

San José State University
Department of English and Comparative Literature
English 103, Sec. 2, Modern English, Fall 2021

Instructor:	Dr. Linda C. Mitchell
Office Location:	FOB 117
Telephone:	Cell phone
Email:	linda.mitchell@sjsu.edu
Office Hours:	Monday & Wednesday, 10:45-12:15; 2:00-2:30 https://sjsu.zoom.us/j/81548759723
Class Days/Time:	Monday/Wednesday Sec. 1, 12:30-1:45
Classroom:	Synchronous, Zoom https://sjsu.zoom.us/j/82022334146
Prerequisites:	Upper-division standing

Required Texts and Materials

- Klammer, Thomas, et al. *Analyzing English Grammar*, 7th Edition (not international edition). ISBN 13: 9780205252527
- Course Reader. From Maple Press. (Approximately \$27). Drop by the shop, or have the press mail it to you. 330 S 10th St #200, San Jose, CA 95112. [Phone: \(408\) 297-1000](tel:4082971000)
- Any size of a small whiteboard with markers. (Check Target, Dollar Store, Walmart, or Amazon.)

Course Description

Welcome to English 103. This course provides a survey of the growth and structure of Modern English including its phonology, morphology, syntax, and semantics. Material in the course will also focus on some recurring problems of “usage” and/or “correctness,” regional and social varieties of English, language development, and the historical development of English, especially as it affects the language today.

The course is required for English majors preparing for a single-subject teaching credential or a multiple-subject teaching credential program. Professional/tech writing concentrations must also take English 103. It is a course option for literature and for creative writing concentrations. Any student thinking about working in a publishing house should take the course.

The material taught in this course will help you improve your own writing. You will also learn how to teach grammar if you are going into teaching. This course will be challenging, but I am here to help you. At the Writing Center, you can find online support from writing specialists who have taken English 103. To do well in this class, you must keep up with the daily work. If you get behind on the

assignments, you will be missing concepts in building our weekly foundation, which will cause you great difficulty.

Class Policies:

- No late work will be accepted unless you (1) make arrangements with me in advance, or (2) provide written verification that circumstances completely beyond your control prevented you from getting the work in on time, e.g., an organized mandatory SJSU event, a signed and stamped doctor's slip verifying an illness, a court order, a documented hospital emergency, a natural disaster, or proof of attendance at a funeral.
- These are not excused absences: having to work, going on vacation, or studying for another exam, babysitting siblings, or writing a paper for another class.

Zoom Etiquette

- Log on at least ten minutes before the start of class. I take roll first thing, so being on time is imperative. I also record if you are late or leave early.
- You must turn on your video/camera.
- In the chat, type “Hi” when you log on and “Bye” at the end of class when you log off. I use these to double check attendance.
- Please do not log off until I dismiss you. I will not hold you past the end of class.
- If you have to leave the screen for a minute, type in the chat “brb” for be right back. When you return, type “I’m back.”
- If you have technical problems, let me know right away. If your screen freezes or you get knocked off the internet, text me and log back on as soon as you can.
- Coffee and snacks are acceptable, but chomping on a full meal is distracting.
- It is disrespectful to the class if you are lying in bed during class. Sitting okay, but lying there and trying to talk to us in a half-hearted way is not engaged listening and learning.
- It is disrespectful to carry on conversations with people in your room while we are focusing on class lectures and discussions. You wouldn’t do it in class, so you should not do it during our Zoom class.
- You should be focusing on the screen or on taking notes. It is obvious when you are doing other things that distract you from class.
- Please text or email me if you are going to miss class. If I do not hear from you, I will email you to check in. Your success is important to us.

Weekly Thursday Emails

Every Thursday, I send out an email that reviews the week and details the work for the coming week. Read the Friday emails—you are responsible for the information. If you do not receive a Thursday email by 10:00 PM, please let me know. I recommend that you make an email folder for English 103 emails so that you can reference them easily. It is too easy for English 103 emails to get swallowed up in all your other emails if they are not archived accordingly

Required Time Investment

Because this is a 4-unit course, students can expect to spend approximately twelve hours per week attending class and preparing course assignments. The four units will include the following 1-unit enhancement required by the university.

- Completed Common Grammar Errors exercise, Parts I and II
- Completed Latin and Greek affixes and roots exercise. (The roots and affixes will be part of exam #1.)
- Completed exercise on prepositions
- Completed two charts on diagramming

Note: Statement of SJSU’s Credit Hour Requirement below.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Student Learning Objectives

Department Objectives

In the Department of English and Comparative Literature, students will demonstrate the ability to

- SLO 1** read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, and/or rhetoric;
- SLO 2** show familiarity with major literary works, genres, periods, and critical approaches to British, American and World Literature;
- SLO 3** write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject;
- SLO 4** develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively;
- SLO 5** articulate the relations among culture, history, and texts.

Class Objectives

Successful students in this course will demonstrate the ability to

- write clearly and effectively on the sentence-level;
- understand the development and variations of the English language;
- correct and identify sentence-level errors in their own writing;
- gain knowledge of the English language to the extent that they can articulate the rules and execution of English grammar to others;
- develop an enduring interest in language;
- understand morphology, etymology, and phonology;
- demonstrate the ability to diagram sentences effectively;
- develop awareness of form versus function;
- identify parts of speech, rules of punctuation usage, and sentence construction.

Class Tips/Strategies

- Be prepared for a heavy workload. This course is difficult, especially if you are coming in with a weak background in grammar. English 103 is taught with linguistic grammar and is therefore not a simple grammar review course.
- Arrive a few minutes early and get into the mindset for class. Think about what you want to get from the class that day. Let go of outside distractions. Have texts and notebook on your desk and open when class starts.
- Read the “Chapter Preview” and “Chapter Goals” at the beginning of each section. Read the “Summary” and learn the “Key Terms” at the end of each chapter.
- Create flash cards.
- Organize study groups with like-minded, hard-working classmates. *Research has proved that “Students who form study groups outside of class tend to excel in a course of study (Uri Treisman, 1992).*
- Keep up with new concepts presented in each class (the same as you would when you are learning math or a foreign language).
- Do the designated exercises **before** coming to class. Doing the exercises after the discussion is not nearly as effective in understanding and retaining the material.
- Make a list of questions when you do your homework and ask them in class if they are not covered. I have a reserved section on the board where you may write your questions before class.

- Be prepared to look at the rules of grammar from new perspectives. Language is not always an absolute, and some standards of “correctness” have changed over time.
- Attend every class session. Absences affect your grade if you are not in class to learn and/or reinforce material as we discuss it. We also do in-class exercises. Your participation grade is 20%.
- Understand underlying concepts—do not simply memorize the material!
- Seek out extra help when you need it. If you are not earning the grades that you want, you *can* change your performance in the class. Visit the Writing Center in Clark Hall 126 or in MLK. Appointments are difficult to get, so plan ahead. Online help is now available

Course Content

Thursday Emails, Required Reading

Every Thursday, I send out an email that reviews the week and details the work for the coming week. Read the Friday emails—you are responsible for the information. If you do not receive a Thursday email by 10:00 PM, please let me know. I recommend that you make an email folder for English 103 emails so that you can reference them easily. It is too easy for English 103 emails to get swallowed up in all your other emails if they are not archived accordingly?

Reading

In English 103, you will have homework assignments from *Analyzing English Grammar* for each class period. Each reading assignment builds another part of the foundation of what we study in this course, so it is crucial that you keep up with the reading and the homework. The homework will be the foundation for exams, quizzes, class activities, and group discussions. To succeed in this class, do the reading assignments in advance and ask questions in class. You may also text or email questions.

Grading overview

You can earn up to 1,000 points in this course.

Activities	Percentage	Points
Quizzes (5 at 5% each)	25%	250
Exams (5 at 10% each)	50%	500
Participation: engagement, responses, presentations, and white board work	20%	200
One-unit enhancement work	5%	50

Quizzes 250 points or 25%

Exams and quizzes will cover the major concepts presented both in class and in *Analyzing English Grammar*. Dates for the quizzes and exams are noted on the class schedule. **Tests and quizzes cannot be made up unless you have contacted me in advance and received approval for a make-up exam. If you simply do not show up for a test or quiz, you will receive a zero on the assignment.** If extenuating circumstances apply, please contact me as soon as possible (*before* the quiz or test date) in order to make necessary accommodations. There will be five quizzes worth 25% of your course grade (5 x 50 = 250 points).

Exams. 500 points or 50%

Five exams (including the final) are worth 50% of your grade (5 x 100 = 500 points). See the policy under quizzes regarding make-up exams.

Participation: Engagement, Responses, and White Board Work. 200 points or 20%

Active participation in class discussion is extremely important. If you are absent, you miss important concepts. The degree to which you arrive on time and are prepared to contribute to the classroom

exchange of ideas and information will be a 20% factor in determining your final grade in this course. **Please Note:** (1) You cannot contribute if you are not here. (2) Your presence alone does not constitute participation. Participation is not an attendance taking mechanism; it is meant to reward with credit students who are actively engaging.

One-unit enhancement. 50 points or 5% of grade

Part I of Common Grammar Errors	5 points	Must be present for credit
Part II of Common Grammar Errors	5 points	Must be present for credit
Etymology assignment	15 points	Must be 100 percent complete
Preposition sentences	15 points	Single words, not the phrasal prepositions
Two charts for diagramming	10 points	5 types of sentences; 3 clauses

Extra Credit Work:

32 terms: definition & example	10 points	deadline firm on this assignment
Sentences, phrasal prepositions	5 points	deadline firm

For all class sessions, you are required to do the assigned exercises before class. You are also responsible for other handouts that are assigned as homework. There is a strong correlation between completing daily work and getting good test scores. The exams are based on the textbook and course reader exercises. Your test scores will be higher if you do the daily exercises, check the answers with the Klammer key, and understand the concepts. Ask questions!

Class participation does not mean that you are just physically present in class. You are required to have class materials (Klammer book and course reader) on your desk at the beginning of each class, contribute to discussions, actively listen to your peers, and take notes. You can increase your participation grade if you write answers to exercises on the board. If your answers are not correct, you still get participation credit. It is a hidden bonus when your answers are not correct because you learn not to make those mistakes on exams.

Grading scale

930-1,000 points = A (93%-100%)
900-929 points = A- (90%-92.9%)
870-899 points = B+ (87%-89.9%)
830-869 points = B (83%-86.9%)
800-829 points = B- (80%-82.9%)
770-799 points = C+ (77%-79.9%)
730-769 points = C (73%-76.9%)
700-729 points = C- (70%-72.9%)
670-699 points = D+ (67%-69.9%)
630-669 points = D (63%-66.9%)
600-629 points = D- (60%-62.9%)
0-599 points = F (0%-59.9%)

Late Policy

While I will accept work up to one week after the due date, it will be graded down. For each calendar day that your work is late, it will be graded down one full letter grade. If the assignment is turned in after the class period on the assigned due date, it will be graded down half a letter grade. After one week, I will no longer accept the assignment. If extenuating circumstances apply for any assignment, contact me *before* the due date in order to request an extension. Turn in your work on time to avoid late penalties.

Departmental Grading Policy

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.

Courses graded according to the A, B, C, NoCredit system shall follow the same pattern, except that NC, for NoCredit, shall replace D or F. In A, B, C, NoCredit courses NC shall also substitute for W (for Withdraw) because neither NC nor W affects students' grade point averages. In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) at <http://www.sjsu.edu/gup/syllabusinfo>”

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.



Library Liaison: Peggy Cabrera. peggy.cabrera@sjsu.edu. Fourth floor of MLK Library.

English 103, Fall 2021, Course Schedule

SLO = Student Learning Objective; *AEG* = *Analyzing English Grammar*; *CR* = *Course Reader* (from the Maple Press). I will also offer the CR docs in modules on Canvas.

Assigned Readings are to be completed before the class period designated. Schedule is subject to change by instructor with reasonable notice given in class or by class email. ALWAYS bring books or materials to class.

Date	Topics, Readings, Assignments, Deadlines
<u>Week 1</u> M 8/23	<ol style="list-style-type: none"> 1. Introduction. Review syllabus and policies. 2. Part I of Common Grammar Errors. I'll do a few as an example. Sent to you as an attachment. It is also in Module One on Canvas. (SLO 3, 5)
W 8/25	<ol style="list-style-type: none"> 1. Due today. Complete Part I of the Common Grammar Errors and email it to the student assistant by 8:30 a.m. on Monday morning, Aug. 25. Each answer will consist of your choice and your reason for the answer. You get 5 points plus a bonus point. Joshua will not be accepting Part I after that time. 2. At the beginning of class, I will email you the key, and you will make corrections on your own handouts. We'll go over the answers in class. 3. Read chapter 1 (<i>AEG</i> 1-19) for today. You will be using these concepts and key terms the entire semester. No exercises. (SLO 3, 5)
<u>Week 2</u> M 8/30	<ol style="list-style-type: none"> 1. Due today. Complete Part II of the Common Grammar Errors and email it to the student assistant by 8:30 a.m. on Monday morning, Aug. 30. Each answer will consist of the correct choice and your reason for the answer. You get 5 points plus a bonus point. Joshua will not be accepting them after that time. 2. Read chapter 2 (<i>AEG</i> 20-38). Know concepts and bolded terms. No exercises. 3. Introduction to Latin and Greek Roots. <ol style="list-style-type: none"> a. In class activity: new word exercise to be done in class. Handout in CR. New Word Exercise. Neocomorphism (It's in the course reader and in module one.) b. Discussion: roots (Etymology). Latin and Greek roots are in your course reader. c. Start handout Etymology. (It's in the course reader and in module one.) (SLO 3, 5)
W 9/1	<ol style="list-style-type: none"> 1. Work on the "Etymology" handout during class (CR p. 96). Use the Latin and Greek roots (CR pp. 97 on) and the Form Clues handout (CR, p. 39) to break down the 113 words. 2. You can use a college dictionary or a reliable e-dictionary that has etymological listings. 3. Another source: etymology: etymonline.com. 4. There are also comprehensive root lists on the internet. 4. Turn in etymology handout for 15 points by September 20. Write answers. Do not type them. 5. <i>AEG</i> not needed today. (SLO 1, 3, 5)
<u>Week 3</u> M/ 9/6	HOLIDAY
W 9/8	<ol style="list-style-type: none"> 1. Read chapter 3. 2. Go over the first half of chapter 3, Morphology (<i>AEG</i> 39-64). 3. Complete exercises in the first half of chapter before class. (SLO 1, 3, 4, 5) Irregular verbs will be on the quiz and exam. CR, pp. 41-45
<u>Week 4</u> M 9/13	<ol style="list-style-type: none"> 1. Second half of chapter 3. Complete remainder of exercises before class. 2. Irregular verbs will be on the quiz and the exam. CR, pp. 41-45 3. Trial format for exam #1 is attached to this email. Take Quiz #1 on Canvas: Monday at 4pm to Tuesday at 11pm. (SLO 1, 5)

Date	Topics, Readings, Assignments, Deadlines
W 9/15	<p>Chapter 3 and Etymology (SLO 3) Review for Exam #1. Bring all your questions. Discuss quiz #1.</p>
<p><u>Week 5</u> M 9/20</p>	<p>Exam #1 Chapter 3 and Etymology (SLO 3). Keep your camera on during the exam. Thanks Last day to get 15 points for your <u>completed</u> etymology exercise. Email the exercise to Joshua. (SLO 3, 5)</p>
W 9/22	<ol style="list-style-type: none"> 1. Chapter 4 Form Class Words (<i>AEG</i>). <u>One day only</u>. Complete exercises. 2. Form and function. Headlines, CR, pp. 5-6. Choose your fave. 3. Class activity: apply proofs to new words. 4. See chart and model of proofs in CR, pp. 54-56. You may follow this format for proofs. Klammer's format is too bulky. 5. Continue to use the For Clues sheet, CR, p. 39. 6. <u>Last day to turn in 32 terms extra credit assignment</u>. 10 points. Email them to the student assistant. (SLO 3, 5)
<p><u>Week 6</u> M 9/27</p>	<ol style="list-style-type: none"> 1. Finish proofs for adjectives and adverbs in chapter 5. 2. Chapter 5 Structural Class Words I (<i>AEG</i>) <u>One day only</u>. <p>Note: we do R-K diagramming, not phrase structure trees/phrase markers.</p> <ol style="list-style-type: none"> 3. Complete all exercises in chapter 5 before class. 4. Focus sheets, CR, pp. 32-33. 5. Chapters 5. See my study sheets in the CR, pp. 57-60. (SLO 3, 5)
W 9/29	<p>Finish chapter 5. Start Chapter 6 Structure Class Words II (<i>AEG</i>) (SLO 1, 3, 5)</p>
<p><u>Week 7</u> M 10/4</p>	<ol style="list-style-type: none"> 1. Chapter 6 Structure Class Words II (<i>AEG</i>) 2. Do the exercises in chapter 6 before class. 3. Trial format for exam #2 will be emailed to you tonight. 4. Preposition assignment. 15 points. P. 135 (single words) in <i>AEG</i>. Write a sentence for each of the 60 prepositions. Underline the prepositional phrase in each of the 60 sentences. Email it to student assistant by exam 2. 5. Quiz 2 on canvas Monday at 3pm to Tuesday at 11pm. (SLO 3, 5)
W 10/6	<ol style="list-style-type: none"> 1. Review of chapters 4, 5, & 6. Bring questions. 2. Go over trial format #2. (SLO 1, 3, 5)
<p><u>Week 8</u> M 10/11</p>	<p>Exam #2 Chapters 4-6 and in-class material (SLO 3) Exam will be during class on canvas. Turn on your video during the exam. Thanks</p>
W 10/13	<ul style="list-style-type: none"> • Chapter 7 Phrases (<i>AEG</i> 158-206). • From this chapter study these for exam 3: constituents, verb formulas, and verb tenses. • Complete all the exercises in chapter 7 before class. Skip 7.2. • I will explain pages 182-84. Klammer makes it too difficult. • Course reader, pp. 68-69 <p>For extra practice, see the exercises in the course reader.</p> <ul style="list-style-type: none"> • (SLO 1, 3, 5)

Date	Topics, Readings, Assignments, Deadlines
Week 9 M 10/18	1. Chapter 8 Five Types of Sentences 2. Complete the exercises in chapter 8. 3. Memorize the formulas for the five types of sentences for exam #3. 4. Identify the <u>five</u> types of finites verb in the sentence: intransitive (no direct object), be as a main verb, linking verb with predicate adjective, linking with predicate nominative, and transitive (direction objective). (SLO 1, 3, 5)
W 10/20	1. Practice diagramming five types of sentences. 2. Review exercise on pp. 78-79. Trial format #3 will be emailed to you tonight. (SLO 1, 3, 5) Take Quiz #3 on canvas from Friday at 4pm to Sunday night at 11pm.
Week 10 M 10/25	Review in class for Exam #3. (SLO 1, 3, 5)
W 10/27	Exam #3 (Chapters 7 & 8) (SLO 3) Turn on your video during exam 3.
Week 11 M 11/1	1. Chapter 9: Basic Sentence Transformations (<i>AEG</i> 249-294). 2. See chapter 9 Focus Sheet. CR pp. xx and p. x 3. Skip these exercises in chapter 9: 9.11, 9.12, 9.13, 9.15, 9.16, 9.17 (SLO 1, 3, 4,5)
W 11/3	1. Finish passive voice in chapter 9. 2. Chapter 10: Finite Verb Clauses, Part I (<i>AEG</i> 295-331). Focus sheet, CR, p. 36 and p. x. Good chart on p. xx. 3. Do exercises (Klammer) for subordinate clauses before class. 4. Start relative clauses. Use the subordinators and relatives you memorized for exam #2. Subordinate conjunctions p. 145 and relatives p. 149. Use the documents posted in module #4
Week 12 M 11/8	Finish subordinate clauses, and explain/diagram relative clauses in chapter 10. (SLO 1, 5)
W 11/10	1. Review relative clauses. *Practice diagramming the seven configurations of relative clauses. *Know the difference between "when" as a relative adverb and as a subordinate. p. 323 *Restrictive and nonrestrictive clauses will be on the exam. p. 325. 2. Start chapter 11: Finite Verb Clauses Nominal clauses (<i>AEG</i> 332-358). 3. Check Module #4 for helpful documents and exercises. (SLO 1, 3, 5)
Week 13 M 11/15	1. Chapter 11: Nominal clauses 2. Diagram nominal clauses. State the function: subject, direct object, subject complement, adjective complement, or appositive. (SLO 1, 3, 5)

Date	Topics, Readings, Assignments, Deadlines
W 11/17	<ol style="list-style-type: none"> 1. Review chapters 9, 10, and 11. 2. Diagram all three types of clauses on the board. 3. Do the additional exercises I have in the CR and in module 4. There is a key for each exercise. 4. Prep for quiz #4: transformation--I.O. and prepositional phrase, who/whom, active/passive, restrictive/non-restrictive, four sentence varieties, and three types of clauses. <p>Take Quiz #4 on canvas Friday at 8:00pm through Sunday at 11am. (SLO 5) Review on zoom Sunday at 1pm.</p>
<u>Week 14</u> M 11/22	<p>Exam #4 Chapters 9-11 (SLO 3) Turn your cameras on during exam 4. (SLO 1, 3, 5)</p>
W 11/24	<p>NO INSTRUCTION DAY</p>
<u>Week 15</u> M 11/29	<p>Chapter 12: Nonfinite Verb Phrases” (AEG 359-403). Infinitives, Participles, and Infinitives.</p> <ol style="list-style-type: none"> 1. Read chapter 12. 2. I stated the concepts from chapter 12 in succinct language. CR, pp. 86-87. Study these. 3. Do Exercise I in the CR as your homework. CR, pp. 88-89. At the beginning of class, I’ll assign everyone a sentence from the exercise. 4. The format on Exercise I In the three columns, you will <ol style="list-style-type: none"> a) underline the phrase. b) identify the phrase and how it functions. c) then in the third column, tell which tests you used to identify the phrase and how it functions. All of these tests are in the Klammer book in chapter 12. ***Follow this format for the homework, the trial format, quiz 5, and exam 5. <p>(SLO 1, 3, 5)</p>
W 12/1	<p>Chapter 12: Nonfinite Verb Phrases (AEG 359-403).</p> <p>For today, do Exercise #2. CR, pp. 90-91. Follow the format. At the beginning of class, I’ll assign everyone a sentence.</p> <p>Quiz #5 will open up on Canvas Friday at 8pm through Sunday 11pm. (SLO 1, 3, 5)</p>
<u>Week 16</u> M 12/6	<p>Chapter 12 Non-Finite Phrases. Infinitives, Participles, Gerunds. For Monday. Exercise III. Same routine. (SLO 1, 3, 5)</p>
Final Exam	<p>For a MW 12:30 class: (SLO) 3 Date TBA</p>