

# English 1C – Critical Thinking and Composition

 [english1cjung.blogspot.com](http://english1cjung.blogspot.com)

## Course Objectives

This course focuses on the development of critical thinking skills. Students will apply these skills to the analysis of written arguments in various forms and genres, both classic and contemporary, and to the writing of effective persuasive essays. Students will learn to evaluate and interpret data, to recognize assumptions, to distinguish facts from opinions, to identify and avoid logical fallacies, to employ deductive and inductive reasoning, and to effectively assert and support argumentative claims

## Required Texts & Materials

- Rottenberg, Annette and Winchell, D. *Elements of Argument*. ISBN 978-1457662362
- Heller, Zoe. *Notes on a Scandal*. ISBN 978-0312421991
- A stapler with staples

## Requirements and Grading

Participation – In Class AND online: 20%

200 participation points for the semester are possible and are assigned according to the regularity and detail with which you contribute to class discussions of our reading. Participation in class is absolutely required.

Substantial participation on a regular basis: 200

Frequent participation, sometimes substantial, other times less so: 170

Occasional, infrequent participation: 150

Virtually inexistent participation: 130

From this base score, some deductions are possible.

Disrupting class (see policies below): -10

Failure to participate in daily writing activity or group discussion activity: -20

Five Essays: 80%

You will write five essays in this class, with Essay 5 being a substantial revision of Essay 3. Essay 3 will itself be a complete and finished product, not a mere beginning or plan.

**IMPORTANT:** You must submit each of the five essays **electronically** to [www.turnitin.com](http://www.turnitin.com) **BEFORE** the deadline for it to be considered on time. No hard copies are accepted. If you come to class on a due date without having submitted your essay online, do it within the next 24 hours for late credit.

All essays should be between 1,000 -1,250 words in length. Double-space, page-number, and use one-inch margins. Use only Times New Roman font of size 10 or 12.

**When you revise your Essay 3** to create Essay 5, you must use a “Track Changes” feature such as the one included with Microsoft Word. A Track Changes feature shows the changes you make (strikes out the words you delete and puts **new words** in color). Make sure you figure out

how to do this in advance. I will demonstrate in class. Don't start to revise your essays without turning on the Revision feature. You will submit the revised Essay 3 in its marked up form as Essay 5 to turnitin.com just like all the others.

**NOTE: Due dates on turnitin aren't accurate. Use the due dates here on the syllabus.**

To set up your turnitin account, click here and select Student from the menu that appears.

- Log in to [www.turnitin.com](http://www.turnitin.com) and follow the instructions. They are self-explanatory, but you can get help from the [Student Quickstart Guide](#) if necessary.
- You will need two pieces of information to use the site:
  - Class ID: 14317904
  - Password: spring
- Only send through the site mentioned above, not through regular email.
- This site also lets you view your current grades.

### Reading and Essay Deadlines

You must *complete* each reading assignment by the date listed below. Check the exam dates carefully and be sure that you will be in town and in class (no leaving early for vacation). I don't give alternate dates for exams, so if you miss them you will lose those points.

All dates are subject to change. **Additional reading and writing assignments will be given throughout the semester** and form part of your grade as well. They will be announced in class and published on the class website. You are responsible for checking the class site (listed at the top of the syllabus) on a regular basis so that you will be aware of any such additional assignments.

Essays are always due to turnitin.com at 5:00 PM exactly. The computer will mark late any essay submitted even seconds after 5:00 PM, and they will be graded as late essays. If this concerns you, submit your essay at least a day early and it will never be a problem.

Date	Readings to Complete Before Class / Due Dates for Essays
13-Feb	Intro
27-Feb	Activities in class
6-Mar	Activities in class. Read online " <a href="#">A Flock of Lawn Flamingos by Pat Murphy</a> " (see class blog site for the link)
13-Mar	Essay 1 is due at 5PM
20-Mar	Rottenberg: p. 35, 39-40, 43-58, 96-103. Submit link to your DUI ad before class.
27-Mar	Rottenberg: p. 119-125. View <i>Notes on a Scandal</i> in class.
3-Apr	Finish reading <i>Notes on a Scandal</i> . Rottenberg: p. 149-151

17-Apr	Rottenberg: p. 174-187 and 200-204 Essay 2 is due at 5PM
24-Apr	Activities in class
1-May	Rottenberg: p. 247-250. Discuss Parker/Hulme annotated bibliographies with group in class..
8-May	Activities in class. Essay 3 is due at 5PM.
15-May	Rottenberg: p. 262-263; 285-288. Parker/Hulme Presentations in class.
22-May	Rottenberg: p. 296-298; 309-318; 321-332. Parker/Hulme presentations finished in class.
29-May	HOLIDAY, Essay 4 is due to turnitin.com at 5PM
5-Jun	Activities in class. Essay 5 (revision of Essay 3) is due at 5PM

### Instructor Information

Dr. Jeff Jung

Email: [jjung@elcamino.edu](mailto:jjung@elcamino.edu)

If you email me, please begin by identifying who you are. Please realize that I do not respond to emails asking about anything already contained on the syllabus or class blog site.

Office location and hours: Humanities 121P. Office hours: M 5:30-6:00p.m. / T 6:00 p.m.-6:30p.m. / W 6-8 p.m. / Th 11 a.m. - 1 p.m.

### Internet Access

You will need to have regular access to the Internet to complete this class. Computer labs are available on campus, and access twice per week should be enough. During most weeks, I will post discussion questions for the upcoming class. You will not be required to write anything in preparation, but we may have in-class writings based on these posts, so checking the website will help you be prepared. You will also use the website to read announcements, download lost or missed handouts, submit your writing assignments, and access your grades.

The address of our class website is at the top of the syllabus. If you forget it, go to El Camino's home page, then browse to the section for faculty pages and click on my name.

### Absence Policy

In keeping with policies set by the college and the state, any student who misses four consecutive sessions will be dropped from the class. Beyond that rule, you have full liberty to attend or not attend, keeping in mind that a large component of your grade is participation.

As a rough guide, **anyone missing more than three sessions will find** it difficult to receive a decent participation score, which **is necessary to pass the class**. Again, grades are based on

*participation*, not on *attendance*, which means that attending without participating will not have any positive effect on your participation score.

You have sole responsibility for knowing of any announcements, assignments or changes to procedure that occur when you are absent. Find out by asking classmates or checking the class blog site, but do not email to ask me, as I will just refer you to the class blog site.

Students who decide to drop are responsible for dropping a class within the deadlines published in the class schedule. Students who stop attending but do not drop may receive a failing grade.

### **Tardiness and Classroom Access Policy**

Be aware that I will lock the classroom door shortly after class begins each day (with a few exceptions, mentioned below). If you are locked out, please do not disrupt the class by knocking at the door or pressing your face against the window. Please do not defeat the purpose of this rule by opening the door for those who get locked out or propping open the door.

We will always have a 15-minute break half-way through class, so late arrivals can enter then.

This also means that if you need to leave class while it is in session, you must take your belongings as you will not be able to reenter until the end of class (or the break). I also request that if you must leave class early, you advise me beforehand and sit near the door so that you will not cross in front of me when exiting.

However, it is acceptable to enter/exit while videos are being viewed or during group work.

If there is a medical reason that you cannot stay in your seat for an hour at a time, please see the statement on Americans with Disabilities below.

This policy means that anyone whose schedule does not or *might later* not permit arriving regularly on time should try a different class.

*Please understand that having paid for this class does not entitle the student to enter and exit at whim, nor to catch up on meals or sleep (no food or sleeping in class). Other students have paid for the class too, and they are paying for an experience free from distractions, in which students collaborate in the learning process. This collaboration starts with showing up on time and staying focused on the activity in progress.*

### **Electronic Device Policy**

A classroom full of students preoccupied with their electronic devices is not a productive learning environment. It creates an atmosphere of indifference, distracts other students and the instructor, and inhibits interaction. For these reasons, electronic devices – including cell phones, laptops, music players and the like – are not to be used or visible during class. This includes under-the-table texting. If you have a truly emergent situation and need to be reachable at all times, please discuss it with me before class starts and we can make an exception. As well, if you are using an electronic device to access your textbook or other class materials, please let me know. If this is not suitable, you should not take this class. If you violate this policy, you will be asked to leave class for the rest of the day. If it happens a second time, you will need to schedule a hearing with the Dean of Students to determine if you will be allowed to

continue in this class.

**Americans with Disabilities Act (ADA):** If you have a documented disability and wish to discuss academic accommodations, please let me know. You may speak to me after class, during my office hours, or by phone or email. Your privacy will be protected. You are also encouraged to contact the Special Resource Center on campus (310-660-3295) to discuss what accommodations and services are available.

**Plagiarism:** An enormous amount of reference material exists for our readings in class. It is illegal and unethical to reproduce the words OR ideas you may find in these materials, presenting them as your own thoughts. Your written work is to consist of your own findings exclusively. Students who plagiarize the work of others in any written assignment will receive a zero for that assignment and be reported to the Dean of Students for disciplinary action. Such plagiarism is extremely easy to detect. El Camino College places a high value on the integrity of its student scholars. When an instructor determines that there is evidence of dishonesty in any academic work (including, but not limited to cheating, plagiarism, or theft of exam materials), disciplinary action appropriate to the misconduct as defined in BP 5500 may be taken. A failing grade on an assignment in which academic dishonesty has occurred and suspension from class are among the disciplinary actions for academic dishonesty (AP 5520). Students with any questions about the Academic Honesty or discipline policies are encouraged to speak with their instructor in advance.

**Title IX:** You should know that if you reveal gender-based or sexual harassment, sexual assault, stalking or intimate partner violence to any instructor, we are required by law to report the problem to the Office of Staff and Student Diversity. However, psychologists are not required to report to the Office of Staff and Student Diversity. You can call the Student Health Center at 310.660.3643 or visit their website: <http://www.elcamino.edu/student-services/health>.

## **Essay Assignment Descriptions**

### **ESSAY #1**

Write a thesis-driven essay of about 1,000-1,250 words. You have three options.

#### **Option 1 -- The Law of Attempt Crimes and *Minority Report***

The opening scene of *Minority Report* presents the pre-crime program and its ability to stop a crime before it happens as a good thing. The system is portrayed in its most favorable light since it seems difficult to dispute that justice was served. For the purposes of this essay, adjust the scenario to a more realistic one where instead of clairvoyant precogs, the police get their information from a human informant. Specifically, a friend of the family's sees the wife's lover enter the house after loitering around the yard, also sees the husband outside spying and then reentering. This friend calls the police and warns them of an impending homicide. The police respond just as in the movie.

Write an essay arguing in favor of or against the police intervention according to the scenario just described. Consider both the manner of intervention and the question of whether they

should have intervened at all. Challenge the opposing view in the course of your response -- if the opposing view were embraced, what absurd consequences could result in other analogous scenarios? Also anticipate and refute the objections that the opposing view will make to your argument. Research and use other cases where an arrest is made for an “attempted” crime to support your view by arguing from analogy. Cite all sources.

### **Option 2 -- The Right Against Unreasonable Search-Seizure and *Minority Report***

Research a modern method by which the U.S. government invades the public’s privacy for the purposes of crime prevention. Argue whether or not it is justified. In the course of your argument, make comparison to the “spyderys” from *Minority Report*, either arguing that the method you’ve chosen is less invasive than the spyderys and therefore acceptable, just like the spyderys and therefore acceptable, or more invasive than the spyderys and therefore unacceptable (obviously, depending on your view of the spyderys). Also, make comparisons to at least one other text concerning an instance of U.S. government (or police) invasion of privacy. The “other text” can be a newspaper article, legal case, or movie. Some sample cases (you don’t have to use these) follow:

[People v. Adami](http://law.justia.com/cases/california/court-of-appeal/3d/36/452.html) <http://law.justia.com/cases/california/court-of-appeal/3d/36/452.html>

[People v. RIZZO](http://www.casebriefs.com/blog/law/criminal-law/criminal-law-keyed-to-lafave/attempt/people-v-rizzo-3/) <http://www.casebriefs.com/blog/law/criminal-law/criminal-law-keyed-to-lafave/attempt/people-v-rizzo-3/>

[UNITED STATES v. GLADISH](http://caselaw.findlaw.com/us-7th-circuit/1155016.html) <http://caselaw.findlaw.com/us-7th-circuit/1155016.html>

Cite all sources.

### **Option 3 -- Uber, AirBnB, and the Right to Free Use of Property**

Consider the resource-sharing organizations AirBnB and Uber, both of which are under attack by attempts to ban them. Write an essay in favor of banning *one* of these two services while arguing against a ban for the other one. Support your essay with research as to the usage, laws, reactions, and experiences pertaining to these services. Again, your essay **must** support one of those two services and attack the other (failure to follow this fundamental direction = a failing grade). Carefully explain what distinguishes the service you support from the one you don’t. Cite all sources.

### **ESSAY #2 -- Narrative Spin and Scapegoating**

Write an essay of about 1,000-1,250 words supporting the following specific thesis: “The film adaptation of Zoe Heller’s *Notes on a Scandal* minimizes disapproval of female child molesters by altering its source in two ways: creating substantially greater sympathy for Sheba, and focusing the audience’s moral disapproval on Barbara as a scapegoat instead.”

Your grade depends on your ability to develop and organize your response to that specific thesis. Throughout, focus on specific changes the film made to its source in creating sympathy for Sheba and detracting it from Barbara.

### **ESSAY #3**

This essay must be 4-5 pages, not including the Works Cited page, which must be included but does not count as a “page.” Your essay must be argumentative, well organized, demonstrate an ability to support a claim using analysis and elements of argumentation, and integrate primary and secondary sources.

You **must** use at least three sources without relying too much on any single source; rather, synthesize the source information and be sure to address issues of bias, credibility, and relevance in all sources.

A successful essay will employ inductive and deductive reasoning, analysis of cause and effect, logos, ethos, and pathos, and the recognition of formal and informal fallacies in language and thought. Use MLA format for the document, in-text citations, and Works Cited page, and integrate quotations and paraphrases using signal phrases and analysis or commentary. Remember to use transitions effectively, and to use correct grammar, spelling, and punctuation.

### **Option 1 -- Overzealous Prosecution vs. Respect for Law and Order**

Write an opposition argument to the article "In San Diego's BofA Case, Chalk One Up for the Jury System" on page 556 of *Elements of Argument*. Your opposition should 1) critique the writer's arguments by evaluating their strengths and weaknesses, using concepts such as *logos*, *pathos*, *ethos*, problems with definition, logical fallacies, and use of language. Then 2) present your own views about the proper solution for the problem that the author describes, and *support* that solution with reference to outside sources and your own *logos*, *pathos*, *ethos*, analogies, etc. Use at least three outside sources. Possible uses of your sources might be to compare with other graffiti cases, explore the state of the law, further investigate this story, or fact-check arguments.

### **Option 2 -- Medical Ethics**

Write an opposition argument to the article "An Unjust Sacrifice" on page 232 of *Elements of Argument*. Your opposition should 1) critique the writer's arguments by evaluating their strengths and weaknesses, using concepts such as *logos*, *pathos*, *ethos*, problems with definition, logical fallacies, and use of language. Then 2) present your own views about the proper solution for the problem that the author describes, and *support* that solution with reference to outside sources and your own *logos*, *pathos*, *ethos*, analogies, etc. Use at least three outside sources. Possible uses of your sources might be to compare with other cases of medical ethics, explore the state of the law, further investigate this story, or fact-check arguments.

### **Option 3 -- The Limits and Meanings of Religious Freedom**

Write an opposition argument to the article "College Life versus My Moral Code" on page 165 of *Elements of Argument*. Your opposition should 1) critique the writer's arguments by evaluating their strengths and weaknesses, using concepts such as *logos*, *pathos*, *ethos*, problems with definition, logical fallacies, and use of language. Then 2) present your own views about the proper solution for the problem that the author describes, and *support* that solution with reference to outside sources and your own *logos*, *pathos*, *ethos*, analogies, etc. Use at least three outside sources. Possible uses of your sources might be to compare with other cases of religious freedom in conflict with campus life, explore the state of the law, further investigate this story, or fact-check arguments.

### **Option 4 -- Statistics and Ambiguous Language**

Find three examples of statistical studies in which problems of interpretation could arise from *ambiguous definitions*. Example: A study showing that 75% of English major graduates are

successful after college. "Successful" is not defined and could lead to meaningless results. Example 2: A study showing that 30% of homes in a neighborhood contain at least one criminal. What is a criminal? Does that include people who speed, who walk their dogs off-leash, who were cited for a noisy party, who littered? Once you have found the three statistical studies (and each study may have multiple problems), write an essay discussing the ambiguous language, explaining how it could distort the findings, and attempting to solve the situation either by proposing better language or by providing useful definitions for the language used. The three studies are the three outside sources you're required to use for this essay, though you can use more.

#### **ESSAY #4 -- The Causes of Matricide in the Murder of Honora Parker**

This essay will be based on the in-class "Parker/Hulme" activity that will take place between during April and May. That activity is described below.

When Juliet Hulme and Pauline Parker of Christchurch, New Zealand murdered Pauline's mother, Honora Parker, their deed sparked countless theories as to why the crime happened. Some targets of blame were Juliet's mother, Juliet's father, Pauline's father, Pauline's mother herself, Pauline's criminal nature, and Juliet's criminal nature. Though the truth is undoubtedly a mixture of these or perhaps other factors altogether, for the purposes of this essay you will work in a group to convince the rest of the class that one of the above targets is the principal object of blame. If you choose one of the parents, your "target" will simply be that parent, and your goal to prove that the target was legally negligent in a way that makes him/her liable for Honora's death. If you choose Juliet or Pauline, your goal is specifically to prove that she was not legally insane (and you will have to start by researching and presenting your specific definition of what "legally insane" means).

Your argument must be supported by a variety of sources and must touch on certain specific areas as detailed below. You will work with your group first to develop a plan and a reading list of sources to be studied. Finding those sources is part of the assignment. Then you will build an electronic presentation using Microsoft Powerpoint or similar software to be presented to the class. Other groups will then be given the opportunity to question and challenge your arguments, and you will have the chance to defend them. Your critics may question your logic, your support, and the quality of your sources. For this latter reason, your presentation must contain hyperlinks to its sources in case a critic requests to see and evaluate the source of your information. You must learn how to use presentation software and create the hyperlinks to your sources on your own. This will not be covered in class -- the problem-solving required here is part of the assignment too.

I recommend the following two starting points. First, read the article at <http://christchurchcitylibraries.com/Heritage/Digitised/ParkerHulme/Page23.asp> for a concise summary of the case. Then explore the extremely comprehensive site, <http://www.adamabrams.com/hc/>, which contains a wealth of information about the case (and the movie based upon it) with sections 7 and 3 focusing the most on the real-life events. The site also contains links for further investigation, a section on other fictionalizations of the case, and all manner of other resources. From there, read other links either from the adamabrams site or via google. Each person should invest 3-5 hours reading and compile an annotated bibliography, i.e., a list of sources with a brief summary of how each source will be useful in defending your argument. For samples of annotated bibliographies, use google or see



<http://www.easybib.com/guides/annotated-bibliographies/>. Your annotation should be geared toward showing your team how each source would be useful in the presentation. Finally, each person also needs to view independently the film, *Heavenly Creatures* ([available for streaming on Amazon](#)). Be careful to remember that the film is a fictionalized version of the events -- part of the assignment is distinguishing truth from fiction so make sure you are clear on the facts before you watch the film or you will have a hard time of it.

Next, you will meet with your group to discuss your findings and formulate a plan. Present your annotated bibliographies, decide which readings will be used, who will be responsible for reading which texts, how the argument will be divided up, who will work on each part of the argument, and how the final product will be assembled.

Each presentation must include the following elements:

- a) It must show a thorough knowledge of the real-life events and how the facts support your argument -- every reference to a fact must be hyperlinked to its source. Example: It was revealed in *The Times* on 8/4/56 that Pauline's father beat his wife frequently and encouraged Pauline to disrespect her. . . .
- b) It must refer to at least one scientific theory (from psychology, sociology, child-raising, education, medicine or other field) and demonstrate how the theory helps make your argument more convincing. Example: The child behaviorist Ted Townson has argued that children who witness their father assaulting their mother may develop feelings of anger toward the mother because they feel unprotected by them. . . .
- c) It must refer to at least one legal case (from any country) to demonstrate by analogy to that case why it should be possible to hold your "target" legally responsible for Honora's death (or for Pauline/Juliet, why she is not legally insane). Example: In the case of *Kramer v. Kramer*, the court found that a parent can be held responsible for the criminal actions of their minor child only if it is proven that more adequate supervision would have prevented the crime. . . .
- d) Since most people base their understanding of the Parker/Hulme murder entirely on the movie *Heavenly Creatures*, your presentation must discuss any differences between the film and reality that could prevent your audience from perceiving your target's responsibility. Example: Contrary to what is depicted in *Heavenly Creatures*, Mrs. Parker never showed any interest in Pauline's school and in fact encouraged her to drop out -- the film misleadingly creates a sympathetic picture of Mrs. Parker she does not deserve. . . .
- e) Your presentation must be prepared to defend itself against critique. To that end, the last part of your presentation should look at "some possible objections" to your theory and present answers to those objections. Example: Some may feel that Dr. Hulme cannot be held responsible because he had no way of knowing that Pauline had any tension with her mother, but this is incorrect because. . . .

After the discussion, each of you will write your own Essay #4 on exactly the same topic. You are not required to select the same target that you worked on for the presentation. The paper should use at least three reputable sources and not over-rely on one secondary source for most of the information. Rather, it should use multiple sources and synthesize the information found in them. When presenting the sources that helped you form your theory, address any issues of bias, credibility, and relevance in those sources. Obviously, you must use MLA format for the document, in-text citations, and Works Cited page, and you must integrate quotations and

paraphrases using signal phrases and analysis or commentary.

#### Timeline:

- Throughout April: Get background about the case by reading <http://christchurchcitylibraries.com/Heritage/Digitised/ParkerHulme/Page23.asp> and explore <http://www.adamabrams.com/hc>. Then view the film *Heavenly Creatures* and continue to read other sources that you find about the murder. Research sources about the crime itself, scientific theories that could help explain the crime, legal cases that will support finding your target liable, and observations about the film's difference from the real case.
- The week before May 1: Create an annotated bibliography of the sources you think the presentation should rely on.
- May 1: Meet in class with your group to compare annotated bibliographies, form a plan for the presentation, and assign readings and responsibilities to group members.
- May 2-May 14: Create the presentation, corresponding with your group by email or in person outside of class. Each student must speak during some part of the presentation.
- May 15 (or 22): Presentations and debate to be done in class.
- May 29 (a holiday, suggested to submit May 28): Submit Essay #4, arguing for the liability/guilt of your chosen target.

#### **Essay #5**

For Essay #5, submit a substantial revision of Essay #3. This revision should reflect everything learned during the semester with attention to credibility, ethos, logos, pathos, the avoidance of logical fallacies, quality of sources, statistical soundness, precise definitions, persuasive language, and absolute perfection of grammar, spelling, and presentation. It should represent the highest quality of work that you are capable of producing and will be graded at a much higher standard than the original Essay #3 was.

#### **Course Objectives:**

1. Evaluate arguments in terms of bias, credibility, and relevance.
2. Assess an argument's claims by examining assumptions, by differentiating between facts and inferences, by recognizing errors in logic, by analyzing support, and by identifying both explicit and implied conclusions.
3. Recognize and assess argumentative claims embedded in literary works, advertisements, political tracts, and presentations in other media.
4. Express critical viewpoints and develop original arguments in response to social, political, and philosophical issues and/or to works of literature and literary theory.
5. Demonstrate the ability to evaluate electronic sources and databases, to incorporate research from on-line and print media, and to compose unified, coherent, fully supported argumentative essays that advance their claims by integrating primary and secondary sources, and by employing the tools of critical interpretation, evaluation, and analysis.

#### **Student Learning Outcomes:**

Upon completion of this course, students will:

1. Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.

2. Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.
3. Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.

Assessment tool: Essay

### Important Dates

Saturday Classes Begin	Saturday, February 11, 2017
Weekday Classes Begin	Monday, February 13, 2017
Washington's Day Holiday (Campus Closed)	Monday, February 20, 2017
Last Day to Add (Full Semester Courses)	Friday, February 24, 2017
Last Day to Drop/be Eligible for Enrollment Fee Refund (Full Semester Courses)	Friday, February 24, 2017
Last Day to Drop Without Notation on Permanent Record (Full Semester Courses)	Friday, February 24, 2017
Last Day to Apply for Spring Degrees and Certificates	Friday, March 3, 2017
Spring Recess (No Classes)	Saturday-Friday, April 8-14, 2017
Mid-Term Classes Begin	Saturday, April 15, 2017
Last Day to Drop with a "W" (Full Semester Courses)	Friday, May 12, 2017
Commencement	Friday, June 9, 2017
Spring Semester Ends	Friday, June 9, 2017

### Student Resources

On-line tutoring through Net Tutor. See

<http://www.elcamino.edu/library/lrc/tutoring/docs/Online%20Tutoring%20Announcement.pdf>

- Reading Success Center (East Library Basement E-36)

Software and tutors are available for vocabulary development & reading comprehension.

- Library Media Technology Center - LMTC (East Library Basement)

Computers are available for free use. Bring your student ID # & flash drive. There's a charge for printing.

- Writing Center (H122)

Computers are available for free use. Free tutoring is available for writing assignments, grammar, and vocabulary. Bring your student ID & flash drive to save work. Printing is NOT available.

- Learning Resource Center - LRC (West Wing of the Library, 2nd floor)

The LRC Tutorial Program offers free drop-in tutoring. For the tutoring schedule, go to [www.elcamino.edu/library/lrc/tutoring](http://www.elcamino.edu/library/lrc/tutoring). The LRC also offers individualized computer adaptive programs to help build your reading comprehension skills.

- Student Health Center (Next to the Pool)

The Health Center offers free medical and psychological services as well as free workshops on topics like “test anxiety.” Low cost medical testing is also available.

- Special Resource Center – SRC (Southwest Wing of Student Services Building)

The SRC provides free disability services, including interpreters, testing accommodations, counseling, and adaptive computer technology.