

San Jose State University
Department of English and Comparative Literature
English 1B—Composition 2 (GE C3)
Section 60 (#21302 Seminar)
Spring 2013

Instructor: Carlos Mujal
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Class days/ Time: T/TH 3:00 – 4:15 PM
Room: Boccardo Business Center 122

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Room: FOB 212

- Required Texts:**
1. Mauk, John & Metz, John, *Inventing Arguments*, 3d edition
 2. William Sabin, *Comprehensive Worksheets on Style, Grammar, Usage, and Formatting: The Gregg Reference Manual*
 3. A college-level dictionary
 4. Blue books for in-class essays and yellow books for final

Course overview and Description: This is the second course in a two-semester, lower division composition sequence. It fulfills the written communication requirement of the university's core GE and is intended to increase your ability to read, think, and write critically. Beyond providing repeated practice in planning and executing essays, and broadening and deepening students' understanding of the genres, audiences, and purposes of college writing, English 1B differs from English 1A in its emphasis on persuasive and critical writing, its requirement for fewer but longer essays, and its introduction to writing informed by research. Students will develop sophistication in writing analytical, argumentative, and critical essays; a mature writing style appropriate to university discourse, reading abilities that will provide an adequate foundation for upper-division work; proficiency in basic library research skills and in writing papers informed by research; mastery of the mechanics of writing

Prerequisites: Passage of Written Communication 1A (C or better) or approved equivalent.

Course Objectives: Building on the college-level proficiencies required in English 1A, students shall achieve the ability to write complete essays that demonstrate advanced proficiency in all of the following:

1. Clean and effective communication of meaning.
2. An identifiable focus (argumentative essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).
3. An appropriate voice that demonstrates an awareness of audience and purpose.
4. Careful attention to review and revision.
5. Effective and correct use of supporting materials, including independent research (e.g., quoting, paraphrasing, summarizing, and citing sources).
6. Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.
7. Effective organization and development of ideas at paragraph and essay levels.
8. Appropriate and effective sentence structure and diction.
9. Command of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

General Education, Area C Student Learning Outcomes: SLOs 1-6

1. Student Learning Outcome 1 (SLO 1): Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A (as summarized below).

Written Communication 1A Student Learning:

- *Students should be able to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).*
- *Students should be able to express (explain, analyze, develop, and criticize) ideas effectively.*
- *Students should be able to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.*
- *Students should be able to write for different audiences (both specialized and general)*

2. Student Learning Outcome 2 (SLO 2): Students shall write complete essays that demonstrate the ability to use (locate, analyze, and evaluate) supporting materials, including independent library research, and identify key concepts and terms that describe the information needed.

3. Student Learning Outcome 3 (SLO 3): Students shall write complete essays that demonstrate the ability to select efficient and effective approaches for accessing information utilizing an appropriate investigative method or information retrieval system.

4. Student Learning Outcome 4 (SLO 4): Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.

5. Student Learning Outcome 5 (SLO 5): Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments.

6. Student Learning Outcome 6 (SLO 6): Students shall write complete essays that demonstrate the ability to identify and discuss issues related to censorship and freedom of speech.

Course Content: The following Content Objectives are specific to Area C3

- **Writing:** This course should emphasize those skills and activities in writing and thinking that produce 1) the persuasive argument, and 2) the critical essay, each of which demands analysis, interpretation, and evaluation.
- Writing assignments shall give students repeated practice in pre-writing, organizing, writing, revising, and editing.
- The number of assignments and their careful sequencing are as important as the total number of words written. Six to eight essays totaling a minimum of 8000 words are required; at least one of these essays shall be informed by research. This minimum requirement excludes the final exam, journal writing, quizzes, and other informal or brief assignments. However, it can include the diagnostic essay and assignments that require major revisions to a previously graded or reviewed draft. A major revision is defined as a rethinking or reworking of an assignment and not a simple “correcting” of mechanical errors noted on the original. How the 8000-word minimum will be met and distributed must be clearly indicated on the greensheets.
- Although the majority of papers will be written outside of class, at least three (but no more than four) essays shall be written in class.
- Students shall receive frequent evaluations from the instructor. Evaluative comments must be substantive, addressing the quality and form of writing.
- **Reading:** Reading for the course shall include useful models of writing for academic and general audiences: readings shall be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the reading

shall be devoted to analytical, critical, and argumentative essays. Other types of texts, including poetry, drama, and fiction, may also be assigned, but shall not constitute more than the equivalent of four class sessions for classes that meet two days a week and two class sessions for classes that meet once a week. Instructors shall help students develop and refine strategies for reading challenging, college-level material.

- **Research:** English 1B shall include an introduction to the library and to basic research strategies, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. A traditional research paper or a series of short essays in which library research informs the student's position or thesis is required. As part of this requirement, at least one class session of English 1B shall be led by a university librarian.
- **Diversity: Assignments (both reading and writing) shall address issues of race, class, and gender when appropriate, and the perspectives of women and diverse cultural groups shall be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever possible.**

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

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.

You will take frequent quizzes, meet with your peers for group activities, and participate in other classroom assignments related to the readings.

Terms: On five days during the semester we will discuss different rhetorical concepts and how to use the ideas in writing. The terms are all listed on the syllabus and their definitions can be found in *Inventing Arguments*. On April 25, you will be tested on these terms, both the definitions given in the book and the discussion during class.

Writing assignments: There are nine required typed assignments—two in-class essays, national documents essay, the newspaper analysis, four annotated bibliographies, and the research paper—you must complete all nine assignments and the final exam in order to pass the course.

For in-class essays, bring a blue book or yellow book, your dictionary, and a blue or black pen. You will be expected to stay the entire class time. The in-class work can not be made up, and assignments will not be accepted via email unless stated by the instructor.

Library research day: We will go to the MLK Jr. Library. More information will be provided on the specific location in the library once I have received confirmation. Stay alert for more information. You must register and take the Infopower and Plagiarism tutorials at <http://tutorials.sjlibrary.org> prior to our library session. Failure to attend the research day or take the tutorials will impact your final course grade.

The University Essay Final Exam: Final: A common essay final, graded holistically, shall count 20 percent toward the course grade. A single university-wide final will be developed around two college-level reading passages each semester by the English Department Composition Committee. 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.

The mandatory final exam will be administered to all 1B students on Saturday, May 4, 2013 from 10:00 am till noon. It will be an in-class essay, and the English Department requires you use a yellow book for this exam. Bring a dictionary and a blue or black pen. Electronic dictionaries will not be permitted.

Grading:

Assignments	Value
In-Class Essays 2 @ 50 points (one is ungraded)	50
National Document draft and workshop	25
National Document final draft	100
Newspaper Analysis	100
Research paper topic proposal	25
4 annotated bibliographies	100
Research paper draft and workshop	50
Research paper final draft	150
Test on rhetorical terms	75
Final Exam	200
Participation, quizzes, and in-class work	125
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Grade is based on 1000 points	

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.

Courses grades (A, B, C, D, and F) refer to the following point averages:
[90 – 100% (A); 80 – 89% (B); 70 – 79% (C); 60 – 69% (D); sub-60% (F)]

Academic Standards for Assessment:

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 of 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 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" 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" 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" 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.

Participation: Participation is a crucial to this class, and punctuality is crucial to participation. Students who are more than 10 minutes late will not be allowed in the class. If it is necessary to miss a class, let me know well in advance.

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 on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.htm>. 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 possible failure in the course and dismissal from the university. Again, please read the "Policy on Academic Integrity" printed in the SJSU *Catalog*.

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>

Readings with only a page number listed is from *Inventing Arguments*.
Terms are from *Inventing Arguments*.

DISCLAIMER: The instructor reserves the right to revise the course requirements and schedule.

Week 1	Intro, Roll, and Syllabus
Thursday 1/24	In-class essay (SLO 1,2,4, 5)
Week 2	"A Nation Made of Poetry" p. 287
T/ Th	Term: Rhetoric
1/29, 1/31	Term: Thesis Statement
	"The Bill of Rights" p. 456
	"Audacity of Hope" p. 457
	"Laugh Baby Laugh, Cry Baby Cry" p. 461
	"America's Real Death Panels" p. 463
	"The Irrefutable Jefferson" p. 465
	"Schoolhouse Rock's 'Elbow Room' " p. 466
Week 3	"Overview of Research" p. 360
T/ Th	Discuss Research Paper
2/5, 2/7	National Document Essay Workshop and Draft (SLO 1, 2, 3, 4, 5, 6)
	"Peer Review" p. 166
	"Red (White and Blue) Scare" p. 290
	"What's the Economy for, Anyway?" p. 132
	"Warfare: An Invention...." p. 136

Week 4
T/ Th
2/12, 2/14
Library Research Tutorial (Tentative) and Research
(MLK Library)

Week 5
T/ Th
2/19, 2/21
“Shakespeare and Narcotics” p. 285
“Conducting Secondary Research” p. 374

National Document Essay due (SLO 1,2,3,4, 5, 6)

“The Law of Human Nature” p. 604
“Natural Passions” p. 606
“The Cell That Makes Us Humans” p. 610
“The Mystery of the Missing Links” p. 615
Terms: Audience, Voice, Style, and Rhetorical Situation

Research Paper topic and thesis sentence due

Week 6
T/ Th
2/26, 2/28
“Standardized Testing vs. Education” p. 146
“Investing in Futures: The Cost of College” p. 333

Internet Bibliography due (LO 1,2)

“Going Down the Drain” p. 530
“The Highest Cost of Food” p. 532
“What Is a Freethinker and Why Does It Matter?” p. 534
“**Critical Literacy in Democratic Education...**” p. 537

Week 7
T/ Th
3/5, 3/7
“No Sex Please, We’re Middle Class” p. 171
“Disparities Demystified” p. 173
Term: Logical Fallacies

Periodical Bibliography due

“The Real Nanny Diaries” p. 472
“Fantastic ideals” p. 474
“Declaration of Sentiments” p. 477
“What Happened to the Women’s Movement?” p. 480
“Different Strategies Are Necessary Now” p. 488
Terms: Appeals, Appeals to Emotion, Appeals to Logic, Appeals to Character,
Appeals to Value, Appeals to Need

Week 8
T/ Th
3/12, 3/14
“Ch. 5: Hidden Layers” pp. 77-96
“Ch. 1: Inventing Arguments” pp. 5 - 16

Newspaper Analysis due (SLO 1,2,3,4, 5, 6)

Terms: Qualifiers, Concessions, Counterarguments, and Qualifiers

Week 9
T/ Th
3/19, 3/21
“Evaluation of ‘The Education of Ms. Groves’ “ p. 210
“ Adventure Is Calling” p. 213
“Higher Education Through Discombobulation” p. 218
“Big House in the Wilderness...” p. 250
“The Pack Rat Among Us” p. 253
“Intoxitwitching: The Energy Drink Buzz” p. 556
“Consumed by the Other: What Spam Means” p. 562

Journal Bibliography due

Week 10
T/ Th
3/25, 3/29
Holiday

Week 11
T/ Th
4/2, 4/5
“More Than Cherries” p. 177
“Rice Bowl, Dust Bowl: Agribusiness and the Future” p. 521
“Lunar Eclipse: November 8, 2003” p. 516
“Squeaky Clean” p. 518
“Common Climate Change Myths” p. 524

Week 12
T/ Th
4/9, 4/ 11
“Live Forever” p. 325
“ The Technology Slaves” p. 588
“Advances in Medical Technology...” p. 591
“Isolated Community: Hidden Dangers...” p. 594
“Letters From the Past” p. 597

Week 13
T/ Th
4/16, 4/18
“Citizens and Consumers” p. 259
“Somewhere in the Past...” p, 295
“The End of the Handshake” p. 330
“Around the Table in Traverse City” p. 336
“Letter to Kohl’s” p. 548
“Still Missing: Women in Media” p. 576

Week 14
T/ Th
4/23, 4/25
“The Daily Show Generation” p. 578
“Text Me All about Yourself...” p. 579
“Ad Nation” p, 584
“The Origin of Grunge” p. 581
“What is Race?” p. 496
“Letter From Mecca” p. 511

TEST ON TERMS

Week 15 “The Idols of Environmentalism” ” p, 245
T/Th “All for a Virtual Cause....” p. 183.
4/30, 5/2 “Brown v Board of Education, 347 U.S. 483 (1954)” p. 498
 “Another Inconvenient Truth...” p. 501
 “It’s Racism, Stupid...” p. 508

 “The Fashion Punk Paradox” p, 141

In-class Essay, Mock Final (LO 1, 2, 3, 4, 5)

Saturday, May 4 Final Exam (10:00 AM – 12:00 PM)

Week 16 Research Paper due (LO 1, 2, 3, 4, 5, 6)
T/ Th
5/7, 5/9

Assignments Descriptions:

Notes:

- Any use of “you” or “your” in your writing will lower your assignment grade. MS Word find function will help you.
- The syllabus does not include reading questions, quizzes, or classroom assignments; these will be assigned at the instructor’s discretion.
- All assignments are to be turned in at the beginning of class when they 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 final paper. The final paper will only be accepted on the due date listed in the syllabus.
- In-class quizzes and worksheets will be assigned at the instructor’s discretion.

Connecting Student Learning Outcomes (SLO 1 -6) with Specific Assignments

In – class Essays (SLO 1, 2, 4, 5)
National Document draft and workshop (SLO 1, 2, 3, 4, 5, 6)
National Documents final draft (SLO 1, 2, 3, 4, 5, 6)
Newspaper Analysis (SLO 1, 2, 3, 4, 5, 6)
Research Paper Topic Proposal
4 Annotated Bibliographies
Research paper draft and workshop (SLO 1, 2, 3, 4, 5, 6)
Research paper final draft (SLO 1, 2, 3, 4, 5, 6)
Exam on Rhetorical Terms

National Document Essay

In “A Nation Made of Poetry” (*Inventing Arguments*, p.287) Joannie Fischer writes about the U.S. National Archives and Records Administrations list of 100 milestone documents chronicling the nation’s history from 1776 to 1965. She argues this list is sadly incomplete; many other

documents, works of literature, letters, and more impacted American history as much if not more than the 100 documents on this list.

For this essay, select one work you believe is lacking from the list (literature, memoirs, song lyrics, TV shows, movies and so forth are acceptable) and argue how this particular work has been crucial to shaping our country's identity. Your addition to the list must have been produced between 1960 and 2000 (any later and it will be difficult to determine its impact on the national identity).

Your essay must be a minimum of 1000 words (put word count on the last page), and focused on ONE work. Use Fischer's essay as a model. A rough draft of this essay will be workshopped during class on February 7. Participation in the workshop counts for almost 20% of your essay grade. The workshopped draft must be attached to the final draft.

News Paper Comparison

Everyday we hear stories or read reports about world events. A well-informed reader cannot just accept any information provided; instead a well-informed reader must evaluate multiple sources, identify inaccuracies and bias, and understand who the intended audience is and how this audience affects/effects the message.

Find two newspaper articles about the same event – one must be a U.S. paper and one must be a paper from any other country – analyze the articles, and explain which is the better piece of writing and why. The writer must work for the newspaper where the article was printed, not for a news agency.

Things to consider for the news comparison:

- who is the primary audience, and how does audience affect the writing – defend your audience analysis with specific examples from the text
- errors in the writing (be ready to prove these are errors)
- author bias (every piece of writing has a bias)
- differences in the information presented (this could be part of bias)
- what type of publication did the stories come from and how does this impact the writing

The two articles must be attached to your essay, and the publication they are from must be clearly identified on the article. 1,500 word minimum; slightly longer is fine, but keep it close. Put word count on the last page.

Annotated Bibliographies

Finding sources for your research paper is the first step; you also need to evaluate each source and understand how it will impact your research. You will write four annotated bibliographies on your sources. An annotated bibliography lists the sources (using proper documentation; see pages 411-452 in *Inventing Arguments* for the description of the MLA and the APA documentation styles), and will give a 75-100 word summary of each source and its relevance to your research (this assignment description so far is 77 words). You will write one bibliography for each of the following:

- Four internet sites (wikipedia or any other on-line encyclopedia is not acceptable)
- Four periodicals (news papers or popular magazines)

- Three peer-reviewed journal articles (we will discuss these in the library tutorial day)
- Two books (encyclopedias, and dictionaries do not count; textbooks require my approval)

Research Paper

Introduction

“When you write an argument, you attempt to convince a reader to agree with you on a topic open to debate. You support your position, proposal, or interpretations with evidence, reasons, and examples – factual, logical data, not opinions” (Troyka 147).

“Research writing involves three steps: conducting research, understanding and evaluating the results of your research, and writing the research paper with accurate documentation. [. . .] First, you can choose a topic on which intelligent people have differing opinions. Next, you analyze your sources to decide which position appears most reasonable. Your paper would then take the form of an argument that shows readers you have considered the various positions and chosen a reasonable one” (Troyka 484-5).

Topics:

The topic of your research will be some issue of current local or national debate. You will have some freedom to decide your own topic from a list we will generate and discuss in class on February 7.

Bibliography

You will find and evaluate thirteen sources while completing your annotated bibliographies; a minimum of eight of these sources must be used in your research paper; although, you are free to use more.

Workshop and Draft

A rough draft of your paper will be workshopped on Thursday, April 18. Participation in the workshop counts for 20% of your research paper grade. The workshopped draft must be handed-in with your final draft.

Length

Your essay must be a minimum of 2500 words (about 8-9 pages); the bibliography does not count in total word count. Put the word count on the final page.

Due Date

The final draft is due on Thursday, May 9, 2013.

Important SJSU dates Spring 2013

Wednesday	January 23	First Day of Instruction – Classes Begin
Monday	February 4	Last Day to Drop Without Entry on Permanent Record
Monday	February 11	Last Day to Add Courses & Register Late
Tuesday	February 19	Enrollment Census Date
Monday-Friday	March 25-29	Spring Recess
Monday	April 1	Cesar Chavez Day Observed - Campus Closed
Monday	May 13	Last Day of Instruction – Last Day of Classes
Tuesday	May 14	Study/Conference Day (no classes or exams)
Wednesday-Friday	May 15-17	Final Examinations
Monday-Tuesday	May 20-21	Final Examinations
Wednesday	May 22	Final Examinations Make-Up Day
Thursday	May 23	Grade Evaluation Day
Friday	May 24	Grades Due From Faculty
Saturday	May 25	End of Academic Year - End of Spring Semester
Saturday	May 25	Commencement
Monday	May 27	Memorial Day - Campus Closed (M)