

Cultural Diversity and Youth in the U.S

-Syllabus-

Department: Chicano Studies

Instructor: Olivia Garcia, PhD

Instructor Information

Olivia Garcia, PhD (Dr. or Professor Garcia)

It is best to Email through our course on Blackboard. I will check my Blackboard Email and account at least once every day. I will do my best to respond to your email within 24-hours.

When I need to communicate with all students, I will post in the **Announcements** section which will automatically send you an email to your utep.edu email account. You should be on the look-out for those. **I encourage you to log into the course daily to make sure you do not miss anything.**

Contact information: ogarcia10@utep.edu (Please email me for emergencies only. I do not check this email as regularly as I will the course Emails on Blackboard.)

Office Hours: [Sundays 3 – 4:30 PM](#) and [Mondays 4 – 5:30 PM](#) via Blackboard IM (Please download from Blackboard log in page). We may also set up a time to video chat through Blackboard if you have more individualized questions. Please Email me through Blackboard to arrange an individual video meeting. I also respond to Email messages within Blackboard within 24 hours.

All times listed at MDT. Please keep this in mind.

About the syllabus

This syllabus outlines the course requirements for both the Professor and the student. **Make sure to read this thoroughly and understand all the aspects associated with this document.** Please contact the Professor if you have questions.

Course learning objectives

This course is intended to give students an understanding of Chicano/a Studies within the fields of education and politics. We will focus on Chicano obstacles for educational attainment, historic political battles that have led to school and curriculum improvements, and end with contemporary educational and political issues.

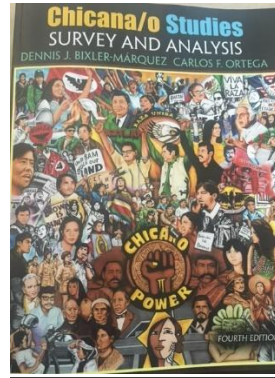
By the end of the course, you should be able to:

1. Understand the socioeconomic conditions of racial and ethnic groups in the U.S.,
2. Identify how ethnic groups in the U.S. have impacted the educational system,
3. Explain how the formation of the Chicano identity and how it has impacted racial and ethnic educational systems,
4. Critically think and analyze the role of identity in the readings,
5. Understand the role of multicultural education in the U.S.,
6. Critically engage in the literature and “think outside the box” when discussing the reading materials.

7. Gain a better understanding of your own worldviews and opinions towards issues of education, the production of knowledge, and the learning of history.
8. Use multimedia technology to communicate with your peers and the instructor.

Text and Materials

Textbook: Chicana/o Studies Survey and Analysis. (2014). Bixler-Marquez, Dennis and Carlos F. Ortega. Kendall Hunt Publishers. Dubuque, IA. ISBN-10: 1465225668/ISBN-13:9781465225665 (Students should purchase this book.) Additional required readings will be posted on Blackboard and that will be indicated on the within the Module.



Required Software

You must be able to log into UTEP's Blackboard regularly (daily). This requires dependable Internet connection/WiFi and using the appropriate browsers and compatible software to succeed in this online course.

You will need the following software on your computer to efficiently work in this course. If you are using a lab on campus, they already have the necessary software. All the needed programs are free downloads and can be downloaded from the URLs I have provided here and on Blackboard, which are located in the Getting Started tab.

- Blackboard IM: <https://www.blackboardim.com/user/faces/login.xhtml>
I will use this for my office hours. Please download this.
- Adobe Acrobat Reader: You can get the program by going to <http://www.adobe.com> and then clicking on the icon on the left side of the screen, which says "Get Adobe Reader. Follow instructions to install the reader.
- **Microsoft Word**: I recommend buying this if you do not have any word processing software or presentation software. It is available at the bookstore to students at a discounted price. If you cannot purchase it, you can access it at any of the computer labs on campus. All assignment documents must be submitted as Word .doc files. You can save the files as .doc files from most word processing programs. If I cannot open your documents, I will email you but those documents WILL NOT be graded and are your responsibility to turn in a valid copy.

Course Requirements

Course participation is mandatory. Students must keep up with the course assignments to remain in the course. Please see the Course Calendar (this is the PDF I provide in Module 1) which provides availability of assignment instructions and deadlines.

Students must complete the following assignments:

- ✓ Introduce themselves in Discussion Board
 - Provide written responses to 3 classmates

- ✓ Quizzes 1-5
- ✓ Exams 1 -3
- ✓ 2 Additional Discussion Board posts
 - Provide responses to at least one classmate
- ✓ Final Worksheet
- ✓ Complete optional extra credit assignments

For all writing assignments (except the Final Worksheet), students will be evaluated on providing a strong thesis, using supportive evidence from the course material to show course mastery, and following instructions (proper grammar, in-text citations and a Works Cited section). These are necessary for full credit for all written assignments.

Quizzes – Students will complete online quizzes. These are short answer and/or multiple choice quizzes that will appear within the Module to which they correspond. There is no time limit on quizzes and students may start and stop as needed but must submit before the deadline.

Each quiz is worth 5 points (Total 25 points).

Exams – Every student is required to take 3 exams that will consist of short answer (2-3 paragraphs), and/or long answer (1 – 1 ½ page) questions. These questions will be taken from Power Point slides and readings. The exams provide students an opportunity to critically think about the readings, videos and lessons within each Module.

There is no time limit on this exam. You may open and close the exam as needed but you can only submit it ONE time (you have one attempt for each exam). Make sure to submit the exam BEFORE the deadline as indicated on the Course Calendar (this is a PDF document available in Module 1). Submitting the exam late even by 1 second is considered late by Blackboard so plan accordingly. Students can use notes, textbooks, Blackboard course material and the Internet for all assignments, but make sure to reference the course material. You are NOT allowed to work with your fellow students. This is an individual exam. Please make sure to provide a Works Cited (APA format required) section for each question if you cite course material.

Each exam is worth 15 points of your final grade. (Total 45 points). Late exams will be deducted 1 point for each 24-hours it is late, up to 5 points (which is 5 days). After the 5 day grace period, the exam will no longer be accepted, no points will be earned and there will not be an opportunity to make this up.

Discussion Board Posts – Students will respond to prompts provided. These are expected to be well-thought out, well written responses. Students are asked to take a position in either agreement or disagreement. Make sure to include your position in the SUBJECT of your POST. You should make your argument clear (strong thesis), include evidence from the course material to support your position and try to guide the reader through your logic (try to convince your audience).

One well written paragraph with references is worth 3 points. If a video summarizing the paragraph is also submitted, that is an extra 2 points.

Discussion Board Post Responses – Students are asked to respond to one other classmate (except for Introduction Discussion Board). Please read the article (available at: <https://www.scientificamerican.com/article/how-to-convince-someone-when-facts-fail>) before responding. Make sure to be respectful in your responses and know that all responses are public (to the class).

One well written paragraph with references is worth 3 points. If a video summarizing the paragraph is also submitted, that is an extra 2 points.

Final Assignment (worksheet) – Instructor will provide a worksheet and students must complete. This assignment seeks to fuse the course with pop culture. More instructions to come. This assignment is worth 15 points.

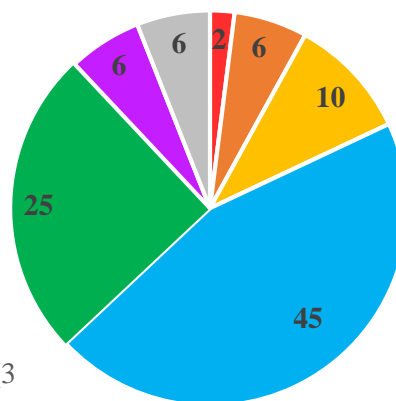
Quizzes and Exams will appear within the Module that they are covering. **It is the student's responsibility to find and complete these.**

Late work is not appreciated although life sometimes throws us curve balls. Please be mindful about due dates because late work has consequences. This is particularly important to keep in mind with Discussion Board Post Responses since this assignment requires other people who are dependent on your work! It is helpful to communicate directly with the Professor if urgent/emergency situations occur. **Late penalties are clearly labeled in the Course Calendar.**

Your final grade will be made up of the following components:

Components of Course Grade Points

- Introduction
- Introduction Responses (3 total)
- Final Worksheet (10 points)
- 3 Exams (15 Points Each)
- 5 Quizzes (5 Points each)
- Discussion Board Posts
- Discussion Board Post Responses (3 points each)



Grades will be based on an accumulation of points, the percentage of which will equal the following grade scale:

Points	Grade
90 - 100	A

80 - 89	B
70 - 79	C
60 - 69	D
59 - Below	F

Disclaimers and Additional Resources

- Online Privacy: Everything you say or do on Blackboard is the property of UTEP. Please conduct yourself accordingly.
- Students should review ALL feedback provided on assignments and exams. This will help students do better in the course.
- Students may be penalized for the following non-compliance actions:
 - Plagiarism is taking credit for another's work and passing it off as your own. Plagiarism is unacceptable. When using the ideas of others, it is necessary to properly cite. For more information, read the college catalog or ask instructor.
 - Incompletion of required work, i.e., tests and papers. All work must be completed AND graded in order for complaints to be initiated.
 - Disruptive online behavior including making rude or non-well-thought-out comments on the course Discussion Board.
Additional Resources that provide guidance on this topic include:
UTEP Office of Student Life: <http://sa.utep.edu/studentlife/#student-conduct>
UTEP Office of Institutional Compliance:
<http://admin.utep.edu/Default.aspx?alias=admin.utep.edu/hoop>
- Other information:
 - "Having trouble with Blackboard" is not an excuse for late assignments or lack of knowledge about the course. For Blackboard assistance go to:
<https://admin.utep.edu/Default.aspx?tabid=74327>
 - Students may see the operating manual for other university policies and procedures accessible at: <http://admin.utep.edu/Default.aspx?alias=admin.utep.edu/hoop>
- Disclaimer: THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS DOCUMENT DURING THE TERM AS THE NEED ARISES. Instructor will provide written notice of syllabus changes.
- Disability Services: UTEP offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Accommodations and Student Support. I am happy to accommodate your learning needs. You may obtain more information here:
<http://sa.utep.edu/cass/>

- I encourage you to visit the Writing Center for assistance with your assignments.

*******Important Advice to Students*******

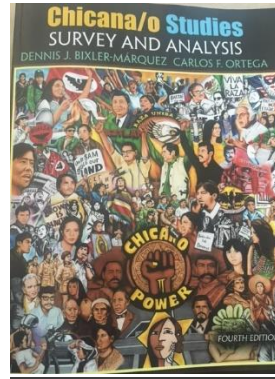
- A. Please make sure you SUBMIT your work.** You must push the SUBMIT button for all assignments (exams and quizzes specifically). If you do not SUBMIT your work, then it is unclear to me that you are done because your work shows up on my end as “Work in Progress.” I will not grade incomplete work (“Work in Progress”) so make sure you **submit** your work to receive credit.
- B. The due dates and time are firm.** *If you are seconds late*, Blackboard counts your submission as late. I encourage you submit your assignments at least 10 minutes early to avoid a late penalty.
- C.** It is each student’s responsibility to provide files the Professor can access. If I cannot access your file, it is equivalent to not submitting any work and zero points will be earned.

Cultural Diversity and Youth in the U.S
-Reading List-
Department: Chicano Studies
Instructor: Olivia Garcia, PhD

This is your Reading List for the term. It is your responsibility to obtain the textbook and the additional readings. Additional readings will be made available on Blackboard. You are required to read all texts and watch all videos within each Module. Use this list, along with the Course Calendar to guide you through the course.

Text and Materials

Textbook: Chicana/o Studies Survey and Analysis. (2014). Bixler-Marquez, Dennis and Carlos F. Ortega. Kendall Hunt Publishers. Dubuque, IA. ISBN-10: 1465225668/ISBN-13:9781465225665 (Students should purchase this book.)
Additional required readings will be posted on Blackboard and that will be indicated on the within the Module.



Week 1: Module 1 – About the Course – October 23rd

Read Syllabus, Policies, Course Calendar and Reading List

No additional reading required. Make sure to follow the assignment instructions in the Course Calendar.

Week 2: Module 2 – Race and Ethnicity – October 30th



Watch video

Desai, Shreena. 2014. Khanacademymedicine. Self Concept, Self Identity, Social Identity
Published on Feb 25. Available at: <http://www.youtube.com/watch?v=PaA0mLVQd3k>



Read – Module 2, Lecture 1



Watch video

Science Plus. Science Says: There Is No Such Thing As Race! 2015. Jun 18. Available at:
<https://youtu.be/RK3sguRWYK0>



Watch video

WonderWhy. 2015. What's the difference between Latino and Hispanic?. Sep 30. Available at: <https://youtu.be/GBt5rMD2aDc>



Read

Blaz, Terry Blas. "Yo Soy Latino: A Mini Comic." August 12, 2016. Available at: <http://www.vox.com/2015/8/19/9173457/hispanic-latino-comic>



Read

Marin, Cheech. 2012. *What Is A Chicano?*. THE BLOG May 03. Available at: http://www.huffingtonpost.com/cheech-marin/what-is-a-chicano_b_1472227.html



Read

Ramirez, Tanisha Love and Zeba Blay. 2016. "Why People Are Using The Term 'Latinx'?". *Latino Voices*. July 05. Available at: http://www.huffingtonpost.com/entry/why-people-are-using-the-term-latinx_us_57753328e4b0cc0fa136a159



Read – Module 2, Lecture 2



Critical Thinking Exercise

United States Census Bureau. 2015. SEX BY AGE (HISPANIC OR LATINO)
Available at:

https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_15_1YR_B01001I&prodType=table



Read

From the textbook

Ortega, Carlos F. 2014. "Introduction – Chicano Studies as a Discipline." in *Chicana/o Studies Survey and Analysis*. (2014). Bixler-Marquez, Dennis and Carlos F. Ortega. Kendall Hunt Publishers. Dubuque, IA.

Week 3: Module 3 – Historical Perspectives – November 6th

Read

From the textbook

The Chicano Movement and the Treaty 3

Richard Griswold del Castillo

El Paso Salt War: Mob Action or Political Struggle? 13

Mary Romero

Border Culture 23

Mario T. García

Confronting “America” 33

Vicki L. Ruiz

Women at Farah: An Unfinished Story 47

Laurie Coyle, Gail Hershatter and Emily Honig



Watch video

POLITICALYOU. 2011. “Immigration Mexico | Jose M. Hernandez | NASA | Farm worker”
Jul 22. Available at: <https://youtu.be/aichZLb5xcI>



Read

Library of Congress. What is The American Dream?

Available at: <http://www.loc.gov/teachers/classroommaterials/lessons/american-dream/students/thedream.html>

Read

Simón, Yara. 2017. “24 Years Ago Ellen Ochoa Was the First Latina In Space, Now She’s
Heading to Astronaut Hall of Fame” in *Remezcla. Culture*. February 17. Available at:

<http://remezcla.com/culture/ellen-ochoa-astronaut-hall-of-fame/>

Week 4: Module 4 – Demographics – November 13th

Read

CNN Library. 2017. “Hispanics in the US Fast Facts.” March 31. Available at:

<http://www.cnn.com/2013/09/20/us/hispanics-in-the-u-s-/index.html>



Read

From the textbook

A Demographic Portrait of Mexican-Origin Hispanics in the United States 79

Ana González-Barrera and Mark Hugo López

Realms of Integration: Family, Education, Work, and Health 87

Marta Tienda et al

The Latino Health Research Agenda for the Twenty-First Century 129

David E. Hayes-Bautista

Increasing Hispanic Mobility into the Middle Class: An Overview 147

Harry P. Pachón

Trabajando: Mexican Americans in the Labor Market 155

Arturo González



Read

Nittle, Nadra Kareem. 2017. "Myths and Stereotypes About Hispanics and Immigration"

Updated August 31. Available at: <https://www.thoughtco.com/hispanics-and-immigration-myths-stereotypes-2834527>



Read

Rojo, Ximena. 2017. "'Proud Mexicans' changes the perception of Mexicans through incredible

portraits." February 9. Available at: https://www.buzzfeed.com/ximenarojo/if-youre-mexican-and-youre-proud-of-it-you-have?utm_term=.elLDPnVV0#.iwXo8MZZB

Week 5: Module 5 – Contemporary Debate – November 20th



Watch video

Suzie, Sue. 2017. "There is already a WALL at U.S.-Mexico border. here's what you should know about it" Published on Jan 28. Available at:

<https://www.youtube.com/watch?v=yEGYIAXeuec>



Watch video

Lindsay, Robin and Malachy Browne. 2017. "The Road to Trump's Border Wall"

January. 25. Available at: <https://www.nytimes.com/video/us/politics/100000004892467/trump-expected-to-order-mexican-border-wall.html>



Read

Felbab-Brown, Vanda. 2017. "THE WALL: The real costs of a barrier between the United States and Mexico" August 2017 Available at: https://www.brookings.edu/essay/the-wall-the-real-costs-of-a-barrier-between-the-united-states-and-mexico/?utm_source=FB&utm_medium=BPIAds&utm_campaign=Wall%20Essay&utm_term=NoNoCtyUS-18^65-NoListPolitical%20VideonobHV&utm_content=132005152



Read

Shermer, Michael. 2017. "How to Convince Someone When Facts Fail: Why worldview threats undermine evidence." January 1. Available at: <https://www.scientificamerican.com/article/how-to-convince-someone-when-facts-fail/>

Week 6: Module 6 – Education – November 27



Read

From the textbook

Educational Perspectives 265

Hispanic Student Enrollments Reach New Highs in 2011 277

Richard Fry and Mark Hugo López

Segregation and the Education of Mexican Children, 1900-1940 295

Gilbert G. González

Chicana/o Education from the Civil Rights Era to the Present 311

Dolores Delgado Bernal

Who's the Leader of the Civil Rights Band?

Latinos' Role in Brown v. Board of Education 333

Nicolás C. Vaca

The Fight for Mexican American Studies in Tucson 345

Nolan L. Cabrera, Elisa L. Mesa and Roberto Cintli Rodríguez

The Librotraficante Behind the Movement to Smuggle "Wetbooks" Back
Into Arizona 351

Paula Beltrán

Immigrants, Latinos, and Education in the United States 353

Sonia Soltero

For Poor, Leap to College Often Ends in a Hard Fall 367
Jason DeParle

School Failure: Explanations and Interventions 375
Guadalupe Valdés

Week 7: Module 7 – Ethnic Studies – December 4



Read

Franco, Jimmy. “Ethnic Studies Enhances One’s World Outlook in Education.” 2014. In The Struggle for Inclusion: The Chicano Experience in a Diverse Society. Second Edition. 2016. (pp. 135-138). San Diego, CA: Cognella.



Read

Rios, Francisco. “From Chicano/a to Xicano/a: Critical Activist Teaching Revisited.” 2013. In The Struggle for Inclusion: The Chicano Experience in a Diverse Society. Second Edition. 2016. (pp. 121-134). San Diego, CA: Cognella.



Read

Acosta, Curtis and Asiya Mir. “Empowering Young People to be Critical Thinkers: The Mexican American Studies Program in Tucson.” 2012. In The Struggle for Inclusion: The Chicano Experience in a Diverse Society. Second Edition. 2016. (pp. 107-120). San Diego, CA: Cognella.



Read

Hu-DeHart, Evelyn . (1993). “The History, Development, and Future of Ethnic Studies” *The Phi Delta Kappan*, Vol. 75, No. 1 (Sep.), pp. 50-54



Read

Hurtado, A. “The Transformative Power of Chicana/o Studies: Social Justice and Education.” 2005. In The Struggle for Inclusion: The Chicano Experience in a Diverse Society. First Edition. 2013. (pp. 113-124). San Diego, CA: Cognella.



Read

Freire, Paulo. “Chapter 1.” 1970. In *Pedagogy of the Oppressed*. New York, NY. Continuum International Publishing Group. (pp. 43-48). (In additional readings)

Week 8 Final Weeks – December 11th

No Reading but make sure to



Watch a film (or follow the other instructions) for your final worksheet assignment

Approved List for Final Worksheet

**Real Women Have Curves*, directed by Patricia Cardoso. 2002; New York: Home Box Office, Inc.

Frida, directed by Julie Taymor. 2002; United States, Canada, Mexico: Miramax Films, Lions Gate Films Inc., Handprint Films, Ventanarosa Productions.

**Stand & Deliver*, directed by Ramón Menéndez. 1998; Burbank, CA: Warner Home Video.

**Walk Out*, directed by Edward James Olmos. 2006; New York: Home Box Office, Inc.

**East Los High*, directed by Carlos Portugal, Carlos Reza, Katie Elmore Mota, Efrain Cortes. 2013; East Los Angeles, California: Population Media Center and Into Action Films.

**Spare Parts*, directed by Sean McNamara. 2015; Albuquerque, New Mexico, USA: Brookwell-McNamara Entertainment, Circle of Confusion and Indieproduction.

**MacFarland USA*, directed by Niki Caro. 2015; Hollywood, California: Mayhem Pictures, Walt Disney Pictures.

Immigration Battle, directed by Shari Robertson and Michael Camerini. 2015; The Epidavros Project, Inc (available at: <http://www.pbs.org/wgbh/frontline/film/immigration-battle/>)

Under the Same Moon, directed by Patricia Riggen. 2007; Los Angeles, California: Creando Films, Fidecine, Potomac Pictures.

American Crime, directed by John Ridley, Michael J. McDonald and Julie Hébert. 2015; The International Famous Players, Radio Pictures Corporation, Entertainment Company, Stearns Castle Entertainment and ABC Studios.

*These are great films for those of you interested in education! Very inspiring!

Please Email me if you have any other films in mind. I am happy to take suggestions and continue adding to this list.

	Required Course Tasks	Optional Course Tasks (for extra credit)	Instructions	Available Date (items will appear at 7 am - MDT)	Due Date & Time (late deadline in red)	Possible Points for Required Course Tasks	Optional Work (Extra Credit) Points
Week 1 - January 14th	Review all material in Module 1 (About the Course)		Review all material in Module 1	January 14th			
	Introduction paragraph		Write a paragraph about yourself (follow instructions on Blackboard). Instructions are also on the Syllabus		January 21st by 10 PM - LATE: Zero points earned	2	
		Introduction video (extra credit)	Share a video of yourself in addition to your paragraph. You must appear on camera!		by January 23rd at 7 AM		2
	Quiz 1 - About the Course		Follow instructions on Blackboard	January 14th	January 21st by 10 PM - LATE: January 23rd by 7 AM (penalty 2 points)	5	
	Discussion Board		Respond to 3 students. Find shared interests or things in common. 2 points for each student you respond to. Up to 3 students maximum.		January 27th by 4 PM (if after this date and time, no points earned)	6	
Week 2 - October 30th	Review all material in Module 2 (What are Race)		Make sure to review the Reading List tool!	January 21st			
	Quiz 2 - Race and Ethnicity		Follow instructions on Blackboard		January 26th by 10 PM - LATE: January 28th by 7 AM (penalty 2 points)	5	
	Quiz 3 - Chicano Studies paradigm		Follow instructions on Blackboard		February 2nd by 10 PM - LATE: February 4th by 7 AM (penalty 2 points)	5	
Week 3 - November 6th	Review all material in Module 3 (Historical)		Make sure to review the Reading List tool!	January 28th			
	Quiz 4 - what is the American Dream?		Follow instructions on Blackboard		February 9th by 10 PM - LATE: February 11th by 7 AM (penalty 2 points)	5	
	Exam 1		Follow instructions on Blackboard		February 16th by 10 PM - LATE: 1 point per each day (24 hours) late - accepted February 21st at 10 PM (after this date, no points earned)	15	
Week 4 - November 13th	Review all Material in Module 4 (Demographics)		Make sure to review the Reading List tool!	February 1st			
	Exam 2		Follow instructions on Blackboard		February 25th by 10 PM - LATE: 1 point per each day (24 hours) late - accepted March 2nd at 10 PM (after this date, no points earned)	15	
Week 5 - November 20th	Review all material in Module 5 (Contemporary)		Make sure to review the Reading List tool!	February 1st			
	Discussion Board paragraph		3 points for a well written paragraph		February 27th by 2 PM - NO LATE WORK ACCEPTED	3	
		Discussion Board video	2 extra points if you add a video to your paragraph		February 27th by 2 PM - NO LATE WORK ACCEPTED		2
	Discussion Board response paragraph		3 points for a well written paragraph response (include proper references to course readings) (you will only receive credit for responding to one other person)		March 1st by 10 PM - NO LATE WORK ACCEPTED	3	
		Discussion Board response video	2 extra points if you add a video to your paragraph		March 1st by 10 PM - NO LATE WORK ACCEPTED		2
Week 6 - November 27th	Review all material in Module 6 (Education)		Make sure to review the Reading List tool!	February 8th			
	Exam 3				March 3rd by 7 AM - LATE: 1 point per each day (24 hours) late - accepted March 8th at 10 PM (after this date, no points earned)	15	
	Discussion Board paragraph		3 points for a well written paragraph		March 3rd by 2 PM - NO LATE WORK ACCEPTED	3	
		Discussion Board video	2 extra points if you add a video to your paragraph		March 3rd by 2 PM - NO LATE WORK ACCEPTED		2
	Discussion Board response paragraph		3 points for a well written paragraph response (you will only receive credit for responding to one other person)		March 5th by 10 PM - NO LATE WORK ACCEPTED	3	
		Discussion Board response video	2 extra points if you add a video to your paragraph		March 5th by 10 PM - NO LATE WORK ACCEPTED		2
Week 7 - December 4	Review all material in Module 7 (Ethnic Studies)		Make sure to review the Reading List tool!	February 15th			
PAGE 14 Last Update	Quiz 5				March 11th by 10 PM - NO LATE WORK ACCEPTED	5	
Week 8 - Comprehensive exam	Final Worksheet			January 14th	March 11th by 10 PM - NO LATE WORK ACCEPTED	10	
					Total points	100	10