

Meeting days: MWF	Instructor: Dr. Bettina Tate Pedersen
Meeting times: 1:30-2:25	Phone: 2260
Meeting location: BAC 156	E-mail: bettinapedersen@pointloma.edu
Additional info: Check Canvas daily	Office: BAC 116
Final Exam: Friday, Dec. 20, 1:30-4:00	Office hours: M 3:00-4:00 by appt. please

COURSE DESCRIPTION

This course introduces the literature, writing, foreign language, and education student to the technical study of literature with a threefold emphasis. One, it instructs students in the practice of close reading and literary analysis of all the major genres of literature: poetry, prose (fiction and nonfiction), and drama, giving special attention to close reading and literary analysis of poetry. Two, it requires the study and mastery of literary terms, their definitions and applications. Three, it introduces students to historical literary periods and major schools of literary criticism and their approaches. A more extensive study of literary criticism will take place in LIT 495. Students should use and master more fully the course content in LIT 3000 in any/all subsequent literature courses.

STUDENT LEARNING OUTCOMES

PROGRAM LEARNING OUTCOMES (PLOS) FOR THE STUDENT OF LITERATURE

Students will

1. integrate their literature studies with ongoing reflection and hospitable engagement with a diverse world.
2. identify and articulate characteristics and trends of diverse literatures and historical periods: dates, styles, authors, and canon formation.
3. develop and support close readings of texts using literary theory and terminology.
4. employ strong research, rhetorical, linguistics, literary, and analytical skills in their writing.
5. present literary analysis to formal audiences, demonstrating strategies for audience engagement and oral communication of the written work.

PROGRAM LEARNING OUTCOMES (PLOS) FOR THE STUDENT OF WRITING (Prior to 2019)

Students will

1. apply creative and advanced skills in various forms and genres of writing, demonstrating critical thinking and quantitative reasoning appropriately.
2. demonstrate knowledge of the conventions and terminology of creative and advanced writing within literary and non-literary texts.
3. demonstrate knowledge of major literary-theoretical perspectives and terminology.
4. develop connections between the literature and language studied and the contemporary world.
5. engage in writing and editorial processes through campus publications and external internships.
6. present creative work to formal audiences, demonstrating strategies for audience engagement and oral communication of the written work.

PROGRAM LEARNING OUTCOMES (PLOS) FOR THE STUDENT OF LANGUAGE

Students will

1. essays without significant errors of grammar, spelling, or vocabulary usage that would impede comprehension by a native speaker.
2. comprehend the main idea and most details of connected oral discourse by a native speaker on a variety of topics.
3. converse in a participatory fashion with a native speaker using a variety of language strategies to convey meaning.
4. analyze and interpret target language texts and data sets according to their cultural, literary, and/or linguistic content.
5. display knowledge of the nature and structure of language.
6. discuss the influence of their own perspective on cultural interconnections through engagement with local, national, or international communities.

COURSE LEARNING OUTCOMES FOR LIT 3000: LITERARY ANALYSIS

Students of LIT 3000 will

1. memorize and employ fundamental concepts of literary study:
 - a. standard literary terminology
 - b. modes/genres of literature
 - c. elements of literary genres
 - d. literary periods (dates, writers, characteristics, and important developments) (PLO 2, 3) (PLO 1, 2) (PLO 4)
2. describe and practice close reading of literary texts. (PLO 3, 4, 5) (PLO 1, 2) (PLO 4)
3. describe current schools of contemporary literary criticism. (PLO 2, 3) (PLO 3) (PLO 4)
4. consider current schools of contemporary literary criticism in relation to Christian faith and practice. (PLO 1, 2, 3, 4) (PLO 3, 4) (PLO 4)
5. use contemporary literary criticism to examine literary texts and argue their own readings of literary texts. (PLO 2, 3, 4, 5) (PLO 2, 3) (PLO 1, 4)
6. use literary research skills to examine literary texts and formulate their own readings of literary texts. (PLO 2, 4, 5) (PLO 1, 2) (PLO 1, 4)

CLO –LIT 3000: Literary Analysis	Course Work
1. Memorize and employ fundamental concepts of literary study: <ol style="list-style-type: none"> a. standard literary terminology b. modes/genres of literature c. elements of literary genres d. literary periods (dates, writers, characteristics, and important developments) 	Discussion (Disc.), Quizzes, Exams, Summaries, & Analyses
2. Describe and practice close reading of literary texts.	Disc., Summaries & Analyses
3. Describe current schools of contemporary literary criticism.	Disc., Quizzes, Analyses
4. Consider current schools of contemporary literary criticism in relation to Christian faith and practice.	Disc. & Analyses
5. Use contemporary literary criticism to examine literary texts and argue their own readings of literary texts.	Disc., Quizzes, Analyses, Major Analysis
6. Use literary research skills to examine literary texts and formulate their own readings of literary texts.	Disc., Quizzes, Analyses Major Analysis

CARNEGIE UNIT CREDIT HOUR

Credit is awarded based on the Carnegie unit of 750 minutes of seat time + 1500 minutes of out-of-class work = 1 unit of credit. Some specific details about how this class meets the credit hour requirement are included in this syllabus; additional details can be provided upon request.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

IMPORTANT UNIVERSITY & LJML POLICIES

Please see the **LJML Department Syllabus Statements** in the Canvas folder labeled *Syllabus and Course Policies*. Please see [Academic and General Policies](#) in the catalog for all information on university academic and general policies.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic and General Policies](#) in the Undergraduate Academic Catalog.

- Please read the Class Attendance section at the link above
- 10% of class meetings = 4 classes for a MWF course, 3 classes for a TTH course, 2 classes for a quad course
- 20% of class meetings = 8 for a MWF course, 6 classes for a TTH course, and 4 for a quad course
- De-enrollment may have serious consequences on residence, athletic, and scholarship requirements; it may also necessitate a reduction or loss in a student's financial aid.
- **DROPPING CLASS:** If you do decide to drop the course for any reason, please make sure you complete official record keeping so that you are removed from the course roster. (If you don't, university policy requires me to give you the grade left standing at the end of the semester in your course average.) Please let me know that you are dropping so I don't worry about what has happened to you. (Note: Be sure to pay attention to the last day to drop deadline on the university calendar.)

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted at [Current Students Quicklinks](#). *You'll need to arrange your personal affairs to fit the examination schedule.*

- In the rare case that you may be scheduled for more than three (3) final examinations on the same day, you may work out an alternate time for one of your exams with your professors. This is the only university-sanctioned reason for taking a final exam at a time other than the officially scheduled time for the exam. Please confirm your final examination schedule the first week of classes, and schedule those exam times into your daily planners and calendars now. If you find that your final exam schedule is the one described above, please meet with your professors as soon as possible so that they may help you to make alternative arrangements for taking your exams.
- Final Exams in Quad 1 courses are scheduled for the final class session of the quad.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses. If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

- **Extremely Unusual Circumstances:** Such are a death in the family, automobile accidents, hospitalization, etc. In such a situation, please contact me immediately and be ready to submit any necessary documentation to verify your situation. When you communication with me right away, I am happy to help you in these difficult situations as best I can.

COURSE GRADES AND ASSESSMENT

COURSE GRADES

Your grade will be based on the quality of your work in these areas:

- Quizzes (approx. 20 quizzes on Canvas) & Class Assignments 25%
- Short Papers/Presentations (submitted paper & online) 20%
- Major Analysis (submitted paper & online) 15%
- Midterm Exam 20%
- Final Exam 20%

Your work will not be graded on a curve. A traditional US scale will be used.

- A** indicates exceptional work (roughly 20% of students normally achieve this level)
- B** indicates good work (roughly 30% of students normally achieve this level)
- C** indicates satisfactory/average work
- D** indicates minimally passing work
- F** indicates unsatisfactory work

A	93-100%	√ +	B+	88-89%	√	C+	78-79%	√ -	D+	68-69%	√ - -	F	0-59%
A-	90-92%		B	83-87%		C	73-77%		D	63-67%			
			B-	80-82%		C-	70-72%		D-	60-62%			

ASSESSMENT

Final Exam and Major Analysis are the **Key Assignments** used to assess the course learning outcomes (CLOs).

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

COURSE REQUIREMENTS, POLICIES & GUIDELINES

- **MLA Style:** Since MLA style is the norm for our discipline, all written work *must conform* to MLA style (8th edition). See also **LJML Department Syllabus Statements**, *Inclusive Language*.
- **Class Participation:**
 - a. **The quality of your course experience** will be directly related to your completing the assigned reading, your thoughtful reflection on the readings, your engaged participation in the community of readers that our class will become, and the adjustments you make toward correcting your misperceptions and mistakes in key concepts and assignments.
 - b. **Your success in understanding and making meaning** of the texts we read will be directly related to your annotations of your texts and to your thoughtful reflection on the ideas and questions presented there.
 - c. **The quality of our class sessions** depends so importantly upon you and your individual contributions to class discussions and course assignments. Your contribution to class in many forms is invaluable to our community of scholars/readers. Please bring your
 - questions or confusions about the texts, literary approaches, or literary terms
 - ideas about new understandings of the texts and applications of literary theory to your reading
 - ideas about how these texts speak to our contemporary lives
 - insights about connections between course readings and other subjects
 - perspectives about what spiritual impacts the texts—especially literary theory—may have on you or those you love and care about
 - d. **Please feel comfortable contributing** to the small group and class discussions. I am interested in your thoughts about the ways our course readings seem meaningful to you, but also in learning from your comments/questions about what you are/are not understanding. Those of you who truly engage with the material, prepare each session's readings, and come to class ready to ask or say something will almost assuredly reap the reward of higher grades on your course work all the way along.
- **Class Sessions, Preparation, Assignments, and Technology:**
 - a. If you wish to use your laptop or electronic reader during class, please be sure to have open *only* those files that pertain to our class texts/readings.
 - b. Please mute all other electronics for the entire class period unless we are using them for class purposes.
 - c. Your completion of all assignments is required, and passing the course without doing so will be difficult. Readings and written responses must be prepared in advance of the date scheduled/due and of sufficient length and quality to meet the assignment's requirements and intents. Missed assignments (other than quizzes) may be made up only in truly extenuating circumstances and only if you and I have had a conversation about your situation. Extra-credit will not substitute or be given to make up for missed work.
 - d. Late assignments will not be accepted either in person, by delivery, or in my mailbox (unless you and I have communicated prior to the deadline about extenuating circumstances).
 - e. It is your responsibility to see to it that I receive your work whether submitting in paper or online.

- f. Always keep multiple soft and hard copies of your work on hand so that you can provide duplicate copies if needed.
 - g. Handwritten assignments are never acceptable (unless so specified).
 - h. You may be requested to attend office hours with the professor if a need arises.
- **Classroom Decorum:** Please manage your electronic devices appropriately and with consideration for others—see 3a & 3b above. Please dress in appropriate academic attire out of consideration for others in our class. I do reserve the right to ask you to leave the classroom if I believe your attire to be offensive and/or an obstacle to a positive learning and teaching environment.
 - **Email, Canvas & Live Text:** You are responsible for checking your *PLNU Gmail account*, *Canvas*, *Live Text* regularly for electronic messages from me (and sometimes from your classmates). You are fully accountable for all course material, announcements, and communications that are distributed via *Gmail*, *Canvas*, and *Live Text*. I will send messages only to these sites. Please let me know if you encounter any technical problems with these sites. **Make sure your Live Text account is set up by the end of the second week of classes!**
 - **Quizzes:** You will complete numerous quizzes (mostly online) on course material. Online quizzes must be completed during the online window set up for each quiz. **Google Chrome** and **Firefox** work best with **Canvas**. You must conscientiously observe the online quiz windows as quizzes may not be made up. I will drop your lowest quiz score when I calculate final grades. Please do not ask me if you may make up a missed quiz. Please notify me immediately if there are technical difficulties with the online quizzes.

REQUIRED TEXTS AND RECOMMENDED RESOURCES (Most on Reserve in the Library)

REQUIRED TEXTS

- Bressler, Charles E. *Literary Criticism: An Introduction to Theory and Practice*. 5th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2007. [801.95 B843L](#) (4th ed on Reserve)
- Brookbank, Elizabeth and H. Faye Christenberry. *MLA Guide to Undergraduate Research in Literature*. Modern Language Association of America, 2019
- DiYanni, Robert. *Literature: Approaches to Fiction, Poetry, and Drama*. 2nd ed. (on Reserve)
- Gocsik, Karen, et.al. *Writing about Movies*. 5th ed.
- MLA Handbook*. 8th ed. [R808.02 M691h 2016](#) (Non-Circulating)
- Harmon & Holman. *A Handbook to Literature*. [R803 H288h 1996](#) (on Reserve)
- Schwarz, Daniel, ed. *The Dead*. Case Studies in Contemporary Criticism. Boston & New York: Bedford/St. Martin's Press, 1994. [823 J89de](#) (on Reserve)

ADDITIONAL RESOURCES IN LIBRARY:

- Abrams, M. H. *A Glossary of Literary Terms*. 11th ed. (on order)
- Gardner, Janet E. *Writing about Literature: A Portable Guide*. 2nd ed. [808.042 G227w](#) (on Reserve)
- Groden, Michael and Martin Kreiswirth, eds. *The John Hopkins Guide to Literary Theory and Criticism*. Baltimore & London: The Johns Hopkins University Press, 1994. [801.95 J65g](#) (Non-Circulating)
- Littlewood, Ian. *The Literature Student's Survival Kit: What Every Reader Needs to Know*. [809 L781L](#) (on Reserve)

HELPFUL WEBSITES: Citations and Literature

- <http://www.mla.org/> See also link to MLA Style — <https://style.mla.org/>
- <http://citationmachine.net/> (Only citing citations link then follow the link for MLA 8th edition)
- <http://vos.ucsb.edu/>
- <http://lcweb2.loc.gov/ammem/ndlpedu/start/cite/index.html> (especially for Lit. Eng. Ed majors)

PLNU MISSION STATEMENT

To Teach—To Shape—To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

2019 COURSE SCHEDULE AND ASSIGNMENTS (Co-Curricular Assignments TBA)

	DATE	CLASS PREPARATION (HOMEWORK) & CLASS SESSION TOPICS	QUIZZES & ANALYSES
WEEK ONE			
September 2, 2019 — LABOR DAY			
1	W Sept 4	Class Introduction: Syllabus, Learning Outcomes, Schedule <i>What is literature? What does the study of literature entail?</i>	
2	F Sept 6	Schwartz , “The Dead” pp. 21-59 Short Paper 1: 150-word Plot Summary (paper & online subm.)	
WEEK TWO			
3	M Sept 9	Bressler , <i>Literary Criticism</i> , Chapter 1 “Defining Criticism, Theory, and Literature”	Bressler Quiz 1
4	W Sept 11	Bressler , <i>Literary Criticism</i> , Chapter 2 “A Historical Survey of Literary Criticism”	Bressler Quiz 2
5	F Sept 13 LIB- Bresee Lab	LITERARY RESEARCH:-MLA Handbook PART I (pp. 1-58) Library Session (Bresee Library Computer Lab) Understanding Databases and Sources	QUIZ 1
WEEK THREE			
6	M Sept 16	MLA Handbook, PART II (pp. 59-101) & Brookbank Undergraduate Research “Introduction” & Chs 1-4 (pp. 1-68)	
7	W Sept 18	Schwartz , “Introduction: Biographical and Historical Contexts” (pp. 3-20) & “Critical History (pp. 63-84)	
8	F Sept 20 LIB- Bresee Lab	MLA Handbook, PART II (pp. 102-129) & Brookbank Undergraduate Research Chs 5-9 (pp. 69-115) Library Session (Bresee Library Computer Lab) Finding Articles from Databases & the Annotated Bibliography	Ann. Bib. Due Date TBA with librarian
WEEK FOUR			
9	M Sept 23	FICTION: DiYanni , <i>Literature</i> , “Introduction” & Chapters 1-2 (entire) and Chapter 3 (selected pages from pp. 49-110) Gardner <i>Writing about Literature</i> Chapter 1	QUIZ 2
10	W Sept 25	DiYanni , <i>Literature</i> , Chapter 3 (selected pages from pp. 49-110) Gardner <i>Writing about Literature</i> Chapters 2, 3 & 4	QUIZ 3
11	F Sept 27	DiYanni , <i>Literature</i> , Chapter 4 Gardner <i>Writing about Literature</i> Chapter 8	(QUIZ 3B)

WEEK FIVE			
12	M Sept 30	POETRY(Required Poetry Day Events TBA): DiYanni, <i>Literature</i>, Chapters 10-11	QUIZ 4
13	W Oct 2	DiYanni, <i>Literature</i>, Chapter 12, (pp. 510-35) Responses to discussion questions (pp. 590-91) for the poem “Woman to Child” for elements covered in reading	
14	F Oct 4	DiYanni, <i>Literature</i>, Chapter 12, (pp. 536-56) Added responses to discussion questions (pp. 590-91) for the poem “Woman to Child” for elements covered in reading	QUIZ 5
WEEK SIX			
15	M Oct 7	DiYanni, <i>Literature</i>, Chapter 12, (pp. 556-74) Added responses to discussion questions (pp. 590-91) for the poem “Woman to Child” for elements covered in reading	QUIZ 6
16	W Oct 9	DiYanni, <i>Literature</i>, Chapter 14 “Transformations” (pp. 594-620) Prosody & Scansion (more work on closed forms handout) Added responses to discussion questions (pp. 590-91) for the poem “Woman to Child” for elements covered in reading	
17	F Oct 11	Prosody & Scansion (more work on closed forms handout) Analysis 2 Assignment (Formalist/Biographical) Continue to develop your responses to discussion questions (pp. 590-91) for “Woman to Child”	(QUIZ 7B)
WEEK SEVEN			
18	M Oct 14	DiYanni, <i>Literature</i>, Chapter 13 “Writing about Poetry” (pp. 575-93); “Woman to Child (535);” Please bring your completed responses to discussion questions (pp. 590-91) for “Woman to Child” Analysis 2 Assignment (Formalist/Biographical)	QUIZ 7
19	W Oct 16	Analysis 2 Workshop—1st Rough Draft & Discussion Gardner <i>Writing about Poems</i> Chapter 5	
20	F Oct 18	Analysis 2 Workshop—2nd Rough Draft & Revision Short Paper 2: Poetry Analysis Due (paper & online subm.)	
WEEK EIGHT			
21	M Oct 21	DRAMA (Required to Attend PLNU Play) DiYanni, <i>Literature</i>, Chapters 21-22	QUIZ 8
22	W Oct 23	DiYanni, <i>Literature</i>, Chapter 23 DiYanni, <i>Literature</i>, Chapter 25, pp. 954-59, Chapter 26, pp. 1007-12, & Chapter 27, pp. 1102-05 Analysis 3 Assignment (Feminist Analysis)	QUIZ 9
October 25, 2019 — FALL BREAK			
WEEK NINE			
23	M Oct 28	DiYanni, <i>Literature: Glaspell Trifles</i> (pp. 1280-91) & Chapter 24 Questions 1-16 (pp. 949-50), Discussion of play	QUIZ 10
24	W Oct 30	Gardner <i>Writing about Literature</i>, Chapter 6 Short Paper 3 Workshop—Introductions & Conclusions esp.	QUIZ 11
25	F Nov 1	MIDTERM	

WEEK TEN			
26	M Nov 4	ESSAY & NONFICTION: Lecture & In-class Exercises Short Paper 3: Drama Analysis Due (paper & online subm.)	QUIZ 12 & 13
27	W Nov 6	RESEARCH & LITERARY CRITICISM: DiYanni, <i>Literature</i>, Chapter 31 (long chapter) & <i>Major Paper Assignment</i> distributed	
28	F Nov 8	Bressler, <i>Literary Criticism</i>, Chapter 3 “Russian Formalism and New Criticism”	QUIZ 14
WEEK ELEVEN			
29	M Nov 11	Bressler, <i>Literary Criticism</i>, Chapter 4 “Reader-Oriented Criticism”	QUIZ 15
30	W Nov 13	Schwartz, Reader Response Reading: “‘A Symbol of Something’: Interpretive Vertigo in ‘The Dead’” (pp. 125-149)	
31	F Nov 15	Bressler, <i>Literary Criticism</i>, Chapter 6 “Psychoanalytic Criticism”	QUIZ 16
WEEK TWELVE		Course Evaluations TBA	
32	M Nov 18	Schwartz, Psychoanalytic Reading: “Gabriel Conroy’s Psyche: character as Concept in Joyce’s ‘The Dead’” (pp. 85-124)	QUIZ 17
33	W Nov 20	Bressler, <i>Literary Criticism</i>, Chapter 7 “Feminism”	
34	F Nov 22	Schwartz, Feminist Reading: “Not the Girl She Was at All: Women in ‘The Dead’” (pp. 178-205)	QUIZ 18
WEEK THIRTEEN		Course Evaluations TBA	
35	M Nov 25	TBD	QUIZ 19
November 27-December 1, 2019 — THANKSGIVING BREAK			
WEEK FOURTEEN			
36	M Dec 2	Bressler, <i>Literary Criticism</i>, Chapter 9 “Cultural Poetics/New Historicism”	QUIZ 20
37	W Dec 4	Schwartz, New Historicism Reading: “Living History in ‘The Dead’” (pp. 150-177)	
38	F Dec 6	<i>Major Analysis Workshop</i>	
WEEK FIFTEEN			
39	M Dec 9	Major Analysis DUE (paper & online subm.)	
39	M Dec 9	FILM: Gocsik, Writing about Movies, Chapters 1-3 (pp. 3-54) <i>The Dead</i> (film adaptation, 80 min.) DVD 0851	
40	W Dec 11	Gocsik, Writing about Movies, Chapter 4 (pp. 55-100) <i>The Dead</i> (film adaptation, 80 min.) DVD 0851	
41	F Dec 13	<i>The Dead</i> (film adaptation, 80 min.) DVD 0851	
Friday Dec. 20 1:30-4:00		FINAL EXAM <i>(Please find and accept this exam invitation in your email.)</i>	Friday Dec. 20 1:30-4:00