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PUBH 3430: Sexuality Education Term B

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Georgia Southern University

Department of Community Health Behavior and Education

Jiann-Ping Hsu College of Public Health

**PUBH 3430: Sexuality Education
Fall 2019 Term B**

Instructor: Helen Bland, Ph.D.
Office: Hendrix 1024
Office Phone: 912-478-5137
Office Hours: By appointment at any time
Email: hwbland@georgiasouthern.edu

Before Beginning this CourseIntroduction Assignment

On folio, under the ‘Communications’ button, there is a ‘Discussions’ Link. Open this link and go to the topics ‘Introductions’ Please post your brief introduction and picture on your profile – so it shows up on all your correspondence. The introduction should include where you are from, your major and where you hope to be in the future. Also, post an appropriate, professional picture of yourself. This should be a head shot in appropriate attire. Have someone take a snapshot of you (professional selfies are hard to take.) Remember, your classmates and professors will be able to view this. You can edit your profile, **click on Class List** and then go to your name and edit. One of the biggest complaints about an online class is not seeing classmates and the professor, so this will help us all. **Please note: If you do not post to your profile by the first day of classes, Oct. 14^h, I cannot verify your attendance!**

Pre-requisite: HLTH 1520-Healthful living, sophomore status and above. This course is a useful elective for students majoring in Health Education and Promotion, Psychology, Child and Family Development, Exercise Science, Justice Studies, and Recreation. Regardless of your major or future employment intentions, sexuality affects ALL of us and from womb to tomb, it is a life process.

Catalog Description - “Explores contemporary issues in human sexuality and prepares future health professionals to conduct sexuality education with diverse populations in a variety of settings (i.e., school, community, or worksite). Content is intended to help students increase their knowledge of sexuality, improve their ability to educate about and promote sexual health and develop skills to increase their comfort level in discussing human sexuality” (2019-2020) *Georgia Southern University Undergraduate and Graduate Online Course Catalog*). This is NOT a personal Human Sexuality course in the traditional sense. PSYC 3237: The Psychology of Human Sexuality would be a better fit, if that type of course desired.

Textbook Required:

Schroeder, E. (36th.) (2017). *Annual Editions: Human Sexualities*. McGraw-Hill Publishing: New York. ISBN # 978-1259698668

Student Outcomes:

At the end of this course, students will be able to complete the following:

1. Explore personal values and biases regarding human sexuality and sexual behavior.
2. Enhance personal comfort level in discussing topics related to sexuality.
3. Demonstrate respect and sensitivity to others whose viewpoint on sexuality issues differs from one's own.
4. Demonstrate methods for communicating about sensitive sexual issues using appropriate language and terminology.
5. Describe traditional and contemporary concepts of sexuality education.
6. Discuss the need for comprehensive, collaborative sexuality education programs.
7. Examine the political and cultural climate surrounding sexuality education in the U.S. and internationally.
8. Identify effective qualities of a sexuality educator
9. Demonstrate the ability to develop age-appropriate sexuality education programs.
10. Demonstrate a minimum level of content knowledge related to sexuality.

Instructor Objective: It is my aim to provide every student with a meaningful learning experience, a greater awareness of the personal impact of sexuality on our lives, and to instill a sense of passion to educate people of all ages and abilities about sexuality education. Please use the Discussion to ask questions if you are confused on a subject, I am sure if you are wondering about something so is one of your classmates.

Course Ground Rules: Ground rules are a REQUIRED set of agreements, or explicit group norms, about how this class will operate to protect personal, students', instructors', and group rights. Because of the personally sensitive topics and diverse value perspectives within a sexuality education class, emotions sometimes run high and personal boundaries can be easily and unintentionally violated. Every person in this class (students, instructor, and guest speakers) is expected to agree to the following ground rules:

- *Confidentiality* – Nothing that occurs or is said by an individual will be shared outside of this class setting or office hours. This rule may be voided by the instructor, only if required by law or special circumstances.
- *Avoiding generalizations. Please use “I” statements* – Sweeping statements about groups or issues (e.g. “All women [or men] are...”) will be avoided. Please accept ownership of your opinions by beginning statements with “I” rather than “you”, “they”, or “those people”.
- *Openness and sharing personal experience* – Openness and honesty is important in this class. However, there is no pressure or requirement for you to reveal so much of your personal experience that you make yourself or others feel excessively uncomfortable.
- *Integrity* – There is no such thing as a “dumb question” in this class. You are encouraged to ask any questions, even if they may seem strange, weird, “stupid”, etc. Be assured, 90% of the time, you will not be alone in wanting to know the answer. ☺
- *Respecting and appreciating differences* – It is okay to disagree with someone’s expressed opinion(s) in this class, but you will not judge or show disrespect to others’ beliefs or values.

Class Policies:

Class Preparation & Participation – Although this is an online course, you are still expected to complete the daily activities with the same integrity as an in class course.

This course is set up that typically there is **something due every other day at 10:00pm.**

If you haven't submitted SOMETHING by 10:00pm, you have probably missed an assignment! Attendance, attention, and participation are expected for each online meeting. To fully participate in course discussions, activities, and assignments, you should read and review the necessary materials before each meeting. This course is a 3 hour Fall course and requires an additional 2 hours of study per day per credit hour, **so for Fall the work load is set at 15 hours per week to be successful, please plan your time accordingly!**

Grades

		<u>Grade</u>	<u>Pts.</u>	<u>Percentage</u>
I. Assignments (7 @ 10 pts.)	70 points	A =	189-210pts	90 - 100%
II. Discussions (7@10)	70 points	B =	168-188pts	80 - 89%
<u>III. Quizzes (7@10)</u>	<u>70points</u>	C =	147-167pts	70 - 79%
TOTAL	210	D =	126-145pts	60 - 69%
		F	0-125pts	0 - 59%

Course Structure

Every Unit has 3 tasks;

- Discussion
- Assignment
- Quiz

Discussions are to be reflective, thoughtful and insightful. Mainly your own opinions on issues. Read the outlined expectations below to see how you earn points.

Assignments are the **WORK LOAD** of the course, think of them as mini-research papers. For each paper, you will need to back up what you write and think **with sources cited and a reference page.** Use APA formatting. When you write, any ideas or thoughts you present should be back up by data sources you have found in literature. So you are going to have to do some outside searching and reading. These quality of the paper submitted should reflect the work you put into it and the knowledge you have gained. Follow the grading unit.

Quizzes tell me if you are keeping up with the readings. You will do fine if you read the articles from the textbook **before** you start them, you will be given only one hour, with no redos The material is dense and complex.

Outlined below are more specifics for each of the tasks.

I. Assignments:

Assignments are the workload in this class. **They are expected to be papers with source citations.** There are a total of seven assignments assigned a value of 10 points each. Assignments are intended to be thought provoking and insightful. Student responses should incorporate the article readings and any weblinks in the learning module(s) for the assignment topic, a minimum of 4 sources, using APA formatting style. The sources should be broken up with two considered “professional” and two are “lay”. Lay sources come from anywhere on the internet – magazines, newspapers, websites, news sources, etc (just Google it!). These are the fun sources and give an idea of contemporary thought. Professional sources are from governmental sources and websites, journal articles or textbooks. These are more statements of facts and reliable sources (you can use Google Scholar).

The length of your response while important is expected to correspond to the breadth and depth of the assignment. Assignments will be evaluated utilizing a grading rubric with specific objectives and levels of criteria. **There is a grading rubric – read it before doing the assignments.** You will need a reference page as the last page of each assignment. Use APA formatting. Upload a MS Word file under Assessment in the appropriate dropbox. I can only accept documents that are submitted as .doc or .docx files. No assignments are accepted in emails or as an attachment to an email. The originality checker is on for all assignments (see discussion at the end of this syllabus). **All homework assignments will have a 10 pm deadline on the schedule date, no late work will be accepted.**

II. Discussions:

Discussions are intended to serve as a forum in which participants provide critical insight to the current issues surrounding substance use and abuse. In some cases, they may mirror the individual assignments, in other cases, an additional issue related to the topic is explored. There are will be **seven discussions**.

Discussions are worth 10 points each. Point breakdown is as follows:

- Post of quality original answer (<250 words) = 3 points
- 3 insightful follow up posts = 3 points (1 point each)
- Mechanics of the post = 2 points
- Reading others’ posts (minimum 12) = up to 2 points.
- TOTAL: 10 points.

You must read a minimum of 12 (or the maximum number excluding yourself) of messages in the discussion. **Do not hit “read all” response button to the discussion.** Each student will post a total of four times: one original (response to discussion item), and three follow-up responses to fellow classmates. Your responses should be succinct, however thorough enough for you to be understood by both other class participants and the instructor. **One-line/sentence answers are not acceptable.**

Discussion are a means for you to share your experiences and to relate the course material to your life. Please try to incorporate the readings as much as possible without just giving a summary of the reading. Etiquette is the same as a live classroom. Please be respectful of your fellow students’ opinions. Refer to netiquette info below.

Please refer to the unit plan for the due date of the original post and follow-ups, they change by week. Please pay close attention to those dates. This means that the discussion thread must be

completed **by 10 pm on that day**. No further posting will be counted after that time. **The dates you post are listed clearly on the Unit Plan page**. The number of times you post and whether it was an original response is available to me for grading purposes. There are no-make-up allowances for discussions. The last discussion M7 the original post must be up by Monday of the final week and your response must be completed by Tuesday.

Establishing NETIQUETTE PLEASE READ CAREFULLY!

Answering specific questions: When responding to a discussion post, please note the person to whom you are responding (2nd, 3rd & 4th posts). The discussions function similar to the live classroom-please be respectful of opinions of others and remember it is acceptable to agree to disagree with another opinion.

III. Quizzes:

Each section will have a quiz of 10 questions totaling 10 points that will be straight from the article readings. All the quizzes will open at 12:30am on the due date and will close at 10:00pm on due date throughout the course (check your Course Schedule!). The quizzes are due at completion of the corresponding unit. It is highly recommended that you follow the unit plan to stay on track with your quizzes. Please do not wait until the last minute to complete the quizzes. Quizzes will have a 60 minute time limit. No make-up quizzes are given! Once you open a quiz, you must complete the entire quiz. You will not be allowed to go back on questions or re-open quizzes. You will be successful if you have read the articles in the textbook prior to taking the quiz.

Academic Misconduct

As members of the campus community, students are encouraged to actively support academic honesty and integrity in both the classroom and on-line.

Academic misconduct will be dealt with according to Georgia Southern University policy. Students are encouraged to read and be familiar with such policies. These policies can be found in the *GSU Student Code of Conduct Policies and Procedures, 2019-2020*. Please see the last two pages of this syllabus for more details.

Policies and Procedures:

- *Georgia Southern University is an Equal Opportunity and Affirmative Action institution committed to providing reasonable accommodations for any person with a disability who meets the definition of disabled as described in the Americans with Disabilities Act. Students requiring academic accommodation should contact the Director of the Student Disability Resource Center for assistance at (912) 478-1566 or TDD: 478-0666*
- Students who stop attending class without officially withdrawing from the class will receive a final grade of (F). To officially withdraw from any of your classes *without academic penalty*, you must do so by **Nov. 7, 2019**.
- Please note the automatic plagiarism detection will be used in this course.

Keep up with the reading and assignments

Although on-line learning is somewhat self-paced, there are required due dates for completing class requirements so plan your time accordingly. Just as in a face-to-face class, the student is expected to be responsible for keeping up with assignment/discussions due dates. Make the necessary arrangements for being near a computer if you are away from home during the semester.

E-mail and Folio

E-mail is an official means of communication from the University. It is your responsibility to check your Georgia Southern e-mail addresses regularly and to open and read e-mails your professors and the University send.

If you need to contact me, please use the hwbland@georgiasouthern.edu email address or you may use the email message services on Folio. University Policy on faculty and staff email response time is 48 hours – which does not include weekends. I will usually respond to you sooner than that! I usually do not read emails after 5:00pm. If you have a questions or an issue and I am not available – go to Halltalk Discussion in the course and post the question to another student, they can help you!

To write a **professional** email, please include the following:

- a salutation,
- identify who you are,
- what the contact is in reference too (i.e. PUBH 3430 and what section), and
- what you would like me to do.

At the bottom of the email, please type out your name. Please be careful of nick names that you have associated with the person because they might show up that way!

Pictures attached to Emails

I will not open or respond to emails who have a picture that is attached that is not professional. Please make sure any image attached to your Georgia Southern Acct is professional.

Folio and Assignments

All assignments will be posted to Folio. I expect you to seek help for any issues you may have with Folio through the Center for Academic Technology Support (912-478-0882). Except in cases where I can verify systematic problems with Folio, I will not accept technical problems as an excuse for late work. It is my recommendation is to use Firefox or Chrome for work in Folio, although most other updated browser will work.

Late assignments are not accepted and you will receive “0” points for them. Assignments are not accepted via email or attachments on emails. Assignments submitted this way will receive “0” points. All assignments are open the first day of class and you always may turn them in early. I would suggest that you set a goal of not going to bed the night before an assignment is due until you have submitted something.

WiFi Interruptions

Please note that WiFi interruptions are NOT an accepted excuse for something being late or incomplete.

Assignments are open the first day of class – don’t wait until the last minute to turn them in. ESPECIALLY when you are taking a high stakes exam - make sure that you are in a secure/stable place

to take the exam with a back-up plan in place - like WiFi and a "hot spot" as a back-up. I cannot reopen the Exam or Quiz or Assignment. Take it at a time and place where WiFi interruptions are less likely to occur. I would not wait for the evening - we can get lightening storms in the Fall.

Please not the WiFi interruptions of ANY SORT are not acceptable excuses.

My Commitment to You:

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Students are the most important people at Georgia Southern University. I am honored that you entrust your education to me. Please feel free to visit my office, call, or e-mail me at anytime.

Professional Dispositions:

BSPH are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. The following is a list of skills BSPH majors are expected to demonstrate:

- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
- Email and other media communication: Student uses appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:
 - a salutation,
 - identify who you are,
 - what the contact is in reference to (i.e. PUBH 3430), and
 - what you would like me to do.

At the bottom of the email, please type out your name.

- Oral and non-verbal communication skills:
 - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
 - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.
- Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc.
- Collegiality: Student exhibits appropriate exhibits appropriate, positive, helpful interactions with others
- Collaboration: Student collaborates with others on tasks or projects accepts others' suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.

- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self-Presentation: Student is well groomed, dressed appropriately, well rested, etc.
- Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

If a student fails to comply with the list of professional skills, the faculty will provide the student a warning for the first offense. If failure to improve behavior or to make progress in the relevant skills, the faculty member will immediately report the student to the University Student Conduct Board for violating the Student Code of Conduct.

Creating a Positive Environment for Learning:

Academic Integrity

It is important for your future to understand that instructors at Georgia Southern treat cases of academic dishonesty seriously; these include plagiarism, self-plagiarism, and cheating on tests, quizzes and assignments. Violations of the Honor Code will be reported to the Dean of Students Office. Please know that these violations can be made by any person and can be made anonymously. Please understand that we will treat cases of academic dishonesty seriously. If you ever have questions about what is permissible, ask me in advance.

Be aware of the Georgia Southern Honor Code and Honor Pledge:

"I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others."

The Georgia Southern University Honor Code was proposed and jointly adopted by the Student Government Association and the Faculty Senate in 1998 to enhance the University's academic integrity standards.

"On my honor, I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others. I also pledge to engage in ethical behavior on-campus and off-campus, to live an honorable lifestyle, and to create a campus environment that is characterized by individual responsibility, civility, and integrity."

(Georgia Southern University Campus Honor Pledge, an expansion of the Honor Code, approved by the Student Government Association in Spring 2014).

What is ACADEMIC DISHONESTY ? (As defined by the Georgia Southern Student Handbook):

- Cheating- collaborating with others on assignments without the faculty's consent
- Cheating- cooperating with and/or helping another student to cheat
- Cheating- demonstrating any other forms of dishonest behavior
- Cheating- fabricating information, research, and/or results
- Cheating- obtaining and/or using unauthorized materials

Cheating-	submitting material that is not yours as part of your course performance
Cheating-	using information or devices that are not allowed by the faculty
Cheating-	violating procedures prescribed to protect the integrity of an assignment, test, or other Classroom Copyright Infringement
Plagiarism-	directly quoting the words of others without using quotation marks or indented format
Plagiarism-	paraphrasing materials or ideas without identifying the source
Plagiarism-	purchase and/or use of unauthorized material
Plagiarism-	using sources of information (published or unpublished) without identifying them

New to the Student Conduct Code:

Student Code of Conduct specifically prohibits "**self-plagiarism**" defined as "resubmitting work previously submitted without explicit approval from the instructor."

Originality Checker

All assignments that I post to Folio are graded with "originality checker". This checker is a software device in Folio that tells me what percentile of your work is copied from others – it could be a paper you have turned in for a different class, verbage that you copied off of internet sources without proper citation or words that you have copied (or "collaborated" with) from another student within the university system. Please make sure that everything you submit is your original thoughts, ideas and expressions. **ANY paper that has 55% or more listed by the originality checker – gets an automatic "0" points and I will not grade it.** Repeated instances will be reported to Georgia Southern University's Judicial Board.

Academic Misconduct

As members of the campus community, students are encouraged to actively support academic honesty and integrity in both the classroom and on-line.

Academic misconduct will be dealt with according to Georgia Southern University policy. Students are encouraged to read and be familiar with such policies. These policies can be found in the *GSU Student Code of Conduct Policies and Procedures, 2019-2020*.

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- *Georgia Southern University is an Equal Opportunity and Affirmative Action institution committed to providing reasonable accommodations for any person with a disability who meets the definition of disabled as described in the Americans with Disabilities Act. Students requiring academic accommodation should contact the Director of the Student Disability Resource Center for assistance at (912) 478-1566 or TDD: 478-0666*
- *Special Needs: If you have a special need (a physical or learning disability) that requires special assistance, please let me know as soon as possible, and in no case later than the second week of classes. I'll work with the SDRC (Student Disability Resource Center) to meet your needs.*

Interesting TRUE Story:

Last summer, **3 people FAILED** this course and were reported to Office of Judicial Affairs and put on academic probation for 6 months. **HOW?**

They sat next to each other in the Library at GSU and took a quiz/exam together. They were reported by anonymous reporting to Office of Judicial Affairs and an investigation was launched. It was determined by locating the IP address of each of the computers that they had cheated by collaborating with another without faculty consent.

ALL ASSIGNMENTS IN THE CLASS are to be completed **INDIVIDUALLY**. You do not have my permission to collaborate at all in the class. Please uphold Georgia Southern's Student Conduct Code. If you are in violation of any of the student conduct codes, I will give you an "F" for the class and report you to Judicial Affairs.

Date/Week	Topic Reading/Assignment/Discussion/Quiz	Due Date
Module 1 – Social and Cultural Foundations Readings: Articles 1.1-1.5		
Mon. 10/14	Introduction and Attendance Verification	10/14, 10:00pm
Tues. 10/15	Module 1 Lectures Discussion: D1 Ghost of Sexuality Past Original by 10/15	D1 - Original Post: 10/15 @ 10:00pm
Wed. 10/16	Assignment: A1 Current Issues – Make Rough Draft	
Thurs. 10/17	Replies to Others, Follow up Posts by 10/17	D1: Follow Up Posts 10/17 @10:00pm
Fri. 10/18	Quiz 1 over articles 1.1-1.5 (Textbook pages 6-32) Assignment 1 – Submit Final Paper	Q1: 10/18 @ 10:00pm A1:10/18 @10:00pm
Module 2 – Biological Foundations Readings: Articles 2.1-2.2		
Mon. 10/21	Module 2 Lectures – Read in Folio	
Tues. 10/22	Discussion: D2 Slang Original by 10/22	D2 - Original Post: 10/22 @ 10:00pm
Weds. 10/23	Assignment A2...Anatomy – Make Rough Draft	
Thurs. 10/24	Replies to Others, Follow ups by 10/24	D2 – Follow Up Post: 10/24 @ 10:00pm
Fri. 10/25	Quiz 2 over articles 2.1-2.2 (Textbook pages 46-52) Assignment 2 – Submit Final Paper	Q2: 10/25 @ 10:00pm A2: 10/25 @ 10:00pm
Module 3 – Sexualities, Education, and Development Readings: Articles 3.1-3.8		
Mon. 10/28	Module 3 Lectures – Read in Folio	
Tues. 10/29	Discussion: D3 Show about Teenage Pregnancy (Cable, Netflix) Original by 10/29	D3 - Original Post: 10/29 @ 10:00pm
Weds. 10/30	Assignment A3 SIECUS – Make Rough Draft	
Thurs. 10/31	Replies to Others, Follow ups by 10/31	D3 – Follow Up Posts: 10/31 @ 10:00pm
Fri. 11/1	Quiz 3 over articles 3.1-3.8 (Textbook pages 58-100) Assignment 3 – Submit Final Paper	Q3: 11/1 @ 10:00pm A3: 11/1 @ 10:00pm
Module 4 – Intimacies and Relationships Readings: Articles 4.1-4.5		
Mon. 11/4	Module 4 Lectures – Read in Folio	
Tues. 11/5	Discussion: D4 Marriage and Desire Original by 11/5	D4 - Original Post: 11/5 @ 10:00pm
Wed. 11/6	Assignment: A4 Family Relationships – Make Rough Draft	
Thurs. 11/7	Replies to Others, Follow ups by 11/7	D4 – Follow Up Posts: 11/7 @ 10:00pm
Fri. 11/8	Quiz 4 over articles 4.1-4.5 (Textbook pages 104-123) Assignment 4 – Submit Final Paper	Q4: 11/8 @ 10:00pm A4: 11/8 @ 10:00pm

Date/Week	Topic Reading/Assignment/Discussion/Quiz	Due Date
Module 5 – Gender and Sexual Diversity Readings: Articles 5.1-5.3		
Mon. 11/11	Module 5 Lectures – Read in Folio	
Tues. 11/12	Discussion: D5 Gender Bender Original by 11/12,	D5 - Original Post: 11/12 @ 10:00pm
Weds. 11/13	Assignment A5 Gender and Success – Make Rough Draft	
Thurs. 11/14	Replies to Others, Follow ups by 11/14	D5 – Follow Up Posts: 11/14 @ 10:00pm
Fri. 11/15	Quiz 5 over articles 5.1-5.3 (Textbook pages 132-140) Assignment 5 – Submit Final Paper	Q5: 11/15 @ 10:00pm A5: 11/15 @ 10:00pm
Module 6 – Sexual Health and Well-Being Readings: Articles 6.1-6.3		
Mon. 11/18	Module 6 Lectures – Read in Folio	
Tues. 11/19	Discussion: D6 Age of AIDs Original by 11/19	D6 - Original Post: 11/19 @ 10:00pm
Weds. 11/20	Assignment A6 Contraceptives – Make Rough Draft	
Thurs. 11/21	Replies to Others, Follow ups by 11/21	D6 – Follow Up Posts: 11/21 @ 10:00pm
Fri. 11/22	Quiz 6 over articles 6.1-6.3 (Textbook pages 146-156) Assignment 6 – Submit Final Paper	Q6: 11/22 @ 10:00pm A6: 11/22 @ 10:00pm
Module 7 – Sexualities and Social Issues Readings: Articles 7.1-7.13		
Mon. 12/2	Module 7 Lectures – Read in Folio	
Tues. 12/3	Discussion: D7 Domestic Violence Original by 12/3	D7 - Original Post: 12/3 @ 10:00pm
Weds. 12/4	Assignment: A7 Violent Sexual Behaviors – Make Rough Draft	
Thurs. 12/5	Replies to Others, Follow ups by 12/5	D7 – Follow Up Posts: 12/5 @ 10:00pm
Fri. 12/6	Bonus Activity Assignment 7 – Submit Final Paper	A7: 12/6 @ 10:00pm BP: 12/6 @ 10:00pm
Final Week, December 7th – 12th		
Tues. 12/10	Assessment: Quiz 7: Articles 7.1-7.13 (Textbook pages 160-240).	Q7: 12/10 @ 10:00pm