Instructor: Daniel Keener
Class: MW 7:15 am-10:45 am TA 1-M
Section: 90016
Office: LA-127
Advice hours: M 11:00 am to 12:00 pm and T/Th 9:30 am to 11:30 am or by appointment
Finals advice hours: Tues. 12/13 11:30 am to 1:30 pm and Thurs. 12/15 2-3 pm
Email: daniel.keener@chaffey.edu
Voicemail: (909) 652-6943
Class Website: www.keenersclasses.weebly.com

Required Texts and Supplies
--Maasik, Sonia. Signs of Life in the U.S.A. 8th Edition
--An Email Account (for course updates or changes)

Recommended
--A College Dictionary/Thesaurus

Course Description
Prerequisite: Eligibility for English 1A as determined by the Chaffey assessment process, or completion of English 450/475, or English as a Second Language 450.

Careful study and practice of expository and argumentative writing techniques and the frequent writing of compositions with the ultimate goal of a research project. A minimum of 6,000 written words is expected over the course of the term. Three arranged hours of supplemental learning in a Success Center that supports this course is required. Designed to prepare the student for satisfactory college writing. May be offered as an Honors course.

The objectives of English 1A are as follows:
1. To develop and present a clearly written message in English
2. To express and advocate ideas clearly and effectively in writing.
3. To support written arguments with relevant and adequate evidence.
4. To demonstrate sensitivity to matters of style in written language.
5. To assess with insight one’s own writing by critiquing the writing of others.
6. To synthesize learning through the medium of writing.
## English Department—Composition SLOs

### Chaffey College core competencies

1. Communication
2. Critical thinking and information competency
3. Community/global awareness and responsibility
4. Personal, academic, and career development

### English AA-T program-level SLOs

**Upon successful completion of the English AA-T, students will . . .**

1. Transfer to a CSU or other university for completion of a major in English.
2. Understand the relationship between purpose and audience in a text.
3. Apply the elements of the reading process (prereading, active reading, reviewing, responding, etc.) to any reading assignment in the academic and professional spheres.
4. Apply the elements of the writing process (inventing, drafting, revising, editing, proofreading, etc.) to any writing assignment in the academic and professional spheres.
5. Respond critically to reading assignments using reflection, analysis, and synthesis.
6. Reflect on and evaluate their own progress as readers, writers, and critical thinkers.

### English 1B course SLOs

**Upon successful completion of English 1B, students will . . .**

1. Demonstrate mastery in evaluating, integrating, and documenting sources.
2. Support an argumentative thesis with persuasive evidence and reasoning.
3. Write essays that synthesize information to support analysis or argument.

### English 1A course SLOs

**Upon successful completion of English 1A, students will . . .**

1. Demonstrate proficiency in evaluating, integrating, and documenting sources.
3. Write essays that deliberately connect audience and purpose in a variety of genres.

### English 475 course SLOs

**Upon successful completion of English 475, students will . . .**

1. Read critically to analyze and evaluate a variety of nonfiction texts and in a variety of disciplines.
2. Write an essay with a clear thesis and documented sources.
3. Analyze the rhetorical features of texts.

### English 575 course SLOs

**Upon successful completion of English 575, students will . . .**

1. Apply appropriate reading strategies suited to the text.
2. Write an essay including a thesis and supporting evidence.
3. Analyze interconnected functions of audience, purpose, genre, tone, and role.

### English 675 course SLOs

**Upon successful completion of English 675, students will . . .**

1. Read as a process in multiple genres
2. Write a short essay.
3) Distinguish key textual features including audience, purpose, tone, fact, and opinion.

# Fast-Track (S1) English 1A: Supplemental Learning Verification Sheet for Fall 2016

Student Name _________________________________________________  English Instructor _______________________

Last    First

Only *Workshops, Learning Groups, and Directed Learning Activities* count toward the *3-hour* supplemental learning requirement. **You may attend one group and review one DLA with a tutor per day.**

<table>
<thead>
<tr>
<th>SESSION # 1</th>
<th>Due Sept. 2</th>
<th>SESSION # 2</th>
<th>Due Sept. 16</th>
<th>SESSION # 3</th>
<th>Due Sept. 30</th>
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<tr>
<td>You must choose one of the following: “Getting Started” DLA* or a “Learning Strategies,” “Active Reading,” “Hope,” or “Mindset” DLA* or group.</td>
<td>Workshop, Learning Group, or DLA</td>
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*The first session DLAs will be reviewed until the first deadline.*

Final Deadline
Content Disclaimer: Students who remain in this course acknowledge the possibility of course discussions, activities, and materials featuring mature content. If you should decide, for some reason, to drop this course, it is your responsibility to do so via MyChaffeyView. With the exception of the first day, I will not drop anyone due to lack of attendance.

Course Policies

Attendance: This class uses a workshop approach, where much of our work is done in groups, and students become active members in classroom discussions. Therefore attendance is mandatory, and I expect you to come to class on time and prepared to discuss any writing or reading assignments for that day. Any essay or assignment cannot be made up. I do not differentiate between “excused” or “unexcused” absences, so please reserve your absences for true emergencies. Also, I expect you to arrive right on time and will mark you “tardy” if you are more than ten minutes late. Two tardies will result in one absence. After three absences, your participation points start to be negatively affected.

NOTE: Through my experience as an English instructor I have noticed a direct correlation between a student’s success and frequent attendance: the more often a student comes to class, the more successful the student is in that class. Also, participation points are not the only points an absent student misses. Every class, critical responses of the readings are due and they cannot be turned in late. If you are not in class, you cannot turn them in and therefore lose points because of it.

Active Participation: This is a student-centered classroom, and I do not make a habit of “lecturing.” Therefore, I expect you to be active members of the class and participate in every reading or writing discussion we have. I respect your experiences and perspectives, as well as your questions, and your continued involvement helps to generate a diverse and lively classroom environment. Furthermore, active learning remains essential to grow as better writers, readers, and critical thinkers.

Essays: You will complete two out-of-class essays and one research paper. The out-of-class essays will follow MLA format and generally be 4-6 pages in length. The research paper will be generally 6-8 pages in length and will be demonstrative of your cumulative writing ability up to that point in the semester. You will receive more specific written instructions about all essay assignments. Also, you will have the option to revise one of your out-of-class essays. DO NOT THROW AWAY ORIGINAL ESSAYS WITH MY COMMENTS. You’ll need to turn this in with your revision.

Critical Readings: Before coming to class, you will need to annotate your readings. We will discuss annotation strategies in class. I will check your readings for annotations at the beginning of class.
Freewrites: Throughout the semester, you will be required to respond to a question I pose about the readings you have done before coming to class. There will be twenty-five of these, each worth four points.

Proposals: For every essay you write, you will need to create a proposal. The proposal should be about one page in length, and it should describe what your subject is, why it is important, and briefly outline how you plan to organize your essay. The proposal is usually 2-3 pages in length. We will look at some sample proposals and talk about these in more detail after I assign your first essay.

Peer Reviews: Since writing itself can be such a solitary pursuit, peer reviews are designed to get your classmates involved and assist you with your essays. Every student will be required to bring in a copy of his/her completed rough draft at the beginning of class. These peer reviews are very important and your involvement remains necessary to create a successful team dynamic. If you fail to attend peer reviews or bring completed rough drafts, you will lose ten percent from your final grade.

Writing Center Requirement: Students are required to earn THREE hours of Language Arts Success Center credit in the form of workshops, study groups, and/or directed learning activities in order to complete this course successfully. Please remember that these tutors are not just “fixers” of grammar, punctuation, or spelling errors. You and the tutor will work collaboratively on your ideas, content, and organization, so you must come prepared. It is advisable that you either visit or call the center for your appointment. Although you are more than welcome to visit the center as many times as you want, I do not give “extra credit” for additional visits. Please be warned that this center gets very busy during the last few weeks of the semester, and students who wait this long often find themselves unable to see a tutor. Please make your appointments early! You must use the supplemental learning verification for credit for your hours.

Standard Classroom Etiquette: Bring required texts on the day of assigned readings, and turn off your cell phones, MP3 players, or any other electronic device that distracts you from learning. Please be courteous and helpful to your fellow classmates and actively participate in team activities. Any disruptive behavior may result in dismissal from class for that day and a deduction in participation points.

Academic Dishonesty: Simply stated, all work in this class must be your own. The Chaffey College English Department has adopted the following policy:

Plagiarism, an unlawful act which is defined as the misrepresentation of the published ideas or words of another as one’s own, will not be tolerated in Chaffey College English courses. At the discretion of the professor, plagiarism may result in zero points for the assignment and/or failing the course. In addition, a disciplinary record may be established and kept on file with the college.
Please exercise caution and seek my help with any outside sources you may use in your writing. We will also be discussing proper MLA citation and plagiarism avoidance in this course.

**Tutoring and Student Support**
Chaffey College has created Student Success Centers, which offer free tutorials, workshops, study groups, directed learning activities, and computer access to assist students in their academic development and success. Four of the centers located on the Rancho Cucamonga campus are designed to address specific subject needs:

- **Math Success Center**
  - M-121
  - (909) 652-6452

- **Language Success Center**
  - BEB-101
  - (909) 652-6907

- **Writing Success Center**
  - BEB-101
  - (909) 652-6820

The remaining centers are multidisciplinary, designed to serve students in all subject disciplines.

- **Rancho Success Center**
  - BEB-101
  - (909) 652-6932

- **Chino Multidisciplinary Success Center**
  - CHMB-145
  - (909) 652-8150

- **Fontana Success Center**
  - FNFC-122
  - (909) 652-7408

Call the Centers or consult the college website at [www.chaffey.edu/success/](http://www.chaffey.edu/success/) for more information.

**Global Career Center:**
We at the Global Career Center (GCC) are here to help you find a meaningful career. We offer career counseling, career assessments, résumé assistance, interviewing skills preparation, job referrals, student employment, and career related workshops. The GCC is located on the Rancho Cucamonga Campus in AD 189 and we can be reached at (909) 652-6511.

**Veterans and Eligible Family Members:**
Chaffey College’s Veterans Resource Center (VRC) is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently and without impediments. If you are a veteran or eligible family member, please contact the Veterans Resource Center at 909-652-6235 or vrc.staff@chaffey.edu for information regarding educational benefits and opportunities. The Veterans Resource Center (VRC) is located in building AD-125 on Chaffey College’s Rancho Cucamonga campus.

**The Honors Program:** The Honors Program provides an intellectual and cultural community for students at Chaffey College. Program benefits include smaller classes, creative and challenging coursework, academic enrichment activities, and scholarships.
Students also have opportunities to present research at scholarly conferences, build social responsibility through community service, and receive ongoing personalized academic advisement as well as support during the transfer process. Students who complete the Honors Program may take advantage of our transfer agreements with prestigious institutions like UCLA. Visit http://www.chaffey.edu/honors or SSA-122 for more information and admission requirements.

**DPS:**
If you have a disability documented by a physician or other appropriate professional and wish to discuss academic accommodations, please contact the DPS office (652-6379) ASAP. Please be sure to allow adequate time to arrange an appropriate accommodation.

**EOPS:**
EOPS (Extended Opportunity Programs & Services) is a state-funded program that offers support services to economically disadvantaged students who have experienced limited success in high school and/or college. They endeavor to ensure student retention and success through academic support and financial assistance with the ultimate goal being completion of a certificate program, an associate degree and/or transfer to a four-year university. Please contact the EOPS office (652-6349) for more information.

**One Book, One College:**
The One Book, One College Program is a collaborative effort at Chaffey College wherein faculty, students, staff, and administration select and read an agreed upon work of fiction or nonfiction during each academic year.

**Grading Policy:** A point system will be used for the following assignments/tasks:

2 Out-Of-Class Essays---200 points (100 points each)
1 Research Paper---185 points (paper=150 points, annotated bibliography=35 points)
3 Proposals---75 points (25 points each)
3 Rough Drafts---60 points (20 points each)
20 Critical Readings---60 points (3 points each)
3 Success Center visits---60 points (20 points each)
20 Freewrites (in-class work)—60 points (3 points each)

**Total Course Points: 700 pts.**

**Grading Scale:**

- **A+** = 700-686
- **A** = 685-644
- **A-** = 643-630
- **B+** = 629-616
- **B** = 615-574
- **B-** = 573-560
- **C+** = 559-546
- **C** = 545-490
- **C-** = 490-434
- **D+** = 489-476
- **D** = 475-434
- **D-** = 433-420
- **F** = 419 and below
# ENGL 1A Rubric

<table>
<thead>
<tr>
<th>Score/Grade</th>
<th>Range</th>
<th>Criteria</th>
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<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
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<tr>
<td>A</td>
<td>24-27</td>
<td>Superior understanding of topic and writing context; superior understanding of rhetorical strategies and techniques; valuable central purpose/thesis defined and supported with substantial, specific, and relevant details; rich, distinctive content that is original; strong reader interest; strong analytical interpretation</td>
</tr>
<tr>
<td>B</td>
<td>22-23</td>
<td>Accurate grasp of topic and writing context; substantial understanding of rhetorical strategies and techniques; worthwhile central purpose/thesis clearly defined and supported with relevant details; substantial reader interest; moderate analytical interpretation</td>
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<tr>
<td>C</td>
<td>19-21</td>
<td>Acceptable but cursory understanding of topic and writing context; acceptable understanding of rhetorical strategies and techniques; routine purpose/thesis supported with adequate details; suitable but predictable content that is somewhat sketchy or overly general; occasional repetitive or irrelevant material; average reader interest; little to no analytical interpretation</td>
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<tr>
<td>D/F</td>
<td>5-18</td>
<td>Little or no grasp of the topic or writing context; central purpose/thesis not apparent, weak</td>
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<td><strong>Rhetorical structure</strong></td>
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<tr>
<td>A</td>
<td>21-23</td>
<td>Exceptionally clear plan connected to thesis/purpose; topic sentences strongly relate to thesis; plan developed with consistent attention to proportion, emphasis, logical order, flow, and synthesis of ideas; paragraphs coherent, unified, and effectively developed; striking title, introduction, and conclusion</td>
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<tr>
<td>B</td>
<td>18-20</td>
<td>Clear plan related to thesis; topic sentences relate to thesis; plan developed with proportion, emphasis, logical order, and synthesis of ideas; paragraphs coherent, unified, and adequately developed; smooth transitions between paragraphs; effective title, introduction, and conclusion</td>
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<td>C</td>
<td>16-17</td>
<td>Conventional plan apparent but routinely presented; paragraphs adequately unified and coherent, but minimally effective in development; one or two weak topic sentences; transitions between paragraphs apparent but abrupt, mechanical, or monotonous; routine title, introduction, and conclusion</td>
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<tr>
<td>D/F</td>
<td>5-15</td>
<td>Plan not apparent, inappropriate, undeveloped, or developed with irrelevance, redundancy, inconsistency, or inattention to logical progression; paragraphs incoherent, underdeveloped, or not unified; transitions between paragraphs unclear, ineffective, or nonexistent; weak or ineffective title, introduction, and conclusion</td>
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<td>conclusion</td>
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<td><strong>Diction and tone</strong></td>
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<tr>
<td>A 18-20</td>
<td>Diction distinctive; fresh, precise, concrete, economical, and clear word choice; word form mastery; appropriate, consistent, and engaging tone</td>
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<tr>
<td>B 16-17</td>
<td>Clear and accurate diction; minor errors in word form and/or occasional weaknesses in word choice; generally clear, appropriate, and consistent tone</td>
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<tr>
<td>C 14-15</td>
<td>Satisfactory diction; generally accurate, appropriate, and clear word choice, though occasionally predictable, wordy, or imprecise; limited vocabulary; clarity weakened by errors in S-V and pronoun agreement, point of view, word forms; mechanical and/or inconsistent tone</td>
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<tr>
<td>D/F 1-13</td>
<td>Diction unacceptable for a college-level essay; inappropriate, unclear, and/or inaccurate word choice that distracts the reader or obscures content; numerous word form errors; inappropriate and/or inconsistent tone</td>
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<tr>
<td><strong>Grammatical form</strong></td>
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<tr>
<td>A 16-17</td>
<td>Sentences skillfully constructed, unified, coherent, forceful, effectively varied; effective in coordinating, subordinating, and emphasizing ideas; harmonious agreement of content and sentence design; impressive use of grammatical structures</td>
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<tr>
<td>B 14-15</td>
<td>Sentences accurately and coherently constructed with some variety; evident and varied coordination, subordination, and emphasis of ideas; no errors in complex patterns; effective and clear use of grammatical structures</td>
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<tr>
<td>C 12-13</td>
<td>Sentences constructed accurately but lacking in distinction; minimal skill in coordinating and subordinating ideas; little variety in sentence structure; clarity weakened by occasional awkward, incomplete and/or fused sentences; marginal to adequate use of grammatical structures</td>
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<tr>
<td>D/F 1-11</td>
<td>Sentences marred frequently enough to distract or frustrate the reader; numerous sentences incoherent, fused and/or incomplete; monotonous, simple sentence structure; unacceptable use of grammatical structures</td>
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<tr>
<td><strong>Mechanics</strong></td>
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<tr>
<td>A 12-13</td>
<td>Punctuation is clear, appropriate, and effective for the style and argument of the paper.</td>
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<tr>
<td>B 10-11</td>
<td>Some errors in punctuation that may distract reader.</td>
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<tr>
<td>C 8-9</td>
<td>Many errors in punctuation that distract or confuse the reader.</td>
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<tr>
<td>D/F 1-7</td>
<td>Errors in punctuation distract reader frequently making the paper difficult to read.</td>
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Essay Prompts

**Essay 1: An Album Cover.** For this essay, you will need to be very creative. You will create an album cover that reflects the interests of one of the main characters in *Eleanor and Park*. The album cover could reflect the interests of the title characters, but it is not limited to only those two characters. Think about things like color, font, images that might be symbolic, placement of those images, etc. Once you have completed the album cover, you will need to write an analysis paper (3-5 pages in length) of it. Remember what we have talked about concerning semiotics. How might we “read” this album cover? What does it tell us about the character you chose?

**Essay 2: Music for a Scene.** For this essay, you will pick one song that you feel helps to accentuate a certain scene in this book. The scene could be one of your favorites and the song should help us to see or read the scene more deeply. For example, if I chose to pick a song for the first time Park sees Eleanor, I might use the song “Embarrassment” by Madness to reflect Park’s feelings about this weird girl. One of the lines says, “…disgrace to the human race.” This might be a little on the nose, too poignant for the moment, but it does reflect Park’s psychology. Also, be sure to use quotes from the book to show why the character feels the way he or she does. You will notice that you could also use a song that would fit with Eleanor’s perspective as well. She makes no apologies for being who she is, so a song like “No Regrets” might work well for her. This paper should be 4-6 pages long with a thesis-driven argument that synthesizes a scene and song.

**Essay 3: Retro-Great: Selling Nostalgia.** What is it about the past that makes us so happy? The eighties, especially, seem to be romanticized a lot lately for reasons we will discuss. For this paper, you will need to research the eighties: the political situation, the economy, pop culture, music, television, music television, movies, etc. In this paper, you will make the case for why there are so many retro shows, movies, and books now. You will use evidence from those forms of art, including, of course, *Eleanor and Park*. This paper should be 6-8 pages in length, but do not worry about the length. You will need it in order to argue your point.

**Tentative Course Outline**

**Week 1:**
M 8/15—Introduction to Course
   1 Page Assignment
   In Class: Introductions
   Writing Success Center Requirement Introduced

W 8/17— In Class: “Shitty First Drafts,” Sample Proposal, Breaking out Bob, Create Topics in Relation to Essay #1 and analyze
   **Due: 1 Page assignment**
   **Assign: Essay #1 and Proposal #1**
Week 2:
M 8/22—Have Read: Signs: “Popular Signs” (1-20) & “Writing About Popular Culture” (21-55)
   In Class: Discuss semiotics and reading, group work on sample essays, and discussion
   Due: Proposal #1

W 8/24—Have Read: Eleanor & Park (1-50), Signs: “My Selfie, My Self: Ma(s)king Identity in
the New Millennium” (491-499) and “Straddling Online and Offline Profiles, Millennials
Search for Identity” (504-510)
   In Class: Discussing identity and Peer Review (Send a copy of rough draft to self)

Week 3:
M 8/29—Have Read: “Gender Role Behaviors and Attitudes” (504-510), “The Gender Blur:
Where Does Biology End and Society Take Over?” (511-517) & Eleanor and Park (50-100)
   In Class: Who says blue is for boys and pink is for girls? & Gender norms of the
characters: Why the refusal?

W 8/31—Have Read: “American Dreams” (519-523), “I Won. I’m Sorry” (524-530) & “In
Living Color: Race and American Culture” (538-549) & Eleanor and Park (100-150)
   In Class: Sex, gender, sexuality, ethnicity and fitting in & Reflection letter and
celebrations
   Assign: Essay #2
   Due: Essay #1 (Via email before midnight) and WC Session #1 Due Fri. 9/2

Week 4:
M 9/5—No Class Meeting. Labor Day. Have Read: “Video Dreams: Television and Cultural
Forms” (255-267) & Eleanor and Park (150-200)

W 9/7—Have Read: “You’ve Got the Wrong Song: Nashville and Country Music Feminism”
(276-282) & Eleanor and Park (200-250)
   In Class: Audience, purpose, and tone: “I Walk the Line” & Scene and song practice
   Due: Proposal #2

Week 5:
M 9/12—Have Read: “Mad Men and the Paradox of the Past” (300-303) & “Reality Hunger: On
Lena Dunham’s Girls” (304-311) & Eleanor and Park (250-300)
   In Class: Peer Review (Send rough draft to self) & Shows and music: What
connections can we make?

W 9/14—Have Read: “Devious Maids Skewers the One Percent” (312-314) & “The Social
Networks” (315-318) & Eleanor and Park (Rest of novel)
   In Class: Reflection Letter & Art as catharsis: When we cannot have real change…
   Due: Essay #2 (Send via email before midnight) and WC Session #2 Due Fri. 9/16
   Assign: Essay #3
Week 6:
M 9/19—**Have Read:** “The Culture of American Film” (321-333) & “Creating the Myth” (334-342)
   In Class: Film and *Eleanor and Park*: What are we supposed to learn? & Who is the hero?

   In Class: Manufacturing desire: A culture of consumerism & Recursive steps to research: The scavenger hunt begins

Week 7:
M 9/26—**Have Read:** “For Students in Internet Age, No Shame in Copy and Paste” (62-69) & “What’s in a Package” (113-122)
   In Class: Begin research and gathering sources & Nostalgia as packaging
   **Due:** Proposal #3

W 9/28—**Have Read:** “Purification through Simplification: Nature, the Good Life, and Consumer Culture” (128-142)
   In Class: Peer Review (Send rough draft to self) & Simpler times=purity?
   **Due:** WC Session #3 Fri. 9/30

Week 8:
M 10/3—**Have Read:** “Masters of Desire: The Culture of American Advertising” (166-176)
   In Class: Inescapable marketing: Stop trying to sell to me & Revising/workshopping papers

W 10/5—**Final—Due:** Essay #3, WC Verification Sheets, and Optional Revision

Wow! What a semester!