ECON 304 01 Labor Economics

Spring 2022, College of Charleston
Department of Economics

<table>
<thead>
<tr>
<th>Professor: Norman Maynard</th>
<th>Email: <a href="mailto:maynardna@cofc.edu">maynardna@cofc.edu</a> (expect responses within 48 hours)</th>
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</thead>
<tbody>
<tr>
<td>Office: Beatty 429</td>
<td>Phone: 843-953-8104</td>
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<tr>
<td>Class Location: Tate 131*</td>
<td>Class Meeting Hours: 12:00-12:50pm MWF</td>
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<tr>
<td>Zoom Office Hours: MW 2-4pm</td>
<td>Prerequisites:</td>
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ECON 200, ECON 201, MATH 104 or 250, and MATH 116 or 120; or permission of the instructor. DSCI 232 is recommended.

*Students are required to wear masks during all in-person class meetings while College policy allows.

COURSE DETAILS:

Catalog Description: This course examines the workings and outcomes of the market for labor. It is primarily concerned with the behavior of employers and employees in response to the general incentives of wages, prices, profits, and non-pecuniary aspects of the employment relationship. Topics include the supply and demand for labor, investments in human capital, unions, and collective bargaining, and governmental policies affecting labor.

Course Objectives: The class is designed to provide students with a set of tools for understanding the theoretical and empirical analysis of labor markets, institutions, and policy. The class will emphasize economic analysis through three modules: The Core Model, Extending the Model, and Market Imperfections.

Required Materials: OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus, class materials, and grades for each assignment, which will be regularly posted. Students will need access to a computer or mobile device with high-speed internet access in this course. Access to MS Excel, Google Sheets, or a high-quality financial calculator with which the student is familiar may also be required for some assignments. We will be using the following materials, which will be testable:

- Readings and videos provided via OAKS for discussion meetings.

Additional material, such as additional readings or other media may be provided via OAKS and may also constitute testable material. Students will be informed through OAKS announcements when any material beyond the assigned book chapters and reader are testable.

Class Format: Class meetings will be held in-person. In keeping with College guidance, students are required to wear masks over the nose & mouth while in class; if College requirements change, students are still encouraged to mask. While the course continues in person, no online alternative to in-person meetings will be offered. The course will fully convert to synchronous online via Zoom if any of the following occur at any point during the semester: the professor is unable to be present in-class but is able to conduct meetings; the class is quarantined due to exposure to communicable illness; or the College does not allow all students to meet in the same classroom simultaneously. Students are expected to have access to Zoom and the physical technology needed to use it, and must consent to being recorded if classroom meetings are conducted via Zoom. Before the drop/add deadline, students should decide whether the course plan on the syllabus matches their own circumstances. In any case, the class will be formatted around interactive lectures and class discussion / problem-solving. Students
will be expected to complete online quizzes for each chapter read, actively participate in class discussions, work on their own time with other students in order to complete team projects, and complete take-home exams.

**Expectations:** This course draws on core principles of a “flipped classroom” and utilizes a variety of online components to maximize the educational benefits of in-person class time.

- **Much of the class** will be run much like a traditional course, although the design of lectures, discussions, and problem solving should encourage more interaction between students than you might be accustomed to in classes of a similar size;
- **Online components** will be handled through OAKS, with no additional course management software required, although students will need access to such standard web resources as a PDF reader and an up-to-date modern web browser (either Google Chrome or Firefox recommended);
- **You will be expected** to do the same sorts of activities that you do in any other class such as reading and writing, problem solving, responding to feedback, and discussing with other students;
- **In general,** students should expect to work 7-9 hours (including attending 3 class meetings) every week, including checking the course OAKS announcements and their CofC email daily for updates, in order to succeed in the course.

**Structure:** The course is divided into three modules based on our development of the labor market model: The Core Model, Extending the Model, and Market Imperfections.

- **Each module** will cover four chapters from the Borjas textbook, one or more discussions of non-textbook material, involve work towards an ongoing team project, and end in a take-home exit exam.
- **Each week** within a module will generally follow the same core loop:
  - **Prepare** before Monday’s class meeting
  - **Read** the assigned unit in the textbook, taking notes on terms, concepts, and models, and **Complete** a reading quiz on that chapter no later than 9pm Sunday evening (Reading Quiz #1 will be due Tuesday evening), and **Write** a short summary of the main points of the previous week’s discussion, when applicable.
  - **Reinforce** your understanding throughout the week
    - **Work** in small groups and class discussions to develop new concepts and analytical tools, and **Practice** using the concepts and analytical tools in greater depth, especially with Red Questions, and **Develop** the current component of the team project.
  - **Connect** this week’s new material to the entire module and the course overall
    - **Submit** component assignments leading to a full written report or the team project, and **Discuss** a reading or video that goes beyond the textbook material, or **Complete** an exam which will be administered via OAKS and due no later than the end of the scheduled class meeting.

**Presentations** of the main arguments and evidence of each team project will take up the final week of class

**The OAKS Checklist** (available under the Grades tab) is the best way to navigate through all required and recommended material in the course.

**CLASSROOM AND COLLEGE PROTOCOL:**

**Communication:** Beyond class meetings, students may also interact with the professor in one-on-one Zoom meetings; through email, OAKS discussion forums, and reading quiz feedback, which the professor will respond to within 48 hours; and through exam feedback, which will be provided within 7 days of exam administration. Students should follow professional etiquette when interacting with the professor and each other.

**Professional Etiquette:** As this is a business course, all students are expected to behave in a professional and respectful manner at all times. The classroom environment should be treated as a professional environment where you are interacting with your workplace colleagues and supervisors.
During class meetings, students should be professional and ethical in their presentation and speech, be open to new ideas, be respectful of conflicting opinions, be kind and forgiving toward all present, be constructive when offering criticism, and help each other learn whenever possible. Students should avoid monopolizing class time, disrupting or distracting other students, making statements you would not say if an immediate professional superior were present, and broadcasting into the meeting any person who has not given their enthusiastic consent. Above all else, students should be willing to make mistakes where others can see them, and be constructive and helpful in learning from the mistakes others make.

Engaging in distracting, disruptive, or inappropriate behavior may result in the student being dismissed from the classroom by the professor.

On class discussion boards, all of the above still apply. In addition, assertions of fact should be supported by citing credible academic or journalistic sources, and students should be especially mindful of how text communication will be perceived by others, in the absence of nonverbal cues. Remember that the OAKS forums are part of the classroom environment.

Attendance, Tardiness, and Participation: This course does not impose graded penalties based on attendance, tardiness, or participation. However, students are expected to be consistently present and actively engaged in class meetings. It is unprofessional for students to schedule other activities, including work hours, during class time; students attending meetings should ensure they are able to devote their full attention to the meeting. Keep in mind that office-hour meetings are a complement to class meetings, not a substitute; please acquire notes from classmates for missed class periods. In general, successful performance will require students to attend every class meeting possible.

Classroom Health: Students are required to wear masks during any in-person meetings, including class meetings, as long as College policy allows this requirement. Students are strongly encouraged to become vaccinated against COVID-19. Because there are no grade penalties for failure to attend class meetings (aside from scheduled discussions), students are strongly encouraged not to attend class meetings if they are experiencing any symptoms of communicable illness. Students refusing to wear a mask over both nose & mouth or exhibiting symptoms of illness in the classroom may be asked to leave by the professor. See the Grading Policy section for students who are unable to complete a graded assignment.

Enrollment Verification: Enrolled students not recording completion of graded assignments during the two weeks following the end of the add/drop period will be removed from the course.

Weather: If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by faculty. If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

Religious Accommodation: The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof. The College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. If you are in need of accommodations, please contact the professor.

Changes: Any changes in course policies during the semester will be announced on OAKS.

LEARNING OUTCOMES AND GOALS:

School of Business and Department of Economics Learning Goals: The course meets the following School of Business learning goals: Global and Civic Responsibility; Quantitative Fluency; Communication Skills. The course meets the following Economics Department learning goals: Understanding Major Economic Problems; Quantitative Fluency; Synthesis; Communication Skills. Goals are assessed through online quizzes, class-meeting discussions, take-home exams, and team projects.
**GRADING POLICY:**

Final grades are rounded to the nearest whole percent. The grading scale is as follows:

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<thead>
<tr>
<th>Percentage Grade</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>≥ 90%</td>
<td>A</td>
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<tr>
<td>≥ 80%</td>
<td>B</td>
</tr>
<tr>
<td>≥ 70%</td>
<td>C</td>
</tr>
<tr>
<td>≥ 60%</td>
<td>D</td>
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<tr>
<td>&lt; 60%</td>
<td>F</td>
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Graded assignments include asynchronous online quizzes, in-person discussions, asynchronous online exams, and a team-based semester-long project that includes a presentation. The distribution of points is as follows:

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Reading Quizzes (12 total, 2% each)</td>
<td>24%</td>
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<tr>
<td>Discussions (8 total, 2% each)</td>
<td>16%</td>
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<tr>
<td>Exams (3 total, 10% each)</td>
<td>30%</td>
</tr>
<tr>
<td>Team Project (multiple components)</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
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**Reading Quizzes.** Before each weekly section of material has been covered, students will complete quizzes covering the assigned chapter from Borjas. These quizzes will also provide students with a chance to inform the professor of which topics need the most discussion and practice during the week’s scheduled class meetings. Questions are randomly chosen from the available test bank. Each individual quiz is equally weighted in your overall grade. Twelve reading quizzes will be offered over chapters in Borjas, including mathematical appendices. Reading quizzes will always be **due by 9pm on the evening before the unit will be discussed** (Tuesday evening for Reading Quiz #1, Sunday evenings thereafter), and will be available beginning at 10pm one week before it is due.

**Discussions.** Throughout the semester, students will participate in eight in-class discussions on labor-related topics. Discussions will generally require students to complete an assigned reading or view an assigned video prior to the in-class discussion. Discussions will be graded based on participation by the individual in breakout groups and whole-class discussion, and on 1-page (250 word max) summaries submitted to the OAKS forum following the in-class discussion. Details on these discussions is provided in a separate Discussion Guide.

In order to receive credit for discussions, students must complete a syllabus quiz on OAKS with a score of 100%. This quiz will involve assenting to the college honor code regarding academic integrity.

**Exams.** At the end of each module, students will complete a take-home exit exam via OAKS. Each exam will consisting of questions drawn from the reading quiz test banks and short answer questions. All material presented during class-meetings and discussions or assigned and provided via OAKS may also be testable; all testable material will be identified before the exit exam is made available via OAKS. Exams will be due by the end of the class period (12:50pm) on the last Friday of the module, and will be made available after class on the previous Wednesday at 1pm.

In order to gain access to exams, students must complete a syllabus quiz on OAKS with a score of 100%. This quiz will involve assenting to the college honor code regarding academic integrity.

**Team Project.** Students will work in assigned teams on a semester-long project, conducting data-based research on a topic related to labor market policy. The project will require an annotated bibliography of non-partisan peer-reviewed research, a written report that includes a policy recommendation, and an oral presentation by one or more team members. Teams will be assigned uniform grades for each contributing component, while individual grades will depend on peer evaluations of the individual’s contribution to the team outcome and the professor’s assessment of each member based on group feedback. Details on the projects are provided in a separate Team Project Guide.

Students are responsible for all information presented through class meetings or through assigned readings, multimedia, or activities, and all will be considered testable. Graded assignments are designed for you to use the terms, concepts, and models presented in the course and to challenge your weakest abilities in these areas. As such, any inability to use the course material effectively will be reflected in your grade, even if you “know” the material.
There will be no “bumping up” offered at the end of the semester, and (except when a grade of Incomplete or similar is filed) no graded assignment can be submitted after the final exam has been administered. Each student is responsible for their own grade, and extra credit opportunities cannot be offered to one student that have not been made available to the class as a whole. If you are concerned about getting a certain letter grade, you must consistently put in the effort and achieve the performance required by the standards of the course throughout the semester.

**No make-up assignments or extensions, including taking exams early, will be offered for any reason.** Students are expected to complete online assignments far enough in advance to avoid losing points due to computer malfunctions, power outages, or similar rare events. If a student will be unable to complete a graded assignment, they should inform the professor (prior to the assignment’s due date if possible) and up to one exam, two reading quizzes, and two discussions may be excused from the student’s grade at the professor’s discretion.

**RESOURCES FOR SUCCESS:**

In order to succeed in the course, students should take advantage of the following resources in the manner they find most productive. Note again that students are expected to be working approximately 7-9 hours per week on course related activities, inclusive of all of the following:

**Reading Assignments.** Students will be given chapters in the assigned textbook to read according to the class schedule. Students are encouraged to discuss chapter content with other students on the OAKS discussion forums for the relevant module.

**OAKS Discussions.** Students should feel free to post questions related to the readings or class material on OAKS, especially working on team projects using the team discussion boards. Students should generally seek out peer assistance on discussions before addressing questions to the professor via email.

**Red Questions.** After each reading quiz, the professor will compile a short list of frequently-missed questions. This list of questions, and their answers, will generally be used for class meeting practice and discussion and will be made available online after this in-class discussion.

**Class Meetings.** Repeated analysis has shown that non-interactive class meetings are often not the most effective way for college students to learn challenging material. As such, class lectures will to a large extent be driven by student feedback on reading quizzes. This allows us to use our time more effectively on topics where many students are having difficulty. Students will be able to interact with the professor by asking questions, answering the professor’s questions, and contributing to discussions. Students are encouraged to take notes during class meetings. The class meetings will also devote time to working practice problems such as the Red Questions.

**Office Hours.** Students can interact with the professor via drop-in Zoom meetings on Mondays and Wednesdays from 2pm to 4pm. Students may attend these designated office hours to ask clarifying questions, work through red questions or other practice problems and learn the answers, discuss their current standing in the course, or develop study plans for this course. Students unable to meet at this time may email the professor to schedule an alternate meeting time. Please be as flexible as possible with your availability for such meetings, and please keep in mind that it is unprofessional to miss specially scheduled appointments. Should in-person meetings occur, masks (properly worn tightly over both nose and mouth) will be required.

**Online Resources.** Students will have access to any formal slides used in class and occasional additional notes or videos which illustrate some connections between the readings and the lectures for the course. From time to time, videos or other media which might illuminate on topics discussed will be made available through OAKS.

**Group Study.** Studying in groups can be a highly effective way to learn challenging material, and is common practice in more mathematically challenging courses. Students may wish to form their own study groups, especially in the week before each exam.

**Center for Student Learning:** The Center for Student Learning’s (CSL) academic support services provide assistance in study strategies, speaking & writing skills, and course content. Services include tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful
using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please call (843) 953-5635 or visit the CSL website.

**Reasonable Accommodation:** The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services / SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying the professor as soon as possible and for contacting the professor one week before accommodation is needed on a particular graded assignment.

**GENERAL RESOURCES:**

**Mental & Physical Wellbeing:** At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843-953-5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or (843) 953-5640, located on the 3rd floor of the Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863 or meeting with them in person on the 3rd Floor of the Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

**Food & Housing Resources:** Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need.

**Technical Difficulties:** If you have technical problems, please contact Student Computing Support or Helpdesk using these methods:

- **Student Computing Support:** (843-953-5457) or studentcomputingsupport@cofc.edu
- **IT Service Desk:** (843-953-3375) or ITservicedesk@cofc.edu

**Inclusion:** The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies. Further resources are available through the Office of Institutional Diversity:

- Preferred Name and Pronoun Information
- On Campus Gender Inclusive facilities
- Campus Resources
- College of Charleston Reporting Portals
- National Resources for Faculty & Staff
- GSEC Reports
- Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project)
- College of Charleston Quality Enhancement Plan (QEP)
- Articles about CofC and LGBTQ+ Issues
HONOR CODE AND ACADEMIC INTEGRITY:

“Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://deanofstudents.cofc.edu/honor-system/studenthandbook/”

Course-specific Honesty Expectations The following are explicitly prohibited in this course:

Unauthorized collaboration — working with someone else without explicit permission from the professor—is a form of cheating.

Discussing specific questions from any graded assignment with another student prior to the assignment’s due date also constitutes cheating, as is discussing specific questions with anyone other than the professor while taking a timed graded assignment or sharing or viewing the questions anywhere except on the OAKS discussion forums for this course.

Taking screen shots of questions in graded assignments is similarly a form of cheating, as is viewing screen shots of specific questions taken by another student and sharing screen shots of specific questions (regardless of who took the screen shot).

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Use of ideas from known sources in a written report must include a full citation to the source in the references section at the end of the report and an in-text author-year citation (not a footnote) in the body where the idea is used. If the idea is not thoroughly rewritten in the students’ own words, it must be directly quoted from the source and enclosed in quotation marks.
COURSE SCHEDULE:

This schedule is subject to change. Changes will be posted on the OAKS announcement page and sent out via email. Please check the OAKS calendar and your official CofC email daily. If there is any confusion as to when an assignment is due, contact the professor.

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<tr>
<th>DATES:</th>
<th>MODULE:</th>
<th>WEEK:</th>
<th>MONDAY</th>
<th>WEDNESDAY</th>
<th>FRIDAY</th>
<th>READINGS</th>
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<tbody>
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<td>1/09–1/15</td>
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<td>1</td>
<td>1ST DAY</td>
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<tr>
<td>1/16–1/22</td>
<td>Module 1</td>
<td>2</td>
<td>NO CLASS</td>
<td>RQ #1</td>
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<td>CH 1</td>
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<tr>
<td>1/23–1/29</td>
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<td>3</td>
<td>RQ #2</td>
<td>Discussion #1</td>
<td>CH 2</td>
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<td>1/30–2/05</td>
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<td>TEAMS ASSIGNED</td>
<td>Discussion #2</td>
<td>CH 3</td>
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<td>2/06–2/12</td>
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<td>5</td>
<td>RQ #4</td>
<td>EXAM #1</td>
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<td>CH 4</td>
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<td>2/13–2/19</td>
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<td>6</td>
<td>RQ #5</td>
<td>CITATIONS</td>
<td>Discussion #3</td>
<td>CH 5</td>
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<td>2/20–2/26</td>
<td>Module 2</td>
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<td>RQ #6</td>
<td>Discussion #4</td>
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<td>2/27–3/05</td>
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<td>8</td>
<td>RQ #7</td>
<td>ANNOTATED BIB.</td>
<td>Discussion #5</td>
<td>CH 7</td>
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<td>3/06–3/12</td>
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<td>9</td>
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<td>RQ #8</td>
<td>EXAM #2</td>
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<td>CH 8</td>
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<tr>
<td>3/20–3/26</td>
<td>Module 3</td>
<td>11</td>
<td>RQ #9</td>
<td>PAPER DRAFT</td>
<td>Discussion #6†</td>
<td>CH 9</td>
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<td>12</td>
<td>RQ #10</td>
<td>Discussion #7</td>
<td>CH 10</td>
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<td>13</td>
<td>RQ #11</td>
<td>FINAL PAPER</td>
<td>Discussion #8</td>
<td>CH 11</td>
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<td>4/10–4/16</td>
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<td>14</td>
<td>RQ #12</td>
<td>EXAM #3</td>
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<td>CH 12</td>
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<td>4/17–4/23</td>
<td></td>
<td>15</td>
<td>PRESENTATION WEEK</td>
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<tr>
<td>4/25</td>
<td></td>
<td>16</td>
<td>Review &amp; Evals</td>
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RQ indicates a reading quiz on the listed chapter from the Borjas textbook. Reading quizzes are due by 9:00pm on the night before the week’s first class meeting.

“Discussion” indicates a discussion of one or more readings or videos provided via OAKS that will take place during the class meeting. The materials required for each numbered discussion will be detailed in the Discussion Guide. Students will be required to submit a 1-page (250 word max) summary of the main points of the discussion and assigned materials after the discussion but no later than 9:00pm on the following Monday.

Team Project component assignments (Citations, Annotated Bibliography, Paper Draft, and Final Paper) are due by 9:00pm on the dates listed. Each team will prepare a Presentation to be given in class on Week 15. Details on the projects are provided in a separate Team Project Guide.

Exams will be due by the end of the class period (12:50pm) on the day listed, and will be open at 1pm on the preceding Wednesday.

†25 March is the last day for students to withdraw with a grade of "W" from full semester classes.