The goal of RWS 1301 is to develop students’ critical thinking skills in order to facilitate effective communication in educational, professional, and social contexts. Effective communication is based on an awareness of and appreciation for discourse communities as well as knowledge specific to subject matter, genre, rhetorical strategy, and writing process. It is designed to prepare you for the writing you will do throughout your university experience as well as in professional and civic environments. This course offers you a curriculum that empowers you to determine the most effective rhetorical strategies, arrangements, and media to use in different rhetorical contexts.

**Learning Outcomes:**

At the end of this course, students will:

- Understand a theory of discourse communities.
- Engage as a community of writers who dialogue across texts, argue, and build on each other’s work.
- Draw on existing knowledge bases to create “new” or “transformed” knowledge.
- Develop a knowledge of genres as they are defined and stabilized within discourse communities.
- Address the specific, immediate rhetorical situations of individual communicative acts.
- Develop procedural knowledge of the writing task in its various phases.
- Engage reflection about their own learning.

This course is also designed to promote your overall success, inside and outside the classroom. Our coursework will help you to improve in key areas such as Communication, Confidence, Critical Thinking, Leadership, Problem Solving, Social Responsibility and Teamwork. To find out more about the university’s plan to improve student engagement and learning, visit the [UTEP Edge](http://utep.edu/edge).
REQUIRED TEXTS AND MATERIALS


ISBN: 978-0-692-759593-0

Additional readings and materials may also be posted on Blackboard by Dr. E.

Access to Dr. E’ wiki (edaozyp.pbworks.com) to follow daily class plans, updates, and changes to the schedule and/or assignments. This is one of the main platforms where you can also find a copy of the syllabus and additional resources/materials that I will be sharing with you.

Access to Blackboard to submit your major/homework assignments and to participate in online class-discussions. Blackboard is the second main digital platform which gives you direct-access to my wiki and also the course syllabus. Check Blackboard regularly to follow your progress in the class (your grades will be posted here) and to communicate with me and the rest of the class.

Access to UTEP’s Library Research Guide for this course: https://libguides.utep.edu/rws1301

Access to UTEP email address: Dr. E will be contacting you via your UTEP email. Use your UTEP email to contact Dr. E, not any other email account you have. In the case of emailing Dr. E from an email address other than your Clemson email, Dr. E is NOT going to respond to your email.

Digital tools for storing, sharing, and working on individual/collaborative projects such as Google Drive, Dropbox, flash drive, or any other platform/tool that you feel comfortable with. In addition, there are other available and helpful digital research tools that you might be interested in.

GRADE DISTRIBUTION/GRADING PROCEDURES & ASSIGNMENTS

You have the opportunity to earn 1000 points over the course of the semester.

A (899.5-1000), B (799.5-899.4), C (699.5-799.4), D (599.5-699.4), F (599.4 and below).

To earn an A in this class, you are expected to complete all the course expectations and challenge yourselves for excellence and professionalism.

*Assignments that are daily, weekly, and/or monthly **Assignments that are due on BB before class
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Participation/Attendance and Professionalism</td>
<td>Daily</td>
<td>200 points</td>
</tr>
<tr>
<td>**Assignment 1: E-Portfolio</td>
<td>Weekly/Monthly Final Draft: 12/13</td>
<td>100 Points</td>
</tr>
<tr>
<td>** Assignment 2: Discourse Community Ethnography</td>
<td>09/18 T</td>
<td>100 points</td>
</tr>
<tr>
<td>**Assignment 3: Research Topic Selection</td>
<td>09/25 T</td>
<td>50 point</td>
</tr>
<tr>
<td>**Assignment 4: Visual-Rhetorical Analysis of a Website (Collaborative Group Project)</td>
<td>10/16 T</td>
<td>100 points</td>
</tr>
<tr>
<td>**Assignment 5: Annotated Bibliography</td>
<td>11/06 T</td>
<td>100 points</td>
</tr>
<tr>
<td>**Assignment 6: Global Issues Report</td>
<td>11/13 T</td>
<td>100 points</td>
</tr>
<tr>
<td>**Assignment 7: Visual Argument</td>
<td>12/04 T</td>
<td>150 points</td>
</tr>
<tr>
<td>**Assignment 8: Visual Argument Presentation</td>
<td>Last Week of Classes</td>
<td>100 points</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td>1000 points</td>
</tr>
</tbody>
</table>

**Participation/Attendance and Professionalism:**

This class is designed to give you freedom to shape your own learning process which requires your active voice and participation in all class discussions and conversations (in-class and/or online). In this sense, your active participation is vital for you to have an effective and intellectually fulfilling experience. During class discussions, you are expected to contribute to the conversation. For you to effectively be part of these conversations/discussions over assigned readings, you are required to complete all the reading assignments. In addition, your active role during in-class group discussions and online discussions, your commitment to completing assignments and responding to your peers in a timely and respectful manner, bringing class multiple drafts of your projects, offering respectful and constructive feedback to your peers and receiving feedback respectfully from your peers, communicating with me and your peers effectively and respectfully are all aspects that will impact your participation grade. Assessment of your participation is measurable and represents your commitment to this course. Your participation will be evaluated by considering your overall performance in class throughout the semester from a professional standpoint.

According to The University of Texas at El Paso’s catalog: “The student is expected to attend all classes and laboratory sessions and attendance is mandatory for all freshman-level courses (1XXX). It is the responsibility of the student to inform each instructor of extended absences.” (For further information regarding excused absences refer to UTEP’s Catalog Curriculum and Classroom Policies.
You are expected to attend all class meetings and to participate in discussions and workshops. The class discussions will help you learn to improve your writing, often through the discussion of a sample student project (sometimes yours, sometimes one written by a classmate).

However, I understand the fact that you may have an emergency situation (personal problem, family problem, health problem, etc.) which is why you are allowed up to **FOUR (4/= two weeks)** absences (excused or unexcused) without penalty. This does not mean that it is “okay” to miss our class meetings (missing a scheduled conference with the instructor constitutes an absence); it means that you need to keep these 4 chances for any kind of emergency that might happen in the future. **If you reach the limit of absences by the drop date, I may drop you from the class for excessive absences. I also reserve the right to drop any of you who have missed half or more of the total number of classes before the last day to drop a class or withdraw from the University without final grades.** I will determine what to do in case of extended illness or personal crisis on a case-by-case basis. **However, excessive absences are an adequate reason for being failed in first-year composition, even if you have turned in all the required papers on time.** If you miss more than four sessions, your grade will be lowered by a complete grade (documented extended emergencies notwithstanding). This means you cannot receive an A if you miss more than four sessions.

Professionalism is a core value in this course. While you are responsible for shaping your own learning experience, you also have an ethical responsibility to your peers’ learning experiences. In this sense, it is detrimental for you to be responsible and responsive as you collaborate with others in this course. Your participation and attendance in this class will speak to your professionalism, work ethic, and commitment.

**Assignment 1 E-Portfolio:**
For this assignment, you will start developing your e-portfolio either by making a website or a blog or a combination of two. The purpose of this assignment is to help you start thinking about your skills as a writer in a professional setting as you give close attention to audience and context. As you reflect on your own work and progress, you will learn how to present your strengths and qualities/assets by using effective strategies that will be appealing for your audience. You will improve your visual-design skills and develop skills for using different digital tools and media for effective communication. You will have two options for completing this assignment, which we will discuss in class.

**Assignment 2 Discourse Community Ethnography:**
For this assignment, you will choose a discourse community that is related to your broader academic and/or professional interests and conduct research (primary and/or secondary) to find a preliminary answer to this research question: what are the goals and characteristics of this discourse community? You will analyze communication practices in your discourse community and recognize common features of communication that transfer between various settings.
Assignment 3 Research Topic Selection:
This assignment is for you to focus your semester topic as part of your writing process. You will explore various facets of your issue as part of the research process. As you chose the topic that you will be working for the rest of the semester, you will determine audience and purpose as part of the rhetorical process. Keep in mind that the projects that you will complete for the rest of the semester are all going to be to your topic. This is why, it is important that you select a topic that you are passionate about and a topic that has a critical importance on local, national, and global levels (applicability and relevance).

Assignment 4 Visual-Rhetorical Analysis of a Website

(Collaborative Group Project):
In addition to composing your own rhetorically effective documents, an important component of this class involves learning how to rhetorically analyze the discursive artifacts created by others. This assignment is designed for you to identify different genres and their rhetorical features, to compose using a writing process, and to understand how different genres work within different discourse. You will work collaboratively in a group and chose a website to conduct a visual-rhetorical analysis (analyzing both textual and visual elements of a rhetorical document). We will discuss the specifics of how to conducts a visual-rhetorical analysis in class.

Assignment 5 Annotated Bibliography:
This assignment is designed for you to expanding your existing knowledge and understanding of your selected topic. You will improve your research skills as you find credible sources about your topic and analyze these sources. You will summarize and compile your sources into a single report using APA guidelines.

Assignment 6 Global Issues Report:
This assignment is for you to develop subject-matter knowledge through variety of research methods. By completing this assignment, you will be able to recognize the rhetorical situation surrounding the report genre, identify connections between community issues and global issues, and synthesize multiple sources into a coherent whole.

Assignment 7 Visual Argument:
Through this assignment, you will advocate for a position cross various modalities and adapt your writing process to a multimodal project. You will learn to utilize technology for rhetorical projects.

Assignment 8 Visual Argument Presentation:
The second part of your Visual Argument project is designed for you to present your research for a visual and aural discourse community as you recognize different genre requirements.
Completing all the assignments and presenting your best work in addition to fully meeting professionalism expectations through your active participation will earn you an A in this class.

Your final grade will be a B if you complete all of the class expectations but do not fully challenge yourself to do excellent work.

Your final grade will be a C or lower if you fail to complete any of the assignments and/or meet the professionalism standards of this course.

UNIVERSITY & COURSE POLICIES

Students with Disabilities
ADA support is available to you. The Americans with Disabilities Act (ADA) requires that reasonable accommodations be provided for students with different physical, sensory, cognitive, systemic, learning, and psychiatric abilities. If you suspect or know you are differently-abled and need an accommodation, you should contact the CASS at (915) 747-5148 or cass@utep.edu. The CASS is located in Room 106, Union East Bldg. You are responsible for presenting the instructor any CASS accommodation letters and instructions. For more information, visit: https://www.utep.edu/student-affairs/cass/

The University of Texas at El Paso Title IX (Sexual Harassment) Statement: The University of Texas at El Paso (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities that are federally funded. Sexual misconduct is a form of sex discrimination and will not be tolerated; sexual misconduct includes sexual harassment, sexual violence, sexual assault, stalking, domestic violence and/or dating violence.

The essence of Title IX is that an institution may not exclude, separate, deny benefits to, or otherwise treat differently any person on the basis of sex. It protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. Title IX also applies to issues of program equity such as in athletics and sexual harassment and sexual violence. Ms. Sandy Vasquez is UTEP’S Title IX Coordinator. Her office is located at Kelly Hall 302, 915-747-5662 and svasquez@utep.edu or eoaa@utep.edu.

Course Delivery: This course uses extensively the online learning platform Blackboard. All of the supplementary material for the class will be delivered via Blackboard. It is strongly recommended that you have access to the Internet from home and are comfortable using a computer. If home access is not possible, arrangements can be made to use a computer regularly on campus in order to complete the work. Student computer labs such as ATLAS (http://issweb.utep.edu/) are often available until midnight, but schedules do vary. A great deal of work will be done online, and not having access to a computer will affect your ability to turn in assignments on time.

Submitting Work: All work will be submitted through our Bb course shell. Since Bb comment and grade function works best with Microsoft Word, please submit all assignments in Microsoft Word following APA format unless directed otherwise. Microsoft Word is available to students at all campus computers and through the Cloud.
Be sure to name each submitted assignment with your first initial, last name, and an abbreviation of the assignment.
For example:
jmartinez rhetanalysis draft
jmartinez rhetanalysis final

**Classroom Etiquette:** In general, treat each other and the instructor with respect and follow standards of common Courtesy

- This course requires the use of computer technologies in and out of class. Students are expected to bring their laptops to class with batteries fully charged. While some class time is provided for computer literacy instruction, the instructor on an individual basis will either provide additional help or recommend other support for advanced applications. Please place all cell phones or other electronic communication out of sight (in a bag, purse, pocket and in silent mode) while in class. You may think quietly texting someone is not distracting to the instructor or fellow students, but it is.
- Do not use your time in class to complete tasks that are not related to the course-content.
- Computers are to be used for RWS/ENGL 1301 work only. No shopping, no Facebook, etc. Those who consistently violate this policy will be asked to leave. You will also be counted absent and lose credit for any in-class work that day.
- Do not talk or make excessive noise while the instructor or another student is speaking to the class as a whole. (This includes typing on the keyboard or clicking the mouse.)
- When group work is assigned in class, you must work in a group, not as an individual.
- During group work time, please stay on task and work cooperatively with other group members.
- **BE PUNCTUAL.**
- **COME TO CLASS PREPARED.** Your input is valuable. Read all assigned readings, complete all assigned work, and come to class prepared to write and talk about the day’s topics, readings, and writings.
- **BE RESPECTFUL:** 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 small group or whole class interaction, and to surface through our social media activity. 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. Treat your peers and me with respect, even if our worldviews, values, and opinions are wildly different from yours. Please be tolerant and respectful of others.
- **CONSIDER YOUR AUDIENCE.** As a general rule: always consider audience, in class and online. Remember that members of the class and the instructor will be reading any postings. When reacting to someone else’s message (verbal or written), address the ideas, not the person and post only what anyone would comfortably state in a f2f situation.
• MEET DEADLINES. It is your responsibility to turn in all of your assignments at
the designated time and date.

Online ‘Netiquette:

• ALWAYS CONSIDER YOUR AUDIENCE.
• Treat classmates and your instructor with respect. Inappropriate postings will not be tolerated.

• Online entries should be written in Standard English with edited spelling, grammar, and
punctuation. A professional forum is not the place for all capital letters, all lowercase letters, or
language shortcuts. This is your chance to practice!

• If a message or post makes you react, consider taking some distance (time and physical space) to
let your gut process the message and digest it so that you can respond rationally.

• Be sure to read everyone’s responses carefully before posting or responding. Aim to make the
conversation interesting and productive.

• Make sure your postings are your own. Do not copy others’ ideas and without attribution.

• Blackboard is not a public Internet venue; all postings to it should be considered private and
confidential. Whatever is posted on in these online spaces is intended for classmates and the
professor only. Please do not copy documents and paste them to a publicly accessible website,
blog, or other space. If students wish to do so, they have the ethical obligation to first request the
permission of the writer(s).

Communication and Collaboration:

COMMUNICATE WITH ME. If there is something going on in your life that is affecting your
work, please let me know as soon as possible. If you do not understand a concept or assignment, or if
you are having trouble completing an assignment, please let me know so I can work with you to help
you.

Open Blackboard as frequently as you can during the week to stay on top of announcements,
discussions, and assignments. Any urgent announcements or major changes will also arrive in your UTEP
e-mail inbox.

Instructions for Accessing Blackboard: Students must have a UTEP email ID and password to access
Blackboard. The instructor will send you a link to the class space, and you can log on using your
credentials. Any questions or problems can be directed to the Helpdesk at 747-5257. Students can access
Blackboard by the steps outlined below: Go to http://my.utep.edu Login is e-mail ID. Password is e-mail
password. Click on the link to Blackboard. Once logged into Blackboard, all the courses a student is
registered for are listed under the appropriate semester. Click on the course title to access the course.

While Blackboard is our main interface, the wikipage for this class is our second interface to
communicate, review papers, and illustrate examples, etc. I will use our wikipage to share resources
and post daily plans. You can use our wikipage as a platform to collaborate as well. We will use
other interfaces to communicate. Sometimes these platforms can be down or contain errors. It is
your responsibility to look into those errors as soon as possible and to find alternative means of communication (UTEP e-mail, Google Drive, Facebook, phone, etc.) to communicate with classmates or with the instructor. After attempting to resolve these issues and not finding a viable solution, bring the issue to the instructor’s attention immediately.

**Office Hours:** Please note my regular office hours above. You also can arrange to see me at other times that are mutually convenient. Office hours belong to you just as much as our class time. Don’t hesitate to take advantage of my availability and the help I am ready to offer. If you need to contact me outside of class time or office hours, it is best to communicate with me by email.

**Due Dates/Late Work/Extensions:** I will not accept missed in-class and/or online work. These weekly and daily assignments are directly related to your participation and attendance in class. All the major assignments are due on BB before class, unless otherwise specified. However, if there is a crisis that prevents you from meeting a deadline of any major project, you can request an extension at least 24 hours before the due date via email, and you must propose a new day and time for submission. The approval of an extension is entirely at my discretion and will depend on the reason for your absence, your record of completion of work, and attendance. If I realize that you miss a lot of classes, in-class and online work, I will not give an extension because it will be obvious that you need the extra time because of lack of professionalism and poor time-management.

Due dates are already posted – please note them in your calendar and plan ahead.

Turning in a major assignment late without a valid excuse will negatively affect your grade. If a paper is turned in after the due date, its lateness will be taken into consideration when assessing the grade. After the due date, you lose 10 points for every day you miss to submit your project.

All work may be turned in early for evaluation and/or pre-planned absences. Periodically, the instructor might revise the tentative course schedule; students are responsible for documenting any formally announced changes in the schedule.

**Grade Protests:** A student wishing to protest a final course grade must first try to resolve any disagreement with the instructor. If unable to reach a resolution, the student may follow the procedures listed under "Grade Grievance." [https://www.utep.edu/student-affairs/dean-of-students-office/resources/grade-grievance.html](https://www.utep.edu/student-affairs/dean-of-students-office/resources/grade-grievance.html)

**Drop Policy:** I do not automatically drop students, even after excessive absences. You must initiate the drop yourself, so be mindful of University policy regarding dropping classes and drop dates: [https://www.utep.edu/extendeduniversity/uteconnect/current-students/advising/registering-and-dropping.html](https://www.utep.edu/extendeduniversity/uteconnect/current-students/advising/registering-and-dropping.html)

Also, please see Dropping vs. Complete Withdrawal: [https://www.utep.edu/student-affairs/financialaid/eligibility/withdrawing-from-classes.html](https://www.utep.edu/student-affairs/financialaid/eligibility/withdrawing-from-classes.html)

**Academic Integrity and Plagiarism/Dishonesty:** The University of Texas at El Paso prides itself on its standards of academic excellence. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, 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, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Instructors
are required to report the suspected academic dishonesty to the Office of Student Affairs. Visit the Office of Dean of Students page for more information on Academic integrity.

Accommodations: Your success in this class is important. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course. I also encourage you to visit the Center for Accommodations and Support Services (CASS) in room 106, Union East Building or contact them at 747-5148 or cass@utep.edu. If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the Writing Center, Counseling Center, Military Student Success Center and Academic Advising Center.

Copyright and Fair Use:
The University requires all members of its community to follow copyright and fair use requirements. Students are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend students nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject students to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. For more on copyright and fair use as they pertain to the classroom, see this Library resource page: http://libguides.utep.edu/content.php?pid=149559&sid=2849369

The University Writing Center (UWC):
The University Writing Center (UWC) is located on the second floor of the UTEP library in Room 227 and offers free one-on-one writing assistance for students. Online tutoring is also available. Graduate and undergraduate tutors work with writers on projects for a wide variety of classes and provide help during all parts of the writing process, including prewriting, drafting, revising, and editing. Meetings with tutors are on a first-come, first-served basis, but you may also make appointments with specific tutors. Some tutors are bilingual Spanish and English speakers. Tutors will not edit your paper for you, and you are the one ultimately responsible for the work you submit and the grade you earn. Visit the website to learn more or to sign up for online or face to face tutoring, and be sure to request tutoring well before a deadline: http://uwc.utep.edu/

Military Students: If you are a military student (veteran, dependent, active) please visit the Military Student Success Center. I also recognize the complexities of being a student veteran. If you are a student veteran, please inform me if you need special accommodations. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran-related developments can complicate your academic life. If you make me aware of a complication, I will do everything I can to assist you or put you in contact with university staff who are trained to assist you.

E-mail:
You may e-mail me at eozyesilpin@utep.edu or using Blackboard Mail any time to ask a question or to discuss course material. I will also e-mail you from time to time regarding course issues. If Blackboard is down for any reason, please check your UTEP e-mail for instructions and attachments. I will e-mail you at your UTEP e-mail address or via Blackboard, so be sure to check both regularly. E-mailed assignments will only be accepted on a case-by-case basis or if Blackboard is not functioning properly.

A note about e-mail: When you e-mail me, or any supervisor at work or a person you do not know very well, practice using Standard English and complete sentences. Re-read your e-mail before sending to make sure it is clear, brief (consider my time and how you organize the information for
readability), and edited. Use appropriate greetings and closings EVERY (or almost every) time. Notice capitalization, punctuation, spacing, and organization in the example below:

**Dear Dr. Ozyesilpinar/Hi Dr. Eda /Hello Dr. E,**

*I have two questions. First, one of our group members has not responded to any communication in the last two weeks—what can we do? Second, I found a contradiction in the book. Chapter 2 says that we should always include a closing in every single e-mail, and chapter 5 says sometimes it is ok to leave the closing out. I’m confused.*

*Thank you, Cordially, Best, Regards, Sincerely,*

*Josephine Student*

*I will always respond to your emails within 24 hours. If you will not receive a response from me within 24 hours, then please send me another email or come and meet me during my office hours. However, please DO NOT EMAIL me regarding the same issue(s) you addressed in your first email until after it has been 24 hours. This is for me to easily keep track of multiple emails I will be receiving from all of you throughout the semester. If you forget to mention things in your original email or forget to attach a document etc., you can, of course, email me again.*

*If you email me after 6:00pm, please expect to receive a respond from me in the morning!*

**Important Dates for this Seminar:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>Aug. 27</td>
<td>Fall Classes Bring/Aug. 28 First Class Meeting for RWS 1301</td>
</tr>
<tr>
<td>Aug. 27 - 31</td>
<td>Late Registration Period</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>Labor Day Holiday-University Closed</td>
</tr>
<tr>
<td>Sept. 12</td>
<td>Fall Census Day – Drop students who have not come to class</td>
</tr>
<tr>
<td>Oct. 24</td>
<td>Freshmen mid-term grades due to Registration and Records Office</td>
</tr>
<tr>
<td>Oct. 26</td>
<td>Freshmen mid-term grades are available to students</td>
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<tr>
<td>Nov. 2</td>
<td>Drop Date, last day to drop a student with a W deadline</td>
</tr>
<tr>
<td>Nov. 22 - 23</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>Dec. 6</td>
<td>Last day of classes and complete withdrawal from the University</td>
</tr>
<tr>
<td>Dec. 7</td>
<td>Dead Day, day between last class day and start of finals, no class</td>
</tr>
<tr>
<td>Dec. 10 - 14</td>
<td>Final Exams Check the UTEP finals week calendar for your course</td>
</tr>
<tr>
<td><strong>Dec. 19</strong></td>
<td>Instructor Submits Final Grades</td>
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</table>