Course number/section: **ENG 099.011**  
M,W 4:00 – 5:15  Ferguson 182

Course number/section: **ENG 099.012**  
M,W 5:30 – 6:45  Ferguson 182

**Instructor:** Mr. Caleb Clardy  
Office: 257 Liberal Arts North  
Phone: 468-2187  
Email: clardycl@sfasu.edu

**Description**
Course in critical thinking, reading, and writing for students who have not yet passed the writing component of the Texas Success Initiative. Will not satisfy freshman English requirements or apply toward an English major or minor requirements. Will not count toward any degree requirement including elective credit. Does count as part of student’s course load for the semester *(General Bulletin 330).*

This course will provide instruction, practice, and feedback on writing strategies for compositions ranging from one paragraph to five pages in length and for all stages of the writing process. It will also address any problems students are having in terms of word choice and sentence structure, providing individual guidance to help each student progress. Students will write in a variety of formats and situations and will produce approximately 15 pages total of multi-draft essays by the end of the course.

**Course Goals**  
*English 099 is designed to prepare students to pass the writing section of the THEA, ASSET, Compass, Accuplacer, or other approved exams. An additional goal is to prepare students for success in English 131 and future writing situations by developing their writing processes, practicing the skills and mechanics of academic writing, and developing as critical thinkers.*

**Program Learning Outcomes**  
This is a remedial course, and no specific program learning outcomes for this major are addressed in this course.

**Student Learning Outcomes**
* To understand that writing occurs in a rhetorical situation involving a specific purpose directed toward a specific audience. Students will gain experience in analyzing the rhetorical situation involved in a variety of writing situations.
* To practice the writing process of invention/planning, drafting, revising, and editing and to understand that writing is recursive rather than linear.
* To practice effective strategies for all stages of the writing process.
* To write complete, clear, effective sentences free of grammatical errors and arrange them in logically constructed paragraphs which contain topic sentences and which illustrate unity, development, and coherence to reflect logical thought.
* To gain the ability to use a variety of organizational structures for multi-paragraph essays
* To develop and strengthen effective reading strategies.
* To develop strategies and abilities (including writing under time restraints) to pass the THEA, ASSET, Compass, Accuplacer, or other approved exams and/or succeed in ENG 131.
* To practice professional and formal presentation of original work suitable for the standards of the academic or business world.
Required Texts

1. *Lumberjacks Write* (Do NOT purchase this text; it will be distributed in class.)


Required Materials

To have with you in class every day:

1. looseleaf notebook paper
2. pen (blue or black ink)
3. highlighters (at least 2 colors)
4. note-taking materials of your choice
5. 2 folders with pockets: BLUE for section 005; RED for section 008
6. folder, notebook, or file of your choice for current class handouts, printouts, etc.

To have available to you outside of class:

1. computer and printer
2. flash drive
3. folder or file for returned graded material, past handouts, etc.
4. stapler, hole punch, paper clips, etc.
5. dictionary, thesaurus

Bringing all required texts (including printed copies of materials placed on Blackboard) and materials to class every day is part of your participation grade.

Attendance, Punctuality, Behavior, and Participation

Total absences: In accordance with university policy, you will fail this course if you miss more than the equivalent of three weeks of class (6 class meetings for classes meeting twice a week). This number includes both excused and unexcused absences.

Excused absences: For an absence to be excused, you must submit to me a memo detailing the reason for the absence (doctor’s note, obituary, note from a university official, etc.) no later than the day you return to class. Please refer to SFA policy for more information about what constitutes an excused absence. An excused absence allows you to turn in homework late and make up any graded class activities. See me during office hours to arrange for makeup work.

Unexcused absences: Any absence that is undocumented or that does not meet the school’s description of an excused absence is an unexcused absence. An unexcused absence results in a zero for any grades taken that day in class or any homework collected. Major papers due that day are penalized as late unless they were turned in before the absence.

Students in MW (twice a week) classes are allowed 2 unexcused absences without penalty. Each additional unexcused absence will result in a 1 point deduction from the student’s final average in the course. For example, if a TR student had a 73 average and had a total of 6 unexcused absences, his average would drop to 67.

All absences: Absent students should refer to Blackboard to find out what they miss when absent and what has been assigned and should get class notes from a classmate. “I wasn’t here” is not an
acceptable excuse for not coming prepared to the next class. To get handouts or turn in makeup work, please see me during office hours.

Punctuality: Students who are tardy miss important material and disrupt the class. Please do your best to be on time every day. If you come in after I take roll, it is your responsibility to see me immediately after class to make sure I correct the attendance record. Being more than 10 minutes late will count as an unexcused absence. Every three tardies count as an unexcused absence. Students who arrive late should not expect me to repeat announcements, class notes, quiz questions, etc. for their benefit. If work has been handed in before their arrival, their work is considered late. If a class as a whole has a problem with tardiness, I reserve the right to lock the door and refuse to admit late students.

Classroom behavior: I expect your behavior in class to evince a serious attitude toward the course and respect toward everyone in the class. Specifically, I expect you to:

* bring all required materials to class.
* silence and refrain from using any electronic device in class at any time.
* arrive on time and remain until dismissed.
* refrain from working on any assignments or engaging in any other activities other than our class activity.
* refrain from talking or otherwise communicating with others during lecture or while another student has the floor.
* behave with decorum. For example, refrain from profanity, treat others with respect, refrain from eating and drinking during class, throw away your trash, etc.
* solve any individual problems without disrupting, distracting, or delaying the class.
* actively participate in class discussions and activities.

Failure to follow these guidelines will lower your participation grade. Inappropriate behavior, depending on severity and/or frequency, may result in your being dismissed from class and given an unexcused absence for that day and/or referred to the head of the English Department for possible action by the University.

Participation: Every student is expected to be an active participant in every class. You should always take notes in class. Taking notes gives you a record of what occurred that day and provides information that you may be able to use in your papers. It also will help you remember information over which you may be quizzed the next class period.

Communication
I will communicate with the class via Blackboard and/or email. You are responsible for checking our Blackboard page (especially announcements) and your Titan email daily and for being aware of any information there. Your grades are also posted on Blackboard. Please let me know immediately if you see any errors in your recorded grades. If you encounter any problems using Blackboard or Turnitin, you can get assistance by calling 468 – 1919.

If you need to communicate with me outside of class times, please use the email address listed on this sheet or come by during office hours. Contact information is also listed on our Blackboard page. If you leave me a phone or email message, be sure to identify yourself clearly.

If you are experiencing difficulties in the course or have extenuating circumstances, please come to see me as soon as possible.
**Grading Policy**

Your course grade is calculated using the following weighted categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>% of final grade</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests (Average)</td>
<td>10%</td>
<td>throughout semester</td>
</tr>
<tr>
<td>Daily Work and Quizzes (Average)</td>
<td>10%</td>
<td>throughout semester</td>
</tr>
<tr>
<td>Short Writings (Paragraphs, timed writings, short papers, stages of writing process, etc..) (Average)</td>
<td>20%</td>
<td>throughout semester</td>
</tr>
</tbody>
</table>

**Major Papers**

- Process Analysis Essay (2 – 3 pages) 15% October 20
- Compare /Contrast Essay (2.5 – 3.5 pages) 15% November 3
- Classification (3 – 4 pages) 15% November 17
- Profile (4 – 5 pages) 15% Dec. 13(section 008); Dec. 15 (section 005)

All writing is graded on content, expression, and mechanics. On timed writings, some allowances are made for lapses in organization and/or mechanics due to the lack of opportunity for revision. Major papers will focus on developing students’ abilities to different modes of development to accomplish a specific purpose for a specific audience and to demonstrate proficiency in the writing process. These essays will also be graded on criteria used in scoring THEA writing samples, which include the following:

- Appropriateness—the extent to which the student addresses the topic & uses language and style appropriate to the given audience, purpose, and occasion.
- Unity and Focus—the clarity with which the student states and maintains a main idea or point of view.
- Development—the amount, depth, and specificity of supporting detail the student provides.
- Organization—the clarity of the relationship among ideas and their logical sequence.
- Sentence Structure—the effectiveness of the student’s syntax and the extent to which sentences are error-free.
- Usage—the extent to which the student’s writing is free of usage errors and shows precision in the choice of words.
- Mechanical conventions—the extent to which the student’s writing demonstrates a mastery of the conventions of spelling, punctuation, and capitalization.

**Grading Standards:**

A (90 – 100) The essay demonstrates superior thoughtfulness and originality and shows excellent mastery of the specific skills required. Style is appropriate and effective for its situation and purpose; organization is clear and effective. The ideas are well supported through vivid and concrete details and examples. The essay is exhibits very few and very minor, at most, errors in sentence structure and mechanics.

B (80 – 89) The essay exhibits logical thought and competence in specific skills. The topic is adequately developed and supported. The paper may have problems in some areas, but those problems are offset by other successes. The paper is not heavily impacted by errors in sentence structure or mechanics.

C (70 – 79) The essay has acceptable content, but style, organization, and/or mechanics are uneven and in need of revision. Composition may lack thoughtfulness and/or development through specific details and examples, or the writer’s credibility may be damaged through multiple errors in sentence structure and/or mechanics. Overall, the paper shows promise but also
has major flaws which seriously lessen its effectiveness.

D (60 – 69) The essay is unsatisfactory. It may unsuccessfully address the topic and/or illustrate the required skills or may be brief and/or superficial in its ideas. Its style may be inappropriate for its audience and purpose. Support and development of ideas is usually insufficient, and ideas tend to be disorganized. The paper is typically marred by numerous and/or severe errors in sentence structure or mechanics.

F (below 60) The essay was turned in but did not meet the requirements of the assignment and/or illustrate mastery of sentences and paragraphs.

**Turnitin:** To guard against plagiarism, major papers must be submitted to Turnitin.com, which will compare your essay to millions of essays previously submitted to the program, current and archived instances of the Internet, and commercial databases or journals and periodicals. Turnitin will generate an originality report for each essay detailing its degree of similarity to other works. You must submit your finished paper to Turnitin before you give me your hard copy of the paper, and you must include a copy of the submission receipt email when you turn in your hard copy. Failure to turn the paper in to Turnitin will result in a grade of zero. To use Turnitin, go to the Turnitin folder on our Blackboard page, click on the icon for the assignment, and follow the directions.

**Unexcused late work:** Late work is unexcused if you simply did not complete it on time, did not bring it to class when due, or if you had an unexcused absence the day it was due. Unexcused late daily work is not accepted. A paper is late if it is not ready to turn in at the beginning of class. Short writing assignments may be turned in the following weekday (not class day) for half credit; after that, they are not accepted. Unexcused late major papers are penalized 5 points if they are turned in the same day and 10 points for each weekday they are late. Late papers will only be accepted if they are turned in to me during office hours or to the English Department secretary (LAN 203) between 8:00 a.m. and 4:30 p.m. Students who know they will have an unexcused absence on the day a paper is due may turn in that paper before class in order to avoid being penalized for late work on the assignment.

I have become a big believer in so called “cloud computing” is one of the best ways to go. This way, work is never lost unless the “cloud” goes down, meaning that Dropbox or Gmail is not functioning, which would likely indicate that the Apocalypse/Armageddon has begun. I use Google Documents via Gmail, and it AUTOMATICALLY saves your work for you every 3-5 seconds. This eliminates the need for a flashdrive, and a simple cut and paste can be done from your Google Document to Turnitin and Blackboard.

**Deadline extensions:**
If you need an extension on an assignment, you must see me before the day that assignment is due. Extensions may occasionally be granted if I consider you to have extenuating circumstances. Computer malfunctions generally do not count as extenuating circumstances. Save often and use backups.

**Final course grade:**
According to university policy, your final grade for the course will consist of a letter grade only (no plus or minus).

**Withheld Grades - Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will
be counted as a repeated course for the purpose of computing the grade point average. For more information, refer to *Lumberjacks Write!*

**Formatting, Length, and Inclusion Guidelines**

Unless an assignment specifies otherwise,

* all papers assigned to be finished outside of class must be typed according to MLA format. You can find the specifics on pages 371 - 72 of *The Write Stuff* and an example on pages 392 – 98.
* do not include a cover sheet.
* include your section number with your course number (ENG 099.003, for example).
* staple all pages together.

Unless otherwise indicated, you must turn in all stages of the writing process, your Turnitin receipt, and your reflection with every major paper. Papers will be submitted in a folder. We will organize these materials in class together for the first paper due; after that, you should have papers organized and ready to turn in when you come to class the days they are due.

For all work done in class, please

* use loose-leaf paper.
* write in ink.
* strive for legibility by observing margins and writing on front only or using ink that does not bleed through.
* use a heading that includes your name, course number and section, and date.
* put an identifying title on the top line so I know what I’m reading if I take it up.

**Academic Integrity (A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**DEFINITION OF ACADEMIC DISHONESTY**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

We will discuss how to avoid academic dishonesty in all its forms, including autoplagiarism. Any student who nevertheless engages in academic dishonesty will be penalized and reported to the dean of his or her major as described in *Lumberjacks Write!*. The complete policy is at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp) and in *Lumberjacks Write*.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to
http://www.sfasu.edu/disabilityservices/ or read the material on disabilities in Lumberjacks Write.

**AARC**

Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered Mon.-Thurs from 1 to 8 p.m and on Sunday afternoons. You can also make an appointment by calling 468-4108.
Projected Class Schedule
This schedule is provided as a general guide. Exact assignments and due dates will be given as we begin each unit and/or in class. Changes are inevitable and will be announced in class and on Blackboard.

UNIT 1: Intro. to Course & College Writing

WEEK 1 August 29; August 31
(September 1 is the last day to register and last day to change schedule other than to drop courses)

Grammar: Along These Lines Chapter 1: The Simple Sentence
The Write Stuff: Part VI Chapter 22 – 24;
Discussion Topics: Course rules, overview, etc., MLA format, Level of Formality, Turnitin.com, The Rhetorical Triangle, Critical Thinking
Critical Thinking / Writing Instruction: The Write Stuff: Part I Chapter 1: Critical Thinking in Reading and Writing
Lumberjacks Write! pages 10 – 42 & 62 – 71
Writing Assignment: Diagnostic Essay

WEEK 2 September 5; September 7
Grammar: Along These Lines Chapter 2: Beyond the Simple Sentence: Coordination
The Write Stuff: Part VI Chapter 22 – 24
Discussion Topics: Rhetorical Triangle (emphasis on audience), Plagiarism, Active Reading Skills, Paragraph Construction, The Writing Process, Rhetorical Appeals
Critical Thinking: The Write Stuff: s Part I Chapter 2: Critical Thinking and Reading Techniques
Writing Instruction: The Write Stuff: Part II Chapter 3: Writing Expository Paragraphs
Along These Lines Chapter 20: Writing a Paragraph: Prewriting – Generating Ideas
Along These Lines Chapter 21: Writing a Paragraph: Planning—Devising a Plan
Along These Lines Chapter 22: Writing a Paragraph: Drafting—Writing and Revising the Drafts
Along These Lines Chapter 23: Writing a Paragraph: Polishing and Proofreading
The Write Stuff: Part III Chapter 15: Argument and Persuasion
Lumberjacks Write! pages 52 – 53 & 70 – 71
Readings: “When Fame Falls Short” by Sally Loftis, Along These Lines p. 465
Writing Assignment: 3 Letters

UNIT 2: Paragraph to Essay

WEEK 3 September 12; September 14
Grammar: Along These Lines Chapter 3: Avoiding Run-on Sentences and Comma Splices
The Write Stuff: Part VI Chapter 22 – 24; 27 pages as assigned
Discussion Topics: Patterns (Methods) of Development, Essay Corrections
Writing Instruction: Along These Lines Chapter 24: Writing a Narrative Paragraph
Along These Lines Chapter 25: Writing a Descriptive Paragraph
Along These Lines Chapter 26: Writing an Illustration Paragraph
Along These Lines Chapter 27: Writing a Process Paragraph
Writing Assignment: Practice Paragraphs
Readings: “A Different Mirror” by Ronald Takaki, *Along These Lines* p. 479
“The War Within” by David Botti, *Along These Lines* p. 475
“Deep Cold” by Verlyn Klinkenborg, *Along These Lines* p. 477

**WEEK 4  September 19; September 21**
Grammar: *Along These Lines* Chapter 4: Beyond the Simple Sentence: Coordination
*Along These Lines* Chapter 5: Combining Sentences: A Review of Your Options
*The Write Stuff*: Part VI Chapter 22 – 24;
Discussion Topics: From Paragraph to Essay; Timed Writings; The Writing Process, Types of Support
Writing Instruction: *Along These Lines* Chapter 28: Moving from Paragraph to Essays
*The Write Stuff*: Part II Chapter 4: Essays: Building Blocks
*The Write Stuff*: Part II Chapter 5: Essays: Process
*The Write Stuff*: Part II Chapter 6: Essays: Order, Unity, and Coherence
*The Write Stuff*: Part III Chapter 16: Timed In-Class Essays and Essay Exams

*Lumberjacks Write!* pages 149 – 151

Readings: “Just Walk On By” by Brent Staples, *The Write Stuff*: *Thinking Through Essays* p. 442
Writing Assignment: In-class essay

**UNIT 3: Short Multi-Paragraph Essays**

**WEEK 5  September 26; September 28**
Grammar: *Along These Lines* Chapter 6: Avoiding Sentence Fragments
*The Write Stuff*: Part VI Chapter 22 – 24
Discussion Topics: Narrative Essays, Descriptive Essays, Definition Essays, Writing about Literature
Writing Instruction: *The Write Stuff*: Part III Chapter 7: Narration
*The Write Stuff*: Part III Chapter 8: Description
*The Write Stuff*: Part III Chapter 11: Definition
*Lumberjacks Write!* pages 84 – 86

“A Hanging” by George Orwell, *The Write Stuff*: *Thinking Through Essays* p. 476
“Only Daughter” by Sandra Cisneros, *Along These Lines* p. 470
“The Seamier Side of Life” by Michale Mohr, *Along These Lines* p. 472

Writing Assignment: Short Essay

**WEEK 6  October 3; October 4**
Grammar: *Along These Lines* Chapter 7: Using Parallelism in Sentences
*The Write Stuff* Part VI Chapter 22 – 24
Writing Instruction: *The Write Stuff*: Appendix A: Writing About Stories and Essays
*Along These Lines* Chapter 29: Writing from Reading
*The Write Stuff* Part IV Chapter 17: Paraphrase, Summary, and Analysis
*The Write Stuff* Part IV Chapter 19: Documentation: Using MLA Format

Writing Assignment: Short Essay

**UNIT 4: Process Analysis Essay**
WEEK 7  October 10; October 12
Grammar:  *Along These Lines* Chapter 8: Using Adjectives and Adverbs
          *Along These Lines* Chapter 9: Correcting Problems with Modifiers
          *The Write Stuff* Part VI Chapter 22 – 24
Readings:  “Coming Over” by Russell Freedman, *Along These Lines* p. 483
Writing Instruction:  *The Write Stuff* Part III Chapter 9: Process
Writing Assignment:  Process Analysis Essay

WEEK 8  October 17; October 19  (October 19 is mid-semester)
Grammar:  *Along These Lines* Chapter 8: Using Adjectives and Adverbs
          *Along These Lines* Chapter 9: Correcting Problems with Modifiers
          *The Write Stuff* Part VI Chapter 22 – 24
Readings:  “Coming Over” by Russell Freedman, *Along These Lines* p. 483
Writing Instruction:  *The Write Stuff* Part III Chapter 9: Process
Writing Assignment:  Process Analysis Essay due

UNIT 5:  Comparison and Contrast Essay

WEEK 9  October 24; October 26  (October 26 is the last day to drop courses)
Grammar:  *Along These Lines* Chapter 10: Verbs: The Four Main Forms
          *The Write Stuff* Part VI Chapter 22 – 24
Writing Instruction:  *The Write Stuff* Part III Chapter 14: Comparison and Contrast
Writing Assignment:  Comparison and Contrast Essay

UNIT 6:  Classification Essay

WEEK 10  October 31 (Halloween!!); November 2
Grammar:  *Along These Lines* Chapter 11: More on Verb Tenses
          *Along These Lines* Chapter 12: Verbs: Consistency and Voice
          *The Write Stuff* Part VI Chapter 22 – 24
Writing Instruction:  *The Write Stuff* Part III Chapter 14: Comparison and Contrast
Readings:  “Our Tired, Our Poor, Our Kids” Anna Quindlen, *The Write Stuff* p. 498
Writing Assignment:  Comparison and Contrast Essay due

WEEK 11  November 7; November 9
Grammar:  *Along These Lines* Chapter 13: Making Subjects and Verbs Agree
          *Along These Lines* Chapter 14: Using Pronouns Correctly: Agreement and Reference
          *The Write Stuff* Part VI Chapter 22 – 24
Writing Instruction:  *The Write Stuff* Part III Chapter 10: Classification
Readings:  “The Ways We Lie.”
Writing Assignment:  Classification Essay

WEEK 12  November 14; November 16
Grammar:  *Along These Lines* Chapter 15: Using Pronouns Correctly: Consistency and Case
The Write Stuff  Part VI Chapter 22 – 24

Writing Instruction: The Write Stuff  Part III Chapter 10: Classification

Readings: “All the Rage” by Dave Barry, The Write Stuff: Thinking Through Essays p.491

Writing Assignment: Classification Essay due
UNIT 7: Combining Methods; Writing a Profile

WEEK 13  November 21  (November 24 is Thanksgiving Holiday)
Grammar:  Along These Lines Chapter 16: Punctuation
The Write Stuff: Thinking Through Essays Part VII Chapter 25: Commas, Semicolons, and Colons
Writing Instruction: The Write Stuff Part III Chapter 12: Example and Illustration
Chapter on Blackboard: Writing a Profile
“Supersize Me” by Greg Critser, The Write Stuff: Thinking Through Essays p. 455
“Still Hungry, Still Homeless” from America Magazine p.487 The Write Stuff
Writing Assignment: Profile

WEEK 14  November 28; November 30  (November 28 is last day to withdraw from the University)
Grammar: The Write Stuff Part VI Chapter 22: Basic Building Blocks of Sentences
The Write Stuff Part VI Chapter 23: Sentence Variety
Readings: “Soup Nazi” (Blackboard), “Medical Student” (Blackboard)
“I Wonder: Was It Me or Was It My Sari?” by Hoba Narayan, The Write Stuff p. 483
Writing Assignment: Profile

WEEK 15  (December 5; December 7)
Grammar: The Write Stuff Part VI Chapter 24: Correcting Major Sentence Errors
The Write Stuff Part VI Chapter 27: Common Shift and Construction Errors
Readings:
Writing Assignment: Profile

WEEK 16  December 12 – December 16 (Final Exam week)
Final Exam: TBA
Section 011 (MW 4:00)  Final draft of profile paper due by 2:00 on Thursday, December 13.
Section 012 (MW 5:30)  Final draft of profile paper due by 2:00 on Tuesday, December 13.
Grades posted by noon Wednesday, December 21