Syllabus for Online LEAP for College of Fine Arts Majors

LEAP 1101 Section 090 (Online), Fall Semester 2018
BF (Social/Behavioral Science Exploration); (No Pre-or Co-Requisite Required)

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Online chat box (for urgent matters only): Click link on Canvas for information how to use this

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LEAP 1101 Course Description: The social science portion of the two-semester sequence that forms the core of the LEAP experience. (Some LEAP courses begin with 1100 and others with 1101). The course focuses on construction of social identity and definitions of community from a social science perspective. In addition to acquiring library research skills, students work with the fundamental concepts, theories, and methods of analysis of the social sciences. Those skills, concepts, theories and methods of analysis will be applied to an ongoing semester-long final research project.

Online LEAP Section -090: The course will focus on applications of individual social science disciplines to the different fine arts. By means of examples, students will examine ways the social sciences and the arts can work together to address contemporary issues. Students will also learn about and apply through practice, social science research skills and methods to create a research presentation on a fine arts topic. Students will have an opportunity to reflect on their role within the context of the arts both locally and in the United States.

Required Texts: Course readings in the form of articles and book chapters, both required and recommended, can be found via Canvas links as scheduled for each learning module.

Course Requirements:
Mid-Term Exam (by Oct. 5) 10%
Critical Thinking Writing Assignments 25%
Weekly Forum Activities 15%
Final Team Research Project Presentation (Upload online Dec. 6) 50%

Grading Policy: All assignments to be turned in by the due date on Canvas (also indicated on the syllabus). Late work accepted only upon approval by the instructor. Grades assigned according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>=93-100</td>
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<td>A-</td>
<td>=90-92</td>
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<tr>
<td>B+</td>
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<td>B</td>
<td>=83-86</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
<td>=63-66</td>
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<td>D-</td>
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<td>E</td>
<td>=59 or below</td>
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Grading Policy: All assignments to be turned in by the due date on Canvas (also indicated on the syllabus). Late work accepted only upon approval by the instructor. Grades assigned according to the following scale:
Learning Outcomes: This course is designed to meet the learning outcomes of the University of Utah LEAP Program, Learning Communities and General Education as follows:

LEAP Program Learning Outcomes

Program Purpose
The LEAP program is dedicated to providing students with a learning experience that will help them succeed in their academic endeavors. The purpose of LEAP is to provide deeply engaged learning experiences and establish learning communities within a student cohort. The successful LEAP student will be a critical thinker who is familiar with the requirements of working in a team of peers.

LEAP Learning Outcomes & Assessments

1. Critical Thinking: The Association of American Colleges and Universities (AACU) defines critical thinking as “a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion”.

2. Information Literacy: The AACU adopts a definition of Information Literacy from the National Forum on Information Literacy and defines Information Literacy as “[T]he ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand”.

3. Teamwork: The AACU defines Teamwork as “behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on the team, and the quantity and quality of contributions they make to team discussions”.

University of Utah Learning Communities Learning Outcomes

Students who complete a learning community experience at the University of Utah will connect across three dimensions. These dimensions of connection are Intellectual, Reflective/Self-Assessing and Community.

1. Intellectual Connections: Measures student capacity for making connections among disciplines, experiences, perspectives, etc.
2. Reflection/Self-Assessment Connections: Develops ability to self-assess (e.g., introspection, directional learning, self-authorship).
3. Community: Anchoring students to campus and community (e.g., feeling they belong, knowledge of where to find resources, etc.).

General Education Learning Outcomes

By completing the University of Utah’s General Education program (American Institutions, Quantitative Reasoning [QA and QB, or QR], Lower Division Writing, Applied Sciences, Fine Arts, Humanities, Physical and Life Sciences, and Social and Behavioral Sciences), students will be prepared for twenty-first-century challenges by gaining:
A. Knowledge of Human Cultures and the Physical and Natural World:
- Knowledge of human cultures and the physical and natural world through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
  Focused by engagement with big questions, both contemporary and enduring

B. Intellectual and Practical Skills, including:
- Inquiry and analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Quantitative literacy
- Information literacy
- Teamwork
- Problem solving
  Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

C. Personal and Social Responsibility, including:
- Civic engagement (local and global)
- Intercultural knowledge and competence
- Ethical reasoning
- Foundations and skills for lifelong learning
  Anchored through active involvement with diverse communities and real-world challenges

D. Integrative Learning
- Integrative learning (including synthesis and advanced accomplishment across general and specialized studies)
  Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

Learning Objectives for Online Leap 1101:

By completing all the required assignments of this course with a passing grade a student should be able to do the following:

1) Students will be able to navigate and succeed in an online course environment, and in the areas of community building and written, oral and visual communication through an integrated curriculum

Students will learn and practice how to succeed in an online university course environment
- By following course tutorials
- By successfully completing and submitting online course assignments in different formats
- By asking for help when it is needed

Students will learn and practice building a community
- By networking and communicating with fellow students, with faculty members, and peer advisors using the weekly forum connected to the LEAP Program and their online course, and by engaging in a team research project and presentation
Students will practice and receive feedback on how to effectively employ written, oral and visual communication skills

- By writing critical thinking assignments, performing oral presentations in the form of videos, writing a mid-term exam, working collaboratively in teams, participating in peer weekly forum activities and by contributing to a final team research presentation
- By organizing ideas for effective verbal or written responses in critical thinking written assignments
- By successfully completing sequenced assignments of increasing difficulty
- By producing specific types of writing, e.g., summary, comparison, synthesis
- By effectively incorporating visual elements and visualizations, properly cited, into assignments to use as evidence to support a claim
- By learning to identify and use effective strategies for oral and video presentations in a team setting

2) Students will be able to identify and apply different social science discipline concepts and methods of analysis to the fine arts and critically evaluate and reflect on an application example

- By completing class assigned readings, watching prepared class video presentations, taking notes and participating in online class discussions and presentations about global, local and fine arts issues, and by applying different social science concepts and methods of analysis to all of the above
- By developing ideas from different social science perspectives and critically evaluating and reflecting on them in an application example via critical thinking written assignments
- By identifying and distinguishing in a mid-term exam format between the basic theories, methods and particular contributions of the different social science disciplines: anthropology, economics, geography, political science, psychology, and sociology and critically evaluating their application to fine arts topics

3) Students will be able to identify and apply different social science research methods to complete a social science team research project and presentation on a fine arts topic

Students will conduct a research project utilizing social science research methods

- By participating in research skills sessions
- By completing research skills assignments
- By participating in and contributing to team research assignments including data collection, analysis, interpretation and visualization
- By contributing to the course final team research presentation
- By creating a properly cited and annotated bibliography in APA style

Students will identify and apply different concepts and strategies of social science research, such that they will:

- Be able to recognize ethical issues in social scientific research
- Formulate a research question, definition of key term(s) and research plan
- Recognize the purpose of a literature review and be able to write one
- Know the difference between quantitative and qualitative approaches for data gathering,
analysis and interpretation and perform examples of each

- Know how to search for published information and cite it correctly in APA style
- Be able to visualize and present data and draw conclusions from it to answer a research question

4) Students will practice and demonstrate that they meet the three key LEAP Program Learning Outcomes: Critical Thinking, Information Literacy and Teamwork

Students will apply critical thinking to intellectual content

- By learning how to read for main ideas
- By reading with an open mind to weigh and evaluate ideas prior to forming an opinion about them
- By examining ideas from different perspectives through actively participating in online exchanges with the entire class and in small groups and via critical thinking writing assignments
- By critically evaluating, analyzing and interpreting social science data collected for a team research project and critically assessing conclusions drawn from that data

Students will acquire and practice information literacy skills, applying knowledge of the main library and utilizing its technologies

- By participating in a sequence of library research skills instruction videos designed for first-year students and completing the requisite associated assignments
- By learning appropriate search strategies in General and Social Science databases
- By researching databases for appropriate sources for specific assignments, especially for the final team research project
- By integrating library resources into a research project
- By demonstrating an understanding of what constitutes intellectual property through proper use and citation in a final team research project

Students will work effectively in teams

- By negotiating tasks with the team
- By planning and executing team assignments by deadlines and following established grading criteria guidelines
- By contributing to a final team research presentation
- By ongoing self-evaluation and reflection of one’s own performance on the team
- By giving and receiving feedback in a constructive manner with fellow team members
- By taking the initiative to implement instructor feedback for revisions on individual contributions to team assignments to help achieve a quality result

5) Students will practice and demonstrate that they meet the three key University of Utah Learning Community Program Learning Outcomes: Intellectual Connections, Reflection/Self-Assessment, and Community
Students will make intellectual connections among disciplines and perspectives

- By discovering ways to link ideas among classes and across disciplines, rather than seeing them as separate, unrelated entities
- By applying what is learned in LEAP 1101 to ideas, assignments, and examinations in other classes and vice versa

Be able to forge reflection and self-assessment connections:

- By writing reflective critical thinking writing assignments
- By participating in self-evaluation and self-reflections on team performance
- By writing a final self-evaluation and self-reflective assignment at the end of the course

Students will discover ways to adapt, belong, and find resources within the University of Utah community

- By actively participating in a learning community of first-year students entering the university
- By keeping up with class announcements about events and opportunities on campus
- By participating in LEAP-sponsored and College of Fine Arts campus events
- By engaging in research skills instruction sessions and completing the corresponding assignments
- By learning about and performing data collection for a team research project about the role of the social sciences and fine arts in the local and campus community

As we read assigned readings and progress through the course, we will consider such questions as:

- How do social scientists study communities and apply their disciplines to the fine arts?
- What questions and problems do they consider?
- What are some of the techniques and research strategies that social scientists use?
- What are the various disciplines of the social sciences and how do they differ?
- How can the social sciences help us to understand the role of the fine arts in our community and the world at large?

Teaching and Learning Methods: This course is designed as an active and participatory online learning community. It follows an active learning, discussion and partial lecture format, in which students are expected to be involved in a variety of both online and offline activities and to participate in online reporting and sharing with peers. By participating in this way, students learn from self-reflection, from one another, from their Peer Advisor, and from their professor and library instructor, not only through the reading, assignments and activities but from the shared ideas of the entire online community. Hence, staying motivated, keeping up with scheduled activities and deadlines and active participation from each member of the class is essential. The course is organized according to weekly modules. The rhythm of the course to be aware of as you consider budgeting your time is dictated by the following deadline schedule: Weekly Forum activities are due Fridays by 11:59 p.m.; small assignments are due Wednesdays by 11:59 pm; and larger assignments are due on Sundays by 11:59 pm. EXCEPTIONS TO NOTE are final assignments: The mid-term examination is scheduled to be completed no later than Friday, October 5 by 11:59 pm.; and the Final Team Research Presentation is due THURSDAY December 6 by 11:59 p.m.; and Individual Assignments #2 and #3 are due after the last day of classes no later than Sunday, December 9 by 11:59 p.m. and Finals Week on Wednesday, December 12 by 11:59 p.m., respectively.
Description of Assignments

Mid-Term Exam: There will be one mid-term exam, worth 10% of the final grade (or 100 points), due no later than Friday, October 5 by 11:59 pm. The mid-term exam will cover the assigned readings, class video lectures, the content of class discussions and reflections, videos, and written assignments related to the issues and arguments set forth by the assigned readings. Students will be evaluated on their mastery, understanding and analysis of the issues and arguments from the above sources listed. The exam is designed to further the Online LEAP 1101 Learning Objectives listed above, numbers 1, 2, 4 & 5. Students can prepare by studying their reading and class notes and assignments, taking the practice mid-term, reviewing their writing assignments, reviewing the study guide and participating in the mid-term study session organized by your Peer Advisor. More information about the exam along with an exam study guide and practice exam is given on Canvas.

Critical Thinking Writing Assignments: There are 5 critical thinking writing assignments, each worth 5% of the final course grade (or 50 points each). The assignments are designed to assess student critical thinking skills as applied to the themes of the course. The topics arise from the issues and arguments presented in the course module content, including assigned readings, videos, and weekly forum activities. The writing assignments are designed to help further the Online LEAP 1101 Learning Objectives listed above, numbers 1, 2, 4 & 5. Students will be evaluated according to the quality and quantity of their critical thinking skills assessed by grading criteria which are posted together with each assignment on Canvas. Evaluative criteria will include (but is not limited to) the student’s ability to communicate and argue effectively in writing, the accuracy and thoroughness of the student’s knowledge and understanding of the assigned topics, and the quality of critical thought applied to the assigned topics. More information about the writing assignments may be found for each assignment as scheduled in the course module calendar.

Weekly Forum Activities: There are 16 weekly forum activities. Each activity is worth 1% of the final course grade (or 10 points). The lowest score will be dropped, such that the total collectively for the remaining 15 activities is 15% of the final course grade. The weekly forum activities each need to be completed weekly no later than Fridays by 11:59 p.m. The majority will be found on Slack.com, with a corresponding announcement about the activity made on Canvas the Monday prior. Participation in Weekly Forum activities will help you succeed in this course. Since this is a learning community course your timely participation in all class activities and discussions, including the Weekly Forum activities, constitutes a large part of the learning for this course and helps contribute to others’ learning as well. Students are to be prepared by having read the reading assignments in advance and to participate in all class assignments and Weekly Forum activities. The Weekly Forum activities are designed to meet Online LEAP 1101 Learning Objectives 1, 2, 3, 4 & 5.

Final Team Research Project & Presentation: The last half of the semester after fall break, beginning with Module 9 will be devoted to a team social science research project, worth 50% of the final course grade (or 500 points). Students will be assigned teams and will practice applying the social science research skills and methods acquired via research skills sessions to create a final research presentation on a fine arts topic. The outcome of the research project will be a team PowerPoint/video presentation uploaded onto Canvas by Dec. 6 by 11:59 p.m. There are a total of 6 individual Research Skills Assignments (due on Wednesdays by 11:59 p.m.) and 6 Team Assignments (due on Sundays by 11:59 p.m.). The individual Research Skills Assignments will help build the Team Assignments and the Team Assignments will help build the Final Research Presentation week by week. Each student will additionally be required to watch and evaluate the
presentations of two other teams (as assigned by the instructor), due Sunday, December 9 by 11:59 p.m., and to write a final brief reflection and self-assessment essay to assess critical learning, due Wednesday, December 12 by 11:59 p.m. The guidelines, requirements and calendar of assignments for the final team research project and presentation, along with grading criteria, may be found on Canvas. The Final Team Research Project and Presentation is designed to meet Online LEAP 1101 Learning Objectives 1, 3, 4 & 5.

A Note about the Research Skills sessions: Donna Zeigenfuss, PhD, a professional library instructor at the Marriott Library, will teach 5 of the 6 research skills sessions during the last half of the course. The sessions are designed to help you learn research skills necessary to complete aspects of the final team research project in the form of Research Skills Assignments, which meet the Online LEAP 1101 Learning Objectives numbers 1, 3, 4 & 5.

The research skills sessions are a required part of each LEAP course. If you continue in the LEAP Program next semester and take the next course in the sequence (LEAP 1100 which fulfills both a Humanities and a Diversity requirement) you will receive 5 more research skills instructional sessions from Dr. Zeigenfuss, which will qualify you to receive an additional hour of credit. In order to receive the credit you must register and pay the tuition for LEAP 1060 Spring semester. The course is a Credit/No Credit course (meaning there is no letter grade assigned) and will appear on your transcript as a Library Research Instruction Credit. By participating and completing the work for at least 8 of the 10 research skills sessions with Dr. Zeigenfuss, embedded into the online course, (i.e. 5 sessions fall semester and 5 sessions spring semester), you will be eligible to receive the **1 hour of credit for LEAP 1060 with a grade of CR** (i.e. credit) given at the end of Spring Semester. Remember that you must register and pay the tuition for the single hour of credit Spring Semester in order to receive credit.

**Extra Credit:** Extra credit of up to .5 % of the final grade may be awarded for attending LEAP and College of Fine Arts-sponsored events on campus. Qualifying events will be announced as the course unfolds. In order to earn extra credit, it is necessary to attend the event and then write a 250-300-word reflective essay in which you identify the event and address the following: what was gained by attending (1 point); the value of the event to you (1 point); at least one critical/evaluative observation (1 point); and at least one application to the LEAP course and/or LEAP experience (1 point); at least 250-300 words (1 point). (Note: each point=.1% for a total of .5% or 5 points possible). **Be sure to identify the event** or the assignment will be returned with no points awarded.

**Timing:** Expect to login at least 3 times per week, some weeks you may require more. Plan to spend up to 2-3 hours for each hour of class credit. Hence, for a typical 3-hour credit class, you should spend between 6 to 9 hours per week on the course: this includes structured online participation; video, reading, writing and research skills assignments; studying for the mid-term exam; working together in teams on team assignments, including a practice and final presentation; creating video and discussion thread content; and writing a final presentation evaluation and reflection.

**Plagiarism:** Claiming or suggesting that words or ideas of others are your own is a form of cheating. Plagiarism is defined in the University of Utah Student Code as the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. See Student Code, [www.regulations.utah.edu/academics/6-400.html](http://www.regulations.utah.edu/academics/6-400.html)
University Disability Services/ADA Statement: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Bldg., 801-581-5020, http://disability.utah.edu. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.

Wellness Statement: Central to this course is a broad concept of health and wellness. I believe that your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah. Please speak with instructors before issues become problems. And, for helpful resources, contact the course-assigned SSA or Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

LGBTQ Resource Center: The University of Utah has an LGBTQ Resource Center on campus. It is located in Room 409 in the Olpin Union Bldg. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: http://lgbt.utah.edu/. Please also let us know if there is any additional support you need in this class.

Learners of English as an Additional/Second Language: If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let us know if there is any additional support you would like to discuss for this class.

Student/Faculty Responsibilities: Student responsibilities, set forth in Policy 6-400: Code of Student Rights and Responsibilities (“Student Code”), can be found at the University of Utah website, under the A-Z index (“S”) under “Student Code.”

Links to other university information of potential importance to students:
ASUU Tutoring Center: https://tutoringcenter.utah.edu
Student Code: https://regulations.utah.edu/academics/6-400.php
Student Success: https://studentsuccess.utah.edu/resources/student-support/
University Writing Center: https://writingcenter.utah.edu
Please Note: As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

Course Calendar

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<tr>
<th>Module</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>PART I: Introduction to the Social Sciences</strong></td>
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<tr>
<td><strong>Week 1</strong></td>
<td>Introduction to the Course</td>
<td>Appt. w/ Dr. Brown; Upload Self-Intro. Video</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Geography and the Fine Arts</td>
<td>Critical Thinking #1</td>
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<tr>
<td><strong>Week 3</strong></td>
<td>Psychology and Theater</td>
<td>Critical Thinking #2</td>
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<td><strong>Week 4</strong></td>
<td>Anthropology and Dance</td>
<td>Critical Thinking #3</td>
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<tr>
<td><strong>Week 5</strong></td>
<td>Sociology and Music</td>
<td>Critical Thinking #4</td>
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<tr>
<td><strong>Week 6</strong></td>
<td>Political Science and Film</td>
<td>Critical Thinking #5</td>
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<tr>
<td><strong>Week 7</strong></td>
<td>Sociology and Music</td>
<td>Fri. Oct. 5: Mid-Term Exam</td>
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<td><strong>Week 8</strong></td>
<td>Fall Break Oct. 6-14 (no classes)</td>
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<tr>
<td><strong>PART II: Social Science Research</strong> (Create and join Google Docs and Group Me with your team)</td>
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<td><strong>Week 9</strong></td>
<td>Introduction to Team Research Project</td>
<td>Research Skills #1 and Team Assignment #1</td>
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<td><strong>Week 10</strong></td>
<td>Writing a Literature Review</td>
<td>Research Skills #2 and Team Assignment #2</td>
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<td><strong>Week 11</strong></td>
<td>Ethnographic Observation</td>
<td>Research Skills #3 and Team Assignment #3</td>
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<td><strong>Week 12</strong></td>
<td>Qualitative Research: Interviews</td>
<td>Research Skills #4 and Team Assignment #4</td>
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<td><strong>Week 13</strong></td>
<td>Quantitative Research: Survey</td>
<td>Research Skills #5 and Team Assignment #5</td>
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<tr>
<td><strong>Week 14</strong></td>
<td>Quantitative Data Visualization</td>
<td>Research Skills #6 (Thanksgiving week)</td>
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<tr>
<td><strong>Week 15</strong></td>
<td>Concluding Elements and Presentation Practice</td>
<td>Team Assignment #6 and Individual #1</td>
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<tr>
<td><strong>Week 16</strong></td>
<td>Final Team Research Project Presentation</td>
<td>Thurs. Dec. 6: Team Presentations</td>
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<tr>
<td><strong>Week 17</strong></td>
<td>Finals Week: Peer Evaluation and Final Reflection</td>
<td>9th Individual #2 and 12th Individual #3</td>
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All assignments to be submitted in Canvas by 11:59 p.m. Mountain Standard Time on the due date.