XIDS 2100: American Media and the Arts – Fall 2017  
Pafford Rm 308 3:30pm-4:45p  

Professor: April Oglesbee  
Office: TLC 1113B  
Email: aoglesbe@westga.edu (preferred contact)  
Office Hours: Tuesday 11a-12p and 3p-4p; Wednesday 1-2p; Online Thursday 2p-4p and by appointment  
Writing Center Hours: Tuesday 12p-3p  
Note: all email communication between the student and instructor must be conducted via my.westga.edu account.

Course Description  
This course will explore how media forms (specifically reality tv competition shows) and presentations of perspective shape modern audiences' understanding of beauty. Students will examine the defining characteristics of different textual and media forms (i.e. photojournalism, popular music, film, tv, and non-fiction) and will examine how the construction and projection of textual, aural and visual images shape meaning and influence broader discussions of events and cultural perceptions. The course will proceed through a series of units: the examination of media forms, exploration of texts that examine the mechanisms of media, and a discussion of beauty from several media perspectives. This trajectory will enable students to understand the relationship between form and content and will allow students to become more intellectually engaged participants in contemporary cultural debates. This will ultimately result in an awareness of their own manipulation by these forms. Ultimately the goal of the course is to discover the politics of identity, particularly the construction of own individual sense of identity.

Section Description  
This section focuses on media forms and audience perspectives with specific emphasis on issues of identity and the nature of beauty in America. Our three primary texts will be  
- a variety of reality TV shows as well as selected photographs, advertisements, and television programs, all of which we will interpret as “texts” that work to create, construct, deconstruct the culture of beauty and identity in America;  
- the film The Truman Show, which we will examine in its entirety while paying close attention to the staged nature of reality television and beauty/identity in America;  
- other literary forms such as non-fiction essays will be used throughout the course of the term to inform and discuss our inquiry.

Learning Outcomes  
- Students will demonstrate an understanding of the characteristics that define and differentiate literary, filmic and visual texts.  
- Students will be able to apply this understanding to analyze the relationship between form and meaning.  
- Students will be able to explain how diverse modes of humanistic and artistic endeavor contribute to an understanding of the media in America.
Students will be able to produce written work that synthesizes evidence effectively in organized, specific, and focused paragraphs to support analytical claims.

Students will demonstrate the ability in informal and formal writing contexts to express ideas using concise and rhetorically appropriate academic English.

Students will demonstrate the ability to produce a thesis-driven essay that analyzes text in relation to larger “real world” questions of social, cultural, or thematic significance.

As a writing-intensive XIDS class, the writing exercises will foster both individual exploration of ideas, analytical critical questions, cultural or historical contexts, and ultimately thesis-driven argument. Writing assignments will build on each other and will engage students in discussion of the characteristics of visual media, written text and the construction of performances.

All of the information that you need to calculate your grade is on the syllabus. It is your responsibility to keep up with your grades and average. If you need help calculating your grade, you should schedule an appointment so that we can discuss it in person. University policy prohibits discussions about grades via e-mail.

Grading summary with the letter to numeric scale:
In-Class Essay: 4=95%; 4/3=92%; 3/4=88%; 3=85%; 3/2=82%; 2/3=78%; 2=75%; 2/1=72%; 1/2=68%; 1=65%; 1/0=62%; 0=50%

Out-of-Class Essay: A+=98%; A=95%; A-=92%; B+=88%; B=85%; B-=82%; C+=78%; C=75%; C-=72%; D+=68%; D=65%; D-=62%; F=50%

NOTE: Daily Grades cannot be made up under any circumstances.

Late Work and Make-up Work Policy: All assignments are due at the beginning of class or by the time noted on the syllabus/assignment sheet. Late work is unacceptable. I will consider granting an extension only if you contact me 24 hours before the time that the assignment is due. If you have to miss the midterm or final exam, you must contact me before the exam to arrange a make-up date; otherwise, you will be granted a zero for the exam. Daily Grades and in-class activities cannot be made up. Emailed work will not be accepted unless there is a problem with CourseDen AND you send the work BEFORE the deadline.

A Note on CourseDen: If you have problems uploading an assignment to CourseDen, you should email the work to me as an attachment via MyUWG before the deadline. Do not wait until class or to get a response to an e-mail inquiry—be proactive!

Revision Policy: You will have the opportunity to revise two papers for a better grade. The final paper is exempt from this opportunity. Please take the drafting process and the workshops seriously.

Format for All Papers: The Department expects that students learn to cite sources accurately in the MLA style for documentation. Additionally, all hard copies should be typed and stapled. Work that does not meet these requirements will not receive credit.
Extra Credit: Extra credit is not offered for this course.

Recycled Papers: Submitting work that was completed for another course is unacceptable.

Common Language for Course Syllabi
Students should review the following information each semester, because these statements are updated as federal, state, university, and accreditation standards change:
https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf

Credit Hour Policy
The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

Department Paperless Policy: As of Fall 2006, the English Department has implemented a “paperless” policy in its classrooms. Therefore, all materials (handouts, assignment sheets, notes, etc.) will be made available online. Students may print these necessary course documents, including the syllabus, on their home computers.

Plagiarism and Excessive Collaboration (If a student violates this policy, he or she may receive an F for the assignment or an F for the course, at my discretion):

Plagiarism & Academic Dishonesty
The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course.
See also, excessive collaboration.
The University policies for handling Academic Dishonesty are found in the following documents:
The Faculty Handbook, sections 207 and 208.0401
http://www.westga.edu/~vpaa/handrev/
Student Uncatalog: "Rights and Responsibilities"; Appendix J.
http://www.westga.edu/~handbook/index.php
Excessive Collaboration
By the end of the term in both ENGL 1101 and 1102, students should demonstrate the ability to produce independent writing (writing without collaborative assistance of peers, writing tutors, or professionals in the field) that shows an acceptable level of competence. Although classroom activities and out-of-class assignments may highlight collaborative learning and collaborative research, excessive collaboration (collaboration that results in the loss of a student's voice/style and original claims to course-related work) is considered another form of academic dishonesty and therefore will not be permitted.

University of West Georgia Honor Code: At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Updated April 19, 2013.

Additionally, you are responsible for safeguarding your computer account. Your account and network connection are for your individual use. A computer account is to be used only by the person to whom it has been issued. You are responsible for all actions originating through your account or network connection. You must not impersonate others or misrepresent or conceal your identity in electronic messages and actions.

HB 280 (Campus Carry): UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php

Attendance: It is imperative that you attend class regularly in order to succeed, as essay topics come straight from our class discussion. You are allowed four absences over the course of the semester; all absences count, regardless of your reason for missing class, so there is no need to explain absences or provide a doctor’s note. Upon the student’s fifth absence, he or she will have two options: 1) withdraw from the class, which will generate a W if done before Wednesday, September 7th—or a WF if after that deadline; or 2) remain on the roll (still attending classes, if so desired) and be penalized 2 points, per every absence thereafter, from the final grade. Do be aware that there are absolutely no exceptions to the attendance policy.

**Note: Attendance will be taken at the beginning of class. Absence records cannot be disputed after the fact, so please, be sure to see me if you arrive late. Late arrivals count as 1/2 of an absence; if you arrive late (after we have begun our quiz), you will not be allowed to take the quiz, even if we are still in the midst of it.**
Disruptive Behavior Policy: Students may be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others. Such behavior includes – but is not limited to – arriving late for class, allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or surfing the web, and using personal audio or visual devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance policy above. *(Department Policy)*

Email Policy

**UWG Email Policy:** University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

**Course-specific Notes on Email:** All emails must be sent through campus email. In other words, always use your myUWG or your CourseDen account to contact me by e-mail. Generally, I will answer emails between 9 am and 5 pm on weekdays; emails that come in after 5 pm on weekdays will be answered within 24 hours. Emails sent over the weekend will be answered Monday morning. While I usually respond to emails quickly, email should not be used to contact me in matters of extreme urgency.

Please make sure that your emails are professional. This means that you use proper English, check your emails for mistakes in grammar and spelling, and include all pertinent information, including your name and section number. Text message abbreviations are not appropriate outside of sending an actual text.

**The Writing Center**

Located in TLC 1201  Phone #: 678-839-6513  Email: writing@westga.edu

Website:  www.westga.edu/~writing

The Writing Center is an extremely valuable (and free!) resource, one that I would encourage you to utilize. The WC offers consultation in which tutors question, respond to, offer choices, and encourage revision in student essays.

**What We Do:**

- Discuss ideas, read drafts, and work through revisions of essays; we do **not** proofread
- Regents’ Test Preparation (both the reading and essay sections)
- MLA, APA, Chicago/Turabian, and other citation formats

**Policies:**
• Please make appointments in advance. We accept walk-ins, but we cannot guarantee that a
tutor will be available.
• If you cannot keep your appointment, you must call or email us 24 hours in advance to
cancel. If you do not notify us 24 hours in advance, you will be counted as a No Show.
• Please arrive at your appointment on time. If you are 10 minutes late or more, you will be
counted as a No Show and will not be able to have your appointment.
• If you have 3 No Shows in one semester, you will not be able to have any more appointments
for that semester.

Fall 2016 Hours:
Monday, Tuesday, Wednesday 10:00am-7:00pm
Thursday 10:00am-3:00pm
Friday 10:00am-1:00pm

For more information, visit the Writing Center online

Office Hours & Confidential Discussion
I encourage you to visit me during my office hours (or to make an appointment if you cannot
make my regular times). Please come by to say hello, to introduce yourself, to ask questions
about the readings, or to discuss any element of your writing and research (at any stage of the
process). I’d love to see you!

The Board of Regents, the governing body for the University System of Georgia, recently passed
new rules regarding sexual misconduct and its reporting. (It’s called BOR 4.1.7 Sexual
Misconduct Policy, link here.) As of July 1, 2016, all faculty and staff must promptly and fully
report complaints of or information regarding sexual misconduct to the Title IX Coordinator on
campus. Here is the UWG Title IX website.

What this means is that I cannot guarantee confidentiality if you come to me and tell me about
an instance of sexual misconduct. I must report. However, the following locations and
individuals can offer confidential support, and I strongly encourage you to talk to them. I can
help you contact these places, too.

<table>
<thead>
<tr>
<th>(This one is not confidential, but you should have it) UNIVERSITY POLICE  678-839-6000 (96000 on campus)</th>
<th>COUNSELING CENTER  Counseling Center Location: 123 Row Hall Office Hours: Monday-Friday, 8:00 AM-5:00 PM Tel: (678) 839-6428 (after hours call UWG Police) Email: <a href="mailto:counseling@westga.edu">counseling@westga.edu</a></th>
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<tbody>
<tr>
<td>HEALTH SERVICES  678-839-6452</td>
<td>PATIENT /VICTIM ADVOCATES  678-839-0641; 678-839-5338 (after hours 678-839-6000)</td>
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</tbody>
</table>
Americans with Disabilities Act: Students with a documented disability may work with UWG Disability Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify your instructor in writing by the end of the second full week of class and include a copy of your Student Accommodations Report (SAR), which is available only from Disability Services. Students are entitled to accommodations if they deliver the SAR to the instructor no later than the end of the second full week of class.

Disability Pledge: I pledge to do my best to work with the University to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make these known to me, either yourself or through Disability Services in 272 Parker Hall. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only my personal commitment: it is your right, and it is the law.

For more information, please contact Disability Services at the University of West Georgia.

Note: This syllabus serves as a contract for this class; if you remain enrolled in this course, then it is understood that you will comply with the criteria set forth in this syllabus. Make sure that you understand these policies before we move ahead; claiming ignorance of policy will not excuse you from a rule. Print off a copy of both the policies and the course schedule and bring it to class with you daily so that you can access the policies easily and make note of any changes as they occur.

Important Dates

September 29th: Withdrawal "W" period begins. Students who withdraw from a class between August 10 and midnight September 7th receive a grade of W (Full Session 16 week courses). Withdrawal from a course does not result in a refund of tuition and fees. Click here for additional information. Undergraduate course withdrawals during this period are subject to the Limited Withdrawal Policy. Click Here for more information.

Assignments

1. Reading Journal: students respond individually in writing to daily reading assignments (print, filmic, and visual), demonstrating
   • expressive writing (personal response), and
   • analytical questioning (for example, have students use their perception of "pressure
points" or parts of the text that they found confusing in order to ask critical questions and then, importantly, return to the text for deeper investigation of how to answer that question).

Note: Both of these will help students move from response towards analysis. Journals will be collected regularly and used as prompts for class discussion.

2. Visual image analysis: Four brief writing assignments, paragraph length at least, based on an observation, description, and analysis of a visual: a print ad or photograph or drawing/painting. This assignment fosters intellectual curiosity and analytical questioning through a medium they know well and instills confidence in “analysis” before they move on to academic writing about written texts. Students will also write an introductory and a conclusion paragraph as part of the drafting process.

3. Longer text and context essay (4-5 pages): an essay moving from a text itself to consider contexts: social, cultural, or thematic issues that the text raises in connection to the “real world” of individual experience.

4. Final creative project: students will develop a creative project at the end of the semester on a topic of their choosing that is related to the course content. Students will develop a presentation related to this project at the end of the semester. Further details will be announced in class.

Evaluation

- Course Participation (class attendance, Writing Center attendance, group workshops, quizzes, daily exercises, in-class writing) 15%
- Reading and Class Notes Journal 25%
- Writing Assignment #1-4 (paragraph-length analysis) 20%
- Writing Assignment #2 (long essay) 25%
- Final Creative Project 15%
**COURSE SCHEDULE**

*Changes or additions to the readings may occur throughout the semester. These will be announced in class and/or through email.*

Note: All assignments, including readings, are to be completed for the date listed in the schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading (due day of)</th>
<th>Topic/Tasks (in class)</th>
<th>Assignments (homework)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 9-Wed</td>
<td>*Syllabus</td>
<td>*Classes begin</td>
<td>*16personalities.com Results</td>
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<td></td>
<td>*CourseDen</td>
<td>*Syllabus</td>
<td>*16personalities Discussion Board (CourseDen)</td>
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<td>*Class Policies</td>
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<tr>
<td>Aug 14-Mon</td>
<td>*Watch T&amp;T Video in Week 2</td>
<td>NO CLASS TODAY</td>
<td>*Watch T&amp;T Video in Week 2</td>
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<tr>
<td>Aug 16-Wed</td>
<td>Pageant Research</td>
<td>*Discuss Episode</td>
<td>Homework: Choose a partner and research a Pageant. Choices: 1) Miss America, 2) Miss Universe, 3) Miss Earth, 4) Miss World I’ll cover Ms. America Be able to identify where to find information (websites), History of pageant, Application requirements, Proposed Benefits, Any criticisms of the pageant in the past, some examples of winner’s platforms. Anything else you find interesting.</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Activities</td>
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<tr>
<td>Aug 21-Mon</td>
<td>Pageant Research</td>
<td>“Defining “evaluation” and methods of doing so. Validation of social mores? Journal: In class choose one topic for and write in your journal: Interview: List five questions and your own brief answers that you would ask a contestant of your pageant. Swimsuit: If these are serious scholarship programs…write why you think they still include a swimsuit component to the competition. You can either support it or critique it. Talent: Write about how a specific TALENT can be used to support a Specific platform. For example, how does the ability to twirl a baton play into one’s ability to affect world peace? Evening: Analyze and write about how a person’s personal circumstances may be affected in this category. How might race, geography, and economics play into this. Also include your thoughts on how someone dresses plays into their worthiness for a scholarship.</td>
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<tr>
<td>Aug 28-Mon</td>
<td>Nymphet Fantasies Article</td>
<td>Methods of argument/evaluation</td>
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<td>Journal: Writing exercise incorporating quotes. Critique the major points made in the article read in class. Do you agree or disagree with them and why? Homework: Write first graded paragraph. Prompt: Based on your research and our class discussions, make a claim about beauty pageants and support it with evidence. Write an introduction paragraph with a clear thesis statement and one body paragraph with a clear claim. Submit to CourseDen on Wednesday.</td>
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<td>Date</td>
<td>Subject</td>
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<td>Aug 30-Wed</td>
<td>Peer editing writing homework in class. Go over grammar questions, organization questions.</td>
<td>Homework: Complete writing assignment to turn in on CourseDen by Today’s Deadline.</td>
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<tr>
<td>Sept 4-Mon</td>
<td>NO CLASS-LABOR DAY</td>
<td>NO CLASS-LABOR DAY</td>
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<td>Sept 6-Wed</td>
<td>History of Beauty</td>
<td>Homework: Research the Modeling Industry Work in pairs: 1) Weight, 2) Looks, 3) Finances, 4) Gender</td>
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<tr>
<td>Sept 11-Mon</td>
<td>The Modeling Industry—living beauty —ANTM</td>
<td>Journal: Write your description of what ideal physical beauty looks like. Write and brief analysis of where you think your ideas came from or were influenced by. Also, include what media influences you believe influenced your view.</td>
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<td>Sept 13-Wed</td>
<td>Read of “Body Image Attitudes”. Watch ANTM episode</td>
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<td>Sept 18-Mon</td>
<td>“Body Image Attitudes”</td>
<td>ANTM</td>
<td>Homework: Write second graded paragraph. Prompt: Choose an issues in the modeling community. In one paragraph introduce the issues complete with a thesis statement about that issue. In a second paragraph make a claim about it that supports your thesis and support that claim with evidence from the article or other research you have done. Bring printed version to class for peer editing.</td>
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</table>
*Constructed Beauty *Watch The Swan clip: [https://www.youtube.com/watch?v=lnjDWpSu_mW](https://www.youtube.com/watch?v=lnjDWpSu_mW)  
*Watch the Extreme Makeover clip: [https://www.youtube.com/watch?v=6QrtBodQsDY](https://www.youtube.com/watch?v=6QrtBodQsDY)  
*Watch The Biggest Loser clip: [https://www.youtube.com/watch?v=FO08hOhl7IE](https://www.youtube.com/watch?v=FO08hOhl7IE) |
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<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Notes</th>
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<tr>
<td>Sept 25-Mon</td>
<td>“Nacirema”</td>
<td>ANTM Journal: Write your opinion of body modifications that are personally used to construct beauty or self-image or expression. You may include breast augmentation/reduction, plastic surgery (major or minor), tattoos, piercings (extreme or even simple ear piercings...like of babies).</td>
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<td>Oct 2-Mon</td>
<td>RuPaul's Drag Race</td>
<td>Graded Writing 3: Prompt: Write an introduction complete with thesis statement and a body paragraph with a claim supporting your thesis that you support with textual evidence and quotes from a source. The topic must be about some way in which we construct or conform our bodies to cultural ideas of beauty. Bring printed to class for peer revision.</td>
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<tr>
<td>Oct 4-Wed</td>
<td>RuPaul's Drag Race</td>
<td>Shakespeare Excerpt</td>
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<td>Oct 9-Mon</td>
<td>Shakespeare!</td>
<td>Shakespeare Excerpt</td>
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<tr>
<td>Oct 11-Wed</td>
<td>Shakespeare!</td>
<td>Shakespeare Excerpt</td>
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<tr>
<td>Oct 16-Mon</td>
<td>Shakespeare!</td>
<td>Shakespeare Excerpt</td>
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<tr>
<td>Oct 18-Wed</td>
<td>Shakespeare!</td>
<td>Watch The Truman Show</td>
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<td>Oct 23-Mon</td>
<td>Truman Show</td>
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<td>Oct 25-Wed</td>
<td>Truman Show</td>
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<td>Oct 30-Mon</td>
<td>Truman Show</td>
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<td>Nov 1-Wed</td>
<td>Truman Show</td>
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<td>Nov 6-Mon</td>
<td>Truman Show</td>
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<td>Nov 8-Wed</td>
<td>Truman Show</td>
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<td>Nov 13-Mon</td>
<td>Truman Show</td>
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<td>Nov 15-Wed</td>
<td>Truman Show/Workshop</td>
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<td>Nov 20-Mon</td>
<td>THANKSGIVING BREAK</td>
<td>NO CLASS</td>
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<td>Date</td>
<td>Event</td>
<td>Details</td>
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<td>Nov 22-Wed</td>
<td>THANKSGIVING BREAK</td>
<td>NO CLASS</td>
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<td>Nov 27-Mon</td>
<td>Workshop</td>
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<td>Nov 29-Wed</td>
<td>LAST DAY OF CLASS</td>
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<tr>
<td>Dec 4-Mon</td>
<td>FINAL EXAMS</td>
<td>FINAL EXAMS</td>
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<tr>
<td>Dec 6-Wed</td>
<td>FINAL EXAMS</td>
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