

# Syllabus

## Comm 1100: Communication in Society

Autumn 2024 – Hybrid Course

**Class Time:** Wednesday/Friday 9:10 – 10:05 a.m.

**Class Location:** Lazenby 034 (right next to South classroom entrance)

**Instructor:** Dr. Emily Davidson

- **Email:** davidson.536@osu.edu
- **Office:** Journalism Building 316
- **Office Hours:**
  - In person: Wednesday & Friday 10:15 – 11:15 a.m. (right after class)
  - Online: Tuesday: 11:30 – 1:30 on Zoom:  
<https://osu.zoom.us/j/97781437516?pwd=JVryqk60Mt24blb2fwwMsJecaf802m.1>
    - \*Drop-ins welcome, but it's best to let me know you're coming so you're not stuck in the 'waiting room'
  - Additional times available by appointment

**C-REP Coordinator:** Jessica Ryu, M.A. ([ryu.205@osu.edu](mailto:ryu.205@osu.edu))

**Required text:**

Griffin, E., Ledbetter, A., & Sparks, G. (2023). *A first look at communication theory* (11th ed). New York: McGraw-Hill.

The textbook for this course is available online as an eBook on the McGraw Hill Connect website. You will set up your account on the site through our course. You can also order a discounted loose leaf copy of the text through the Connect platform once you've purchased access.

The textbook comes with tech support from McGraw Hill:

- Phone: 800-331-5094

- Chat or Email ([link](#))

All other materials are available on the Canvas site for this course.

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## **Course description and prerequisites**

**Mode of delivery:** This course is a hybrid delivery style class, with two hours of in-person class time per week and an additional hour of online work.

**Course content:** This course will discuss the nature of scientific theory in general and communication theory in particular. It provides an overview of some of the major theories guiding our understanding of communication in various contexts (e.g., interpersonal, group, political, organizational, intercultural, mass mediated). The course will focus on theories that can be tested using the scientific method. All theories will be critiqued using specific criteria and standards. When possible, theories will be applied to real-world communication contexts.

## **General Education learning goals and outcomes**

This course satisfies the General Education Curriculum requirement “Social Science: Individuals and Groups.”

### **Goals**

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

### **Expected Learning Outcomes**

At the conclusion of this course students should be able to:

**(a) apply social science theories to the study of individuals and groups;**

This course is grounded in theory, with a special emphasis on social science theories used in the field of communication. Readings, lectures, exams, and reading assignments fulfill this learning outcome.

**(b) Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.**

In this course, several lectures and chapters are devoted to individual differences in communication (e.g., gender, minority groups, people from individualistic versus collectivist cultures). Readings, lectures, exams, and reading assignments fulfill this learning outcome.

**(c) Students comprehend and assess individual and group values and their importance in social problem solving and policy making.**

Communication is a critical tool for solving problems between individuals and groups. Readings, lectures, exams, and reading assignments fulfill this learning outcome.

## **Course objectives**

Students who complete this course will also:

1. Comprehend the scientific method
2. Comprehend scientific theories
3. Comprehend different research methods scientists use to test hypotheses, which are often deduced from theories
4. Comprehend some important scientific theories used in the field of communication
5. Comprehend some important individual differences in communication styles
6. Comprehend the role of communication in some important contexts (e.g., interpersonal, group, political, organizational, intercultural, mass mediated).

## **Course technology**

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available and support for urgent issues is available 24/7.

- **CarmenCanvas**

- Ohio State's Learning Management System, CarmenCanvas will be used to host materials and activities throughout this course. To access Canvas, visit <https://osu.instructure.com/>
- Log in to Canvas using your name.# and password. If you have not set up a name.# and password, visit my.osu.edu.
- Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>

**This hybrid course requires use of Canvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**

- [Canvas accessibility](#)

- **CarmenZoom**

- Some office hours will be held through Ohio State's conferencing platform, CarmenZoom.
- Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within CarmenZoom for the student to live chat with the instructor in the virtual office hours room.
- Help guides on the use of Carmen Connect can be found at <https://resourcecenter.odee.osu.edu/carmenzoom>
  - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
  - Phone: 614-688-HELP (4357)
  - Email: [8help@osu.edu](mailto:8help@osu.edu)
  - TDD: 614-688-8743

- **McGraw Hill Connect**

- This course will use some online features that accompany the textbook, which is available as an e-book through Connect.
    - See [this video](#) to learn how to access the textbook.
  - Connect includes SmartBook (previously called [LearnSmart](#)), an interactive study tool that tracks and adapts to students' skill and knowledge levels. It will identify which topics have been mastered and which require further instruction and practice. It then adjusts the learning content based on these strengths and weaknesses, as well as your confidence levels.
  - Connect will be accessible directly through the Canvas course.
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## Assignments and Grading

### Smartbook reading assignments (15/17 required) – 10 points each

- Every week, you will be reading 1-3 chapters of the textbook. To help guide your comprehension of this material, you will answer questions from McGraw Hill Connect's Smartbook tool to accompany the chapters (no more than 2 a week)
- These assignments cannot be made up, so make sure to do them by Friday night at midnight unless otherwise stated. Late submissions are not accepted for these assignments.
- **Your lowest two scores will be dropped**, so you can miss up to two of these assignments without affecting your final grade.

### Exams (3) – 30/40 points each

- This class will have three exams worth a total of 100 points completed online
  - The first two exams will cover selected units and are worth 30 points apiece.
  - The final exam will cover the last chapters and have some cumulative concepts and is worth 40 points. You will be provided with guidance on what course-wide concepts might appear to help direct your studying.

### Discussions (3) – 15 points each

- There will be three discussion posts due throughout the semester worth 15 points each.
- The discussions will cover material from readings outside of the textbook and will be done online in smaller groups.
- Discussion posts should be thoughtful and self-reflective, applying these concepts to your daily lives and experiences with communication.
- For full credit, you must respond to at least two of your groupmates' posts in a thoughtful way.

### Other exercises

- **Self intro video:** To introduce yourself to me and your classmates, a self-introduction video will be due at the end of week 1 (10 points)
- **Smartbook intro exercise:** To familiarize yourself with the McGraw Hill Connect system, complete this assignment by the end of week 1 (5 points)

### C-REP (5 credit hours) – 15 points

- All students in COMM 1100 are required to participate in the Communication Research Experience Program (C-REP). C-REP is designed to give students direct exposure to the topics, goals, methods, and ethical issues of communication research.
- Your participation in C-REP counts for 5% of your course grade. You can earn partial credit for completing fewer credits (e.g. 3 credits for 9 pts). Participation can take the form of research studies and/or alternative assignments.

### Important information about C-REP:

- **If you have a question not covered in the supporting materials, email the C-REP coordinator Jessica Ryu <ryu.205@buckeyemail.osu.edu> (not the instructor).**
- **Both COMM 1100 and COMM 1101 require C-REP participation**, and some students take both courses simultaneously. If you are enrolled only in COMM 1100, you only need 5 hours. If you are enrolled in both courses, you need 10 hours. **The same C-REP participation CANNOT be counted for both courses.** For each study, you will indicate what class the credit goes toward.
- **At least half of your credits should be completed during the first half of the semester.** It is wise to complete your C-REP requirement as early as possible in the semester when demands on your time and sign-ups for studies are the lightest. Because the number of studies may be limited, it is also wise to ask for alternative assignments early.

- **If you sign up for a study but do not show up, you will have to complete an alternative assignment to make up the hours you missed.** You will be locked out of C-REP until you complete the alternative assignment.
- The C-REP Student Guide is on Canvas in the [C-REP assignment overview](#). If you have any questions, please review those materials and the video presentation [in this early announcement](#).

### Extra Credit

- Technically there is no extra credit permitted in this course, however the department has allowed for SEI participation to be used as extra credit for the entire class.
- **The Student Evaluation of Instructor (SEI) is a way for you to give feedback on the course and me.** These anonymous reports allow you to evaluate the course design and delivery.
- One thing that is important is that a high number of you complete them, so **if 75% of the class completes their SEI's, then I will grant \*everyone\* an additional 3 points of extra credit.**
- The only thing that the registrar shares with me is the response rate, so I won't know who responded or what you said.

### Grade breakdown

| Assignment                     | Number of items | Points per item             | Approx. Weight | Total points |
|--------------------------------|-----------------|-----------------------------|----------------|--------------|
| Smartbook reading assignments  | 17 (2 dropped)  | 10                          | 46%            | 150          |
| Exams                          | 3               | 30 – midterms<br>40 – final | 30%            | 100          |
| Discussion posts and responses | 3               | 15                          | 14%            | 45           |
| Self-intro video               | 1               | 10                          | 3.5%           | 10           |
| Smartbook intro exercise       | 1               | 5                           | 1.5%           | 5            |
| C-REP                          | 5 credits       | 3 points/credit             | 5%             | 15           |
|                                |                 |                             | 100%           | 325          |

### Grade scale

93–100: A                      90–92.9: A-  
 87–89.9: B+                    83–86.9: B                    80–82.9: B-

77–79.9: C+  
67 –69.9: D+  
Below 60: E

73–76.9: C  
60 –66.9: D

70 –72.9: C-

Please note: Carmen and Buckeyelink do not round up grades. Your grades will be exactly what's earned and will not be rounded up. There will be an opportunity for some extra credit through the SEI participation noted above.

**(Tentative course schedule on pp. 16-19 of this document)**

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## Course Policies

### Attendance and participation

- Attendance for in-person classes is required, but will follow the honor system. In other words, **I am not going to take attendance after the first week**. If you do not come to class, you will miss the content from the lecture and discussion and cannot make that up unless you have documentation (\*see below\*).
- There are no required synchronous online sessions. You can complete online course content at your own pace, as long as you do so by the weekly deadline (usually Friday by 11:59 p.m.).
- **Recording devices are not permitted in the classroom**. This policy is designed to protect the copyright of the lectures and the privacy of you and your classmates.
- **Late assignments**
  - Connect assignments cannot be submitted late unless specifically noted.
  - **Ask for permission rather than forgiveness!** I am happy to provide reasonable extensions for other assignment (e.g. exams) deadlines if asked ahead of time.
    - **Please do not come to class if you are sick**. Reach out to me before class time and we can arrange remote attendance if necessary.
  - After-the-fact late submissions will only be accepted with a university approved excuse. This applies to class absences too, so **\*provide**



**documentation\* if you miss class or an assignment** and I can catch you up on what you missed one-on-one.

## Challenging a grade

- I am always willing to discuss your grades with you, but I will not do so during class time. To challenge a grade, you must meet me during office hours or make an appointment within one week of the assignment being returned to you.
- If you have questions or concerns about exam questions or Connect Smartbook items, please reach out to me ASAP. **Please do not screenshot exam questions**, as this opens up the exam to academic misconduct. All concerns will be taken seriously because errors can impact the entire class.

## Instructor feedback and response time

- **Grading and feedback**
  - Many assignments will be automatically graded (exams, Smartbook assignments)
  - For written assignments, you can expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.
  - **Please only contact me using your OSU email address.** This protects your privacy and avoids any violation of your [FERPA](#) rights.

Remember that you can call **614-688-HELP (614-688-4357)** at any time if you have a technical problem.

## Encouraging an optimal learning experience

Succeeding in a hybrid course requires good time management and self-discipline. Here are some tips to get the most out of the course and put yourself on the path to a strong performance.

- **Come to class.** Class lectures expand upon the textbook material, clarify concepts, and provide opportunities to address questions and concerns. Plus I want to have a rich environment for discussion, so I need you there!

- **Plan ahead.** You have access to the entire semester's schedule on the last few pages of this document and in Canvas. **Take note of deadlines** so they don't sneak up on you. **Ask for extensions** if approaching deadlines are going to be a challenge with your other courses. **Complete C-REP early** so you're not scrambling to get credits at the end of the semester.
- **Be tech ready.** Make sure you have access to reliable internet connections for assignments and exams. Back up your notes so your hard work isn't undone by a tech issue. OSU provides free access to data storage through [Microsoft OneDrive](#).
- **Keep up with the reading.** You're going to have those weekly reading assignments anyway, but staying ahead of your reading will help you get the most out of lectures too.
- **Ask for help.** Please don't wait to reach out to me if you're unclear on anything. That's what I'm here for!

### **Fostering a respectful learning environment**

- It is very important that we maintain a supportive learning community that can both encourage disagreement and feel safe for everyone involved. Use a respectful tone with your classmates and instructor in class, online, and in email communications. Rude or impatient communications are generally not appreciated in professional environments, so consider your words as if you were a professional.
- I will not tolerate racist, sexist, homophobic, transphobic, ableist, or xenophobic language in our class, neither online or in person.

### **Statement on Title IX**

- All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.
- If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault,

relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## **Academic integrity**

I take academic integrity very seriously. The college experience means flexing those cognitive muscles to develop new knowledge, critical thinking skills, and connections between ideas. Taking shortcuts like cheating or plagiarizing not only jeopardizes your academic standing, but also betrays the whole point of higher learning.

- It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.
- **If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.
- Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the [University’s academic regulations](#). **You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.**

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Copyright statement

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Mental health statement

### PLEASE TAKE CARE OF YOURSELF

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

- If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS)** by visiting <https://ccs.osu.edu/> or calling **614-292-5766**. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.
- If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about

what to do, 24 hour emergency help is also available through the **Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)**

## **Religious accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

## **Accessibility accommodations for students with disabilities**

### Requesting accommodations

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with [Student Life Disability Services](#) to establish reasonable accommodations.**

**After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.**

**SLDS contact information:**

**Phone:** 614-292-3307

**Website:** [slds.osu.edu](http://slds.osu.edu)

**Email:** [slds@osu.edu](mailto:slds@osu.edu)

**Offices:** 098 Baker Hall, 113 W. 12th Avenue.

### DISCLAIMER

The information provided in this syllabus constitutes a list of basic class policies. I reserve the right to modify this information when deemed necessary for any reason. You will be notified in class, via email, and/or on Canvas if and when any changes occur.

## Tentative Schedule

All assignments are due at 11:59 p.m. on the day assigned

| Week   | Dates            | Topic   | Readings  | Assignments/Due dates  |
|--|------------------|---|---|--|
| <b>Unit One: Intro to Communication Research</b>   |                  |   |   |  |
| 1  | 8/21 – 8/23/2024 | Intro to course<br>Intro to theory-based research and methodologies | Griffin, et al. (2023) Chap 1   | Self intro video<br>8/23 (F)<br><br>Smartbook overview assignment<br>8/23 (F)<br><br>Smartbook reading assignment<br>8/28 (W – following week) |
| 2  | 8/28 – 8/30      | More methodology and scientific inquiry                             | Griffin, et al. (2023) Chap 2<br>Siegel (2020) [ <a href="#">Forbes article</a> ] | Smartbook reading assignment<br>8/30 (F)   |
| 3  | 9/4 – 9/6        | Theoretical traditions  | Griffin, et al. (2023) Chap 3   | Smartbook reading assignment<br>9/6 (F)  |
| <b>Unit Two: Social and interpersonal learning</b> |                  |   |   |  |
| 4  | 9/11 – 9/13      | Conditioning<br>Social learning theory<br>Mental models and schema  | Busselle (2017)   | Watch conditioning video<br><br>Discussion 1<br>Post 9/12 (R)<br>Response<br>9/15 (Su)   |
| 5  | 9/18 – 9/20      | Symbolic interactionism<br>Expectancy violations                    | Griffin, et al. (2023) Chaps 5 & 6  | Watch Burgoon interview<br><br>Smartbook<br>9/20 (F)   |

|  |  |  |                                      |   |                  |
|--|--|--|--------------------------------------|---|------------------|
|  |  |  |                                      | reading assignments (2)   |                  |
|  |  |  |                                      | <b>Exam 1</b>   | <b>9/22 (Su)</b> |
| <b>Unit Three: Interpersonal communication and influence</b> |  |  |                                      |   |                  |
| 6  | 9/25 – 9/27                                      | Social penetration theory<br>Uncertainty reduction theory            | Griffin, et al. (2023) Chaps 8 & 9   | Watch Berger interview<br><br>Smartbook reading assignments (2)         | 9/27 (F)         |
| 7  | 10/2 – 10/4                                      | Relational dialectics theory<br>Social information processing theory | Griffin, et al. (2023) Chaps 11 & 10 | Watch Baxter and Walther interviews<br><br>Smartbook reading assignment | 10/4 (F)         |
| 8  | 10/9 ( <i>Autumn Break Thursday and Friday</i> ) | Cognitive dissonance   | Griffin, et al. (2023) Chap 16       | Smartbook reading assignment  | <b>10/9 (W)</b>  |
| 9  | 10/16 – 10/18                                    | Social judgment theory<br>Elaboration likelihood model               | Griffin, et al. (2023) Chaps 14 & 15 | Smartbook reading assignments (2)                                       | 10/18 (F)        |
| 10   | 10/23 – 10/25                                    | Moral disengagement<br>Bystander effects                             | Bandura (2011)                       | Discussion 2  | Post 10/23 (W)   |



|   |               |  |  |   |   |
|---|---------------|--|--|---|---|
|   |               |  |  | Exam 2  | Response<br>10/25 (F)<br>10/27 (Su)                       |
| <b>Unit Four: Group and intercultural communication</b> |               |  |  |   |   |
| 11  | 10/30 – 11/1  | Group communication and decision making<br>Organizational communication  | Griffin, et al. (2023) Chaps 20 & 22<br><br><a href="#">Maintenance Phase (2022)</a><br><a href="#">Workplace Wellness</a> | Watch Hirokawa interview<br><br>Smartbook reading assignments                   | 11/1 (F)  |
| 12  | 11/6 – 11/8   | Communication accommodation theory<br>Face negotiation theory<br>Feminist standpoint theory and code-switching | Griffin, et al. (2023) Chaps 25, 26, & 29  | Watch Giles and Ting-Toomey interviews<br><br>Smartbook reading assignments (2) | 11/8 (F)  |
| <b>Unit Five: Mass Communication</b>                    |               |  |  |   |   |
| 13  | 11/13 – 11/15 | Semiotics<br>Affective disposition theory  | Griffin, et al. (2023) Chap 33<br>Raney (2005) – <i>can skim</i>   | Smartbook reading assignment<br><b>Discussion 3</b>                             | 11/15 (F)<br><br>Post 11/15 (F)<br>Response<br>11/17 (Su) |

|    |                                |   |  |   |           |
|----|--------------------------------|---|--|---|-----------|
| 14 | 11/20 – 11/22                  | Uses and gratifications<br>Cultivation theory<br>Agenda-setting | Griffin, et al. (2023) Chaps<br>35, 36, & 37 | Watch<br>McCombs<br>interview<br><br>Smartbook<br>reading<br>assignments<br>(2) | 11/22 (F) |
| 15 | Thanksgiving break, no classes |   |  |   |           |
| 16 | 12/4 – 12/6                    | Catch up and wrap up  |  |   |           |
| 17 | Finals Week                    |   |  | <b>Final Exam</b>   | 12/10 (T) |

## Tentative Schedule

All assignments are due at 11:59 p.m. on the day assigned