

<b>Syllabus for: GENERAL STUDIES 6 – FIRST YEAR EXPERIENCE</b>	
<b>Semester &amp; Year:</b>	SPRING SEMESTER, 2013
<b>Course ID &amp; Section Number:</b>	032907, 01
<b>Number of Credits/Units:</b>	3
<b>Day/Time:</b>	TUES/THU, 1540 TO 1705
<b>Location:</b>	DM 29
<b>Instructor's Name:</b>	MANCUS
<b>Contact Information:</b>	Office location and hours: E3, Tue. 1415 to 1530 or By Appt. Phone: 707-465-2362 Email: PHILIP-MANCUS@REDWOODS.EDU
<b>Course Description (catalog description as described in course outline):</b> A FIRST YEAR EXPERIENCE COURSE FOCUSING ON THE DEVELOPMENT OF ACADEMIC AND PERSONAL SKILLS NECESSARY TO SUCCEED IN COLLEGE AND BEYOND. PRIMARILY ASSISTING STUDENTS IN THE TRANSITION BETWEEN HIGH SCHOOL TO COLLEGE LEVEL EXPECTATIONS. TOPICS COVERED WILL BE SELF-EFFICACY, TIME MANAGEMENT, CLASSROOM DYNAMICS, INTRODUCTORY ACADEMIC SKILLS ENHANCEMENT, INSTITUTIONAL CAMPUS SERVICES AND TECHNOLOGY USED IN HIGHER EDUCATION. SKILLS DEVELOPED INCLUDE SELF-REFLECTION AS IT RELATES TO PERSONAL GROWTH, COMMUNICATION IN SMALL GROUPS AND WITH INSTITUTIONAL REPRESENTATIVES, NAVIGATION OF INSTITUTIONAL SERVICES AND PROCEDURES, UNDERSTANDING COLLEGE CULTURE, AND THE DISCOVERY AND CLARIFICATION OF PERSONAL VALUES.	
<b>Student Learning Outcomes (as described in course outline) :</b> <ol style="list-style-type: none"> <li>1. EXAMINE AND EVALUATE DIFFERENT LEARNING PREFERENCES AND HOW THESE METHODS OF DISCOVERY MAY BE APPLIED TO IMPROVE LIFELONG LEARNING.</li> <li>2. DEMONSTRATE SUCCESSFUL NAVIGATION WITHIN THE COLLEGE SYSTEM.</li> <li>3. DIFFERENTIATE BETWEEN HIGH SCHOOL AND COLLEGE LEARNING ENVIRONMENTS.</li> <li>4. DEFINE AND DEMONSTRATE ACTIVE LEARNING IN RESPONSE TO ORAL AND WRITTEN ASSIGNMENTS.</li> <li>5. COMPLETE A FORMAL STUDENT EDUCATION PLAN.</li> <li>6. INCREASE SELF-MOTIVATION AND SELF-AWARENESS.</li> </ol>	
<b>Special accommodations:</b> College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.	
<b>Academic Misconduct:</b> Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course. The student code of conduct is available on the College of the Redwoods website at: <a href="http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf">http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf</a>	
College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.	

## Syllabus

### **GS 6: First Year Experience**

Credit: 3 units  
Section: 032907  
Spring Semester 2013  
Del Norte Education Center, Room 29  
Tuesday & Thursday, 3:40 P.M. to 5:05 P.M.

**Instructor: Philip Mancus**

Phone: 707-465-2362  
Office Hours: Tue. 2:15 to 3:30 PM  
Office: Building E, Room 3

Email: [Philip-Mancus@redwoods.edu](mailto:Philip-Mancus@redwoods.edu)  
<http://dn.redwoods.edu/coursenotes/mancus/>

### **What is a Syllabus?**

The course syllabus is a “master document” for your classes. It typically includes: a) a summary of the course outcomes (what you’ll be learning to do); b) a list of required materials; c) a description of activities and how you will earn your grade; d) instructor-specific policies and procedures; e) a schedule of reading and writing assignments and their due dates; and f) scheduled exam dates. When you have questions about the course, you can refer to the syllabus and often find the answer there.

### **First Year Experience: Catalog Description**

A first year experience course focusing on the development of academic and personal skills necessary to succeed in college and beyond. Primarily assisting students in the transition between high school to college level expectations. Topics covered will be self-efficacy, time management, classroom dynamics, introductory academic skills enhancement, institutional campus services and technology used in higher education. Skills developed include self-reflection as it relates to personal growth, communication in small groups and with institutional representatives, navigation of institutional services and procedures, understanding college culture, and the discovery and clarification of personal values.

### **Course Learning Outcomes**

Upon successful completion of this course, the student will be able to:

1. Examine and evaluate different learning preferences and how these methods of discovery may be applied to improve lifelong learning.
2. Demonstrate successful navigation within the college system.
3. Differentiate between high school and college learning environments.
4. Define and demonstrate active learning in response to oral and written assignments.
5. Complete a formal Student Education Plan.
6. Increase self-motivation and self-awareness.

### **Required Textbook**

The following *required* textbook is available at the CRDN Bookstore and/or from various booksellers online:

*On Course: Strategies for Creating Success in College and in Life*, 7<sup>th</sup> edition, by Skip Downing (2011). Boston, MA: Wadsworth.

A copy of *On Course* is on reserve in the CRDN library.

### **Assignments, Evaluation, and Grading**

Your performance in this class is evaluated somewhat differently from most of your other courses, including other classes that I teach. The final grade you earn will be based on the following:

**Class Attendance and Participation (makes up 15% of your overall class score)** Regular attendance and class participation are keys to success in all your classes and this class is no exception. Please be sure that you keep up with the assigned readings and are prepared to take notes and to discuss the material in class. Group discussion, activities, and in-class exercises will make up an important part of your day-to-day experience in this course.

**Take-Home Assignments (20%)** Homework comprises an important part of your learning experience and your grade. Completion of assignments on time is a key to success in this and all your classes.

**Journals (20%)** Writing journal entries is a key aspect of the class and is required of all students. Journals are to be kept in a (composition style) notebook. Journals must be completed (with all entries written when assigned and every entry recorded in the journal) in order to get credit for this component of your grade. The quality and consistency of your entries will also be taken into consideration. The journal entries must be written in the correct sequence (1 before 2, 2 before 3, etc.). Entries must be written in blue or black ink and must be legible. Journals will be checked four times during the term.

**Exams (20%)** You will take two exams during the semester, a mid-term covering the first half of the semester and a final exam covering the second half. Each exam will be take-home and consist entirely of short-answer questions.

**Classroom Presentation (10%)** Each of you will have the option of working with a group of up to three students interested in the same general educational and/or career goal. If you choose you may work alone. In either case, everyone is responsible for presenting to the class a brief (8-12 minute) report of your findings about the requirements, resources, and opportunities associated with your career or educational goal. More details on this assignment are to come.

**Student Education Plan (10%)** It is a requirement for this course that you visit Student Support Services and work with one of the counselors to create a Student Education Plan (SEP). The SEP will be your guide to making sure you are on track here at College of the Redwoods and are clear about the path you need to take to accomplish your goals. We will have a guest speaker who will provide details on how to accomplish this task.

**Course Binder (5%)** In this class you will build a Course Binder that you will use to organize course materials. I will ask you to bring in your course binders during the term to see that you are keeping your materials organized. Assemble a three ring binder that can be used to organize and store the materials and documents used in this course. Keeping all these items together in one place helps you to stay prepared and allows you to see your progress. The course binder shall include the following titled sections: Syllabus, Handouts, Assignments, Exams, Notes, and your Student Education Plan.

### Calculating Your Final Score

Thirty class periods (variable number of in-class activities)	15 points
Four take-home assignments (5 points each)	20 points
Thirty-two journal entries (5 points for every eight entries)	20 points
Two exams (10 points each)	20 points
Classroom Presentation	10 points
Student Education Plan	10 points
Course Binder	5 points
<hr/> Total	<hr/> 100 points

**Grading Scale** I use the standard CR grading scale below for determining your final grade. An **Incomplete (I)** is given at your instructor's discretion and will only be granted to those students who continue to come to class, have completed all prior work, and who make arrangements with me by the end of the 15<sup>th</sup> week. **Pass/No Pass (P/NP)** is an option that you must initiate on your own at the main office.

<u>Final Score</u>	<u>Grade</u>	<u>Final Score</u>	<u>Grade</u>
93-100	A	77-79	C+
90-92	A-	70-76	C
87-89	B+	60-69	D
83-86	B	59 or below	F
80-82	B-		

*Please Note: I will not accept assignments, papers, or other coursework via email. All work done for credit must be submitted in hard copy to me or in my office mailbox.*

*Please Note: There are no extra-credit opportunities.*

### **Attendance and Enrollment**

My policy is as follows:

- Attendance is expected of everyone. I keep track of attendance and consult that information when responding to requests made by you. Excessive absences may negatively affect your ability to learn the course material and may ultimately result in being dropped from the course.
- If the class has reached its maximum number of students (capped), you must sign up for the waiting list. You must then show up the first day of the course to gain permission to enroll in the class.
- If you miss the first day of class and the course is capped and someone else is on the waiting list to register for the course, you will be dropped from the course and will be responsible for getting on the waiting list to get back into class.
- After the first day of class, if you miss any of the subsequent classes prior to census day, you will be dropped from the course and will not be recorded on the census roll. Please do not ask me to make accommodations for your schedule or to allow you to miss one of these important attendance dates.
- After census day it is your responsibility to withdraw from the class if you are having trouble completing the requirements for the course.
- After the last day for a student initiated drop (see Important Dates, below), students who have missed more than one third of the total number of class periods that we meet and who have failed to complete at least one third of the required coursework will be manually dropped from the course. Faculty may now withdraw students for non-participation in a class after census through the end of the 10<sup>th</sup> week of the term. I will attempt to contact you via your CR email address before I do, but if you do not respond within a week to my query I will initiate the drop myself.
- However, if you do not withdraw from the class before the last day to request a student initiated drop and your absences are below the maximum allowed, I will not drop you from the course and you will receive the grade that corresponds to the points you have earned.

**Late Assignments**

My policy is as follows:

- **In-Class** Activities and exercises done during class time and handed in at the end of the class period cannot be made up, even if you have a legitimate excuse for missing class.
- **Take-Home** For assignments that are to be completed outside of class and that are given a deadline to be turned in, only those assignments handed in on the due date at the beginning of class will receive full credit. Late assignments will be docked as below:

**Penalty Timeline for Late Assignments**

Late (Failed to turn in on the due date at the beginning of class.)	minus 10%
Late +1 (Turned in the next day after the due date.)	minus 30%
Late +2 (Turned in two days after the due date.)	minus 40%
Late +3 (And so on...)	minus 50%
Late +4	minus 80%
> Late +4 (Or, failed to get a date stamp on the day you turned it in.)	zero credit

A "day" as used here means a business day (M-F), not the specific class days that we meet. Weekend days do not count against you.

**Requirements to Receive Credit for Late Assignments** All late assignments are to be turned in to administrative services staff. Be sure that your assignment receives an official date stamp. Only date-stamped assignments will be considered eligible for late credit.

- Assignments turned in before the class period that they are due will only be considered on time if I personally have them in hand or see them in my mailbox (with a date stamp) before that particular class period. Otherwise, you will be considered "Late."
- Assignments turned in after class meets but still on the due date must have a date stamp proving they were turned in on the due date in order to receive the minimum penalty.
- This policy applies to all assignments other than in-class exams. For in-class exams, see that section below.
- This policy does not apply if you have a legitimate excuse. For legitimate excuses, see that section below.

**Missed Work and Criteria for a Legitimate Absence**

If you miss the deadline for any assignment, including take-home exams, take-home assignments, presentations, or any other written work including term papers (anything other than an in-class exam), you will be allowed full credit for that score only under the following circumstances:

- You were absent from class on the day in question, and
- You, personally, were ill on the day in question and have presented to me, within one week of that date, official documentation attesting to that fact, or
- Your official dependent was ill on the day in question and you have presented to me, within one week of that date, official documentation attesting to that fact, or
- You were involved in a documented medical emergency, and have presented your paperwork to me within one week of the incident, or
- You were involved in a documented home or automobile emergency (burglary, fire, flood, accident, etc.), and have presented your paperwork to me within one week of the incident.

If you do not meet any of the above criteria, which constitute the sole grounds for a legitimate absence, the *Late Assignments* timeline applies. Childcare, work schedules, and other obligations are your responsibility. Please arrange to have a back up in case your plans fall through.

**Responsibility for Keeping Up with Class Work** Please note that an excused absence on one or more days does not give you an excuse for missing any subsequent class periods, nor does it give you an indefinite amount of time to complete the assignments that were due on or following the day(s) that you were absent. You are responsible for attending class the next class period immediately following your last excused day of absence and handing in any excused past due assignments on that day. You are also responsible for turning in any assignments that come due after your excused absence even if you haven't yet turned in your official paperwork documenting your excuse.

If you were absent the day an assignment was announced or handed out it is your responsibility to find out what was assigned and to obtain any required materials. In some instances, but not all, I will post assignments to MyCR.

**Policy on Missed In-Class Exams** (*Does not apply to this course.*) ~~In-class exams are treated differently than other scored items. Missed in-class exams cannot be made up for any reason other than the four criteria for a legitimate excuse. That is, you will need to present to me clear and specific documentation within the allowable time frame in order to make up an in-class exam.~~

**Policy on Anticipated Absences** If you anticipate having to miss class at some point during the term, you are still responsible to get assignments in on or before the regular due date. If your anticipated absence falls on the day of a scheduled exam, you must take the exam before the date of your absence. You must present qualifying documentation to me at least two weeks prior to the date of your anticipated absence in order to get clearance to take ahead of time an exam that is scheduled on the day you will be absent. The reasons below are considered legitimate excuses for absences known ahead of time:

- You will be involved in a documented legal conflict on that date (court testimony, custody hearing, jury duty, jail time, etc.).
- You are required to serve on that date in your documented capacity as military or emergency personnel.
- You have a documented medical appointment that cannot be scheduled at a different time than this class.
- You are attending a funeral and have notified me in advance. You must supply me with the name of the deceased, your relation to them, the location of the funeral, and an official funeral service program when you return.

Personal events, such as vacation, recreation, "family business," etc., do not constitute a legitimate excuse for missing class. If you have a known conflict with the course schedule please speak with me as soon as possible.

### **Classroom Etiquette**

If we all adhere to the following common sense guidelines our class time together should be a pleasant experience for everyone:

- Be on time. If you need to leave early, please let me know before class begins. Avoid leaving class unless you need to take a bathroom break, in which case you do not need my permission to leave the classroom.
- Do not begin packing your belongings until the end of the class session and *after* I have dismissed the class for the day.
- Avoid interrupting people when they are talking, and please do not hold separate conversations during lecture, small-group, or large-group discussion, or when someone else has the floor. Those who continue to violate this norm will be asked to leave the classroom for the remainder of the session and will forfeit any credit for in-class work on that day.
- Address your fellow classmates respectfully, whether or not you agree with their particular viewpoints.
- Refrain from disputing a score you received on an assignment or an exam during the time immediately prior to, during, or immediately after a class session. If you have a complaint, wish to dispute your score, or want to discuss a returned assignment, please make an appointment to meet with me in my office.
- Electronic learning equipment (laptops, notebooks, smart pads, smart phones, etc.) can only be used after gaining your instructor's permission and then, only after agreeing to my Rules of Conduct. If you are pre-authorized by Disabled Students Programs & Services (DSPP) to use such devices in class, you may have certain rights of use, but you still must adhere to my Rules of Conduct regarding such use.

### **Rules of Conduct for the Use of Electronic Learning Equipment**

- The default status for all students is that all electronic devices (including cell phones) are to be turned off during class. Do not call, chat, or read or send text messages or email during class for any reason.
- Use of electronic learning equipment in class is allowed only at your instructor's discretion and only with my expressed permission. Pre-authorization by DSPP to use such devices in class must be presented to me in writing. This policy obviously does not apply to devices administered by your instructor (e.g., Classroom Response Systems, or "clickers").
- Violation of any of the Rules of Conduct constitutes loss of rights of use, even if pre-authorized by DSPP.
- Your instructor reserves the right to judge appropriate use on a case-by-case basis.
- When authorized, the use of electronic learning equipment is limited to a) note taking (including software that transcribes voice lectures to written notes, but excluding software that records voice files), b) referring to an electronic copy of the course textbook (not some other reading), and c) vision or hearing augmentation. Prohibited uses include working on an assignment (for this class or any other, unless specifically directed to do so), reading material other than for this course, surfing the web, listening to music, checking your grades, chatting, texting, emailing, gaming, videoing, or any other thing you can think of. One exception to the prohibition against web browsing is the use of the wireless network to search a specific item that is being discussed in class and is relevant to the course material.
- Loud keypads, motors, fans, or devices that distract other students are unacceptable.
- Making or receiving phone calls in class is expressly forbidden. If you are on call or anticipate needing to take a call, please get approval from me first at the beginning of class and then make sure to set your phone to vibrate. If a call does come through, please leave quietly and take the call outside of the classroom. This allowance only applies if you get permission from me ahead of time. If I see you checking your phone

during class and you have not made arrangements with me to have your phone on during class I may ask you to leave class for the remainder of the session.

- No one is allowed to wear earbuds or earphones during class, unless required under DSPS accommodations.
- Voice recording: you may record lecture and discussion during the class only if you are allowed accommodations through the DSPS and are using one of their recording devices. All files must be deleted when you are done with the class.
- Failure to adhere to these Rules of Conduct will result in removal of all in-class electronic privileges and may result in dismissal from the class session.

Please note that any unruly or disruptive behavior in the classroom is grounds for dismissal from the classroom at the discretion of your instructor. If you are asked to leave you will forfeit any credit for in-class activities done on that day. For guidelines on appropriate behavior expected of all students, whether in the classroom or simply on campus, please read CR's Student Code of Conduct, which can be found at

<http://www.redwoods.edu/District/Board/New/Chapter5/ap5500.pdf>.

### **Keys to Success in this Class**

- Read the required material *before* class.
- Bring your book to class.
- Attend all classes.
- Come prepared for class.
- Do every assignment.
- Keep track of all written documents used in and related to class.
- Take good notes. It is insufficient to simply write down what's written on the board or posted on a slide. Be an active note taker.
- Ask a question when there is something you don't understand.
- At the end of every day, review your notes from class and revise them.
- Get together in formal study groups outside of class.
- Plan time in advance to review for an exam or write an assignment.
- Communicate with me if you are having trouble with the material.

### **Disability Accommodations**

If you are registered with the DRC and are allowed accommodations, please bring a copy of your DSPS Support Services Agreement (SSA) to me as soon as possible. Also, please note the following:

- Prior to each exam you will be responsible for informing both the DRC staff and me if you intend on taking the exam in a location other than our classroom. This point is relevant especially if your accommodations include extra time to take the exam.
- For those with hearing, visual, or other impairments, please arrange a time during the first week of the course to discuss with me what your classroom and testing needs will be.

### **Communication and the Course Website**

If you have questions about anything pertaining to the class please come chat with me in my office. You are advised to make an appointment. If you need to contact me, the best way to reach me is via email. If/when you email me, please write "GS 6" in the subject heading and include in the body of the email your return email address. Please note that leaving a phone message for me does not guarantee that I will receive it or reply to it within your desired timeframe. Email is always the best way to contact me. I typically don't respond to email over the weekend.

**MyCR** There is a companion website for this course on the College of the Redwoods virtual educational environment called "MyCR". You can access it by pointing your browser to <http://mycr.redwoods.edu/xsl-portal>, logging in, and then clicking on the link for this course. The course website for this class on MyCR contains important resources for the class and a gradebook for keeping track of your progress.

**Student Email Policy** Each of you was given a MyCR email address when you enrolled and/or registered for classes. Your MyCR email address is the one and only email address that I will be using when I communicate with students. Therefore, it is a course requirement that you activate your MyCR email account and check it regularly. You can log in to your account directly at <http://www.google.com/a/mycr.redwoods.edu/>. You will login using your Webadvisor UserID, and the initial password is your six-digit birth date. College of the Redwoods recommends that you change your password. To learn more about your account and other CR online services, visit <http://www.redwoods.edu/CR-Online/mycr-email.asp>.

### **Academic Integrity**

Any instance of plagiarism, cheating, complicity, or other form of academic dishonesty will not be tolerated and will be dealt with severely. If you are caught cheating or plagiarizing on an exam you will be dropped from the roster and will receive an F for the course. If you cheat or plagiarize on a written assignment, including but not limited to the act of using another author or organization's data, ideas, or words in your paper without making appropriate reference to that source, you will receive a zero for the assignment. Please do not ruin your academic future by engaging in such foolish behavior. If you do not know what is meant by the terms "plagiarism," "cheating," "complicity," or "academic dishonesty" please consult CR's policy on Academic Integrity and Honesty at <http://www.redwoods.edu/departments/ho/handbook/academicHonesty.asp>.

**Student Code of Conduct** All students are required to follow the College of the Redwoods Student Code of Conduct, which can found at <http://www.redwoods.edu/District/Board/New/Chapter5/ap5500.pdf>.

*Please Note: By receiving this syllabus and remaining enrolled in my class you agree to follow all policies contained herein.*

## Schedule of Events

**Classroom Schedule** The following is subject to change depending on our progress in covering the material. Any changes will be announced in class. It is your responsibility to know what is announced in class, whether or not you are present when it's announced. Your active engagement with the assigned reading is crucial to your success in this class. The chapters listed for each week are “expected readings.” You are expected to read the assigned chapters in their entirety, and your exams may draw from material found anywhere in those chapters. It is recommended that you read the material prior to the class time it is scheduled.

### **Weekly Calendar**

	DATES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
WEEK 1	1/14 - 1/17		Ch. 1 Getting On Course		
WEEK 2	1/21 - 1/24		<b>Binder, Planner, and Journal Check</b>		Ch. 2 Personal Responsibility
WEEK 3	1/28 – 1/31				
WEEK 4	2/4 - 2/7				<b>Journal Entries 1-8 Due</b> Ch. 3 Self-Motivation
WEEK 5	2/11 - 2/14				
WEEK 6	2/18 - 2/21		Ch. 4 Mastering Self-Management		
WEEK 7	2/25 – 2/28				<b>Journal Entries 9-15 Due;</b> <b>Take Home Exam 1</b>
WEEK 8	3/4 - 3/7		<b>Exam 1 Due</b>		
<b>BREAK</b>	3/11 - 3/14	<b>No Classes This Week</b>			
WEEK 9	3/18 - 3/21		Ch. 5 Employing Interdependence		
WEEK 10	3/25 - 3/28				Ch. 6 Gaining Self-Awareness
WEEK 11	4/1 - 4/4				
WEEK 12	4/8 - 4/11		Ch. 7 Adopting Lifelong Learning		<b>Journal Entries 16-24 Due</b>
WEEK 13	4/15 - 4/18				Ch. 8 Emotional Intelligence
WEEK 14	4/22 - 4/25				<b>Student Education Plans Due</b>
WEEK 15	4/29 - 5/2		<b>Journal Entries 25 – 32 Due</b> Student Presentations		Student Presentations <b>Take Home Exam 2</b>
<b>FINALS</b>	5/6 - 5/9		<b>Exam 2 due by 4pm in the main office</b>		

**IMPORTANT DATES: SPRING SEMESTER 2013**

Flex Days .....	Jan 10 & 11
Classes Begin .....	Jan 12
All-College Holiday (Martin Luther King, Jr.'s, Birthday) .....	Jan 21
Last Day to Drop Without a "W".....	Jan 27
Census Day .....	Jan 28
No Classes (Lincoln's Birthday) .....	Feb 15
All-college Holiday (President's Day) .....	Feb 18
No Classes (Spring Break) .....	Mar 11 - 16
Last Day for Student-Initiated Drop.....	Mar 29
Final Exams .....	May 6 - 10
Classes End .....	May 10
Commencement (Del Norte) .....	May 10
Commencement (Eureka and K-T) .....	May 11
Commencement (Mendocino) .....	May 12
All-college Holiday (Memorial Day) .....	May 27

**NOTES**

---