San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Sections 33, 34, 24 & 32, Spring 2022

Instructor:	Dr. Yuching (Jill) Yang
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Office Hours:	Tuesdays 10 am-12 pm; 1-3 pm and by appointment Make an appointment: Jill's Google calendar Zoom: https://sjsu.zoom.us/j/8741232088
Class Days/Time/Room:	#33 Th 10:30 am -11:45 am: Boccardo Business Center 128 #34 Th 12-1:15 pm: Boccardo Business Center 221 #24 Th 1:30-2:45 pm: Clark Building 316 #32 Th 5:45-7 pm: Clark Building 316
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I

ENGL 1A Course Description
ENGL 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.

ENGL 1A General English Learning Outcomes (GELO)

Upon successful completion of the course, you 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 features 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;
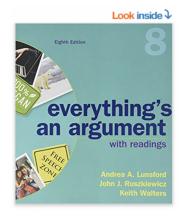5. demonstrate college-level language use, clarity, and grammatical proficiency in writing.

Course-specific Theme:

Digital literacy and social changes

Technology-infused activities and literacy development are nowadays considered not as a choice but as requirements for almost every aspect of our daily interaction. Digital literacy is considered as a set of competence to gain full participation in a knowledge society and make further contributions. In this writing course, we will explore more how technology and literacy affect our locating, consuming and creating new information. Moreover, these communication and interaction with other people would become the forces for social changes. One way of understanding the relationship between arguments and actions is through understanding how rhetorical strategies are employed in different types of arguments. You will analyze the effectiveness of different rhetorical appeals, by evaluating the purposes, target audiences, contexts, as well as discuss the potential impact on the movement of social changes in different contexts and cultural products.

Course Learning Outcomes (CLO)
1. develop sophisticated audience- and situation-sensitive reading and writing *strategies*
2. use these strategies to make convincing, appropriate *arguments* to the particular audience in formal and informal settings
3. identify and evaluate key *rhetorical strategies*, with an emphasis on *ethos*, *logos*, *pathos*, and *kairos*
4. explore the complexity of an issue by seeking *multiple perspectives*
5. engage in a variety of *research methods* to study and explore the topics— may include both primary research (such as fieldwork and observation) and secondary research (such as library and Internet research)
6. use a variety of organizational strategies (for example, organizing main ideas chronologically, sequentially, deductively, and inductively)

Required Readings

- *Everything's an Argument with Readings. 8th Ed.* Lunsford, A. A., Ruszkiewicz, J. J., & Walters, K. *(2019).* ISBN-10: 1319056261, ISBN-13: 978-1319056261

- Students will be asked to research other texts and materials on the theme of digital literacy and social changes that are appropriate for academic studies. These texts will help us develop a shared context of reading to inform our arguments.

Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues (such as diversity and ethnicity, class and social equality) that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Writing assignments will give you repeated practice in prewriting, drafting, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Assignments include in- class writing as well as out of class revisions.

Reading: In addition to being writing intensive, English 1A is also a reading course. You will read a variety of literary, rhetorical, and professional works of the human intellect and imagination. Secondary materials will be read to help situate the historical and cultural contexts in which the primary texts were created. All the readings serve as useful models of writing for academic, general, and specific audiences. The readings represent diverse voices, genres—from personal narratives to speeches, from arguments to humorous essays.

Critical Thinking: In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio- economic, political); and evaluating your own understanding of ideas by identifying your own interpretive lens.

Research: We will include a library orientation conducted by a trained librarian to introduce the library and basic research strategies that you will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

Oral Communication: You will share your ideas or opinions orally to class in group discussion, student-teacher conferences and PowerPoint presentation of the proposal project.

Requirements and Assignments

SJSU classes are designed such that in order to be successful, you 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.

1. **Attendance**

Students should attend all in-person meetings, if scheduled, of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading. If you have any specific reasons for not being able to attend online meetings or complete the tasks online, you should report to me upon your return to inquire about making up the work or check Canvas for instructions. You who know in advance that they will miss one or more classes should inform me about your plans.

2. **Writing Project (WP)*3**

There will be three writing projects in this course—rhetorical analysis, proposal and critical evaluation. For each project, you need to produce a rough draft, a revised draft and a final product based on my and your peers' feedback. More detailed instruction will be given at the beginning of the writing project. You will also be required to complete a reflection essay (e.g. self-assessment) along with your ePortfolio. Note that if you do not submit your writing projects by the assignment deadline, you will lose **10% by class days** from your final writing project grade.

3. **Rhetorical Analysis (RA)*5**

After learning different rhetorical appeals, or strategies, you should learn how to use them to analyze the readings, either textual or visual products. For a rhetorical analysis, please do the following:

1. Find an article on a topic that is relevant to the project, and interests you.
2. Create a new word document, including (1) the link to the online article, and (2) original texts from the article and (3) your analysis and explanations. To submit the work, you can either upload the whole document to Canvas, or copy and paste your analysis into the submission box.
3. While you read, track the rhetorical moves that the author is making. You might consider some of the following questions for these analyses:
   - What is the main argument?
   - Who is the target audience? How do you know?
   - What is the context for this work? How do you know?
   - What is the author doing (the purposes) to you as the reader?
   - How does the piece begin? Why?
   - What does the middle of the piece contain? Why?
   - How does the piece end? Why?
   - Do you see the use of ethos, pathos, and/or logos? How so?
   - What other rhetorical techniques are used (e.g., rhetorical questions, allusions, repetition, analogy, etc.)?
   - How effective do you think this work is, for what reason?

4. In each RA, provide at least **10** analyses by answering any of the questions listed above or your own thoughts on the rhetorical strategies, the ones being used or the ones missing, which affect the persuasiveness of the article. Each analysis/response should include "what" it is and "why" you think so.

5. **Reading Journals (RJ) *13**
Each time you are assigned reading from our textbook or online materials, please complete a journal entry and post them in Canvas. You can choose to respond to one or all the chapters assigned. Your thoughts and questions help us to orient our discussion and follow-up clarification and adjustment of teaching schedules. Each journal needs to be 150-200 words**,** by doing at least 3 of the following:
    ● Summarize the key concepts in the chapter
    ● Connect concepts to other learning, personal experiences, or your observations
    ● Stop and clarify unfamiliar language/examples through some research of your own
    ● Evaluate what you have read
    ● *Ask questions (required)

You will also need to respond to two other students' posts.

6. **Participation, Written Peer Response/Review (for all three projects)**
You will be required to respond to your peers' drafts at least three times during the semester. At the same time, your drafts will be reviewed by your peers. You will have a peer response form for each assignment. The peer response session will take place in class, and that means you need to have your draft of each assignment done **BEFORE** the day the peer response takes place. If you do not have a draft prepared on the day a peer review workshop takes place, you will lose your grade on the peer response and the opportunity of receiving peer feedback. We will practice and evaluate peer review techniques periodically, and you will be given instructor feedback to help you become an effective peer reader.

7. **ePortfolio**
KEEP ALL OF YOUR WRITING for this course, including in-class and out-of-class working notes, drafts, revisions, and final drafts, reader responses, peer response comments, self-assessment pieces and in-class entries. At the end of the semester, you will be assigned one of the learning goals (GELOs), and complete a 500-600 word reflection essay, in which you argue how the work you've done helps achieve the goal by reviewing all your work to analyze and evaluate your progress, include all the work you reference in the appendix. Further instructions will be provided toward the end of the semester. Keep backup copies of your work on the thumb drive or cloud required for the course—and/or a secure server.

Assignment Learning Goals, and Grade Value

Assignment	Word Count	GELO	Grade Value

Participation (drafts, in-class discussion, peer-review workshops and peer feedback, etc.)	500	GELOs 1, 2	15%
Reading Journals *13	2000	GELOs 1, 2, 3	10%
Rhetorical Analysis *5	1000	GELOs 1, 2, 3	10%
Writing Project #1 rhetorical analysis	2000	GELOs 1, 2, 3	20%
Writing Project #2 proposal	2000	GELOs 1, 2, 3	20%
Writing Project #2 presentation	500	GELOs 1, 2, 4	5%
Writing Project #3 evaluation	2000	GELOs 1, 2, 3	15%
Final exam: reflection essay	500	GELOs 2, 3	5%
Totals			100%

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. Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, reading responses, and exams are graded on a traditional A-F scale. All assignments and exams are graded on a traditional A-F scale. The following are the criteria by which essays are typically evaluated in first-year writing courses:

- An "A" range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A "B" range essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A "C" range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A "D" range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An "F" essay does not fulfill the requirements of the assignment.

English 1A Grading: A – F
The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B= above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or – grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Point Grade Scale

A 93% and above	B- 80%-82.9%	D+ 67%-69.9%
A- 90%-92.9%	C+ 77%-79.9%	D 63%-66.9%
B+ 87%--89.9%	C 73%-76.9%	D- 60%-62.9%
B 83%-86.9%	C- 70%-72.9%	F Below 60%

Community norms and expectation

1. Face Coverings/Masks

Campus community members are encouraged to wear their own personal face covering/mask. Face coverings or masks must be:

- Worn by all students, faculty, and staff on campus at all times when indoors, except when alone in a private office with the door closed.
- Worn when outside and it is difficult to maintain at least six feet of physical distance from others.

Appropriate use of face masks or coverings is critical in minimizing risks to others near you. You could spread COVID-19 to others even if you do not feel sick. The mask or cloth face covering is not a substitute for physical distancing.

Cloth face coverings must only be worn for one day at a time, and must be properly laundered before use again. Having a week-long supply of cloth face coverings can help reduce the need for daily laundering.

Disposable masks will be provided by San José State University, if needed. Employees should contact their supervisor if they need a face cover. Disposable masks may only be worn for one day and then must be placed in the trash. These items, if needed, will be distributed to returning students, faculty, and staff at the:

- Facilities Development & Operations' Customer Service Center located in the Corporation Yard A (CYA) building (intersection of San Fernando and 9th Street, across from the North Garage)
- Kiosk is located between the Student Wellness Center and Event Center.

(For more information, check out the SJSU Adapt Plan website

https://www.sjsu.edu/healthadvisories/sjsu-adapt/plan/index.php#Face%20Coverings/Masks)

2. Attendance and participation

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 ensure maximum benefit for all members of the class."

Your participation will be scored based on your contribution to the learning that we do together as a class weekly in our discussions and group work. Thus, frequent tardiness and absences will have a negative impact on your participation grade and your overall grade and you will be missing out on important feedback and interaction with peers. You are expected to participate cooperatively, constructively, and to the best of your ability in all classes and conference activities (see more details next page). Participation work includes oral and written responses to readings and other course material, in class writing, group work, drafts, revision work, and anything else we do in the course of the writing process for each project.

Please also note that some course content may be sensitive. As we conduct scholarly investigation and engage in critical thinking about class topics, we will often entertain many different opinions about a topic or text or perspective; please be considerate of others' contributions and viewpoints. An environment of respect will allow all of us the opportunity to participate and learn.

Because so much of the learning in this course will come from class discussion, peer-review workshops, and instructor guidance and feedback, it is extremely important that you complete the reading and written assignments on time. However, if an emergencyarises that prevents you from meeting the deadlines on major assignments, you must contact me before the deadline to establish a new due date at my discretion. All late work has a penalty of 10% per day late. Only health issues and illness with documented proof are considered for extensions without late penalty.

3. Late Work

Participation activities will equal 15% of the course grade. It all adds up, so make every effort to come to class and keep up with assignments. Furthermore, be aware that **absence is not an excuse for not being prepared for class. If you are absent, call/email a classmate, or check**

our Canvas modules and discussion board, to find out what the assignment for the next class is--and come to class prepared.

I will not accept make-up work for participation work that is required to be done in class, unless you notify me in advance and establish mutually agreeable deadlines for completing the work. You need to attend regularly to keep work and grades up-to-date. Homework is due **at the beginning** of class. Late or incomplete work will be accepted for a **10**% reduction of points per day **late**. Any such **work** that is five or more days **late** will receive a mark of 0.

Late submissions are accepted with a 10% penalty per day late. All assignments are due before the start of class and are considered late if submitted after that. Some assignments based on class activities may be due by the end of class, which will be denoted by class end time. If you are consistently late, whether due to technology issues or otherwise, your overall grade may be affected. Many activities in the course are time-sensitive, so it is crucial to be submitting and providing your feedback and input on time. If you have any questions or problems with technology or other concerns, be sure to communicate with me beforehand.

4. Conferences and Office Hours
During the course of the semester, we will have both individual and group conferences. For individual conferences, at least once, I will require you to meet me online to discuss your papers. Group conferences will take place in zoom meetings in class. More details about the group conferences will be announced when you work on your writing projects. However, I am in my virtual office to help you during the hours listed on the front of this document—please don't be afraid to stop by during any stage of the writing process to talk about your papers. You also can contact me by email.

5. 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.

Course Schedule

The following is a description of projects and due dates. While there is a particular curriculum we need to cover within the semester, every class is different, and sometimes we will have to change plans. Therefore, you should view the semester outline as just that--an outline, with details to be arranged as the class progresses and various changes to be made as the need arises. If we make any major change in course requirements, I will inform you of any revisions in a timely manner. Students are responsible for assignments handed out in class as well as for those indicated on the project outlines, so absent students should check with classmates in order to be well.

The schedule is subject to change. Any changes will be announced in class in advance and the most updated schedule will be posted to "Announcement" in Canvas. Unless specified otherwise, readings are from *Everything's an Argument with Readings*. Reading and writing assignments must be completed by the beginning of class on the dates they appear in this schedule.

RJ: Reading Journal
RA: Rhetorical Analysis
EA: *Everything's an Argument*

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th 1/27 zoom	**DUE**: ● Complete "Course Welcome & What to Do Next" Module **In class**: ● Course overview and Canvas orientation ● Review and discuss syllabus and course goals/objectives
2	T 2/1 async.	**DUE:** ● Post "Self-introduction" in Canvas **Online:** ● Ch 21 Plagiarism and academic integrity ● Academic Integrity and Habits of mind
	Th 2/3 zoom	**DUE:** ● RJ#1: Ch. 1 Understanding arguments and reading critically **In-class:** ● Intro to WP#1 assignment sheet: context and learning objectives

3	T 2/8 async.	**DUE:** ● RJ#2: Ch 2. Pathos, Ch. 3 Ethos, Ch. 4 Logos **Online:** ● WP#1 cont'd; Analyze Argument Construction in Public Service Announcements and Commercials
	Th 2/10 zoom	**DUE:** ● RJ#3: Ch. 6 Rhetorical Analysis **In Class:** ● [Breakout rooms] RA#1: Choose ONE of the three articles from *EA* Ch 25 How Does Language Influence Our World? ● Theme exploration
4	T 2/15 async.	**DUE:** ● RJ#4: Ch. 14 Visual Rhetoric and Ch. 16 Multimedia Arguments **Online:** ● Review RJ#1, 2, 3 and 4 ● Analyze Argument Construction in Public Service Announcements and Commercials
	Th 2/17 in-person	**DUE:** ● RJ#5: Ch. 5 Fallacies of Argument **In Class:** ● Sample RA work ● Find and upload a Public Service Announcement or Advertisement (texts + images) for WP#1 to "Discussion" ● Analysis Drafting
5	T 2/22 async.	**DUE:** ● [Rough draft] WP#1 Part 1 Rhetorical Analysis Draft with the Actual Announcement or Advertisement posted to "Discussion." **Online:** ● Analysis Peer Response ● Brainstorm WP#2: Jamboard, writing a range of polling questions and doing a quick google survey of the whole class) and complete the surveys ● Poster creation workshop
	Th 2/24 in-person	**DUE:** ● [Rough draft] WP#1 Part 2 Poster (Ideas for Creating Your Advertisement Poster with words and images) in "Discussion" **In Class:** ● Poster Round table discussion ● Justification drafting

6	T 3/1 async.	**DUE:** ● [Rough draft] WP#1 Part 2 Poster and Part 3 Justification draft in "Discussion" **Online:** ● RA#2: an flip-side article–flip sides article of your choice ● Parts 2 and 3 draft Peer Response
	Th 3/3 in-person	**DUE:** [Revised draft] Part 2 poster and Part 3 Justification in "Discussion" **In Class:** ● Student sample analysis ● APA tutorial and workshop: cover page and references ● Continue revising WP#1 drafts (content and format)
7	T 3/8 async.	**DUE:** ● [Final drafts] (1) WP#1 Part 1, and (2) Part 2 + 3 combined, submitted to TWO different "Assignments" tabs ● RJ#6: Ch. 12 Proposals (pp. 272-306) **Online:** ● WP#1 Reflection ● Establish your group norms, finalize the members and topics to ensure the following weeks of collaboration and communication.
	Th 3/10 in-person	**DUE:** RJ#7: Ch. 17 Academic Arguments **In Class:** ● Topics development workshop ● Intro to WP#2; brainstorming topics
8	T 3/15 async.	**DUE:** RJ#8: Ch. 18 Finding Evidence **Online:** ● Review Ch 12, 17 and 18 ● Database Overview; Opposing Viewpoints ● Post 2/+ Articles from Database for Your Proposal ● RA#3: any article of your interest related to your WP#2 topic

	Th 3/17 in-person	**DUE:** ● RJ#9: Ch. 19 Evaluating Sources & Ch. 20 Using Sources **In Class:** ● Intro to field research and primary studies ● ● Collaborative Brainstorm: Primary Research: Surveys, Observations, Photos, Artifact Collection
9	T 3/22 async.	**DUE:** ● RJ#10: Ch. 13 Style in Arguments ● Links to your WP#2 primary research design: 2/+ types of primary research for your proposal (results/findings due by Tue 4/5) **Online:** ● Discuss the strategies of designing primary research, and conducting research
	Th 3/24 in-person	**DUE:** ● RA#4: your opposing viewpoints sources (e.g. counterarguments for your proposal) **In Class:** ● Understand the strengths and rhetoric of primary research to enhance different types of arguments ● WP#2 rough draft writing: Problem, Potential Sources, Creative Solution, and Counter-Arg.
10	T 3/29	No class: Spring Recess (*SPRING RECESS*)
	Th 3/31	
11	T 4/5 async.	**DUE:** ● RJ#11: Ch. 7 Structuring Arguments **Online:** ● Genre analysis of sample essays in *EA* ● Complete your primary research designs ● Appendix writing tutorial
	Th 4/7 in-	**DUE:** ● WP#2 rough draft including (1) intro, (2) problem, (3) proposal, and (4) justification sections (minimum FOUR pages) **In Class:**

	person	• Sign-up for group conferences (Google doc) • Peer review on primary research designs • Continue your primary research data collection
12	T 4/12 async.	**DUE:** • RJ#12 Ch. 15 Presenting Arguments **Online:** • Group conferences I • Drafting workshop: Incorporating primary research, synthesizing your findings, and drafting your arguments • Continue drafting WP#2 by incorporating your primary research results
	Th 4/14 in- person	**DUE:** • WP#2 Revised Draft with all the findings (7 sections) **In Class:** • Peer feedback to another group's WP#2 revised draft • Submit the revising plans for your WP#2 essay
13	T 4/19 async.	**DUE:** • Post to Canvas the link to your group presentation (slides/link) in "Discussion" **Online:** • Prepare for the presentation: Presentation criteria and planning
	Th 4/21 in- person	**DUE:** • WP#2 presentation slides **In Class:** • Group Presentation of WP#2 • Peer feedback to each group's presentation
14	T 4/26 async.	**DUE:** • WP#2 final draft (see WP#2 assignment sheet for requirements) **In Class:** • WP#2 self-assessment • Intro to WP#3 • Brainstorm your areas of expertise
	Th 4/28 in- person	**DUE:** • RA#5: "Is Google making us stupid"? • RJ #13: Ch. 10 Evaluations **In Class:** • Student sample analysis • Developing standards or criteria

15	T 5/3 async.	**DUE:** ● WP#3 1st draft: proposal **Online:** ● Annotated bibliography (AB) writing workshop: Four sources for your paper
	Th 5/5 in-person	**DUE:** ● WP#3 2nd draft: expanded 1st draft incorporating AB **In Class:** ● Instruction on the genre of WP#3 final draft ● Final exam: ePortfolio workshop/reflection writing
16	T 5/10 async.	**DUE:** ● WP#3 revised draft (5 pgs.) in "Discussion" for peer review and teacher feedback **Online:** ● Peer review of WP#3 revised draft ● Complete ENGL 1A Spring 2022 assessment: Tasks 1, 2 and 3
	Th 5/12 in-person	**In Class:** ● Continue drafting your reflection writing as well as upload all the SIX required documents to program's course shell ● Drafting reflection writing ● Complete teacher evaluation
Final Exam	T 5/17	**DUE before class:** ● WP#3 final draft (5 pgs.) in "Assignments" for grading Study day (No class; Optional zoom meetings available)
	Th 5/19	**DUE:** (1) **Our course shell:** reflection writing (5% of semester grade) (2) **ENGL 1A Spring 2022 assessment**: All SIX required files named following the instruction (3) Last day of submitting any missing work (late policy applies)

Important deadlines

Monday .... February 7..................... Last Day to Drop Courses without an Entry on Student's Permanent Record (D)
Monday .... February 14 .... Last Day to Add Courses & Register Late (A)
Tuesday .... February 22.................. Enrollment Census Date (CD)
Monday-Friday .... March 28-April 1 .... Spring Recess (*SPRING RECESS*)
Thursday .... March 31...................... Cesar Chavez Day - Campus Closed (CC)
Monday .... May 16 .... Last Day of Instruction – Last Day of Classes
Tuesday .... May 17 .... Study/Conference Day (no classes or exams) (SC)