Course Description
Elementary concepts of sets, numeration systems, number theory, and properties of the natural numbers, integers, rational, and real number systems with an emphasis on problem solving and critical thinking. For a more detailed course description, Student Learning Outcomes, and Exemplary Educational Objectives, go to http://www2.sfasu.edu/math/docs/syllabi/MTH127Syllabus.pdf

Course Prerequisites
A minimum math score of 230 on THEA, 19 on ACT, 500 on SAT or a C or better in MTH 099. The Department of Mathematics and Statistics strongly recommends a minimum math score of 270 on THEA, 21 on ACT, 500 on SAT or a C or better in MTH 099 before taking any credit-level mathematics course.

Course Time and Meeting Place
- MTH 127 Section 004 meets in Math 209 at 12:30–1:45 TuTh.

Instructor
- Thomas W. Judson, Associate Professor
  Department of Mathematics and Statistics
- Office: Math 316
- TEL: (936) 468–1704
- Email: judsontw @ sfasu.edu
- Office Hours:
  - Monday: 10–11 AM (in Math 316)
  - Tuesday: 6:30–7:30 PM (in the AARC)
  - Wednesday: 10–11 AM (in Math 316)
  - Thursday: 2–3 PM (in Math 316)
  - Friday: 10–11 AM (in Math 316)
  - Additional office hours by appointment

Course Goals
- To understand the mathematics essential to successful teaching in the elementary school classroom.
- To acquire a foundation in numeration systems, number theory and properties of the natural numbers, integers, rational, and the real number system.
- To gain skill in problem solving and critical thinking.

Student Learning Outcomes (SLO):
At the end of MTH 127, a student who has studied and learned the material should be able to:
1. Solve a variety of problems using multiple problem-solving techniques. [CO 1,3]
2. Demonstrate understanding of core concepts underlying standard and non-standard algorithmic procedures for performing operations on subsets of real numbers. [CO 1,3]
3. Communicate his/her knowledge effectively in multiple formats—verbally, concretely, and in writing. [CO 2]
4. Define, identify, and use the fundamental properties of real number operations. [CO 3]
5. Provide logical justification of mathematical thinking. [CO 1]
6. Use mathematical language and notation appropriately to communicate ideas. [CO 2]

Program Learning Outcomes
There are no specific program learning outcomes for this major addressed in this course. It is a general education core curriculum course and/or a service course.

Textbook
The required textbook for this course is Mathematics for Elementary Teachers, 5th ed., by Sybilla Beckman. You will not need to purchase access to MyMathLab. The textbook is available in hardback (ISBN 9780134392790), loose-leaf (ISBN 9780134423319), or electronic “Ebook” (ISBN 9780134423401) formats. Any format is acceptable. This textbook will also be used in both MTH 128 and MTH 129.

Calculators
Although no calculator is required for MTH 127, a simple four-function calculator might be useful. We encourage you to bring your calculator to class with you everyday. However, you should not rely on computers and calculators to such an extent that they keep you from developing your own skills. Technology
should be used as an aid, but without a good understanding of the underlying mathematical concepts, the calculator will quite happily mislead you without your even knowing it. In general, technology is a good thing, but as with everything, sometimes too much of a good thing can lead to problems. For this reason, we will not allow calculators to be used on exams. *You may not use your cellphone or your iPod in class for a calculator.*

**Grading and Exams**

The will be three 75 minute exams and a final exam. Your course grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and Quizzes</td>
<td>MML assignments and quiz due each Wednesday</td>
<td></td>
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<tr>
<td></td>
<td>Class assignment due dates are on the MTH 127 Calendar.</td>
<td>20%</td>
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<tr>
<td>Exam I</td>
<td>Exam dates are on the MTH 127 Calendar.</td>
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<tr>
<td>Exam II</td>
<td>Exam dates are on the MTH 127 Calendar.</td>
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<tr>
<td>Exam III</td>
<td>Exam dates are on the MTH 127 Calendar.</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Tuesday, December 12 at 6:45-8:45 PM in Kennedy Auditorium</td>
<td>20%</td>
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</table>

Semester numerical scores will be converted into letter grades according to the following method.

<table>
<thead>
<tr>
<th>Range of numerical values</th>
<th>Corresponding Letter</th>
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<tbody>
<tr>
<td>90–100</td>
<td>A</td>
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<tr>
<td>80–89</td>
<td>B</td>
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<tr>
<td>70–79</td>
<td>C</td>
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<tr>
<td>60–69</td>
<td>D</td>
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<tr>
<td>0–59</td>
<td>E</td>
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</table>

When we calculate your final grade at the end of the course, we will calculate a score on a 0-100 point scale using the scores that you have obtained during the course, and using the grade breakdown given above. Your course grade will then be obtained using this table. In the event of a fractional score, we will always round up to the nearest integer. *There is no provision for extra credit in this course.*

**Exam corrections.** You rework any exam questions for which you lost credit. Errors should also be classified according to the instructor’s criteria. These assignments will be returned to you for editing until they are completely correct. Credit for this assignment will not be awarded until all errors are completely corrected. These assignments are classified as “homework” and will not alter exam grades.

**Ressurection Policy.** If you score better on the final exam than your lowest midterm exam, we will replace your midterm grade with your final exam grade. The ressurection policy does not apply to your homework grade or to the arithmetic exam.

**Important Information about the Math 127 Final Exam**

*The final exam for MTH 127 is on Tuesday, December 12, 2017 at 6:45-8:45 PM in Kennedy Auditorium.* Students having another exam at this time may take the MTH 127 final at an earlier time.

**Exam Policy**

Exams are scheduled far in advance, and it is impossible to move the time or date. However, in rare cases where it is impossible for an individual to take the exam at the scheduled time, we will work with you to make other arrangements. Exceptions for taking the exam out of sequence are the following:

1. A medical excuse. Please provide proper documentation according to university rules.
2. A University sponsored event such as an athletic tournament, a play, or a musical performance. Your coach or director must contact us in advance. Athletic practices and rehearsals do not fall into this category.
3. A religious holiday. Please send a short email explaining the situation.
4. Extreme hardship such as a family emergency. Please have the proper university office us.

The above are the only allowable excuses for taking the exam before the scheduled time. Under no circumstances do we give late exams. Since we can only accomodate a limited number of students taking the exam at an earlier time, please make sure that you fall into one of the above categories before you contact us. If you miss an exam due to illness or a family emergency, you will not be penalized. We will assign you a grade based on the rest of your coursework. If you have a conflict with the final exam, you must contact the Registrar. Only the Registrar can schedule an out-of-sequence final exam.

**Calculators cannot be used on exams.**
Cell phone use is not permitted in or out of the classroom during all exams. If you bring your cell phone to the exam venue, please remember to turn it off. Violation of this policy will be considered as academic dishonesty and dealt with accordingly. You will not be permitted to use your cell phone as a calculator, so plan ahead.

General Education Core Curriculum

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

Homework and Quizzes

Homework assignments from the textbook can be found on the calendar page (http://faculty.sfasu.edu/judsontw/math127/calendar.html). In addition, online homework is required using WebWork at https://webwork.sfasu.edu/webwork2/Fall17mth127/. Instructions for getting started in WeBWork can be found at http://faculty.sfasu.edu/judsontw/math127/127-Webwork-Instructions.pdf.

Homework will also be assigned from our textbook and graded. Your daily average is based on your grades from WeBWork homework, homework from the textbook, and any other daily grades that are assigned for a grade. Late homework will not be accepted.

Making Your Homework Easy to Read and Easy to Grade

- Make sure your handwriting is legible.
- Homework with multiple pages should be stapled in the upper left-hand corner.
- In the upper right-hand corner you should write (in this order):
  - Your name
  - MTH 127–001
  - The homework set number
  - The due date of the homework
- Problems should be clearly labeled and numbered on the left side of the page. There should also be a visible separation between problems. Don’t forget to staple your homework together if you are submitting several pages.
- You should leave the entire left margin blank so that the grader can use this space for scoring and comments.
- To ensure that each problem is graded, problems and solutions should be written in the order that they are assigned.
- It is good practice to first work out the solutions to homework problems on scratch paper, and then to neatly write up your solutions. This will help you turn in a clean finished product.
- You should write up your solutions by yourself. You should always acknowledge any help received at the top of the assignment or in the right-hand margin.

The Classroom

Any questions you ask in class will likely be ones that other students will want answered as well, so get over any hesitation you might have and ask questions as the material is presented. You will not be penalized for doing this, no matter how trivial or simple you think your questions might seem.

Remember, the class is being held for you to learn the material, not just to give you a time to copy notes off of a blackboard, so be sure to get help when you need it and stay involved in your class.

Getting Help with MTH 127

- Individual and group help is available at the Academic Assistance and Resource Center (AARC), which is located on the first floor of the Steen Library (https://library.sfasu.edu/aarc/).
- The SI schedule for Math 127 can be found at https://library.sfasu.edu/aarc/si-groups.
- Remember to take advantage of office hours.

Core Objectives (CO)

1. Critical Thinking [CO 1]: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills [CO 2]: to include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Empirical and Quantitative Skills [CO 3]: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Course Outline

- Techniques of problem solving and estimation skills. Approximate time spent: 15%
- Explicit instruction in Critical Thinking, Communication and Empirical and Quantitative Reasoning is in addition to implicit instruction, modeling and practice that occur daily in the discussion of numbers and operations. This explicit instruction includes explanation of solving mathematical problems by thinking critically, communicating logically ordered solutions with complete and correct notation, and applying empirical or quantitative skills as appropriate to the problem.
- The following topics will be threaded throughout the course in order to develop the habits of mind necessary to be successful in mathematics:
  - Introduce Polya’s Problem Solving Process: Understand the Problem, Devise a Plan, Carry Out Plan, Look Back
  - Explore Basic Problem Solving Strategies
  - Explore Patterns in Language and Numbers
  - Develop Estimation Skills with Mental Arithmetic
• Investigate temperature as a form of measurement
• Whole Numbers and Numeration: Concepts and Algorithms. Approximate time spent: 25%
  • Define the Set of Whole Numbers
  • Model Whole Number Operations using a Variety of Methods, including Strip Diagrams, Number Lines, and Manipulatives
  • Verify Properties of Operations: Commutative, Associative, Distributive Property of Multiplication over Addition, Multiplication by Zero
  • Explore Place Value in the Base-10 System
  • Develop and Apply Algorithms for Whole Number Operations, including Standard and Extended/Partial Algorithms
• Number Theory: An Introduction. Approximate time spent: 10%
  • Define and Explore Primes and Composites
  • Explore Basic Divisibility Properties of Sums and Products
  • Define the GCD and LCM and Use Algorithms for Finding Each
• Integers: Concepts and Algorithms. Approximate time spent: 25%
  • Model Integer Operations Using A Variety Of Methods, including Strip Diagrams, Number Lines, and Manipulatives
  • Investigate Extensions of Whole Number Operations and their Properties: Commutative, Associative, Distributive Property of Multiplication over Addition, Multiplication by Zero
• Real Numbers: Concepts and Algorithms. Approximate time spent: 25%
  • Investigate Practical Uses for Fractions
  • Explore Connections between Fractions, Rational Numbers, Decimals, and Percents
  • Investigate Order And Operations in Decimal Form
  • Develop Proportional Thinking to Include Ratio and Proportion
• Explicit instruction in Critical Thinking, Communication and Empirical and Quantitative Reasoning is **in addition to** implicit instruction, modeling and practice that occur daily in the discussion of numbers and operations. This explicit instruction **includes** explanation of solving mathematical problems by thinking critically, communicating logically ordered solutions with complete and correct notation, and applying empirical or quantitative skills as appropriate to the problem.

**Add/Drop Policy**

The Add/Drop Policy can be found at [http://www.sfasu.edu/policies/add_drop.asp](http://www.sfasu.edu/policies/add_drop.asp)

**Attendance Policy**

**Regular attendance is expected in MTH 127.** Attendance and Excused Absences Policy can be found at [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp)

**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.

The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

**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/](http://www.sfasu.edu/disabilityservices/)

**Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**You are off the grid in MTH 127.** You may use your tablet or notebook computer to access the textbook or SageMathCloud in class; otherwise, consider yourself off the grid when you are in MTH 127. Please be respectful of your fellow students and your instructor. Cell phone use and texting are not allowed in class. Remember to turn your cell phone off and place it in your bag or backpack **before** entering the classroom. Any cell phone that is visible will be collected and returned to you at the end of class. Exceptions to this rule include volunteer firemen, physicians on-call, those who are on the shortlist to receive an organ transplant, etc.

**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.

Any acts of academic dishonesty will be dealt with according to University policy. Penalties for academic dishonesty may result in a falling grade for the
assignment, failing the course, or even dismissal from the university.

Please read the complete Academic Integrity Policy at http://www.sfasu.edu/policies/academic_integrity.asp

Last modified: August 28, 2017
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Activity (due on this date)</th>
<th>Assignment (used on this date)</th>
<th>Section, Page, Problem Numbers</th>
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<tr>
<td>1</td>
<td>Tuesday 8/29/17</td>
<td>Course Orientation §1.1. Counting Numbers</td>
<td>1C</td>
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<td></td>
<td>Thursday 8/31/17</td>
<td>§1.2. Decimals §1.3. Comparing Numbers in Base Ten</td>
<td>1E, 1F, 1I</td>
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<td>§1.1. Exercise 3 Read CA-13 (1I)</td>
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<td>Tuesday 9/5/17</td>
<td>§1.4. Reasoning about Rounding §2.1. Solving Problems and Explaining Solutions</td>
<td>1N, 1O</td>
<td>2</td>
<td>§1.2. Exercise 8 §1.3. Exercise 10</td>
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<td>Thursday 9/7/17</td>
<td>§2.2. Defining and Reasoning about Fractions Arithmetic Pre-Test</td>
<td>2A, 2B, 2C, 2D, 2G</td>
<td>3</td>
<td>§1.4. Exercise 4</td>
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<td>3</td>
<td>Tuesday 9/12/17</td>
<td>§2.3. Reasoning about Equivalent Fractions</td>
<td>2I, 2K, 2L</td>
<td>4</td>
<td>§2.2. Exercise 5</td>
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<td>Thursday 9/14/17</td>
<td>§2.4. Reasoning for Comparing Fractions</td>
<td>2O, 2P, 2Q</td>
<td>5</td>
<td>§2.3. Exercises 3, 22</td>
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<td>4</td>
<td>Tuesday 9/19/17</td>
<td>Exam I— Chapters 1 and 2</td>
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<td>§2.4. Exercise 1</td>
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<td>Thursday 9/21/17</td>
<td>§3.1. Interpretations of Addition and Subtraction</td>
<td>Strip Diagrams, 3B</td>
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<td>5</td>
<td>Tuesday 9/26/17</td>
<td>§3.2. The Commutative and Associate Properties of Addition, Mental Math, and Single-Digit Facts</td>
<td>3E, 3F, 3G</td>
<td>3</td>
<td>§3.1. Exercise 1 §3.2. Exercise 3</td>
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<td>Thursday 9/28/17</td>
<td>§3.3. Why the Standard Algorithms for Addition and Subtraction in Base Ten Work</td>
<td>3I, 3J(2, 4), 3K(2, 4)</td>
<td>7</td>
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<td>6</td>
<td>Tuesday 10/3/17</td>
<td>§3.4. Reasoning about Fraction Addition and Subtraction</td>
<td>3O, 3P, (3Q, 3R)</td>
<td>8</td>
<td>§3.3. Exercise 3</td>
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<td></td>
<td>Thursday 10/5/17</td>
<td>§4.1. Interpretations of Multiplication §4.2. Why Multiplying by 10 is Special in Base Ten</td>
<td>4A, 4B, 4C</td>
<td>9</td>
<td>§3.4. Exercise 10</td>
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<tr>
<td>7</td>
<td>Tuesday 10/10/17</td>
<td>§4.3. The Commutative and Associative Properties of Multiplication, Area of Rectangles and Volume of Boxes</td>
<td>4D, 4E, 4F</td>
<td>10</td>
<td>§4.1. Exercise 5 §4.2. Exercise 3</td>
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<td>Thursday 10/12/17</td>
<td>§4.4. The Distributive Property §4.5. Properties of Arithmetic, Mental Math, and Single-Digit Multiplication Facts</td>
<td>4G, 4H, 4J, 4M (1, 2, 6)</td>
<td>11</td>
<td>§4.3. Exercise 10</td>
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<td></td>
<td>Thursday 10/19/17</td>
<td>Exam II—Chapters 3 and 4</td>
<td>13</td>
<td>13</td>
<td>§4.6. Exercise 10</td>
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<td>9</td>
<td>Tuesday 10/24/17</td>
<td>§5.1. Making Sense of Fraction Multiplication</td>
<td>5A, 5C</td>
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<td></td>
<td>Thursday 10/26/17</td>
<td>§5.1. Making Sense of Fraction Multiplication (continued)</td>
<td>5D, 5E</td>
<td>14</td>
<td>§5.1. Exercise 3</td>
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<tr>
<td>10</td>
<td>Tuesday 10/31/17</td>
<td>§6.1. Interpretations of Division</td>
<td>6A, 6B</td>
<td>15</td>
<td>§5.1. Exercise 13 (b, d, c, e)</td>
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<td>Thursday 11/2/17</td>
<td>§6.2. Division and Fractions and Division with Remainder</td>
<td>6D, 6E, 6G</td>
<td>16</td>
<td>§6.1. Exercise 1</td>
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<tr>
<td>11</td>
<td>Tuesday 11/7/17</td>
<td>§6.3. Why Division Algorithms Work</td>
<td>6I</td>
<td>17</td>
<td>§6.2. Exercise 7</td>
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<tr>
<td>11/9/17</td>
<td>Exam III—Chapter Sections 5.1, 6.1, 6.2, and 6.3</td>
<td>18</td>
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<tr>
<td>11/14/17</td>
<td>§6.4. Fraction Division from the &quot;How-Many-Groups&quot; Perspective</td>
<td>6M</td>
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<tr>
<td>11/16/17</td>
<td>§6.4. Fraction Division from the &quot;How-Many-Groups&quot; Perspective</td>
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<tr>
<td>11/21/17</td>
<td>Thanksgiving Recess</td>
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<td>11/23/17</td>
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<td>11/28/17</td>
<td>§6.5. Fraction Division from the &quot;How-Many-Units-in-1-Group&quot; Perspective</td>
<td>6P, 6Q</td>
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<td>11/30/17</td>
<td>§8.1. Factors and Multiples</td>
<td>8A, 8B, 8C, 8D, 8E</td>
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<td>12/5/17</td>
<td>§8.3. Divisibility Tests</td>
<td>8G, 8H, 8I, 8J</td>
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<td>§8.5. Greatest Common Factor and Least Common Multiple</td>
<td>8M</td>
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<tr>
<td>12/12/17</td>
<td>Final Exam at 6:45–8:45 PM in Kennedy Auditorium</td>
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