In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to, Canvas, Blackboard Collaborate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor Canvas for each class for course specific communication, and the main USFSM, College, and department websites, emails, and MoBull messages for important general information. *You must read the entire syllabus, attend one of the week one live sessions, understand the commitment you are making to this class, and sign the honesty pledge attached to the back of this syllabus and return it to me by midnight on January 9 in order to be retained in the class. If you are mailing the pledge instead of scanning and e-mailing the signed document, please e-mail me before midnight on January 9 to let me know that the signed form is in the mail.*

**Course Description:** This is an on-line and ethnic outing experience that is an examination into self-identity and the exploration of "the other." Ethnic Diversity in the U.S. is a revolution in perception. Through a combination of experiences and reading assignments that will open the door for a discussion board dialogue that deals with the nuances of language and word choice to religious beliefs and personal philosophies, students in this class will explore ourselves, our community, and our country. This course is approved for the undergraduate liberal arts requirement under the category, Major Works, Major Issues exit requirement.

**Texts Required:**
Parrillo, V. N. *Diversity in America.* (4th Ed.) ISBN 978-161205254-0 paperback. There will be a number of journal article assignments in addition to the text.

**Course Objectives:** This course will broaden students’ understanding of self in the greater scheme of ethnic diversity in the United States. Each student will walk away with a firm grasp of what their immigrant ancestors experienced upon their arrival to this nation, as well as learn both sensitivity and understanding of what other dominant and minority cultures and ethnicities experienced. There are three (3) mandatory live online sessions launched through Canvas in Blackboard Collaborate over the course of the 16 week semester. Week one (Jan. 5-9) a session will be offered from 12-1:30 PM on Monday, as well as on Wednesday night from 7:30 to 9:00 PM and on Friday morning from 8-9:30 AM. Choose any one of the above day/times to attend and not be dropped from the course. *IF NONE OF THESE DATES AND TIMES WORK WITH YOUR SCHEDULE, LET ME KNOW IMMEDIATELY SO THAT I CAN ADD A SESSION.* The other weeks for mandatory sessions will be week 7 (Feb. 16-20), and week 15 (April 13-17). After the week one segments, I will allow students to send me their availability schedules so I may revamp the days and times offered based on students’ needs. I will
always offer the pre-scheduled Friday noon segment weekly. I will do my best to accommodate all students' availability, BUT I WILL NOT WAIVE THE REQUIREMENT OF THE THREE (3) MANDATORY ONLINE SESSIONS. These sessions will help you prepare for all upcoming assignments and assure that you are all prepared to do the work required of my students. While you will be studying the individual and culture from an anthropological perspective, you will really be learning critical thinking skills and techniques of inquiry-based learning.

In addition to the texts, each student is required to access your USF e-mail account in order to fulfill the commitments of this course. Accounts are provided free of charge through the university. All e-mail from me will be through Canvas, so if you choose to use another e-mail account, you are responsible for setting up a proxy to re-route the mail sent to your USF account. Failure to do so may have a negative affect on your course grade, since you may miss homework updates sent via e-mail. All of the coursework is available on Canvas, an on-line course access program, with the exception of the materials you will need to research in order to write your two (2) research papers.

Course Requirements: Your effort required for this course will consist of successfully completing 7 segments as follows:

1. Weekly e-portfolio entries 120
2. Weekly response (7 wks X 15pts) 105
3. "Insider" Media Presentation. 25
4. "Outsider" Media Presentation. 25
5. 2 Research Papers (ea. 150 points). 300
6. Canvas discussions (15wks X 5 pts) 75
   650

Unit Tests: I have decided to eliminate unit tests for this course, but this means that the daily demands on each student will be greater.

Weekly Response: There will be a two-page plus weekly response paper (called a précis) due by midnight on Mondays for 7 of the semester weeks. These response papers should demonstrate your critical thinking as regards to the weekly reading assignments. A guide to critical thinking is posted in the files section in Canvas. Notes you take from the readings should be included in your class e-portfolio and should substantially reflect the content of the essays. Tracking your attendance to ethnic experiences also needs to be done timely in relation to your attendance to such events. That means if you go to the Jewish Food Festival, write about it in your e-portfolio within the week of the event. Tell me about what you did while there, what you ate, what you liked, what was new and different versus what was part of your normal regimen. The other integral component of the weekly e-portfolio assignment is to track your progress on your own genealogical research, since one of the two research papers will be the story of one of your immigrant ancestors and what it was like to emigrate at their particular time, and from their particular country of origin. Both papers and e-portfolios need to employ correct spelling, punctuation, and grammar since this is a senior-level exit course. All assignments need
proper citation, according to APA writing style guidelines. Links to style guidelines are in an announcement in Canvas and below under “Analytical Papers.” Discussions called critical reading questions (CRQs) and responses are also due each week by midnight on Mondays.

**Presentations**: You will be responsible for two media presentations (10-12 minutes in length). Topics will be collaborated with the instructor early in the semester. 

**Presentations lasting less than the minimum or more than the maximum will find their grades substantially lowered** for *failure to comply* with assignment specifications.

**Analytical Papers:**
You will write two (2) 1,500 to 2,000--word research papers. I recommend that your “Insider” paper and presentation be the final project, giving you the entire semester to research your own immigrant history, with your “Outsider” perspective being completed in conjunction with your first presentation. Within the “Outsider” presentation, no two students can work with the same ethnic or cultural community, so these papers/presentations need approval by the instructor by the *third week* of the semester. **Both papers must be fully cited and follow the current guidelines for APA style including headers, cover page, first level headers (including a literature review, discussion, and conclusion), and a minimum of 12 references.** If you are not already familiar with APA writing style, either get yourself a guideline out of the library, or become familiar with the style by reading the guidelines online at the On-line Writing Laboratory (OWL) at Purdue University ([https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)).

**Grading:**
All assignments will receive a numerical grade. Final letter grades will be determined on an accumulated percentile basis, in accordance with the customary scale used in university courses: **A+ (637-650)**  **A (611-636)**  **A- (585-610)**  **B+ (572-584)**  **B (546-571)**  **B- (520-570)**  **C+ (507-519)**  **C (481-506)**  **C- (455-480)**  **D+ (442-454)**  **D (416-441)**  **D- (390- 415)**  **F anything under 390!** Opportunity for extra credit will not be offered.

**Last day to drop without penalty: Friday, January 9!**

Make-up tests, Late Submissions, and Incompletes: You are expected to complete all assignments on time. Falling behind hinders the process of learning. For this reason, I have instituted certain policies designed to encourage the timely completion of assignments, and to discourage the taking of makeups for inappropriate reasons. The class presentations will be an integral component of class activities. There is no make-up date for presentations since they take place during the last week of mandatory live online attendance.

Research papers must be submitted by the due date indicated in the syllabus. Papers that are submitted late will be *penalized one letter grade per day*, regardless of reason. Weekly responses (précis) are due via links in Assignments or e-portfolio no later than midnight each Monday. I expect weekly journal entries and 7 response papers (précis). All précis should contain information pertinent to the “Reading Critically” guidelines.
posted in course documents. **Late weekly précis get a zero grade, regardless of reason for their latency.** There is a make-up date for one précis or e-portfolio entry built into the syllabus.

A grade of Incomplete (I) will be awarded only if at least one-half of your required work has been completed with a cumulative passing grade at the time that the incomplete is requested.

**USF Sarasota-Manatee Policies and Procedures**

**Sarasota-Manatee is a tobacco-free, smoke-free campus. Confine your smoking to inside your vehicle, as that is the only place you can smoke without being fined.**

**Religious Observances**
The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.


**Disabilities Accommodation**
Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Interim Disability Coordinator is Dr. David Owens (941) 359-4714; disabilityservices@sar.usf.edu; [http://www.usfsm.edu/students/disability/](http://www.usfsm.edu/students/disability/)

**Counseling and Wellness Center Services**
The Counseling and Wellness Center is a confidential resource where a student can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. Students can receive assistance in confidence. This confidential resource can help students without having to report their situation to either the Office of Student Rights and Responsibilities (OSRR) or the Office of Diversity, Inclusion, and the Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If a student discloses any of these situations to an instructor personally, he/she is required to report it to OSRR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or [marybeth@sar.usf.edu](mailto:marybeth@sar.usf.edu).
Academic Dishonesty
The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.
Undergraduate: http://www.sarasota.usf.edu/Academics/Catalogs/
Graduate: http://www.sarasota.usf.edu/Academics/Catalogs/
USF Student Code of Conduct: http://www.sa.usf.edu/srr/page.asp?id=88

Academic Disruption
The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.
Undergraduate: http://www.sarasota.usf.edu/Academics/Catalogs/
Graduate: http://www.sarasota.usf.edu/Academics/Catalogs/
USF Student Code of Conduct: http://www.sa.usf.edu/srr/page.asp?id=88

Contingency Plans
In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Blackboard Collaborate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor Blackboard/Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency.

Emergency Preparedness
It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness site

Fire Alarm Instructions
At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated.

Web Portal Information
Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address. Therefore, it is the student’s responsibility to check their USF email regularly.
**January 5-9:** First week. This is a **MANDATORY ATTENDANCE WEEK.** You need to attend one of the three options for the week. Week one (Jan. 5-9) a session will be offered from 12-1:30 PM on Monday, as well as on Wednesday night from 7:30 to 9:00 PM and on Friday morning from 8-9:30 AM. Choose any one of the above day/times to attend and not be dropped from the course. IF NONE OF THESE DATES AND TIMES WORK WITH YOUR SCHEDULE, LET ME KNOW IMMEDIATELY SO THAT I CAN ADD A SESSION. You must log in to **one** of the live events this week. I will also be sending an honesty pledge out to all students who are not dropped for non-attendance, according to the USF first week mandatory attendance policy. The honesty pledge will need to be signed by each of you and returned either by e-mail attachment or by mail for my files; it will simply state that you agree that the work you will submit this semester will be your own work. **Homework:** Parrillo, Preface through Ch 2, through page 39. Take notes in your eportfolio in Canvas and write a two-page précis (about 500 words) discussing thesis, topics, main lines of argument, credibility of Parrillo, methodologies used, and applicability to the course. Submit this assignment before midnight on January 12 for credit. Also, be sure to go to the discussion board in Canvas and post a CRQ based on the readings and respond to any 2 of your peers’ CRQs.

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**Sunday, January 11, is the Sarasota Jewish Food Festival from 9am to 3pm at the Temple Sinai Reform Synagogue 4631 S. Lockwood Ridge Rd., Sarasota, FL, 34231 (941) 924-1802. This is the 7th annual event featuring all the traditional comfort foods and more. Free admission and parking, eat in or take out, rain or shine. Health Fair, arts and craft vendors, used book sale, too. Blintzes and brisket are calling out to you! While attendance is not mandatory, you should **plan to attend three ethnic events wherever you are during the course of the semester!**

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**January 12-16:** I will offer a live online session for any who care to attend. This date and time will be based on student requests and you will be updated through e-mail. In addition to going over the reading for week one, I plan to discuss some case studies and my own personal experiences in genealogical research. I should also have a video link in Canvas for the week. **Homework:** Parrillo, Ch 3 (pages 41-60) and the article in the week 2 file, From Borderlands to Borders. Take notes in your eportfolio in Canvas and write a two-page précis (about 500 words) discussing thesis, topics, main lines of argument, credibility of Adelman and Aron (authors of the article), (Parrillo’s credibility, once established in the first assignment, is not necessary again in future weeks, but the other authors are subject to credibility searches weekly), methodologies used, and applicability to the course. Submit this assignment before midnight on January 19 for credit. Also, be sure to go to the discussion board in Canvas and post a CRQ based on the readings and respond to any 2 of your peers’ CRQs.

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**January 19-23:** I will offer a live online session for any who care to attend. This date and time will be based on student requests and you will be updated through e-mail. In
addition to going over the reading for week two, I plan to discuss more hints regarding
genealogical research and some suggestions for getting started on your insider projects. I
should also have a video link in Canvas for the week. **Homework:** Parrillo, Ch 4 and 5,
pages 62 to 101. Take notes in your eportfolio in Canvas and write a two-page précis
(about 500 words) discussing thesis, topics, main lines of argument, credibility (Parrillo’s
credibility, once established in the first assignment, is not necessary again in future
weeks, but weeks with outside articles have other authors who are subject to credibility
searches), methodologies used, and applicability to the course. Submit this assignment
before midnight on January 26 for credit. Also, be sure to go to the discussion board in
Canvas and post a CRQ based on the readings and respond to any 2 of your peers’ CRQs.

**January 26-January 30:** I will offer a live online session for any who care to attend.
This date and time will be based on student requests and you will be updated through e-
mail. In addition to answering any questions you might have by now, there will also be a
discussion of the readings. **Homework:** Parrillo, Ch 6 (pages 103-121) and the article in
the week 4 file, Obsolescence of Old Age in America. Take notes in your eportfolio in
Canvas and write a two-page précis (about 500 words) discussing thesis, topics, main
lines of argument, credibility of Achenbaum (author of the article), (again, Parrillo’s
credibility, once established in the first assignment, is not necessary again in future
weeks), methodologies used, and applicability to the course. Submit this assignment
before midnight on February 2 for credit. Also, be sure to go to the discussion board in
Canvas and post a CRQ based on the readings and respond to any 2 of your peers’ CRQs.

*Saturday, January 31, is the date for the Scottish Highland Games and Celtic Festival in
Sarasota this year. Held annually at the Sarasota Fairgrounds off Fruitville Road just
east of Tuttle Avenue, the gates open at 9am and activities go until 5pm. Tickets are $12
in advance, $15 at the gate, and free for those under 12.*

**February 2-6:** I will offer a live online session for any who care to attend. This date and
time will be based on student requests and you will be updated through e-mail. In
addition to answering any questions you might have by now, there will also be a
discussion of the readings and research strategies for the first outsider research paper.
**Homework:** Parrillo, Ch 7 and 8, pages 122 to 157. Take notes in your e-portfolio in
Canvas and write a two-page précis (about 500 words) discussing thesis, topics, main
lines of argument, credibility (Parrillo’s credibility, once established in the first
assignment, is not necessary again in future weeks, but weeks with outside articles have
other authors who are subject to credibility searches), methodologies used, and
applicability to the course. Submit this assignment before midnight on February 9 for
credit. Also, be sure to go to the discussion board in Canvas and post a CRQ based on the
readings and respond to any 2 of your peers’ CRQs.

*February 5th through 8th is the Greek Glendi at St. Barbara’s Greek Orthodox Church,
7671 North Lockwood Ridge Road, Sarasota (1 mile north of University Parkway at the
cross street of Tallevast Road), (941)355-2616. Hours are 11am to 9pm on Thursday,
Friday, and Saturday and I believe the Sunday hours are from 1pm to 7 pm. Admission is
$4 per person and children 12 and under are free.*
February 9-13: I will offer a live online session for any who care to attend. This date and time will be based on student requests and you will be updated through e-mail. In addition to answering any questions you might have by now, there will also be a discussion of the readings. **Homework:** Parrillo, Ch 9 (pages 159-178) and the article in the week 6 file, Obsolescence of Old Age in America. Take notes in your eportfolio in Canvas and write a two-page précis (about 500 words) discussing thesis, topics, main lines of argument, credibility of Achenbaum (author of the article), (again, Parrillo’s credibility, once established in the first assignment, is not necessary again in future weeks), methodologies used, and applicability to the course. Submit this assignment before midnight on February 16 for credit. Also, be sure to go to the discussion board in Canvas and post a CRQ based on the readings and respond to any 2 of your peers’ CRQs.

*February is Black History month. The Mayor of the City of Sarasota has invited the class to tour the photo exhibit of Sarasota’s Black history that will be featured in the City Hall building this month. If any of you are interested, let me know your available date and time and I will see if enough of us can get together to give Sarasota’s Mayor a real Bulls’ experience!*

February 16-20: This is the second week of mandatory attendance and this week you will each do a presentation on the outside ethnic group that you are researching for the first major paper. A live online session will be offered from 12-1:30 PM on Monday, as well as on Wednesday night from 7:30 to 9:00 PM and on Friday morning from 8-9:30 AM. IF NONE OF THESE OPTIONS WORK FOR YOU, LET ME KNOW ASAP WHEN YOU ARE AVAILABLE AND I WILL ADD ANOTHER OPTION. While the presentation on your research is due this week, the paper itself is due next week, Monday, February 23. Upload the presentation itself into the assignment link provided in Canvas so if there is any issue with you launching the presentation yourself, I can be your “slide girl” and you will just need to prompt me as to when to change your slides during your oral part of the presentation. **Homework:** Finish writing your first research paper; it is due Monday, February 23, by midnight. Use APA writing style including a cover page and be sure to fully cite this paper. The references page must be included and all works listed on that page need to appear in either the body of the paper as the APA signal phrase or parenthetically. Direct quotes need to be cited to the exact page, not just author’s last name comma space date of publication! Research papers require a minimum of 12 sources. Also, be sure to go to the discussion board in Canvas and post a CRQ based on the readings and respond to any 2 of your peers’ CRQs.

*February 19-22 is the 27th Annual Venice Italian Feast and Carnival at the Italian American Club of Venice, 1375 Ringling Dr., Venice, FL 34285. Admission is free. Phone: (941) 486-1492 for more information.*

*In Tampa, Fiesta Day is the Last Saturday of February and held at 1600 East 8th Avenue, Tampa, FL 33605, 813-248-0721.*

*Tampa’s Historical Ybor City showcases its ethnic roots with Fiesta Day. It was started to honor the oldest residents living in Ybor. Now, the free street festival honors the Cuban,*
German, Italian, African, Cuban, Jewish and Spanish immigrants who first settled in Ybor in 1886. A 59-year old tradition, the festival extends several blocks, fills the streets with fun and activities such as arts & crafts, musical performances, ethnic style cuisine and cultural exhibits.

February 23- 27: I will offer a live online session for any who care to attend. This date and time will be based on student requests and you will be updated through e-mail. In addition to answering any questions you might have by now, there will also be a discussion of the readings. Homework: Parrillo, Ch. 10 and 11, pages 180-218. Take notes in your eportfolio in Canvas and write a two-page précis (about 500 words) discussing thesis, topics, main lines of argument, credibility (Parrillo’s credibility, once established in the first assignment, is not necessary again in future weeks, but weeks with outside articles have other authors who are subject to credibility searches), methodologies used, and applicability to the course. Submit this assignment before midnight on March 2 for credit. Also, be sure to go to the discussion board in Canvas and post a CRQ based on the readings and respond to any 2 of your peers’ CRQs. This is the final précis assignment, BUT if you missed one, there is a make-up assignment possible for next week.

March 2-6: Spring Break! No live session this week unless some of you want help with your own genealogy searches. I will offer a live online session only upon request this week. I plan to offer a power-point presentation through Blackboard Collaborate this week. Homework: Look for two articles through scholar.google.com that can help you with comparative material for your insider research paper. Take notes in your eportfolio in Canvas and if you have missed a précis, this is the only opportunity to make-up that one missed assignment by writing a two-page précis (about 500 words) discussing thesis, topics, main lines of argument, credibility, methodologies used, and applicability to the course of the two articles you have read. Also, be sure to go to the discussion board in Canvas and post a CRQ based on the readings and respond to any 2 of your peers’ CRQs. This is the only make-up précis assignment.

March 7-15: I will offer a live online session only upon request this week. I plan to offer a power-point presentation through Blackboard Collaborate this week. Homework: Work on your own genealogy research. Take notes in your eportfolio in Canvas and be sure to go to the discussion board in Canvas and post a CRQ based on questions that arise in your research and respond to any 2 of your peers’ CRQs.

March 16-20: I will offer a live online session for any who care to attend. This date and time will be based on student requests and you will be updated through e-mail. Homework: Work on your own genealogy research and take notes in your eportfolio in Canvas; also, be sure to go to the discussion board in Canvas and post a CRQ based on questions that arise in your research and respond to any 2 of your peers’ CRQs. Since you need 12 sources for the “insider” paper, too, some of you may want to use these “light reading” weeks to add articles for comparative analysis in your final paper.
March 23-27: I will offer a live online session for any who care to attend. This date and time will be based on student requests and you will be updated through e-mail. 

**Homework:** Work on your own genealogy research and take notes in your eportfolio in Canvas; also, be sure to go to the discussion board in Canvas and post a CRQ based on questions that arise in your research and respond to any 2 of your peers’ CRQs. Since you need 12 sources for the “insider” paper, too, some of you may want to use these “light reading” weeks to add articles for comparative analysis in your final paper.

March 30- April 3: I will offer a live online session for any who care to attend. This date and time will be based on student requests and you will be updated through e-mail. 

**Homework:** Work on your own genealogy research and take notes in your eportfolio in Canvas; also, be sure to go to the discussion board in Canvas and post a CRQ based on questions that arise in your research and respond to any 2 of your peers’ CRQs. Since you need 12 sources for the “insider” paper, too, some of you may want to use these “light reading” weeks to add articles for comparative analysis in your final paper.

April 6-10: I will offer a live online session for any who care to attend. This date and time will be based on student requests and you will be updated through e-mail. 

**Homework:** Work on your own genealogy research and take notes in your eportfolio in Canvas; also, be sure to go to the discussion board in Canvas and post a CRQ based on questions that arise in your research and respond to any 2 of your peers’ CRQs. Since you need 12 sources for the “insider” paper, too, some of you may want to use these “light reading” weeks to add articles for comparative analysis in your final paper.

April 13-17: This is the third mandatory attendance and your second presentation. A live online session will be offered from 12-1:30 PM on Monday, as well as on Wednesday night from 7:30 to 9:00 PM and on Friday morning from 8-9:30 AM. IF NONE OF THESE OPTIONS WORK FOR YOU, LET ME KNOW ASAP WHEN YOU ARE AVAILABLE AND I WILL ADD ANOTHER OPTION. While the presentation on your research is due this week, the paper itself is due next week, Monday, April 20. Upload the presentation itself into the assignment link provided in Canvas so if there is any issue with you launching the presentation yourself, I can be your “slide girl” and you will just need to prompt me as to when to change your slides during your oral part of the presentation. **Homework:** Finish papers and complete your eportfolios. Also, read the diversity link on Blackboards. Post your comment to the discussion board about the applicability of the link

April 20-24: I will offer a live online session for any who care to attend. This date and time will be based on student requests and you will be updated through e-mail. 

**Remember, your “insider” paper about an immigrant experience to America for one of your ancestors is due by midnight this week, Monday, April 20.** I will also begin a final review of the eportfolios this week. **Homework:** Go to the discussion board in Canvas and post a CRQ based on the student presentations (yours or a peers’) and respond to any 2 of your peers’ questions.
April 27-May 2: Final’s week. *No final for the class.* I will get the graded research papers back to you as quickly as possible.