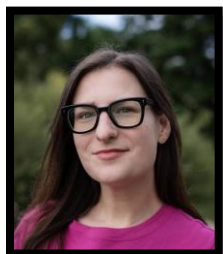


Fall 2026 Introduction to Fiction Syllabus

ENGL 2344 | Tuesdays 2 pm-3:15 pm | HALL 303
Texas A&M University-San Antonio

Professor Christen Barron | Christen.barron@tamusa.edu
Office: HALL 318 | Student Hours: Tuesdays 11:00 am-1:45 pm, or by appointment

About Professor Barron



Hi! I'm Christen Barron, but most students call me Professor B. I'm a writer, editor, and writing instructor. Originally from Savannah, Georgia, I hold an M.F.A. in Writing and a B.F.A. in Dramatic Writing from Savannah College of Art and Design (SCAD). I've taught writing classes at Texas A&M-University San Antonio since 2017 and serve as the faculty supervising editor for *Mosaic*, our campus literary magazine.

Outside of work, I love art journaling, hiking, and rewatching nostalgic movies from the 90s and early 2000s. I believe creativity is one of the most important skills you can have as a student, even when writing in academic genres. Welcome to Introduction to Fiction. I'm rooting for you!

Course Delivery

This section of Introduction to Fiction is hybrid. Class instruction is delivered in-person each Tuesday afternoon and supplemented by handouts, videos, and other multimedia content posted on Blackboard that you can review at your own pace. Because the class only meets once per week, regular attendance is essential for your success in the course.

Course Catalog Description

Introduces students to the creative art of fiction. Areas of emphasis may include American, British, Continental and/or Non-Western fiction, as well as specific historical periods. Can include prose narratives, short stories, novellas, and novels, as well as the social function of fiction more generally.

Student Learning Outcomes

Student Learning Outcomes
Cultivate an active reading practice
Analyze and synthesize fiction texts using the class's key concepts such as mood, character, and point of view
Compose visual, oral, and written responses to literary texts
Use fiction as a tool for exploring diverse perspectives, cultures, and communities
Analyze and respond to ethical issues relevant to the fiction genre

Texas Core Curriculum Objectives

Introduction to Fiction is part of the Texas Core Curriculum. Specifically, Language, Philosophy and Culture (040).

Core Objective	Description
Critical Thinking Skills	To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
Communication Skills	To include effective development, interpretation and expression of ideas through written, oral and visual communication.
Social Responsibility	Intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities.
Personal Responsibility	To include the ability to connect choices, actions and consequences to ethical decision-making.

Required Materials

- Printed copies of course readings accessible through the campus library databases and provided PDFs on Blackboard (you can print them out using your [\\$25 Jaguar printing allowance](#))
- Notebook, pen, sticky notes, highlighters, and optional art supplies for Reading Journal and in-class writing
- Reliable home internet, laptop, and charger
- Word processor of your choice, such as Microsoft Word

Assessment

This class employs labor-based grading. Because this class focuses on developing your understanding of fiction and deepening your reading and writing practice, your course grade will be based primarily on the amount of work (labor) you put into the course, not the perceived “quality” of your submitted writing assignments. However, you must attend class regularly, submit your work by specified deadlines, and ask for help when you need it. Additionally, your submitted coursework must reflect your commitment to academic integrity and desire to develop as a reader and writer. If your submitted work appears incomplete, unoriginal, or unrelated to the unique context of our in-class discussions, you will be asked to revise and resubmit your work for grading.

Assignments

Below is a summary of course assignments with points for each. Detailed instructions are provided on Blackboard.

Assignment	Description	Points
Reading Journal	A journal with reading reflections and an annotated print copy of each short story assigned for class	102

	discussion (six entries, approximately 250 words each).	
In-class writing	Informal in-class writing activities/presentations designed to help you engage with course learning outcomes (11 assignments, approximately 250 words each).	55
Attendance	Attendance at all scheduled course sessions	100
Literary Analysis or Original Short Story	An MLA-style essay analyzing an assigned short story using textual evidence and key course concepts, or an original short story informed by key course concepts (500-1000 words).	135
Ethics Reflection	A reflection essay that responds to various perspectives on an ethical issue raised during in-class discussion (500 words).	108

Letter Grade Equivalents

Final course grades are calculated based on total points earned:

A = 450+ | **B** = 400-449 | **C** = 350-399 | **D** = 300-349 | **F** = less than 300

Attendance

You are absent if you are not present for class or arrive so late/leave so early that you're unable to meaningfully participate in class discussions and activities. Your first two absences are automatically excused during the final grading period. If you're having trouble attending class, please schedule a meeting with me or attend my student hours so we can discuss a solution.

Late Work Policy

Life happens, so all assignments except the Ethics Reflection and the Reading Journal assignment have an automatic 7-day grace period. If you need more time beyond the grace period, please reach out to coordinate an additional extension.

Your Reading Journal is a vital part of class preparation, so late entries are subject to a 50%-point reduction if they are submitted after the reading has been discussed in class.

Keep in mind that I'm unable to provide feedback on late work. Instead, I'll check it for completion and enter a grade. Due to the institutional final grading deadline, no work is accepted for credit after the last day of the semester (Friday, December 11).

Respect

As your instructor, I'm committed to creating a classroom setting that encourages mutual respect, trust, and intellectual curiosity. Please arrive at each assigned reading and class

session with an open mind and use respect when communicating with me and your classmates. Remember that sharing writing, ideas, and experiences in a classroom setting can be an intimidating and even vulnerable act for many students. Let's learn from each other and embrace the uncertain, messy struggle of being human. However, if you use violent, harassing, or discriminatory language, you will be reported to the university and may be subject to Student Code of Conduct policies.

Content Advisory

During our fiction journey this semester, you may encounter material that contains sensitive and/or mature themes. When appropriate, I will provide a content guide on Blackboard for students who wish to review any content warnings prior to engaging with the material. While I'll do my best provide appropriate content advisories, I can't realistically anticipate all the content an individual student might find distressing. Please use discretion and do not hesitate to contact me with any additional questions or concerns.

Plagiarism

Plagiarism is defined as the intentional use of another's "language, ideas, or original (not common knowledge) material" without acknowledgement ("Defining and Avoiding Plagiarism"). If you plagiarize, copy, or otherwise cheat on an assignment, you will receive a permanent zero on that assignment without the opportunity for revision.

Generative AI

This course (Introduction to Fiction) assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence AI tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Course Communication

I post important course updates and announcements on the Blackboard announcements page each week. If I need to contact you about a grade or other course matter, I will message you on Blackboard. You will also receive copies of Blackboard announcements, Blackboard messages, and assignment reminders through your campus email account. I encourage you to check both Blackboard and your campus email a few times a week.

If you need to contact me directly, please email christen.barron@tamusa.edu through your campus email account. You can expect a response in 1-48 hours during campus business hours. For less urgent matters, you can message me through Blackboard.

If you experience technical difficulties with Blackboard, contact the ITS Help Desk: (210) 784-4357 or helpdesk@tamusa.edu.

ENGL 2344 Calendar

Subject to change based on the needs of the class. Each week's assignments are due on Sunday at 11:59 pm.

Unit 1: A Fiction Reader's Toolkit, or How to Read

Class Sessions	Readings	Assignments
8/25: Introducing the Course • Introduction to ENGL 2344 • Develop Class Agreements	Course Syllabus	In-class writing #1
9/1: Annotating Your Way into Academic Discourse • Introduction to annotation and active reading • In-class work on Reading Journals	Carillo, Ellen C. "Chapter 1: Annotating Your Way into Academic Discourse." <i>A Writer's Guide to Mindful Reading</i>, 2017, The WAC Clearinghouse; University Press of Colorado. https://doi.org/10.37514/PRA-B.2017.0278 Johnston, Bret Anthony. "Caiman." <i>AGNI</i>, no. 69, 15 Apr. 2009, agnionline.bu.edu/fiction/caiman. Machado, Carmen Maria. "Haunt." <i>Conjunctions</i>, no. 72, 2019, pp. 73–75. <i>JSTOR</i>, https://www-jstor-org.tamusa.idm.oclc.org/stable/26733823. \	In-class writing #2 Reading Journal #1

Unit 2: Mood, or How a Story Feels

Class Sessions	Readings	Assignments
9/8: Introduction to Mood and Tone - Define and discuss mood and tone in a work of fiction - Discuss mood in “Caiman” and “Haunt” - In-class writing exercises	NO READINGS	In-class writing #3
Week of 9/15: Literary Analysis Workshop Introduce/Define Literary Analysis	Andreades, Daphne Palasi. “Brown Girls.” <i>The Kenyon Review</i> , vol. 42, no. 1, 2020, pp. 73–75. <i>JSTOR</i> , https://www-jstor-org.tamusa.idm.oclc.org/stable/26868718 .	Reading Journal #2

Unit 3: Point of View, or Why Vantage Points Matter in Fiction

Class Sessions	Readings	Assignments
9/22: Introducing Point of View - Define Point of View - Define the collective narrator (third-person plural) - Discuss point of view in “Brown Girls” - Pre-reading discussion: “The Virgin Suicides”	Eugenides, Jeffrey. “The Virgin Suicides,” <i>The Paris Review</i> , no.117, 1990, theparisreview.org/fiction/2264/the-virgin-suicides-jeffrey-eugenides (PDF on Blackboard)	Reading Journal #3 In-class writing #4

9/29: Point of View in “The Virgin Suicides.” Film Screening and Padlet discussion: <i>The Virgin Suicides</i> (1998)	Cheever, John. “Reunion,” <i>The New Yorker</i> , 27 October 1962, https://www.newyorker.com/magazine/1962/10/27/reunion-8 (PDF on Blackboard)	In-class writing #5 Reading Journal #4
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Unit 4: Character and Plot, or What Makes a Story Move

Class Sessions	Readings	Assignments
10/6: Introducing Character - Introduction to Character - Discuss characterization in “The Virgin Suicides” and “Reunion.” - In-class writing exercise	Byl, Christine. “Hey Jess McCafferty.” <i>Brevity : A Flash Fiction Handbook</i>, by David Galef. Columbia University Press, 2016, pp. 52-54. <i>EBSCOhost</i>, research.ebsco.com/plink/0ed13978-70bc-33c6-95d8-bd0f938cc01 Jones, Stephen Graham. “The Guy with the Name.” <i>The Massachusetts Review</i>, vol. 61, no. 4, 2020, pp. 631–32. <i>JSTOR</i>, https://www-jstor-org.tamusa.idm.oclc.org/stable/48609867. Kincaid, Jamaica. “Girl,” <i>The New Yorker</i>, 19 June 1978, newyorker.com/magazine/1978/06/26/girl (PDF on Blackboard)	In-class writing #6 Reading Journal #5

10/13: Introducing Plot • Define plot • Discuss “Girl,” “Hey Jess McCafferty,” and “The Guy with the Name.” • In-class writing exercise	NO READINGS	In-class writing #7
10/20: Literary Analysis Workshop • Thesis Statements and Evidence Activity • In-class writing	Dominguez, Isabella. “Black Velvet Cake,” <i>Mosaic</i> , vol. 2, no. 2, 2025, pp. 44-45, https://issuu.com/mosaictamusa/docs/mosaic_issue_002 Literary Analysis/Short Story Assignment Sheet	In-class writing #7 Reading Journal #6

Unit 5: Literary Analysis/Short Story Project

Topics	Readings	
10/27: Writing Workshop • Introduce Literary Analysis/Short Story Project • In-class work Literary Analysis/Short Story Project • Discuss “Black Velvet Cake”	NO READINGS	In-class writing #8

11/3: Writing Workshop In-class work on Literary Analysis/Short Story Project	NO READINGS	In-class writing #9
11/10: Feedback Conferences - Feedback sessions for Literary Analysis/Short Story Project - Visiting Author: Ana Castillo	Ana Castillo short story of your choice (PDF provided on Blackboard)	Attend feedback conference and/or Ana Castillo author talk (Auditorium, Thursday, November 12 th at 6pm)

Unit 6: Social and Ethical Issues in Fiction

Class Sessions	Readings	
11/17: Unreliable Narrators, or AI “Authors” - In-class discussion and analysis of provided case studies (TBD based on class interest) - In-class writing exercise - Introduce Ethics Reflection Paper	READINGS TBD	In-class writing #10
11/24: Thanksgiving Holiday	NO READINGS	NO ASSIGNMENTS

• Reflection activity		
12/1: BookTok, Fan Fiction, and Online Fan Communities • Define fan fiction • In-class writing exercise	READINGS TBD	In-class writing #11 Ethics Reflection
12/8: Finals Week • Conferences with Instructor		Attend conference

Important University Policies and Resources

University Email Policy and Course Communications

All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals with Disabilities

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

Day of the Week	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

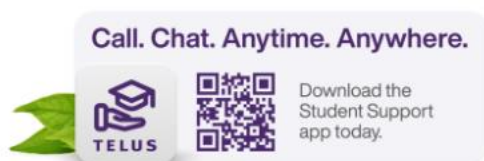
Counseling/Mental Health Resources

As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case

management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information on emergency response may be found at: Emergency Operations Plan and the Emergency Action Plan. Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC)

The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. Students wanting to work in realtime with a tutor can schedule an "Online Appointment." Students wishing to receive

asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website . The WLDCC can also be reached by emailing wldcc@tamusa.edu.

Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE report for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click here for hours and contact information.

Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances

Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University’s Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based

on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students

Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars

Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

Students' Rights and Responsibilities

The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct.

For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#)

Important Fall 2026 Dates

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment

October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

The complete [academic calendar](#) is available online.