

San José State University
Department of English and Comparative Literature
English 1A (47684), Composition 1 (GE A2), Section 75, Fall 2015

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| Instructor: | Tommy Mouton, MFA |
| Office Location: | Faculty Offices (FO) 112 |
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| Email: | tommy.mouton@sjsu.edu |
| Office Hours: | TR 10:00-11:15 a.m., and by appointment |
| Class Days/Time: | F 9:30-12:15 p.m. |
| Classroom: | SH 413 |
| Prerequisites: | EPT of 147 or higher, passage of LLD 1 or 2 |
| GE Category: | Written Communication A2 |

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly (at least once every other day) checking with the messaging system through MySJSU to learn of any updates.

GE A2 Course Description

English 1A is the first course in SJSU's two-semester lower-division composition sequence; it provides an introduction to baccalaureate-level composition, with attention to the personal voice and personal experience, on the one hand, and the more formal attitudes and demands of writing at the university (expository and argumentative essays), on the other. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. Students will be introduced to citing sources.

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

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

1. Demonstrate the ability to read actively and rhetorically
2. 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
3. Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals

4. Demonstrate the ability to integrate their 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

English IA Course Outcomes (CLO)

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).

Required Texts:

The Short Prose Reader, 13th Edition, Gilbert Muller, Harvey S. Wiener

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford (Accessed via Canvas)

Print ISBN: 9781457667121 Available at the Spartan Bookstore

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

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

Supplemental textbooks used:

The Curious Writer, Fourth Concise Edition, Bruce Ballenger; *Writing True: The Art and Craft of Creative Nonfiction*, Perl and Schwartz

Materials:

Journal Notebook/Binder

Pens and pencils

One college-level dictionary; portable stapler

Classroom Protocol

Attendance/Professionalism: You will arrive on time and be ready to work. Regular attendance is expected of you. If you are not present, you cannot participate. A lack of participation will adversely affect your growth as a writer and your overall grade in this course. Consider this your workplace: appropriate language, dress, and behavior are expected. Technology excuses regarding the failure to compose/type or print work will not be tolerated. Do not text or make/receive phone calls during class. Laptops/ipads, e-readers, etc., will remain off/closed during lectures. Please eat and drink prior to coming to class. In most instances, however, bottled water will be allowed. ***About Office Hours:** You should plan on seeing me regularly, especially if you are having a hard time in my class. Make the necessary time to meet with me. I am committed to helping you improve.

Assignments/What Are They Worth?: 1000 points total

Analytical Essay (20%) = 200 points:

1 Analytical Essay

Argumentative Essay (20%) = 200 points:

1 Argumentative Essay

Personal Essay (20%) = 200 points:

1 Personal Essay

Peer Reviews (5%) = 50 points:

3 Peer reviews/write-ups/1 for each workshopped essay

Grammar Error Presentation (5%) = 50 points:

1 Grammar write-up + presentation from your problem areas or research findings

Revision Presentation (5%) = 50 points:

1 revision write-up + presentation, excerpted from 1 or your 3 essays

Homework (10%) = 100 points

60 points from homework will come from essay sketches (Analytical, argumentative, and personal); 40 points will be taken from reading responses/double entry journals and in-class and out-of-class free writes

Quizzes (5%) = 50 points:

Approximately 5 quizzes worth 10 points apiece

Reading/Literary Event (5%) = 50 points:

One literary event is required, along with a (300-500 word) write-up

Comprehensive Final (5%) = 50 points:

Assignments

Writing/Essays (GELO's 2, 3, 4, 5): This class requires you to write a minimum of 8000 words, and at least 4000 of which must be in revised form. Four out-of-class essays will be assigned, along with approximately 2 in-class essay sketches. All essays, including essay sketches, must be typed: (12pt. font, Times New Roman, Double-spaced, one inch margins, with page numbers and word count present somewhere on the page. Repeated failure to follow directions will result in 10% being taken from your overall grade. For further formatting rules, reference "MLA Documentation" in your course reader. If you are absent on an in-class (I Believe Essay sketch; Cause and Effect essay sketch) essay sketch day, the essay sketch can only be made up by visiting my scheduled office hour(s) or by appointment (the week of). Essays are due on the "Due Date." For illnesses and emergencies, do plan on sending the essay with a classmate or have it submitted via email. **Note: Essay drafts will, in most cases, be both emailed/Canvased and handed (hardcopy) in. All revised final drafts will be printed, stapled and turned in to me.** Also: all essays are graded with a rubric, per that essay's essential rhetorical elements

Revisions (GELO's 2, 3, 4, 5): In order to meet the department's 4000 word revision requirement, you will be expected to revise each essay draft. How will I know you have revised? You will turn in your original draft (i.e. the one with my comments, along with those of your peers) and your final revised essay. Your growth as a writer will only happen if you are in fact committed to revision. Failure to revise (i.e. to take my and your peers' comments seriously) will negatively impact your grade.

Revision/Reflective write-up + Presentation (GELO's 1, 2, 3, 4, 5): Your ability to go back into your work (after my and your peers' comments have been returned) and very critically look back at your work is crucial. Revision and your commitment to doing so is what often sets published and unpublished writers apart. So, you will have the opportunity to share with the class the ways in which you have critically and creatively gone back into your work (from any of the three genres) and have made the necessary decisions to improve your project. You are not presenting on the obvious; you are presenting to the class the real problem (i.e. the questions you have yet to answer) areas found by your peers and me, along with those problem areas that your artistic sensibilities continue to happen upon. A short write-up (300-500 words), along with a slide show are due to me on your presentation day. If using a document camera works best (since I will have one) I will give the necessary credit in lieu of slides.

Grammar Presentation Revision/Reflective write-up + (GELO 5): Grammatical proficiency is expected of you. You will show your growth and understanding, related to your problem errors as discussed in *The Everyday Writer* earlier in the semester, by presenting your growth to the class. This presentation will consist of slides (at least ten), along with 500 word reflective write-up

Readings (GELO's 1): All assigned reading(s) must be completed prior to coming to class. Be prepared to discuss. Quizzes will often provide me the confirmation that you have read. So, be prepared!

Workshop Procedures (GELO'S 1, 4, 5): In this class we will workshop approximately once a month, beginning in September. Groups will be assigned (approximately 6 groups of four). Each student is responsible for printing out (five or six) copies for workshop. *Note: See the course schedule below for "Print Out" days.* Failure to make adequate group copies will negatively affect the essay's overall grade (by approximately 10%). All work is to be critiqued at home, wherein each student is to markup his/her peers' drafts. I will allow you to (so that you might save paper) print workshop copies double-sided. However, all final revised drafts must be single-sided when turned in to me. If you are absent the day you are to distribute copies, you must see me ahead of time. Failure to distribute copies (without the necessary absence documentation/doctor's excuse) will adversely impact your grade. And note: Your workshoped essays must accompany your final essay. A manila folder, along with paper clips/clamps will help keep things organized. And remember, a lack of participation (making little to no comments on a peer's work) will negatively impact your grade and progress as a writer

Homework (GELO's 1, 2, 3, 4, 5): All assigned homework is due at the beginning of the class period. If you are late, your homework *will not* be accepted. If you are absent, you can pass your homework on to a classmate. If any homework is assigned (i.e. an addendum to what is on the syllabus) while you are absent, plan on contacting a classmate. Do not contact me! Late homework will not be accepted.

Quizzes (GELO's 1, 2, 3, 4, 5): You will take multiple quizzes this semester. If you are late or arrive after the quiz has begun, or if you are absent, you forfeit that day's quiz. Quizzes *cannot* be made up. I do not round quizzes up to the nearest whole point/grade.

Reading/Literary Events (GELO's 3, 4, 5):

You are required to attend one literary event over the course of the semester. I do, however, encourage you to attend as many as your schedule will allow. I will post via Canvas all literary events within a week in advance. Events can also be found at:

<http://www.sjsu.edu/english/community/index.html>

<http://www.sjsu.edu/steinbeck/index.html> (Center for Steinbeck Studies)

<http://www.pcsj.org> (Poetry Center San Jose)

<http://www.sjsu.edu/english/community/pwc/> (Poets and Writers Coalition)

Participation: Class participation (being present; engaging in class discussions) is expected of you. An unwillingness to participate will more likely than not keep you from growing and enjoying the class

Final Exam (GELO's 1, 3, 5): Your final will consist of a comprehensive exam on class readings, along with grammar and mechanics. You must take/complete the final exam in order to pass this course.

Diversity Statement: *some assignments (reading and writing) may in fact address issues of race, class, gender, etc. I expect you to have an open mind and respect the views of your peers as they will respect yours. Insensitivity will not be tolerated.*

Grading Policy:

Grading: A-F. This class must be passed with a C or better to move on to CORE GE Area C3 and to satisfy the prerequisite for English 1B. A passing grade in the course signifies that you, the student, is a capable college-level writer and reader of English. *Note: At my discretion, I may round final grades up to the nearest whole point, generally if you are two or one tenth of a point away.*

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|-------------|-----------|------------|
| A+ (100-97) | A (96-94) | A- (93-90) |
| B+ (89-87) | B (86-84) | B- (83-80) |
| C+ (79-77) | C (76-73) | C- (72-70) |
| D+ (69-67) | D (66-65) | D- (63-60) |
| F (0-59) | | |

- 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 from 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 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**” essay will complete all tasks set by the assignment, but show weaknesses 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**” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or too 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/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.

Resources and University Policies:

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>

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's 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.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “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 exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity: **PLAGIARISM WILL NOT BE TOLERATED**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays:

San José State University shall provide accommodation on any graded class work or activities for any student wishing to observe religious holidays when such observances require you, the student, to be absent from class. It is your responsibility to inform me, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, you must notify me, in writing, at least three days before the date you will be absent. It is my responsibility to make every reasonable effort to honor your request without penalty. It is also your responsibility to make up all work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

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



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

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 2015

Course Schedule

Note: I will teach to your needs. This schedule is subject to change. When the need arises, I will make the necessary amendments to this schedule.

| Week | Date | Topics and Due Dates | Next Class Period's Readings/Homework and Assigned Essays |
|------|-----------|---|---|
| 1 | F 8/21 | Course introductions Syllabus Review Student Introductions | Buy Textbook Log on and view <i>The Everyday Writer</i> online" Complete Diagnostic Essay |
| 2 | F 8/28 | Diagnostic Essay Debrief Your Writing Process Survey; Read "The Importance of Writing Badly" from <i>The Curious Writer (TCW)</i> <i>Break...</i> Two Modes (Creative and Critical) of Thinking; Rhetorical Situations Discussion Intro. to Elements of an Argument | Read from <i>TCW</i> Ch. 2 "Writing as Inquiry" handout <i>And...</i> Read from <i>The Short Prose Reader (TSPR)</i> -431-433, "The Seat Not Taken"-Wideman Answer: Understanding the Writer's Techniques <i>TSPR</i> (433-434) 1-8 (HW#1) |

| Week | Date | Topics and Due Dates | Next Class Period's Readings/Homework and Assigned Essays |
|------|-----------|--|---|
| 3 | F 9/4 | Introduction to Cause and Effect <i>Break...</i> Sketch #1 Due Ethos, Pathos, and Logos Discuss Reading as Inquiry from Ballenger | Argumentative essay Sketch #1 Assigned Read <i>TSPR</i> Ch. 11 (403-409) <i>And...</i> Study for Quiz #1 |
| 4 | F 9/11 | Quiz #1 Purposes for Academic Reading; Logical Fallacies <i>Break...</i> The "I" and the Argument Discussion; Read "Devastating Beauty" from <i>TEW</i> | Read <i>TSPR</i> (437-442) "Leave Your Name at the Border"-Munoz Complete Double Entry Journal (HW #2) <i>And...</i> Begin drafting Argumentative Essay |
| 5 | F 9/18 | The Argument and its structure: The thesis, the claim, sourcing, and the counter claim <i>Break...</i> Introduction to Revision Strategies Argumentative Essay Distribution | Complete Argument Draft (600-800 words) Print Copies <i>And...</i> Leave peer comments on essays Complete Peer Review #1 |
| 6 | F 9/25 | Argumentative Essay Workshop Peer Review #1 Due <i>Break...</i> Grammar Diagnostic Debrief Discuss Top 20 Common Writing Errors from <i>TEW</i> | Grammar Diagnostic <i>And...</i> Read from <i>TSPR</i> (461-462) "Get a Knife, Get a Dog, but Get Rid of Guns"-Ivins Answer Understanding the Writer's Ideas and Exploring the Writer's Ideas <i>TSPR</i> (463-464)... HW #3 |
| 7 | F 10/2 | Ivins Discussion Revision Talk: Divorcing the Draft from Ballenger <i>Break...</i> | Complete Argumentative Essay <i>And...</i> Review common problem errors as recommended by Mr. Mouton |

| Week | Date | Topics and Due Dates | Next Class Period's Readings/Homework and Assigned Essays |
|-------------|-------------|--|--|
| | | Final Revised Argumentative Essay Due! Introduction to Common Grammar errors Presentation + Write-ups | Grammar Tutorial (Handout) |
| 8 | F 10/9 | Grammar Tutorial discussion Sentence Fragments, Fused Sentences, Comma splices, and commas <i>Break...</i> Quiz #2 Faulty Sentence Structure, Unnecessary shift in verb tense... Discussion | Begin working on Common Grammar Error Presentation slides and write-up Prepare for Quiz #2 <i>And...</i> Complete Common Grammar Error Presentation slides and Write-up |
| 9 | F 10/16 | Begin and complete Common grammar error presentation slides... Write-ups Due <i>Break...</i> Intro. to the Critical Analysis Essay- Read <i>TSPR</i> (354-358) "How Do We Find the Student in a World of Academic Gymnasts and Work Ants?"-Baker Classifications and Patterns: Choosing What to Analyze | Critical Analysis Sketch... #2 (300-500 words)- Assigned from Eric Liu's essay "Notes of a Native Speaker" |
| 10 | F 10/23 | Critical Analysis Sketch Due! Evaluating the Sketch: Got Balance/Focus? <i>Break...</i> Any Common Devices Used? | Critical Analysis Essay Assigned from <i>TSPR</i> essays (Your Choice!) <i>And...</i> Listing and Fastwriting Prompts from TCW Study for Quiz #3 |
| 11 | F 10/30 | Quiz #3 | Complete Critical Analysis Essay Draft Print Copies |

| Week | Date | Topics and Due Dates | Next Class Period's Readings/Homework and Assigned Essays |
|-------------|-------------|---|---|
| | | Revising a Critical Analysis: What am I Looking For? <i>Break...</i> Avoiding Plagiarism Talk Critical Analysis Essay Distribution | <i>And...</i> Leave comments/feedback for peers Complete Peer Review #3 |
| 12 | F 11/6 | Critical Analysis Workshop Peer Review #3 Due <i>Break...</i> "Under the Influence" discussion/The Personal Essay Where Does "I" Stand | Complete Critical Analysis Essay Read (WT) "Under the Influence"-Sanders handout from Writing True ... Double Entry Journal HW# 4 <i>And...</i> Personal Essay Sketch...#3 assigned (300 words) |
| 13 | F 11/13 | Critical Analysis Essay (1000-1200 words) Due! Scene, Summary, Reflection Personal Essay Sketch Due <i>Break...</i> Personal Essay exercise from <i>WT</i> Personal Essay Distribution | Begin Drafting Personal Essay (400-600 words) <i>And...</i> Leave comments/feedback for peers Begin working on Peer Review #3 |
| 14 | F 11/20 | Personal Essay Workshop <i>Break...</i> Peer Review #3 Due Quiz #4 | Work on and complete Revision Presentation and write-up |
| 15 | F 11/27 | NO CLASS! | BE THANKFUL: HAPPY THANKSGIVING! |
| 16 | F 12/4 | Complete Revision Presentations and turn in write-ups | Study for Final |

| Week | Date | Topics and Due Dates | Next Class Period's Readings/Homework and Assigned Essays |
|-------|------------|--|---|
| | | <i>Break...</i> Final (Review!) | |
| FINAL | F 12/11 | 07:15-9:30 Final Personal Essay (800-1200 words) Due! | Enjoy Winter Break! |

Important Dates for Fall 2015

Thursday, August 20

First day of instruction

Tuesday, September 1

Last day to drop a class without a "W" grade

Monday, September 7

Labor Day - Campus Closed

Wednesday, September 9

Last day to add Last day to submit [Audit option\(PDF\)](#)

Last day to submit [Credit/No Credit grading option\(PDF\)](#)

Last day to submit [Instructor Drops\(PDF\)](#)

Thursday, September 17

Enrollment census date

Wednesday, November 11

Veterans Day - Campus Closed

Friday, November 13

Last Day to withdraw - [Withdrawal from the Semester Request on AARS website](#)

Thursday, November 26 - Friday, November 27

Thanksgiving holidays - Campus Closed

Tuesday, December 8

Last day of instruction

Wednesday, December 9

Faculty web access for Fall grade posting opens at 8am

Thursday-Friday, December 10-11 & Monday-Wednesday, December 14-16

Final Exams (Exam Schedule)

Monday, December 21

Fall 2015 grades due from Faculty (Preliminary Deadline)

Tuesday, December 22

Fall 2015 [grades viewable on MySJSU\(HTML\)](#)

Tuesday, December 22 – Tuesday, January 26

Winter Recess