

Reedley College

# ENGLISH 1B:

## INTRODUCTION TO THE STUDY OF LITERATURE

FALL 2013  
SECTION 50402

Instructor: Professor Karle

Phone: 559-638-3641 ext. 3421

Email: [carey.karle@reedleycollege.edu](mailto:carey.karle@reedleycollege.edu)

### *Welcome to English 1B Online*

English 1B is a literature survey and composition course that is designed to follow English 1A. Students will be introduced to four major liter-



LITERATURE  
THINKING  
THE WORLD

ary genres: short story, novel, poetry, and drama. It is a three unit course, which is fully transferable to University of California and California State University and most other public and private four-year

colleges and universities. The purpose of this course is to assist you in development of critical thinking, reading and writing skills through experience with literature, including fiction, poetry, plays, and criticism.

Students are required to read approximately 100 pages per week and to write papers related to the reading assignments. Students should plan to spend 6-9 hours a week outside of class reading, writing and discussing the litera-



### *Course Outcomes*

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

- ◆ Demonstrate critical thinking and literary skills with literature through a variety of linked reading, writing, and discussion activities.
- ◆ Demonstrate connections between literary works of the same or different genres.
- ◆ Make connections between the situations of literature and his/her experience.

### **SPECIAL POINTS OF INTEREST:**

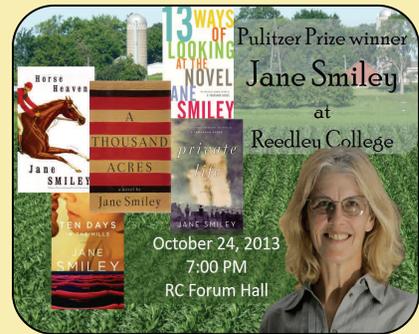
#### Ms. Karle's Office Hours

A-Annex, Room 4

Tuesday 10:00-12:00

Thursday 10:00-11:00

Friday 8:00-9:00 —Virtual Office Hour  
via Blackboard Collaborate



Extra Credit Opportunity  
Attend Jane Smiley Lecture

### **INSIDE:**

<i>Course Objectives</i>	2
<i>Course Outline</i>	2
<i>Required Texts</i>	3
<i>Computer Requirements</i>	4
<i>Weekly Semester Schedule</i>	4
<i>Email</i>	5
<i>Paper Policy</i>	6
<i>Plagiarism Information and TURNITIN Assignment</i>	7
<i>Important Dates</i>	8

## Course Objectives

In the process of completing this course, students will:

- A. Develop reading strategies that include drawing inferences, anticipating developments and conclusions, recognizing the reader's position in relation to the literary work, and analyzing the process by which the individual reader perceives the meaning in the work.
- B. Recognize and differentiate between denotative and connotative meanings, literal and figurative language, and levels of usage and their effects in literature and in the student's writing.
- C. Identify the influences of history, geography, culture, and differing perspectives in the literature and in the student's writing.
- D. Recognize the connections between literature and other disciplines such as psychology, philosophy, history, and sociology.
- E. Identify repeated patterns of imagery or situation and draw thematic inferences from patterns, repetitions, and events in the literature.
- F. Read and understand specific problems of poetry, detecting argumentative structures, specific poetic forms, speaker and audience, and relationship of sound and structure to meaning.
- G. Read and understand specific problems of fiction, recognizing plot structures, distinguishing between realistic fiction and surrealist or metafiction, recognizing the impact of point of view, analyzing the nuances of human behavior as represented in the characters, and detecting the attitude of the story teller from the language of the story.
- H. Read and understand specific problems of drama, recognizing the ways in which drama shares the conventions of fiction or poetry as well as the ways stage conventions and strategies make it different.
- I. Develop writing strategies to analyze individual works, persuade readers to consider the writer's position and view, relate parts of works or whole works to each other, and to use the writing process to discover and refine meaning for the writer.
- J. Develop persuasive writing strategies to convince readers of the validity of a position, point, or observation: shared goals, writing accessible to the reader, logical development and support of an argument or position, and confrontation with or acknowledgment of opposing arguments.
- K. Control the several rhetorical approaches to writing about the reading: definition, classification, comparison and contrast, analogy, and persuasion or argument.
- L. Use critical vocabulary accurately in writing and discussion.
- M. Use and differentiate between the skills of paraphrase, summary, citation of sources and supporting evidence.



THE MAN  
WHO DOES  
NOT READ  
BOOKS HAS  
NO  
ADVANTAGE  
OVER THE  
MAN THAT  
CAN NOT  
READ THEM.

MARK  
TWAIN  
(1835-  
1910) U.S.



REACH FOR YOUR  
DREAMS

## Course Outline

1. Discussion of readers' responses--what is given and what each brings to the reading --and steps in discovering meanings, such as using context, making predictions, organizing ideas, developing hierarchies of ideas or information.
2. Reading and writing about ten to twenty short stories and one or two novels
  - Establishment of critical vocabulary and identification of setting, characters, plot, point of view, theme, style and tone
  - Analysis of those features which seem most important or revealing in each story.
  - Informal writing for the discovery or clarification of meaning--journals, responses, daily comments
  - Recognition of how the language level and usage affects response.
  - Finished, extended essays about shared themes, comparison or contrast of certain features, character development or revelation, or settings in several of the stories, emphasizing logical structure and support, coherence, style, and careful editing for clarity and economy.
  - Development in writing and discussion of critical positions other than one's own, assuming and defending a position (what would a feminist, conservative, veteran, farmer, senior citizen, or environmentalist response be to this story?)
3. Reading and writing about a large collection of poetry, both traditional and contemporary
  - Establishment of critical vocabulary and identification of poetic forms, voices, implied listeners, imagery, figurative language, concrete and abstract references, denotation and connotation, with some attention to the sound systems of poetry.
  - Written analysis of how sound suits sense in any given poem.
  - Paraphrase and summary.
  - Informal writing about the poetry and the reader's response to it--homework, journal entries, conclusions about meanings or the sources of confusion.
  - Reading poetry aloud for a sense of voice, tone.
  - Developed and finished essays about poetry, for example, comparing and contrasting poems that seem thematically similar or different, analyzing the argument developed in a poem, analyzing a student collection of poetry, recognizing similarities and differences, explaining and defending critical positions, and noting how the language of the poems affects meanings.
4. Reading and writing about three to five plays from different periods, in different styles, or from different cultural backgrounds.
  - Establishment of critical vocabulary and identification of the conventions of drama, including the context of the stage setting, the stage directions (or lack of them), establishment or development of character, use of music or sound effects, the stage strategies which overcome limitations of time, place, and point of view.
  - Reading aloud to assess the voices in the play, recognize style, and grasp relationships between characters and situations.
  - Informal writing about the plays, including journals, responses, making predictions about characters and conclusions, describing possible visual impact of scenes.
  - Developed and finished essays about the plays, analyzing characters, inferring themes, explaining relationships, connecting language with meanings, relating works to historical, social, and cultural settings.
5. Writing carefully developed essays on topics which require the student to look at works from more than one genre, noting common or similar themes, problems, or subjects, and using both deductive and inductive reasoning to construct sound arguments or take and support critical positions logically.
6. Identification of logical fallacies that occur in student writing and the strategies for correcting or avoiding them.
7. Writing of essay exams and/or developed and edited papers as the major determination of the student's grade.



*Required Texts*

*Required Course Work*

- Gardner, Janet E., Beverly Lawn, Jack Ridl, and Peter Schakel ed. *Literature: A Portable Anthology*. 3rd ed. Boston: Bedford/St. Martin's, 2013.
- Smiley, Jane. *A Thousand Acres*. New York: Anchor Books, 2003. ISBN 978-1-4000-3383-6
- Shakespeare, William. *King Lear*. Dover Publications, 2011. ISBN 978-486475813

Class Participation Required

Quizzes 10%

Discussion Board/ Google Docs, Reflections, Etc. 10%

Essays 60%

Final Essay – Literary Criticism /Research 20%

*Class participation is defined as reading the class assignments; joining in the exchange of opinions in group and whole class discussion; starting appropriate new items for discussion; and perhaps most important of all, asking questions.*

When figuring your final Quiz grade, I will drop the two lowest grades and average the remaining scores. *A missed quiz is equal to a zero, and no make-ups are allowed.*

Essays will focus on literature topics and essential questions.

I do not accept late work, nor do I allow for make up work. This means you need to do the work as assigned.

There will be at least ONE opportunity for extra credit this semester.

*Grading Scale*

- 90-100 % = A
- 80- 89% = B
- 70- 79% = C
- 60- 69% = D



*Checking Grades*

I use a program called Micro-grade to record grades.

I will upload grades every Friday beginning the third week of the semester.

When I upload grades, the program (Chariot - WebGrade) will send an email that will include the link along with a user name and password so you can check your grade. The user name and password for checking grades are separate from your Blackboard login. Check your grade regularly.

Even though I use a grading program outside of Blackboard, you will need to utilize the grade book on Blackboard to review graded quizzes. When you open the grade book on Blackboard you might see exclamation points, question marks, or a lock symbol.

The exclamation point simply means that your quiz went through properly and is waiting to be graded. Some quizzes are automatically graded as they are multiple choice. If they are not, I will have to go in and grade the quizzes myself. This might take a week or so. After I grade them, you will be able to open them through the grade book function and review the quiz. The correct answers will usually be available at that time.

If you see a question mark or lock symbol, this means that for some reason your quiz or exam did not go through properly. This usually results from either you opening multiple pages (such as PowerPoint presentations), dropping off line, having a power failure, exiting the program before you

have finished the quiz or exam, or hitting the enter button instead of clicking on the submit button on the bottom of the page. If this happens, you MUST email me immediately to clear the lock. I check email several times a day and can usually clear a quiz within 24 hours or less. HOWEVER, if you wait until the day a quiz is due, I may not be able to clear the quiz AND I cannot give you extra time to complete the assignment.

Updated grades are only available after I've uploaded grades. Weekly announcements will inform you as to when grades have been uploaded.



THE BEST OF  
A BOOK IS  
NOT THE  
THOUGHT  
WHICH IT  
CONTAINS,  
BUT THE  
THOUGHT  
WHICH IT  
SUGGESTS;  
JUST AS THE  
CHARM OF  
MUSIC  
DWELLS NOT  
IN THE TONES  
BUT IN THE  
ECHOES OF  
OUR HEARTS.

OLIVER  
WENDELL  
HOLMES  
*(1809-1894)*  
*AMERICAN*  
*AUTHOR AND*  
*POET.*

**CHECK YOUR  
GRADE  
REGULARLY  
THROUGHOUT THE  
SEMESTER**

## Computer Requirements



### WHAT YOU NEED TO KNOW

#### Skills Needed:

- ◆ Know basics of word processing (saving files, using spell check, using grammar check, moving text, using the help function, etc.)
- ◆ Know how to access and navigate the Internet (use a browser, utilize search engines, save and or print from the Internet)
- ◆ Know how to send e-mail and attachments

#### Hardware Needed:

- ◆ Pentium (PC) or Mac equivalent
- ◆ Home Internet access is desirable. You can use the computers on campus, but they are not always available.

- ◆ *If your home computer crashes, is in need of repair, or you lose Internet access, you must find an alternative way to complete the required work on time for this class. This means, of course, that you need to constantly back up the work from your hard drive to a flash drive or other source. This also means avoiding completing assignments at the last minute.*

#### Software Needed:

- ◆ The most common word processing format is Microsoft Word. If you use another word processing program, you will need to learn to save your work in Rich Text Format (RTF).

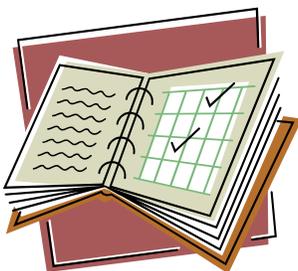
- ◆ Guidelines for how to save in RTF are found under the **Essays link** on Blackboard.
- ◆ *Do not use Microsoft Works or any other program that does not allow for easy conversion.*
- ◆ **Using WordPad is unacceptable.** *If you have WordPad, you must plan to visit a local library—public or school—to convert your work before sending it for review or as the final product.*
- ◆ *If you use Pages, you will need to learn to save in Rich Text Format as well. I cannot read pages documents.*
- ◆ Adobe Reader. This can be downloaded for free. All essays will be returned to you in PDF form. Most handouts will also be uploaded as PDFs.



### KNOW YOUR COMPUTER!

THE MAN WHO DOES NOT READ BOOKS HAS NO ADVANTAGE OVER THE MAN THAT CAN NOT READ THEM.

MARK TWAIN (1835-1910) U.S.



CHECK OFF ASSIGNMENTS AS THEY ARE COMPLETED. THIS WILL HELP YOU TO STAY ORGANIZED.

## Weekly and Semester Schedule

For the weekly schedule refer to announcements page on Blackboard.

All assignments for the semester can also be viewed through the semester calendar. Click on the Syllabus link on Blackboard and find the "Tentative Semester Calendar." Here you will find reading assignments, discussion board due dates, essay due dates, and more.

Each week's assignments will be emailed to you by Friday evening (for the following week) and will also be posted on the announcements page of Blackboard. **The weekly email always contains**

### **the most updated/accurate information.**

Print the weekly email every week. Read through the information carefully. Check off assignments as they are completed.

## Attendance Policy

Your online contact will be monitored through the Blackboard discussion board, essays, miscellaneous assignments, and e-mail. *You need to make their presence known every week.* You are required to make substantive

contributions to the discussions. You may address the topics suggested by me, devise your own topics if appropriate, or respond to your classmates—depending on the particular discussion forum.

Failure to post to the discussion board for two weeks (excluding weekends) and/or complete assignments, without contact with me, will mean that you are no longer participating in the class, which means you may be dropped from the class.

If you do not complete all of the assignments for week one and two, you will be dropped from the class.

## Plagiarism and Cheating

If it is discovered that you have cheated or plagiarized on an assignment—at any point during the semester—you will receive a zero on that assignment and perhaps a failing grade in the class. *Plagiarism of the final essay for the semester will result in a failing grade in the class.*

*Plagiarism means to pass off the work of others as your own. Plagiarism is dishonest and represents an attempt to obtain the benefits of a college degree without doing the work.*



Additional information located on page seven.

## E-Mail

### ◆ An e-mail address is essential.

The college now uses only the college email accounts (your last name underscore your seven digit ID@my.sccd.edu). You must use your college account for this and any Reedley College class. You can set your sccd.com email to forward to another email account. Information about school email can be found on the home page of the college website and on the login page for Blackboard.

### ◆ I use e-mail to communicate with the class as a whole, with groups, and with individuals.

Whether you have Internet and e-mail access at home or on campus, you should plan on checking your e-mail at least every other day—once a day is preferred. DO NOT use your cell phone as the primary means of checking/reading email. Phone screens are too small; therefore, you are not easily able to view the “whole picture” when reading email. Additionally, many phone programs do not allow for spell check on email messages, so

refrain from using your phone as a primary means of communication with me.



EMAIL  
USE IT  
WISELY

### ◆ When you send an email, you must be specific in the message and always sign your name.

Your email address does not necessarily identify who you are unless you are using your sccd account. *I do not read or respond to email if I do not know the sender.*

### ◆ In the subject line, include the class and section number.

I teach four classes and generally at least two are online classes. In order to respond quickly, I need to match you to the correct class—which means you need to add the section number as well (i.e., English 125-53230).

### ◆ In addition, remember, when you email me, your instructor—your English instructor—you are not text messaging or emailing a friend.

You need to run spell check and think about the

## Accommodations for Students with Disabilities

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disability Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.



IF YOU NEED ASSISTANCE WITH THE CLASS IN ANY WAY, BE PROACTIVE AND USE THE MANY RESOURCES AVAILABLE TO YOU ON CAMPUS

way you are writing, for example, do not use lower case i's when using the first person pronoun “I”.

### ◆ After sending an email, look for a response!

This might sound like common sense, but I am always surprised by students who send an email with an “urgent question” or an important question about an essay or grade, to which I reply in a timely manner with a question or further information, and it takes three or four days for a response from that student.

### ◆ One more note about email—do not send email out of anger or frustration.

Do not send an email immediately after seeing a grade if the grade was not what you expected. If you have a question about a grade or comments made on an essay, take some time to think carefully about what you want to ask.

THE BEST OF A BOOK IS NOT THE THOUGHT WHICH IT CONTAINS, BUT THE THOUGHT WHICH IT SUGGESTS; JUST AS THE CHARM OF



## Paper Policy

**FORMAT AND SPELLING MATTER. WHILE CONTENT IS MOST IMPORTANT, PRESENTATION SHOWS THE READER THAT YOU CARE ABOUT THE IDEAS AND THE WRITER.**

⇒ All papers must be revised and typed in accordance with MLA guidelines. All work leading to your final paper must be kept—for example, all prewriting, rough drafts, peer responses, and any other work produced. ***There are no exceptions to this policy.***

⇒ ***Papers that do not follow MLA guidelines (as discussed on Blackboard) will be docked 5%, which is ½ of a letter grade. This will increase to 10% for the final essay and the final.***

⇒ Word Processing Formats: The most common word processing format is Microsoft Word. If you use another word processing program, you will need to learn to save your work in Rich Text Format (RTF). Guidelines for how to save in RTF are found under the **Documents link** on Blackboard. *Do not use Microsoft Works or any other program that does not allow for easy conversion. Using WordPad is unacceptable. If you have Pages, you must learn to convert files to so they can be submitted to TURNITIN and read by others.*

**MY FAVORITE WORD IS “WHY.” I USE IT MORE THAN ANY**

⇒ If an essay is due and you cannot access Blackboard, probably Blackboard is down. Don’t stress—wait a little bit and try again. When this happens, watch for email messages from me. I will let you know the revised due date. Of course, if an essay is due and the Blackboard is down, I will not hold you to the original due date.

**OTHER—PROFESSIONALLY AND OTHERWISE. IT BEGINS A LOT OF MY**

⇒ Guidelines for turning in essays through Blackboard can be found on Blackboard under the **Essays link**. All essays will be turned in through TURNITIN through links on Blackboard. *TURNITIN is a website that detects plagiarism.* This means that if you copy and or copy/paste writing from a website, another published source, or from a previous student of mine, without properly citing the source or sources, the plagiarism will be detected. You will be “caught.”

**QUESTIONS, AND IT CAN’T BE ANSWERED WITH**

⇒ Should I discover while reading your essay that you have not run spell check or sufficiently proofread and edited your work, I will discontinue reading and return the essay to you. You will then have until the following week to revise the paper (the return date will be clearly marked for you). The highest grade such a “returned” paper can receive is a “C”.

**ONE WORD. IT’S PROBABLY THE BEST WORD IN THE**

⇒ You will be required to share some of your essays in progress for peer review. We will have at least one type of Writer’s Workshop for each essay. All students are required to post a rough draft or outline (as directed) for each Writer’s Workshop (with minimum writing completed as announced in weekly emails). The Writer’s Workshop will take place on the discussion board in a forum set up specifically for each essay.

**UNIVERSE. THINK ABOUT IT. —LARRY KING**

⇒ We will be doing various types of writing assignments this semester—and each essay will be based on a reading. Before beginning an essay, a discussion or blog will be completed. The discussion boards and blogs receive a grade separate from the essay.

⇒ With all our writing assignments, process will be focused upon as well as final product.

⇒ *At my discretion, sentences and/or paragraphs may be taken from essays or other assignments and shared with the class to help illustrate grammar concepts, writing concepts, MLA guidelines, and more.*



## Turning in Essays—and Originality Score Assignment

### Essays—Getting the Work Done on Time and Turned In

**I will not accept late papers** unless you have contacted me at least forty-eight hours prior to the due date and I approve your request (which I have done rarely).

**To submit the final draft of your essays, follow these steps:**

1. Name the final draft of your essay with your last name, then your first, the essay number, then the section number. Save your final draft as an .docx, .doc, or .rtf file only. An example of a correctly named file would be: **Smith,Jill.Essay-1.50402.docx**
2. Log into our Blackboard class, and go into that essay's folder. Find the Turnitin.com symbol (usually the last item in the folder), and hit the "View/Complete" link.
3. The computer will walk you through the steps from that point forward.
4. Once you have turned in your paper, you will need to find out what your Turnitin.com originality score is and why you earned the score. To access your score, go back to that essay's folder and, once again, hit the "View/Complete" link to view your originality score. Click on the score to download a .pdf file that details which of your work is not your own wording. Here is a link to a video that gives a step-by-step guide to how to find and understand your own originality report:

<http://www.youtube.com/watch?v=oq52OAEj1oM&feature=related>

By the next morning at 10 AM after a paper is due, you must to send me an email informing me of **your originality report score** (given as a percentage, i.e. what percent of your paper was not original work) as well as a few sentences (one or two) explaining **why you received that originality score**.

To give you an idea of what I am looking for in your email, here's an example:

"According to Turnitin.com, 19 % of my paper is not my own words because I used and cited a few quotations from the essays from *The Blair Reader* in my paper to support my argument. I also provide a works cited page, so that the reader can see from where I got my information."

**Online Classes:** Once I finish grading your paper, I will reply to your email concerning your originality score with the graded paper as an attachment.

**Face-to-Face Classes:** Once I finish grading your paper, I will return your essay in class along with a copy of the email with the originality score.

If I do not receive an email from your regarding your originality score, I will not grade/return your essay.

### Cheating/Plagiarism

**Bottom line:** Do not copy someone else's words or ideas without giving them credit. Do not use another student's paper as your own. Do not use a paper you wrote from another class in this class. Do not use a paper you wrote for this class in a previous semester. Do not have another person write the paper for you. All of these are forms of cheating. You will receive a zero on the assignment (whether it is something plagiarized on your papers or on the discussion board) and a report will be filed with the administration for their review. Please be advised that you will submit your final drafts of your papers in Turnitin.com, so if you do plagiarize your papers, you will be caught.

\*This assignment was borrowed and adapted from Mrs. E. Berg's spring 2013 syllabus.

LITERATURE ADDS  
TO REALITY, IT DOES  
NOT SIMPLY  
DESCRIBE IT. IT  
ENRICHES THE  
NECESSARY  
COMPETENCIES  
THAT DAILY LIFE  
REQUIRES AND  
PROVIDES; AND IN  
THIS RESPECT, IT  
IRRIGATES THE  
DESERTS THAT OUR  
LIVES HAVE  
ALREADY BECOME.  
**C. S. LEWIS**



**WRITING WELL TAKES  
TIME AND PATIENCE**



“WHAT IS  
WONDERFUL  
ABOUT GREAT  
LITERATURE IS  
THAT IT  
TRANSFORMS THE  
MAN WHO READS IT  
TOWARDS THE  
CONDITION OF THE  
MAN WHO WROTE.  
“

—E. M. FORSTER



**THERE IS ONE MANDATORY ORIENTATION FOR THIS CLASS. THERE ARE TWO ORIENTATION TIMES OFFERED; YOU MUST ATTEND ONE OF THESE ORIENTATIONS IN ORDER TO REMAIN ENROLLED IN THIS COURSE.**

**ORIENTATION TIMES:**

- 1. THURSDAY, AUGUST 8 FROM 3:30-5:30 IN CC 1 203**
- 2. TUESDAY, AUGUST 13 FROM 2:00-4:00 IN CC 1 203.**



*Essential Information*

- ◆ When this class is taught face-to-face, students meet with an instructor/class for THREE unit hours. The average amount of homework for a unit hour is two-three hours. This means that the time needed for this class is about NINE TO TWELVE (9-12) hours per week. It is important to understand the time commitment necessary to be successful in this or any online class. In addition, this course is still controlled by the eighteen week semester confines of the college. This necessitates deadlines for essays and other assignments. While online classes do offer flexibility, there are limitations. Students can not complete work in any order and at any time during the eighteen weeks. Assignments, skills, and knowledge are expected to build on one another. Final grades are due the Monday after final exams; therefore, deadlines for assignments during the semester must be respected.
- ◆ It is your responsibility to stay informed concerning any changes of assignment due dates, readings, etc... This means you should check the Blackboard announcements on a weekly basis and your e-mail daily (or at least every other day).
- ◆ It is your responsibility to officially withdraw from this and/or any course. Failure to do so may result in an "F" grade being awarded.
- ◆ Because this is an online class, and we are using Blackboard, a class e-mail list is generated. This e-mail list is to be used for school related messaging only. Any other use of the e-mail list can result in your being dropped from the course. Continued sending of unsolicited e-mail could be viewed as a form of harassment. Appropriate action will be taken as necessary per school policy.

*Helpful Hints*

- ◆ Always keep a copy of each of your papers. This protects you if I should happen to lose one of your papers. You should be saving your work on your hard drive and backing up your work to CD, USB, or other storage device.
- ◆ Keep track of your work. You should save all of your work until the end of the semester so you can double check the grade recorded by me.
- ◆ Should you discover that you are unable to regularly attend class for whatever reason, it is imperative that you discuss this with me as soon as possible. Telling me of work schedule changes, illness, family emergencies, etc. after missing several days/weeks is unacceptable.

*Important Dates*

August 23	(F)	Last day to drop a full-term class for a full refund
August 30	(F)	Last day to register for a full-term Fall 2013 class in person
August 30	(F)	Last day to drop a Fall 2013 full-term class to avoid a "W" in person
September 1	(Su)	Last day to drop a full-term class to avoid a "W" on WebAdvisor or TouchTone
September 2	(M)	Labor Day holiday (no classes held, campus closed)
September 13	(F)	Last day to change a Fall 2013 class to or from a Pass/No-Pass grading basis
October 11	(F)	Last day to drop a full-term class in person (letter grades assigned after this date)
November 11	(M)	Veterans' Day observed (no classes held, campus is open)
November 28-29	(Th-F)	Thanksgiving holiday (no classes held, campus closed)
December 9-13	(M-F)	Fall 2013 final exams week