

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 send me a Blackboard Message. I will check my Blackboard Messages 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](mailto:ogarcia10@utep.edu) (Please email me for emergencies only. I do not check this email as regularly as I will the check Blackboard Messages.)

**Office Hours:** [Mondays 3:30 – 5 PM](#) and [Fridays 11:30 AM – 1 PM](#) via Virtual Office in Blackboard. We may also set up a time to video chat through Blackboard if you have more individualized questions. Please send me a Blackboard Message 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.

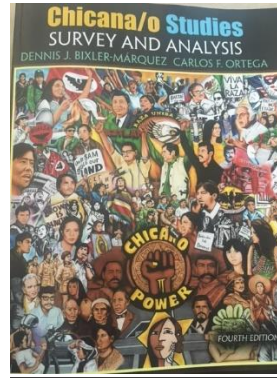
By the end of the course, you should be able to:

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.

- Please make sure you access Blackboard through [UTEP's VPN \(Virtual Private Network\)](#) so that your personal information is secure.
- 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.

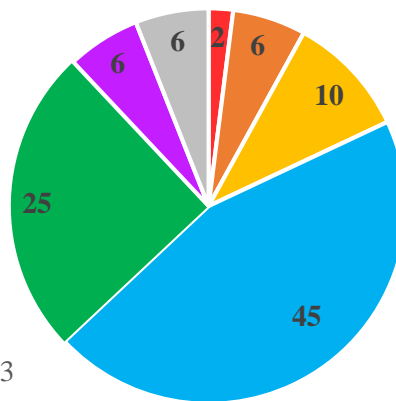
Quizzes and Exams will appear within the Module that they are covering. **It is the student’s responsibility to find and complete these.**

**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.

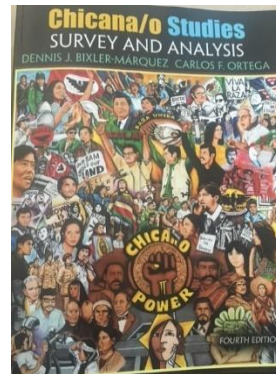
Cultural Diversity and Youth in the U.S  
-Reading List-  
Department: Chicano Studies  
Instructor: Olivia Garcia, PhD

**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 23<sup>rd</sup>

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 30<sup>th</sup>



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](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](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](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 13<sup>th</sup>**



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=.eILDpNvVo#.iwXo8MZZB](https://www.buzzfeed.com/ximenarojo/if-youre-mexican-and-youre-proud-of-it-you-have?utm_term=.eILDpNvVo#.iwXo8MZZB)

### **Week 5: Module 5 – Contemporary Debate – November 20<sup>th</sup>**



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](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.

\**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.

*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/>)

*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
<b>Week 1 - January 14th</b>	<b>Review all material in Module 1 (About the Course)</b>		<b>Review all material in Module 1</b>	<b>October 22nd</b>			
	Introduction paragraph		Write a paragraph about yourself (follow instructions on Blackboard). Instructions are also on the Syllabus		October 28th 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 October 29th at 7 AM		2
	Quiz 1 - About the Course		Follow instructions on Blackboard	October 22nd	October 28th by 10 PM - LATE: October 29th by 10 PM (penalty 1 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.		October 31st by 10 PM (if after this date and time, no points earned)	6	
<b>Week 2 - October 30th</b>	<b>Review all material in Module 2 (What are Race)</b>		<b>Make sure to review the Reading List too!</b>	<b>October 22nd</b>			
	Quiz 2 – Race and Ethnicity		Follow instructions on Blackboard		November 3rd by 10 PM - LATE: November 4th by 10 PM (penalty 1 point)	5	
	Quiz 3 – Chicano Studies paradigm		Follow instructions on Blackboard		November 10th by 10 PM - LATE: November 11th by 10 PM (penalty 1 points)	5	
<b>Week 3 - November 6th</b>	<b>Review all material in Module 3 (Historical)</b>		<b>Make sure to review the Reading List too!</b>	<b>October 29th</b>			
	Quiz 4 – what is the American Dream?		Follow instructions on Blackboard		November 17th by 10 PM - LATE: November 18th by 10 PM (penalty 1 points)	5	
	Exam 1		Follow instructions on Blackboard		November 17th by 10 PM - LATE: 1 point per each day (24 hours) late - accepted November 23rd at 10 PM (after this date, no points earned)	15	
<b>Week 4 - November 13th</b>	<b>Review all Material in Module 4 (Demographics)</b>		<b>Make sure to review the Reading List too!</b>	<b>November 5th</b>			
	Exam 2		Follow instructions on Blackboard		November 24th by 10 PM - LATE: 1 point per each day (24 hours) late - accepted November 29th at 10 PM (after this date, no points earned)	15	
<b>Week 5 - November 20th</b>	<b>Review all material in Module 5 (Contemporary)</b>		<b>Make sure to review the Reading List too!</b>	<b>November 5th</b>			
	Discussion Board paragraph		3 points for a well written paragraph		December 1st by 10 PM - NO LATE WORK ACCEPTED	3	
		Discussion Board video	2 extra points if you add a video to your paragraph		December 1st by 10 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)		December 4th by 10 PM - NO LATE WORK ACCEPTED	3	
		Discussion Board response video	2 extra points if you add a video to your paragraph		December 4th by 10 PM - NO LATE WORK ACCEPTED		2
<b>Week 6 - November 27th</b>	<b>Review all material in Module 6 (Education)</b>		<b>Make sure to review the Reading List too!</b>	<b>November 12th</b>			
	Exam 3				December 7th by 10 PM - LATE: 1 point per each day (24 hours) late - accepted December 12th at 10 PM (after this date, no points earned)	15	
	Discussion Board paragraph		3 points for a well written paragraph		December 9th by 10 PM - NO LATE WORK ACCEPTED	3	
		Discussion Board video	2 extra points if you add a video to your paragraph		December 9th by 10 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)		December 12th by 10 PM - NO LATE WORK ACCEPTED	3	
		Discussion Board response video	2 extra points if you add a video to your paragraph		December 12th by 10 PM - NO LATE WORK ACCEPTED		2