

English 1302 – College Composition II

Spring 2021

Dr. Roy Bearden-White / Department of English

ENGL 1302-003 MW 9:30 a.m. to 10:45 a.m. CM 117

Required Texts and Resources:

Bearden-White, Roy, ed. *Literary Traditions: A Reader for English 1302*. Lubbock:

Bearden-White, 2014. ISBN: 978-1-312-53962-4

Acheson, Katherine O. *Writing Essays about Literature: A Brief Guide for University and College Students*. Peterborough, Ont.: Broadview, 2011. ISBN: 9781551119922

Access to a computer with printer and Internet access.

Suggested Texts and Supplies:

A standard collegiate dictionary, such as *Merriam Webster Collegiate Dictionary*

A flash drive or internet cloud storage.

Required means of communication: All electronic correspondence for this class will be sent to your southplainscollege.edu address, so it is your responsibility to monitor the account on a regular basis.

Departmental Course Description: This course is a continuation of ENGL 1301 which includes an introduction to literature and collateral readings. It also teaches the student how to write a college-level research paper.

Course Purpose: English 1302 continues the purpose of English 1301: to help students to think well by helping them to write well. Unlike English 1301, English 1302 has a two-fold purpose: it encourages critical writing by introducing the students to research and writing from sources, and it introduces the students to imaginative literature, to the modes of artistic thought, and to the critical responses appropriate to these modes of thought.

Prerequisite: English 1301

Student Learning Objectives: Upon successful completion of the course, the student should be able to (1) understand the distinguishing elements of non-fiction, fiction, poetry, and drama, (2) understand the major elements of literature that are highlighted by the instructor, (3) show an understanding and competent application of the elements of the writing process in all writing situations as developed in English 1301, (4) show an understanding and refinement of the skills of expository and argumentative writing already developed in English 1301, (5) apply critical thinking to the study of literature and to writing analytical essays or the equivalent, (6) apply critical thinking to writing essays, whether summary, synthesis, single source papers, multiple source papers, or the equivalent, (7) research a topic and be able to evaluate sources, (8) use a library and relevant internet sources for research purposes, (9) research and write an accurately documented paper, using MLA style or other assigned documentation style, (10) Participate in class discussions over the literature and research in the course, (11) be able to analyze a student's own work or a classmate's work and to determine if anything needs to be changed for the work to fit the assignment, be more developed, or communicate more effectively and then convey it in writing to the student, (12) make constructive suggestions for others' work during Peer Editing or other critiques or presentations, (13) do group work by working with other members of the class in order to complete the assignment by contributing to the project while interacting with other members of the group in order to do so.

How to Contact me:

Office: Levelland Campus, CM 100

<u>Office Hours:</u> Mondays and Wednesdays	11:00 a.m. to 12:15 p.m.
Tuesdays and Thursdays	9:00 a.m. to 10:45 p.m.
Fridays	9:00 a.m. to 12:00 p.m.

Other times by Appointment

Office Phone: 806-716-4030

Email: rbearwhite@gmail.com or rbearwhite@southplainscollege.edu

Grading of Course work:

Participation/Daily Quizzes	10%
Exams:Fiction Exam	10%
Poetry Exam	10%
Final Exam	10%
Papers:Fiction Paper	15%
Rough Draft	
Peer Review	
Final Draft	
Poetry Paper	15%
Rough Draft	
Peer Review	
Final Draft	
Research Paper	30%
Rough Draft	
Peer Review	
Final Draft	

Drafting Process: This class views writing as a process. The ability to consistently write well requires the author to constantly re-read and re-evaluate his or her written work. One of the main purposes of this class is to introduce the student to the revision process. Writers should never fall in love with their first drafts. A concentrated effort to revise all papers will be expected. The final drafts **must** display a substantial effort toward improvement. For any of the assigned papers, failure to engage in the revision process, regardless of the quality of the first draft, will result in a failing grade for that paper.

Format of Assignments: As you will discover, part of the writer's job is to orchestrate how the reader perceives the ideas and opinions presented. To that end, meticulous attention needs to be given to the full presentation of papers. All assignments need to conform to MLA standards, although other styles such as Chicago or APA will be acceptable with prior confirmation. All assignments should be typed or computer generated papers with all text in Times New Roman, 12 point font. All assignments should have 1" margins on the sides, top, and bottom. Your name, section number, and date should be in the upper left (or right) hand corner of the first sheet, and your last name with the page number should appear on the top right of any remaining pages. Drafts should be clearly labeled as to 1st or final. Assignments with multiple pages must be stapled. Failure to conform to the above guidelines without prior approval from me may result in a reduction of credit for that assignment. Remember also that all submitted assignments may be processed through Turnitin.Com to verify originality.

Late Work: Unless prior approval is received, late submission of assignments will result in a grade deduction of one half-letter grade for each calendar day (not including Saturdays, Sundays, or holidays) that the assignment is late.

Attendance: According to the *South Plains College General Catalog*, "Punctual and regular class attendance is required of all students attending South Plains College. There are no excused absences. Students are responsible

for all class work covered during absences. Any student who misses two consecutive weeks will be dropped from the class. Anytime absences become excessive, and, in the instructor's opinion, minimum course objectives cannot be met, students may be dropped." Regular attendance is imperative for successful completion of this course. Mere physical presence, however, is not enough to master the learning objectives outlined in this syllabus. You must also be prepared for each class. This includes having read the assignment, being ready to discuss the topic, and having completed any writing assignments that were due.

Absence Policy: Any student who misses more than four class sessions may be dropped with a grade of "X" if the student has a passing grade average at that time. If the student is failing, due to poor work or missing assignments, the student will be given a grade of "F." In special cases because of extenuating circumstances, a student may miss more than four absences and not be dropped, but the student must **immediately** notify me of the attendance difficulty and submit **proof** of those extenuating circumstances, especially if the student already has surpassed the four allowed absences. Students should consult the *South Plains College General Catalog* on pp. 20-22 for the college's detailed policy on class attendance and drops & withdrawals. Students have their own responsibility for dropping a class for too many absences or too much missed work.

- If you are absent, you are still required to complete the assigned work by the indicated due date.
- Students involved in school-sponsored activities need to show me their documentation from the appropriate coach/sponsor before they are absent from class. Students will make arrangements at that time for completing any in-class assignments they may miss.
- I expect you to be on time to class. Tardiness is disrespectful of your classmates and of me. I take attendance at the beginning of class. If you arrive late to class, you may inform me of the fact at the end of class, so I can change your absence to a tardy. If you are 10 or more minutes late to class, you remain marked absent for the day. Three tardies equal one absence.
- If you leave class before you have been dismissed, you will be counted absent.
- Ultimately, your attendance is your responsibility.

Cell Phones, Ipods, Blackberries, Laptops, etc.: I don't know many people who love electronic gizmos more than I do. Not only are they usually incredibly useful, informative, and even educational, they are also typically fun to use. Because of the enormous benefits technology can provide, I do not want to categorically forbid electronic devices from the classroom. With that said, however, electronic gadgets can be quite disruptive in a classroom. In order to negotiate this potential problem, I will need your cooperation in following two simple guidelines:

- The classroom is a communal environment which requires each student to respect the learning experiences of the others. Please consider how your devices may impact, and in some cases simply annoy, others who sit near you.
- You enrolled in, and paid for, this class with a specific purpose in mind, whether it is to improve your writing skills or to fulfill a core requirement. While surfing on Facebook, text-messaging a friend, or playing Pokémon Go might be more fun, realize that such actions will impair your progress in this class (and yes, by progress I do mean your final grade).

Student Code of Conduct Policy: Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

Plagiarism and Cheating: Students are expected to do their own work on all projects, quizzes, assignments, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant it.

Plagiarism violations include, but are not limited to, the following:

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
4. Giving an in-text citation only at the end of a paragraph.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records; or
7. Copying another's work during an examination or on a homework assignment.

Disability Statement: Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

Discrimination Policy: The instructor will do his or her best not to discriminate on the basis of age, color, disability, ethnic background, gender, national origin, race, religion, sexual orientation, or veteran status.

Diversity Policy: In this class, the instructor will endeavor to establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all participants to learn about others, about the larger world, and about themselves.

Title IX Pregnancy Accommodations: If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Chris Straface, Director of Health and Wellness at 806-716-2362 or email cstraface@southplainscollege.edu for assistance.

Campus Concealed Carry: South Plains College permits the lawful carry of concealed handguns in accordance with Texas state law and Texas Senate Bill 11. Individuals possessing a valid License to Carry permit, or the formerly issued Concealed Handgun License, may carry a concealed handgun at all campus locations except for the Natatorium. For a complete list of campus carry exclusions zones by event, please visit <http://www.southplainscollege.edu/campuscarry.php>

Closed Door: Depending on the physical layout of the room assigned to the course, the door to the classroom may be closed and locked shortly after each class session begins. This policy is intended solely as a safety precaution in case of a campus crisis. If you are late, simply knock and I, or another student, will let you in.

Health and Wellness: Any student needing individual counseling for issues such as depression, anxiety, adjustment to college, stress management, and substance abuse may visit the Health and Wellness Center to chat, confidentially, with licensed mental health professionals who provide services free of charge to current SPC students. Call or visit on Levelland Campus 806-716-2529 from 8:00 am – 4:00 pm. Students wanting to set up a counseling session will have an option to be seen face-to-face or teleconference session via Doxy.me or Zoom platform. Both students and Health and Wellness employees will wear a mask during face-to-face appointments. The number of people in an office will be limited to allow for safe social distancing. Signs are posted on the front door advising students not enter if they are showing signs of illness. Students will be escorted to an appropriate office to ensure social distancing is maintained. Any student in need of food or other essentials may visit the food pantry on Levelland Campus. Students can contact Dee Dee Odorizzi (806-716-2236) for more information.

Other concerns: I strongly encourage you to visit me during my office hours to discuss any other problems or concerns that may affect your performance in this class.

Covid-19: It is the policy of South Plains College for the Spring 2021 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation. Students who believe they have been exposed or may be COVID-19 positive, must contact Health Services, DeEtte Edens, BSN, RN at (806) 716-2376 or dedens@southplainscollege.edu. The full “Return to Campus Plan, Fall 2020” may be found at <https://www.southplainscollege.edu/emergency/SPCReturnToCampusPlans.pdf>

Face masks: all students will properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Face masks need to be worn so as to cover both the student’s nose and mouth. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation.

Accommodations: The Americans with Disabilities Act (ADA) regulations do not require or allow the college to alter operating policy as an accommodation. Anyone with concerns regarding health and the face covering policy may contact DeEtte Edens, BSN, RN at 806-716-2376 to request a reasonable accommodation. Reasonable accommodations may include allowing a person to wear a scarf, a loose face covering, or face shield instead of a face mask, offering appointments by telephone or video calls, or offering enrollment in online courses.

Personal Hygiene: All students are encouraged to implement good hygiene measures such as washing hands regularly, using hand sanitizer, and covering coughs/sneezes. Hand sanitizing stations will be installed across all SPC locations.

Social Distancing: Face coverings are not a substitute for social distancing. Students shall observe CDC approved distancing guidelines in all instructional spaces, both indoors and outdoors. Students should avoid congregating around instructional space entrances before and after class sessions. Students should exit the instructional space immediately after the end of class to help ensure social distancing and to allow for those attending the next scheduled class session to enter.

Exposure: If you believe that you have been exposed to COVID-19, you should remain off campus. Contact your instructor or Health Services, DeEtte Edens, BSN, RN. If you are tested positive, please contact Health Services, DeEtte Edens, BSN, RN at 806-716-2376 or dedens@southplainscollege.edu for quarantine guidance.

Attendance: If you test positive for Covid-19, you will not be penalized for absences as long as you've submitted appropriate documentation. However, you will still need to turn in all assignments in a responsible manner and keep up with the rest of the class.

English 1302 – Class Schedule

Spring 2021

ENGL 1302-003

MW 9:30 a.m. to 10:45 a.m.

CM 117

All assignments are to be completed before the day they are listed. For example, not only should you have read pages 104-113 and 171-190 of *Literary Traditions: A Reader for English 1302* before Wednesday, January 15th but you should also be prepared to discuss the text in class. Submission of all assignments is the responsibility of the student. Please refer to the course syllabus for the complete class policy of late papers. I also reserve the right to modify this schedule according to class needs.

Week One

Monday 1/18

Martin Luther King Holiday (No School)

Holiday – No Class

Wednesday 1/20

In Class: Introduction to class

Week Two

Monday 1/25

Read: *Literary Traditions*: “An Occurrence at Owl Creek Bridge” (104-113) and “Desiree’s Baby” (154-159)

Read: *Writing Essays about Literature* (3-15)

Group One In Class: Reading Workshop

Group Two Online: For each of this week’s readings, “An Occurrence at Owl Creek Bridge” and “Desiree’s Baby,” make a list of questions based on your observations from the text. The answer to these questions should not be factual (What was Peyton Farquhar’s occupation?) or easily answered from a literal reading (Did Farquhar die?). You’re looking for less obvious questions.

Wednesday 1/27

Read: *Writing Essays about Literature* (19-34)

Group One Online: For each of next week’s readings, “Little Red Cap” and “A Jury of Her Peers,” make a list of questions based on your observations from the text. The answer to these questions should not be factual (Who was Little Red Cap?) or easily answered from a literal reading (Did the Huntsman kill the wolf?). You’re looking for less obvious questions. Remember that interpretation are built from observations, which are the essence of these questions.

Group Two In Class: Reading Workshop

Week Three

Monday 2/1

Read: *Literary Traditions*: “Little Red Cap” (20-23) and “A Jury of Her Peers” (217-239)

Group One In Class: Reading Workshop

Group Two Online: For each of this week’s readings, “Little Red Cap” and “A Jury of Her Peers,” make a list of questions based on your observations from the text. The answer to these questions should not be factual (Who was Little Red Cap?) or easily answered from a literal reading (Did the Huntsman kill the wolf?). You’re looking for less obvious questions. Remember that interpretation are built from observations, which are the essence of these questions.

Wednesday 2/3

Read: *Writing Essays about Literature* (83-94)

Group One Online: For each of next week’s readings, “Young Goodman Brown” and “Araby,” make a list of questions based on your observations from the text. The answer to these questions should not be factual or easily answered from a literal reading. You’re looking for less obvious questions. Remember that interpretation are built from observations, which are the essence of these questions.

Group Two In Class: Reading Workshop

Week Four

Monday 2/8

Read: *Literary Traditions*: “Young Goodman Brown” (43-55) and “Araby” (211-216)

Group One In Class: Reading Workshop

Group Two Online: For each of this week’s readings, “Young Goodman Brown” and “Araby,” write a thesis statement that you could use for a larger essay that explicates your larger interpretation of the story. The interpretation should explain the underlying message of the story. You are looking for the author’s message, so simplistic explanations like “She wanted to be a famous writer” or “He wanted to capture the reader’s imagination” or “She didn’t really have a message; it’s just a story” not only won’t work, but work against the intention of this course. Your explanation should be your own interpretation, your own analysis, your close reading of the author’s underlying message. **N.B.** Stay off the internet, since the purpose is to develop your own skills at interpretation and not the ability to regurgitate someone else’s view.

Wednesday 2/10

Read: *Writing Essays about Literature* (97-109)

Group One Online: For each of this week’s readings, “Young Goodman Brown” and “Araby,” write a thesis statement that you could use for a larger essay that explicates your larger interpretation of the story. The interpretation should explain the underlying message of the story. You are looking for the author’s message, so simplistic explanations like “She wanted to be a famous writer” or “He wanted to capture the reader’s imagination” or “She didn’t really have a message; it’s just a story” not only won’t work, but work against the intention of this course. Your explanation should be your own interpretation, your own analysis, your close reading of the author’s underlying message. **N.B.** Stay off the internet, since the purpose is to develop your own skills at interpretation and not the ability to regurgitate someone else’s view.

Group Two In Class: Reading Workshop

Week Five

Monday 2/15

Read: *Literary Traditions*: and “Paul’s Case,” (171-191) and “Old Woman Magoun” (192-210)

Group One In Class: Hand in a Thesis for your Fiction Paper; Reading Workshop

Group Two Online: Complete the Fiction Exam on Blackboard.

Wednesday 2/17

Read: *Writing Essays about Literature* (111-119)

Group One Online: Complete the Fiction Exam on Blackboard.

Group Two In Class: Hand in a Thesis for your Fiction Paper; Reading Workshop

Week Six

Monday 2/22

Read: *Literary Traditions*: “My Mistress’ Eyes Are Nothing Like the Sun” (265), “Shall I Compare Thee to a Summer’s Day” (266), “How Do I Love Thee” (307), and “My Last Duchess” (299)

Group One In Class: Fiction paper rough draft; Reading Workshop

Group Two Online: Peer Review

Wednesday 2/24

Read: *Writing Essays about Literature* (123-141)

Group One Online: Peer Review

Group Two In Class: Fiction paper rough draft; Reading Workshop; Essay Revision Strategies

Week Seven

Monday 3/1

Read: *Literary Traditions*: “To A Mouse” (279-280), “Porphyria’s Lover” (297-298), and “Ozymandias” (296)

Group One In Class: Reading Workshop; Essay Revision Strategies

Group Two Online: For two of the three poems for this week, “To A Mouse,” “Porphyria’s Lover,” and “Ozymandias,” write a thesis statement that you could use for a larger essay that explicates your larger interpretation of the poem.

Wednesday 3/3

Group One Online: For two of the five poems for next week, “The Lake Isle of Innisfree,” (363), “We Wear the Mask,” “To an Athlete Dying Young,” “Richard Cory,” “Second Coming,” write a thesis statement that you could use for a larger essay that explicates your larger interpretation of the poem.

Group Two In Class: Reading Workshop

Week Eight

Monday 3/8

Read: *Literary Traditions*: “The Lake Isle of Innisfree” (363), “We Wear the Mask” (364), “To an Athlete Dying Young” (365), “Richard Cory” (367), “Second Coming” (384)

Group One In Class: Fiction Paper final draft; Reading Workshop

Group Two Online: For two of the five poems for this week, “The Lake Isle of Innisfree,” (363), “We Wear the Mask,” “To an Athlete Dying Young,” “Richard Cory,” “Second Coming,” write a thesis statement that you could use for a larger essay that explicates your larger interpretation of the poem.

Wednesday 3/10

Group One Online: For two of the four poems for next week, “Fire and Ice,” (385), “Stopping By Woods,” “The Road Not Taken,” “Out, Out—,” write a thesis statement that you could use for a larger essay that explicates your larger interpretation of the poem.

Group Two In Class: Fiction Paper final draft; Reading Workshop

Spring Break

Monday 3/15

No Class

Spring Break (No School)

Wednesday 3/17

No Class

Spring Break (No School)

Week Nine

Monday 3/22

Read: *Literary Traditions*: “Fire and Ice” (385), “Stopping By Woods” (386), “The Road Not Taken” (373), “Out, Out—” (374-375)

Group One In Class: Reading Workshop

Group Two Online: For two of the four poems for this week, “Fire and Ice,” (385), “Stopping By Woods,” “The Road Not Taken,” “Out, Out—,” write a thesis statement that you could use for a larger essay that explicates your larger interpretation of the poem.

Wednesday 3/24

Group One Online: For one of the two poems for next week, “Daddy” and “Those Winter Sundays,” write a thesis statement that you could use for a larger essay that explicates your larger interpretation of the poem.

Group Two In Class: Reading Workshop

Week Ten

Monday 3/29

Read: On Blackboard: Plath & Hayden Poems (“Daddy” and “Those Winter Sundays”)

Group One In Class: Hand in a Thesis for your Fiction Paper; Reading Workshop

Group Two Online: Complete the Fiction Exam on Blackboard.

Wednesday 3/31

Group One Online: Complete the Fiction Exam on Blackboard.

Group Two In Class: Hand in a Thesis for your Fiction Paper; Reading Workshop

Week Eleven

Monday 4/5

Read: *Writing Essays about Literature* (35-53)

In Class: Discussion of Research Topics and Library Research

Group One In Class: Fiction paper rough draft; Discussion of Research Topics and Library Research

Group Two Online: Peer Review

Wednesday 4/7

Group One Online: Peer Review

Group Two In Class: Fiction paper rough draft; Discussion of Research Topics and Library Research

Week Twelve

Monday 4/12

Group One In Class: Essay Revision Strategies; Thesis for Research paper; Discussion of Research Questions and Thesis

Group Two Online: Find quotes, with citations, from two outside sources (three quotes from each source) for your research paper.

Wednesday 4/14

Group One Online: Find quotes, with citations, from two outside sources (three quotes from each source) for your research paper.

Group Two In Class: Essay Revision Strategies; Thesis for Research paper; Discussion of Research Questions and Thesis

Week Thirteen

Monday 4/19

Group One In Class: Poetry Paper final draft; Writing Workshop

Group Two Online: Find quotes, with citations, from two outside sources (three quotes from each source) for your research paper.

Wednesday 4/21

Read: *Writing Essays about Literature* (55-67)

Group One Online: Find quotes, with citations, from two outside sources (three quotes from each source) for your research paper.

Group Two In Class: Poetry Paper final draft; Writing Workshop

Week Fourteen

Monday 4/26

Read: *Writing Essays about Literature* (69-82)

Group One In Class: Writing Workshop

Group Two Online: Find quotes, with citations, from two outside sources (three quotes from each source) for your research paper.

Wednesday 4/28

Group One Online: Find quotes, with citations, from two outside sources (three quotes from each source) for your research paper.

Group Two In Class: Research paper rough draft; Peer Review

Week Fifteen

Monday 5/3

Read: *Writing Essays about Literature* (143-155)

Group One In Class: Research paper rough draft; Peer Review

Group Two Online: Final Exam

Wednesday 5/5

Group One Online: Final Exam

Group Two In Class: Research Paper final draft

Friday 5/7

Group One and Group Two Online: The final draft of the research paper needs to be posted on Blackboard before 5 p.m.

Week Sixteen – Finals week

ENGL 1302-003 MW 9:30 a.m. to 10:45 a.m. CM 117

Final Exam: Wednesday, May 12, 2020—8:00 a.m. to 10:00 a.m.