

## About the Instructor

Name: Dr. Rachel Tennial

Phone: 618-650-3638

Email: [rtennia@siue.edu](mailto:rtennia@siue.edu)

Office Hours: T/TH 2:30pm – 4:00 pm

## About the Teaching Assistant

Name: Paige Crause

Email: [pcrause@siue.edu](mailto:pcrause@siue.edu)

Office Hours: TBD

## Welcome

Hi Everyone! I am excited to be working with you this semester as we explore the concepts and theories related to the study of groups and how these entities can impact individual behavior within psychology. This is quite an important topic as we live, work, and play in both formal and informal groups with others. I think that the college classroom is the best space to examine this topic safely and respectfully and how it relates to our everyday lived experiences.

## Bio

Dr. Rachel Tennial is an Assistant Professor of Psychology at Southern Illinois University Edwardsville. After completing her PhD in social psychology at Saint Louis University in 2014, Dr. Tennial taught psychology for six years at the University of Arkansas at Little Rock. Dr. Tennial's research interests include exploring racial/ethnic and sexual identity and identification and examining colorism (a.k.a. skin tone bias), stereotyping, stigma, and prejudice. In addition to these interests, Dr. Tennial also studies topics related to the scholarship of teaching and learning. Dr. Tennial's teaching interests include research methods, social psychology, psychology of gender, multicultural psychology, and group dynamics. Dr. Tennial enjoys spending time with her dogs, Wally and ThudButt and reading fiction novels.

## How to Succeed in This Course

This course requires much reading and writing and viewing the Blackboard content. Successful students will be those who do the following:

- ✓ **READ THE SYLLABUS THOROUGHLY!**
- ✓ Devote enough time to reading and writing for the class. It will be a lot of work!
- ✓ Check Blackboard frequently for announcements and assignments.
- ✓ Complete all assigned reading and writing assignments.
- ✓ Prepare course materials in advance, at least 5 days, for studying for the exams.
- ✓ Complete and return all assignments by the deadline – late assignments will be penalized (see late assignment policy).
- ✓ Engage in class activities and discussions.
- ✓ Write full sentences with few if any spelling or grammatical errors in writing assignments.
- ✓ Follow all instructions carefully.
- ✓ Take advantage of the services offered by the Writing Center and library reference librarians.
- ✓ **ABOVE ALL BE RESPONSIBLE!**

## Communicating with the instructor

SIUE Email is my preferred method of contact. I have purposely disabled Blackboard messaging for this course. Please use my email address or call my office phone number to reach me about the course. I will respond to email within 48 hours of receiving the message. I will be checking email between 9AM-5PM during weekdays. Please contact me only via SIUE email.

## Course description

Small group interaction, including topics of group structure and function, group problem solving, leadership, etc.

## Prerequisite knowledge and credit hours

PSYC 111

Three credit hours

## Course goals and objectives

Upon completion of this course, students will be able to:

1. Summarize key psychological concepts related to the topic of group dynamics.
2. Demonstrate an awareness of how principles of the theories and concepts related to the aforementioned topic apply to everyday life.
3. Compare and contrast multiple psychological theories and concepts related to the topic of groups and individual behavior.
4. Understand the influence of psychological factors such as culture, socialization, and belonging on the formation and proliferation of groups and related topics.

## Course textbook

Forsyth, D. R. (2014). Group Dynamics sixth edition. Cengage Learning Inc.

Undergraduate students can rent textbooks from SIUE. Please visit the [Textbook Service website](#) for more information. For off-campus classes, the textbook may be shipped to you. Look for the option "Off-Campus Classes have special instructions, click here for these." Note: shipping time may take up to two weeks.

## Other course materials

Additional readings may be assigned.

## Course requirements

### Course activities/assessments

Assignments are posted in Blackboard throughout the semester and will be due online at the scheduled date and time. This information can be found on the schedule presented in this syllabus. Specific instructions for each assignment can be found on Blackboard. It is your responsibility to make sure that all assignments are completed and turned in on time. It should not be expected that I will post or give verbal reminders for work. Work turned in after the scheduled date and time is considered late work.

## Submitting work

Students will submit all work in Blackboard via specific submission links for coursework. Emailed assignments will not be accepted unless prior approval is obtained from the instructor.

## Online class behavior

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively.

- Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
- Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name.** Take responsibility for your comments in order to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content, but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on topic.** Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

## Technology requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#).

## Technology capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in class
- Attach files to emails or course areas
- Navigate websites and course materials
- Have access to a device with webcam capabilities or phone access to attend zoom meetings
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

## Course and University policies

### Academic integrity/plagiarism

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

### Turnitin

This course may utilize the Turnitin plagiarism detection software. A Turnitin link will be available anywhere written work is to be submitted in the course. [Find out more about using Turnitin](#).

## Grading

Assignment Breakdown	Points Assigned	Weighted %	Weighted Pts
Attendance Points (for the entire semester)	100	10%	10
Syllabus and Course Readiness Quiz, each worth 10 pts	20	5%	1
Plagiarism Training	30	6%	1.8
Ten Top 5s, each worth 10 points	100	12%	12
Ten Weekly Reflective Journals, each worth 10 points	100	12%	12
Two In-Class Article Discussions, each worth 20 points	40	10%	4
Group Analysis Mini Project	150	12%	18
Two Unit Essays, each worth 100 points	200	13%	26
Final Project (subject to change based on modality)	300	20%	60
<b>Total</b>	<b>1,040 Points Assigned</b>	<b>100%</b>	<b>144.8 Points Available</b>

## Grading scale

Letter Grade	Weighted Points Range	Percentage Range
A	144.8 – 130.32	100% - 90%
B	128.87 – 115.84	89% -80%
C	114.39 – 101.36	79% - 70%
D	99.91 – 86.88	69% - 60%
F	85.43 or below	59% or below

A traditional grading scale will be followed. I do not “round up” for mid-term or final grades. Do not ask about this. Your final project will make up 20% of your final grade. All other assignments will make up the remaining 80% of your final grade. If you have an issue with your grade on an assignment, you must notify me by email to set up an appointment to discuss the grade within a week after your grade is posted in Blackboard. I will not consider grade disputes raised after this time.

This course will have three-unit essays as the primary form of assessing content knowledge acquisition in lieu of traditional exams. These essays will be directed with specific prompts and will be no more than two pages single-spaced. Two of the three essays will be included in the final grade. Each essay will be due online in Blackboard on the date scheduled in the syllabus. It is your responsibility to make sure that your essay is completed and turned in on time. I will not post or give verbal reminders. Late essays will not be accepted for any reason or circumstance.

## Grading rubric[s]

Grading rubrics will be provided in Blackboard for assignments that the instructor utilizes one for grading purposes.

## Feedback and grading timeline

Weekly Journals and Top 5 grades with rubric feedback will be posted within one week of the due date. Other assignments may take longer to grade. You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see feedback on the rubric, if any.

## Late or Missed Assignments

Late assignments will be penalized 10% for each day past the due date. After 2 days (this includes all days within the week Monday - Sunday), the assignment will not be accepted for credit. All assignments are subject to the late assignment policy. Formal assessments cannot be submitted after the due date. Assignments will not be accepted as email attachments unless approved by the instructor.

Important Information about Assessments: Make-up assessments will not be given for any reason. Of the three essays given throughout the course, the lowest essay grade will be dropped automatically. Therefore, if there is a life circumstance that should prevent you from performing optimally on an assessment, there is no need to worry.

## Rewrites

Rewrites will not be permitted in this course.

## Participation

It is vitally important that our classroom environment promote the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during in-class discussions. Your success in this course will depend on your communication, consistent engagement, and active participation in all course activities. Success in this course requires that you adhere to the deadlines given below as you complete assignments and other course activities. Participation in class discussions is very important.

## **Regular and Substantive Interaction**

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the Faculty Resources for Regular and Substantive Interaction webpage.

## **Attendance/excused absence policy**

Attendance will be taken every class period that we meet. Each student will begin the semester with 100 points for attendance. Deductions will occur for unexcused absences. Holidays and scheduled class cancellations will not be included in the count of missing days. Missing 10%= 90pts, 20%= 80pts, 30%= 70pts, 40%= 60pts, 50%= 50pts, >50%= 0pts.

Students are STRONGLY encouraged to attend all class meetings. There will be in-class activities and assignments for which you may receive points. If you are not present the day of these activities/assignments, you will not receive points and you cannot make these up. If you miss class, it is your responsibility to obtain notes and/or handouts from your classmates. An "Excused" absence will be recorded for any student who notifies the instructor (by phone or email) prior to the class meeting time that they will not be able to attend class. A note may be required if absences become frequent or upon the instructor's request. Also, students who arrive to class meetings 15 minutes or more late will be counted as an unexcused absence.

## **Course Questions**

It is natural for everyone to have questions and I want you to feel comfortable asking questions. That said, in some cases, students ask questions that could be easily answered by looking in the syllabus or course materials. In order to facilitate personal responsibility I ask that you follow the "rule of 3 then me" before asking a question. If your question is about the course requirements or some aspect of the course check in 3 places for the answer before you ask me. When you ask me, tell me where you have looked for the answer and explain your question. This helps me understand the question so I can give you a better answer.

Where to send questions: If you have a question about the course, you can send me an email within SIUE email. If you want to ask a question of the entire class post it on the "Ask Questions" discussion area. This is a general discussion area and you can post general questions here. Sometimes your classmates may know the answers to questions and I will check this area as well. Please send any questions of a personal nature directly to me or call the psychology department to reach me regarding urgent or emergency matters.

## **Services for Students Needing Accommodations**

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling [618-650-3726](tel:618-650-3726).

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

## **Diversity and Inclusion**

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to

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co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Center for Student Diversity & Inclusion <https://www.siu.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or [jball@siue.edu](mailto:jball@siue.edu). There is also an online form for reporting bias incidents at [https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout\\_id=10](https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10).

## Additional Support

### Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

### Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting [cougarcare.siu.edu](http://cougarcare.siu.edu) or by calling [618-650-2842](tel:618-650-2842).

### Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at [618-650-5500](tel:618-650-5500) or at [help@siue.edu](mailto:help@siue.edu) with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

## COVID-19 Pandemic Policies Related to Classroom Instruction (Spring 2022)

### Health and Safety

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siu.edu/policies/Covid.shtml>

### **Classrooms, Labs, Studios, and Other Academic Spaces**

Under current University policy, whether in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and [myaccess@siue.edu](mailto:myaccess@siue.edu)).

### **General Health Measures**

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have [COVID-19 symptoms](#), but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, contact your health provider or SIUE Health Service at [cougarcare@siue.edu](mailto:cougarcare@siue.edu) or 618-650-2842. More information on reporting procedures is available [here](#).
- Frequent washing or disinfecting of hands.
- Adhere fully to the current face mask and physical distancing rules as articulated in policy: <https://www.siue.edu/about/announcements/coronavirus/safety-guidelines-support/face-mask-pick-up.shtml>
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

### **Academic Integrity**

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

### **Recordings of Class Content**

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

### **Potential for Changes in Course Schedule or Modality**

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.

## Reasons to Become a PSYCHOLOGY MAJOR (or MINOR) at SIUE

**Meet Other Students:** Social Events, Presentations, Volunteerism, Leadership

- Psychology Club (open to all students interested in psychology)
- Psi Chi Honors Society For majors with notable academic success

**Conduct Research Studies (Psyc 491):** Example topics...

- behavior problems, school difficulties, autism spectrum, parenting, delinquency
- weight management, physical health, stress, ethical issues, mental illness, aging
- consumer behavior, employee selection, prejudice, gender bias
- decision making, memory, teaching of psychology, pseudoscience

**Experience Field Study (Psyc 493):** Example sites...

- SIUE Counseling; SIUE Human Resources; Local schools
- Juvenile Detention; Center for Autism; Madison County Probation

**Find Great Jobs! (PART 1):** Examples with a Bachelor's degree from SIUE...

- Facebook Recruiter; Case Manager at Centerstone; Human Resources
- Probation Officer at St. Clair County; Research Technician at Barnes Hospital
- Crisis Worker at Children's Home + Aide; Residential Counselor

**Get Your Masters at SIUE:**

- Industrial/Organizational Psychology (consult for businesses)
- Clinical Psychology (provide assessment & therapy)
- Clinical Child & School Psychology (help children & adolescents)

**Get into PhD Programs:** Examples admitting our students...

- DePaul University (industrial/organizational psychology)
- Florida State University (social psychology)
- Illinois State University (school psychology)
- St. Louis University (clinical psychology & family therapy)
- University of Nevada - Las Vegas (experimental psychology)

**Find Great Jobs (PART 2):** Examples with graduate degrees...

- Professor at SIUE; Researcher at Washington University
- Nestle Manager; VP of Human Resources at Ameren
- Clinician at Foundations for Change; Neuropsychologist at St. John's Mercy
- St. Jude Hospital Research Associate; School Psychologist at Edwardsville High

**If not the Psychology MAJOR, consider the Psychology MINOR:**

- All you need is: Introduction to Psychology (Psyc 111) and 6 more psych courses
- Most jobs are greatly enhanced by psychology knowledge and related skills!

**Stay in Touch:**

- [siue.edu/education/psychology](http://siue.edu/education/psychology)
- Twitter: @SIUEpsychology
- Facebook: SIUE Psychology

## APPLY TO ONE OF OUR PSYCHOLOGY GRADUATE PROGRAMS!

The SIUE Department of Psychology has three graduate programs:

- The **Clinical Child and School Psychology** graduate program has two tracks:
  - Clinical Child Psychology Track. Students in this track receive a master's degree in Clinical Child and School Psychology. About half of these students choose to then apply to a Doctoral program, and the other half choose to find a job right away. Students are prepared to work with families in private practice, hospitals, or community organizations. Our students have a very high success rate of getting into doctoral programs and finding jobs.
  - School Psychology Track. Students in this track receive a master's degree in Clinical Child and School Psychology, and then they typically stay at SIUE to receive a Specialist Degree in School Psychology.



These students have a very high success rate of finding employment as school psychologists. In fact, there is a national shortage of school psychologists. Some students later choose to also pursue a Doctoral degree.

- The **Clinical Psychology** master's program "is one of the strongest clinical training programs in the St. Louis region. It prepares students for careers in mental health organizations or further graduate education in a clinical Psy.D. or Ph.D. program, a counseling Ph.D. program, or related doctoral study. Many graduates obtain positions in community mental health centers, state hospitals, research institutions, private hospitals, and other agencies that provide psychological services."
- **The Industrial/Organizational Psychology** master's program "offers a rare blend of the scientist-practitioner model, requiring students to complete both a research-based thesis and required field hours of practicum...Research experience is directed at conceptualizing and solving applied organizational problems. Required practica, which are available throughout the St. Louis area, are oriented toward giving students applied, realistic skills and experiences to develop viable and effective performance in an organizational context."

**You can learn more about all these programs here:** <https://www.siu.edu/education/psychology/graduate/>

Course Schedule:

<b>Week</b>	<b>Content</b>	<b>Assignments</b>	<b>Due Dates</b>
<b>Week 1</b> 1/10-16	Introduction & Class Overview	Syllabus Quiz, Course Readiness Quiz, Plagiarism	1/16/2022 @ 11:59pm
<b>Week 2</b> 1/17-23	Chapter 1: Intro to Group Dynamics	Top 5 Assignment & Reflective Journal	See Blackboard
<b>Week 3</b> 1/24-30	Chapter 2: Studying Groups	Top 5 Assignment & Reflective Journal	See Blackboard
<b>Week 4</b> 1/31-2/6	Chapter 3: Inclusion & Identity	Top 5 Assignment & Reflective Journal	See Blackboard
<b>Week 5</b> 2/7-13	Chapters 4 & 5: Formation, Cohesion & Development	Top 5 Assignment, Reflective Journal, & <i>Unit Essay 1</i>	See Blackboard
<b>Week 6</b> 2/14-20	Chapter 6: Structure	Top 5 Assignment & Reflective Journal	See Blackboard
<b>Week 7</b> 2/21-27	Chapter 7 & 8: Influence & Power Article Discussion #1	Top 5 Assignment & Reflective Journal	See Blackboard
<b>Week 8</b> 2/28-3/6	Chapters 9: Leadership	Top 5 Assignment & Reflective Journal <i>Unit Essay 2</i>	See Blackboard
<b>Week 9</b> 3/7-13	<b>SPRING BREAK NO CLASSES</b>		NONE
<b>Week 10</b> 3/14-20	Workshop Week: Group Analysis Mini Project <b>No Reading</b>	No Assignments	NONE
<b>Week 11</b> 3/21-27	Group Analysis Mini Project	Mini Project Submission	See Blackboard
<b>Week 12</b> 3/28-4/3	Chapter 10 & 11: Performance & Decision Making	Top 5 Assignment & Reflective Journal	See Blackboard
<b>Week 13</b> 4/4-10	Chapter 12: Teams	Top 5 Assignment & Reflective Journal	See Blackboard
<b>Week 14</b> 4/11-17	Chapter 13: Conflict Article Discussion #2	Top 5 Assignment & Reflective Journal	See Blackboard
<b>Week 15</b> 4/18-24	Chapter 14: Intergroup Relations	Top 5 Assignment & Reflective Journal <i>Unit Essay 3</i>	See Blackboard
<b>Week 16</b> 4/25-5/1	Workshop Week: Final Project <b>No Reading</b>	No Assignments	NONE
<b>Week 17</b> 5/2-6	<b>Finals Week- No Class Meetings &amp; No Reading</b>	<b>Final Project</b>	<b>5/4/2022 @ 11:59pm</b>