

Cultural Diversity and Youth in the U.S

-Syllabus-

Department: Chicano Studies

Instructor Information

Olivia Garcia, PhD (Dr. or Professor Garcia)

It is best to log into Blackboard and send me a message through our course (labeled: 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 (Please email me for emergencies only. Here are some examples of an emergencies: a family member that you take care of is very ill, you are having a medical emergency, or there has been a death in your immediate family. I do not check this email as regularly as I will the check Blackboard Messages.)

Office Hours: [Mondays 3:30 – 5 PM](#) and [Fridays 8 – 9:30 AM](#) 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.

All times listed at Mountain Time (MT). 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 (sooner rather than later) 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.

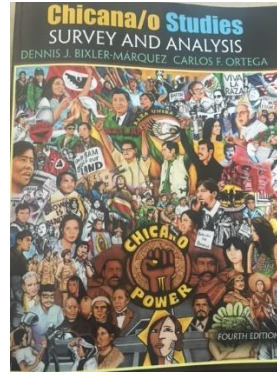
By the end of the course, you should be able to:

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.

- 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.

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, points and deadlines.*

Students must complete the following assignments:

- ✓ Introduction in Discussion Board
- ✓ Complete 3 Exams
- ✓ Complete 3 Quizzes
- ✓ Post in 2 Discussion Board (2 posts)
 - Respond to classmate in each Discussion Board
- ✓ Complete Final Worksheet

Extra credit (optional assignments) include:

- ✓ Attending or watching the recorded session of online lectures and completing the Participation point option
- ✓ Submit a video response to Discussion Board Quizzes

For all writing assignments students will be evaluated on providing a strong thesis, using supportive evidence from the course material to show mastery of course material, 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 that will be under the specific module for 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

Exams – Every student is required to take 3 exams that will consist of creating an annotated bibliography for every item on the Course Reading List. Please use the professor's format in creating these. More instructions are available in Blackboard.

There is no time limit on the exams. 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). 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 should 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 5 points. Well-written *response to a classmate* is worth 5 points. If a video summarizing the original post is also submitted, that is an extra 2 points (optional/extra credit).

Discussion Board Post Responses – Students are asked to respond to one other classmate for topic discussions. Please read [this article](#) before responding. Make sure to be respectful in your responses and know that all responses are public (to the class).

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 12 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 depending 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.**

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

Table 1 - Numerical Grade and Corresponding Letter Grade

| <u>Total Points Earned</u> | <u>Letter Grade</u> |
|----------------------------|---------------------|
| 90 - 100 | A |
| 80 - 89 | B |
| 70 - 79 | C |
| 60 - 69 | D |
| 59 - Below | F |

*****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.
- D. Remember that this is a mini-course.** You have chosen to take this course and complete all the work normally done in a 16-week semester course, in an 8-week mini-course. Please adjust your schedules accordingly so you can accomplish the tasks

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.
- I encourage you to visit the [UTEP Writing Center](#) for assistance with your assignments.
- 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](#)
[UTEP Office of Institutional Compliance](#)
- Other information:
 - "Having trouble with Blackboard" is not an excuse for late assignments or lack of knowledge about the course. You may access [Blackboard assistance](#).
- Students may see the operating manual for other university policies and procedures accessible [here](#).
- 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.

Cultural Diversity and Youth in the U.S

-Reading List-

Department: Chicano Studies

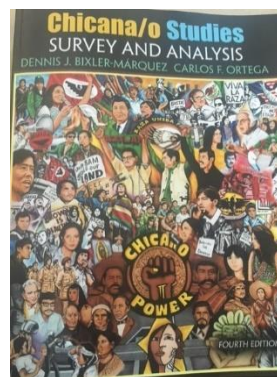
Instructor: Olivia Garcia, PhD

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 (under Additional Readings menu). 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**

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

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

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



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

Week 4: Module 4 – Demographics



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



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

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=.eLDPnVV0#.iwXo8MZZB

Week 5: Module 5 – Contemporary Debate



Read

Library of Congress. "What is the American Dream?" Available at: <http://www.loc.gov/teachers/classroommaterials/lessons/american-dream/students/thedream.html>



Read/Do

What is your American Dream Score?



Watch video

Youtube.com. Immigration Mexico Jose M. Hernandez NASA Farm worker. Available at: YouTube URL: <https://www.youtube.com/watch?v=aichZLb5xcl>



Read

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/>



Read

Lugo, Mark Hugo et. al., 2018. "Latinos are more likely to believe in the American dream, but most say it is hard to achieve." Fact Tank - Our Lives in Numbers. September 11. Available at: <http://www.pewresearch.org/fact-tank/2018/09/11/latinos-are-more-likely-to-believe-in-the-american-dream-but-most-say-it-is-hard-to-achieve/>



Read

Baumann, Susana G. 2016. "No country for Latinos and the American Dream." Blog in Branding, Featured, Thought leadership. November 07. Available at: <https://latinasinbusiness.us/2016/11/07/latinos-and-the-american-dream/>



Read

Corea, Nicole. 2018.

"The Future of the American Dream is Latino." Blog in Community Development. March 02.

Available at: <https://www.aspeninstitute.org/blog-posts/future-american-dream-latino/>

Read

Pew Research Center. May 2, 2006. "Once Again, the Future Ain't What It Used to Be." Available

at: <http://www.pewsocialtrends.org/2006/05/02/once-again-the-future-aint-what-it-used-to-be/>

Read

Constable, Pamela and Scott Clement. January 31, 2014. "Hispanics often lead the way in their faith in the American Dream, Poll Finds." The Washington Post. Availableat: https://www.washingtonpost.com/local/hispanics-often-lead-the-way-in-their-faith-in-the-american-dream-poll-finds/2014/01/30/c9d4d498-6c2a-11e3-b405-7e360f7e9fd2_story.html?utm_term=.5e8ae244e5ff

Lopez, Mark Hugo., Gonzalez-Barrera, Ana and Jens Manuel Krostad. 2018. "More Latinos have Serious Concerns about their Place in America Under Trump." October 25. Available at:

<http://www.pewhispanic.org/2018/10/25/latinos-have-become-more-pessimistic-about-their-place-in-america/>**Week 6: Module 6 – Education**

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 (available under Additional Readings)



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

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.

| Responses to others | Quizzes | New Module | Extra Credit | Exams | |
|--|---|--|---|--|--|
| <u>Module - Dates items are available (at 7 am MT)</u> | <u>Required Course Task</u> | <u>Instructions</u> | <u>Due Date & Time (late deadline in red)</u> | <u>Possible Points for Required Course Tasks</u> | <u>Extra Credit (Optional Work) Points Available</u> |
| Module 1 - March 24th | Review all material in Module 1 (About the Course) | Review all material in Module 1 | | | |
| | Introduction paragraph | Write a paragraph about yourself (follow instructions on Discussion Board- Introduction in Blackboard) | March 29th by 10 PM - LATE: Zero points earned | 5 | |
| | Respond to 3 of your classmates | Post in Discussion (follow instructions on Discussion Board Introduction in Blackboard) | April 1st by 10 PM- LATE: Zero points earned | 3 | |
| | | Do a video introduction of yourself (in addition to your written paragraph) | | | 2 |
| | Lecture 1 - About the course | Available under Dr. Garcia's Virtual Office Hours | March 25th at 3 pm | 0 | |

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|------------------------------|---|---|--|---|---|
| | Particiaption Point | Answer question | DUE by May 10th by 10 PM | | 1 |
| | Quiz 1 - About the Course | Follow instructions on Blackboard | March 29th by 10 PM - LATE: March 30th by 10 PM (penalty 1 point) | 5 | |
| Module 2 - March 24th | Review all material in Module 2 (What are Race and Ethnicity?) | Make sure to review the Reading List too! | | | |
| | Lecture 2 - Race and Ethncity | Available under Dr. Garcia's Virtual Office Hours | Friday, March 29th at 7:30 am | | |
| | Particiaption Point | Answer question | DUE by May 10th by 10 pm | | 1 |
| | Quiz 2 – Race and Ethnicity | Follow instructions on Blackboard | April 5th by 10 PM- LATE: April 6th (penalty 1 point) | 5 | |
| Module 3 - March 31st | Review all material in Module 3 (Historical Perspectives) | Make sure to review the Reading List too! | | | |
| | Lecture 3 - Historical Perspectives | Available under Dr. Garcia's Virtual Office Hours | April 8th at 3 pm | | |
| | Particiaption Point | Answer question | DUE by May 10th by 10 PM | | 1 |

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|---|---|---|---|----|---|
| | Quiz 3 – Chicano Studies paradigm | | April 12th by 10 PM - LATE: April 13th by 10 PM (penalty 1 point) | 5 | |
| Available to begin working on this March 24th at 7 am | Exam 1 (covers Modules 2 & 3) | Follow instructions on Blackboard | April 19th by 10 PM - LATE: 1 point per day, up to 5 days | 15 | |
| Module 4 - April 7th | Review all Material in Module 4 (Demographics) | Make sure to review the Reading List too! | | | |
| | Lecture 4 - Demographics | Available under Dr. Garcia's Virtual Office Hours | April 15th at 3 pm | | |
| | Participation Point | Answer question | DUE by May 10th by 10 pm | | 1 |
| | Discussion Board 1 - Post | | April 20th at 10 PM - No late work accepted | 5 | |
| | Video further explaining your post | | April 20th at 10 PM | | 2 |
| | Respond to another student's post (only respond to 1 other student) | | April 22nd at 10 pm (you must post your response by 20th in order to get points for responding | 5 | |

| | | | | | |
|---|---|--|--|----|---|
| | | | to another person) | | |
| Available to begin working on this March 24th at 7 am | Exam 2 (covers Module 4) | Follow instructions on Blackboard | April 26th at 10 PM - LATE: 1 point per day, up to 5 days | 15 | |
| Module 5 - April 14th | Review all material in Module 5 (Contemporary Debate) | Make sure to review the Reading List too! | | | |
| | Discussion Board 2 - Post | | May 3rd at 10 PM - No late work accepted | 5 | |
| | Video further explaining your post | | May 3rd at 10 PM | | 2 |
| | Respond to another student's post (only respond to 1 other student) | | May 5th by 10 PM - (you must post your response by 3rd in order to get points for responding to another person) | 5 | |
| Module 6 - April 21st | Review all material in | Make sure to review the | | | |

| | | | | | |
|---|---|--|--|------------|----|
| | Module 6 (Education) | Reading List too! | | | |
| | Lecture 5 - Education | Available under Dr. Garcia's Virtual Office Hours | Monday, April 22nd at 3 pm | | |
| | Participation point | | DUE by May 10th by 10 pm | | 1 |
| Available to begin working on this March 24th at 7 am | Exam 3 (covers Module 6 only) | | May 10th by 10 PM - NO LATE WORK ACCEPTED | 15 | |
| Module 7 - April 28th | Review all material in Module 7 (Ethnic Studies) | Make sure to review the Reading List too! | | | |
| | Lecture 6 - Ethnic Studies | Available under Dr. Garcia's Virtual Office Hours | Monday, April 29th at 3 pm | | |
| | Participation point | | DUE by May 10th by 10 pm | | 1 |
| Week 8 - Comprehensive exam - Available March 24th | Final Worksheet | | May 17th by 10 PM - NO LATE WORK ACCEPTED | 12 | |
| | | | | | |
| | | | Total points | 100 | 12 |