

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE A3), Section 37/41, Fall 2014**

<b>Instructor:</b>	Dr. Avantika Rohatgi
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<b>Office Hours:</b>	TR 2- 2:50 PM
<b>Class Days/Time:</b>	37: TuTh 3:00 – 4:15 PM 41: TuTh 4:30 – 5:45 PM
<b>Classroom:</b>	Sweeney Hall 348
<b>Prerequisites:</b>	Passage of English 1A (C or better) or approved equivalent.
<b>GE Category:</b>	Written Communication A3

### **Course Theme**

This 1B course is designed to help students extend their writing skills through promoting critical thought, developing analytical skills, and working on the construction and support of an argument. We will achieve these ends through examining the central question of human rights as they are defined and violated in various cultures of the world, and explore ways in which personal and social responsibility should be assumed to end these infractions.

### **Course Description**

English 1B is the second course in SJSU's two-semester lower-division composition sequence. 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 (with less attention paid to the personal essay), its requirement for fewer but longer essays, and its requirement for 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; critical thinking skills; proficiency in basic library research skills and in writing papers informed by research; and mastery of the mechanics of writing.

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

## Course Goals and Student Learning 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:

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

## Student Learning Objectives

Students will demonstrate, orally and in writing, proficiency in the Area A3 Learning Outcomes. Students will be able to:

1. Locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.
2. Present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.
3. Effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.
4. Identify and critically evaluate the assumptions in and the context of an argument.
5. Effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

## Information available online

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

## Required Texts/Readings

**SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford**

Print ISBN: 9781457667121 Available at the Spartan Bookstore

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

If you own a used copy of *The Everyday Writer*, a new LearningCurve access code must be purchased from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin's online (<http://www.bedfordstmartins.com/everydaywriter/lc>)

If you have any questions or problems logging in to LearningCurve, contact Bedford/St. Martin's Technical Support:

Phone: 1.800.936.6899—for fastest service

Email: [BFW.TechnicalSupport@macmillan.com](mailto:BFW.TechnicalSupport@macmillan.com)

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

### Other Textbook

- Rohatgi, Avantika. *Global Rights and Perceptions* (Revised First Edition – 2013). (ISBN: 978-1-62131-925-2). The required book for my course, ***Global Rights and Perceptions (First Edition)***, is published by Cognella Academic Publishing and distributed by University Readers, Inc. The book is now available for purchase through the University Readers' student e-commerce store (<https://students.universityreaders.com/store/>).

### Other equipment / material requirements (optional)

- A college-level dictionary
- 4-8 large Green books for in-class essays

## Library Liaison for English Courses

The English 1B Libguide is online at <http://libguides.sjsu.edu/english1B>

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

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

## **Classroom Protocol**

### ***Class Participation and Attendance***

Please be on time to class and stay the entire class meeting. Arriving late or leaving early will impact your participation grade.

**Use of cell phones is strictly prohibited during class.** All electronic devices should be turned off and stowed before entering class. Listen actively during class discussions and abstain from talking or texting. If you are seen engaging in the use of **any** electrical device, you will lose participation points for that day and you may be asked to leave the class. Laptops may be used only during assigned class activities. Please refrain from walking in and out or eating during class. Covered drinks are acceptable.

As common courtesy to all, please complete your restroom visits before class. Exiting class during the meeting is disrespectful and disruptive.

**All readings must be completed by the beginning of each class period. Please bring your books to every class meeting.** Our class is focused on controversial readings and may challenge your beliefs about your culture and society. Please be open-minded and respectful of others' opinions. Disagreement with the authors' or peers' opinions may be expressed respectfully. Most activities will be group-centered, therefore, prepare to engage in lively, intelligent, good-humored discussion. Please come prepared with questions and ideas on the reading assignments for each class. Remember that this is a discussion-oriented, student driven class where the onus of learning is largely dependent on you.

Participation in discussion and visible effort in collaborative activities will be closely monitored and counted toward the final grade. Absences/tardiness and consequent inability to be involved in daily classroom discussions, workshops, activities, etc. will impact your participation grade. Should you miss a class, connect with your peers in order to get notes and information on materials covered.

### **Instructor's Intellectual Property Policies**

You must obtain my 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.

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 readings, exam questions, lecture notes, or homework solutions without instructor consent.

### **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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

**Reading:** Reading will be assigned daily. It is a crucial component of the class, as you must read effective writing to become a competent writer. All assigned reading must be completed by the beginning of each class session, and *all* discussions and assignments will be based in some way upon the reading material. In order to be successful in class, it is imperative that you complete the readings on time.

**Writing:** In English 1B, your assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. These assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing. Your writing assignments will total a minimum of 8000 words and this word requirement will be met by writing a sequence of six to eight essays. At least one of your essays will require research. This 8000-word minimum does not include the final exam, quizzes, journals, or any brief or informal assignments, but may include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors. Your instructor has listed in this syllabus how you will meet the **8000** word minimum. **You must write all essays to pass the course.**

University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

## **Assignments and Grading Policy**

**Grading:**A-F. To take the Writing Skills Test and move on to upper-division coursework, students need a C or better in English 1B.

**You must complete all 6 essays in order to pass the course.**

### ***Grading Breakdown***

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|---|-----|
| • Department Diagnostic (SLO 2, 4) (600 words)                              | 0%  |
| • In-class Essay (SLO 2, 3, 4, 5) (1000 words total)                        | 10% |
| • Group Unit Writing Project/Presentation (SLO 1, 2, 3, 4, 5) (1000 words)  | 15% |
| • Critical Analysis (SLO 2, 3, 4, 5) (1500 words)                           | 10% |
| • Research Paper and its Components (SLO 1, 2, 3, 4, 5) (2000 words)        | 20% |
| • Multimodal Class Presentation of Research Paper (SLO 1, 2, 3, 4, 5)       | 5%  |
| • Class Participation (peer reviews, workshops, in-class discussions, etc.) | 10% |
| • Daily Journals (SLO 2, 3, 5) (1000 words)                                 | 10% |
| • Quizzes, Author Reports and Discussion Generators (SLO 1,2, 4, 5)         | 10% |
| • Reflective Essay (SLO 3, 4, 5) (1000 words)                               | 10% |

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* (“The Grading System”). In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance (no extra credit offered) and will adhere to the following SJSU academic standards of assessment:

- The "A" [90-92=A-, 93-96=A, 97-100=A+] = Excellent 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 construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.
- The "B" [80-82=B-, 83-86=B, 87-89=B+] Above Average essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some descriptably 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" [70-72=C-, 73-76=C, 77-79=C+] = Average: essay will complete all tasks set by the assignment, but show weakness 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.
- The "D" [60-62=D-, 63-66=D, 67-69=D+] = Below average: essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or 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 usage errors that render some sentences incomprehensible.
- The "F" Failure: 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.

All assignments and exams will receive a letter grade, whose equivalent grade value (A: 4.0, A-: 3.7, B+: 3.3, etc., as specified at [http://www.sjsu.edu/registrar/tutorials/grade\\_values.html](http://www.sjsu.edu/registrar/tutorials/grade_values.html)) will be used to compute the composite grade value and equivalent final grade.

### **Assignment Descriptions**

- **Participation:** Participation in discussion and visible effort in collaborative activities will be closely monitored and counted toward the final grade. Inability to be involved in daily classroom discussions, workshops, activities, etc. will impact your participation grade.

**Class participation is assessed as follows:**

A= Regular, insightful questions and comments that contribute and advance class discussion; complete engagement

B= Occasional, pertinent questions and comments; active listening

C= Infrequent, tangential questions or comments; questionable attentiveness

D= Rare interaction; distraction or unpreparedness for class

F= Frequent absence, complete disengagement with the class

NOTE: The class participation grade constitutes **all in-class activities**, and **cannot be made up** if you miss a class, regardless of the reason.

University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

- **Reports:** Each student will be required to submit one written, researched report on the authors being discussed. These will include a five-minute oral presentation on a writer of an assigned selection. You will also be expected to generate class discussion based on the selection by your author. **Missed reports cannot be made up.**
- **Group Research Project and Presentation:** In order to establish a link between active learning and writing, you will be engaged in a collaborative project that includes a research paper and presentation. The purpose of this activity is to develop knowledge through research, as well as to promote exchange and understanding of varied viewpoints. You must be present for the presentation in order to get full credit.
- **Reading Responses:** Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings consist of analytical, critical, and argumentative essays. Students should write 1-2 pages of response to each of the works assigned as preparation for every class meeting. To receive full credit, you must analyze/evaluate the text selection AND share your own thoughts, feelings, and opinions. Do not simply summarize the article—demonstrate some interaction with the text. Reader responses will be graded on their completion and quality of content, though your score will be marked down if there are serious grammar errors that make your writing difficult to comprehend. The aim of these responses is to help sharpen your intuitive thinking and interpretative insight, as well as to generate ideas for your formal essays. In addition, it will benefit you to raise issues, take notes and be actively involved with the reading. Include questions and concerns that occur during your reading of the text so that we can address them in class discussions. **Reading responses will not be accepted late.**
- **Peer Review Workshops:** Most out-of-class essays will be peer reviewed in class prior to the due date. These workshops are an important component of the writing process. They will give you the opportunity to receive valuable feedback from your peers. **A complete rough draft needs to be finished prior to the workshop; outlines or incomplete drafts will not be acceptable.** You must turn in all workshop materials with the final copy of the essay. **Missed workshops cannot be made up.**
- **Grammar Groups:** Each student will be expected to work with the members of his/her group to team-teach one grammar concept to the class. A successful instruction should be engaging and thoroughly clarify the assigned grammar concept to the class.

- **Research Paper:** English 1B includes an introduction to the library and basic research strategies. You will learn how to locate materials and use them effectively (i.e. paraphrasing, quoting, summarizing) as well as proper citation formats. You will be required to write a traditional research paper and other short essays in which you use library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of your English 1B course. Attendance at this session is mandatory to understand the concepts of library research.

Please remember that your research paper and its components are worth 20% of your class grade. You will have significant time to research and write, so please be prepared to turn in your best work. The following assignments are components of your research paper and must be included in your final portfolio:

- Rough draft of your complete essay
- Peer review received on your essay
- Final essay
- Works cited page demonstrating your research
- Copies from three of your sources with information used as citations highlighted

**No late or electronic submissions will be accepted.**

- **Final Assignment:** Instead of a final exam, you will write a critical reflection at the end of the class. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The final assignment is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. This assignment is your culminating experience. This course does not have a final exam, but attendance during the Final Exam meeting time is mandated by the Department.

### ***Due Dates***

**No late papers will be accepted.** No exceptions. Papers not turned in on due dates will receive a grade of F. In-class essays can only be made up if the student has given significant rationale along with advance notice or can provide official documentation from a physician. **In-class assignments including peer reviews and any formal presentations cannot be made up.**



## 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.

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

## English 1B, Fall 2014, Course Schedule

The schedule is subject to change with fair notice. Reading assignments must be completed by the day they are listed. All assigned readings are from *Global Rights and Perceptions* unless indicated otherwise. Please bring your textbook to class every day.

Week	Date	Topics, Readings, Assignments, Deadlines
1	T Aug 26	Introduction, Discussion of Syllabus, Course Overview Read Critical Thinking, (Everyday Writer) pp.129-143 for next class.
	R Aug 28	<b>Essay #1 (In-class Diagnostic)</b> (600 words; SLO 2, 4) <b>Bring Green book(s), ink pens, and your dictionary.</b> Read Analyzing Arguments, (Everyday Writer) pp.143-161 for next class.
2	T Sept 2	Introduction to Human Rights. <i>Are Human Rights Universal?</i> (Franck) (SLO 3, 5)
	R Sept 4	Essay #2 Assignment (SLO 2, 3, 4, 5) Grammar Group #1- Subject Verb Agreement (Everyday Writer)
3	T Sept 9	<i>Women Sportscasters</i> (Grubb, Billiot), <i>Beauty and the Beast of Advertising</i> (Jean Kilbourne)
	R Sept 11	Read Constructing Arguments ( Everyday Writer) pp. 163-184 <b>Rough Draft of Essay # 2 Due.</b> (1500 words; SLO 2, 3, 4, 5) <b>Peer Review Workshop on Critical Analysis</b>
4	T Sept 16	<b>Due: Essay #2: Critical Analysis (1500 words) (SLO 2, 3, 4, 5)</b> <i>America: Home of the Brave</i> (Hammond), <i>Stop Saying "Same-Sex" Marriage</i> (Frye)
	R Sept 18	<i>Human Trafficking and Slavery</i> (Masci), <i>Kidneys To Go: Dis-Ordering the Body in a Pretty Dirty Economy</i> (Ewart) Grammar Group#2 –Comma Splices and Fused Sentences (Everyday Writer)
5	T Sept 23	Group Project Assigned Work on Group Project (SLO 1, 2, 3, 4, 5) Read Research ( Everyday Writer) for next session.
	R Sept 25	Library Session (SLO 1, 3, 5) – MLK Library, Room TBA
6	T Sept 30	<i>The Meaning of the F-word</i> (Winterson, et al.), <i>The Marriage Business</i> (Khan)
	R Oct 2	Work on Group Project (SLO 1, 2, 3, 4,5) Grammar Group #3-Pronoun Antecedents (Everyday Writer)
7	T Oct 7	<b>Due: Essay #3, Group Project and Presentation</b> (1500 words; SLO 1, 2, 3, 4, 5)
	R Oct 9	Group Project and Presentation contd.

Week	Date	Topics, Readings, Assignments, Deadlines
8	T Oct 14	<i>Don't Fear the Pirates</i> (Hunt), <i>Google Privacy Practices Worse Than ISP Snooping, AT&amp;T Charges</i> (Singel)
	R Oct 16	<i>Blood Diamonds Are Back</i> (Campbell), <i>Our Man and His Goats</i> (Saba) Grammar Group #4-Tense Consistency (Everyday Writer)
9	T Oct 21	<b>Essay #4: In-class: Argument</b> (1000 words; SLO 2, 3, 4, 5) <b>Bring Green book(s), pens, and your dictionary</b>
	R Oct 23	Research Paper - Objectives and Expectations; Grammar and Revision Grammar Group #5 MLA Formatting and Documentation (Everyday Writer)
10	T Oct 28	<i>Acid Attacks</i> (Sprelich), <i>Mutilation by any Other Name</i> (Ameigh)
	R Oct 30	<b>Due: Tentative Thesis Statement</b> (SLO 3, 4, 5) Thesis Evaluation and Research Strategies
11	T Nov 4	Thesis Evaluation and Research Strategies continued
	R Nov 6	<i>When did Immigrants Become the Enemy?</i> (Lam) <i>Its Time for the Global Village to Stand Up for Our Children</i> (Day)
12	T Nov 11	Veteran's Day – No classes
	R Nov 13	<i>Is Google Making Us Stupid?</i> (Carr), <i>The Critics Need a Reboot</i> (Wolman)
13	T Nov 18	<b>Due: Draft of Essay #5: Research Paper (2000 words)</b> (SLO 1, 2, 3, 4, 5, Peer Review Workshop (SLO 1, 2, 3, 4, 5)
	R Nov 20	<i>Curbing Female Foeticide</i> (Bose), <i>A Brief History of Infanticide</i> (Milner)
14	T Nov 25	<b>Due: Draft of Reflective Essay #6 (1000 words)</b> (SLO 3, 4, 5) In-class peer review workshop
	R Nov 27	Thanksgiving Day – No classes
15	T Dec 2	<i>That Used to Be Us</i> (Friedman, Mandelbaum) Work on Essay
	R Dec 4	<b>Due: Essay #5: Final Research Paper</b> (2000 words) (SLO 1, 2, 3, 4, 5) <b>Class Presentations of Final Research Paper</b> (SLO 1, 2, 3, 4, 5)
16	T Dec 9	<b>Due: Reflective Essay # 6</b> (1000 words) (SLO 1, 3, 4, 5) Class presentations continued.
Finals Week	37: F Dec 12, 2:45 – 5:00 PM	Class presentations continued. Evaluative assessment. ( SLO 1,2,3,4,5) <b>Attendance mandatory.</b>
	41: R Dec 18, 2:45 – 5:00 PM	

## Important dates for Fall 2014

Thursday	August 21	Academic Year Begins – Fall Semester Begins
Thurs– Friday	August 21-22	Orientation, Advisement, Faculty Meetings and Conferences (P)
Monday	August 25	First Day of Instruction – Classes Begin
Monday	September 1	Labor Day - Campus Closed (L)
Friday	September 5	Last Day to Drop Courses Without an Entry on Permanent Record (D)
Friday	September 12	Last Day to Add Courses & Register Late (A)
Monday	September 22	Enrollment Census Date (CD)
Tuesday	November 11	Veteran's Day - Campus Closed (V)
Wednesday	November 26	Classes that start at 5:00 PM or later will not meet.
Thursday	November 27	Thanksgiving Holiday - Campus Closed (T)
Friday	November 28	Rescheduled Holiday - Campus Closed (RH)
Wednesday	December 10	Last Day of Instruction - Last Day of Classes
Thursday	December 11	Study/Conference Day (no classes or exams) (SC)
Friday	December 12	Final Examinations (exams)
Mon-Thursday	December 15-18	Final Examinations (exams)
Friday	December 19	Final Examinations Make-Up Day (MU)
Monday	December 22	Grade Evaluation Day (E)
Tuesday	December 23	Grades Due From Faculty - End of Fall Semester (G)