

HUM 2210-0W67: HUMANISTIC TRADITIONS I

ONLINE
Spring 2021

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Zoom Office Hours: Wednesdays 10:30am-11:30am or by appointment

COURSE DESCRIPTION:

This course provides an interdisciplinary and multicultural study of the arts and sciences that contributed from diverse human traditions to world civilization. Our focus in this first half of the Humanistic Traditions sequence is on ancient civilizations and the cultural heritage stemming from them.

This course is part of the General Education Program (GEP) in “Cultural and Historical Foundations” and can fulfill the Gordon Rule Requirement. In order to apply HUM2210 as a GEP and as a Gordon Rule course, the course must be completed with a minimum grade of C-.

STUDENT LEARNING OUTCOMES

- To demonstrate knowledge of the meanings of an artwork, performance, or text in diverse aesthetic, historical and cultural contexts.
- To demonstrate knowledge of the chronology and significance of major events in world civilization.
- Identify and deepen appreciation of common human themes and the richness of diverse cultures.
- Learn to position yourself vis-à-vis this study of culture and values.
- Learn to think critically (and philosophically) about this information.

REQUIRED TEXTS & SUPPLIES:

- Henry M. Sayre, *The Humanities: Culture, Continuity and Change*, Volume 1, 4th Edition, Pearson
- Computer
- Microsoft PowerPoint (as a UCF student, you get this software for free)

REQUIRED WORK & GRADING

Introduction – (0%)

These activities/assignments introduce the course subject matter, policies, and web logistics of the course. Even though they are required and assessed, **they will have no impact on your overall grade.**

- **Syllabus/Introduction Quiz:** In order to make sure that financial aid is distributed in a timely manner, UCF requires documentation of student engagement in the first week of class. This quiz serves as that documentation. This quiz will cover important information on the policies, practices, and general theme and concept of this course. The quiz will be graded but it will have **NO** impact on your overall grade in the course. However, you will need to complete it by Friday of Week 1 (Module 1) for UCF to record your engagement in the course.
- **Introduction Discussion Post & Response:** In order to get to know everyone better in the course, you are required to participate in an introduction discussion with your assigned group. You will need to

submit an initial introduction post by Tuesday @ 11:59pm and a response to a group member's post by Thursday @ 11:59pm. You will be given a more elaborated prompt in the module.

The assignment and activities in this module serve as a model of all other modules in the course, except for the group project (Module 11) and the final exam (Module 12). More specifically, the activities themselves (e.g. a discussion post & response and quiz) and their due dates will be the same for Module 2-10.

Discussion Post & Response – (25%)

In modules 2-10, you will be required to participate in a discussion with your group. The discussion question will cover content from the module, asking you to either examine a reading from the textbook or reflect on a core idea from the module. To participate in the discussion, you must draft both an initial post to the discussion question and a response to one of your group members. The initial post must be completed by 11:59pm every Tuesday while the response must be completed by 11:59pm every Thursday. Every Friday, I will provide a video response to the discussion in which I will identify themes in the discussion and my own remarks on the discussion question.

These posts will be evaluated for the thoroughness and thoughtfulness of the post on a 4-point scale. A descriptive rubric will be provided. However, posts can potentially receive a 5 point score if it clearly excels in thoroughness and thoughtfulness.

Quizzes – (40%)

At the end of module 2-10, you will be required complete a 15 question quiz. The type of questions asked will be multiple choice, true or false, and identification questions. The questions will cover content from the following topics in the week's module: historical periodization, historical events, key concepts, artistic practices, artistic styles, etc. You will be given a study guide that will identify possible topics to be covered in every quiz.

These quizzes will open at 12:01am and close at 11:59pm every Friday of the week. (See course schedule below for due dates.) You will be given 10 minutes to complete the quiz and allowed only 1 attempt. You are allowed to use the textbook and notes for these quizzes. The answers will be shown after you complete the quiz. At the end of the course, you will have completed 9 quizzes. However, only your top 8 scores will determine your overall grade in the quizzes category.

Comprehensive Final Exams – (10%)

At the end of the course (Module 12), you will take a comprehensive final exam. Its format, structure, and content will be the same as the quizzes except it will be 100 questions long and cover all content in the course. Besides the provided study guides, you will be given study guide generated by all groups in the class. More information will be provided later in the semester.

Group Project– (25%)

The group project primarily serves as an opportunity to demonstrate your analytical abilities and partially as a comprehensive review of the entire course in preparation for the final exam. The class will be divided into small groups that will be assigned a specific chapters for their project. The project will be composed of multiple components that the group will work on individually and collectively. These include:

- **10-minute multimedia digital presentation** (Group): The presentation's purpose is to demonstrate your group's analytical abilities by analyzing and comparing a contemporary cultural text with an historical cultural text from the group's textbook chapter. More specifically, your presentation will need to focus on how a contemporary cultural text either reinterprets an aesthetic tradition from your

textbook chapter or re-signifies a cultural text from your textbook chapter to express contemporary values, ideas, or themes and historical, political, and material social conditions while, at the same time, connecting those contemporary values and conditions to the past. For example, the film *10 Things I Hate About You* is a modern adaptation of William Shakespeare's play *The Taming of the Shrew*. How does the changes made in this adaptation (i.e. a high school setting rather than the Elizabethan court) signify its contemporary cultural values and ideas (i.e. more modern gender norms) and historical context (i.e. 1990s)? How does the adaptation retain the Elizabethan cultural values and ideas and historical context (i.e. notions of romance)? In this way, the digital presentation will trace the continuities and changes in central themes/ideas of humanistic traditions from earlier time periods to the present.

To create your presentation, your group will draw directly from the research and analysis that was done for both the "cultural analysis of a **historical** cultural text" and the "cultural analysis of a **contemporary** cultural text." In this way, your presentation will be incorporate both analyses into your presentation but will connect them together, re-focus them on tracing the continuities and change in humanistic ideas/values, and translate them into a multi-media digital presentation.

Furthermore, to create the presentation, you can use any number of digital platforms or multimedia formats. These can range from a simple powerpoint with voice over to Prezis to Google Slides to Videos. The most basic requirement is that the presentation must have visual and audio elements that our created by the members of the group.

- **600 word minimum cultural analysis of a historical cultural text** (Individual): This assignment asks each member of the group to do their own analysis of a cultural text discussed from the group's assigned chapter. The analysis will need to focus on the way in which the cultural text expresses the historical values, ideas, and humanistic themes found in the cultures and societies discussed in the group's assigned chapter.
- **600 minimum word cultural analysis of a contemporary cultural text** (Group): Just like the "cultural analysis of a historical cultural text," this assignment asks the entire group to analyze a contemporary cultural. The analysis will need to focus on the way in which the cultural text expresses contemporary cultural values, ideas, and humanistic themes. However, unlike the prior assignment, there are a number of key difference:
 - First, this assignment is a collective effort in which all members will co-write the paper.
 - Second, the cultural text to be analyzed will must be something created in the past 100 years.
 - Third, since this paper serves as an essential foundation to the presentation, it is very important that you select a cultural text that either revises an aesthetic tradition from your chapter or re-signifies a cultural text from your chapter.
 - Fourth, since the contemporary cultural text is not discussed in the textbook, your group will need to do outside library research in order to get a better understanding of its context.
- **1-2 page study guide of the chapter** (Group): The study guide needs to condense the most significant information from the group's respective chapter. These will be circulated to the entire class to help your fellow classmates study for the final exam. The study guide is the component of the group project that functions as comprehensive review for the final exam.
- **Collaboration Contract** (Group): As a group project, collaboration is fundamental to success, especially when contact is done virtually. Thus, your group will need to create a collaboration contract that lays expectations for how the group will work together on the project. How will the member

communicate with each other? Text message? Email? When should a member expect replies from emails? How often will the group members meet (virtually)? What roles will each member play in the group? Will someone always take notes? Will someone be the spokesperson to the teacher? Etc. These are the kind of questions that need to be hashed out and agreed to by all members. After completing and signing the contract, the document will serve as a rubric for evaluating the performance of every member in the group.

A more detailed explanation and description of these components and grading rubrics will be provided when we transition into the group project module (Module 11). Individual grades will be determined through a combination of the individual submissions, group submissions, and group member assessment.

GRADING SCALE

A	100-90%	C	76-70%
B+	89-87%	D+	69-67%
B	86-80%	D	66-60%
C+	79-77%	F	59-0%

Disclaimer. This grading scale does not apply if I round up your grade. In this circumstance, you will receive a minus grade rather than a non-minus grade. For example, if you receive a final grade of 79.6%, then, after rounding up the grade to 80%, you will be assigned a B- rather than a B.

QUIZ/EXAM & ASSIGNMENT POLICIES

Paper Format:

All submitted papers must be written in a .docx or .pdf format. The body of the papers must be double-spaced and in Times New Roman, Size 12 font. Place your name, my name, the date, and the assignment type (e.g. historical object analysis) in the upper right-hand corner of the first page (single spaced, please).

Late Assignment/Quiz Policy:

Only extraordinary circumstances with official written documentation that is provided to me in a timely manner (i.e. 1 day after an assignment/quiz is due) will allow you to submit a late discussion post or take a missed quiz.

Late assignments from the Group Project without excuses will be accepted. However, for every day that an assignment is late, it will be docked a full letter grade. Late assignments from the Group Project will not be accepted if submitted after 4 days of the due date. If documentation of an extraordinary circumstance is provided on a timely manner (i.e. 1 day after an assignment is due), then the late assignment from the Group Project will not be penalized.

Turnitin:

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

COURSE POLICIES

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms

<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here:

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Module, Discussion Post and Quiz Schedule

Modules will open one at a time on a weekly basis on Monday @ 12:01am. For most modules in the course (Module 1-10), you will be doing the same activities—participating in a discussion and taking a quiz. The due dates of each will be the same. Every Tuesday, you will need to submit an initial discussion post by 11:59pm. Every Thursday, you will need to submit a response post by 11:59pm. Every Friday, a quiz will open at 12:01am and will need to be completed by 11:59pm on the same day. This schedule will shift when we get to the group project module and the final exam module. More information on these modules will be provided later in the semester.

Module Purpose & Reading the Textbook

Module lectures and activities are a guide to the course readings, providing an overarching narrative to the course content and highlighting the most relevant information from the textbook. Thus, I recommend that you read assigned textbook chapters **AFTER** listening lecture so you may use it and your notes to guide your reading of the textbook. You will notice that the module lectures do not cover all information covered in assigned reading. You will be assessed only on the content touched upon by the module lectures.

Communication & Etiquette:

In this class our official mode of communication is through email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. More specifically when you are communicating to me, your messages need a salutation that addresses me (e.g. Dear Dr. Ravela) and a closing that identifies yourself (e.g. Sincerely, [Your Name Here]). It is the student's responsibility to check the "coursemail" tool frequently. You may also wish to create a Knight's Email account at www.knightsemail.ucf.edu for separate official communication from the university.

Email Response Schedule:

I check my email only once a day between 10:00am-11:00am and I do not check my email on the weekend. Thus, depending on when you email me, I may take up to two to four days to respond.

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – <http://oie.ucf.edu/> & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & complianceandethics@ucf.edu
- Ombuds Office – <http://www.ombuds.ucf.edu>

ACCOMMODATIONS

Accessibility Accommodations, Ferrell Commons 185, 407-823-2371, sas@ucf.edu

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with

documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<http://policies.ucf.edu/documents/4401.2MakeUpAssignmentsorAuthUnivEven>>

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <<http://regulations.ucf.edu/chapter5/docu>>

RESOURCES

University Writing Center, Trevor Colbourn Hall 109, 407-823-2197, uwc@ucf.edu

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through <http://uwc.cah.ucf.edu/>.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Student Academic Resource Center, Howard Phillips Hall 113, 407-823-5130

Our mission is to strengthen comprehensive learning, enhance retention, and promote student success by providing academic support services to University of Central Florida (UCF) students.

We offer free programs and services to UCF students such as peer tutoring, Supplemental Instruction (SI), workshops and seminars, learning skills consultations, and first-year transition programs. Many of our services are offered across campus, and peer tutoring is conveniently located at three facilities, including Howard Phillips Hall, the College of Engineering and Computer Science, and the Veterans Academic Resource Center. Our services are delivered in a variety of formats, including peer-led group tutoring and study sessions, workshops, and individual consultations. Additionally, SARC Online is available on demand to offer a variety of tools, resources, and materials designed to help students be successful, whether they are taking online classes or simply seeking online academic support.

Additionally, SARC is proud to be part of the Knights Academic Resource Services (KARS) coalition. KARS provides a virtual one-stop shop to connect students with up-to-date information about resources and helpful academic services available at the University of Central Florida.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.

- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

CALENDAR

This calendar is subject to revisions, additions, and removal at my discretion.

Module	Date	Work Due
Module 1: Introduction & On Culture and Analysis	Tuesday – 01/12	Discussion Post Due @ 11:59PM
	Thursday – 01/14	Discussion Post Response Due @ 11:59PM
	Friday – 01/15	Complete Syllabus Quiz @ 11:59 PM
Module 2: Rise of Culture & The Ancient Near East	Tuesday – 01/19	Discussion Post Due @ 11:59PM
	Thursday – 01/21	Discussion Post Response Due @ 11:59 PM
	Friday – 01/22	Complete Quiz @ 11:59 PM
Module 3: Ancient Greece & Ancient Rome	Tuesday – 01/26	Discussion Post Due @ 11:59PM
	Thursday – 01/28	Discussion Post Response Due @ 11:59 PM
	Friday – 01/29	Complete Quiz @ 11:59 PM
Module 4: Empires of the East	Tuesday – 02/02	Discussion Post Due @ 11:59PM
	Thursday – 02/04	Discussion Post Response Due @ 11:59 PM
	Friday – 02/05	Complete Quiz @ 11:59 PM
Module 5: The Rise of Christianity and Islam	Tuesday – 02/09	Discussion Post Due @ 11:59PM
	Thursday – 02/11	Discussion Post Response Due @ 11:59 PM
	Friday – 02/12	Complete Quiz @ 11:59 PM
Module 6: Feudalism & The Gothic Style	Tuesday – 02/16	Discussion Post Due @ 11:59PM
	Thursday – 02/18	Discussion Post Response Due @ 11:59 PM
	Friday – 02/19	Complete Quiz @ 11:59 PM
Module 7: Centers of Culture	Tuesday – 02/23	Discussion Post Due @ 11:59PM
	Thursday – 02/25	Discussion Post Response Due @ 11:59 PM
	Friday – 02/26	Complete Quiz @ 11:59 PM
Module 8: The Renaissance	Tuesday – 03/02	Discussion Post Due @ 11:59PM
	Thursday – 03/04	Discussion Post Response Due @ 11:59 PM

	Friday – 03/05	Complete Quiz @ 11:59 PM
Module 9: The Reformation & The Counter- Reformation	Tuesday – 03/09	Discussion Post Due @ 11:59PM
	Thursday – 03/11	Discussion Post Response Due @ 11:59 PM
	Friday – 03/12	Complete Quiz @ 11:59 PM
Module 10: Encounter and Confrontation	Tuesday – 03/16	Discussion Post Due @ 11:59PM
	Thursday – 03/18	Discussion Post Response Due @ 11:59 PM
	Friday – 03/19	Complete Quiz @ 11:59 PM
Module 11: Group Project	Friday – 03/26	Complete Collaboration Contract @11:59PM
	Friday – 03/26	Complete Identifying the Features of a Cultural Analysis Assignment @ 11:59
	Friday – 04/02	Complete Chapter Study Guide @ 11:59 PM
	Friday – 04/09	Complete Individual Analysis of Historical Cultural Text @ 11:59 PM
	Friday - 04/23	Complete Group Analysis of Contemporary Cultural Text @ 11:59 PM
	Friday – 04/23	Complete Multimedia Presentation @ 11:59 PM
	Monday – 04/26	Complete Group Member Assessment @ 11:59 PM
Module 12: Final Exam	Friday – 04/30	Comprehensive Final Exam