Introduction to the Slavic Languages
SLAV-T252 33619
Spring 2014
MW 1:00–2:15 pm
Classroom SY 103

Dr. Jeff Holdeman
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812-855-4251
5-4251 (from the GV front door call box)
Office hours: Mon., Wed. 2:30–3:30 pm (BH 511)
and most days by appointment (just e-mail me!)
(It is always best to schedule an appointment.)
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This syllabus is available in alternative formats upon request.

Overview
The Slavic languages form an important subgroup of Indo-European and are spoken from East and Central Europe, through the Balkans, and across northern Asia, and serve as a lingua franca across Central Asia. Its three branches are composed of over a dozen living languages and boast well over 400 million speakers. A range of linguistic approaches allow students to analyze new data, organize them according to varying criteria, and draw conclusions about the development and current state of the Slavic languages. Students acquire foundational concepts in linguistic analysis which they use to analyze a great array of language materials from modern Slavic languages, inductively writing rules which they then test with new data and drawing conclusions about the evolution of languages and the forces which shape them.

However, rather than learn about these "exotic" languages through arbitrary rules, students are given data sets and different tasks to allow them to develop their own rules inductively, and then test those with additional data from other Slavic languages. The course is meant to be a fun and interactive approach to exploring linguistic processes, and hopefully will encourage students to take a full four-skills course in the future. No previous experience with Slavic languages is required, but an active curiosity about how people use and change language will prove to be a plus.

Learning Objectives
After successfully completing this course, students will be able to:
* identify, compare, and contrast a dozen modern Slavic languages, based on their alphabets, phonological systems, lexicons, and verb systems;
* demonstrate the correspondences between the sound systems and writing systems of multiple languages, as well as evaluating the advantages and disadvantages of different orthographic systems;
* apply basic linguistic concepts to analyze and draw conclusions about new data sets;
* describe with examples the types of processes involved in a proto-language developing, changing, and splitting into multiple languages over a millennium and a half;
* explain the processes of borrowing and stylistic variation, which lead to change and variety within a language's lexicon;
* analyze the complex interaction of political, religious, and social pressures that lead to the establishment of a national language or a liturgical language, as well as to the suppression prohibition of other languages and dialects; and
* compare and contrast the main features of one Slavic language to those of one or more non-Slavic languages that the student knows, in order to judge the difficulty of acquisition for the two or to construct a contrastive grammar.

Texts and Materials
Required (one or the other):


Additional articles and materials will be made available through Oncourse. Supplemental readings to investigate will be on reserve in the Wells Library.
**Course Policies**

**Attendance**

Successful learning is a cumulative process which requires diligent preparation and active participation. For this reason, it is imperative that you attend class faithfully. Each day that you are absent will not only seriously affect your participation grade, but will also affect your performance on tests, quizzes, and homework. By missing class or coming to class unprepared, you are less likely to learn the material, you will be unable to participate fully in that day's lesson, you will require increasingly more time to do your homework, you will be unable to achieve your own learning goals, and you will deprive your classmates of opportunities to learn as well. With each absence your attendance and participation grades and understanding of the material will be seriously affected.

Daily grades are assigned to encourage steady, consistent effort. Class attendance and diligence in completing homework assignments are the most important components in studying any subject. Tardiness is not acceptable, since the very beginning of class is designed as a crucial part of warming up and reviewing past material. No lateness is acceptable, but lateness of more than five minutes will result in a reduction in your attendance and participation grade; habitual lateness will carry more serious consequences.

Excused absences include death in the family, military orders, religious holidays, or an excuse from your doctor. You should provide your instructor with a photocopy of any excuse for his/her records, and at that time you should show the original to your instructor as well. A list of religious holidays recognized by the university is available on the IU website (http://www.iub.edu/~vpfau/welcome/forms.shtml?religious). A student should notify the instructor of an absence for a religious holiday at the beginning of the semester; notification of any absence should be made to the instructor as soon as possible. A small number of university-related curricular and co-curricular activities may also be excused; contact your instructor as soon as possible to ask if one qualifies.

**Participation**

Students will receive a participation grade for each class, based on a 0–5 scale:

- **0** = Did not attend class.
- **1** = Not prepared for class, does not participate.
- **2** = Rarely prepared; rarely able to answer when called on; rarely volunteers; does not stay on task during partner/group work.
- **3** = Usually prepared, but preparation inconsistent; answers when called on; incorporates past and current material when required; willingly participates in class activities; stays on task during partner/group work.
- **4** = Regularly prepared; answers when called on; willingly participates in class activities; stays on task during partner/group work; makes a conscious effort to incorporate past and current material as much as possible; volunteers answers to open questions (not directed at anyone).
- **5** = High level of preparation; answers when called on; willingly participates in class activities; stays on task during partner/group work; actively extends past and current material to relevant contexts beyond the scope of the course; volunteers answers to open questions (not directed at anyone); shares pertinent information; asks questions or volunteers information that is relevant to the class.

**Homework**

Homework will be assigned for most class meetings. Do your homework each day and be prepared to turn it in and/or discuss it in class. Make every effort to keep up (especially with readings)—it is much easier than trying to catch up! Since completing homework assignments reinforces what you have covered in class that day, prepares you for the next class's activities, and identifies gaps in your understanding, it is crucial to complete it the day that it is assigned. Therefore for every day that an assignment is late, 10% is taken off its grade. If homework is submitted more than three days late, no credit will be given for it. However, it is still in your best interest to complete the assignment and show it to your instructor. He may choose either to look it over or to direct you to classmates so that you can check it by theirs.

**E-mail as Official Means of Class and University Communication**

E-mail will be the official means of communication for the class. This is in accordance with the University's official policy: "Official Indiana University e-mail accounts are available for all registered students. The University reserves the right to send official communications to you by e-mail with the full expectation that you will receive and read these e-mails in a timely fashion. As a student, you are expected to check your e-mail on a frequent and consistent basis in order to stay current with university-related communications. You should also avoid going over quota and missing important messages.** **NOTE:** If you choose to have your e-mail forwarded from your official University e-mail address to another address, you do so at your own risk. The University is not responsible for any difficulties that may occur in the proper or timely transmission or access to e-mail forwarded to any other address, and any such problems will not absolve...
students of their responsibility to know and comply with the content of official communications sent to their official IU e-mail addresses."

You will be responsible for checking your e-mail on a very regular (preferably daily) basis in order to receive any updates about the class, assignments, and student-instructor meetings.

Personal Conduct

Plagiarism (representing the work of others as your own) will not be tolerated. While students are encouraged to form study partnerships, each individual student is responsible for his/her own work. According to the IU Code of Student Rights, Responsibilities, and Conduct (www.iu.edu/~code/code/responsibilities/academic/index.shtml):

3. Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.
   a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
   b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
      1. directly quoting another person’s actual words, whether oral or written;
      2. using another person’s ideas, opinions, or theories;
      3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
      4. borrowing facts, statistics, or illustrative material; or
      5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment

You can also take a plagiarism quiz to make sure you understand (https://www.indiana.edu/~tedfrick/plagiarism).

In this course, you will be asked to express personal opinions and to talk and write about yourself, your family, and friends. If you prefer, you do not need to discuss or reveal any personal information that makes you uncomfortable or that you do not want to disclose. Feel free to contact your instructor with any concerns.

Discussion of sensitive topics often leads to conflicts of views. It would be difficult to avoid all disagreement on topics about which individuals have strong opinions. As a class, we should come to an agreement about the limits for acceptable behavior. Here are a few ideas to get us started. In this class:
   1. Everyone has a right to be addressed in a respectful manner.
   2. Everyone has a right to be listened to without interruption.
   3. Everyone has a right to feel safe.
   4. No one has a right to threaten, harass, or demean others in the class.

Chewing gum or eating is not acceptable in a discussion class. Soft drinks are allowed, as long as they do not interfere with your ability to speak.

Please turn off and put away cell phones during class. If you must have it on for an emergency (e.g., sick family member), please tell your instructor before class and arrange to sit by the door that day. Any student found text messaging (reading or composing) during class will receive a zero for that day's attendance and participation grade. Since this is an interactive seminar, it is highly preferable that you not use laptops in class, since students who do tend to miss out on subtle reactions from other students (and of course there is an overwhelming temptation to check e-mail, surf the Internet, etc.). Therefore, laptop use is discouraged. If you need it as an adaptive technology/accommodation, please inform your instructor at the beginning of the course.

From time to time, matters may come up that will require you to stop by your instructor's office. Every attempt will be made to find a mutually convenient time, but the responsibility is ultimately yours. The best way to arrange this is via e-mail. You should be prepared to find some time to meet with your instructor during normal "business" hours. If an emergency arises outside of these hours, please feel free to call your instructor at home (see phone number in the heading of this syllabus).

Tests and Grading

There will be quizzes (if necessary to ensure that students are doing the readings and assignments), two tests (essays and analysis problem sets), and a final written research project with a class presentation to share one's findings. Class participation, including attendance, and written homework also figure into your grade.
Test Corrections and Error Analysis  
Taking tests and getting grading feedback is an important part of the learning process. When you get your first two tests back, you will receive a worksheet on how to do test corrections and an error analysis. You will have up to two class meetings to make all corrections, identify why you made them, and submit your corrected, analyzed test to your instructor. (Students earning 90% or higher should submit their corrections and analysis the next class period; students earning below 90% should submit them by the second class meeting after receiving their graded tests.) This will not only make sure that you understand all of the material, but will also make you aware of your patterned mistakes and possible problems in how you are preparing for tests. For your efforts, you can earn up to a third of your points back!

80% Rule  
The material and analysis in this course are cumulative. If you don't know what is in Week 5, practically speaking you cannot go on to Week 6 missing this foundation. Thus, 80% is considered to be the minimum mastery level you should achieve to enable you to continue. Less than that puts you in the "C" range or below; while passing, it is not a very solid foundation to build on. So, if you achieve less than 80% on a test, you must see your teacher at least once, privately during office hours, to go over the mistakes you made on your test; this must be done prior to your taking the next test, preferably within a week of getting your graded test back. It is your responsibility to initiate and schedule this appointment. If you fail to meet with your teacher, you will not be allowed to take the next test.

Make-ups of Tests and Projects  
There will be no test or project make-ups, except in the case of death in the family, military orders, an excused absence from your doctor showing that you are physically incapable of taking the exam. Observance of religious holidays is considered an excused absence (see Attendance above), but notification should be made to the instructor at the beginning of the semester. Absences on test or presentation days due to a school-related academic event will be considered on a case-by-case basis; they will require documentation from a university official (instructor, advisor, faculty sponsor) and should be announced to the instructor in writing as soon as you know of a conflict.

Calculating the Final Grade  
At the end of the semester your final percentage will determine your final grade, as follows:

- Attendance, participation, in-class assignments: 25%
- Homework (assignments [about 15], readings): 25%
- Tests (2) (and quizzes, if necessary): 30%
- Final project (see description for grade breakdown): 20%

Grades are calculated using the following scale:

- 97–100 A+  88–89 B+  78–79 C+  68–69 D+
- 93–96 A    83–87 B   73–77 C   65–67 D
- 90–92 A-   80–82 B-  70–72 C-  0–64 F

Homework and Larger Assignments  

Daily Homework Formatting, Submission  
Assignments must be ready at the beginning of class, since we will usually be sharing the results in pairs or small groups. Important: You must bring a typed copy (single-spaced, 10- or 12-point Times New Roman in Word or Rich Text Format) to class, which you will often share with your partner(s) and then turn in to be graded. You must also upload an electronic copy to Oncourse. Make sure to cite your sources (interviews [who, when, where, how], books, websites): for website citations, remember to include the date when you accessed the data. Also make sure to have your name, the course number, the name of the assignment, and the date at the top of the page, as well as a Sources Cited list at the end.

Your instructor will provide feedback (corrections, suggestions, questions, comments) which you must address when you get your assignment back, if necessary.

Final Project  
These projects are meant to allow you to explore a certain Slavic language in depth or to compare a Slavic language with another (non-English) language that you know. During the course of the semester, you will have short assignments that will help you work through picking a topic, finding materials, planning your research plan, carrying it out, presenting it to class, and ultimately submitting it as a completed product. Your grade will be calculated from a series of assignments (topic, bibliography, update), a class presentation (in Weeks 13 and 14), and a final hard copy submission; these will be graded based on the structuring of your approach to the problem, your search for and use of existing materials, and the thoroughness
of your investigation. We will discuss this assignment in depth in class. Final hard copy submissions are due (preferably before) Mon., May 5, 2014 (the Monday of Finals Week).

Style Manual
Since we will be doing a lot of writing in class, it is a good idea for you to follow a style manual in order to be consistent in how you cite works, etc. Different disciplines use different style manuals, so feel free to use the one that your discipline (major) uses. Popular style manuals include: American Psychological Association (APA), Modern Language Association (MLA), The Chicago Manual of Style, The Bluebook, etc. A summary of different style manuals is available on Wikipedia (http://en.wikipedia.org/wiki/Citation). If you don't have a preference or you are not sure, please use the Chicago Manual of Style, since it is preferred by the social sciences, which this course falls under.

Tests and Final Exam
The two tests will all be a mixture of essays and problem sets, and the tests will be cumulative ("cumulative" in the sense that while they will focus on the most recent material, they will draw from and build upon all previous class discussions, readings, and tests). One good way to prepare for these is to use your syllabus as a study guide, since it contains the main concepts, terms, and questions of the course. You should supplement this with re-reading your class notes and homework, reviewing the readings, as well as taking part in study groups and bringing questions for the class review sessions.

Academic Misconduct
As a student at IU, you are expected to adhere to all the standards and policies of the code of academic conduct. Any suspected infractions of this Code will be handled according to the official rules and policies of the University. Penalties for infractions may result in a failing grade in the course or expulsion from the University. If an incident cannot be resolved between the instructor and the student, the matter will be taken to the Dean of Students and the instructor will abide by the decisions reached. See the Code of Student Rights, Responsibilities, and Conduct (www.iu.edu/~code) for full information.

Disability Statement
Any student who feels he/she may need an accommodation based on the impact of a disability must register with Disability Services for Students first. According to DSS guidelines, only students who have registered their disabilities with DSS are officially eligible for accommodations. When the disability has been registered, the student will receive a letter describing any accommodations necessary which must be presented to the instructor in the first week of classes. Please contact Disability Services for Students at 812-855-7578 in Franklin Hall 006 to coordinate reasonable accommodations for students with documented disabilities. More information is available on the DSS web site (http://studentaffairs.iub.edu/dss/).

Disclaimer
All information in this syllabus, including course requirements and daily lesson plans, is subject to change and should not be considered a substitute for attending class or for any information that is provided to you by your instructor.
Test Corrections and Error Analysis
(You can get up to a third of your points back for a thorough job!)

Test Corrections

When you get your test back, look over it carefully. You will have until the next class period to make all corrections, check them, and submit them to your instructor. If you got below an 80, you will have two class periods, since it will take much longer to make corrections, do rewrites, and perform the error analysis. The goal of this exercise is to figure out why you made these mistakes and work so that you will not make them again. Learning is cumulative (and involves a lot of repetition and practice), so you can expect to see these same types of questions again and again. Make sure not to miss points again on this material by making sure that you understand it.

1) In a different color ink or on a different sheet of paper, correct all mistakes. Where appropriate, write out the full sentence, not just the word that you missed.
2) First, look for careless errors that you know the answers to.
3) Then, correct errors for which you did not know the information (vocabulary, facts, concepts, etc.).
4) Check your answers with information in your notes and readings.
5) If needed, check your answers with a classmate. Get together one-on-one or meet as a group. Don't just give each other the right answer, but discuss why that answer is right and why you got it wrong. Simply putting down the right answer without understanding it will not help you.
6) If you have questions that you still cannot answer, contact your instructor to set up an appointment or to ask by e-mail that it be discussed in class.
7) If you need to, write out and review out loud problematic vocabulary words or concepts several times (as many times as you need to learn them; remember to review them again several hours later, then several days later). Working with a study partner or group is a great way to do this. Also, try to relate them to new information in class.
8) Then complete an error analysis...

Error Analysis

1) Look through your mistakes and problems.
2) Classify your errors by placing the following marks in the far left margin of the test, immediately to the left of where the error occurred (not on your corrections):
   - SMALL CIRCLE: Stupid mistakes from carelessness (proofreading, not reading directions, careless word choice)
   - BIG CIRCLE: Did not know the information (gaps in knowledge)
     * put a V in the circle for vocabulary
     * put an FC for facts from class
     * put an FR for facts from the readings
     * put a D for dates
     * put a WC for bad word choice
     * put an EX for examples (none, not enough, incorrect)
     * put a C in the circle for lower level concepts
     * put an SA for a poorly structured argument
   - SQUIGGLY LINE: Big picture conceptual problem (something you still do not understand)

3) When you have classified and marked all of your errors, quickly look them over and try to find trends in the types of errors that you made. Having the marks in the far left margin make this very easy to do by bending the pages longways and splaying the pages until all the left-hand margins are visible.
Error Analysis: Points Missed

It is very informative to count up the points that you missed for each type of mistake. Realizing that you missed 12 points from careless errors, for instance, might provide extra motivation to proofread next time.

Error Analysis: Diagnosis and Prescription

SMALL CIRCLES: If you have a lot of small circles, you need to spend more time proofreading (or you need to learn how to proofread more effectively: ask your instructor if this is the case). Every time that you finish a test, write the time that you finished in the top left corner of the paper. If you turn in your test last (after most or all other people are done), you probably do not know the material well enough and therefore it takes you longer to produce it and you do not have time at the end to proofread. If you turn in your test with many minutes before the end of the test period and are making careless errors, you are not proofreading carefully enough.

BIG CIRCLES: If you have a lot of big circles, you do not know the material well enough. If you have V-circles, focus more on vocabulary. If you have FC, FR, and/or D circles, you should work on processing factual information. If you have FR circles, you need to spend more time on your readings (actually reading, taking notes, reviewing notes, etc.). If you have EX or SA circles, you need to support your arguments better. If you already know that you are having trouble with one or more of these, see your instructor to discuss how you study and how you might improve or change your study habits. If you did not complete the test in time, you either do not know the information well enough to recall it quickly, or you are not writing concisely. See your instructor for tips.

SQUIGGLY LINES: If you have a lot of squiggly lines, you are missing big picture concepts, either because you are not reading (and re-reading) the assignments, not paying attention in class (or worse, not attending class), missing some key information, and/or not asking questions or for help when you do not understand. It may also be that your mind simply has not yet grasped the concept. If this is the case, time and a little guided awareness may help. For this, see your instructor.

While planning to prepare for your next test, look over the error analysis from your previous test and devise a plan to avoid making the same kind of errors.

80% Rule

If you made below an 80% on your test, you must meet with your instructor to discuss your test. Make your appointment after you have completed and submitted your corrections and analysis. Do not make an appointment until these are done. The purpose of the meeting is to ensure that you have identified the source of your errors so that you can devise a plan to correct these mistakes and to avoid making these errors and similar errors in the future. This might involve finding more effective ways to study, which is often the main source of problems.

Error Analysis: Long-term Comparison

After several tests, compare the types of mistakes that you are making. Barring mistakes made because you did not have enough time to study (which is a time management problem), you should not see the same types of errors test after test. If you do, meet with your instructor to discuss how to fix the problem.
Resources for Class

There are many, many resources for the study of the Slavic languages (some more than others, but very good coverage overall).

On-line Dictionaries
These are excellent to consult in a pinch (print dictionaries are usually much more comprehensive) or if you are doing a basic, quick comparison of several languages’ lexicons at once (and then electronic is much quicker than print books). This list is very short and incomplete, compared to the resources out there. I will continue to expand this list, and I welcome additions if you find something especially useful. This is just a start.

Google Translate: has most of our course languages; acceptable for basic words
http://translate.google.com

Russian
http://www.multitran.ru

Polish
http://dict.pl

Croatian
http://www.rjecnik.net

For comparison to Slavic: Lithuanian
http://www.anglu-lietuviu.com/

On-line Reference Grammars and Resources

Slavic and East European Language Resource Center
* Bosnian/Croatian/Serbian, Bulgarian, Czech, Macedonian, Polish, Romanian, Russian, Slovene (also: Romanian)
http://slaviccenters.duke.edu/projects/grammars

UCLA Language Materials Project
* click on "Language Profiles" and select your language and what materials you want, such as "grammar")
http://www.lmp.ucla.edu/Default.aspx

Ethnologue
* profiles of each language, with data given in their global linguistic context
http://www.ethnologue.com/

Print Dictionaries

IU Wells Library: IUCAT
The Wells Library has a massive collection of works on Slavic languages, especially dictionaries:
http://www.iucat.iu.edu/

...
Print Reference Grammars

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All Slavic


Wikipedia: has language overviews for all of our languages (search for "___ language", e.g. Bulgarian language); the main article will provide links to the various aspects of the language (alphabet, phonology, grammar, syntax, verbs, etc.)
http://en.wikipedia.org

(For more extensive grammar information, consult a full-scale reference grammar:

Russian

Ukrainian

Polish

Czech

Serbian

Slovenian
| Week | M, W  | | | |
|------|-------|-----------------|--------------------------------------------------------------------------------|
| 1    | 13/I  | Week 1: The alphabets of languages (Cyrillic, Latin, [and Glagolitic]) and the language of alphabets (diacritics, digraphs, etc.); how alphabets correspond to sound systems; phonological and phonetic transcription of Slavic languages (phonemes, allophones, the International Phonetic Alphabet); orthographies (etymologic, phonemic) |
| 2    | 20/I  | [MLK Holiday: no classes] IPA transcription and orthography; reading aloud and ear training; distinguishing the Slavic languages |
| 3    | 27/I  | Practice and fun with Slavic sounds and alphabets |
| 4    | 3/II  | Test 1 [30–40 minutes]: Classification of the Slavic languages: East, West, South; what constitutes a language among the Slavs (and how does a dialect become one?); languages and national politics ("official" statuses of languages and language prohibition) |
| 5    | 10/II | The historical development from Proto-Indo-European to the modern Slavic languages (the process of sound change; fall of the yers, palatalization; vowel shifts, etc.); liturgical languages; the development of written languages; cases, motion verbs, aspect, and other complaints of first-year students |
| 6    | 17/II | The East Slavic Languages (Russian, Ukrainian, Belarusian) |
| 7    | 24/II | The West Slavic Languages (Czech, Polish, Slovak, Sorbian) |
| 8    | 3/III | The South Slavic Languages (Bosnian, Bulgarian, Croatian, Macedonian, Montenegrin, Serbian, Slovene, Old Church Slavonic) |
| 9    | 10/III | The lexicon: Slavic word stocks, Indo-European culture, migration, borrowing, Church Slavonicisms, stylistics; practice with lexical analysis |
| 10   | 24/III| SPRING BREAK | |
| 11   | 31/III| The verb system: aspect, tense, mood, motion verbs, and peculiarities of the Slavic languages |
| 12   | 7/IV  | Test 2 [30–40 minutes]: A glimpse into Balto-Slavic Unity: an introduction to the living Baltic languages (Lithuanian, Latvian); discussion of class presentations (goals, elements of a good presentation, holding your audience accountable, written submission of final project) |
| 13   | 14/IV | Comparison of Slavic languages to other Indo-European languages; Comparison of Slavic languages to other Indo-European languages; preparation discussion for student projects |
| 14   | 21/IV | Student projects (four 15-minute presentations) Student projects (four 15-minute presentations) |
| 15   | 28/IV | A summary of linguistic analysis; applying linguistic analysis to everyday life: language learning, developing reading knowledge, learning your next Slavic language; Slavic languages around the world; course evaluations |
| Finals Week | 5/V | Final written projects due by 2 pm in the instructor's mailbox in the Slavic department main office (BH 502) across from our classroom. Projects finished early may be submitted in class, in the instructor's Slavic department mailbox (BH 502) or in the instructor's offices (BH 511 or Foster-Martin 132). If no one is present when you drop it off, please e-mail your instructor afterward. |
### JANUARY

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