**Syllabus for English 1A, Section #59383**

**Web, Reading and Composition**

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# Contact Information

Mrs. Berg, Instructor Email: emily.berg@reedleycollege.edu

Office: Faculty Annex 6 (directly behind the SOC building) Phone: 638-3641, ext. 3150

Office Hours: Mondays from 11am-12pm (this is my virtual office hour; call or email during this time); Wednesdays from 10am-12pm; Fridays from 11am-11:50am. *Other times may be scheduled outside these hours as needed and as mutually convenient.*

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**Course Descript****ion**

Reading, analyzing, and composing college-level prose, with emphasis on the expository; studying writing as a process; exploring different composing structures and strategies; editing and revising one’s own writing; conducting research (gathering, organizing, evaluating, integrating, and documenting information,) culminating in a term research paper and annotated bibliography.

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**Changes to the Syllabus/Calendar**

The instructor reserves the right to make changes as necessary for the benefit of the class to change policies on the syllabus or dates on the calendar. Not checking Blackboard or your email account is not an excuse for not being aware of any changes that are made to the calendar or the syllabus.

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**Grading Policy**

Your grade is calculated by using the following traditional grading scale during the semester:

**Passing Grades: A=90-100%; B=80-89%; C=70-79% Failing Grades: D=60-69%; F=0-59%**

|  |  |  |
| --- | --- | --- |
| **Assignments and Their Due Dates** | **Approximate** **Point Value**  | **Your Grade** |
| **Essay #1**: Notions of Success (due week 4) | 100 |  |
| **Essay #2**: The American Dream (due week 8) | 150 |  |
| **Essay #3**: The Rogerian Argument (due week 12) | 150 |  |
| **Midterm** (exam on the grammar concepts from weeks 1-9, taken week 10) | 25 |  |
| **Midterm** (Timed Essay, taken week 9) | 100 |  |
| **Annotated Bibliography** for Essay #4 (due week 14) | 100 |  |
| **Essay #4**: Argument-based research paper (due week 17) | 200 |  |
| **Final** (Test on the grammar concepts from weeks 10-17, taken during finals week) | 25 |  |
| **Discussion Boards** (two questions per week, consisting of the original posts plus replies; will be graded every three weeks) | 100 |  |
| **Grammar Quizzes** (one taken every three weeks, 10 points each) | 50 |  |
| **APPROXIMATE POINT VALUE:** | **1,000** |  |

Grades are promptly posted on Blackboard; please look on Blackboard for your current grade in the class. You are also always welcome to come discuss your progress in the class with me during my office hours.

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**Required Texts and Materials**

*Please note that I have placed all of these texts on reserve at the Reedley College library.*

Kirszner, Laurie G. and Stephen R. Mandell. *The Blair Reader: Exploring Issues and Ideas*. 8th Edition. Boston:

 Pearson, 2013. Print. ISBN: 978-0-205-90184-5

Kirszner, Laurie G. and Stephen R. Mandell. *The Concise Wadsworth Handbook*. 4th Edition. Boston:

 Wadsworth Cengage Learning, 2013. Print. ISBN: 978-1-133-31033-4

Nazario, Sonia. *Enrique’s Journey*. New York: Random House, 2007. Print. ISBN: 978-0-8129-7178-1

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**Weekly Schedule Overview**

In the assignment folders tab in our Blackboard website, you will find a detailed schedule of the due dates for the entire semester. To give you a feel of how the class will work, a typical week looks like this:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sunday** | **Monday**A New Week’s Work Begins | **Tuesday** | **Wednesday****To be Completed by Noon:**--all textbook readings--all videos and additional readings--all original discussion board posts | **Thursday** | **Friday** **To be Completed by Noon:**--all discussion board replies--all grammar exercises completed--grammar quiz completed (if there is one assigned that week)--final draft of essays due (if there is one due that week) | **Saturday** |
| **Sunday** | **Monday**The Next Week’s Work Begins |  |  |  |  |  |

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**Course Objectives/Learning Outcomes**

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

1. Write a documented research paper of at least 1,500 words that includes:
	* a sophisticated introduction, multiple body paragraphs, and conclusion
	* a clearly defined, arguable thesis sentence
	* supporting details that exhibit critical thinking and use credible secondary sources
	* correct usage of MLA format, including a works cited page
	* sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, fragments, and mechanics
	* controlled and sophisticated word choice
	* writing in third person/universal
	* an avoidance of logical fallacies
	* demonstrating an awareness of purpose and audience
	* appropriate and purposeful use of quotations
	* correct in-text citations
	* an annotated bibliography of multiple sources
	* an avoidance of intentional and unintentional plagiarism
2. Complete a timed essay independently in class
3. Summarize and comprehend college level prose (will include a full reading)

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**Computer Requirements**

Skills Needed for this class:

* Familiarity with computers (knowing where the power switch is located, for example)
* Know the basics of word processing (saving files, using spell check, moving text, using the help function, etc.). Know how to access the Internet and navigate the Internet (use a browser, utilize search engines, save and print from the Internet)
* Know how to send e-mail and e-mail with attachments.
* Have some familiarity with Blackboard. We will be using Blackboard as part of our classroom. Our Blackboard site contains documents, announcements and other information needed for our course; in addition, Blackboard allows for e-mailing and online discussions. There are various tabs to the left of the screen in Blackboard. These tabs lead you to necessary and supplementary documents, to all assignments and schedules, and more. You can access our Blackboard directly from the Reedley College Website (click on the “Blackboard” link found under the “Blackboard/WebAdvisor” link; or in the “Quick Links” pull-down menu).

Hardware Needed for this class:

* Pentium (PC) or Mac equivalent
* Home Internet access is desirable. You can use the computers on campus; however, they are not always available, so you will need to find out when each lab is open and available for drop-in use. You should also know if your local library has computers available with Internet access. 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 disk, flash drive, or other moveable source.

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# Discussion Board Details and Tips

Here are some hints to help you write quality original posts and responses:

1. Take the time to think about what you are writing so that your comments are well-written and complete.
2. When responding to others, don’t merely say “I agree.” Instead, explain why you agree or disagree. Try to carry on a discussion.
3. Remember that spelling and grammar count; please also watch your language and word choice. Cursing and inappropriate language are not acceptable. If this occurs, action will be taken as necessary per school policy. Make sure that you capitalize “I” and spell “you” correctly. Do not abbreviate words. Make sure you use academic English. “Stupid” is not very academic and doesn’t tell the reader much!

Each week, you will have the following due for your discussion board assignments:

* **Original Posts (due Wednesdays at noon).** I will post two original posts each week based on that week’s readings and on your essay writing (an outline or a draft)**; you will need to post a substantive post (of at least 300 words per post**) **for each original post**.
* **Replies (due Fridays at noon).** **You** **will need to reply to at least one fellow student’s post for every original post**; each reply needs to be **at least 100 words**. Be sure to address the person by name that you are replying to, and make sure that you first try to reply to someone in the class who has not had any feedback on his post.

Also, does replying to another students’ work mean you can only agree with that student? Think about how discussions happen in traditional classes. Do students only agree with each other in real-time class conversations? If we did, it would certainly be a dull conversation, and we probably wouldn’t learn much. Think about how you would politely disagree with a student you are having a conversation with (by saying something like, “I appreciate your viewpoint, but have you considered...” “I think I understand what you are saying, but I wonder if you have thought about...”). [*(Return to Table of Contents)*](#_Table_of_Contents)

**How Are Discussion Board Postings Graded?**

A thoughtful, well-written response that directly addresses all of the components of the question will earn full credit. The response should indicate that you reflected carefully upon the question; it also indicates that you took the time to edit your work prior to posting. A full-credit posting will have few grammatical errors, and you would need to include the word count (that is above the minimum requirement of the assignment).

**Some tips to earn full credit: Type your responses first in Word**, get the word count added to your post in Word, and then cut and paste the work into Blackboard. This is a good idea for several reasons—first, you can edit your work with the help of spell and grammar check. Also, so many students have told me that they have lost work when their computer crashes or Blackboard freezes. In the subject line of each post, **you will need to title each post** and reply with something catchy, creative, and informative. Think of your title as an advertisement for your thoughts, as you are trying to get students interested enough to read your post.

Points will be deducted for each of the following:

* not addressing all parts of all of the questions
* not having a depth of thought in the response (responding quickly just to get the work done)
* not including the word count or falling short of the word count
* having a large number of grammatical errors or spelling errors, including IM speak (“u” instead of “you”) or slang
* posting the original post but no replies, or posting the reply but no original post
* not creating an informative, creative title to both your original post and replies
* not addressing by name the person to whom you are replying
* choosing to reply to someone else’s post who already been replied to by another student when there are other students who have not had any replies to their posts
* posting your work late (before I grade the posts)

**Please note that I do not accept late work for discussion board posts**; once I have graded the discussion board posts (which I will do every three weeks), you cannot make up posts.

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**Grammar Exercises**

Each week focuses on a different grammar concept by providing you a chapter in the *Wadsworth Handbook* to read and some exercises to complete; there is also an answer guide to selected exercises section starting on page 535 in your handbook. While I will not necessarily collect your completed grammar exercises, you need to work on and understand them as practice to prepare for the quizzes, the midterm, and final.

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**Attendance Policies**

I will monitor your online contact through the Blackboard discussion board, essays, quizzes, and e-mail. You will need to make your presence known every few days by making substantive contributions to the discussions.

Failure to post to the discussion board for two weeks in a row (including weekends) and/or complete assignments, without contacting me, will mean that you are no longer participating in the class, and you may be dropped from the class. *Note*: Failure to complete the first week’s assignments on time will result in a drop from the class.

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**Essay Formatting**

For all work you submit, follow MLA formatting:

* Font set for TIMES NEW ROMAN 12
* Entire essay is DOUBLE line spaced only—no more and no less ANYWHERE
* The margins are set to 1” on all sides.
* In the PARAGRAPH menu, SPACING **BEFORE** and **AFTER** is set for ZERO
* Page numbers have been INSERTED (not typed) into the upper right hand corner beginning with page one. This is formatted into the header, appearing ½ inch from the top of the page
* Student’s last name appears before the page number—AND there is a space between the name and page number.
* On page one ONLY, in the top left hand corner of the page, the following appears 1 inch below the top of the page.
	+ Student’s Name
	+ Instructor’s Name
	+ Course and Section Number
	+ Due Date for Essay
* The above information is double line spaced
* The essay has an appropriate title, which is centered—USING the computer’s function to center. The title is a creative one, not merely the assignment’s name. The title has every major word capitalized, and there are no quotation marks around the title. The title is the same size font, and it is not italicized or in all capital letters.
* The Work(s) Cited is the last page of the essay—INSERT NEW PAGE. The works cited page is the last formatted page of the essay, so it also follows all of the formatting details listed above.

**Please note:** Should I discover while reading your essay that you have not followed the above formatting expectations, 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 and resubmit it with the first paper you submitted. The highest grade such a “returned” paper can receive is a “C.”

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**Essays—Getting Feedback and Additional Help**

For each essay we write in this class, you will create at least one outline and one rough draft before submitting your final draft of your paper. You will post your outline and your rough draft on our Discussion Board for some feedback from your classmates; at some point throughout the semester for at least one of your essay assignments, I will also give you feedback on one of your outlines and rough drafts. Because of the large number of students in this class, I cannot give you feedback for each essay you write on the discussion board.

Please note that I will not be able to give students who send me an email with a draft attached feedback; **if you want feedback on your draft, send me a copy of the draft in an email and indicate when exactly during my office hours you will call or come by to go over your draft with me.**

Another excellent source of help is The Reedley College Writing Center, located in HUM 58 on the Reedley College campus. You can enroll in English 272, a course designed to help you on any writing assignment from any class. You can also take advantage of their walk-in or online tutorial. The Writing Center is open Monday - Thursdays: 8 a.m. to 2 p.m. If you live closer to another college in the district, you are entitled to seek help from that campus’s writing center as well.

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**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 59486.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 you did. 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. I've found 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>
5. By the next morning at 8am after a paper is due, you need to send me an email at informing me of **what your originality report score is** (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 the originality score you did**.  Once I finish grading your paper, I will reply to your email with the graded paper as an attachment. 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 where I got my information from."

**Please remember that computer problems inevitably will occur when submitting your paper online**. I have found that when students wait until the last minute to upload their papers, they will usually end up having problems (such as having the computer crash). Remember, a paper turned in at 12:05pm is considered late and therefore won’t be accepted! I will not be able to respond to a last minute, panicked email to have me clear a failed upload attempt. The smart student will take this warning into consideration and upload the paper several days in advance of the due date, allowing time to get help or make alternative arrangements should computer problems occur.

That being said, if something happens, simply email me your paper as an attachment, then call the next morning during office hours to see what you need to do for your paper to be accepted; at the very least, I will see from the timestamp on your email that you got the essay done in time, and you will still need to submit your paper to Turnitin.com at the earliest chance you can.

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**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 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.

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**Essays--Rewriting Policies**

You are allowed to and encouraged to rewrite **one essay over the semester to try to earn up to one letter grade** **higher** than the final grade you received on the paper. Here are the steps you will need to follow:

1. You are welcome to come into my office hours or call in to discuss what you need to do to improve your paper should you have questions.
2. You have up to one week from when I return your essays to rewrite the paper.
3. On the rewritten document, first cut and paste the final graded draft with my comments, then paste your rewritten draft after, making sure to **highlight exactly what you have changed in the rewritten section**.
4. Then, send me an email with this one document attached. In the body of the email, explain exactly what changes you have made and how these changes improved your paper.

Other points to consider:

* You will not have the opportunity to rewrite Essay #4, as grades are due soon after you turn in that final paper.
* If you fail to follow these steps above exactly, I will not read your reconsider your essay’s grade.
* Higher grades will only be awarded for papers that were substantially improved, enough to change the essay’s overall grade (up to one letter grade higher only, even if the paper is of even higher quality than that).

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**E-Mail**

An e-mail address is essential for this class, and everyone in this class has a SCCCD email account. This email account has been assigned to you and is the one that Blackboard uses, **so you need to check your SCCCD email account daily**. It is the only way I will be contacting you.

When you send an email, you must be specific in the message and always **sign your name and include your class name and section number in the title of your message**. I do not read or respond to email if I don’t know the sender. In addition, remember, when you email an instructor, you are not text messaging or emailing a friend. You need to run spell check and think about the way you are writing; for example, do not use lower case i’s when using the first person pronoun “I”. I will not respond if I cannot read what you have written, and I certainly won’t respond if you are being disrespectful.

In terms of response time, please keep in mind that you need to give me at least twenty-four hours to respond during the work week only (meaning I will not typically be able to respond over the weekend). Do not send me multiple copies of the same email, thinking this will get me to respond faster. I do not text students, but I will respond to your email as soon as I can. That being said, if I have not responded during the workweek within twenty-four hours, give me a call or email me again to make sure I did get your first message.

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# Quizzes/ Midterm and Final

# You will have quizzes approximately every three weeks based on the grammar concepts, and the midterm and final will also be based on these grammar concepts. Go to our Blackboard website and find these quizzes and exams in the “Quizzes and Exams” tab. The quizzes, midterms, and final cannot be made up; once they close, I will not reopen them. For both the quizzes and the exams, you are encouraged to look up the answers to your questions by looking at the readings and the PowerPoint presentations.

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# 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 Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

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**Frequently Asked Questions Regarding Blackboard**

*What is the little exclamation in the grade book on the Blackboard (Bb) site?*

The exclamation point simply says 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 them 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.

*I have a question mark or a lock next in my grade book next to a quiz or exam. What does this mean?*

This means that for some reason the quiz or exam did not go through properly. This usually results from either you 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 at the bottom of the page. If this happens, you must email me immediately to clear the lock. I check my email several times a day and can usually clear it within 24 hours or less.

*I can’t access Blackboard. What do I do?*

Wait and try again. If you keep having trouble accessing Blackboard, try all of the following in order before emailing me:

1. Clear out the cache in your Internet Browser, and turn off your computer entirely and unplug it. Let it sit for 5 minutes. Then plug it back in and try accessing the web site again.
2. Check the URL for the site and be sure you are entering it correctly. The URL you should use is http://blackboard.reedleycollege.edu .
3. Try accessing another website from your computer that you have not accessed recently. This will clarify if the problem is with Blackboard or with your own browser or internet service provider.
4. Hit the refresh button. Sometimes a “page not found” screen gets stuck in the browser’s cache. Refreshing the page will sometimes clear it.
5. Turn off any parental control or other content filters. Sometimes these filters, as valuable as they are, can filter out good content as well as bad.
6. Call 1-866-401-7784. This is the Bb help desk, which is open twenty-four hours a day, seven days a week.

*Can I call you if I need help with my computer?*

I am not a computer technician, nor is my job as an instructor to act as computer support. While I might be able to help with small issues here and there, you really need to know how to use your computer and get computer support elsewhere. Often, the Bb help desk will be able to help you.

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**Reminders/Tips for Success**

1. When this class is taught face-to-face, students meet with an instructor and the class for four hours a week for this class. The average amount of homework for a hour is two-three hours for each hour of class time. It is important to understand the time commitment necessary to be successful in this or any online class; you are expected to spend the same amount of time on this class as would any English 1A student—the benefit to you is that you get to decide when you work on the class, outside of the set due dates. **Plan now to spend at least ten to fifteen hours a week on this class alone.**
2. It is your responsibility to stay informed concerning any changes of assignment due dates, readings, etc. This means **you should check the Blackboard daily and your SCCCD e-mail account daily**.
3. If something happens to your computer and/or Internet and an assignment is due, ***call me or email me (of course using another computer)***. Do not wait until everything is back up before contacting me. Moreover, you need to back up your work on a moveable storage device (CD, flash drive, USB, etc.). Public libraries have computers with Internet access—work can be completed in places and on computers other than those we have at home!
4. In this class we will occasionally read, view, and discuss controversial subject matter. This is college, so adult topics should be expected. These could include issues such as race, sexuality, gender, and cultures different from your own. When you are faced with new ideas, ideas that are different than your own, or issues that make you uncomfortable, I expect you to keep an open mind and never to lower yourself into discriminating or using a mocking, harassing, or belittling tone to others.
5. If you choose to withdraw from the class, please keep in mind that **it is your responsibility to drop from the course before the final day to drop**. If you do not drop yourself and simply stop logging into the class, you will earn an F in the course.
6. Should you discover that you are unable to regularly attend class online for whatever reason, it is imperative that you discuss this with the instructor as soon as possible. Telling the instructor of work schedule changes, illness, family emergencies, etc. after missing several days/weeks is unacceptable.
7. Be sure to keep all of your work during the semester. Accidents happen, teachers lose papers, gradebooks get stolen—protect yourself by keeping copies of your work, both hard copies and electronic copies.
8. Turning in the work is not enough: just doing the assignments does not warrant a passing grade. You need to be doing passing work to pass the class.
9. **Important dates** *(Please note that even though the campus has several holidays this semester, our online class doesn’t get a day off: regularly scheduled due dates still apply.):*
	1. **Semester begins: Monday, August 11**
	2. **Labor Day holiday: Monday, September 1**
	3. **Veterans’ Day holiday: Tuesday, November 11**
	4. **Thanksgiving holiday: Thursday, November 27-Friday, November 28**
	5. **Last day to drop the class without a “W” on your transcript: Friday, August 29**
	6. **Last day to drop the class (a letter grade will be assigned after this date): Friday, October 10**
	7. **The final will close at noon on Tuesday, December 9.**