EEX 4742: Narrative Perspectives on Exceptionality: Cultural and Ethical Issues
Course Prerequisites: none
Online Course: 3 credit hours
College of Education

Semester: Summer 2024 Session B
Synchronous sessions: Weds 5 pm via Teams
Instructor: Elizabeth Doone, PhD.
Virtual Office Hours: By appointment
Email: edoone@usf.edu

I. Welcome!

Welcome to Narrative Perspectives! This course is full of readings and videos to stimulate your thinking about difficult topics. It is writing intensive with several projects to completed in a condensed summer, but what is learned is so rewarding. Get ready to be involved in discussions, think deeply about issues that plague not only our education system but our society. I am excited about our learning journey and look forward to getting to know your perspectives on differences.

II. University Course Description

This course is designed to offer students a meaningful way to interpret exceptionalities through the personal perspectives of individuals with disabilities, their families, and those who play an educational role in their lives. These perspectives, which also embrace cultural and ethnic diversity, are then used as the basis from which to examine the role of ethics and values in decisions made pertaining to individuals with exceptionalities. As services for students with exceptionalities shift more and more toward inclusive and collaborative models, teachers majoring in this field need to reflect on these changes from multiple perspectives and be prepared for the new ethical dilemmas that they will encounter.

III. Course Prerequisites

None

IV. Course Purpose

The purpose of this course is to allow students to explore the perspectives of those who are othered. It is designed to increase awareness of diversity, the role of ethics in decision making, the power of language and media, as well as provide insight and personal perspectives of those who are othered.

V. How to Succeed in this Course

Since the summer semester is only six weeks long, it is important to review the syllabus and the course projects to create an outline to efficiently manage your time. Review the entire module as soon as it opens, and then set aside time to complete the readings and video viewings prior to the discussion posts and reflections each week. Every Wednesday we will have a synchronous online session for questions, discussions on challenging material and time for group collaborations. The weekly modules contain at minimum a discussion board and a reflection on the material in that module, in addition to the team and individual assignments that build toward the culmination of your Autoethnography on differences and disability. In addition to the weekly module readings and viewings you should set aside time to read your novel and prepare for Disability Representation Project with your team. You will also need to set up an observation or interview and finally you will need to work with your team on your Global Project; therefore, you may need to set aside time on your weekends for working on projects. Begin reading your novel the first week of class to complete and process by the deadline. These are just suggestions to help you break down projects to ensure timely submission and success in the course.

VI. Course Topics

This course will introduce students to the changing paradigm of disability and society as we discuss and share experiences that shape and define our initial attitudes towards others. Students will read, reflect, discuss, process, and then re-examine their values, beliefs and understandings of disabilities by examining the following:

- Foundational perspectives of disability including personal, social, cultural, and political perspectives and how each manifest in a different view and treatment of others.
- A sense of responsibility for use/ choice of language and what it communicates to others.
- Representation of disabilities in literature, mass media and the arts.
- The importance of personal narrative in presenting an insider's perspective and developing an understanding of the shared human experience.
- Development of special education programs' placement options, educational and life-span services for individuals with special needs.
- Self-awareness with regard to values, beliefs, attitudes and behaviors.
- Ability to put into action professed values, believe and attitudes the express concern for others.

VII. Student Learning Outcomes

Course Goals (SLOs): By the end of the course students will be able to:

1.0 Critically evaluate and compare the literary portrayal of persons who are exceptional in two or more cultures. **AP** 4, 5; FLRE 1.E.2

2.0 Reflect on the personal challenges facing individuals with disabilities in our society and identify means by which these are impacted by societal views and values. **CEC** 1.2, CC2K4, CC2K5; **AP** 5, 6; **ESOL** 3, **CF** 4, **FLESE** 1.5,

3.0 Analyze the origin and effects of bias and prejudice towards persons with disabilities. **CEC** CC8K1; **AP** 4, 5; **ESOL** 3

4.0 Analyze the impact of stereotypical views of disability on key litigation, advocacy, and legislation that have influenced the history of special education and the inclusion movement. **CEC** GC1K3; **AP** 4; **ESOL** 3, **FLESE** 1.1

5.0 Analyze and discuss national and state prevalence data to determine the ethical implications of ethnic participation rate in special education programs. **AP** 5, 6; **ESOL** 2

6.0 Examine the interconnection among culture, dominant language proficiency, socio-economic status, family systems, and the school experience. **CEC** 1.1; **AP** 5; **ESOL** 2, 3

7.0 Examine the process by which students are identified as having exceptionalities and placed in specific school settings using multiple perspectives that include the involvement of families, students, and special education teachers highlighting potential ethical dilemmas and implications for professional practice. **CEC** 4.3; **AP** 6, **FLESE** 1.4, 2.1, 2.2,

8.0 Trace the impact of competing philosophical paradigms in research and practice impacting the field of special education. **CEC** GC1K5; **AP** 4,

9.0 Use analytical, conceptual, and creative thinking skills to respond to ethical dilemmas facing individuals with disabilities, their teachers, and families within a range of inclusive settings. **AP** 4, 6; **FLESE** 1.2; CEC 6.1

10.0 Develop a written analysis of one of the principles of the CEC Code of Ethics from the perspective of a professional special educator working with an inclusive setting. **CEC** CC7K5; **AP** 6,

11.0 Write persuasively in ways that promote both the dignity and rights of individuals with disabilities within a variety of settings and situations. **CEC** CC8S5; **AP** 5, 6

12.0 Develop self-evaluative skills and personal reflection skills to evaluate one's own class products. **AP** 4, 6, **FLESE** 3.1, 3.4

13.0 Identify and examine the impact of culture and cultural stereotypes relating to LEP and non-LEP students. **ESOL** 2, 3; **AP** 5,

14.0 Recognize the common human experience **after exploring a range of narratives by individuals with exceptionalities. CF** 5**, CEC** 6.3, **FLESE** 1.5

15.0 Use appropriate language and communication that consider other points of view and respect differences **when addressing individuals with disabilities and those who are marginalized. AP** 2, **FLESE** 3.6

Standards Key
AP – Florida Educator Accomplished Practices (FEAP) from Florida Administrative Code Rule 6A-5.065; CF – USF College of Education Conceptual Frameworks; CEC – Council for Exceptional children Common Core of Professional Standards; ESOL – Florida Performance Standards for Techers of English to Speakers of Other languages FLESE- Florida Exceptional Student Education Standards

VIII. Required Texts and/or Readings and Course Materials

Adams, M., Blumenfield, Chase, D., Catalano, J., DeJong, K., Hackman, H.W., Hopkins, L., Love, B., Peters, M. L., Shlasko, D., & Zuniga, X. (Eds.). (2018). *Readings for diversity and social justice* (4th ed.). New York: Routledge. ISBN-18: 113-805528X

IX. Supplementary (Optional) Texts and Materials

Additional readings and videos as assigned in online modules.

American Psychological Association. (2019). *Publication manual of the American psychological association* (7th ed.). Washington, D.C.: Author. (available at the USF Bookstore or supplemental online access at https://owl.english.purdue.edu/owl/section/2/10/)

Strunk, W., Jr. & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman. (available at Amazon.com) ISBN-13: 978-0205309023)

X. Grading Scale

Grading Scale (%)	
97-100	A+
94-96	A
90-93	A-
87-89	B+
84-86	B

80-83	B-
77-79	C+
74-76	C
70-73	C-
60-69	D

Assignments &Grading Criteria:

Reflection Journals	100 points
What is Normal? Paper	20 points
Personal Artifact Experience	15 points
Reflective Observation/ Interview	25 points
Global Citizens Project	60 points
Disability Representation Paper	50 points
Disability Representation Presentation	25 points
Autoethnography	100 points
Total points	**395 points**

XI. Essay and Project Assignments

Assignment **Standards Met**

Class Participation

The expectation for this course is that you actively participate in all on-line/synchronous discussions, activities and group projects. Your success in the course will be determined by your advanced preparation, (reading and/or viewing the required materials in each module) prior to assignment submissions so that you are able to fully participate in all course activities, contribute to class discussions, and make meaningful constructive connections. Wednesday synchronous sessions provide an opportunity to ask questions, engage in discussions about readings and assignments and time to critically reflect on the language used and interactions with individuals with exceptionalities in your natural environment and as presented in the media. This time also provides for opportunities to meet as a team for your Global Project and Disability Representation Project.

***What is Normal?* Paper (20 points)**

You will submit a 3-page paper – entitled *What is Normal?* This paper will be submitted in Module 1 and will address the question: What is normal? **from your perspective**.

You will be expected to define, describe and give examples of what normal is within the human experience and use this as the foundation of your autoethnography. This is one of the few assignments in this course that will not require a reference page since this essay is all about you, your thoughts and beliefs rather than what others say is true. However, if you do refer to others' work (books, articles, movies, TV-shows, songs, etc.) you must cite them per APA within the text and list them appropriately in a reference page.

Personal Artifact Experience (15 points)
You will be expected to share a personal artifact and description of the artifact. A personal artifact is an object that can be used to represent you (your past, present, and/or future self). The object should help to explain who you are, where you come from, and/or where you are going in life. Your artifact will be used as an introduction and shared and will be presented during the Module 1, Wednesday synchronous session!

Reflection Journals **CEC** ; **AP** 5, 6; **CF** 4
(100 points: 5 journals x 20 pts each)
Students will complete weekly reflection journals over the course of the semester (2 -3 pages for each entry). This will help you prepare for your final autoethnographic paper. Journals should include your thoughtful reactions and processing of **all** readings, activities, and discussions in the weekly module. Weekly journals should attempt to process the materials individually and synthesize the connections to the Module topic. Journals should consist of a critical reflection of experiences rather than simply stating readings/activities which were enjoyed or not enjoyed. Feedback will be provided through the Course Canvas using a rubric provided by the instructor. Please review canvas prior to submitting each week in case there are additional prompts to address in your weekly entries.

Reflective Observation/Interview Experience **CF** 4, 5, **AP** 6; **CEC** 6.1
(25 points)
Students have a choice to complete a non-participant observation, a participant observation or to conduct and interview during the semester. This immersive activity should be a new experience and should last for 45 minutes. Be sure to coordinate your observation/ interview with your Disability Representation Team, to build multiple perspectives and insights in support of your presentation. You will keep detailed field notes on your experience noting what you observed, what you thought about what you observed, and how you felt during the observation (with equal emphasis on the three areas) as you write a reflective 4- page narrative.
Observations (participant or non-participant) should be completed independently (e.g., not while having dinner with friends) and in real-world situations (e.g., not artificial situations that you create). Explicit connections to the course material and your disability area or theme are required. Attach your field notes to your paper. This is your chance to connect your understanding of the course material by engaging in a real-life experience. Your **observation** may take place at a location, related to your selected text topic and

your role may be that of a *non-participant* observer (observe the situation only). Or you may choose to be a ***participant* observer** and actively engage in the experience (addressing how you participated, what you thought about as you participated, and how you felt during the activity (with equal emphasis on the three areas).

OR

Interview you may choose to conduct an *expert interview*. An expert interview is a means to gain in-depth insights and knowledge from individuals with specialized expertise or personal experience to gather firsthand insights. Again, the goal is to deepen your understanding for your Disability Representation Presentation and should be coordinated with your team. Your interview protocol and interview responses should be attached to your narrative as you address what your learned in the interview, how the interview changed or deepened your perspective and what surprised you. Please seek approval for your observation location or interview from your instructor. A general guiding interview protocol is attached to the assignment instructions on canvas.

Global Citizens Project **CF** 1, 4, 5; **CEC** 2.1**,**6.2, 6.5, 7.3, **AP** 4, 5, 6

(60 points)

Individuals or small groups (3 – 4) of students will read and respond to a real-world scenario. Based on the scenario you will be responsible for creating a product to address the issues presented in the scenario while synthesizing and creatively applying your learning during the semester. You will need to be sure to address choice of language with an emphasis on respectful language and appropriate terminology, and effective communication strategies for the issue. Additionally, consider media representations of individuals with disabilities and or those who are marginalized and how those often portray stereotypical behaviors while you focus on a means to portray the common human experience of individuals with disabilities. The focus can be on a single disability, a range of disabilities, or all marginalized populations in your school and should include a variety of perspectives. You may choose how to present your response to the scenario to the class. Your "deliverable" should be shared in a 15-minute professional presentation in a synchronous online class and then submitted to the instructor. See attached GCP scenario and rubric.

Disability Representation Paper **CF** 4, 5; **CEC** 1.1,6.3, 7.3, **AP** 4, 5,

(50 points)

Students will select a text about or by a person with an exceptionality from the required reading list and complete an 6-8 page, typed, double-spaced, and properly notated paper (using APA) examining the depiction of individuals with exceptionalities in literature. The paper should be an in-depth examination of how the various perspectives (i.e., personal, societal, cultural, political, ethical) relate to the topic as well as how the

narrative format impacts the story told. This paper should represent a more formal tone than other papers submitted during the semester. You will be expected to: 1) briefly summarize the novel/text, 2) make connections between the novel and one of the various perspectives of disability, and 3) communicate the author's view of disability, 4) evaluate the quality and realism of the novel's representation of disability **or** provide the personal perspective and insights on life with a disability and 5) describe your insights and change in perspective after reading the novel. Students may also contract with the instructor to explore other representations of disability such as those found in art or film. See attached rubric.

Disability Representation Group Presentation **CF** 1, 4, 5; **CEC** 1.1**,** 7.3, **AP** 4, 5,6

(25 points)

Students who select the same disability should coordinate choice of novel and memoire as a team representing a serious of novels linked by various perspectives, disability categories or themes that you present together. Students will prepare and deliver a 15-minute group presentation to the class demonstrating respect for differing views of the disability creating a full representation. The presentation should be a visually creative or arts-based presentation of the information covered in your papers. Group presenters will receive the same grade so be sure to work together, share your ideas and the workload. Self-evaluation of group members' participation is a part of this project.

Autoethnography **CF** 4,5; **CEC** 6.3, **AP** 5

(100 points)

An autoethnography is an analysis of one's own experiences in a context(s) over time. It reflects thoughtful examination of the interactions of self and culture. The paper should be a personal narrative account of learning about the culturally contextualized study of exceptionality in the modern history of the United States which incorporates information from your reaction journals and reflective observation experience assignment, as well as class discussions. The paper should be at least 7 pages, typed, double-spaced, and properly notated (using APA).

Writing Standards in EEX 4742

Teachers and other professionals need to demonstrate writing skills that not only communicate ideas clearly and meaningfully, but that utilize respectful language. Therefore, emphasis on writing skills with effective communication of ideas as well as logical presentation and support of arguments or positions are necessary to pass this course. Writings should be descriptive, reflective and thoughtful. Appropriate grammar and proper use of APA should be utilized.

Please adhere to the following guidelines for all writings in this course:

- All papers must be typed, double spaced and in 12 pt, Times New Roman font, with 1" margins all around.
- For direct quotations you must use quotation marks and provide an in-text reference citing the author's last name, date of publication, and page number. When paraphrasing the author's point you must provide an in-text citation with author's last name and date of publication.
- Be highly descriptive in your writing. Use descriptive adjectives and active verbs. **BE SPECIFIC** add detailed when engaging in analysis or evaluation by using concrete examples to illustrate your points. Do not assume your reader has background knowledge on the topic.
- Proficient writing skills depend on correct grammatical usage, word choice, spelling, as well as content. Please proofread all assignments before submission.
- Follow the rules of the publication manual of the American Psychological Association (APA, 7th edition) in citing references. The APA Publication Manual is available at the USF Bookstore, or online from http://ww.apastyle.org/pubmanual.html, or https://owl.english.purdue.edu/owl/

General Policies for Assignments

- Due to the limited timeframe of this class, all assignments must be submitted in Canvas by midnight on the assigned due date (discussions are due on Wednesdays, written assignments on Fridays, journals on Sundays of the assigned week).
- Students must communicate extenuating circumstance to the instructor ASAP. Late submissions with **documented** excuse may be submitted for reduced points.
- Please respect the confidentiality of observation participants and or interviewee by using pseudonyms and removing identifying information. Communicate the information through appropriate language and a person-centered lens.

XII. Grade Dissemination

All grades will be posted in CANVAS within one week of assignment submission. You can access your scores any time using "Grades" in Canvas.

XIII. Course Schedule

Week	Date	Topics for the Week	Assignments and Date Due
1	Week of **June 24** **June 26**	**Module 1** Syllabus & Course Overview **What is Narrative** *Person First vs Disability First Language* *Ethics of Narrative* Global Citizen Groups Disability Representation Assignment Overview **Wednesday** online class Microsoft Teams 5 pm **Share:** Artifact Presentation	**Read:** * Course syllabus * Leggo (2008) *Narrative Inquiry* * Adams (2008) *A Review of Narrative Ethics* * *Person vs Identity First* **Choose:** Novel/ text to read for your Disability Representation Paper & DRP teams **Form**: Global Teams **Watch**: * Choice of video from Module * Adichie TED Talk * APA Citations & References **Post**: M1discussion board (Weds) **Submit**: "What is Normal" (Fri) **Reflect:** Journal #1 (Sunday)

2	**Week of July 1** **July 3**	**Module 2** **Personal Perspectives** *"There comes a time when silence is betrayal."* MLK **Wednesday** online class Microsoft Teams 5 pm **Prepare**: Observation Review protocols	**Read:** * Adams et al. (2018) *What I'd Tell the Doctor* * Smith (2003) *Lesson's Learned from Flying Squirrels* * Miner (1955) *Body Rituals of the Nacirema* **Watch:** * Amanda Baggs * Johnathan Mooney * Choice of video from Module **Post**: M2 discussion board (Weds) **Reflect**: Journal #2 (Sunday)

3	**Week of July 8** **July 10**	**Module 3** **Cycle of Socialization** *"The first question which the priest and the Levite asked was: 'If I stop to help this man, what will happen to me?' But ... the good Samaritan reversed the question: 'If I do not stop to help this man, what will happen to him?'"* MLK **The Impact of Disney** **Bronfenbrenner's Ecological Model** **Wednesday** online class Microsoft Teams 5 pm	**Read:** * See Module- choice of 2 chapters from Adams et al. (2018) * Harro (2018) *Cycle of Socialization* * Daley (2022) *A second look at blue-eyed, brown eyed…* **Watch:** * *Blue-eyed, Brown-eyed* * *Gawking, Gapping and Starring* * *Socialization of Disney* * *Racial Disparities in the School to Prison Pipeline* * Bronfenbrenner's Ecological system * Favorite Disney Movie **Post**: M3 discussion board (Weds)

4	**Week of July 15** **July 17**	**Module 4** **Politicalization of Disability** *"An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity."* MLK Disability Rights Laws and Timeline **Wednesday** online class Microsoft Teams 5 pm Global Project Presentations	**Read:** Adams et al (2018) * *The Personal is Political* * *Toward Ending Ableism in Education* * Sacks (1992) *A Surgeon's Life* * *US Dept Justice (2020) Guide to Disability Rights Law* * *ESSA: A Comprehensive Guide* * *Timeline of Disability Rights* * Sawchuk (2021) *What is CRT and why…* **Watch:** * *Including Samuel* * *Brown vs. Board* * *Freaks* * *Civilization, Social Power and Human Nature* * *The Empathic Civilization* **Post**: M4 discussion board (Weds) **Submit**: Global Project (Friday)

5	**Week of July 22** **July 24**	**Module 5** **Theorizing the "Other"** *"We may have all come on different ships, but we're in the same boat now."* MLK **Wednesday** online class Microsoft Teams 5 pm	**Read**: Adams et al (2018) * *Five Faces of Oppression* * Gabriel (2023) *The Other and Othering* **Watch:** * *What I've Learned from My Autistic Brothers* * *What we Know about Autism* * Choice of Movie from list in Module **Post**: M5 discussion board (Weds) **Submit:** Disability Representation Paper (individual choice of text) (Friday)

6	**Week of July 29** **July 31**	**Module 6** **Explore Impacts of Race, Ethnicity and Class on Disability and Differences** *"The ultimate tragedy is not the oppression and cruelty by the bad people but the silence over that by the good people."* MLK **Wednesday** online class Microsoft Teams 5 pm Team Presentation of DRP	**Read:** Adams et al. (2018) * *Defining Racism: "Can we Talk?"* * And choice of 2 more chapters in section * Dirth & Adams (2019) *Decolonial theory and Disability Studies* **Watch:** Choice of Movie from list in Module **Present**: Disability Representation Project (Weds) **Submit:** Autoethnography (Friday)

* Note: Students unable to meet online on Wednesdays at 5 pm should notify the instruction ASAP!

XIV. Course Policies: Grades

Late Work Policy:

With the exception of extenuating circumstances discussed prior to the assigned due date, no work submitted after the assigned deadline will be accepted.

Work may be revised and resubmitted at the **instructor's discretion**. The final score for an assignment that is revised and resubmitted will be calculated by averaging the score for the original submission and the score for the resubmission.

Extra Credit Policy: Due to the short time frame, there is no extra credit offered in this course.

Grades of "Incomplete":

The current university policy concerning incomplete grades will be followed in this course.
For USF Tampa undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether the student is in residence, and/or graduation, whichever comes first. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Rewrite Policy: Offer specifics about your policy on rewrites.

Example: Rewrites are entirely optional; however, only the formal essay may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

Make-up Exams Policy:

Example: If a student cannot be present for an examination for a valid reason (validity to be determined by the instructor), a make-up exam will be given only if the student has notified the instructor in advance that s/he cannot be present for the exam. Make-up exams are given at the convenience of the instructor.

Final Examinations Policy: The projects assigned take the place of final exams.

XV. Course Policies: Technology and Media

Email:

Please check email at least once daily. Announcements made through Canvas can be sent to you through email. Any changes or reminders about class will be made through announcements on Canvas. Emails to the instructor will be addressed with 24-48 hours. That time frame may be longer over weekend hours. Be sure to communicate with the instructor at edoone@usf.edu.

Canvas:

This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Discussion boards, additional readings and information for each course module will be housed on Canvas as well. Check Canvas frequently for announcements, deadlines, and discussions each week. Canvas will house all forms and information you will need for the course.

XVI. Global Citizens Project

EEX 4742 Narrative Perspectives is certified as a Global Citizens course and may be used to fulfill partial requirements of the Global Citizen Award upon successful completion of the course (final grade of B or higher).

XVII. Course Policies: Student Expectations

See the Provost's website for standard USF policies on the following topics:

- Academic Grievance Procedure
- Academic Integrity
- Disruption to Academic Process
- Disability Access
- Religious Observances
- Sexual Misconduct/Sexual Harassment Reporting
- Statement of Academic Continuity
- **http://regulationspolicies.usf.edu/policies-and-procedures/policy-procedures.asp**

Professionalism Policy:
Per university policy and classroom etiquette; email communications must be courteous and direct. Classroom conversations may be of a sensitive nature, so please be sure to respect other's points of view and keep confidential information confidential.

End of Semester Student Evaluations:
All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Turnitin.com:
In this course, turnitin.com MAY be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report

from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit http://www.turnitin.com. Essays are due at turnitin.com the same day as in class.

The Writing Studio:
The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit http://www.lib.usf.edu/writing/, stop by LIB 2nd Floor, or call 813-974-8293.

XVIII. Important Dates to Remember

Add a short statement that describes that all the dates and assignments are tentative, and can be changed at the discretion of the professor.
Example:

First Day of Classes:	Mon, June 24, 2024
Drop/Add Deadline:	Fri. June 28, 2024
July 4th Holiday	Thurs. July 4, 2024
Midterm grades:	Tues. July 16, 2024
Withdrawal Deadline:	Sat. July 20, 2024
Last Day of classes:	Fri, Aug. 2, 2024