



LABOURÉ COLLEGE
 Spring 2021 (1/11 – 4/26)
 INT 2100: Integrative Seminar
 Instructor: Liz W Faber
 SCHEDULE AT A GLANCE

Date and Topic	Assignments	Due Dates
Module 1 Date: 1/11 - 1/18 Study Topic(s): Intro to Civil Rights + Academic Integrity	<ul style="list-style-type: none"> • Read this syllabus, complete the syllabus quiz and info survey • Read/watch/listen to all posted materials • Complete the group activity • Write and submit Short Assignment 1 	Group Activity: Fri., 1/15, noon Short Assignment: Mon., 1/18, noon
Module 2 Date: 1/18 – 1/25 Study Topic: Abolition + APA Citation	<ul style="list-style-type: none"> • Read/watch/listen to all posted materials • Complete the group activity • Write and submit Short Assignment 2 	Group Activity: Fri., 1/22, noon Short Assignment: Mon., 1/25, noon
Module 3 Date: 1/25 – 2/1 Study Topic: Integration + Essay organization	<ul style="list-style-type: none"> • Read/watch/listen to all posted materials • Complete the group activity • Write and submit Short Assignment 3 	Group Activity: Fri., 1/29, noon Short Assignment: Mon., 2/1, noon
Module 4 Date: 2/1 – 2/8 Study Topic(s): Direct Action + Paragraph structure	<ul style="list-style-type: none"> • Read/watch/listen to all posted materials • Complete the group activity • Write and submit Short Assignment 4 • Revise and resubmit at least one previously graded SA 	Group Activity: Fri., 2/5, noon Short Assignment: Mon., 2/8, noon Short Assignment Revisions: Mon., 2/8, noon
Module 5 Date: 2/8 – 2/13 Study Topic(s): Voting Rights + Introductions	<ul style="list-style-type: none"> • Read/watch/listen to all posted materials • Complete the group activity • Write and submit Short Assignment 5 	Group Activity: Fri., 2/12 Short Assignment: Mon., 2/22, noon
WINTER RECESS Date: 2/13 – 2/19	REST! RELAX! 😊	N/A
Module 6 Date: 2/22 – 3/1 Study Topic(s): Black Power + Conclusions	<ul style="list-style-type: none"> • Read/watch/listen to all posted materials • Complete the group activity • Write and submit Short Assignment 6 	Group Activity: Fri., 2/26, noon Short Assignment: Mon., 3/1, noon
Module 7 Date: 3/1 – 3/8 Study Topic(s): Intersectionality + Reading Scholarly Sources	<ul style="list-style-type: none"> • Read/watch/listen to all posted materials • Complete the group activity • Write and submit Short Assignment 7 	Group Activity: Fri., 3/5, noon Short Assignment: Mon., 3/8, noon
Module 8 Date: 3/8 – 3/15 Study Topic(s): Womanism + Formal vs. Informal Language	<ul style="list-style-type: none"> • Read/watch/listen to all posted materials • Complete the group activity • Write and submit Short Assignment 8 • Revise and resubmit at least one previously graded SA 	Group Activity: Fri., 3/12, noon Short Assignment: Mon., 3/15, noon Short Assignment Revisions: Mon., 3/15, noon
Module 9 Date: 3/15 – 3/22 Study Topic(s): Gay Pride + Simplifying Sentences	<ul style="list-style-type: none"> • Read/watch/listen to all posted materials • Complete the group activity • Write and submit Short Assignment 9 	Group Activity: Fri., 3/19, noon Short Assignment: Mon., 3/22, noon
Module 10 Date: 3/22 – 3/29 Study Topic(s): Immigration + Types of Sources	<ul style="list-style-type: none"> • Read/watch/listen to all posted materials • Complete the group activity • Write and submit Short Assignment 10 	Group Activity: Fri., 3/26, noon Short Assignment: Mon., 3/29, noon
Module 11 Date: 3/29 – 4/5 Study Topic(s): Black Lives Matter + Evaluating Sources	<ul style="list-style-type: none"> • Read/watch/listen to all posted materials • Complete the group activity • Write and submit Short Assignment 11 	Group Activity: Mon., 4/5, noon Short Assignment: Wed., 4/7, noon (pushed back due to Easter holiday)
Module 12 (2 weeks) Date: 4/5 – 4/23 Study Topic(s): Final Essay	<ul style="list-style-type: none"> • Sign Up for Individual Conference • Write & Submit Final Essay Rough Draft • Revise and resubmit at least one previously graded SA 	Essay Rough Draft: Due before individual conference Essay Final Draft: Fri., Apr. 23, noon (sorry, no late work) Short Assignment Revisions: Fri., Apr. 23, noon (sorry, no later work)

LABOURÉ COLLEGE
Spring 2021: January 11- April 26
 INT 2100: Integrative Seminar
 SYLLABUS

I. PROFESSOR

- Liz W Faber, PhD (she/her/hers)
- E-Mail: Liz_Faber@laboure.edu
- Phone: 617-322-3549
- Office Hours: Available for individual Zoom meetings every weekday, by appointment only. [CLICK HERE](#) to make an appointment.

II. COURSE OVERVIEW

This course focuses on the skills and concepts needed to develop reading and listening habits necessary for critical thinking. The course emphasizes thinking skills: comprehension, application, analysis, synthesis, and evaluation in order to develop inter-related questions, which serve as the direction toward better opinions and decisions. Current topics from a variety of sources will provide the basis for analysis and application of skills. Students synthesize learning to present their own positions and arguments. This is a 3 credit course. As the concepts and skills covered in this course are applicable to all disciplines, it should be taken at the beginning of the student's course of study.

Course Theme:

The theme of this course is *Civil Rights in the United States*. Throughout the semester, we will discuss a range of civil rights and the groups who fought to ensure equal access to them. We will explore real people, places, and events through a variety of sources, including primary and secondary accounts, scholarly sources, film, short stories, comics, etc.

III. LEARNING OUTCOMES

Course Goal	Broad Learning Outcome	Skill(s)	High Impact Practice(s)	Assignment/Assessment Measure
Reflect critically upon the sources, content, methods, development, and practical understanding of the Civil Rights Movement.	<ul style="list-style-type: none"> • Knowledge of the social, and aesthetic worlds (BL1) • Knowledge of self (BL2) • Historical consciousness (BL3) • Appreciation for diversity (BL4) 	<ul style="list-style-type: none"> • Think (SK1) • Cooperate (SK2) • Communicate (SK3) • Act (SK4) • Value (SK5) 	<ul style="list-style-type: none"> • Writing intensive course • Diversity/global learning • Common intellectual experiences • Undergraduate research 	Group activities Short Assignments SA Revisions Final Paper
Be familiar with the major advocates of civil rights from	<ul style="list-style-type: none"> • Knowledge of the social, and aesthetic worlds (BL1) 	<ul style="list-style-type: none"> • Think (SK1) • Cooperate (SK2) • Communicate (SK3) 	<ul style="list-style-type: none"> • Writing intensive course • Diversity/global learning 	Group activities Short Assignments SA Revisions Final Paper

various historical periods.	<ul style="list-style-type: none"> • Knowledge of self (BL2) • Historical consciousness (BL3) • Appreciation for diversity (BL4) 	<ul style="list-style-type: none"> • Act (SK4) • Value (SK5) 	<ul style="list-style-type: none"> • Common intellectual experiences • Undergraduate research 	
Reflect critically upon whether the explicit and implicit goals of the Civil Rights movement have been realized in our contemporary environment.	<ul style="list-style-type: none"> • Knowledge of the social, and aesthetic worlds (BL1) • Knowledge of self (BL2) • Historical consciousness (BL3) • Appreciation for diversity (BL4) 	<ul style="list-style-type: none"> • Think (SK1) • Cooperate (SK2) • Communicate (SK3) • Act (SK4) • Value (SK5) 	<ul style="list-style-type: none"> • Writing intensive course • Diversity/global learning • Common intellectual experiences • Undergraduate research 	Group activities Short Assignments SA Revisions Final Paper
Demonstrate knowledge across cultural settings and learn the impact that race, class, sex, and gender has on members of society's ability to participate in the life of American society.	<ul style="list-style-type: none"> • Knowledge of the social, and aesthetic worlds (BL1) • Knowledge of self (BL2) • Historical consciousness (BL3) • Appreciation for diversity (BL4) 	<ul style="list-style-type: none"> • Think (SK1) • Cooperate (SK2) • Communicate (SK3) • Act (SK4) • Value (SK5) 	<ul style="list-style-type: none"> • Writing intensive course • Diversity/global learning • Common intellectual experiences • Undergraduate research 	Group activities Short Assignments SA Revisions Final Paper

The Educated Person

The College is committed to graduating an educated person. The educated graduate of Labouré College possesses the basis for life-long learning and civic engagement and is prepared to deliver patient-centered care as a member of an interdisciplinary team.

To this end, the General Education courses promote learning in broad areas of human knowledge leading to an understanding of historical, social, mathematical, philosophical, and scientific phenomena as well as ethical perspectives. The professionally oriented courses promote learning that emphasizes evidence-based practice, including the latest research and clinical expertise of practitioners, quality improvement approaches, and the use of information technology.

Liberal education concepts and theories found in General Education courses, along with professionally oriented courses in a student's major, support and facilitate the development of skills necessary for student to function competently in life and work. These skills include information literacy, critical and creative thinking, oral, written, and interpersonal communication, and team building.

Information literacy skills are introduced and reinforced through

- Small group activities

- Discussion posts
- Final essay

Critical thinking skills are introduced and reinforced through

- Small group activities
- Discussion posts
- Final essay

IV. TEXTS AND REQUIRED RESOURCES

Required Texts

- There are no required texts for this course. All stories, essays, audio recordings, and videos will be provided electronically on eLearning.

Online Platforms

- eLearning
- Zoom

Required Materials and Software

- Desktop computer, laptop, or tablet
- Consistent internet access
- Microsoft Office 365 Suite (**available free** from office.com with your Labouré e-mail address and password)
 - Word
 - Yes, you **MUST** use Word. No, you **MAY NOT** use Google Docs, Pages, or any other word processing program. Many of our activities are designed around sharing and editing files; Word files are definitely openable, readable, and sharable for everyone at our College. Sorry, no exceptions.
 - Powerpoint
 - Labouré e-mail account

V. CLASS FORMAT

Expectations for Online Learning

This is an online course. All required lessons, activities, and assignments will be completed asynchronously using eLearning. The course will be divided up into weekly modules. All materials in a module must be completed by the deadlines listed in the course schedule. Please plan to spend at least 5-6 hours on each lesson module (including reading, watching, thinking, and writing). Note: this is the equivalent of spending 3 hours in a traditional classroom and 2-3 hours doing homework per week.

Communication

Your instructor is available throughout the week in the following modalities.

- E-mail: Please use only your school e-mail address for communication. Reasonable response time is 24-48 hours, so please do not expect an immediate response, especially in the middle of the night.
- Zoom: Your instructor is available throughout the week for 30-minute appointments to answer questions, discuss concerns, or go over materials. Please make an appointment using the Calendly website: https://calendly.com/liz_faber/officehours

Netiquette

Our online course is our community space. You are expected to engage with your peers and instructor in a courteous, constructive, and compassionate manner. Please consider eLearning a “brave space”: be brave enough to share your thoughts, respectful enough to listen to others, and mature enough to challenge your own beliefs in pursuit of knowledge.

For definitions and additional information on College policies related to Netiquette, please see the [Student Rights and Responsibilities Handbook](#).

VI. ACADEMIC HONESTY

Academic integrity is the hallmark of Labouré College. Academic honesty is expected of all students, who have to complete their own work and submit or present their own original work unless specifically directed otherwise by the professor. Academic dishonesty constitutes academic misconduct, which includes the following:

- Acts of cheating, fabrication, plagiarism, or assisting another in the commission of such acts; and
- Any acts of misconduct occurring at a clinical facility during the clinical education component of any course.

Allegations of academic misconduct will be reported to the Vice President of Academic Affairs, who will review them.

For definitions and additional information on College policies related to Academic Integrity, please see the [Student Rights and Responsibilities Handbook](#).

Assignments in this course that have been plagiarized or otherwise completed outside the boundaries of academic integrity will earn no credit and may not be revised.

If you're not sure whether you're acting with academic integrity, please stop by drop-in hours or make an appointment to discuss your concerns.

VII. DROPPING THE COURSE

In order to drop a course, you have more to do than to stop attending class or to inform your professor. In accordance with Labouré College policy, you have to drop a course, *in person or in writing*, during the published adjustment period. If you are thinking of dropping this course, please discuss with me and your academic advisor. Please see the Academic Calendar in the College Catalog for the dates of the adjustment period so that you will know will know last day to drop a class.

VIII. IMPORTANT INFORMATION

A. Please refer to the College Catalog/Handbook for information on all academic policies.

B. Office of Student Affairs

The Office of Student Affairs is dedicated to ensuring students are having a safe and enjoyable experience during your college career here at Labouré. The office oversees Student Rights & Responsibilities, Title IX, Health Compliance, Orientations (i.e. Accepted Student Day, Online Orientation, & the P.A.S.S. Program) and the Student Success Center (SSC). The SSC is home to Academic Advising, Career Services, Access & Accommodations and also collaborates with Student Retention (i.e. Tutoring, Mentoring, Success Workshops, and Course Reviews).

C. Access & Accommodations

Labouré College is committed to extending reasonable and appropriate accommodations to students whose learning differences are consistent with standards described in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. To be eligible, students seeking accommodations will provide documentation from a licensed medical or behavioral health professional that describes a legally recognized learning difference and that indicates the accommodations necessary to assure equal access to the College's programs and services. This documentation should be submitted at the time of enrollment to ensure proper accommodations can be made. This area is staffed within the Student Success Center. For any questions, please e-mail Access@laboure.edu or call 617-322-3579.

Download a copy of the Access & Accommodations Handbook from the online college catalog for all of the information and documentation you need before approval can be provided.

D. Statement on Attendance

The classroom is the heart of the educational experience at Labouré College because it provides a formal setting for the important exchanges among professors and students. Regular and punctual attendance at all classes, essential for maximum academic achievement, is a major responsibility of Labouré College students. Absence affects the contributions one can make to the class environment. Whether in online, hybrid or traditional courses, absence significantly and demonstrably reduces the quality of the educational experience for everyone in the class. As a result, absences almost always impact the quality of performance.

As part of its commitment to a quality educational experience for all members of the Labouré community, the College formally requires specific attendance policies to be developed by its professors and reviewed by the Division Chairpersons and Vice President of Academic Affairs (VPAA). Any attendance policy used by an individual professor as a criterion for evaluation has to be specified in the course syllabus and presented to students during the first week of classes. These policies may include reasonable penalties for excessive absences.

In the event of prolonged illness, accident, or similar emergency, it is the responsibility of the student to notify the professor and to make up the work he/she may have missed during an absence from class. Students are directed to confer with their professors when their absences jeopardize satisfactory progress.

Whenever a professor is absent without notification, students are expected to wait fifteen minutes before leaving (or signing off) and to sign an attendance list, which a class member delivers to the Registrar's Office.

All Labouré College students are expected to attend and participate in enrolled courses. While absences are discouraged, the College understands that students may occasionally have a legitimate reason to miss a class. Legitimate reasons for missing class may include medical, family illness or death, and unforeseen circumstances such as a car accident. Students will assume full responsibility for submitting any missed assignments due to an absence, at the discretion of the professor.

Professors are required to record and submit attendance. Official attendance will be taken by the professor and reported to the Registrar's Office three times each semester. The first report will be the first day of class during the second week of class after the add/drop (adjustment) period - this will also become the census data for the course. The second report will be the second week of class. The third report will be at or before the 50% mark of the semester - for 15-week courses, this will be Week 7, and for 7-week courses, this will be Week 3. Hybrid and online courses must be able to verify attendance through an early assignment, and/or participation post. It may become necessary for a professor to confirm a last date of attendance at any point in the semester.

It will be at the professor's discretion how attendance and academic participation are tracked during non-attendance reporting weeks. Professors may opt to continue to take attendance, use submitted assignments, or use other ways of tracking student participation in a course. Academic participation does not have to be reported during non-attendance-reporting weeks but may be used to calculate a student's last day of attendance if he/she withdraws.

Academic participation and/or attendance requirements for students should be clearly defined in the syllabus for students to read. If a professor notices that a student has not participated in class (in any way the instructor defines) for two or more weeks, then it is the professor's responsibility to create an Early Alert for the Student Success Center and the Registrar's Office. An academic advisor should then reach out to the student to ascertain whether the student will be returning to class - if the professor allows - or withdrawing from the course. This is also an opportunity to reach out to the student to see if other services are needed by the student. If a student does not respond back to the academic advisor within one week, the student will be withdrawn from the course.

Students must notify the Registrar's Office in writing of their intention to drop any course(s) prior to the published last day to withdraw from courses to avoid a failing grade for the course. Tuition refunds depend on the refund policy, not the withdrawal deadline. The last day to withdraw for each semester is published in the Academic Calendar (p.4). Withdrawal requests can be emailed to registrar@laboure.edu.

Financial Aid Implication

When a student withdraws from a course, the Department of Financial Aid is responsible for completing a calculation (called a Return to Title IV or R2T4). The calculation determines how much federal aid (including grants and loans) the student may keep. The percentage of the semester completed drives the calculation, so a correct last day of attendance is important. If a student completes 10% of the course, then they keep 10% of their federal aid; if they complete 50%, then they keep 50% of their aid. Once a student has completed at least 60% of the scheduled semester, they keep 100% of their federal aid.

To be compliant with federal guidelines, the calculation must be completed within 30 days of the date the school determines the student last attended. It is important that instructors create - and academic advisors follow up on - Early Alerts in a timely manner if a student is not attending class or submitting required assignments.

Habitual Non-Attendance Policy

Habitual non-attendance is defined as an absence in any course (for any reason whatsoever) equating to two consecutive full weeks of missed class sessions (2 absences for a course meeting once a week, 4 absences for a course meeting twice a week, 6 absences for a course meeting three times a week). Professors will reach out to students who are in danger of falling into habitual non-attendance. He or she will submit an Early Alert Status Report (EASTR) to the Student Success Center and notify the Registrar's Office.

When a student has reached the habitual non-attendance criteria for his or her course(s), the professor will send email notification to the Registrar's Office and academic advisor. The Associate Registrar will send a habitual non-attendance warning to the student. The academic advisor will then reach out to the student to try to resolve the issue within a week. The academic advisor will keep the faculty member and the Associate Registrar informed on any communication.

In the event the student does not respond to documented attempts to communicate within a week, he or she will be administratively dropped or withdrawn from the course(s). If the dropped/withdrawn student wishes to be re-enrolled in the course, he or she may request permission from the professor of the course(s). If a student falls into habitual non-attendance after the deadline to withdraw from courses, he/she will be awarded the grade earned for the course(s).

Attendance and Course Reconciliation

Students who have not attended a class in which they are registered and do not communicate intentions to remain in the course by the end of the Course Adjustment Period will be administratively dropped from that class. This includes all delivery formats including traditional, hybrid and online courses. The professor will reach out to students who are absent to inform them about the importance of attendance. If the student does not respond, or wishes to drop the course, the professor will notify the Registrar's Office for the withdrawal.

In order to ensure that a student is not withdrawn mistakenly from a hybrid or online course, professors will require students to undertake academically related activities the first week of class, before the deadline to report attendance. Some examples of academically related activities include the following:

- Physically attending a class where there is an opportunity for direct interaction between the professor and students
- Submitting an academic assignment
- Taking an exam, an interactive tutorial, or computer-assisted assignment
- Attending a study group that is assigned by the instructor
- Participating in an online, collaborative chat

- Participating in an online discussion about academic matters
- Initiating contact with a professor to ask a question about the academic subject studies in the course

Academically related activities in a hybrid or online course do not include activities where a student may be present but not academically engaged, such as the following:

- Reading the syllabus
- Logging into an online class without active participation
- Participating in academic counseling or advising

Note: For the shortened semester sessions 1 and 2, the absences are halved: 1 absence for a course meeting once a week, 2 absences for a course meeting twice a week, 3 absences for a course meeting three times a week.

IX. GRADING AND COURSE REQUIREMENTS

Grading & Late Work

Your instructor will assess, grade, and/or provide feedback on most assignments within a week of the submission deadline.

In general, late work is not acceptable; however, we all know that life can be unpredictable, especially in the middle of a global pandemic. If you find that you're struggling to meet the assignment deadlines for any reason, please e-mail your instructor to talk about your needs, time management, and the possibility of alternative deadlines.

Methods for assessment are listed in the course requirements below.

Grading System, Quality Points, and GPA

Grade	Quality Points	Grade Equivalencies
A	4.0	100-93
A-	3.7	92-90
B+	3.3	89-87
B	3.0	86-83
B-	2.7	82-80
C+	2.3	79-77
C	2.0	76-73
C-	1.7	72-70
D+	1.3	69-67
D	1.0	66-63
D-	0.7	62-60
F	0	59 or below
W	Withdrawn: no grade	
WP	Withdrawn: passing	
WF	Withdrawn: failing	
I	Incomplete	

Group Activities (20%)

You will be placed into a group of 3-4 students at the start of the semester. Each week, you will participate in an activity together that will help you demonstrate your understanding of the lessons.

Small group activities will be due each Friday by noon. The goal of the group activities is to foster collaboration and community, document learning, and provide space to practice the skills and concepts you're learning each week. Group activities will be graded holistically based on completion. If you have conflict in your group at any time, please notify your instructor immediately to discuss solutions.

Short Assignments (35%)

Each week, you will draw on the materials in the module to write a 250-500 word essay in response to a given prompt. Short Assignments should be persuasive, well-organized, and incorporate evidence from and skills learn in the week's materials. Please be sure to cite all sources in APA format.

Short Assignments will be due each Monday by noon. The goal of the Short Assignments is to demonstrate understanding of the week's module, engage critically with the course materials, and to practice persuasive writing skills. These assignments will be graded holistically using a rubric. Please see the prompt sheet for additional information.

Submitting your Short Assignment on time each week will also count as weekly attendance.

Short Assignment Revisions (15%)

At 3 points in the semester, you will be required to revise your Short Assignments based on what you've learned in the course and feedback from your instructor. Revisions should be tracked using the comments function in Word.

Revisions will be graded holistically using a rubric. Please see the prompt sheet for additional information.

Final Essay (30%)

In the final essay, you will write a 5-7 page researched argument essay in which you explore a civil rights issue in the US that affects you personally. You will describe what the issue is, how it affects you, what—if anything—has been done historically to address the issue, and what tangible steps you think should be taken to address it. Please see the prompt sheet for further details.

The goal of the final project is to engage critically with the course materials and demonstrate mastery of reflection, critical analysis, citation, and information literacy skills. The project will be graded holistically using a rubric.

Extra Credit:

No extra credit will be offered in this course.

Grade Distribution at a Glance:

Assignment	% Final Grade	Module Due
Small Group Activities	20%	1-11
Short Assignments	35%	1-11
Short Assignment Revisions	15%	4, 8, 12
Final Essay	30%	12
Total	100%	N/A

X. DETAILED SCHEDULE

The schedule is subject to change at the discretion of the instructor.

All assignments must be submitted to eLearning by the date and time listed below.

Module 1: Intro to Civil Rights + Academic Integrity

Module Goals:

- Read and understand the syllabus
- Understand basic terminology for the course
- Connect with peers
- Reflect on personal experiences through writing
- Understand the basics of Academic Integrity at Labouré College

Read/Watch/Listen

- Watch the Module 1 Intro Video
- Read the syllabus
- Complete the Info Survey
- Read Module 1 Key Terminology
- Read “You’re Not Going to Believe What I’m about to Tell You” from *The Oatmeal*
- Read the Academic Integrity policy in the Student Rights & Responsibilities Handbook

Due by Friday, January 15 at noon

- Introduce yourself to the class using the FlipGrid link and instructions.
- Group activity:
 - Contact your group members using the groups contact list on eLearning.
 - Together, complete the Module 1 worksheet. Submit the sheet using the submission link in the module on eLearning. Only one person per group needs to submit the sheet.

Due by Monday, January 18 at noon:

- Short Assignment 1: Reflect on what you already know about civil rights, both in the US and globally. What do you know? How did you learn about it? Do you feel you have had an adequate education in civil rights? Why or why not? How might an understanding of civil rights help you in your future as a healthcare worker? Do not do research; instead, use examples from your own experiences to support your points. Your post should be 250-500 words and submitted as a Word document in APA format on eLearning.

Module 2: Abolition + APA Citation

Module Goals

- Understand the history of slavery and reconstruction in the US
- Compare two documents in writing
- Articulate ideas about primary sources
- Understand and use the basics of APA style writing

Read/Watch/Listen

- Watch the Module 2 Intro Video
- Watch All Three APA Citation Videos
- Watch the “Intro to Slavery + Reconstruction” video
- Read both versions of Sojourner Truth’s 1851 speech at the Women’s Rights Convention in Akron, Ohio

Due by Friday, January 22 at noon

- Group Activity:
 - Together, complete the Module 2 worksheet. Submit the sheet using the submission link in module on eLearning. Only one person per group needs to submit the sheet.

Due by Monday, January 25 at noon

- Short Assignment 2: Compare the two versions of Sojourner Truth’s speech. Consider meaning, word choice, description, and anything else that stands out to you. Which one do you think captures Truth’s real voice? Why? Do not do outside research; instead, use evidence from the readings and your own knowledge to support your points. Your assignment should be 250-500 words and submitted as a Word document in APA format on eLearning.

Module 3: Integration + Essay Organization

Goals

- Understand the legal and cultural context of integration in the US
- Use evidence from a documentary to support claims
- Effectively organize an argumentative essay

Read/Watch/Listen

- Watch the Module 3 Intro Video
- Watch the video on essay organization
- Watch the “Civil Rights in the 1950s” video
- Watch *Little Rock Central: 50 Years Later*

Due by Friday, January 29 at noon

- Group Activity:

- Together, complete the Module 4 worksheet. Submit the sheet using the submission link in the module on eLearning. Only one person per group needs to submit the sheet.

Due by Monday, February 1 at noon:

- Short Assignment 3: Based on what you learned in the documentary *Little Rock Central*, what is segregation, and why does it still persist in the US? Are there areas in your own life—school, neighborhood, work, church, etc.—where segregation exists? What does that segregation look like? Why do you think it’s happening? What tangible steps could you or someone else take to foster integration? Do not do outside research; instead, use evidence from the course materials and your own knowledge to support your points. Your assignment should be 250-500 words and submitted as a Word document in APA format on eLearning.

Module 4: Direct Action + Paragraph Structure

Goals

- Understand direct action campaigns as aspects of the mid-century civil rights movement
- Use evidence from a comic book to support claims
- Understand and use effective paragraph structure
- Revise based on feedback

Read/Watch/Listen

- Watch the Module 4 Intro Video
- Watch the paragraph structure video
- Read “The Montgomery Story” comic book
- Read the SA Revision Instructions sheet
- Watch the SA Revisions video

Due by Friday, February 5 at noon

- Group Activity:
 - Together, complete the Module 4 worksheet. Submit the sheet using the submission link in the module on eLearning. Only one person per group needs to submit the sheet.

Due by Monday, February 8 at noon

- Short Assignment 4: In your own words, explain the Montgomery Method described at the end of “The Montgomery Story” comic book. Do you think you would be able to follow this method to protest racial injustice in your city? Why or why not? Do not do outside research; instead, use evidence from the course materials and your own knowledge to support your points. Your assignment should be 250-500 words and submitted as a Word document in APA format on eLearning.
- Short Assignment Revision 1: Choose one of your previously graded Short Assignments and revise it using what you’ve learned so far this semester as well as the feedback provided by your professor. Be sure to track your revisions using the comments function. Submit your revised essay in Word format on eLearning.

Module 5: Voting Rights + Introductions

Goals

- Understand the history of voting rights in the US
- Use audio speeches as evidence in writing
- Identify and craft an effective introduction

Read/Watch/Listen:

- Watch the Module 5 Intro Video
- Watch the Effective Introductions video
- Read the Timeline of Voting Rights in the US
- Listen to “Give Us the Ballot” by Dr. Martin Luther King, Jr.
- Listen to “The Ballot or the Bullet” by Malcolm X

Due by Friday, February 12 at noon

- Group Activity:
 - Together, complete the Module 5 worksheet. Submit the sheet using the submission link in the module on eLearning. Only one person per group needs to submit the sheet.

Due by Monday, February 22 at noon

- Short Assignment 5: Compare Dr. King’s speech with Malcolm X’s. What problems do they identify? What solutions do they offer for those problems? Which speech do you find more persuasive? Why? Do not do outside research; instead, use evidence from the course materials and your own knowledge to support your points. Your assignment should be 250-500 words and submitted as a Word document in APA format on eLearning.

WINTER RECESS FOR SPRING ALL COURSES: FEBRUARY 13 – FEBRUARY 19

(Note: This is only for Spring All 14-week courses! Your 7-week courses are still in session!)

Module 6: Black Power + Conclusions

Goals

- Understand the history of voting rights in the US
- Use audio speeches as evidence in writing
- Identify and craft an effective introduction

Read/Watch/Listen:

- Watch the Module 6 Intro Video
- Watch the Effective Conclusions video
- Watch the Intro to Black Power video
- Watch *The Black Power Mixtape*

Due by Friday, February 26 at noon

- Group Activity:

- Together, complete the Module 5 worksheet. Submit the sheet using the submission link in the module on eLearning. Only one person per group needs to submit the sheet.

Due by Monday, March 1 at noon

- Short Assignment 6: Compare Dr. King’s speech with Malcolm X’s. What problems do they identify? What solutions do they offer for those problems? Which speech do you find more persuasive? Why? Do not do outside research; instead, use evidence from the course materials and your own knowledge to support your points. Your assignment should be 250-500 words and submitted as a Word document in APA format on eLearning.

Module 7: Intersectionality + Reading Scholarly Sources

Goals

- Understand and articulate ideas about intersectional identity
- Read and use dense scholarly sources

Read/Watch/Listen:

- Watch the Module 7 Intro Video
- Watch the Reading Scholarly Articles video
- Read “Mapping the Margins” by Kimberlé Crenshaw

Due by Friday, March 5 at noon

- Group Activity:
 - Together, complete the Module 7 worksheet. Submit the sheet using the submission link in the module on eLearning. Only one person per group needs to submit the sheet.

Due by Monday, March 8 at noon

- Short Assignment 7: Reflect on the experience of reading Crenshaw’s article. What did you learn? What did you think of her argument? Did you find it easy or hard to read? Why? What words or concepts did you have to look up while you read? How did your discussion with your group help or hinder your understanding of the article? Do not do outside research; instead, use evidence from the course materials and your own knowledge to support your points. Your assignment should be 250-500 words and submitted as a Word document in APA format on eLearning.

Module 8: Womanism + Formal vs. Informal Language

Goals

- Define and identify differences between feminism and womanism
- Use both formal and informal language in writing

Read/Watch/Listen:

- Watch the Module 8 Intro Video
- Watch the Formal Language video
- Watch the Feminism vs. Womanism video

- Read “Coming Apart” by Alice Walker

Due by Friday, March 12 at noon

- Group Activity:
 - Together, complete the Module 8 worksheet. Submit the sheet using the submission link in the module on eLearning. Only one person per group needs to submit the sheet.

Due by Monday, March 15 at noon

- Short Assignment 8: In your own words, explain the difference between feminism and womanism. Do you think Alice Walker’s story “Coming Apart” exemplifies womanism? Why or why not? Do not do outside research; instead, use evidence from the course materials and your own knowledge to support your points. Your assignment should be 250-500 words and submitted as a Word document in APA format on eLearning.
- Short Assignment Revision 2: Choose one of your previously graded Short Assignments and revise it using what you’ve learned so far this semester as well as the feedback provided by your professor. Be sure to track your revisions using the comments function. Submit your revised essay in Word format on eLearning.

Module 9: Gay Pride + Simplifying Sentences

Goals

- Understand the history of voting rights in the US
- Use audio speeches as evidence in writing
- Identify and craft an effective introduction

Read/Watch/Listen:

- Watch the Module 9 Intro Video
- Watch the Types of Sources Videos
- Readings TBA

Due by Friday, March 19 at noon

- Group Activity:
 - Together, complete the Module 5 worksheet. Submit the sheet using the submission link in the module on eLearning. Only one person per group needs to submit the sheet.

Due by Monday, Monday, March 22 at noon

- Short Assignment 9: Compare Dr. King’s speech with Malcolm X’s. What problems do they identify? What solutions do they offer for those problems? Which speech do you find more persuasive? Why? Do not do outside research; instead, use evidence from the course materials and your own knowledge to support your points. Your assignment should be 250-500 words and submitted as a Word document in APA format on eLearning.

Module 10: Immigration + Types of Sources

Goals

- Understand the history of immigration in the US
- Understand, identify, and articulate ideas about primary, secondary, and tertiary sources.

Read/Watch/Listen:

- Watch the Module 10 Intro Video
- Watch the Simplifying Sentences video
- Watch US Immigration video
- Watch & read “You Are Not a Firearm” by Natasha T. Miller

Due by Friday, March 26 at noon

- Group Activity:
 - Together, complete the Module 10 worksheet. Submit the sheet using the submission link in the module on eLearning. Only one person per group needs to submit the sheet.

Due by Monday, March 29 at noon

- Short Assignment 10: Use Google search to locate and read a primary, a secondary, and a tertiary source about US immigration. Summarize them and compare the types of information offered in each. Your assignment should be 250-500 words and submitted as a Word document in APA format on eLearning.

Module 11: Black Lives Matter + Evaluating Sources

Goals

- Understand the history of voting rights in the US
- Use audio speeches as evidence in writing
- Identify and craft an effective introduction

Read/Watch/Listen:

- Watch the Module 11 Intro Video
- Watch the Evaluating Sources video
- Read the final essay prompt & rubric
- Watch the final essay instruction video

Due by Monday, April 5 at noon

- Group Activity:
 - Together, complete the Module 11 worksheet. Submit the sheet using the submission link in the module on eLearning. Only one person per group needs to submit the sheet.

Due by Wednesday, April 7 at noon

- Short Assignment 11: Look back at your Short Assignment 1. In the weeks since you wrote that essay, how have you developed as a writer, thinker, and person this semester? What’s the most significant thing you will take away from this course? Why? There are no right or wrong answers here, so be honest and thorough in your writing. Do not do outside research; instead, use evidence from the course materials and your own

knowledge to support your points. Your assignment should be 250-500 words and submitted as a Word document in APA format on eLearning.

- Sign up for an individual draft conference

Module 12: Final Essay Drafting + Revisions

Goals

- Draft and revise a researched argumentative essay
- Demonstrate knowledge in APA citation, information literacy, critical analysis, and reflection.

Read/Watch/Listen:

- Watch the Module 12 Intro video

Due before your individual conference

- Sign up for an individual conference
- Write and submit your Essay Rough Draft

Due by Friday, April 23 at noon (NO LATE WORK ACCEPTED)

- Short Assignment Revision 2: Choose one of your previously graded Short Assignments and revise it using what you've learned so far this semester as well as the feedback provided by your professor. Be sure to track your revisions using the comments function. Submit your revised essay in Word format on eLearning.
- Essay Final Draft
- Final reflection survey