San José State University
English or LLD 100A – Writing Competency through Genres
Fall 2020[1]

COURSE DESCRIPTION

Serves as alternative satisfaction of the WST requirement if passed with a C or better (C- or lower will not satisfy the WST). Prepares students for 100W through drafting, feedback, and revision to demonstrate writing competency. Develops ability to analyze written genres used in the students' chosen disciplines as well as write analytical and reflective essays.

COURSE GOALS

ENGL/LLD 100A is one course taught in two different departments. It is designed with the goal of preparing you to succeed in 100W, other upper division classes, and your profession. You will have intensive practice in prewriting, drafting, revising, and editing academic writing. You will be asked to research, analyze, and reflect on various kinds of writing and to produce a minimum of 5000 words, including a rhetorical analysis, a report about writing in your chosen discipline, and five critical reflective journals on a book-length work of fiction or non-fiction.

STUDENT LEARNING OBJECTIVES (SLOs)

By the end of the course, students will be able to:

a. Use correct and situationally appropriate sentence structure and grammar;
b. Utilize feedback from instructor and peers to improve the accuracy and clarity of writing;
c. Recognize, select, and use basic activities of the writing process, including prewriting, organizing, drafting, revising, editing, and peer review;
d. Critically self-reflect about the writing process and about making context-appropriate rhetorical choices;
e. Critically read, interpret, and synthesize multiple texts;
f. Write well organized, well developed essays with a clear thesis;
g. Identify how types of written texts in a variety of fields (genres) are influenced by audience, situation, and purpose;
h. Employ research strategies to collect, analyze, and evaluate data from primary and secondary sources.

---

[1] This course has been adapted from a similar one developed by Julian Heather and Fiona Glade at CSU Sacramento.

REQUIRED TEXTBOOKS AND MATERIALS

- 100A Study Guide: *Rhetoric and Composition Reader* by Stacey Knapp. Please order both print and digital editions. We will use the print version in the classroom and the digital includes links to course material and video lectures. Order both here: http://www.magcloud.com/browse/issue/680464 Set up an account with MagCloud which will store the Study Guide in your Digital Library which you can access digitally anywhere.
- Lam, Andrew. *East Eats West.* (2010). Heydey. ISBN: ISBN: 978-1-59714-138-3
- Access to Purdue University's Online Writing Lab (OWL)
- A college-level English dictionary and Internet access

TUTORING and other RESOURCES

- SJSU Writing Center

  The SJSU Writing Center is located in the library, 2nd floor. 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 at http://www.sjsu.edu/writingcenter.

- Peer Connections: http://peerconnections.sjsu.edu/
  - Consult their webpage for services, hours, and locations

Online Resources

- **Canvas:** We will be using Canvas throughout the course. **Login URL:** http://sjsu.instructure.com
  It is recommended that you visit the eCampus Canvas website at http://www.sjsu.edu/at/ec/canvas/. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at http://guides.instructure.com/.
  Username: SJSU 9-digit ID number.
  Password: Self-generated password for your SJSUOne account

- **Turnitin.com:** We will be using *Turnitin.com* for the main writing assignments. The *Turnitin* software is already embedded within Canvas, so you do not need an additional password to access *Turnitin.com*.

- **Criterion:** We will be using Criterion, an online editing program. The Criterion site can be accessed in our Canvas course menu or at http://criterion.ets.org. You will have to register with the site by creating a user name and password and by entering our **class access code**: **FBEF - TMM7**

GETTING THE MOST OUT OF OUR LEARNING ENVIRONMENT

- **Office Hours:** I encourage you to come talk to me during my scheduled office hours or by appointment if you would like extra help.
- **Email:** Please email me to inform me of an absence or to ask questions about assignments, but I cannot accept homework or papers via email. Put the name of our course and section number in the Subject of your email. Also, include a salutation and address me by name (e.g., *Hi Allison*, or *Good morning Mrs. St. Dennis*, or *Hello Professor St. Dennis*) in the salutation of your email, and sign your emails with your name so I know who is writing to me. Also, use your best prose (capitalization, punctuation, complete sentences) when writing to me so that your writing is easy for me to read. These are all professional courtesies.
- **Peer Workshops:** We will be sharing our work in our live Zoom class and in Canvas. Your work and your classmates' work represent models of various approaches to thinking and writing. Giving and receiving useful feedback improves your writing and builds community in our class. On peer review days, you must come to our live class session with complete drafts to share with classmates. You earn points for participating in peer workshops.

- **Homework and Participation:** You earn credit for live-class, Canvas, and homework assignments. These include grammar exercises, Discussions posts to Canvas, and various writing exercises, which are listed in the schedule of assignments and in Canvas.
- **Attendance in Live Sessions:** We do activities in our live Zoom classes, for which you receive points. I will post the recording of our class, but if the assignment involves interaction with classmates, then there are no make-ups for these assignments. If you are absent, see after-class announcements in Canvas for a link to the recorded class and any other message.
- **Late work and make-ups:** You will need a documented, excused absence for any work that is not turned in on the due date. Late papers without an excused absence will be marked down for each class period they are late. These policies are in place to be fair to your classmates who also have demanding schedules. They are also in place because activities are sequenced for a step-by-step approach to developing your writing. Provide documentation (doctor's note, for instance) to excuse an absence.
- **Tutoring:** You are encouraged to use San Jose State's online tutoring. Online appointments are available using their reservation system: https://www.sjsu.edu/writingcenter/onlinetutoring/.
- **Classroom conduct and participation:** Please be courteous in our live classes and online, to me and to your fellow classmates. In class, this means listening when I am lecturing and when another classmate is speaking. Come to live sessions on time. I hope that we can get to know one another via Zoom, so I encourage you to turn on your video cameras on your computer (though it is not required) and to unmute when you have a question. Please mute your computer microphones when not speaking. Class is best when we are all participating in the same conversation, together. You'll be grouped with other classmates in breakout rooms to share and discuss your work.

UNIVERSITY POLICIES

The Office of Graduate and Undergraduate Programs (GUP) 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.

- _Plagiarism_: To plagiarize is to use the language and thoughts of another author and represent them as one's own. When borrowing information from outside sources, you must credit the author; neglecting to do so is an act of academic dishonesty and in violation of the university's Office of Student Conduct's Academic Integrity Policy (Please see the Academic Integrity Policy at http://info.sjsu.edu/static/catalog/integrity.html). Plagiarism will result in automatic failure of the assignment and may be reported to the Office of Student Conduct for possible additional penalty. We will review in class what constitutes plagiarism and discuss the appropriate documentation formats for your discipline.

GRADING POLICIES AND ASSIGNMENTS

100A is graded A-F. CR/NCR is not an option in this course because a "credit" in 100A will not serve as alternative satisfaction of the WST requirement (students must receive a C or better in order to fulfill the WST requirement).

This is a portfolio-based writing class. Your final grade for the course will be based on scores given to your portfolio and your final exam.

Eligibility points: During the first 13 weeks of the semester, you will earn eligibility points for each assignment or activity that is required as well as for participation. The maximum number of points is 100. You must have at least 70 points to be eligible to submit your portfolio and take the final exam. If you have not earned the minimum of 70 points by the end of the 14th week of the semester, you will receive an F in the class and you will not be able to submit your portfolio. The points you receive prior to submitting your portfolio and the feedback you receive from your instructor on your drafts are intended to ensure that you have a complete portfolio, strong participation in the class, and improvement in your writing through feedback and drafting. The points you receive during this time will not be calculated as part of the final grade. They are simply an entry ticket that allows you to submit your portfolio and take the final exam.

<u>Final grade:</u> In the final weeks of the semester, you will revise your third drafts of your paper assignments to complete your portfolio, write a brief cover letter, and write an in-class final essay. Your final grade will be based on the scores given to your portfolio and final exam by two readers. The portfolio is worth 70% and the final exam is worth 30% of the final grade (see grading rubric and grading scale included in this syllabus). To receive a C or higher for this course, you must receive at least 70% out of 100% on your portfolio and final exam combined.

After the portfolio and final exam are scored, the instructor may choose to petition a low-pass portfolio for a higher score if she or he believes the score is inaccurate. To be considered for such a petition, the student must be in good standing in the course and have excellent, consistent participation in all classroom activities. Students who fail the portfolio may, on the recommendation of the instructor, have one more opportunity to revise during finals week.

<u>Out-of-Class Essays</u>

First drafts: First drafts are critical to the writing process. Points are given for these drafts and for the mandatory peer reviews.

Second and Third Drafts: Second and third drafts should also be uploaded to Turnitin on Canvas. Just upload your paper to the assignment and Turnitin will generate a report. Turnitin on Canvas will check for plagiarism so you can revise your draft.

These drafts should also be uploaded to Criterion, an online editing program. Criterion will electronically mark your paper for grammar and usage mistakes. You are required to turn in your paper to Criterion twice and work with your grammar. To register for Criterion, go to http://criterion.ets.org, (or see it in the course menu in Canvas) and create a username and password and enter our **class access code**: **FBEF - TMM7**

Instructor review of drafts: I will review at least one of the rough drafts for each of the two major writing assignments to provide you with advice before your final drafts are due.

Conferences: We will have one-on-one student-instructor Zoom conferences for the second draft of the second paper, the Discipline Investigation assignment. This allows me to meet with you to talk with you personally about your writing. All students are invited to talk with me about any of their work in my regular weekly office hours.

Final Drafts: Final Drafts are due in class on the day that is indicated on the schedule. You will submit a digital copy to Canvas by midnight that same day. All final drafts will adhere to MLA, APA, or another academic format that is appropriate for your major of study.

DROPPING THE COURSE
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop 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. If you pass the WST after the drop deadline, you will not be able to drop 100A or withdraw without penalty. You will only be allowed to withdraw for the reasons specified in the late drop policy.

INCOMPLETES: No incompletes will be given for 100A.

DESCRIPTION OF ASSIGNMENTS

Assignment	Description	Word count	Assessment
Rhetorical Analysis	For this assignment you will analyze a piece of professional writing in your major or field or work, describing the rhetorical strategies that were used by the author and how these strategies contributed to the purpose of the document. (SLOs: a, b, c, d, e, f, g)*	1500	Maximum 25 points
Discipline Investigation	In this assignment, you will write a report about working in your major field. This report will describe an interview you will have with a professional in your chosen field; you will also write about information you collect from at least two outside sources (articles), following appropriate citation and reference styles (APA or MLA). (SLOs: a, b, c, d, e, f, h)*	1500	Maximum 25 points
Five Critical Reading Reflection Journals	Throughout the semester, you will read sections of a full length work of fiction or non-fiction and respond in a series of reflective journals. Two will be timed essays written in Canvas and two will be written at home. The last is a timed practice final exam. These will be included in your final portfolio. (SLOs: e, f, g)*	2000	Maximum 15 points
Cover Letter	This is a one paragraph letter to readers of your portfolio in which you explain which of the two above assignments is your better work and why. (SLO's: a, c, d)*	200-300	Maximum 2 points
Homework & writing activities	Your instructor will decide how to assign these points to your class work and participation. (SLO's: a, b, c, d, g)		Maximum 33 points
	By the 13th week, you must have earned at least 70 points by doing all of the above work, including drafts, peer editing, revisions, etc. If you have not earned at least 70 points, you will not be allowed to submit your portfolio and you will receive an F.		**Maximum 100 points; minimum 70 points**
Final Portfolio	The portfolio must include the following: • The Portfolio Checklist initialed and signed by both student and instructor; • A clean, final draft of the cover letter – 200 words • A final, clean copy of two main assignments comprised of at least 3000 words of revised, polished writing (see above); • First and intermediate draft of each of the two main writing assignments which show instructor's comments and a rubric marked by the instructor; • Five CRR journals, including two timed journals	3200 words of final, polished writing	Scored according to the scoring rubric by two readers. Worth 70% of your grade.
Final Exam	An in-class, timed essay, common across all sections of 100A. (SLO's: a, b, d, f, g)*	500 words	Scored according to the scoring rubric by two readers. Worth 30% of your grade.

***SLO's: Student Learning Objectives for the course and assignments—See p. 1 of syllabus for descriptions.**

GRADING RUBRIC to be used in evaluating both the portfolio assignments and the final exam.

THE WRITING

4	• meets all expectations in the rhetorical choices of the assignment, including genre, purpose, format, evidence, tone, and conventions. • is well-organized and thoroughly developed. • shows good or superior control of grammar, including syntactic variety, range of vocabulary. • intelligently addresses the assignment.
3	• meets most of the rhetorical expectations of the assignment, including purpose, format. • is somewhat organized but may require more development. • contains some grammatical errors, inappropriate word choice, or incorrect usage that rarely obstruct reader's understanding. • may address some parts of the assignment better than others.
2	• meets few rhetorical expectations of the assignment. • shows weak development and cohesion and/or inappropriate rhetorical choices. • shows an accumulation of grammar and syntactical errors that interfere with readers' understanding. • omits or misunderstands major parts of the assignment.
1	• fails to meet the rhetorical expectations of assignment. • fails to organize and develop ideas. • contains grammar and syntactical errors that seriously interfere with readers' understanding. • fails to address the assignment.

GUIDE TO THE FOUR CATEGORIES
• Rhetorical expectations, including purpose, format, tone, etc.
• Development and organization
• Grammar and syntax
• Addressing the assignment or topic

LETTER GRADE TO PERCENTAGE SCALE
A+   98-100
A   94-97
A-   90-93
B+   86-89
B   82-85
B-   78-81
C+   73-77
C   70-73   Serves as alternative satisfaction of the WST
C-   66-69   Does not serve as alternative satisfaction of the WST
D+   62-65
D   58-61
D-   57 or lower
F Not eligible for portfolio and final exam

English 100A / Writing Competency through Genres, Fall 2020, Course Schedule

NOTES

1. *Assignments and due dates are subject to change. Such changes will be announced in class and via Canvas at least one class meeting in advance.*
2. *All reading assignments and homework are due the dates they are listed below. Come to class having completed any assigned homework and/or reading and be prepared to participate in class.*
3. *All reading assignments not in your textbook are available to you in Canvas. Have your Course Reader, East Eats West, or readings from Canvas accessible for reference during our live classes.*
4. *Consult the schedule below and the Canvas modules to know when and where to submit your assignments.*
5. *You are not responsible for any exercises in the texts that are not listed in our schedule.*
6. *Reading to complete grammar*
7.
8. *exercises can be accessed at Purdue Online Writing Lab (OWL). The accompanying quizzes can be found on Canvas.*
9. *Turnitin is enabled for your 2nd and 3rd drafts of your papers; after you submit them through Canvas, a report will automatically be generated. There is no need to go to the Turnitin website.*
10. *Find the online grammar check Criterion at http://criterion.ets.org; **class access code**:* **FBEF - TMM7**

Color Key

Holiday	
Daily homework	
Begin lessons on a major paper assignment	
Journal due	
Draft of paper assignment or portfolio due	

Asynchronous Class = No live meeting; complete work in Canvas by posted due dates, time

Synchronous Class = Live Zoom Class meeting at specified date and time

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th, 8/20	**Live Zoom Class 3:00-4:15 pm PST:** Introduction to the course and Canvas **After Class on Canvas:** Complete the Start Here Module: Things You Need to Know about the Course and Week 1 Practices--due Mon, 8/24 by midnight, PST.
2	T, 8/25	*Asynchronous Class* *Be sure you have completed the Week 1 Practices in Canvas* **In Canvas:** Timed diagnostic essay (Journal 1) due by midnight, PST.

Week	Date	Topics, Readings, Assignments, Deadlines
**Begin Lessons for the Rhetorical Analysis**		
2	Th, 8/27	**Before class:** • Read: Rhetorical Analysis Assignment (in Canvas) **Live Zoom Class 3:00-4:15 pm PST:** **In class:** Introduction to the Rhetorical Analysis Assignment; Finding an academic article for your rhetorical analysis; library orientation ✺ **Look ahead:** Begin searching for documents for the rhetorical analysis assignment; two are required in class on Tu, 9/8
3	T, 9/1	**Before class:** • Read: Course Reader, pp. 1-6 and 11 • Read: *East Eats West* "Introduction" and "Ode to the Bay," pp. 1-11 • Read: Identifying Rhetorical Patterns in Paragraphs (Parks) • Quiz: Patterns in Parks Paragraphs **Live Zoom Class 3:00-4:15 pm PST:** **In class:** rhetorical modes
3	Th, 9/3	**Before class:** • Read the Course Reader, pp. 7 and 10 • Read: Rhetorical Strategies Definitions Reference page • Quiz: Identifying Rhetorical Strategies in Academic Writing • Canvas Discussion 2: Watch "Appeals Lesson Video #3" and in a reply, respond to the prompt. • Read: Rhetorical Appeals Definitions Reference page **Live Zoom Class 3:00-4:15 pm PST:** **In class:** rhetorical appeals
4	T, 9/8	**Before class:** • Read: Course Reader, pp. 9 and 12 • Read: Sample Annotated Article + Transitions (in Canvas) • Canvas Discussion 3: Watch "Writing Tip Video #6 and in a reply, type in your practice paragraph you wrote from the video exercise. • Submit: 2 possible documents to analyze for the rhetorical analysis **Live Zoom Class 3:00-4:15 pm PST:** **In class:** close reading, annotating, and rhetorical situation
4	Th, 9/10	**Before Class:** • Read: Model RA (in Canvas) • Submit: Annotated Article (scanned pages or photos) • Submit: Rhetorical Situation form • Draft and Post: TEA body paragraph with a quote sandwich to Canvas Discuss 4 by midnight PST Friday, 9/11; reply to two classmates' paragraphs by Tue, 9/15. **Live Zoom Class 3:00-4:15 pm PST:** **In class:** close reading, annotating, and rhetorical situation

Week	Date	Topics, Readings, Assignments, Deadlines
5	T, 9/15	**Before Class:** • Return to Canvas Discussion 4 to read your classmates' and my advice to revise your paragraph before your first draft is due Tue., 9/22 • Video Assignment: Watch "Writing Tip Videos #4 and #5" and submit your response to Video Assignment in Canvas. • Draft and Post: Introductory paragraph to Canvas Discussion 5 by midnight PST tonight, 9/15; reply to two classmates' paragraphs by midnight PST, Wed 9/16. Read your classmates' advice to revise your introduction before your first draft due on Tue, 9/22. **Live Zoom Class 3:00-4:15 pm PST:** **In class:** Addressing your questions, discussion and review of students' draft paragraphs and prep for peer review next week
5	Th, 9/17	*Asynchronous Class* **In Canvas:** • Read: Purdue OWL on Subject-Verb Agreement: https://owl.purdue.edu/owl/general_writing/grammar/subject_verb_agreement.html • Quiz: Subject-Verb Agreement
6	T, 9/22	**Before Class:** • Submit: First Draft of RA for peer review uploaded to (at least 4 pages must be completed; you must attach your annotated article with your draft). **Live Zoom Class 3:00-4:15 pm PST:** **In class:** peer review
6	Th, 9/24	**Before class:** • Read: *WPA's* Statement *on* Plagiarism (Canvas) • Quiz: "What is Plagiarism?" • Read: *East Eats West*, pp. 13-49 to complete Journal 2 • Submit: Typed Journal 2—not a timed response **Live Zoom Class 3:00-4:15 pm PST:** **In class:** plagiarism, using Criterion, revising
Begin Lessons for the Discipline Investigation		
7	T, 9/29	**Before class:** • Read: Discipline Investigation Assignment (Canvas) • Read: Purdue OWL on Run-on Sentences: https://owl.purdue.edu/owl/general_writing/punctuation/independent_and_dependent_clauses/runonsentences.html • Quiz: Run-on Sentences • Read: Excerpts from SJSU's Academic Integrity Policy • Quiz: "Identifying Plagiarism" **Live Zoom Class 3:00-4:15 pm PST:** **In class:** Introduction to Discipline Investigation Assignment ✺ Look ahead: Begin searching for a person to interview and conduct the interview as soon as possible. First draft is due Wed, 10/23.

Week	Date	Topics, Readings, Assignments, Deadlines
7	Th, 10/1	***Asynchronous Class*** **In Canvas:** • Submit: Draft 2 of Rhetorical Analysis and the annotated article. Upload to Canvas by midnight PST; use Criterion for grammar help before submitting • Read: "Interview Questions," "Interview Tips," and "Informational Interviews" (Canvas) • Canvas Discussion 6 Draft interview questions and respond to classmates
8	T, 10/6	***Asynchronous Class*** • Read: *East Eats West* (50-106) to write in-class Journal 3 **In Canvas:** • Timed Journal 3 response due by midnight, PST.
8	Th, 10/8	**Before Class:** • Read: "Model DI" in Canvas • Watch Video: Important Elements in the Model Discipline Investigation **Live Zoom Class 3:00-4:15 pm PST:** **In class:** discuss Model DI, finding outside research/sources for the DI
9	T, 10/13	***Asynchronous Class*** **Before class:** • Final Draft 3 of RA; upload your draft to Canvas and bring one hard copy to class: attach graded Draft 2 and annotated article. Use Criterion to fix grammar. • Peruse Purdue OWL documentation styles: APA or MLA
9	Th, 10/15	***Asynchronous Class*** **In Canvas:** • Read: Purdue OWL on Articles: https://owl.purdue.edu/owl/general_writing/grammar/using_articles.html • Quiz: Articles • Read: Details in Paragraphs • Watch Video: Integrating Outside Sources into Your DI" • Quiz: Different Ways to Work in Outside Sources
10	T, 10/20	**Before Class:** • Submit: First Draft of Discipline Investigation (at least 4 pages must be completed) **Live Zoom Class 3:00-4:15 pm PST:** **In class:** peer review
10	Th, 10/22	***Asynchronous Class*** **In Canvas:** • Read Purdue OWL on Apostrophes: https://owl.purdue.edu/owl/general_writing/punctuation/apostrophe_introduction.html • Quiz: Apostrophes
11	T, 10/27	**Before class:** • Submit: Draft 2 of Discipline Investigation; use Criterion to fix grammar. **Live Zoom Class 3:00-4:15 pm PST:** ✍ **In class:** sign-up for conferences; **Conferences will be held Wed 10/28-Tue 11/3**

Week	Date	Topics, Readings, Assignments, Deadlines
11	Th, 10/29	***Asynchronous Class*** **In Canvas:** • Read: *East Eats West* 107-168 • Submit: Typed Journal 4 (in response to *Eat Eats West* 107-168) **Conferences—no class.** *Come to your appointed Zoom time*
12	T, 11/3	**Conferences—no class.** *Come to your appointed Zoom time*
		Begin Lessons for Final Exam
12	Th, 11/5	**Before class:** • Submit: Final draft of DI. Use Criterion to fix grammar and upload to Canvas. • Read: Sample Final • Canvas Discussion 7: Examining a Practice Final **Live Zoom Class 3:00-4:15 pm PST:** **In class:** Cover letter and prep for Journal 5 (practice final exam)
13	T, 11/10	***Asynchronous Class*** **In Canvas:** • Timed Journal 5 (practice final exam) response due by midnight, PST. • Read: Instructions for Downloading Respondus Lockdown Browser • Quiz: Practice with Respondus Lockdown Browser
13	Th, 11/12	**Before class:** • Typed cover letter introducing your portfolio to your readers • Read: Sample Student Responses to Journal 5/Practice Final **Live Zoom Class 3:00-4:15 pm PST:** **In class:** • students notified if they are eligible for the portfolio and final exam • portfolio preparation workshop • prep for final exam
14	T, 11/17	**Before class:** Completed portfolio **Live Zoom Class 3:00-4:15 pm PST:** **In class:** portfolio check and last advice before final, how grades calculated and portfolio grading procedure
14	Th, 11/19	***Asynchronous Class*** **In Canvas:** Timed Final Exam due by midnight, PST ***Last Day of Class***
15	T, 11/24	**No Class**
15	Th, 11/26	Thanksgiving Holiday—No Class
16 and 17	T, 12/1-12/7	**No Class These Days**
17	M-F, 12/8-12/11	Results to students (Dates and Times TBA)