYS EMAIL A COPY OF YOUR ESSAY TO YOURSELF – you can always print it using a campus computer if you run out of ink! Do not email your paper to me – I will not print out any copies of your essay for you. There will be **NO ACCEPTED EXCUSE** for not having a hard copy of an essay on a workshop or final due date.

Essay Format: Rough drafts and final essays must be typed. For final essays, be sure to include the following information at the top left-hand corner of your first page: Your name; your instructor's name; the course number and section; and the date. The essay assignment number; and a clever title for your essay (something other than Essay #1) should be centered on the line directly underneath your name. If any work is referenced in the text, a Works Cited page included at the end of the essay is mandatory. For both rough drafts and final essays: double-space your work; number your pages; use one-inch margins; and rely on 12-point fonts (Times New Roman or Arial only please). Staple and number your papers before coming to class. Please do not double-side essays as I may occasionally need that space for comments. **TYPE YOUR WORD COUNT AT THE BOTTOM OF THE FINAL PAGE.**

Rubrics: All essays are graded with a rubric that includes four categories: content and ideas, style, organization, and mechanics. Rubrics will be distributed and discussed in class. Including the rubric, essays will be marked and commented upon. Read all marks and comments. This feedback system is designed to help you improve your writing; you are responsible for understanding all marks and comments and showing progress in subsequent writing assignments by using the feedback provided.

Workshops: Out-of-class essays will be workshoped in class prior to the essay due date. A completed rough draft must be finished prior to the workshop; outlines, incomplete, and/or handwritten essays are not acceptable. The workshoped essays must be turned in

with the final essay on the due date; failure to do so will result in a 10-point (10%) deduction of the essay grade. Workshops cannot be made up.

Homework: There will be homework assigned every week. Topics include: reader responses, questions about reading, paragraph revisions, grammar exercises, research assignments, and additional readings not on the syllabus.

- All homework must be turned in on time by the due date and will count towards class participation.

- Homework cannot be made up without a written medical excuse or other documentation deemed acceptable by instructor; within one week, there will be no penalty.

- If you miss class, contact another student to get any homework assignments.

Homework assignments will be assessed on a point basis. The points are cumulative throughout the semester.

Class Participation: Your presence in class for the entire class period is necessary for participation. (Attendance for this course means attending in both body and spirit. If you are ten minutes late to class, you will be counted as absent. If you fall asleep in class, you will be counted as absent. If you text or use a cell phone during class, you will be counted as absent.)

Active class participation depends on work done outside of class, including reader responses, homework, and close reading. Class participation will be made up of in-class exercises, quizzes, and discussions based on the readings and homework. Class participation is assessed as follows:

A = Regular, helpful questions and comments; fully engaged

B = Occasional, pertinent questions and comments; good listening

C = Infrequent, tangential questions or comments; attentiveness questionable

D = Rare interaction; disengaged from discussion; not prepared for class

F = Regularly absent, physically or mentally

Part of the class participation of the grade is made up of all in-class activities and cannot be made up if you miss class, regardless of the reason.

Grading: A-F, based on a percentage scale:

93-100=A, 90-92=A-

87-89=B+, 83-86=B, 80-82=B-

77-79=C+, 73-76=C, 70-72=C-

67-69=D+, 63-66=D, 60-62=D-

0-59=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 this course signifies that the student is a capable college-level writer and reader of English.

Your course grade will be determined as follows:

Essays: 65%

Essay #1: in-class essay, Diagnostic, 600-700 words 0%

Essay #2: out-of-class essay, Review, 1100-1200 words 10%

Essay #3: out-of-class essay, Compare / Contrast, 1300-1400 words 10%
Essay #4: in-class essay, Persuasive Letter, 700-800 words 10%
Essay #5: out-of-class essay, Analysis and Argument, 1300-1500 words 15%
Essay #6: in-class essay, Practice Final, 800-900 words 10%
Essay #7: out-of-class essay, Revision, 1300-1500 words 10%
Class Participation and Homework: 15%
Final Exam: 20%

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.

If I ask you to go to the Writing Center or see me for help with your writing, it's because I am concerned about your ability to write well enough to pass the course. Please take advantage of the excellent, free tutoring available at the Writing Center for all writing concerns. Please feel free to see me during office hours for any help with your writing or concerns with the class.

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

English 1A, Fall 2013, Course Schedule

The instructor reserves the right to modify readings, assignments, and deadlines as necessary. All changes will be communicated in class or by email with ample notice. Additional readings / homework may be assigned in class or via email.

Pages from *The Everyday Writer* and grammar exercises will be assigned as appropriate throughout the course.

Week	Date	Topics, Readings, Assignments, Deadlines
1	R, 8/22	Introduction to / Expectations of Course; Syllabus Quiz ; 6-word Memoirs (SLO 1-4) Homework (HW): Finish 6 word memoirs and bring next class; be ready for Diagnostic (Bring large examination booklets, pens, scratch paper, and a non-electronic dictionary to class)
2	T, 8/27 – Essay 1 R, 8/29	Essay #1: Diagnostic—600-700 words (SLO 1-4) HW: Read review articles (emailed handout); read selected pages on “Writing a Review” in <i>The Curious Writer</i> ----- Is this art? Why? / Discuss Reviews Assign Essay #2 - Review, 1100-1200 words (SLO 1-4). HW: Print out two reviews from either magazines, newspapers, or reputable online sources on any topic of your choice. Write one paragraph (5 sentences minimum) for each review explaining what points / ideas seem effective and why in the article. Which points don’t seem to work?
3	T, 9/3 R, 9/5	Piecing Together Review Exercises; Descriptive Passages; <i>Writing Focus: Summary v. Analysis</i> (SLO 1,4) HW: Bring two paper copies of your rough draft to next class, Read “Shitty First Drafts” (handout) and selected passages on “The Writer’s Workshop” from <i>The Curious Writer</i> ----- Workshop Essay #2 and discussion of editing skills; <i>Writing Focus: Writing Strong Statements</i> (SLO 1-4) Hw: - Read “Two Views of the Mississippi,” and “Grant v. Lee” (75 Readings +) – Write one question for each reading on your notecard; Bring TWO copies of your final draft to class along with all drafts, submit to turnitin.com
4	T, 9/10 - Essay 2 Due!	Editing Discussion (Cont) – Introduce Essay #3 - Compare / Contrast, 1300-1400 words (SLO 1-4); <i>Writing Focus: Using Descriptive Language</i> HW: Read “Why are American Kids so Spoiled?” (handout) and “Remembering my childhood on the Continent of Africa” (handout) Type a paragraph explaining what you believe each author feels about the childhood of American children. Type another paragraph explaining if there are any differences or similarities in the beliefs of each author.

Week	Date	Topics, Readings, Assignments, Deadlines
	R, 9/12	<p>Discussion of American Dream for Children; <i>Writing Focus: Avoiding Awkward Sentences</i> (SLO 3)</p> <p>HW: Read “Like Mexicans,” “The Men We Carry in our Minds” (75+), and “Living in Two Worlds” (handout). Use your notecard to write a question for each essay.</p> <p>Start getting ahead on the longer essays assigned for next week: and “Death of an Innocent” (handouts)</p>
5	T, 9/17	<p>Comparisons of the three essays and their views on American Life; <i>Writing Focus: Organization and Structure</i> (SLO 1, 3,4)</p> <p>HW: Read “The Last American Man” (handout) – Write two questions on your notecard</p>
	R, 9/19	<p>Continue Discussion of the American Dream (SLO 4)</p> <p>HW: Read “Death of An Innocent” (handout) – Write two questions on your notecard</p>
6	T, 9/24	<p>Wrap Up Discussion on American Dreams (SLO 4)</p> <p>HW: Bring two paper copies of your draft to class; read appropriate sections of “Advanced Revision Strategies” and “Using and Citing Sources” from <i>The Curious Writer</i></p>
	R, 9/26	<p>Workshop Essay 3 – <i>Writing Focus: Integrating Quotations</i> (SLO 1-4)</p> <p>HW: Type and Complete the “Advice” Questions and bring them to class for discussion (handout); Complete essay and bring a final copy; submit to turnitin.com</p>
7	T, 10/1	<p>How can you be persuasive?; <i>Writing Focus: Using Argumentative Language, Strong Verbs</i>; Introduce Essays 4 and 5 - Persuasive Letter, 700-800 words; Analysis and Argument, 1300-1500 words (SLO 1-4)</p> <p>HW: Read the “most inspiring speeches” packet (handout) and the accompanying instructions. Which inspires you the most and why? Reflect in at least one paragraph; Read “Writing to Persuade People” in <i>The Curious Writer</i></p>
	R, 10/3	<p>Writing a persuasive speech (SLO 1-4)</p> <p>HW: Read “A Modest Proposal” and “Let Them Eat Dog” (75+) – Write a question for each reading on your notecard</p>
8	T, 10/8	<p>Satire Discussion; <i>Writing Focus: Polishing Essays</i> (SLO 1,3)</p> <p>HW: Read “Why I want a Wife,” “The Company Man,” and “An Indian Father’s Plea” (75+) - Write a question for each reading on your notecard</p>
	R, 10/10	<p>Methods of Personal Arguments (SLO 1-4)</p> <p>HW: Read “Censorship: A Personal Issue” (handout) – Write two questions for the reading on a notecard</p>

Week	Date	Topics, Readings, Assignments, Deadlines
9	T, 10/15	Discussion of Censorship; Banned Books (SLO 2,4) HW: Read “Why We Crave Horror Movies” (handout) and “Behind the Formaldehyde Curtain” (handout) - Write a question for each reading on your notecard -----
	R, 10/17	How do writers use language to entice an audience? (SLO 2-4) HW: Read “What is Poverty?,” and “A Step Back to the Workhouse” (75+) - Write a question for each reading on your notecard
10	T, 10/22	Poverty in America Discussion (SLO 4) HW: Read “Our Oceans are Turning into Plastic...are we?” (75+) and sample student essay (handout) – Write a question for the “Oceans” article on your notecard -----
	R, 10/24	Environmental Issues Discussion (SLO 1-4) HW: Read Global Warming Section: “Global Warming is Eroding Glacial Ice” and “Global Warming is not a Threat to Glacial Ice” (75+) – Write a question for each reading on your notecard
11	T, 10/29	Environmental Discussion Continued; <i>Writing Focus: Using research questions in argumentative strategies</i> (SLO 1) HW: Be prepared for Essay 4 - Bring large examination booklets, pens, scratch paper, and a non-electronic dictionary -----
	R, 10/31 – Essay 4	In class Essay 4 – Persuasive Letter -- 700-800 words (SLO 1-4) HW: Read “The Value and Price of Food” (75+) and write a question on your notecard; Read appropriate sections from “Writing an Argument – the Writing Process” from <i>The Curious Writer</i>
12	T, 11/5	Food and Environmental Issues Discussion (SLO 4) HW: Read Free Speech Section: “Should This Student Have Been Expelled?” and “Shouting ‘Fire!’ (75+) - Write a question for each reading on your notecard -----
	R, 11/7	Free Speech in America (SLO 4) HW: Read the selected <i>New York Times</i> discussion on a topic selected by the course and type a short reflection. (Questions for the reflection will be given once topic is selected) ; Read appropriate selections from “Research Techniques” in <i>The Curious Writer</i>
13	T, 11/12	Discussion of articles; <i>Writing Focus: Integrating Sources</i> (SLO 1) HW: Bring in one article from a newspaper/magazine/news site that you feel is detailed, explained well, well-argued, or informative. Explain in a paragraph why you think this essay is important to share and why you think it fits one of the above categories. -----
	R, 11/14	Research Discussion Continued; Introduce Essay 7 - Revision, 1300-1500 words (SLO 1-4) HW: Email your introductory paragraph (and thesis!) for Essay 5 to

Week	Date	Topics, Readings, Assignments, Deadlines
		maria.judnick@sjsu.edu by 11:59 PM Friday, 11/15. Bring THREE COPIES of your essay to the next two class periods. (You should be making edits from one workshop class to the next.)
14	T, 11/19 R, 11/21	Conference / Workshop Day Conference / Workshop Day (SLO 1-4) HW: Bring a complete Essay 5 to class; submit to turnitin.com
15	T, 11/26 - Essay 5 Due! R, 11/28	Course reflection / review / Introduce Essay 6 / Discuss Essay 7 (SLO 1-4) ----- Be THANKFUL and prepared for your in-class essay! HW: Bring large examination booklets, pens, scratch paper, and a non-electronic dictionary for Essay 6 ; keep editing Essay 7
16	T, 12/3 – Essay 6 R, 12/5 – Essay 7 Due!	Essay #6: Practice Final – 800-900 words; (SLO 1-4): HW: Be prepared for your cumulative Quiz! Bring final copy of Essay 7 to class and submit to turnitin.com ----- Cumulative Quiz Day! (SLO 1-4) HW: Buy your exam books for the Final Exam this weekend!
Final Exam	Saturday, Dec 7	8:00am – 10:00am, location TBD (SLO 1-4)

Important SJSU dates Fall 2013

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