

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 62, Fall 2014

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Office Hours: Tuesdays and Thursdays, 12:00 – 1:00
Class Days/Time: Tuesdays and Thursdays 10:30 -11:45
Classroom: BBC 123
Prerequisites: EPT of 147 or higher, passage of LLD 1 or 2
GE Category: Written Communication A2

Faculty Web Page and MYSJSU Messaging (Optional)

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

Course Description

Welcome to English 1A. This is the first course in SJSU's two-semester lower-division composition sequence, and 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 with an introduction to citing sources), on the other. This course fulfills the written communication requirement of the university's core GE, and it is intended to increase your capacity to write, read, and think critically at the college level – all of the assignments will help develop these abilities. We will study various rhetorical modes along with stages of the writing process such as organizing, drafting, editing, and revising. You will learn to communicate meaning clearly and effectively; since written expression is something that you will practice in every profession, you will learn skills in this class that you will utilize throughout your life. This course is demanding, and I will expect a great deal of work from all of you; however, I am here to help you learn, and I hope you come away from this course with an increased appreciation for writing.

Prerequisites: Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT, such as LLD 2.

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, including appropriate citation.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction and tone.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

Student Learning Objectives (SLOs) for GE Area A2

SLO 1: Students shall demonstrate the ability to read actively and rhetorically

SLO 2: Students shall demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance

SLO 3: Students shall articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals

SLO 4: Students shall demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres

SLO 5: Students shall demonstrate college-level language use, clarity, and grammatical proficiency in writing

University Policies

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/Materials

- Kirszner & Mandell, *Patterns For College Writing: A Rhetorical Reader and Guide*, Twelfth Edition (PCW) ISBN – 9780312676841
- SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford (Fifth Edition) ISB – 9781457667121; Electronic Edition ISBN- 9781457633423 or Bedford/St. Martin’s online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>)
- A college-level dictionary like OED
- 4-8 yellow books for in-class essays
- 1-2 yellow examination booklets for the final exam
- Note: Please bring *Patterns for College Writing* (PCW), *The Everyday Writer* (EW) and your notebook to class every day.

Library Liaison for English Courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: Toby.Matoush@sjsu.edu

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

Classroom Protocol, Assignments, and Grading Breakdown

Reading:

Reading for the course shall be extensive and intensive and include models of writing for academic, general, and specific audiences. You will be required to complete reading assignments on a daily basis. All reading must be completed by the beginning of each class period. Our class discussions, quizzes, and essay prompts will relate to the assigned selections, and the readings provide excellent examples of the various types of writing that we will be studying throughout the semester. In addition, you must submit reader responses every class period throughout the semester (as noted on the schedule). Remember: The more you read, the better you will write.

Writing:

This is a composition course - every class period will involve a written component. There are eight required essays: four in-class (including an ungraded diagnostic) and four out-of-

class. You will be asked to revise and rewrite at least one of the out-of-class essays. ***YOU MUST COMPLETE ALL 8 ESSAYS IN ORDER TO PASS THE COURSE!*** Bring pens, yellow books, and a dictionary for in-class essays. ***These cannot be made up unless you have contacted me in advance.***

Out-of-class essays must be typed, double-spaced, and in 12-point, Times New Roman font. They must be in accordance with MLA citation guidelines (we will have a class discussion on the MLA format; additional information can be found in *The Everyday Writer*). Out-of-class essays will have specified minimum page length requirements that will be listed on the prompt sheets. Essays will be due at the beginning of class period on the date indicated on your green sheet.

Late Policy:

I am a prompt person, so I expect the same from you. While late papers will be accepted up to one week after the due date, they will be graded down significantly. ***For each calendar day that your paper is late, it will be graded down one full letter grade.*** If the paper is turned in after the class period on the assigned due date, the essay will be graded down half a letter grade. ***After one week, I will no longer accept the essay.*** If extenuating circumstances apply for either in-class or out-of-class essays, you must contact me *before* the due date in order to request an extension or make necessary accommodations for in-class essays. Turn in essays on time!

Workshops:

Workshops are an important component of the writing process; they give you the opportunity to get valuable feedback from your peers and your instructor. Bring 3 copies of your essay (a completed rough draft), on each workshop date as listed on the class schedule. You must turn in all workshop materials with the final copy of the essay. ***If you miss a workshop, your essay will be graded down one full letter grade.***

Homework/Reader Responses:

Homework is essential, and the more effort you put into it, the better you will do overall in the course. It will be assigned every day the class meets in the form of grammar exercises from *The Everyday Writer* and written responses to the readings. Reader responses are an important part of your homework and are due every class period throughout the semester, as noted on the class schedule. In these responses you shall record analysis, thoughts, opinions, questions, and personal reactions to the texts. Each entry must be dated, and it must be a minimum of one full page (typed, double-spaced, with one-inch page margins). ***To receive full credit, you must analyze/evaluate the text selection AND share your own thoughts, feelings, and opinions.*** Do not simply summarize plot—show some in-depth thought and interaction with the text. Reader responses will be graded on their quality of content though your score will be marked down if there are serious grammar errors that make your writing difficult to comprehend. ***Reader responses and grammar homework will not be accepted late—no exceptions.***

Class Work, Homework, and Participation:

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>.

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.”

We will complete daily work in class that will be collected at the end of class period and count towards your participation grade; you will not be able to complete these assignments if you do not come to class. I expect you to attend class on a daily basis and come on time. ***Absences and/or tardiness will affect your grade.*** In addition, class participation does not simply mean that you are physically present in class. You must have all class materials, contribute to discussions, actively listen to your peers, and take notes as necessary.

Please note: Once again, as a courtesy to others, attend every class meeting on time and do not leave during class. If you expect that you will be late, absent, or unprepared once in a while, this is not the class for you. ***Turn off cell phones or put them on silent mode during the class period; you will lose all participation points for the day if I see your cell phone (this especially includes under the desk/table text messaging—I do see you!).***

Quizzes, grammar exercises, debates, and short presentations will also factor into this portion of your course grade. I will occasionally give pop quizzes on the assigned readings, and you will be notified of grammar quizzes in advance.

Do not schedule appointments that conflict with class meeting. If you must be absent from class due to an emergency, be sure to get the missed information and/or assignment from a classmate. For this purpose obtain names and phone numbers and/or email addresses of at least three of your class mates.

Classmate # 1 Name/phone/e-mail:

Classmate # 2 Name/phone/e-mail:

Classmate # 3 Name/phone/e-mail:

Grading Breakdown:

Out-of-Class essays (4 at 10% each)	40%
Final Exam	10%
In-Class Essays (3 at 10% each + C/NC Diagnostic)	30%

Homework (Reader Responses, Grammar Exercises)	10%
Class Participation (Discussion, In-Class Writing etc.)	10%

Grading Policy

Grading: A-F. This class must be passed with a C or better to move on to CORE GE Area A3 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.

This course must be passed with a C or better as a CSU graduation requirement

English I – A is graded on a system of A, B, C, D or F. Students will be awarded letter grades for the essays assigned above. Each grade will be worth points and will constitute a certain percentage of the total grade (as given above in the breakdown). The final grade for the course will be calculated out of a total of 100%. The point range for each letter grade is as follows: A 93 or above; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69 D 63-66; D- 60-62; F 59 or lower. For homework and class participation, students will receive a point each time they turn in homework and participate in class activity for the day. 10% (homework) + 10% (class participation) will be calculated on the basis of the points received by each student out of the total due. The final exam will account for 10% of the total course grade.

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.

Office Hours

I hope all of you will utilize my office hours at some point in the semester. I am here to help *you* in any way that I can. Whether you need individual tutoring, want to talk about an assigned reading or essay, or have grade concerns, please stop by and visit. If my office hours are not convenient, I would be happy to make an appointment with you on an individual basis at a time more suited to your schedule.

Student Technology Resources (Optional)

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd 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 (Optional)

San Jose State University provides students with free tutoring at the SJSU Writing Center. This center will help students at any stage of the writing process, from brainstorming to major reorganization to stylistic polishing. Students of all abilities are encouraged to use this service. ***If I recommend you to The Writing Center, please take the recommendation seriously and schedule a tutoring appointment immediately.***



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 (Optional)

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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 2014, Course Schedule (subject to change)

Reading assignments must be *completed* by the day they are listed!

SLO = Student Learning Outcome; EW = *Everyday Writer*; PCW = *Patterns for College Writing*

ALWAYS bring *The Everyday Writer* and *Patterns for College Writing* to class, along with any books/handouts from which reading is assigned for the day! If there is a change in schedule, I shall inform you in a timely fashion.

Date	Topics, Readings, Assignments, Deadlines
Tuesday, August 26	<p>Class: Introductions, syllabus review, grammar diagnostic, and discussion of Thursday’s Diagnostic Essay</p> <p>Homework: Bring Yellow books, pens, and a dictionary for in-class Essay on Thursday</p>
Thursday, August 28	<p>Essay #1 (In-class Diagnostic) (SLO 1-4; 600 words)</p> <p>Homework: Read Part One: The Writing Process (PCW 11-93); Description (PCW 151-169); Handout: Cane’s “Snow Toward Evening;” Begin reading the section on “Language” in <i>Everyday Writer</i> (EW 243-284) Exercises 21-1, 21-2, 23-2 (EW pages 252-264)</p>
Tuesday, September 2	<p>Class: Discuss Cane; In-Class writing practice; show don’t tell exercise</p> <p>Homework: Read Planning a Descriptive Essay (PCW 151-169); White’s “Once More to the Lake” (PCW 194-201; Essay); 1 page response (SLO 2-3)</p> <p>Exercises: 23-3, 23-4, 23-5 (EW 266-267)</p>
Thursday, September 4	<p>Class: Discuss White; Go over prompt for Essay # 2 (Description) (SLO 1-4; 1400 words) due Thursday, September 18.</p> <p>Homework: Read Narration (PCW 97-108); Handout: Poe’s “The Tell-Tale Heart;” 1 page response (SLO 2-3)</p> <p>Exercise: 23-8, 23-9 (EW 270-272)</p>

Date	Topics, Readings, Assignments, Deadlines
Tuesday, September 9	<p>Class: Discuss readings. Short video on “The Tell-Tale Heart”</p> <p>Homework: Read Cisneros’ “Only Daughter” (PCW 111-115); Satrapi’s “The Socks” (PCW 109-110). Journal Entry (PCW 110)</p> <p>Begin reading the section on “Sentence Style” in <i>Everyday Writer</i> (EW 285-314) Exercises: 25-1, 25-2, 25-3 (EW 289-294)</p>
Thursday, September 11	<p>Class: Discuss Cisneros, Satrapi</p> <p>Homework: Read Orwell’s “Shooting an Elephant” (PCW 133-141) (in-class quiz on Tuesday)</p> <p>Exercises: 26-1, 26-2, 27-1, 27-2 (EW 297-301)</p>
Tuesday, September 16	<p>Class: Orwell; In-class quiz and group discussion (SLO 2-3)</p> <p>Homework: Read Exemplification (PCW 211-225); Cofer’s “The Myth of the Latin Woman: I just Met a Girl Named Maria” (232-239); Staples’ “Just Walk on By: A Black Man Ponders his Power to Alter Public Space” (PCW 240-245); ½ page response to each reading (SLO 2-3)</p> <p>Exercises: 28-1, 29-1 (EW 305-310)</p>
Thursday, September 18	<p>Essay #2 DUE (Out-of-class Description) (SLO 1-4; 1400 words)</p> <p>Class: Discuss Exemplification. Cofer, Staples; in-class writing practice</p> <p>Homework: Bring Yellow books to class for in-class essay Tuesday</p> <p>Begin reading the section on “Sentence Grammar” in <i>Everyday Writer</i> (EW 315-396) Exercises: 31-1, 31-2, 31-4, 31-7 (EW 319-328)</p>
Tuesday, September 23	<p>Class: Essay # 3, in-class (Exemplification SLO 1-4; 600 words)</p> <p>Homework: Read Process (PCW 263-278); Jackson’s “The Lottery” (PCW 311-318); Fish’s “Getting Coffee is Hard to do” (PCW 286-289); ½ page response to each reading (SLO 2-3)</p> <p>Exercises: 31-11, 31-12, 31-13, 31-14 (EW 337-339)</p>

Date	Topics, Readings, Assignments, Deadlines
Thursday, September 25	<p>Class: Discuss readings; Go over prompt for Process Analysis Essay # 4 (SLO 1-4; 1400 words)</p> <p>Homework: Handout: Vora’s “The Magic of Mehendi: The Henna Painting Ceremony;” “Inked Well” (PCW 685-691); ½ page response to each reading (SLO 2-3); “Four Tattoos” (226)</p> <p>Exercises: 32-1, 32-2, 32-3, 32-4 (EW 345-351)</p>
Tuesday, September 30	<p>Class: Discuss Readings; Henna Painting Workshop; Doty’s “My Tattoo”</p> <p>Homework: Bring 3 copies of a draft of Essay # 4 (Process Analysis) for workshop on Thursday, October 2</p>
Thursday, October 2	<p>Class: Workshop Essay # 4 (Out-of-class Process Analysis) (SLO 1). Final draft due Thursday, October 9</p> <p>Homework: Read Cause and Effect (PCW 321-338); Mirikitani’s “Suicide Note” (PCW 366-368); ½ page response (SLO 2-3)</p> <p>Exercise: 32-5, 32-6, 33-1, 33-2 (EW 353-361)</p>
Tuesday, October 7	<p>Class: Discuss Cause and Effect; Chopin, Mirikitani</p> <p>Homework: Read Comparison and Contrast (PCW 371-390); Catton’s “Grant and Lee: A Study in Contrasts” (PCW 393-398)</p> <p>Exercises: 34-1, 34-2, 34-3, 34-4 (EW 367-373)</p>
Thursday, October 9	<p>Class: Essay # 4 DUE (Out-of-class Process Analysis) (SLO 1-4; 1400 words); Discuss Comparison and Contrast; Catton’s “Grant and Lee” (Group Discussion)</p> <p>Homework: Laird’s “I’m Your Teacher, Not Your Internet- Service Provider” (PCW 417-422); Chua’s “Why Chinese Mothers are Superior” (PCW 410-416); ½ page response to each reading (SLO 2-3)</p> <p>Exercises: 35-1, 35-2 (EW 376-379)</p>

Date	Topics, Readings, Assignments, Deadlines
Tuesday, October 14	Class: Discuss readings Homework: Read Mukherjee’s “Two Ways to Belong in America” (PCW 404-408); 1/2 page response (SLO 2-3) Exercises: 36-1, 36-2, 36-3, 36-4 (EW 381-384)
Thursday, October 16	Class: Discuss Readings Homework: On Tuesday, Bring Yellow Books, pens, and a dictionary for in-class essay on Comparison and Contrast
Tuesday, October 21	Class: Essay # 5 in-class Comparison and Contrast (SLO 1- 4; 600 words) Homework: Read Classification and Division (PCW 435-447); Segal’s “The Dog Ate my Disk and other Tales of Woe” (PCW 460-465); 1 page response (SLO 2-3) Exercises: 37-1, 37-2 (EW 390-391)
Thursday, October 23	Class: Classification and Division. Go over prompt for Essay # 6 (Ad Analysis) (SLO 1-4 1400 words) Homework: Bring Ad to class for Ad Analysis peer workshop on Tuesday, October 28
Tuesday, October 28	Class: Workshop Essay # 6 (Ad Analysis) (SLO 1). Final draft due Thursday, November 6 Homework: Read Zinsser’s “College Pressures” (PCW 450-459); Tan’s “Mother Tongue” (PCW 466-473); ½ page response for each reading (SLO 2-3) Exercises: 38-1, 38-2, 38-3 (EW 394-396)
Thursday, October 30	Class: Discuss readings; Group Discussion Homework: Ericsson’s “The Ways We Lie” (PCW 474-483) Quiz on Tuesday Begin reading the section on “Punctuation and Mechanics” in <i>Everyday Writer</i> (EW 397-454) Exercises: 39-1, 39-2, 39-3, 39-4 (EW 401-406)

Date	Topics, Readings, Assignments, Deadlines
Tuesday, November 4	<p>Class: Essay # 6 Due (out-of-class Ad Analysis) (SLO 1-4; 1400 words); Discuss Reading; Quiz (SLO 2)</p> <p>Homework: Read Definition (PCW 489-500); Brady’s “I want a Wife” (PCW 503-506), Exercises: 39-5, 39-6, 39-7, 40-1 (EW 407-413)</p>
Thursday, November 6	<p>Class: Discuss readings; in-class writing exercise</p> <p>Homework: Read Argumentation (PCW 525-550); Handout: King’s “I Have a Dream” speech; 1 page response (SLO 2- 4)</p> <p>Exercises: 41-1, 42-1, 42-2, 43-1 (EW 417-426)</p>
Tuesday, November 11	<p>Veteran’s Day Holiday</p>
Thursday, November 13	<p>Class: Discuss Argument; King’s “I Have a Dream” speech video. Essay # 8 assigned (out-of-class Argumentation) (SLO1-4; 1400 words); Workshop Essay # 8 Thursday, November 20</p> <p>Homework: Read DEBATE: “Are Internships Fair to students (PCW 582-647); Analyze both arguments. Which one is stronger? Why? (SLO 1-4)</p> <p>Exercises: 44-1, 44-2, 44-3 (EW 431- 433)</p>
Tuesday, November 18	<p>Class: Discuss readings; in-class writing practice</p> <p>Homework: Bring 3 copies of a draft of Essay # 8 Argumentation on Thursday for Workshop</p> <p>Exercises: 45-1, 45-2, 46-1, 46-2 (EW 441-447)</p>
Thursday, November 20	<p>Class: Workshop Essay # 8 (Out-of-class Argumentation) (SLO 1). Final draft due Thursday, November 27</p> <p>Homework: Read Combining the Patterns (PCW 655-663); Ehrenreich’s “The Shame Game” (PCW 680-684) and Swift’s “A Modest Proposal” (PCW 692-701); Prepare for in-class quiz on Tuesday</p>

Date	Topics, Readings, Assignments, Deadlines
Tuesday, November 25	Class: Discuss readings; Quiz on “A Modest Proposal” (SLO 2-3) Homework: Bring a yellow book, pens, and a dictionary for in-class Essay # 7 (Final Exam practice) on Thursday November 27
Thursday, November 27	Class: Essay # 7 (In-class Final Exam Practice) (SLO 1-4; 600 words); Essay # 8 Due (out-of-class Argumentation) (SLO 1-4); 1400 words). Homework: Read sample exam topics for Final Exam preparation on Tuesday, December 16
Tuesday, December 2	Class: Discussion of sample exam topics Home work: Go over notes and grammar Exercises: 47-1, 48-1 (EW 449-453)
Thursday, December 4	Class: Final exam preparation Homework: Prepare for a grammar quiz
Tuesday, December 9	Class: Grammar Quiz Homework: Bring yellow books, black pens, and a dictionary for the final exam on Tuesday.
Tuesday, December 16	Final Exam

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)