

San José State University
Department of English and Comparative Literature
English 1A (24600), Composition 1 (GE A2), Section 03, Spring 2017

Instructor:	Tommy Mouton, MFA
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Office Hours:	MW 2:00 p.m.-3:00 p.m., and by appointment
Class Days/Time:	MW 10:30-11:45 a.m.
Classroom:	Clark 316
Prerequisites:	EPT of 147 or higher, passage of LLD 1 or 2
GE Category:	GE A2 Written Communication

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions 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. In lieu of handouts, reading materials will be uploaded to Canvas. Functioning technology (hardware), such as computers (desktops, laptops, and tablets) and printers, are necessary for successful completion of this course. Regarding software: all computers must be running on basic word processing software. On-campus wireless internet connectivity can be accessed by using your SJSU ID and SJSU Password!

ENGL 1A Course Description

English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations. Students, above all, will be challenged to grow, to take risks, and to dispel any and all negative preconceived notions about their skills as writers and thinkers.

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

GE Area A2 Course Description

ENGL 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. **A passing grade of C- or better signifies that the student is a capable college-level writer and reader of English.**

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

ENGL 1A Learning Outcomes (CLO)

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

1. communicate meaning clearly and effectively;
2. identify focus, tailored to a particular audience and purpose;
3. perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
4. explain, analyze, develop, and criticize ideas effectively;
5. use within an essay supporting material drawn from primary and secondary sources, including appropriate citations
6. organize individual paragraphs and entire essays;
7. construct sentences with accuracy, variety, and clarity;
8. use appropriate diction and tone;
9. control conventions of written English (e.g., punctuation, spelling, reference, agreement).

Required Text:

SJSU Campus Handbook: *The Everyday Writer: Sixth Edition* by Andrea Lunsford (Accessed via Canvas/Writer's Help)

Supplemental Texts:

*Note: When necessary, all supplemental text excerpts will be loaded to Canvas "Files." You will always be directed when and where to find readings.

So What? The Writer's Argument, Kurt Schick, Laura Schubert

Print ISBN-13: 978-0199949076

The Curious Writer, Fourth Concise Edition, Bruce Ballenger

Print ISBN:9780205876648

ISBN-10: 1319026893

ISBN-13: 9781319026899

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

Print ISBN: 978-007338393

Writing True: The Art and Craft of Creative Nonfiction, Perl and Schwartz
Print ISBN: ISBN-13: 978-0618370757

Materials:

Laptop/tablet (Device to compose work in class and outside of class)
Printer Access
Notebook/Binder w/paper
Pens and pencils
One college-level dictionary
Stapler and Highlighters
Bradded folder (for Final Portfolio)... This folder will be provided (loaned to you) by Prof. Mouton

ENGL 1A Course Content

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes. 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.

Writing: Assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued and students should be able to perform well in timed writing situations, at least two essays shall be written in class. In addition, ENGL 1A classes require multiple out-of-class essays. In this class we will write a total of *three* out-of-class essays.

About formatting: all out-of-class essays must be typed: (12pt. font, Times New Roman, Double-spaced, one inch margins—with your name, 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. *Note: all essays are graded with a rubric, per that essay’s essential rhetorical elements.*

About revision: In order to meet the department’s 4000 word revision requirement, you are expected to revise each essay draft. How will I know you have revised? Along with your final revised draft, you will turn in your original draft (i.e. the one with my comments). Your growth as a writer will only happen if you are in fact committed to revision. Failure to revise will negatively impact your grade.

Reading: Active Reading is essential to your development as a proficient thinker and writer. 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!

Extra Credit: Reading/Literary Events: Attending one or two reading events, along with a 300-500 word write-up (worth 2 points/1 point for each event) can be used to help improve one or two poor quiz grades. Events can also be found at:

<http://www.litart.org/> (Center for Literary Arts)

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

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

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.

***About Incomplete Work:** If any work is deemed incomplete per that assignments directions and expectations, you will be graded accordingly. The grading baseline for incomplete work will begin at 69% and reduce from there. So, if any work is deemed incomplete, it cannot score higher than 69%.

Final Experience: Your class final will consist of a comprehensive exam on all class material: textbook information; lecture notes; grammar and mechanics, etc. You must take/complete the final exam in order to pass this course!

ENGL 1A Course Requirements

SJSU classes are designed such that in order to be successful, it is expected that students will 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 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

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 is 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, unless told otherwise. 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 (T/Th 10:30-11:30 a.m., FOB 112), 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.

About Absences/Make-up Work:

Homework: If you are absent when homework is due, that work can be submitted by a classmate/friend. Do not email me homework. If you cannot pass on your work to a classmate, the homework is due in my office hours by the next class day. If you do not turn in the work during my office hours, the work will not be accepted and counted as a "0". Also, 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.

Quizzes: If you are absent on a quiz day, the quiz *can* be made up. You must, however, make-up the quiz the day of the next class day you are present. In other words, if you are absent on a Monday, you must make-up the quiz during my office hours on Wednesday and vice versa. No exceptions! For multiple quiz-day absences, you will need to make time to meet with me. *Note: Multiple quiz-day absences will result in the forfeiting of quiz grades. In other words, zero points will be awarded.*

Essay Drafts: If you are absent on an assigned essay's due date (the date you are scheduled to turn in the essay), the essay must be either passed on to a classmate/friend or emailed (by the class's start time) to me. The essay is only confirmation that you have completed the assignment. Upon your next class day's return, you *must*, however, print out the assignment and turn it in during my office hours. You must make time to sit with me, during which I will leave comments on the essay. Allot at least 10 minutes for this process. *Note: Multiple absences on essay turn in days will result in significant grade reductions.*

Peer Review Day: As it will be advantageous for you to peer review on this assigned day, your presence is expected!

Revised Essay Drafts for Grade: If you are absent the day an essay's final revised draft is due, you must either send the essay with a classmate/friend or email the essay to me by the class period's start time. Failure to promptly email the essay to me will result in a grade reduction, typically five percentage points off the final assigned grade. So, if your essay received a 90% but was late, the grade will drop to an 85%. *Note: For essays that are not submitted/emailed on the due date, the essay must be printed out and submitted at the start of class the next class period. An additional five percentage points (totaling 10% points) will be deducted from your final assigned grade. *Note: Multiple absences on essay turn in days will result in significant grade reductions.*

Multimodal Presentations: Absences on presentation days will negatively impact your presentation grade (since you must be present to complete the in-class peer survey). Peer Surveys cannot be made up, unless (medical or family emergencies arise). If you are absent the day a presentation is due, the presentation, along with its write-up, must be loaded to the Canvas Discussion no later than the class period's start time (i.e. 10:30 p.m.). Since two days will be allotted for presentations, if you were scheduled to submit the second/final day of presentations and are absent, a 10% grade reduction will occur. If you miss both presentation days and do not submit all presentation materials, you must visit my office hours, where I will make the necessary decision regarding grading. *Note: Multiple absences on presentation days will result in significant grade reductions.*

The Comprehensive Final Exam: You must be present. If not, you will fail the class!

Course Assignments/What Are They Worth:

Assignment	Points	Details	GELOs	CLOs
Diagnostic Essay #1	0	1-3 paragraphs; 25 mins.	2, 4, 5	1-4, 6, 8, 9
Critical Analysis Essay #2	200	1000-1200 words	2, 3-5	1-4, 6-9
Literacy Narrative Essay #3	200	1200-1500 words	2, 3-5	1-9
Argumentative Essay #4	200	1000-1200 words	1-5	1-9
Multimodal Assignment #1 (Critical Analysis)	50	Found mediums (print or digital)	4-5	1-2, 4-5, 8
Multimodal Assignment #2 (Grammar)	50	Slides/Storyboard; 4 presentation minutes for (Critical Analysis and Digital Argument)	4-5	1-2, 4-5, 8-9
Multimodal Assignment #3 (Digital Collage)	50	1-3 slides; 4 presentation minutes	4-5	1-2, 4-5, 8
Multimodal Assignment #4 (Digital Argument)	50	Medium of choice (i.e. presentation software, movie maker software)	4-5	1-2, 4-5, 8
Quizzes	100	5 total quizzes, @ 20 points per	1, 3-5	1, 4, 7-9
Comprehensive Final and Final Portfolio (including write-up)	100 Final Exam (70 points); Final Portfolio (30 points)	All lectures, class readings, etc. <i>And...</i> 1 bradded folder + class assignments + reflective write-up (600-800 words)	1, 4-5 <i>And...</i> 1-3, 5	1, 2, 4, 7-9 <i>And...</i> 1-4, 6-9
	1000 Total points			

Grading Policy:

Grading: A-F. “This course must be passed with a C- or better as a CSU graduation requirement.” A passing grade in the course signifies that you, the student, are a capable college-level writer and reader of English

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 (66-64)	D- (63-60)
F (0-59)		

Note: I do not round up final grades. In other words, an 89.9 % is a B+

- 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. Remember, to receive an A-range grade (for the semester), you must consistently make A’s on all your work.**
- 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. **A “C-” essay will consistently have grammatical, mechanical, and usage errors that, however, are not as serious as a “D” essay but ultimately hinder the essay’s overall effectiveness.**
- 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.

“University Policies: Office of Graduate and Undergraduate Programs **maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.”**

You may find all syllabus related University Policies and resources information listed on GUP’s **Syllabus Information web page** at <http://www.sjsu.edu/gup/syllabusinfo/>

English 1A: Spring 2017

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. Updates to homework, quizzes, presentations, and essay due dates will occur at least a class period before the newly revised due date, via in-class verbal notification and via Canvas reminder message.

Week	Date	In-Class Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
1	M 1/30	Diagnostic Essay #1 Course introductions Syllabus Review Student Introductions	Log on to Canvas and view <i>The Everyday Writer</i> Read from Ch.1 <i>The Curious Writer</i>
2	W 2/1	Ch. 1 Reading as Inquiry Lecture	Complete Reading from Ch.1 (Completed Reading Response will receive 2 pts. toward Quiz #1) *Reading Document found in Canvas "Files"
2	M 2/6	Ch. 2 Reading as Inquiry	Continue Reading Ch. 2 <i>TCW</i> Reading as Inquiry... Completed Reading Response will receive 2 pts. toward Quiz #1 *Reading Document found in Canvas "Files"
3	W 2/8	Creative Thinking vs. Critical Thinking Exercise * Return Diagnostic Essay	Study for Quiz #1 (Completed reading responses total 4 bonus points)
3	M 2/13	Quiz #1 Introduction to Critical Analysis (Elements and Methods of Development)	<i>Breathe...</i>
4	W 2/15	Mock Critical Analysis Brainstorm exercise (Medium provided by Prof. Mouton) <i>And...</i> Introduction to Critical Analysis Digital Presentation Directions	Complete Critical Analysis digital presentation + reflective write-up Upload digital presentation to Canvas + Print out and bring Reflective Write-up and in-class Brainstorm to class

Week	Date	In-Class Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
4	M 2/20	Begin Critical Analysis Multimodal Presentations + Complete Peer Survey	<i>Breathe...</i>
5	W 2/22	Complete Critical Analysis Multimodal Presentations/Complete Peer Survey *Peer Surveys Turned In!	Choose Critical Analysis Essay (to Analyze)... As found on Canvas "Files" <i>And...</i> Outline Critical Analysis Essay (Using Critical Analysis Elements—Catalyst, Inquiry Question, Claim/Thesis, Linkages, and Implications)
5	M 2/27	Critical Analysis Essay Outline Conferencing w/Prof. Mouton	Draft Critical Analysis Essay #2 (500-600 words) Print Copies!
6	W 3/1	Critical Analysis Draft Due! <i>And...</i> Introduction to Revision (Problems with Purpose, meaning, information, structure, clarity and style) <i>And...</i> Revision: (Methods of Development)... Using and Citing Sources + Summarizing, Paraphrasing, and Quoting	Prepare for Quiz #2 (Critical Analysis) <i>And...</i> Revise Critical Analysis <i>And...</i> Bring Laptop
6	M 3/6	Return Critical Analysis Essay Comments <i>And...</i> Quiz #2 <i>And...</i> Work on Critical Analysis + Conference w/Prof. Mouton	<i>Breathe...</i>

Week	Date	In-Class Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
7	W 3/8	Complete Grammar Tutorial + Discuss Grammar Tutorial <i>And...</i> Introduction to Lunsford's 20 Common Writing Errors (from <i>The Everyday Writer</i>)... Found on Canvas + View Common Writing Errors Multimodal Samples (including write-ups) Introduction to Common Writing Errors Multimodal Presentation Directions	Complete Common Writing Errors Presentation + Reflective Write-up Post Presentation to Canvas "Discussions" and Print out write-up and Grammar Tutorial <i>And...</i> Bring Laptop
7	M 3/13	Common Writing Errors Project Due! Grammar Discussion and Clarifications	Complete Critical Analysis Essay #2 (1000-1200 words) <i>And...</i> Study for Quiz #3 (Grammar + In-class critical analysis essay)
8	W 3/15	Critical Analysis Essay #2 Due! <i>And...</i> Quiz # 3 <i>And...</i> Introduction to Literacy Narrative (Read Literacy Narrative Samples) <i>And...</i> Discuss Methods of Presentation (Appearance, Action, Thought, Voice/Dialogue) <i>And...</i> Introduction to Literacy Narrative Multimodal Presentation + Write-up	Complete Literacy Narrative Digital Collage Upload Collage to Canvas Discussion + Print out Reflective Write-up <i>And...</i> Bring laptop/tablet
8	M 3/20	Discuss Where Does "I" Stand Discuss Scene, Summary, and Reflection	Complete Literacy Narrative Essay #3 Draft (400-500 words)

Week	Date	In-Class Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
9	W 3/22	Literacy Narrative Draft Due! <i>And...</i> Literacy Narrative Workshop (Compare peer's digital collage to essay) and provide feedback	ENJOY SPRING BREAK
9	M 3/27	NO CLASS	ENJOY SPRING BREAK!
10	W 3/29	NO CLASS	ENJOY SPRING BREAK!
10	M 4/3	Return Literacy Narrative w/comments <i>And...</i> Work on Literacy Narrative	Revise Literacy Narrative <i>And...</i> Bring laptop/tablet
11	W 4/5	Continue revising Literacy Narrative Essay #3 + conference w/Prof. Mouton	Complete Literacy Narrative (1000-1200 words) <i>And...</i> Bring laptop/tablet
11	M 4/10	Literacy Narrative Final Revised Due! <i>And...</i> Read Argumentative Essay Sample(s) <i>And...</i> Discuss elements of argument+ rhetorical appeals and fallacies + Subjective vs. Objective	Study for Quiz #4 (Literacy Narrative + Grammar)
12	W 4/12	Quiz #4 <i>And...</i> Discuss Audience, Purpose, Meaning... <i>And...</i> Brainstorm Argumentative Elements (Catalysts, Claim, Reasons, Evidence (Illustrations, verifications) and Linkages and Implications	Choose Argumentative Subject <i>And...</i> Complete Argument Brainstorm/Outline

Week	Date	In-Class Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
12	M 4/17	Discuss Methods of Development: (Compare/Contrast, Problem to Solution, Cause and Effect, Question to Answer) <i>And...</i> Summarizing, Paraphrasing, and Quoting + Plagiarism <i>And...</i> Introduction to Digital Argument + View Digital Argument Samples	Narrow Down Digital Argument Medium+ Begin Working on Digital Argument <i>And...</i> Bring Laptop/Tablet
13	W 4/19	Continue Working on Digital Argument + troubleshoot technology issues w/Prof. Mouton	Complete Digital Argument Upload digital argument to Canvas "Discussion" + Print out Reflective Write-up... <i>Note: For full Digital Argument credit, Peer Surveys must be turned in!</i>
13	M 4/24	Begin Digital Argument Presentations + Peer Surveys	<i>Breathe...</i>
14	W 4/26	Complete Digital Argument Presentations + Peer Surveys Peer Surveys Turned in!	Complete Argumentative Essay Draft #4 (600-750 words)
14	M 5/1	Argumentative Essay #4 Draft Due! <i>And...</i> Using and Citing Sources <i>Continued...</i>	<i>Breathe...</i>
15	W 5/3	Revision (Problems with Purpose, Meaning, and Information)	Study for Quiz #5 (Argument/Persuasion + Grammar)
15	M 5/8	Quiz #5 Return Argumentative Essay with Comments + Introduction to Final Portfolio and Write-up	Continue working on Argumentative Essay #4 (1200-1500 words) Bring laptop/tablet

Week	Date	In-Class Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
16	W 5/10	Work on Argumentative Essay + Conference w/Prof. Mouton <i>And...</i> Final Portfolio Clarifications	Complete Argumentative Essay #4 (1200-1500 words) <i>And...</i> Bring laptop/tablet
16	M 5/15	Argumentative Essay #4 Due! <i>And...</i> Comprehensive Final Review <i>And...</i> Work on Final Portfolio	Study for Final! <i>And...</i> Complete Final Portfolio + Write-up
Final	F 5/19	Comprehensive Final Exam + Final Portfolio... Clark 316 @ 9:45 a.m.-12:00 p.m.	Have a Great Summer!

Spring 2017 Important Dates

Monday, January 2	New Year's Day - Campus Closed
Tuesday, January 3	Winter 2017 First day of instruction
Monday, January 9	Excess Units Petition for Spring'17 available on Forms' page
Friday, January 13	Enrollment Unit Cap increase to 19 for Students with Good Academic Standing
Tuesday, January 24 - Wednesday, January 25	No Registration Activity
Monday, January 16	Dr. Martin Luther King Day - Campus Closed

Friday, January 20	Winter 2017 Last day of instruction
Monday, January 23	Winter 2017 Grades due from faculty
Tuesday, January 24	Winter 2017 Grades viewable on MySJSU
Thursday, January 26	First day of Instruction for Spring semester
Thursday, January 26 - Tuesday, February 14	Late Registration for Spring semester. Registration via MySJSU starting after 7am
Tuesday, February 7	Last day to Drop a Class without a "W" grade. To Drop a class after this date, Late Drop petition will be required. See AARS's petition page .
Tuesday, February 14	Last day to Add via MySJSU online and without a Petition & Late fee Last day to submit Audit option(PDF) Last day to submit Credit/No Credit grading option(PDF) Last day to submit Instructor Drops(PDF) To add a class after this date, Late Enrollment Pre-Census petition(PDF) will be required.
Wednesday, February 22	Enrollment Census Date for Spring. To add a class after this date, Late Enrollment Post-Census petition(PDF) will be required.
Monday, March 27 - Friday, March 31	Spring Recess - no classes
Friday, March 31	Cesar Chavez Day - Campus Closed
Wednesday, April 26	Last Day to Withdraw for Spring - Withdrawal from the Semester Request on AARS website Last Day to submit a Late Enrollment Petition for Post-Census Requests(PDF) for current term
Tuesday, May 16	Last day of Instruction for Spring

Wednesday, May 17	Faculty Web Access for Spring Grade Posting Opens at 8am
Thursday-Friday, May 18-19 & Monday-Wednesday, May 22-24	Spring's Final Exams (see Exam Schedule)
Saturday, May 27	Commencement
Monday, May 29	Memorial Day - Campus Closed
Tuesday, May 30	Spring 2017 Grades Due from Faculty (Preliminary Deadline)
Wednesday, May 31	Initial Spring 2017 Grades Viewable on MySJSU(HTML)
Monday, June 5	Deadline to Clear Spring 2015 Incomplete Grades Spring 2017 Grades Due from Faculty (Final Deadline). Grade Roster will be Closed at 11:59pm.
Monday, June 12	Academic Standing Viewable on MySJSU - unofficial transcript(HTML)