Application for Course Inclusion as a General Education Course (not including FYS)

Course number __3386_____________ Title:  Readings in Young Adult Literature

Catalog description:

This course focuses on analyzing literature written for the young adult audience, with a focus on the characteristics of the genre, emerging themes, and contemporary trends.

Instructor name(s): (if more than one instructor teaches)
1. Louise Sullivan-Blum
2. 
3. 
4. 
5. 

For which area are you requesting your course approval?

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Please include course syllabi and relevant related course documents to support your request for inclusion.

(1) Describe how your course will advance the overall mission of the GE Program.

The purpose of this course, broadly speaking, is to enable students to analyze literature written for young adults, with a focus on the characteristics of the genre, emerging themes, and contemporary trends. Because the emphasis of the course is on active discussion and close introspection into the literature, our society, and ourselves, the course objectives are consistent with several elements of the general education mission, including fostering an inquiring mind, use of varied means of seeking truth and acquiring knowledge, and understanding and evaluation of multiple perspectives. Short papers, group work, and on-line discussion forums work together to increase students' ability to communicate effectively. Students practice scholarship through integrating the course texts and class discussion with outside research, making connections between literature, the world around them, and the effects of their own actions. Through historical examination and cross-cultural analysis, students should leave the course with a greater sense of global connectedness and an idea of how they can exercise their own civic responsibility, culminating in what is perhaps the most important goal of our general education program: the lifelong pursuit of personal growth.

(2) Describe (when appropriate) how the course will include any or all of the following: a) substantial opportunities for oral and/or written communication, b) encourage active and participatory learning, or c) promote application of general education knowledge, skills, and dispositions to students' lives outside of and beyond the university experience.

Active and participatory learning is evident in the participation component of the class. Students are expected to attend consistently, in mind as well as body; to be on the alert for ways to contribute meaningfully to class discussion; to engage issues raised by their classmates & instructor; and to assume personal responsibility for the vitality and collaborative spirit of the class. Students are also expected to join in other classroom activities, whether pre-announced or impromptu. These may include small group
exercises, response papers, peer review of a classmate’s work, and anything else that enhances our work as a class. To prepare for class activities students may occasionally be asked to bring a text of their own choosing to class, or to do written homework.

In addition to oral communication, the class includes substantial opportunities for written communication. Students are required to post one entry of approximately 200 words to an online discussion forum each week. These discussion forums provide a different, less formal space for students to work through the implications of their reading and the class discussions. Posting their thoughts in a public place allows the discussion and knowledge created there can be collectively shared. In addition, students are encouraged to respond to class discussion both on the formal online discussion forums and on an ungraded open forum, where they may post links to relevant news events, you tube videos, films, music, and other information. Student learning is assessed by means of periodic quizzes, a midterm, and a final exam. Assignments & projects may include but are not limited to writing assignments, oral presentations, group projects, and a final research project.

Throughout the class, students apply their general education knowledge, skills, and dispositions to their lives outside of and beyond the university experience by reading, researching, and discussing class material. As the culmination of this class, students choose a topic to research and present. Some topics might include artificial intelligence, censorship, discrimination, the rhetoric of hate speech, and other relevant issues concerning the humanities.

(3) There are a number of goals of the GE Program (see instructions). Which will your course will promote?

The following will be promoted, some to a greater extent than others:

**Acquire Knowledge of:**
- the foundations and characteristics of educated discourse;
- the approaches of the liberal arts disciplines;
- the unity and diversity of humanity
- fine arts and aesthetics
- the intricate complexities of life on the planet
- scientific information as it is applied to personal and social decisions
- the approaches of the liberal arts disciplines

**Exhibit Skills in:**
- critical and analytical thinking;
- effective written and oral communication;
- inquiry and research, including:
  - posing thoughtful questions
  - gathering relevant information
  - evaluating multiple viewpoints
  - constructing cogent arguments
  - weighing evidence

**Develop Dispositions to:**
- form a coherent, independent philosophy of life
- make socially responsible and personally fulfilling life choices
- value knowledge and continuing growth
- form opinions and modify positions based on evidence
- reason ethically and act with integrity
- promote social justice and peace
Describe how your course meets the relevant course objectives for the chosen area (these can be found in the middle column of the General Education Plan on pages 6 – 21).

- address the importance of multiple interpretations and reasoned defenses of texts, events, and ideas;
  This course involves both the primary texts themselves and the relevant criticism, through the use of book reviews, the American Library Association website for YA literature (YALSA), censorship challenges, among others.

- include how ideas are developed, challenged, modified, and defended over the course of time;
  Much of the course will be devoted to the ways in which ideas have developed and changed over the course of time. Young adult (YA) literature is by nature immediate and reflective of the period in which it is written. YA literature has for decades given a voice and a power to those who too often lack them in the public adult sector, tackling subjects such as teenage pregnancy, race and discrimination, sexual discovery. This class will examine the ways in which voice, subject matter, and genre have developed over the course of time. This class also examines the ways in which the ideas have been challenged and defended by looking at the issue of censorship in the form of banned and challenged books which have been targeted for both subject matter and genre. In order to fully understand the concept of banning books, students in this course will examine the motive of fear in the fight by censors to control, remove, or withhold information from the public.

- address the analysis and evaluation of a variety of texts within their social and cultural contests;
  Not surprisingly, one of the recurrent themes in YA literature at present is the exploration of dystopias and post-apocalyptic realities, ranging from the pervasive nature of advertising and the internet in M.T. Anderson’s Feed, to the horrors of conformity enforced by plastic surgery and brain alteration in Uglies by Scott Westerfeld. The sample syllabus I have attached examines this focus on dystopias, exploring the extent to which they mirror the reality of the adolescent social experience. Discussion of dystopias inevitably leads to an analysis of the extent to which they spring from our own present-day practices, such as war, genetic engineering, resource exhaustion, technological advances, political authoritarianism, and economic inequality, and they move students to explore their own visions of the future that awaits us, and the steps they can take to influence that future.

and,

- require students read discipline specific texts and engage in writing that totals at least 1500 words.
  Students will read and examine a variety of texts, including novels, memoirs, and relevant criticism. Response papers, the essay portions of the midterm and final exams, and the online discussion forums exceed the 1500 word minimum.

Ideally, courses in the Humanities will also:

- address the difference between the philosophical, historical, critical, and/or aesthetic approaches to culture and text (spoken, written, visual, or musical); and/or,
- address the interconnectedness between culture and knowledge and how the target discipline is both an element of culture and a method for analyzing it. Culture and knowledge are inextricably linked, with the discipline of English functioning both as an element of culture and a method of analyzing it. As noted above, novels (both YA and adult) are frequently targeted for censorship because of what is seen as problematic subject matter. Numerous YA novels have featured censorship themes for decades, ranging from Ray Bradbury’s 1953 novel Fahrenheit 451 to Nat Henroff’s The Day They Came to Arrest the Book (1982) to
Nancy Garden’s *The Year They Burned the Book* (1999) to *The Sledding Hill* by Chris Crutcher (2005). The prevalence of dystopian and post-apocalyptic themes is another example. M.T. Anderson’s 2002 novel *Feed* portrays a culture not so distant from our own in which the characters do not need to boot up the computer to access the internet—it is already implanted in their brains, along with a continuous stream of advertising (i.e. the “feed”). As a YA novel featuring a first person narrator, adolescent protagonists, absent or ineffectual parent figures, and contemporary slang, and firmly rooted in the cyberpunk genre, *Feed* can be seen as being both an element of a specific aspect of culture and a means of analyzing it.

(5) Describe the types of activities and assignments students will complete to demonstrate the relevant desired student learning outcomes (e.g. in-class discussion, reflection paper, homework assignments, exam, etc). In other words, how will you be assessing students’ competencies in the relevant learning outcomes?

- **interpret orally and/or in writing basic texts using critical analysis and reference to cultural contexts** (as assessed by the final exam);

  *and,*

- **describe the development or application of key concepts in the target disciplines** (as assessed by the final exam);

  *and,*

- **use methods appropriate to the target discipline to inquire, analyze, and critique ideas and events** (as assessed by the final exam).

  *analyze issues using a humanistic perspective* (as assessed by the final exam).

*Ideally, upon completion of any Humanities courses, students will have demonstrated that they can:*

- **articulate an interconnectedness between culture and knowledge** (as assessed by the final exam).
Sample Syllabus: ENG 3386
Readings in Young Adult Fiction

ENG 3386: Readings in Young Adult Fiction [semester]  Prof. Louise A. Sullivan-Blum
[Meeting Time and Location]  Office: BH 207-C, ext. 4597
纪律 Office Hours: [days and times]  lblum@mansfield.edu

Course Description: In this class we will examine the recent explosion of dystopias in young adult fiction, delving into some of the best contemporary YA novels. We will immerse ourselves in a variety of horrors and discuss why these dysfunctional and frequently post-apocalyptic visions of the future are so popular with today's young adult readers, and to what extent they mirror the reality of the adolescent social experience. We'll analyze the extent to which these dystopias spring from our own present-day practices, such as war, genetic engineering, resource exhaustion, technological advances, political authoritarianism, and economic inequality. And we'll explore our own visions of the future that awaits us, and the steps we can take to influence that future. The emphasis of the course will be on active discussion and close introspection into the literature, our society, and ourselves. Course requirements include classroom participation, online discussion forums, quizzes, papers, tests, and a final project.

Caution: Don’t assume that because these are young adult novels, the reading will be quick or easy. We will be reading and discussing eight books, some in excess of 400 pages, which tackle some very adult themes.

★ This course is an elective in the Women’s Studies minor.

Classroom Conduct: All students are expected to show respect to the instructor and the rest of the class. Please be conscious of how your behavior affects other people. This course is largely a discussion course, so please listen to each other and allow everyone a chance to participate in the discussion. Do not talk privately, even quietly, during the class except when you are engaged in group workshopping. Do not talk to others during freewriting. It irritates other students and breaks everyone’s concentration. Just as it is rude to talk while someone else is talking, it is rude to use an electronic device during class or to get up and walk out while class is being conducted. Please leave your cell phone, iPod, or other devices off and in your bag during class and take care of all personal business during the breaks between classes.

Note: Post a picture of yourself on D2L right now for 10 points extra credit!

Required Texts:
• **Little Brother**, by Cory Doctorow, Tor Teen ISBN-13: 978-0765323118

**From the MU Catalog:** ENG 3386 focuses on analyzing literature written for the young adult audience, with a focus on the characteristics of the genre, emerging themes, and contemporary trends.

**General Education Course Objectives:**

ENG 3386 Special Topics in Literature is an approved course in the Approaches to Knowledge – Humanities block. As such, this course will:

1) address the importance of multiple interpretations and reasoned defenses of texts, events, and ideas (evaluated in class discussion, online discussion forums, tests, quizzes, and paper assignments);
2) include how ideas are developed, challenged, modified, and defined over the course of time, by examining contemporary novels and comparing and contrasting current visions of possible dystopian futures with historical perspectives (evaluated in class discussion, online discussion forums, group work, tests, quizzes, and paper assignments);
3) address the analysis and evaluation of a variety of texts within their social and cultural contexts (evaluated in class discussion, in class group work, tests, quizzes, and informal and formal paper assignments);
4) require students to read discipline-specific texts and to engage in writing that totals at least 1,500 words (evaluated in informal response papers, in-class writing, essay portions of tests, and formal analysis papers);
5) address the interconnectedness between culture and knowledge and how the target discipline is both an element of culture and a method for analyzing it (evaluated in class discussion, online discussion forums, tests, and the final project);

**General Education Student Learning Outcomes:** This course is approved as a Humanities course in the General Education Program implemented in Fall 2011. The course’s objectives and outcomes listed above are consistent with the learning outcomes for Humanities courses, as listed below. This course may also be used in the Block 2: Languages and Literature Section of the old General Education model. **Upon completion of this course, students will have demonstrated that they can:**

• interpret orally and/or in writing basic texts using critical analysis and reference to cultural contexts (linked to course outcomes 3, 4, and 5, as assessed by the final exam);
• describe the development or application of key concepts in the target disciplines (linked to course outcomes 1, 2, 3, and 5, as assessed by the final exam)
• use methods appropriate to the target discipline to inquire, analyze, and critique ideas and events (linked to course outcomes 2, 3, 4, and 5, as assessed by the final exam).
• analyze issues using a humanistic perspective (linked to course outcomes 1, 2, 3, 4, and 5, as assessed by the final exam).
• articulate an interconnectedness between culture and knowledge (linked to course outcomes 2, 3, 4, and 5, as assessed by the final exam).

**General Education Assessment:** The final exam may be used to help the university assess the extent to which the General Education program meets its stated learning outcomes.

**Program-Level Student Learning Outcomes:** In addition, ENG 3386 is a course that may be taken by English BA majors to fulfill an English program degree requirement. As such, this course includes outcomes consistent with several of our English degree program learning outcomes. Students who successfully complete this course will

- demonstrate their ability to interpret texts critically (linked to course outcomes 1, 2, 3, 4, and 5);
- demonstrate their ability to situate literature in various contexts, including literary, cultural, and/or historical (linked to course outcomes 2, 3, and 5);
- demonstrate their ability to understand writing as a process, to assess rhetorical contexts, and to revise written work effectively (linked to course outcomes 1, 4, and 5);
- demonstrate their ability to conform to the prescriptive rules of standard written English (linked to course outcomes 1, 3, 4, and 5);
- demonstrate an understanding of and ability to use the structure of the English language (linked to course outcomes 1, 2, 3, 4, and 5).

**Note:** The final exam for this course may be used to help the English Program assess the extent to which the program is meeting its stated learning outcomes.

**Desire2Learn** (colloquially and fondly referred to as D2L): Copies of the course syllabus and assignment sheets will be made available on the D2L site for our course. If I must cancel class, I will communicate with you via your MU email account, and I will post instructions on our D2L site as soon as possible. Please continue to keep up with all the reading assignments, even if class is cancelled.

**Academic Integrity:** All students are expected to turn in original work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. When information from outside sources is used, proper credit must be given to the original source. The student handbook, *The Mountie Manual* for upperclassmen, or *The Student Planner* for freshmen, outlines the procedures faculty will use to initiate disciplinary action in cases of academic dishonesty.
**Plagiarism**: You have plagiarized when you represent someone else's words or ideas as your own. Plagiarism is a form of academic dishonesty. If you plagiarize in this class, your offense will be reported to the Provost’s Office. The student handbook, *The Mountie Manual* for upperclassmen, or *The Student Planner* for freshmen, outlines the procedures faculty will use to initiate disciplinary action in cases of plagiarism. Consequences may range from failure of the course to expulsion from the university.

**Exceptionalities**: If you have a documented psychological or learning disorder or other significant medical condition, please consult with the Department of Academic and Human Development (141 South Hall, 662-4798, wchabala@mansfield.edu) to make sure your professors are properly notified of your situation.

☑ **Attendance**: Attendance is crucial to your success in this course. I expect you to attend every class meeting. Because circumstances sometimes prohibit your attendance, however, you are permitted to miss one class (the equivalent of one week of the semester) without penalty. **If you accumulate more than one unexcused absence, your final grade will be lowered one letter grade for each unexcused absence.**

If you must miss class due to documented illness or other excusable absence (illness, bereavement, sanctioned university events, etc.), you must do the following:

1. inform me before the class, if possible, but no later than the first class after the excused absence
2. provide me with a copy of the signed excuse (the original must be available for my review)*
3. make up missed work as soon as possible

* Please see contact me as soon as possible if you have any special circumstances.

💬 **Classroom Participation**: You are expected to attend the required classroom sessions consistently, in mind as well as body; to be on the alert for ways to contribute meaningfully to class discussion; to engage issues raised by your classmates & instructor; and to assume personal responsibility for the vitality and collaborative spirit of the class. Besides freeform discussion, you should always be ready to join in other classroom activities, whether pre-announced or impromptu. These may include small group exercises, writing exercises of various lengths, peer review of a classmate’s work, and anything else that enhances our work as a class.

Attendance and performance are closely intertwined. If you have a number of absences but become an active and engaged participant whenever you do happen to show up, you do not compensate for your absences. Similarly, if your attendance record is perfect, but you’re not engaged, make no effort to listen or speak, or show a poor attitude, this is not adequate either. You will receive two participation grades - one at midterm, and one at the end of the semester, **for a total of 100 points**. Your participation grade will be determined in the following way:
48-50: Participation in classroom discussion is excellent. You show up on the days classroom attendance is required. Your posts to the D2L discussion forums are timely and thoughtful. You contribute to the face-to-face conversation through active listening and thoughtful speaking. Both face-to-face and online, you offer insights into the topic. You ask questions of others’ ideas, showing interest in the contributions of others. If the occasion arises, you challenge others’ ideas in a respectful and helpful way. You lead discussion well where applicable. You take group work seriously, both leading and facilitating the discussion. You use the time given in class to write for that purpose. You never (let’s face it: ever) text in class or wander in and out of the classroom without explanation; you don’t consistently walk in late and leave early, and your cell phone never rings at inopportune moments, thus disrupting everyone’s concentration. Your classroom decorum is, in a word, impeccable.

45-47: Your participation as described above is very good.

40-44: Your participation as described above is good.

35-39: Your participation as described above is adequate.

30-34: Your participation as described above is inconsistently adequate. If your participation in classroom discussion is minimal, you will received a grade in this range even if you attend every class.

25-29: Your participation as described above is inadequate.

24 and below: Your participation as described above is extremely inadequate. Students who miss a significant number of classes or whose behavior in class is disruptive will receive this grade.

Participation in Online D2L Discussion Forums: Because we meet only once a week, online discussion forums are a way for us to continue our conversations outside of class time. They are also a way for you to process ideas and prepare for class. I will post discussion questions and writing prompts periodically. You should check D2L regularly for new forums and new posts. All posts are due by 11:59 p.m. Thursday. Instructions for posting your responses and dates by which they must be posted will be included in the instructions for each online D2L forum. I may assign individual students to moderate or to summarize the discussion, depending on the nature of the post. As the instructor, I will initiate the discussion, and I will read and assess your posts. I will respond to the class as a whole, rather than responding to individual posts.

Your responses to discussion questions, or posts, should be thoughtful and indicative of careful reading. The quality of the writing counts, too. Some characteristics I consider to be part of excellent discussion contributions are outlined below. I will consider these characteristics when assessing the quality and level of your response.

1) Posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references.

2) Posts should be within a range of 75-150 words. If a post does not meet the minimum word count of 75, I will not count it toward your grade.

3) Discussions occur when there is dialogue; therefore, you need to build upon the posts and responses of the other students in your group to create discussion threads. Make sure to revisit the discussion forum and respond if necessary.

4) When relevant, add to the discussion by including prior knowledge, work experiences, references from the text or texts, web sites, resources, etc. (giving credit where appropriate). Include page numbers in parentheses and cite all information sources.

5) All contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.
Online posts count for 10 points each. If your post meets the above criteria, then you will get full credit for the discussion. If your post does not meet all the criteria (for example, if the post does not build on the discussion or does not show college level writing), then you will get half credit for the discussion. Late posts, posts less than 75 words, or posts meeting none of the above criteria will receive no credit. Online posts will be evaluated using the following criteria:

- **10**: Your post is thorough and thoughtful, going beyond a simple "I agree" or "Good ideas." Your statements are supported with examples, experiences, or references. Your post is within a range of 75-150 words.* If called for in the specific forum instructions, you contribute to the dialogue, revisiting the forum and responding if necessary. When relevant, you add to the discussion by including prior knowledge, work experiences, references from the text or texts, web sites, resources, etc. (giving credit where appropriate and including page numbers in parentheses). Your post is complete and free of grammatical or structural errors.
- **5**: Your post meets some but not all of the criteria listed above. It may fail to address the topic or include references when needed, or it may fail to show college level writing.
- **0**: Your post is late, nonexistent, or meets none of the criteria.

🔍 **Paper**: As we discuss these books, we will find ourselves returning to certain themes and issues. This paper is a chance for you to explore these further. Your paper should be about five pages long. A hard copy is due in class on March 3 and an electronic copy to the D2L dropbox by 11:59 pm March 3. More specific information to follow.

🎓 **Midterm & Final Exam**: These are worth 100 points each, and will be a combination of objective and essay questions.

🌟 **Final Project**: For this project, you and your group will create a dystopia based on a specific futuristic scenario I will assign you (for example: the aftermath of a nuclear war). What does your world look like? What way of life has emerged? You are free to approach this topic in whatever you like. Feel free to bring in your personal knowledge and talents. You might create a performance piece, or a piece of conceptual art. You might write a play and act it out. If you like and no one in your group can convince you otherwise, you may secede and write a short story or paper on your own (you must, however, do this right away, and not when your group is counting on you). Whether you choose to do it alone or with your group, I will expect you to do research in order to create a conceivable society. More information on this later in the semester.

🔍 **Grades**:

- Attendance & Participation: 100
- Online Discussion Forums: 50-100
- Quizzes: 50-100
- Paper: 100
- Midterm: 100
- Final Exam: 100
**Total Points:** Approximately 600. Additional assignments may be added during the course of the semester. (You can keep track of your grades on D2L. To calculate your final grade at any time in the semester, simply divide the total points you've received by the total points accumulated so far, or feel free to ask me.)

😊 **Extra Credit Options:**

- ✓ Post a picture of yourself on D2L (10 points)
- ✓ For every book I included on this syllabus, there were at least ten I wanted to include. I've listed some of them on D2L on the Bibliography discussion forum. For extra credit, read one of the books and post a review of 75-150 words. You may also add titles to this list, either for you or someone else to review. (10 points possible)

ناقش الطلاب في الشبكة التفاعلية بخصوص النظام التدريبي المحدد، وتأكد من أنها في الوقت المناسب. بعد ذلك، يمكنك الاستمرار في العملية بنفس الطريقة. الملاحظة: إذا كنت تحتاج إلى الدعم الفوري، اطلب من الاستاذ/الاستاذة. والتحية للجميع.

**Tentative Schedule of Assignments:** Each book must be read in full by the date it appears on the following schedule. Specific due dates and assignments may change during the course of the semester, depending on the pace of the class and, of course, the weather. All changes will be announced in class and on the D2L website for our class. Regular attendance and log-ins to the D2L site will ensure that you are up to date on all changes. All work is due by the date on which it appears in this schedule. No late assignments will be accepted without prior authorization.

★ **Check D2L for discussion forum guidelines and due dates.**

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<td>The Hunger Games</td>
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<td>Week 3</td>
<td>Matched</td>
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<td>Week 4</td>
<td>Uglies</td>
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<td>Week 5</td>
<td>Divergent (first half)</td>
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<td>Week 6</td>
<td>Divergent (second half)</td>
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<td>Paper due. Must be submitted to D2L dropbox by 11:59 p.m.</td>
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<td>Week 14</td>
<td>Group Project Presentations</td>
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**FINAL EXAM:** [date and time of final exam]