Course Syllabus

English 2341: Introduction to Literature

Section 006
Fall 2021

Instructor: Ms. Laura Osborne
Department: English
Office: Steen Library, Room 218A
Office phone: (936) 468-5832
Email: Use Brightspace (D2L) email

Class meeting time and place: Online

Office Hours

Available to meet online via Zoom on Tuesdays from 6:00-7:30 PM. Also available for Zoom-based appointments by request, Monday-Friday.

Prerequisite

Six hours of Freshman English (ENGL 1301 and 1302 or equivalents), completed with a grade of C or better.

Official Course Description

This is the official course description that appears in the SFA course catalog:

Readings in literary genres, such as poetry, drama, short story and novel.

Credit Hour Justification

ENG 2341 “Introduction to Literature” (3 credits; fully online) meets online for 15 regular weeks during the semester, and also meets for the final week of the semester for a 2-hour final examination online. Students have weekly literary readings, including poetry, short fiction, a novel, and drama. Students are expected to read and participate in weekly discussions and write journal entries based
both on their reading assignments as well as on the content modules in the course which include terminology, contextual information, notes, outside sources, explanations, and provided links to enrich their understanding of the selections. In addition to discussions and journal entries, students will complete one more quizzes per module, and will submit three paper assignments plus one short creative work. These activities average at a minimum 8-10 hours of work each week to prepare for and fully participate in this course.

Course Overview

This course will introduce you to the sublime stuff known as literature, including short stories, poetry, a novel, and a selection of plays. You will learn, together, how to become better readers of literature, understanding how the process of reading works. You will, through the employment of attentive reading and the application of critical thinking skills, learn to delve beyond the surfaces of literary texts – to appreciate and understand them in ways more complex than "what happens in it" or "what it means." We will begin to explore the complex sets of interactions that go into the composition and the consumption of a literary work.

You will also gain an understanding of literary techniques, structures, and terminology, and hone the necessary skills of communication to talk and write intelligently and coherently about what you read. If all goes well, we will all become better readers, better writers, and better thinkers.

Required Books

There are three required books for the course. The campus bookstore should carry them, but you can also order them elsewhere online. You will need the first book in the list by no later than the 2nd week of classes.

The Art of the Short Story
Edited by Dana Gioia and R.S. Gwynn
Published by Pearson Longman

The Seagull Reader: Poems, 3rd edition (be certain to get this specific edition)
Edited by Joseph Kelly
Published by Norton
ISBN 978-0393938227

The Dinner
By Herman Koch
Published by Hogarth
ISBN 978-0385346856
Official Course Outcomes and Objectives

Program Learning Outcomes

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course. English majors or minors seeking to fulfill sophomore-level literature requirements should enroll in ENG 2332, 2333, 2322, 2323, 2327, or 2328.

General Education Core Curriculum Objectives

The Texas Higher Education Coordinating Board has identified six core learning objectives: 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.

By enrolling in ENGL 2341, you are also enrolling in a Core Curriculum Course that fulfills the Language, Philosophy, and Culture requirement. In any given semester, one or more of the following Core Curriculum Objectives may be assessed. These objectives are:

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective will be addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Reading journal posts, discussion posts, quizzes, and writing assignments</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation, and expression of ideas though written, oral, and visual communication.</td>
<td>Reading journal posts, discussion posts, and occasional Zoom meetings</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions, and consequences to ethical decision-making.</td>
<td>Reading journal posts, discussion posts, and writing assignments</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Capstone essay assignment</td>
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</tbody>
</table>

Student Learning Outcomes for English 2341

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

1. Exhibit an understanding of and appreciation for key works in literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations (this outcome aligns to the Core objective of Critical Thinking and Communication);
2. Students will demonstrate an understanding of periodization, theme, genre, motif, and so on, in literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations. Periodization, for example, is not merely an historical consideration, as defined by events, persons, or dates; furthermore, literature encompasses a spectrum of thematic, genre, and literary considerations. Thus, students will demonstrate an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations (this outcome aligns to the Core objective of Critical Thinking and Communication as well as Personal Responsibility and Social Responsibility);

3. Students will read literature with increased critical acumen, as evidenced in discussions of readings and in responsive essays (this outcome aligns to the Core objective of Critical Thinking and Communication); and

4. Students will be able to respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another (this outcome aligns to the Core objective of Social Responsibility and Personal Responsibility).

Communication, Attendance, and Zoom Meetings

Course communication will occur primarily through Brightspace email, course news, discussions, and Zoom meetings. I will check my Brightspace email at least once a day, Monday through Friday. Course content will be delivered both in the content modules and in the Zoom meetings.

Some modules will include scheduled online Zoom meetings with pre-announced topics, designed to allow students to actively discuss the assigned readings with each other and with their instructor. See the Course Timeline for the schedule; there will be 4 Zoom meetings during the semester, and students are required to attend and participate in any 2 of them (not all 4).

Attendance

As this is an online course, there is no standard attendance policy. However, students are expected to log into Brightspace at least 4 to 5 times per week, Monday through Friday, to check their course email, read any recent news announcements, and to stay on top of upcoming due dates.

Phone Messages and Email

During regular "workday hours" (8 to 5, Monday through Friday), I am employed full-time in the Center for Teaching & Learning. While you may reach me by phone during those hours if you have a quick question, be aware that I am sometimes conducting faculty workshops, attending meetings, and otherwise away from my desk.

Also, don’t be surprised if you call and I answer with “Center for Teaching & Learning, this is Laura…” Since the majority of calls I receive are from faculty, I usually introduce myself by first name when I answer the phone.
When in doubt, try contacting me by email. You are strongly encouraged to email me in Brightspace rather than through Jacks/campus email. I will be more likely to see and respond to your message sooner in Brightspace. If you send me email from your Jacks/campus account, please include “ENGL 2341” somewhere in the subject line. Otherwise, your message may be easily lost amongst the large volume of email I receive each day.

**Deadlines and Late Work**

**This is not a self-paced course.** You are expected to turn in all assignments on time. For a list of all due dates in the course, refer to the Course Timeline within the Getting Started module in Brightspace.

- Quizzes must be completed by the due dates and times; they cannot be taken late, and they will not be re-opened.
- Discussion posts and reading journal posts will be accepted no more than 24 hours late, and will earn no more than 1/2 credit if posted late. After 24 hours, they will not earn any credit.
- Writing assignments (i.e. dropbox assignments) include a 24-hour grace period during which the assignment will be accepted late with no grade penalty. If a writing assignment is submitted late (past the 24-hour grace period), it will be subject to a grade deduction of 10 percentage points per day. Writing assignments will not be accepted more than 4 days late.

All assignments must be completed in the order in which they are given. No work or assignments will be accepted after 11:59 PM on Sunday, December 5. (Fall classes end on December 3).

If you experience extenuating circumstances at any point and are unable to meet a deadline, please contact your instructor before the due date to explain the problem and request a short extension.

**Writing Assignments**

All writing assignments must be typed and submitted as a Microsoft Word document online through Brightspace. All assignments will be graded for proper format, soundness of content, organization, smooth and effective use of source material, writing style, grammar, and mechanics.

Assignments submitted in an incorrect file type will be counted as late (and a grade deduction made accordingly) until an acceptable file type is submitted. After submitting an assignment, it is the student's responsibility to double-check and verify that the correct file was submitted.

There will be 4 writing assignments of varying lengths in this course, as follows:

- A medium-length response paper in Module 3, worth 80 points
- A short, creative "redacted poem" assignment in Module 4, worth 25 points
- A medium-length response paper in Module 5, worth 80 points
- A capstone essay in Module 8, due on the last day of classes, worth 80 points
Paper Format

All papers should be in MLA format, with one-inch margins, and—if specified by the instructions—a Works Cited page. Text should be either Cambria or Times New Roman 12 point and uniformly double-spaced. Pages should not be right or full justified.

Pages should be numbered at the top right-hand side of all pages, along with your last name. Papers that don't adhere to the formatting requirements will be subject to grade deductions.

Grading Standards

All work submitted in this course, including discussions and reading journal posts, should be carefully proofread to catch mistakes in spelling, punctuation, capitalization, syntax, and grammar. Sloppy proofreading will negatively affect your score on any discussion or assignment.

For the writing assignments, you will be given specific instructions and a grading rubric ahead of time, so that you will know in advance what your instructor is expecting and how your assignment will be evaluated.

Discussions and Reading Journals

In each module, students will be required to participate in discussions (via the Brightspace discussion topics) about some of the assigned readings and related concepts. These discussions will be open to the whole class. Students are encouraged to participate in each discussion not only by starting a thread, but also by replying to their classmates and responding to questions from their instructor.

In addition to the class-wide discussions, each module will also include a specified number of reading journal posts which are private to each student and can be read only by the individual student and their instructor.

Quizzes and Final Exam

Each module will include one or more quizzes which can be taken online from any location. All quizzes will be "open book" in that students are welcome to use their textbooks while completing the quizzes. However, collaboration between two or more students is not permitted during any quiz or exam; it is considered cheating.

The final exam will be available for a limited, pre-determined period during Finals Week and can be taken online from any location. It will be timed to two hours, and will draw on material from the quizzes, discussions, and readings from the entire semester. Part of the exam will be objective, and part may consist of long answer or short essay questions.
Grade Determination
(If changes become necessary due to unforeseen circumstances, an announcement will be posted in the course.)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>4 writing assignments (point values vary)</td>
<td>265</td>
</tr>
<tr>
<td>9 quizzes (20 points each)</td>
<td>180</td>
</tr>
<tr>
<td>Discussion posts (6 posts @ 10 points each)</td>
<td>60</td>
</tr>
<tr>
<td>Reading journal posts (18 posts @ 10 points each)</td>
<td>180</td>
</tr>
<tr>
<td>Learning agreement</td>
<td>4</td>
</tr>
<tr>
<td>Introductory post</td>
<td>5</td>
</tr>
<tr>
<td>Zoom meetings (attend any 2 meetings @ 3 points each)</td>
<td>6</td>
</tr>
<tr>
<td>Final exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total possible points</strong></td>
<td><strong>800</strong></td>
</tr>
</tbody>
</table>

Minimum points required for an A   720
Minimum points required for a B   640
Minimum points required for a C   560
Minimum points required for a D   480

Any score below 480 points will result in an F for the course; scores will not be curved.

Extra Credit

There will be two opportunities to earn extra credit, available to everyone equally, as follows:

- **Participate in an additional Zoom meeting (1 pt)** – Participating in two Zoom meetings is required, but if you participate in any additional meetings, you’ll earn 1 point of extra credit (per extra meeting). You must be present and participating for the full duration of the meeting to earn the extra credit.
- **Complete the official course evaluation (1 pt)** - Complete the official course evaluation in mySFA and you will earn 1 point of extra credit.

Additional extra credit opportunities may be announced during the semester.
Technical Support

If you experience technical difficulties in Brightspace, I encourage you to contact the Brightspace Support team on campus; they are experts at assisting students in online courses. You can reach them by email at d2l@sfasu.edu, by phone at 936.468.1919, or in the virtual support lab (the link and the current hours are posted in the purple box on the Brightspace homepage).

Also, please let me know immediately about any technical issues you encounter. Keep in mind that a technical glitch in Brightspace does not excuse you from completing and submitting assignments on time. If you ever find yourself unable to submit an assignment through Brightspace, for example, you should submit it as an email attachment instead. And if the email tool in Brightspace isn't working, then send me your assignment through regular Jacks/campus email (my address is osbornel@sfasu.edu).

Using the Steen Library’s Resources (on-campus and from a distance)

Whether you live on or off-campus, and regardless of whether you are able to visit the Steen Library in person, there’s a wide range of full-text materials (including articles, e-books, and more) that you can access online. Also, did you know that Interlibrary Loan materials can be mailed to you if you live at a distance?

The research librarian for students in English classes is:

Janie Richardson
936-468-1896
richardsj13@sfasu.edu

(Have research questions involving assignments in your other courses? Find the complete list of research guides, including contact information for the librarians, here: http://libguides.sfasu.edu.)

Other Course Policies

Academic integrity and policy on recycled work

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.

Cheating and plagiarism are not tolerated in this course. Documented proof of cheating or plagiarism will result in a failing grade (of zero) on the assignment, and usually also a failing grade in the course. Rewrites and second chances are seldom permitted. All assignments you submit will be checked for plagiarism via Turnitin.
In addition, all work submitted in this course must be 1) written by YOU and 2) written THIS semester, for THIS specific section of this course (not recycled from any other course you've taken, here or elsewhere, and not recycled from any previous time you may have attempted this course). If it is discovered that you have turned in a "recycled" assignment, you will receive an F (zero) for that assignment.

The following is taken from the University Policy and Procedures Manual (online), Section 4.1 of Academic Affairs:

**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.


**Students with disabilities**

Most of the course material is text based and easily accessible. Some material in the course requires listening to audio files or watching videos. Any students having difficulties accessing, viewing, or reading any materials in the course should contact Ms. Osborne for assistance.

Here is the official SFA policy regarding 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, 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/).

**Withheld grades**

A grade of WH (for Withheld) will be granted only in rare circumstances. Here is the official SFA policy on 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.

**Mental health and wellness**

SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus resources:**

SFA Counseling Services  
www.sfasu.edu/counselingservices  
Rusk Building, 3rd Floor  
936.468.2401

SFA Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services, Room 202  
936.468.1041

**Crisis resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

**Course Timeline and Due Dates**

For a complete timeline of assignments and due dates, refer to the Course Timeline in the Getting Started module of the course.
English 2341 Section 006  
Course Timeline  
Fall 2021

Timeline last updated on August 21, 2021.

Note: All due times are 11:59 PM unless otherwise specified.

<table>
<thead>
<tr>
<th>Getting Started</th>
<th>Week 1</th>
<th>Monday, August 23</th>
<th>Begin the Getting Started module.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Wednesday, August 25</td>
<td>“Introduce Yourself” discussion is due.</td>
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<td></td>
<td>Saturday, August 28</td>
<td>Due date for the following:</td>
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<td></td>
<td></td>
<td>• “Reading online vs. in print” discussion</td>
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<td></td>
<td></td>
<td>• Learning Agreement quiz</td>
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| Module 1  
Responding to Literature | Week 2 | Monday, August 30 | Begin Module 1 |
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<tbody>
<tr>
<td></td>
<td></td>
<td>Start reading the module content and assigned readings.</td>
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<tr>
<td></td>
<td></td>
<td>Quiz #1 (Responding to Literature) becomes available.</td>
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<tr>
<td></td>
<td>Wednesday, September 1</td>
<td>Zoom Meeting #1: 7-7:50 PM</td>
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<td></td>
<td></td>
<td>(Remember, there are 4 Zoom meetings during the semester, and each student is expected to participate in 2 of them.)</td>
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<td></td>
<td>Saturday, September 4</td>
<td>Due date for the following:</td>
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<td></td>
<td></td>
<td>• All Module 1 reading journal posts (#1-3)</td>
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<td></td>
<td></td>
<td>• Quiz #1</td>
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<tr>
<td><strong>Module 2</strong></td>
<td>Short Stories, Part 1</td>
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</tbody>
</table>
| | | Monday, September 6 | Start reading the module content and assigned readings from the textbook.  
Quiz #2 (Short Stories terminology) becomes available. |
| | | Saturday, September 11 | Due date for the following:  
• Module 2 discussion post  
• Quiz #2 (Short Stories terminology) |
| | | Monday, September 13 | Continue working on completing the assigned readings and activities.  
Quiz #3 (Module 2 readings) becomes available. |
| | | Saturday, September 18 | Due date for the following:  
• All Module 2 reading journal posts (#4-6)  
• Quiz #3 (Module 2 readings) |
| **Module 3** | Short Stories, Part 2 |  | **Begin Module 3** |
| | | Monday, September 20 | Start reading the module content and assigned readings from the textbook.  
Quiz #4 (Module 3 readings) becomes available. |
| | | Thursday, September 23 | **Zoom Meeting #2: 7:00-7:50 PM** |
| | | Saturday, September 25 | Due date for the following:  
• Module 3 discussion post  
• Quiz #4 |
### Module 3, continued

**Short Stories, Part 2**

<table>
<thead>
<tr>
<th>Week Six</th>
<th>Monday, September 27</th>
<th>Continue working on completing the assigned readings and activities.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Wednesday, September 29</td>
<td>Suggested -- finish your reading journal posts by today to allow yourself time to focus on the response paper.</td>
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</tbody>
</table>
|          | Saturday, October 2 | Due date for the following:  
• Module 3 response paper assignment  
• All Module 3 reading journal posts (#7-9) |
|          | Sunday, October 3 | “Grace period” window of time for submitting the Module 3 response paper without late penalty closes at 11:59 PM |

### Module 4

**Poetry, Part 1**

| Week Seven | Monday, October 4 | Begin Module 4  
Start reading the module content and assigned poems in the textbook.  
Quiz #5 (Poetry terminology) becomes available. |
|------------|-------------------|-------------------------------------------------------------------|
|            | Saturday, October 9 | Due date for the following:  
• Module 4 discussion post  
• Quiz #5 |
|            | Monday, October 11 | Continue working on completing assigned readings and activities.  
Quiz #6 (Module 4 readings) becomes available. |
<table>
<thead>
<tr>
<th>Module 4, continued</th>
<th>Due date for the following:</th>
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</thead>
</table>
| Saturday, October 16| • All Module 4 reading journal posts (#10-12)  
                       • Quiz #6  
                       • Redacted Poem writing assignment |
| Sunday, October 17  | “Grace period” window of time for submitting the Redacted Poem assignment without late penalty closes at 11:59 PM |

<table>
<thead>
<tr>
<th>Module 5</th>
<th>Begin Module 5</th>
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</thead>
</table>
| Monday, October 18 | Start reading the module content and assigned poems in the textbook.  
                        Quiz #7 (Module 5 readings) becomes available |
| Wednesday, October 20 | Zoom Meeting #3: 7:00-7:50 PM |
| Saturday, October 23 | Due date for the following:  
                          • Module 5 discussion post  
                          • Quiz #7 |

| Week Ten | Due date for the following:  
          • Module 5 response paper assignment  
          • All Module 5 reading journal posts (#13-15) |
<table>
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</thead>
<tbody>
<tr>
<td>Monday, October 25</td>
<td>Continue working on completing the assigned readings and activities.</td>
</tr>
<tr>
<td>Wednesday, October 27</td>
<td>Strongly suggested -- finish your reading journal posts by this date, to allow yourself a few days to focus on the response paper.</td>
</tr>
<tr>
<td>Saturday, October 30</td>
<td>“Grace period” window of time for submitting the Module 5 response paper without late penalty closes at 11:59 PM</td>
</tr>
<tr>
<td>Sunday, October 31</td>
<td>-----------------------------------------------</td>
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<tr>
<td>Module 6</td>
<td>Week Eleven</td>
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<tr>
<td><strong>Novel: <em>The Dinner</em></strong></td>
<td>Saturday, November 6</td>
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<tr>
<td>Week Twelve</td>
<td>Monday, November 8</td>
</tr>
<tr>
<td></td>
<td>Tuesday, November 9</td>
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<tr>
<td></td>
<td>Saturday, November 13</td>
</tr>
<tr>
<td>Module 7</td>
<td>Week Thirteen</td>
</tr>
<tr>
<td><strong>Drama</strong>&lt;br&gt;(readings available online)</td>
<td>Saturday, November 20</td>
</tr>
<tr>
<td>Week Fourteen</td>
<td>Monday, Nov. 22 through Friday, Nov. 26</td>
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</tbody>
</table>
| **Module 8**
Writing the Capstone Essay
(no new readings assigned) | Monday, November 29 | **Begin Module 8**
Start reading the module content and drafting your Capstone Essay.

There’s no quiz or discussion in this module. |
| | Thursday, December 2 | Consider this a priority date by which to email Ms. Osborne with questions about the assignment. Don’t wait until the last day. |
| | Saturday, December 4 | Due date for the following:

- Capstone Essay assignment |
| | Sunday, December 5 | **Window of time for submitting the Capstone Essay without late penalty closes at 11:59 PM**

**ABSOLUTE CUT-OFF DATE -- No late work accepted past 11:59 PM on this date** |
| **Final Exam** | Monday, Dec. 6 - Wednesday, Dec. 8 | Comprehensive final exam opens at 8:00 AM on Monday, Dec. 6th and remains available through 8:00 PM on Wednesday, Dec. 8th. Timed to 2 hours.

Required of all students -- no exceptions. |