Welcome to University 1301- Educate Yourself and Take Action

This course is in a learning community with (RWS 1301.13762). You must remain registered in both sections through census day and several of the concepts and assignments in this class will be integrated with the work you do for the other course.

Section #: 16449

100% Online Asynchronous
Except for the Advisor visit

Instructor: Christine Endlich
Email: caendlich@utep.edu
Office Hours:
Online Office Hours: Office hours will be held online via Zoom on Tuesdays & Thursdays 11:00 am-12:30 pm. I will post a recurring link on our Blackboard page that you can use for this class. Or you can access the link by clicking on Office Hours.
I am also available at other days and times by appointment.

Peer Leader: Alejandra Narvaez
Email: anarvaez@miners.utep.edu
Office Hours:
Monday: 10:30am - 11:30am & 1:30pm- 2:30pm
Tuesday: 12:00pm - 1:00pm
Wednesday: 10:30am -11:30am & 1:30pm - 2:30pm

Librarian: Jacob Gallindo
Number: 747-6702
Email: jrgalindo@utep.edu

Advisor: Steven Brown
Number: 747-8097
Email: sbrown4@utep.edu

Classmate Name & Phone #
Classmate Name & Phone #
Important Dates for this Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24th</td>
<td>Fall Classes begin</td>
</tr>
<tr>
<td>Aug 24th-28th</td>
<td>Late Registration</td>
</tr>
<tr>
<td>Sept. 7th</td>
<td>Labor Day Holiday: University Closed</td>
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<tr>
<td>Sept. 9th</td>
<td>Census Day</td>
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<tr>
<td>Oct. 30th</td>
<td>Fall Drop/Withdrawal Deadline</td>
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<tr>
<td>Nov 26th-27th</td>
<td>Thanksgiving Holiday:</td>
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<tr>
<td>Dec 3rd</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>Dec 4th</td>
<td>Dead Day</td>
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<tr>
<td>Dec 7th-11th</td>
<td>Final Exams</td>
</tr>
</tbody>
</table>

Course Description

This class will encourage a sense of community responsibility through the education and research of a controversial issue that is important to the individual student. Students will be able to find a place to lend an informed voice and advocate for an issue of their choice. In this class, students will be introduced to rhetoric to enhance critical thinking by analyzing text, videos, and persuasive speeches. Students will learn how to educate themselves on a multi-sided issue in order to have a more informed opinion and, in turn, effectively advocate for change. Through exploration of different forms of communication, using a variety of genres, students will complete assignments designed to help them develop their voice and make a difference in their communities.

University 1301 Goals

- **Goal 1.** Students will develop and apply elements of leadership through effective individual participation and meaningful team collaboration to empower them to be agents of change.
- **Goal 2.** Students will examine the roles and responsibilities crucial for their success in college and beyond.
- **Goal 3.** Students will identify, assess, and build on their strengths and to develop academic and transitional strategies necessary for success in their academic, career, and life goals.
- **Goal 4.** Students will engage in research and critical thinking activities that demonstrate their ability to effectively integrate their learning within, across, and beyond academic settings.
- **Goal 5.** Students will engage in campus and community activities to increase their sense of academic and social belonging.

Course Theme Learning objectives:

**Students will be able to:**

- Communicate information effectively using a variety of tools, media and genres (oral, written, multi-modal) in varied contexts for a variety of purposes.
- Draw on existing knowledge to create “new” or “transformed” knowledge.
- Research information effectively and apply it to various assignments.
- Become familiar with the UTEP Library to learn transferable skills.
- Become familiar with the processes of primary and/or secondary research (how to find, evaluate, and incorporate research).
- To practice and develop writing processes pertaining to invention, revision, organization, drafting, editing, and adjusting for rhetorical situation (purpose, audience, etc.).
- Reflect and assess their interests, abilities, responsibilities, cultural understanding, and ethics in order to more effectively pursue their academic, career, and life goals.
• Develop critical thinking skills for independent reflection and to improve the understanding of beliefs, judgments, and life decisions.

Readings


Materials to succeed in this class

• You need an active e-mail address, access to Blackboard, and your UTEP email account.
• You need to use your Microsoft Office 365 One Drive account for note taking, collaboration, and cloud service to back up your coursework files.
• You will need to access a mobile device: such as a laptop, tablet, or phone.
• A daily/weekly/ monthly calendar to plan ahead for your readings, assignments, exams, and activities for this and other courses.

Statement Regarding COVID-19 Precautions:

(all classes) You must STAY AT HOME and REPORT if you
1. have been diagnosed with COVID-19,
2. are experiencing COVID-19 symptoms, or
3. have had recent contact with a person who has received a positive coronavirus test.

Reports should be made at screening.utep.edu. If you know anyone who should report any of these three criteria, encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

(all classes) For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

(all classes) Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures.

(classes with on-campus meetings) Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

COVID-19 Accommodations:

(all classes) Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.
Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) to discuss temporary accommodations for on-campus courses and activities.

**Resources**

**Academic Writing:**

For help with writing any assignments for this course, please visit the University Writing Center located in the UTEP library Room 227, [http://academics.utep.edu/writingcenter](http://academics.utep.edu/writingcenter), (915) 747-5486.

**Research:**

UTEP librarians are here to help you so please visit them for assistance if you should need it.

**Computer Labs:**

There are several computer labs on campus that you may use to access the course materials, complete assignments, print readings, directions, and assignments, as well as communicate with your peers and the instructor via the Blackboard course shell. Please call the main number at 747.5000 for information on lab locations and hours. Using the computer labs on campus and the class website allows you to complete and submit all work on time and keep up to date with communication and the course.

**Policies and Other Important Information**

**Due Dates:**

All assignments are due as directed in the syllabus; all due dates will be on Blackboard and all assignment less than 50 points will shut down on the due date of that week and will not be accepted after that. **Assignments that are worth 50 points or higher will be accepted up to one week late with a deduction of points and will receive no feedback.** However, you will need to email me about the assignment. Assignments must be submitted through our class website on due dates set by instructor. In the case of absences due to an official UTEP team/group activity with advance notification and supporting documentation from the coordinating department, arrangements must be made to submit all work early before a scheduled absence.

**Scholastic Dishonesty [From the Handbook of Operating Procedures: Student Affairs]:**

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

**Plagiarism [From the Handbook of Operating Procedures: Student Affairs]:**

Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors.
**Attendance Policy:**

There is a clear connection between attendance and student performance; so, attendance is expected, especially in an online environment. Please check in, look for announcements and emails, participate in discussions, and turn your work in on time. Given that this class is an online course, students are expected to participate several times within the week. Students are expected to sign in at least 2-3 times a week and participate on a regular basis.

**Drop Policy:**

All students are expected to sign in and participate on a weekly basis. The instructor may drop a student from the course if a student does not sign in for more than a week or there is a lack of effort in turning in course work before the college’s official drop date. However, if you have an issue with the class it is your responsibility to drop. If you do not officially drop the class yourself or been dropped before the deadline for dropping with a “W,” then you will earn the grade of “F.” If you know that you are having an issue it is always best to reach out to the instructor first by email.

**Online Policies for Blackboard:**

- You are required to check Blackboard daily for messages, updates and assignments.
- Respect and courtesy must be provided to fellow classmates and the instructor at all times, in all contexts. No harassment or inappropriate postings will be tolerated.
- Be professional and careful in what you say about others.
- When reacting to someone else’s message, address and focus on the ideas, not the person who posted them.
- Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism.

**Netiquette Policy:**

Debate, critical inquiry, and intellectual diversity are essential elements to higher education and a process of learning. There is the potential during this course for controversial and sensitive topics to be discussed during class interaction. You are expected to demonstrate the utmost respect and courtesy for your peers with differing arguments, viewpoints, and/or experiences. Sexist, racist, homophobic, or other hateful speech will not be tolerated.

When communicating online, remember that you convey tone with word choice and the use of emoticons, bold, all caps, etc. Please try to be polite, write in proper English, and do not write in all caps. When you participate in group discussions, you should post your thoughts, and then respond to at least two classmate’s ideas. This is a public discussion forum, so the whole class is participating. You need to reply thoughtfully to the discussion questions and to the responses your peers post; merely saying, “I agree” is not enough. Explain your responses. Finally, for full credit, you must respond to the entire prompt and you must respond to your classmates; however, you don’t have to reply to all of your peers’ postings. I am looking for thoughtful responses in the conversation on a consistent basis.

**Student Conduct: [From the Handbook of Operating Procedures: Student Affairs]**

All students are expected and required to obey federal, state, and local laws, to comply with the Regents’ Rules and Regulations, with The University of Texas System and University rules and regulations, with directives issued by an administrative official of the U.T. System or The University of Texas at El Paso
in the course of his or her authorized duties, and to observe standards of conduct appropriate for an academic institution.

**Students with Disabilities:**

I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please contact me personally in the first two weeks to discuss any special needs you might have. If you have a documented disability and require specific accommodations you will need to contact the Center for Accommodations and Special Services (CASS) in the East Union Bldg., Room 106 within the first two weeks of classes. CASS can also be reached in the following ways: Web: http://www.utep.edu/cass; Phone: 747-5148; Fax: 747-8712; Email: cass@utep.edu

**Equity Statement:**

All persons, regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. This includes inappropriate comments about the above mentioned in class or in confidence. Any problems with or questions about harassment can be discussed confidentially with your instructor.

**Copyright Policy:**

Some of the materials in this course are copyrighted. Violation of US copyright law can result in civil damages up to $100,000 for each work copied. Copying of textbooks is not “fair use” under the Copyright Act. The “fair use doctrine” only permits non-commercial copying of part (in general, not more than 10%) of a copyrighted work. Do not bring a copied textbook to this class. Your cooperation is expected. Presentation material including music, images, and video may also be subject to copyright. For the purposes of this course, only use material that you have express permission to use (or is considered fair use). You can view a guideline for fair use from the UT system at https://www.utsystem.edu/offices/general-counsel/intellectual-property

**UTEP Final Exam Policy [From the 2017-18 UTEP Undergraduate Catalog]:**

Exemption from final examinations cannot be given. Final examinations are scheduled to be two hours, forty-five (45) minutes in length and take place during the final examination period. It is the policy of the University not to administer a second final examination in a course. It is also University policy that students shall not have more than two final examinations in a single day. In the unlikely event that the examination schedule results in a student having three final examinations on a single day, the faculty member upon the request of the student shall reschedule the second of that student's three examinations.

**Syllabus Change Policy:**

Except for changes that substantially affect the evaluation (grading) statement, this syllabus and the course calendar is a guide for the course and is subject to changes.
**Course Assignments and Grade Distribution**

(Students can earn a total of 1000 points for the course):

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>1000-900</td>
<td>A</td>
</tr>
<tr>
<td>899-800</td>
<td>B</td>
</tr>
<tr>
<td>799-700</td>
<td>C</td>
</tr>
<tr>
<td>699-600</td>
<td>D</td>
</tr>
<tr>
<td>599-0</td>
<td>F</td>
</tr>
</tbody>
</table>

**Meeting with Peer Leader and Professor**
- Students will be required to meet with the instructor and peer leader throughout the semester.

**Borders Chapter Test**
- You will have a series of chapter test based on the readings of Borders: Crossing into your Future. You will be given an activity to participate.

**Library Assignments**
- You will be required to complete the Library Module, complete quizzes, participate in a scavenger hunt, and attend two sessions with a librarian.

**Let’s Discuss**
- You will have a series of writing assignments based on required videos or other prompts that will help you reflect on the importance of finding and using your voice.

**What’s My Edge? Presentation**
- Students will read, discuss, and create a short video reflecting on their identity and assets that make them who they uniquely are. Students will discuss identity assets that give them an edge towards academic, social, and professional goals. Students will share these videos in a presentation. Full assignment sheet will be given by instructor and housed in Blackboard.

**Reflections and Analysis**
- You will be required to submit two weekly reflections and analysis based on a film and virtual visit to a Holocaust Museum. You will be given a specific writing cue or instructions to guide each reflection and analysis. Due dates and instructions for each discussion will be given on Blackboard.

**Advocacy Website**
- Students as a group will create, design, and maintain an advocacy website about their social, political, or ethical issue. This will include all group projects from the online report, annotated bibliography, writing to convince, and the advocacy video. It needs to be visually appealing and considerate of an online audience.

**Online Report**
- Students will research on a social, political, or ethical issue to become well-informed experts on the issue that they chose. Students will generate 2 unbiased research questions then write a two-part online report of these sources to summarize and synthesize the arguments and ideas of the research sources. Students will also be responsible for providing visual appeal, titles, and research to their chosen topic. Full assignment sheet will be given by instructor and housed in Blackboard.

**Writing to Convince and Solve Problems**
- Students will create an Online Opinion Piece where they will propose a solution to the groups social, political, or ethical issue.

**Career Assignments**
- You will be required to complete Choices 360, write a resumé with the Star statements, and create an infographic that puts a plan into action. Full assignment sheet will be given by instructor and housed in Blackboard.

**Attending 2 Campus Events**
- You will be required to attend two events at UTEP of your choice that are social, cultural, or intellectual. Students will be given instructions for a creative assignment to document and reflect on the experience.

**UNIV 1301 End-of-Semester Survey:** Required
# UNIV 2019 Course Calendar - May be subject to change

## Module I: Start Thinking About Introductions, the UTEP Edge, and our first project

### All Readings are from Borders: Crossing into Your Future

### Week One
(Aug 24-30)

- **Reading for the week:**
  - "Ch 1-The UTEP Edge . . ." (1-18)

### Introduction to Course and Identity Essay & Presentation:

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>• Syllabus Part I &amp; II- Get acquainted with the class and my expectations</td>
</tr>
<tr>
<td></td>
<td>• Get comfortable with Blackboard and organization of the course</td>
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<tr>
<td></td>
<td>• Look at the Professor Direction for instructions on the major assignment</td>
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<tr>
<td></td>
<td>• Start planning for multimedia What’s My Edge presentation it will be</td>
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<tr>
<td></td>
<td>due on Thursday next week.</td>
</tr>
<tr>
<td>Tuesday</td>
<td><strong>Let’s Discuss #1: Introductory Videos due by 11:59 pm</strong> (Initial post)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Test on Part of Chapter 1 due by 11:59 pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>Response to peer’s Let’s Discuss by 11:59 pm</td>
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### Week Two
(Aug 31-Sept 6)

- **Reading for the week:**
  - "Ch 1-The UTEP Edge . . ." (19-32)

### Identity Presentations & Peer Interactions

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>• Finish the What’s My Edge Presentation it is due this week</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Test on Part of Chapter 1 due by 11:59 pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>What’s My Edge Presentation due by 11:59 pm</td>
</tr>
<tr>
<td>Friday</td>
<td>Response to Peer’s Edge Presentation by 11:59 pm</td>
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## Module II: Differences between College and High School, Academic Resources, and Literacy

### All Readings are from Borders: Crossing into Your Future

### Week Three
(Sept 7-13)

- **Reading for the week:**
  - “Ch 6- Academic Resources.” (151-166)

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Monday</td>
<td>Complete Library Module A and take quiz by 11:59 pm</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Complete Library Module B and take quiz by 11:59 pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Test on Chapter 6 due by 11:59 pm</td>
</tr>
<tr>
<td>Friday</td>
<td>Complete Library Module C and take quiz by 11:59 pm</td>
</tr>
</tbody>
</table>

### Week Four
(Sept 14-20)

- **Reading for the week:**
  - “Ch 3- Difference between College and High School” (53-74)

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Monday</td>
<td>View Library Session with Librarian</td>
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<tr>
<td></td>
<td>Library Activity #1 due by 11:59 pm</td>
</tr>
<tr>
<td>Tuesday</td>
<td><strong>Let’s Discuss #2: Clint Smith due by 11:59 pm</strong> (Initial post)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Test on Chapter 3 due by 11:59 pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>Response to Peer’s Let’s Discuss by 11:59 pm</td>
</tr>
<tr>
<td>Friday</td>
<td>Virtual Library Scavenger Hunt due by 11:59 pm</td>
</tr>
<tr>
<td>Sunday</td>
<td>Campus Event #1 is due by 11:59 pm</td>
</tr>
</tbody>
</table>
### Module III: Getting to Know Your University, Preparing to Learn, and Rhetoric

**All Readings are from Borders: Crossing into Your Future**

#### Week Five

(Sept 21-27)

| Monday       | Look at the Professor Direction for instructions on the major assignment and other resources.  
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<tbody>
<tr>
<td>Tuesday</td>
<td>Let’s Discuss #3 Bath Riots: due by 11:59 pm (Initial post)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Test on Chapter 2 due by 11:59 pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>Response to Peer’s Let’s Discuss by 11:59 pm</td>
</tr>
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</table>

Reading for the week:
“Ch 2- Getting to Know Your University.” (33-52)

#### Week Six

(Sept 28- Oct 4)

| Monday       | Start going through the website                                                                                   |
| Tuesday      | Let’s Discuss #4: How Florida: due by 11:59 pm (Initial post)                                                     |
| Wednesday    | Test on Chapter 4 due by 11:59 pm                                                                                |
| Thursday     | Response to Peer’s Let’s Discuss by 11:59 pm                                                                   |
| Friday       | Rhetorical Analysis Reflection due on by 11:59 pm                                                                |

Reading for the week:
“Ch 4- Mining For Success I: Preparing to Learn” (75-112)

### Module IV: Making the Grade, Advocacy Websites, and Online Reports

**All Readings are from Borders: Crossing into Your Future**

#### Week Seven

(Oct 5-11)

| Monday       | Look at the Professor Direction for instructions on the major assignment and other resources.  
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<tbody>
<tr>
<td>Tuesday</td>
<td>Let’s Discuss #5 Topic Choices: due by 11:59 pm (Initial post)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Test on Chapter 5 due by 11:59 pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>Response to Peer’s Let’s Discuss by 11:59 pm</td>
</tr>
<tr>
<td>Friday</td>
<td>Website Link by 11:59 pm</td>
</tr>
</tbody>
</table>

Reading for the week:
“Ch 5- Mining For Success II: Making the Grade” (113-150)

#### Week Eight

(Oct 12-18)

| Monday       | Start building your Online Report Part 1                                                                         |
| Wednesday    | Test on Chapter 7 due by 11:59 pm                                                                                |
| Friday       | Online Report Part 1due on by 11:59 pm                                                                          |

Reading for the week:
“Ch 7- Avoiding Hazards Along the Way” (167-192)

#### Week Nine

(Oct 19-25)

| Monday       | Start building your Online Report Part 2                                                                         |
| Wednesday    | Test on Chapter 8 due by 11:59 pm                                                                                |
| Friday       | Online Report Part 2 due on by 11:59 pm                                                                          |
## Module V: Online Opinion Piece, and the Advocacy Website

| Week Ten  | Monday | - Look at the Professor Direction for instructions on the major assignment and other resources.  
|          |        | - Start working on your Online Opinion Piece  
|          | Tuesday | Let's Discuss #6: Skip the Small Talk due by 11:59 pm (Initial post)  
|          | Thursday | Response to Peer’s Let’s Discuss by 11:59 pm  
|          | Friday | Online Opinion Piece due by 11:59 pm  
| Week Eleven | Monday | Start working on your Let’s Discuss this week it is a larger project  
|            |        | Start the final projects for your Advocacy Website  
|            | Thursday | Let’s Discuss: Finding Advocates through Music by 11:59 pm (Initial post)  
|            | Friday | Response to Peer’s Let’s Discuss by 11:59 pm  
| Week Twelve | Monday | Finish your Advocacy Website  
|            | Thursday | Peer Review Advocacy Websites by 11:59 pm  
|            | Friday | Advocacy Website due on by 11:59 pm  

## Module VI: Present and Future, Resume, and Choices 360

### All Readings are from Borders: Crossing into Your Future

| Week Thirteen | Monday | - Look at the Professor Direction for instructions on the major assignment and other resources.  
|              |        | - Introduction to Rhetoric and Analysis -Lecture and Assignments  
|              | Tuesday | Let’s Discuss # Draw Future due by 11:59 pm (Initial post)  
|              | Wednesday | Test on Chapter 9 due by 11:59 pm  
|              | Thursday | Response to Peer’s Let’s Discuss by 11:59 pm  
|              | Friday | Choices 360 due by 11:59 pm  
| Week Fourteen | Monday | Start going through the Resume Project  
|              | Wednesday | Resume with Star Statements due by 11:59 pm  
| Week Fifteen | Wednesday | Test on Chapter 10 due by 11:59 pm  
|              | Friday | Present and Future Assignment due on by 11:59 pm  

Reading for the week:

- “Ch 9- Career Planning.” (219-236)  
- “Ch 10- Money Matters for the UTEP Student” (237-254)
Week Sixteen at a Glance: (Dec 7- Dec 11) Final Exams Week - Grades available online on BB