A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Please, click on the following link to access A&M-Commerce Covid 19 Information
https://new.tamuc.edu/coronavirus/

SWK 370: Writing and Technology Skills in Social Work
COURSE SYLLABUS
Fall 2021

Frisco Campus
Tuesdays, 7:20 - 10:00pm
Room: U-139

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

INSTRUCTOR INFORMATION

Instructor: Marta A. Mercado-Sierra, Ph.D.

Office Location: Henderson Bldg. 323E - Commerce Campus

Office Hours: TBD with students the first week of class and by appointment

Office Phone: (972) 377-1665 (Frisco Campus)

Email Address: marta.mercado-sierra@tamuc.edu

*NOTE: **Emails** will be answered within 48 hours following the initial post during weekdays. Emails received on Fridays after 3:00pm will be answered the following Monday. **Voice messages** left in Commerce Campus office phone will not be accessed; please send an email to the address above.*

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:
American Psychological Association. (2020). *Publication manual of the American*

Psychological Association (7th ed.). https://doi.org/10.1037/0000165-000

Brown, Brené. (2017). *Braving the Wilderness.* Random House.

Other required readings or digital materials for each week/unit will be available in the corresponding weekly folder in Brightspace (D2L).

Software Required:
Microsoft Office 365
Instruction to acess free as TAMUC student:
https://inside.tamuc.edu/facultystaffservices/academictechnology/_documents/Office-365-Students.pdf

IMPORTANT:
A Laptop, tablet or smart phone with a word processor is required for every class during the semester. If you do not have any of these equipments, please, inform the instructor to make arrangements.

Supplementary Sources:
Web Links
APA Style_APA Website

Perdue OWL APA Online Writing Lab

Books
The Columbia Guide to Social Work Writing

Writing Clearly for Clients and Colleagues: The Human Service Practitioner´s Guide

Professional Writing for Social Work Practice (2nd Ed.)

Professional Writing Skills for Social Workers

Writing Skills for Social Workers

Social Work Documentation: A Guide to Strengthening Your Case Recording

COURSE DESCRIPTION

This course will provide the students with a generalist approach to theories, concepts and skills required to develop a methodology for writing and using technology in case management and social work practice in ever changing systems. A continuum of support systems and agency resources will be explored to allow the student to gain insight into the needs of agencies as practice based settings. The students will explore statistical basics, interdisciplinary collaborations and ethical dilemmas, as well as think critically about and array of political, social, institutional and personal issues affecting practice. These issues will be used to develop writing and technology skills that impact the student, employees and clients of Social Service Agencies. Prerequisites: Math 141, 175, or 179, 6 sh. In US Sciences, SWK 225, 250, and 275. Concurrent enrollment: SWK 322, 328, and 329. This course is restricted to social work majors.

Course Objective(s):
While this course is an overview and assessment of the writing and research methods used by Social Workers, it will build a base for the practical application of the software packages most frequently used in social services agencies. The understanding of research methods and how they are used in developing practice, ethical and practical issues, data collection and preparation, analytical techniques, and introduction to the computer and computer software, and evaluation research are some of the topics to be covered.

This course is intended to introduce the student to the field of quantitative data analysis using appropriate descriptive and inferential statistical techniques and writing in the style of the American Psychological Association (APA). The course focuses on types of data that are found in contemporary Social Work research and practice.

Overcome the "fear of writing" many students have by gaining an understanding and appreciation of basic logical deductive principles involved in the analysis of content.
1. Know the information sources available in the library and other sources.
2. Understand and use the library to obtain information from various sources.
3. Develop an understanding of writing an academic paper using the writing style specified by the Publication Manual of the American Psychological Association.
4. Develop and complete narrative/writing that is fact-based and rich with assessment based on clients strengths and needs.
5. Identify and apply social work values and professionalism.

Relationship to other Courses:
This course provides a foundation for writing competency needed in all other social coursework.

Program Goals:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education, and lifelong learning.
3. Develop student capability to improve human service delivery systems and promote social justice.
4. Socialize students to the profession of social work.

Core Competencies:
Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above, need to demonstrate the following ten competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly
Competency 2.1.2 Apply social work ethical principles to guide professional practice
Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments
Competency 2.1.4 Engage diversity and difference in practice
Competency 2.1.5 Advance human rights and social and economic justice
Competency 2.1.6 Engage in research-informed practice and practice-informed research
Competency 2.1.7 Apply knowledge of human behavior and the social environment
Competency 2.1.8 Engage in policy practice to advance well-being and deliver services
Competency 2.1.9 Respond to contexts that shape practice
Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

Practice Behaviors:
Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that compromise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the ten competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies. Content and assessment in this course reflects the following practice behaviors:

2.1.3.3 Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues
2.1.3.4 Demonstrate effective written communication in working with individuals, families, groups, organizations, communities and colleagues

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students taking this course are expected to have the minimal skills in:
- Grammar
- Word Processing (Microsoft Word or Word Perfect)
- WEB Browsing

Instructional Methods

Teaching Philosophy: Team-based Learning

Much of what students learn in the classroom is through: the level of effort contributed by the individual (engagement), and the learning community that is created through shared ownership and contributions of the collective. This means that we **come prepared** to join in the classroom learning experience by having our readings and other work completed. We also take responsibility for completing assignments in a competent and timely manner. However, much more than this, it also means that we each take a **shared responsibility** for the growth and professional development of each of the individuals in our learning community.

Grounded on this perspective, this class is facilitated according to several pillars of the Team-based Learning (TBL) approach. In team-based learning, students are assigned strategically to a permanent team, which participate in discussions and application activities throughout the semester. (*Note: team meetings might be necessary out of class time*). TBL also encourages a mid-term and end of term course assessments as well as a self-examination and peer assessments.

Teams of 4-7 members are formed strategically considering students' assets and liabilities in relation to the course content. The number of students assigned to a team in this course will depend on the total of students registered. The team activities are designed to **foster critical thinking and instructional engagement**. The permanent team strategy creates a sense of belongingness and connectedness within team peers. It also offers the opportunity to learn together by learning about and from each other throughout the semester.

To guarantee an **effective learning community,** each team member will assess their peers and complete a self-examination on their performance at mid-term up to date. Each team will also assess the development of the course at this time. The same

assessment process will be repeated at the end of the semester. Further details on team-based learning will be shared on the first day of class.

Student Responsibilities or Tips for Success in the Course

Students' Engagement Policy
Class participation has three components:
- appropriate interactions with classmates,
- active involvement in-class activities, and
- attentiveness

Students will engage in class, reflecting responsibility, inherent in the development as a social work professional. Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement. Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes, and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – engagement. Engagement is defined as meaningful involvement in interactions with instructors, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment) among other possible venues. Within the classroom setting, whether virtual or Face-to-Face (F2F), students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a F2F course when appropriate, interacting with peers in posted discussions and collaborating in interactive group projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester. Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter the semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative that students communicate consistently and frequently with the instructor. If, for any reason, a student is not able to complete assignments or actively engage in the course, the student MUST reach-out to the instructor and let him or her know.

GRADING

Assessments (80% *of the grade*)	Value
Self- Identification Form	5
Activities (points vary per activity)	150
Braving the Wilderness Book Club Gatherings	100
Literature Review Paper (Final Paper)	100
Team Peer Assessments	15
Mid and End of Term Course Assessments (5 pts. each)	10
TOTAL POINTS	380
Engagement (20% of the grade)	100

Grading Scale

90-100% of points = A
80-89% of points = B
70-79% of points = C
60-69% of points = D
Below 60% = F

ASSESSMENTS

Self- Identification Form (5 pts.)
Students will complete a Self-Identification form on the first day of class. Students will state general information on their student status, availability, contact information and respond to questions on writing and technology skills.

Writing Exercise (25 pts.)
Students will write a short reflection of 500 words on an assigned topic. The objective of this activity is to assess the strengths and areas of potential development of students writing skills.

Solo Activities (150 pts.)
Students will complete activities individually over the semester. The solo activities will help students develop the Literature Review paper due at the end of the semester. Each activity is assigned a different value totaling 150 points.

Book Club Gatherings (100 pts.)
Students will read *Braving the Wilderness* by Brené Brown during the semester. Peers will discuss the assigned chapters and how they related to the NASW Code of Ethics during one hour of 4 class sessions. Individual contributions to each discussion will be considered. Individual team members who do not engage in the discussion meetings will incur in a low grade. Further instructions will be provided in a rubric.

Literature Review (100 pts.)
Students will write an individual paper of **1,600 to 1,800**-word count, providing current statistics and a review of the literature on a specific social issue/problem. This is an academic paper and the expectation is to complete the paper as such. The paper must follow **APA style and format** according to the *Publication Manual of the American Psychological Association (7th ed.)*. Content, structure, and other specifications are provided in the assignment rubric.

Peer ASSESSMENTS (15 pts.)
Complete a Peer Assessment form for each peer at the end of the semester. Students may receive up to 15 points based on the average of all the evaluations received from team peers. If students do not submit the assessments on their peers, the said student will not receive their corresponding points. The assessment form is available in Brightspace for review. Students will also complete an assessment form to self-examining their performance in the class; however, this assessment will not be averaged to the peer assessment points received by peers.

Mid and End of Term Course Assessments (10 pts.)
At mid-term, students will share in their teams how they understand the course is developing and offer recommendations to build a stronger learning community. For example, what activities help them learn the material better, recommendations for the instructor and students. At the end of the semester, students will offer a general assessment of the course and offer recommendations for future semesters.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

Interaction with Instructor Statement

Instructor will respond to email queries within 2 business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedur
es/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-
Commerce campuses. Report violations to the University Police Department at 903-
886-5868 or 9-1-1.

Department or Accrediting Agency Required Content

Engagement Policy

Final Evaluation and Grade Depends on both Classroom attendance and Participation
Inadequate participation or lack of required time commitment in each class significantly
affects students' grades. No matter the course venue, students must engage in a
comparable amount of time. Expectations of both Face-to-Face classes and those with
Online components include time spent reading and studying course material.
To earn a level of competency within a specific course, students must demonstrate both
mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments
such as written papers, group project deliverables, tests/quizzes and other tangible
products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building
human relationships – which is defined as engagement. Engagement is defined as
meaningful involvement in interactions with instructor, peers, outside stakeholders as
appropriate (such as contacting a social worker to interview for a required assignment).
Within the classroom setting, whether virtual or F2F, students must actively participate
in 80% of engagement activities as outlined by individual instructors. These activities
can include participation in a live, synchronous virtual classes, attending a Face to Face
course when appropriate, interacting with peers in posted discussions and collaborating
in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet
the threshold of active engagement 80% of the time during a semester.
Instructors are experts in each course content area and set the standards for students
to meet for successful completion of the course.

As we enter the Fall semester, we are all working under stresses and strains related to
the COVID-19 pandemic. It is imperative we communicate consistently and frequently.
If, for any reason, you are not able to complete assignments or actively engage in the
course, you MUST reach out to your instructor and let him or her know.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics.*

University Code of Conduct *located in the Student Guide Book at* http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf (pp 34- 66). On the University Website under Campus Life Documents
To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct
"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offenses by being referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35).
Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at https://www.socialworkers.org/pubs/code/code.asp) on the NASW website: https://www.socialworkers.org

COURSE OUTLINE / CALENDAR

Weeks	Content Topics and Materials	In-Class Activities	Major Assignments Due Dates
Week 1 Aug. 31	**Intro to the Course:** Description, Objectives, Structure, Policies, Assignments & Schedule **Required reading and prep work before class:** • Syllabus **Use of Technology/Software/Apps:** • Bring tablet or laptop to class • Access D2L • Access Microsoft Office 365	**Activities:** Introductions & Course Expectation **Self-ID Form** **Writing Exercise**	
Week 2 Sept. 7	**Topics:** Writing Process & Academic Writing **Required reading and prep work before class:** • See Week 2 Folder in D2L	**Activity:** Writing a Thesis Statement	
BSW ASSEMBLY (required) Thursday, September 9th 10:00 AM - 2:00 PM Sam Rayburn Student Center at Commerce			
UNIT 1: INFORMATION LITERACY, ACADEMIC WRITING & TECHNOLOGY			
Week 3 Sept. 14	**Topic:** Overview APA Style & Format **Required reading and prep work before class:** • See Week 3 Folder in D2L	**Activity:** Identifying Reliable Sources of Information	
Week 4 Sept. 21	**Topics:** Searching, Evaluating & Selecting Reliable Sources of Information and Use of Data Bases **Required reading and prep work before class:** • See Week 4 Folder in D2L	1st Book Club Gathering **Activity:** Dissecting an Academic Journal Article	
Week 5 Sept. 28	**Topics:** Organizing, Citing & Referencing Sources of Information **Required reading and prep work before class:**	**Activity:** Reference List	

Weeks	Content Topics and Materials	In-Class Activities	Major Assignments Due Dates
	• See Week 5 Folder in D2L		
Week 6 Oct. 5	**Topics:** Avoiding Plagiarism: Crediting Sources of Information (Citing) **Required reading and prep work before class:** • See Week 6 Folder in D2L	2nd Book Club Gathering **Activity:** Annotated Bibliography	Submit: Annotated Bibliography **Due: Oct. 10; 11:59 PM**
Week 7 Oct. 12	**Topic:** Writing Strategies & Tools: Paraphrasing and Quoting **Required reading and prep work before class:** • See Week 7 Folder in D2L	**Activity:** Paraphrasing	
Week 8 Oct. 19	**Topic:** Writing Strategies & Tools: Outlining and others **Required reading and prep work before class:** • See Week 8 Folder in D2L	**Activities:** Cont. Paraphrasing, Revise Thesis Statement & Develop Outline	
Week 9 Oct. 26	**Topics:** Diversity & Difference in Writing and Ethical Responsibilities and Dilemmas in Writing **Required reading and prep work before class:** • See Week 9 Folder in D2L	3rd Book Club Gathering **Activities:** Bias in Writing Mid-term Course Assessment	
Week 10 Nov. 2	**Topic:** Presenting Research Data **Required reading and prep work before class:** • See Week 10 Folder in D2L	**Activities:** Developing Charts/Graph & Work on Literature Review	Submit Lit. Review Draft **Due: Nov. 7; 11:59 PM**
Week 11 Nov. 9	**Topics:** **Required reading and prep work before class:** • See Week 11 Folder in D2L	**Activity:** Work on Literature Review	

Weeks	Content Topics and Materials	In-Class Activities	Major Assignments Due Dates
Week 12 Nov. 16	**Topics: Proofreading and Editing** **Required reading and prep work before class:** • See Week 12 Folder in D2L	**Activity:** Work on Literature Review	Literature Review Paper **Due: Nov. 21; 11:59 PM**
**UNIT 2: PROFESSIONAL WRITING**		
Week 13 Nov. 22-26	**THANKSGIVING RECESS November 24-26**		
Week 14 Nov. 30	**Topic:** Professional & Administrative Writing **Required reading and prep work before class:** • See Week 14 Folder in D2L	4th Book Club Gathering **Activity:** Writing a Profesional Email	Peer Assessments **Due: Dec. 5; 11:59 PM**
Week 15 Dec. 7	**Topic:** Documenting Micro and Mezzo Interventions & Macro Practice Documents **Required reading and prep work before class:** • See Week 15 Folder in D2L	End of Term Course Assessment	
Week 16 Dec. 14	**No class meeting**		

IMPORTANT DATES:

Sept. 9th	BSW Assembly
Sept. 15th	Census Day & Last Day to Drop, 100% Reimbursement
Sept. 27th - Oct. 8th	Early Intervention
October 21st - 23rd	NASW-Texas Annual Conference
October 25th	Midterm Grades Due
November 4th	Last Day to Drop
November 4th - 7th	CSWE Annual Conference
December 10th	Last Class Day
Dec. 11th - 17th	Finals Week
December 20th	Grades Due