

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
 Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

Department	Foreign Languages	College/School	CLA
Prepared by	Timothy Wilson	Phone	X5463
Email Contact	tim.wilson@alaska.edu	Faculty Contact	Timothy Wilson

**1. COURSE IDENTIFICATION: As the course now exists.**

Dept  Course #  No. of Credits

**COURSE TITLE**

**2. ACTION DESIRED:**  Check the changes to be made to the existing course.

Change Course  If Change, indicate below what is changing. Drop Course

NUMBER	<input checked="" type="checkbox"/>	TITLE	<input checked="" type="checkbox"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREREQUISITES*	<input checked="" type="checkbox"/>	FREQUENCY OF OFFERING		<input type="checkbox"/>	<input type="checkbox"/>

\*Prerequisites will be required before a student is allowed to enroll in the course.

**CREDITS (including credit distribution)**

			<b>COURSE CLASSIFICATION</b>	
--	--	--	------------------------------	--

**ADD A STACKED LEVEL (400/600)**  Dept.  Course #

Include syllabi.

**How will the two course levels differ from each other? How will each be taught at the appropriate level?:**

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

**ADD NEW CROSS-LISTING**  Dept. & No.  Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.

**STOP EXISTING CROSS-LISTING**  Dept. & No.  Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.

**OTHER (specify)**

**3. COURSE FORMAT**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

**COURSE FORMAT:** (check all that apply)  1  2  3  4  5  6 weeks to full semester

**OTHER FORMAT (specify all that apply)**

Mode of delivery (specify lecture, field trips, labs, etc.)

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES  NO

IF YES\*, check which core requirements it could be used to fulfill:

O = Oral Intensive,  W = Writing Intensive,  X = Baccalaureate Core   
 \*Format 6 also submitted  \*Format 7 submitted

- 4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YES  NO

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES  NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?  TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case-study~~ Comparative approach in ~~assessing~~ analyzing ~~Aberiginal~~ Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal situations~~

Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

**SPAN F222 Cultures and Civilizations of Spain (h)**

3 Credits

Offered Spring Even-numbered Years

Designed to provide students of Spanish language and others interested in Hispanic culture with background in the geography, history, religions, cultures, and politics of Spain. Explores the changes and challenges facing contemporary Spanish society. Conducted in English. Recommended SPAN F102. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

**SPAN F222 F322 Cultures and Civilizations of Spain (h)**

3 Credits

Offered Spring Even-numbered Years

Designed to provide students of Spanish language and others interested in Hispanic culture with background in the geography, history, religions, cultures, and politics ~~cultures, history and politics~~ of Spain, as well as continued practice in the target language. Explores the changes and challenges facing contemporary Spanish society. Conducted in ~~English~~ Spanish. Recommended: ~~SPAN F102~~. Prerequisites: ~~SPAN F202 or equivalent; or instructor permission~~. (3+0)



8. **GRADING SYSTEM:** Specify only one.

LETTER:

PASS/FAIL:

9. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

There will be no impact on budget, facilities, faculty, etc.

10. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

Not applicable

11. **IMPACTS ON PROGRAMS/DEPTS:**

What programs/departments will be affected by this proposed action?  
Include information on the Programs/Departments contacted (e.g., email, memo)

Spanish program will be affected, as there will be more classes in Spanish for students to take

12. **POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

**Positive impact:** students will get more instruction in the Spanish language, and the increased rigor will positively impact both majors and minors.

**Negative impact:** none foreseen

13. **JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Background: Currently, there are a number of courses which students may take toward the Spanish major or minor which do not require interaction in the target language. This lack of practice in Spanish negatively affects some students.

Proposal: We propose to change this otherwise useful class to delivery in Spanish rather than English, and correspondingly, from 200 level to 300 level to reflect the increased rigor.


The change in prerequisite also reflects the increased rigor.

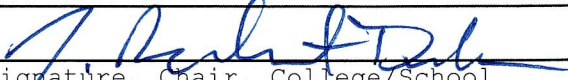
The slight wording change in the course description reflects the new focus here described.

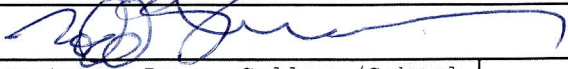
Ramifications: The proposed changes would obviate courses being taught unnecessarily in English rather than Spanish, and thus, add rigor to our major and minor. The content would be the same, but students learning would be enriched through delivery and extra interaction in the target language, resulting in a higher level of proficiency in Spanish majors and minors.

In summary: These changes would increase the rigor of an existing course, benefitting both our students and the quality of UAF education.

**APPROVALS:** (Additional signature blocks may be added as necessary.)

	Date	08/28/13
Signature, Chair, Program/Department of:	FOREIGN LANGUAGES	

	Date	5/9/14
Signature, Chair, College/School Curriculum Council for:	CLA	

	Date	5/9/14
Signature, Dean, College/School of:	CLA	

Offerings above the level of approved programs must be approved in advance by the Provost:

 	Date	 
Signature of Provost (if applicable)		

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

 	Date	 
Signature, Chair		
Faculty Senate Review Committee:   __Curriculum Review           __GAAC		
__Core Review                __SADAC		

**ADDITIONAL SIGNATURES:** (As needed for cross-listing and/or stacking; add more blocks as necessary.)

 	Date	 
Signature, Chair, Program/Department of:		

 	Date	 
Signature, Chair, College/School Curriculum Council for:		

 	Date	 
Signature, Dean, College/School of:		

Note: If removing a cross-listing, attach copy of email or memo to indicate mutual agreement of this action by the affected department(s). If degree programs are affected, a Format 5 program change form must also be submitted.



ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

#### SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

##### 1. Course information:

Title,  number,  credits,  prerequisites,  location,  meeting time (make sure that contact hours are in line with credits).

##### 2. Instructor (and if applicable, Teaching Assistant) information:

Name,  office location,  office hours,  telephone,  email address.

##### 3. Course readings/materials:

Course textbook title,  author,  edition/publisher.

Supplementary readings (indicate whether  required or  recommended) and

any supplies required.

##### 4. Course description:

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

##### 5. Course Goals (general), and (see #6)

##### 6. Student Learning Outcomes (more specific)

##### 7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

##### 8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

##### 9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

##### 10. Evaluation:

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

##### 11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

##### 12. Disabilities Services: Note that the phone# and location have been updated.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

# SPANISH 322: Culturas de España

**Instructor:** Siri Engstrom

**Email:** [sengstrom@alaska.edu](mailto:sengstrom@alaska.edu)

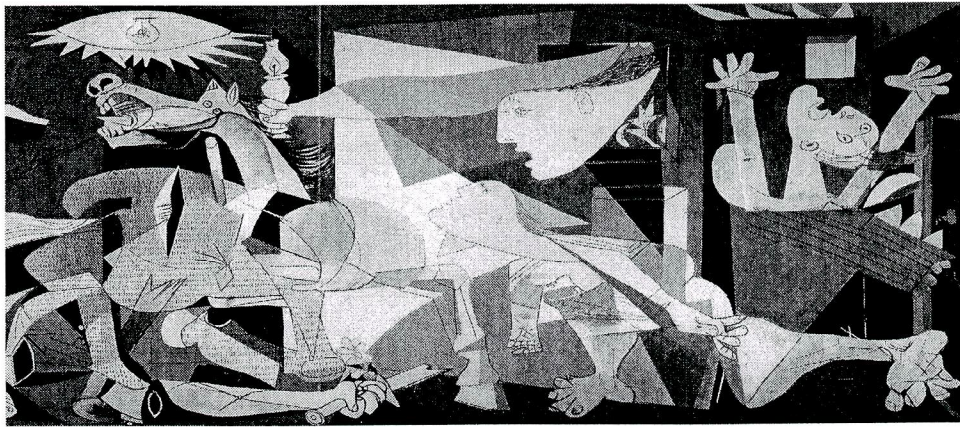
**Office:** Gruening 606D

**Phone:** 474-5725

**Office hours:** MWTR 9:15-10:15 & by appointment

**Class time and place:** MWF 2:15-3:15 pm in GRUE 304

**Prerequisites:** SPAN F202 or equivalent; or permission of instructor.



## **Materials:**

Opere, Fernando and Douglass, Carrie, . *España y los españoles de hoy: historia, sociedad y cultura*. Prentice Hall, 2007.

Ugarte and McNerney. *España y su civilización*. McGraw-Hill, 2008. (6<sup>th</sup> ed.)

There will be other assigned materials either as handouts or ~~E-Res~~ <sup>blackboard</sup> documents.

## **Course description:**

This course is designed to provide students of Spanish language who are interested in Spanish culture with background in the geography, history, religions, politics, cultures, and arts of Spain. We will also explore the changes and challenges facing contemporary Spanish society. Instruction will be exclusively in Spanish, and therefore students wishing to register must have completed a minimum of Spanish 202 or equivalent (four semesters of Spanish language).

## **Course goals and expected student learning outcomes:**

At the end of this course, students will understand Spanish culture in the context of its history and geography, be aware of the challenges and changes facing contemporary Spanish culture, and be better prepared for further study of Spanish language, film, and literature.

## **Instructional methods:**

This is a communicative language class which will include a great level of class discussion, with the addition of short lectures. There will predominantly be whole class interaction, and occasionally work done in small groups. There will also be films and videos, music, and food sampling!



## EVALUATION

To measure the expected learning outcomes, we will use the following resources:

### A. *Participación (10%)*

Learning a language is not done in isolation. Speaking, listening, and interacting with others are essential parts of the learning process. Therefore you will be graded on your classroom performance—not on whether you get the right answer, but on whether you are in class, with your materials, prepared and *willing* to speak. Your study guide will serve as a good start for questions and comments that you would like to raise in class. Participation will be evaluated regularly (see “PARTICIPATION GRADE CRITERIA” below). From 0-5 points will be awarded for every day of class. Each unexcused absence will detract heavily from your grade, however you will be allowed 3 “free” absences before your grade will be affected. Each additional absence will lower your *FINAL* course grade by 1%, and missing 14 hours of class or more will result in an automatic “F”.

### B. *Exámenes (30%)*

There will be two written tests taken during class this semester, each worth 15% of your final grade. Exams may not be made up without advance accommodation or a note from your doctor.

### C. *Study guides and daily questions (25%)*

In addition to your reading, you are expected to complete the week’s study guide and come to class each day with questions and comments about the readings. These will be collected on Fridays and graded based on your understanding of the readings and the quality of the questions you raise.

### D. *Presentaciones (20%)*

Each student will do two brief presentations, each worth 10% of your final grade, researching and presenting an aspect of Spain or Spain’s cultural life. There will be a list provided, and the dates assigned in advance. We will discuss guidelines in class.

### E. *Final exam (15%)*

The final exam date for this class is listed at the end of the course calendar, and will be cumulative (it will include material from the entire semester).

### Components of the final grade and weight by percentage:

Participación	10%
Exámenes	30%
Study guides/questions	25%
Presentaciones	20%
Examen final	15%

### Departmental grading scale

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	0-60
A	93-96	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

### Standard Absence Policy for All Spanish Classes:

## Number of Allowable Absences and Amount Grade is Lowered for Excessive Absences

	3 credit classes			5 credit classes	
total # of contact hours in semester	42 hrs			70 hrs	
# of hrs must be present to pass (2/3 of semester)	28 hrs			47 hrs	
# of hrs absent that results in an F (1/3 of semester)	miss > 14 hrs			miss > 23 hrs	
How often class meets	<b>1 day/wk</b>	<b>2 days/wk</b>	<b>3 days/wk</b>	<b>2 days/wk</b>	<b>4 days/wk</b>
# of missed <b>days</b> allowed	1	2	3	2	4
% that final grade is lowered for each add. absence (-1% for ea. <b>hour</b> missed)	3%	1.5%	1%	2.5%	1% or 1.5%

### COURSE POLICIES

#### Student responsibilities

- **Preparation.** Students must come prepared for every class. Your preparation will have a direct effect on your participation, which is graded.
- **Attendance and participation.** In-class interaction is required. Missed class: if you miss class, it is YOUR responsibility to check with the instructor or a classmate to see if you missed any assignment or schedule changes.

#### Appropriate class behavior:

You are welcome to bring a drink or snack to class, as long as you clean up after yourself. *Side conversations are not acceptable.* I expect you to be courteous to classmates and the instructor at all times, arrive on time (10+ minutes late will be marked as absent). Cell phones **MUST BE TURNED OFF AND PUT AWAY** before class begins. After 1<sup>st</sup> warning you will be asked to leave class and counted as absent.

#### Students with disabilities:

UAF makes appropriate accommodations for individuals with disabilities who have been documented by the Office of Disability Services (208 Whitaker Building, 474-5655). Students with learning or other disabilities who may need classroom accommodations are encouraged to make an appointment to obtain the appropriate documentation if they do not have it. Please meet with me during office hours so that I can collaborate with the Office of Disability Services to provide the appropriate accommodations and support to assist you in meeting the goals of the course.

#### Student support services:

UAF is committed to equal opportunity for all students. Students who are the first in their families to attempt a four-year college degree, or students whose incomes are low, have opportunities for tutorial and other forms of support from the office of Student Support Services. Please make an appointment with Student Support Services at 474-6844.



**Student code of conduct:**

As a UAF student, you are subject to UAF's Honor Code:

*"Students will not collaborate on any quizzes, in-class exams, or take-home exams that will contribute to their grade in a course, unless permission is granted by the instructor of the course. Only those materials permitted by the instructor may be used to assist in quizzes and examinations. Violations of the Honor Code will result in a failing grade for the assignment and, ordinarily, for the course in which the violation occurred. Moreover, violation of the Honor Code may result in suspension or expulsion."*

**TENTATIVE COURSE CALENDAR**

(This schedule may be adjusted to fit class needs)

DATE	TOPIC	READING	TO TURN IN	PRESENTATION
F 1/20	Introduction	none		
M 1/23	Geography & political divisions	Opere		
W 1/25	Iberians & early cultures	Opere, 1		Madrid
F 1/27	Languages of Spain		Study Guide 1	Languages of Spain
M 1/30	Roman Spain	Opere, 2		Cataluña
W 2/1	Medieval Spain	Opere, 3		Camino de Santiago
F 2/3	Spanish food, drink, and meals		Study Guide 2	Spanish food, drink, and meals
M 2/6	Moorish Spain	Opere, 4		Andalucía
W 2/8	Moorish Spain			The Alhambra
F 2/10	Moorish Spain/ exam review		Study Guide 3	
M 2/13	<b>Exam 1</b>			
W 2/15	The Spanish Colonial World	Opere, 5		Castilla-La Mancha
F 2/17	The Golden Age	Opere, 6	Study Guide 4	Cervantes
M 2/20	The "French Century"	Opere, 7		Basque Country
W 2/22	Liberal Spain	Opere, 8		Castilla- León
F 2/24	<b>No class</b>	<b>Have</b>	<b>Fun!</b>	
M 2/27	Pre-war Spain	Opere, 9	Study Guide 5	Gaudí
W 2/29	The Civil War	Opere, 10		Asturias
F 3/2	The Civil War/ film		Study Guide 6	Picasso
M 3/5	Film/ discussion			
W 3/7	Franco	Opere, 11 Ugarte, 1		Dalí
F 3/9	The path to democracy	Ugarte, 2-3	Study Guide 7	Miró



M 3/12	<b>SPRING</b>	<b>BREAK</b>	<b>SPRING</b>	<b>BREAK</b>
W 3/14	<b>SPRING</b>	<b>BREAK</b>	<b>SPRING</b>	<b>BREAK</b>
F 3/16	<b>SPRING</b>	<b>BREAK</b>	<b>SPRING</b>	<b>BREAK</b>
M 3/19	Democratic Spain	Ugarte 4-6		Galicia
W 3/21	Democratic Spain	Ugarte, 12	Study Guide 8	
F 3/23	<b>Exam 2</b>			
M 3/26	Religion	Ugarte, 8		Semana Santa
W 3/28	Flamenco & Bullfighting	Ugarte, 30		Flamenco
F 3/30	TBA		Study Guide 9	Bulls (fighting & running)
M 4/2	The monarchy & the military	Ugarte, 13-14		Balearic Islands
W 4/4	Law & the State	Ugarte, 15, 25		Valencia
F 4/6	Gender	Ugarte, 10	Study Guide 10	
M 4/9	Family & Education	Ugarte, 11, 23		Aragón
W 4/11	Film & Media	Ugarte, 26-28		Spanish film
F 4/13	Sex, drugs, & rock& roll	Ugarte, 9, 12	Study Guide 11	Spanish music
M 4/16	Separatism	Ugarte, 16-18		La Rioja
W 4/18	Film	Ugarte, 29		
F 4/20	Film			
M 4/23	Separatism	Ugarte, 19-20		La Tomatina
W 4/25	Economy & housing	Ugarte, 22, 24	Study Guide 12	Las Fallas
F 4/27	<b>SPRING</b>	<b>FEST</b>	<b>NO</b>	<b>CLASS</b>
M 4/30	Immigration & population	Ugarte, 21		Sports
W 5/2	Spain's place in the global community	Ugarte, 31		Christmas
F 5/4	Wrap-up & review		Study Guide 13	
W 5/9 8-10 am	<b>FINAL</b>	<b>EXAM</b>		

**Drop dates:**

Jan. 31 is the last day to drop a course for a 100% refund of tuition and fees.

Mar. 14 is the last day to withdraw from a course with a "W" grade on record.



## PARTICIPATION CRITERIA:

### Very good: 5 points

- arrives for class on time; stays for entire period
- greets people and takes leave using Spanish expressions
- speaks exclusively in Spanish during whole class and group discussions,
- often initiates interactions by responding to classmates' comments in addition to responding to the instructor's questions
- works on comprehension skills by listening attentively when others speak
- participates in all activities with enthusiasm and a *positive attitude*
- often asks questions when something is not clear
- contributes actively during group activities

### Satisfactory: 4 points

- arrives within 5 minutes of start of class; stays for entire period
- usually greets and takes leave using Spanish expressions
- speaks Spanish during whole group discussions, and only rarely uses English during small group activities
- during whole group discussion, participation is sometimes limited to answering the instructor's questions
- is usually an active listener when not participating during whole class or group interactions and only rarely does not listen while others talk
- participates in all activities, sometimes enthusiastically
- usually asks for help in Spanish when something is not clear, but not always

### Unsatisfactory: 3 points

- arrives late for class period (5-10 minutes) or leaves early
- sometimes uses more English than Spanish during group activities, but always uses Spanish during whole class activities
- during whole group discussion, participation is often limited to answering the instructor's questions
- is usually an active listener when not participating during whole class or group interactions and only rarely does not listen while others talk
- sometimes contributes actively during group activities
- sometimes contributes to getting the task done in group work
- does not bring books to class

### Unacceptable: 0 points

- arrives late for class period (10 minutes or more); leaves early (10 minutes or more)
- uses more English than Spanish when speaking with the instructor or class members
- does not listen while others talk
- does not contribute much to getting the task done in *group work*
- contributes to the failure of activities by not completing small group or individual assignments (includes not studying the material that was assigned for the day)
- works on assignments for other classes and/or Spanish HOMEwork
- displays a *negative attitude* or engages in distracting or impolite behavior
- sleeps in class, carries on side conversations or otherwise disrespects the class
- ***cell phone rings, is answered, is on desk, or student is texting during class***

## PARTICIPATION GRADE

Nombre: \_\_\_\_\_

Instructor: Sra. Engstrom

Date	Self-Score	Revised Score	Instructor's comments	Absences to date	Date	Self-Score	Revised Score	Instructor's comments	Absences to date
9/5					10/24				
9/9					10/28				
9/10					10/29				
9/11					10/30				
9/12					10/31				
9/16					11/4				
9/17					11/5				
9/18					11/6				
9/19					11/7				
9/23					11/11				
9/24					11/12				
9/25					11/13				
9/26					11/14				
9/30					11/18				
10/1					11/19				
10/2					11/20				
10/3					11/21				
10/7					11/25				
10/8					11/26				
10/9					11/27				
10/10					12/2				
10/14					12/3				
10/15					12/4				
10/16					12/5				
10/17					12/9				
10/21					12/10				
10/22					12/11				
10/23					12/12				