Mission Statement: Eastfield College English faculty members help students become confident, competent writers who can communicate effectively in diverse situations to a variety of audiences, using writing skills as well as critical thinking to develop and express their ideas.

Semester dates: Semester begins Monday, January 16 Semester ends—Thursday, March 8, 2018

Instructor: Elizabeth Huston, Ph.D.
Office: C-230 Email: ElizabethHuston@dcccd.edu

Virtual Office Hours: Tuesdays 8:00 a.m.—9:00 a.m. Thursdays 12:00—1:00 p.m.

During these times, I am available for an immediate response to your questions or concerns. To participate in virtual office hours, post a note in my virtual office, located in the Discussions menu folder of our eCampus course site.

English 1301: Composition I (3 credit hours)
This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD.

Prerequisite: One of the following must be met: (1) DREA 0093 AND DWRI 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) Reading and Writing standards AND the college Writing score prerequisite requirement.

Course Description: Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. (3 Lec.)

Coordinating Board Academic Approval Number 2313015112

REQUIRED TEXTBOOKS:


Note: You may use print or digital version of Seagull, but you will need to also have access to InQuisitive. Here is the Norton Publisher’s website for more information: http://books.wwnorton.com/books/inquizitive/overview/

STUDENT LEARNING OUTCOMES:
1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

CORE OBJECTIVES:
**Critical Thinking** - to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.

**Communication** - to include effective development, interpretation, and expression of idea through written, oral, and visual communication.

**Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

**Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making.

All assignments and activities in this English 1301 course are designed to help students achieve these learning outcomes and core objectives.

**ASSIGNMENTS:**

**NOTE**—Specific dates for these assignments are given in the Course Schedule.

Video Quizzes, Reading Quizzes, Discussion Forums, and a Research Activity

Five Essay Assignments:

- Essay 1 (Description and Exemplification)
- Essay 2 (Comparison/Contrast)
- Essay 3 (Definition with research)
- Essay 4 (Cause and Effect with research)
- Essay 5—Timed Online Writing Assignment (Argument)

Two Exams:

**WRITING EXPECTATIONS:** Following the English 1301 student learning outcomes and the English pathway outcomes, students will compose academic prose that demonstrates clear purpose, logical organization, and relevant support through evaluation and synthesis. Students are expected to establish and maintain a clear, controlling idea that serves as a thesis statement in each essay. In addition, students are expected to revise, edit, and proofread all written assignments for grammatical accuracy and for the appropriate use of MLA style for manuscript formatting, in-text citations, and works cited documentation.

**ACADEMIC HONESTY AND PLAGIARISM:** Please pay close attention to this information. I have had to use this policy several times in the past year. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion (writing any course assignment with another person and claiming the document solely as your own).

As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog: [Code of Student Conduct](https://www1.dcccd.edu/catalog/GeneralInfo/CollegePolicies/code.cfm)

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. **Cheating** includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test. **Plagiarism** is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. **Collusion** is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can receive a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college.
In any written paper, you are guilty of the academic offense known as plagiarism if you partially or entirely copy an author’s sentences, words, or ideas. For such an offense, a student will receive a zero on the assignment and can receive an “F” for the course. You cannot mix an author’s words with your own or “plug” your synonyms into the author’s sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write. An author’s words, phrases, sentences must be put in your words, in your way of writing. When you do this, you are demonstrating the ability of understanding and comprehension.

If you summarize, paraphrase, or quote directly from an author, you must use the appropriate documentation and because the “idea(s)” still belong to the author. Appropriate documentation means presenting an MLA parenthetical in-text citation for each use of a source and the presentation of cited sources a list of Works Cited where sources must be documented appropriately according to MLA guidelines. Simply offering an a title or a URL is not appropriate. Again, failure to document resources used in your writing will result in a finding of plagiarism and a zero on the assignment.

Please be advised that academic dishonesty and plagiarism are serious issues that may result in serious consequences. Students should be aware that they are responsible for their behavior concerning these issues. This class will adhere to the student’s “Responsibility” as detailed in the DCCCD district-wide statement and the Eastfield College Student Code of Conduct explained in the Eastfield College and district catalogs or on-line at the district website: Code of Student Conduct https://www1.dcccd.edu/catalog/GeneralInfo/CollegePolicies/code.cfm

CERTIFICATION POLICY AND CERTIFICATION DATE
You must attend and participate in your on-campus or online course(s) in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus or online course in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course but not limited to the following examples: initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive video; participating in computer-assisted instruction; attending a study group assigned by the instructor; or participating in an online discussion board about academic matters relating to the course. In an online course, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above. Failure to do so will prevent you from being certified and will affect your financial aid. The certification date for this course is Monday, January 22, 2018. NOTE: I will certify the class at NOON (12 p.m. CST) on this date. Students will need to participate in at least one assignment no later than this day and time to be counted and certified.

WITHDRAW POLICY If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by Wednesday, February 21, 2018. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped. For more information about drop deadlines, refer to the current printed Credit Class Schedule, contact the Admissions/Registrar’s Office at 972-860-7167 (Room C119), or contact the division office.

EVALUATION: In this course, grades are based on each student’s performance on five essay assignments, two grammar/style exams, video quizzes, reading quizzes, discussion forums, and a research activity. For the grading criteria on all written assignments, please refer to the Grading Criteria document posted in the Course Library and the Assignments menu folders located in the eCampus course site. Always, grading is based on the purpose and nature of each assignment.
## COURSE POINT SYSTEM

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<thead>
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<th>Assignment</th>
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<tr>
<td>Four Formal Essay Assignments (100 points each)</td>
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<tr>
<td>One Timed Online Essay (100 points)</td>
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<td>Two Exams (115 points each)</td>
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<td>Three Discussion Forums (20 points each)</td>
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<td>Three orientation quizzes (10 points each)</td>
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<td>Five Video Quizzes (12 points each)</td>
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<tr>
<td>One Research Activity</td>
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<td><strong>Total Course Points Available</strong></td>
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<tr>
<th>Essays 1—5</th>
<th>Exams 1 and 2</th>
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<td><strong>Point/Letter Grade Values</strong></td>
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<tr>
<td>90-100</td>
<td>103-115</td>
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<td><strong>F</strong></td>
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## COURSE GRADE

Semester grades will be assigned according to the following total course point to letter scale:

<table>
<thead>
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<th>Points</th>
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<tr>
<td>900—1000</td>
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<td>600—699</td>
<td>D</td>
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<tr>
<td>0—599</td>
<td>F</td>
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Nonattendance (N) is given to students who do not attend class after the official drop date yet remain registered in the course. The N designation is a DCCCD grade that will affect the student’s ability to receive financial aid after the drop date. (Note: to indicate attendance in an online course, students must show participation by logging on to eCampus, by completing assignments by designated deadlines, and by contacting the instructor.)

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>0—999</td>
<td>N</td>
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TURNING IN ASSIGNMENTS

Turning in Essays:

* All essay assignments must be uploaded to the designated assignment portal as either an MS Word or Rich Text Format document.
* Do not use any other document type. For example, do not upload PDF documents.
* Do not paste the essay into the portal.
* Essays that are not uploaded appropriately (MS Word or RTF documents only) will receive the grade of zero/F on the assignment.

Turning in Other Assignments:
Assignments other than essays must be turned in to the designated portal. Do not email any assignments to the professor. Emailed assignments will not be graded but will receive a zero/F for the assignment.

Penalties for Late Assignments

Students—please pay close attention to this course policy.
Deadlines are a part of the professional world and of life. Students must be timely in turning in their essays. Therefore, Dr. Huston maintains the following strict late assignment policy:

Late assignments are not accepted.

This policy includes essays, quizzes with specific due dates, and all other graded activities.
If you are having trouble with an assignment or have another problem, please notify the Professor as soon as possible so that we can make other arrangements.

Regarding quizzes and other assignments: Video quizzes will remain open until Sunday, March 2. Reading quizzes, the research activity, and discussion forums are due according to due dates indicated in the course schedule. On Monday, March 3, all missing assignments will receive a zero.

NOTE: Out of respect for all of the students in this class, I follow these guidelines carefully in order to treat all students equally. So please, do not request exceptions to these guidelines and penalties.

EXTRA CREDIT: This course has ample materials for students to learn and to earn a fair grade. To be successful, students need to follow directions, to work through assigned materials and to turn in assignments on time. Therefore, extra credit assignments are not necessary for successful completion of this course. Please, do not ask for extra credit assignments.

ASSIGNMENT GRADING TIMES:

Essay Assignments—Please expect all essay assignments to be graded no later than 4-7 days after the final assignment deadline. Sometimes, you will receive your essay assignments back before the five days. However, please do not expect them before that time. Also, please do not email Dr. Huston asking when the assignments will be returned.

Quizzes—Some quizzes are graded immediately by the computer. For those that Dr. Huston must grade, quizzes will be graded within three days after the final quiz due date. For example, if a quiz deadline is Sunday, by 11:59 p.m. CST, then the quiz will be graded by Wednesday, 11:59 p.m. CST.

Discussions—Discussions will be graded within two days after the assignment due date.

Tests—Tests will be graded within four days after the test deadline.
ATTENDANCE/PARTICIPATION: While this is an online class, attendance is determined by the frequency of a student’s interaction with assignments and other materials on the course site. The eCampus system records each student’s time spent in the online course and the eCampus locations in which this time is spent. The professor checks each student’s online participation frequently. If you need any assistance to ensure that you are able to participate fully in the course, please do not hesitate to contact Dr. Huston.

ONLINE CLASSROOM ENVIRONMENT: The online academic environment is a serious one even though students and the professor interact asynchronously. Therefore, **inappropriate behavior will not be tolerated**. Students MUST follow all rules of Netiquette (see “Netiquette” document located in both the Start Here and in the Course Library folders) when communicating with the professor via email and Dr. Huston’s Virtual office and when interacting with other students in the Discussion forums. Students who choose to write (or behave) inappropriately will be blocked and will be prevented from entering the course until they have met with Dr. Huston to discuss the infraction and methods for improving online interaction. In addition, students who continue to exhibit inappropriate behavior may be asked to drop the class.

Students are expected to behave appropriately by
- using netiquette in all communications with the professor and with class colleagues (see the Netiquette document located in the Start Here orientation folder and in the Course Library)
- using appropriate, academic language in all emails, discussion threads, and group activities (no abusive or colloquial language).
- identifying yourself and signing all email correspondences—do not assume the professor knows who you are.
- being respectful of the professor and of the other class members at all times.

**Note:** The instructor reserves the right to amend this syllabus and the following course schedule at any time during the semester as necessary.

INSTITUTIONAL POLICIES:
All Institutional Policies relating to this course can be accessed from the following link: [Institutional Policies](https://www.eastfieldcollege.edu/syllabipolicies)

URL link: [https://www.eastfieldcollege.edu/syllabipolicies](https://www.eastfieldcollege.edu/syllabipolicies)
Terminology and Guidelines for Using the Course Schedule

The following list will help to clarify abbreviations used in the schedule beginning on page two below.

**Schedule:** The course schedule presents all assignments and activities to be accomplished during this entire semester. The schedule is separated into Learning Units. Please be advised that all graded assignments, quizzes, and activities have deadlines. Most are designated here; however, if a deadline is not noted, look at the actual quiz or assignment for further details. Complete all video quizzes by the end date for the Learning Unit in which they are placed. Please note: This is not a self-paced course, so students need to complete assignments as indicated.

**Dates:** For this class, the term Dates refers to the time period in which each Learning Unit will be covered. The dates include the beginning and ending times.

**Learning Units:** All activities for this course are divided into eleven Learning Units and may be located in the Learning Units menu folder. Be sure to check this folder each week for links, for specific information on assignments and activities to be accomplished during the unit’s dates, and for deadlines. If a deadline is noted, be sure to complete the assignment by 11:59 p.m. of this designated date to receive credit for the assignment. Otherwise, complete all assignments listed by the end date listed for the specific Learning Unit.

**Video Assignment:** Most video assignments consist of a video to watch (closed captioning and transcripts are provided for each of the assigned videos) and a corresponding quiz. Please complete the video assignment by the end of the Learning Unit in which the video is posted.

Grammar and Style Activities: These assignments consist of posted reading assignments and practice sheets (located in the folder) and corresponding activities provided in the InQuisitive online learning tool. Most of the InQuisitive activities are graded.

**Back:** The abbreviation, Back, refers to the course textbook, *Back to the Lake: A Reader for Writers* (3rd edition). Unless other information is given here or on the eCampus course site, all reading assignments listed in this schedule may be found in the Back textbook.

**Seagull:** The abbreviation, Seagull, refers to *The Little Seagull Handbook* (3rd edition). Reading assignments are provided in the schedule. Activity links are provided in the eCampus course site under the specific Learning Unit.

**IQ:** The abbreviation IQ stands for InQuisitive, the online learning tool to help you with all aspects of your writing. To get started with IQ, please click the following URL link to visit this W. W. Norton webpage: [http://wnorton.knowledgeowl.com/help/inquizitive-students-getting-started](http://wnorton.knowledgeowl.com/help/inquizitive-students-getting-started)
### Learning Unit 1

**Dates**: Monday, January 15—Tuesday, January 16

**Orientation Activities:**
- Begin this online course by clicking on the **Start Here** menu folder. Complete the course Orientation, which consists of Modules 1-3. You will take a brief quiz at the end of each module.
- Set up campus email account if you do not already have one.

**Reading Assignment:**
- “The Rules of Netiquette” document located in Module 3 and in the Course Library folder.
- “Participating in Discussion Forums,” located in the Course Documents folder.

**Discussions:** All discussion forums are located in the Discussions menu folder.

**Video and PowerPoint Assignments:**
- View Video 1—“Understanding the Process”
- Take Video 1 quiz
- View PowerPoint—“What Is an Essay?” (located in the PowerPoint menu folder)

**Grammar/Style Activities:** IQ Activity:
- Sign up for InQuisitive
- Do the “How to Use InQuisitive” tutorial (first item on the Activity list)

### Learning Unit 2

**Dates**: Wednesday, January 17—Friday, January 19

**Reading Assignment**: *Back to the Lake (Back)*
- Chapter (Ch.) 1, “Good Writers Are Good Readers” (pages 1-12)
- Ch. 3, “Using the Methods Taught in This Book in Academic Writing,” (pages 27-42, 51-61)
- Begin Ch. 4 “The Writing Process” (pages 43-48)
- Take reading quiz 1—due Friday, January 19, by 11:59 p.m. Central Standard Time (CST) (You may use your textbook, *Back*, when taking the reading quizzes, but be sure you have read before attempting each quiz. You may take each reading quiz 2 times.)

**Video Assignment:**
- Video 2—“Explaining Relationships”
- Take Video 2 quiz

**Grammar/Style Activities:**
- *The Little Seagull Handbook (Seagull)*—read and study Sentence Basics, 314-17 and 370-75. Do the exercises—located in the eCampus course site under Learning Unit 2 (LU2) in the Grammar/Style Activities folder. Then take the associated grammar quiz located in this folder (graded).
- IQ—complete “Editing the Errors That Matter (A Comprehensive Activity)”
### Learning Unit 3

**Saturday, January 20—Monday, January 22**

**Reading Assignments:** *Back*
- Ch 7, “Description” (165-81)
- Paul Crenshaw, “Storm Country” (203-06)
- Michael J. Mooney, “The Most Amazing Bowling Story Ever” (209-16)
- Take reading quiz 2—due Monday, January 22

**Video and PowerPoint Assignments:**
- Video 3—“Observing Details”
- Take Video 3 quiz

**Discussion:** Participate in discussion topic 2—due Monday, January 22, by 11:59 p.m. CST

**Grammar/Style Activities:**
- *Seagull*—Using verbs appropriately—pages 291-98 and pages 322-39
- *IQ*—complete these activities—“Subject Verb Agreement Errors” and “Verb Tense and Verb Form Errors”—graded

### Learning Unit 4

**Tuesday, January 23—Monday, January 29**

**Reading Assignment:**
- Ch 5, “Writing Paragraphs” (75-92)
- Ch 8, “Example” (231-47)
- Verena Dobnik, “This Little Piggy Didn’t Go to Market” (253-54)
- Laurel Thatcher Ulrich, “Well Behaved Women Seldom Make History” (267-75)
- Reading quiz 3—due Friday, January 26, by 11:59 p.m. CST

**Writing Assignment:** Essay 1—Description and Examples—see assignment sheet in Learning Unit 4 due Monday, January 29, by 11:59 p.m. Central Standard Time (CST)

**Grammar/Style Activities:**
- *Seagull*—pronouns and noun and pronoun agreement, pages 281-91
- *IQ*—do activities “Pronouns That Don’t Agree with Their Antecedents” and “Pronouns with Unclear Reference”—graded

**Exercises:** See Exercises presented in this folder for Learning Unit 4.
## Learning Unit 5

**Tuesday, January 30—Tuesday, February 6**

**Reading Assignment:** *Back*
- Ch 2, “Putting in Your Oar: Learning the Basic Moves of Academic Writing” (13-26)
- Ch 10, “Comparison and Contrast” (335-48)
- Douglas Wok, “Superhero Smackdown” (361-66)
- Bruce Catton, “Grant and Lee” (377-81)
- Reading quiz 4—due Friday, February 2, by 11:59 p.m. CST

**Writing Assignment:** Essay 2—Comparison and Contrast—due Tuesday, February 6, by 11:59 p.m. CST

**Grammar/Style Activities:**
- *Seagull*—sentence structure, pages 269-81
- *IQ*—complete these activities—“Sentence Fragments,” “Comma Splices,” and “Fused (Run-on) Sentences”—graded

## Learning Unit 6

**Wednesday, February 7—Sunday, February 11**

**Study Assignment:** Review for Exam 1 by studying *Seagull* grammar and style sections and reviewing the *IQ* activities.

**Exam 1:** Available Thursday, February 8, through Sunday, February 11, by 11:59 p.m. CST

## Learning Unit 7

**Monday, February 12—Thursday, February 15**

**Reading Assignment:**
- *Back*—Appendix: “Using Sources in Your Writing” (799-804)
- *Seagull*:
  - Forming in-text citations—(list of examples on page 119 and examples on pages 122-28)
  - Creating the Works Cited list and examples of documentation for various source type (list on pages 120-22; explanation and examples on pages 129-58)
  - Sample essay with in-text citations and a list of works cited—see pages 158-69

**Research Activity:** In the eCampus course site, go to Learning Unit 7. There, you will find instructions and a link to a research activity assignment (worth 25 points). Due Thursday, February 15, by 11:59 p.m.

**Video Assignment:**
- Video 9, “Integrating Research”
- Take Video 9 quiz

**Exercises:** See Exercises presented in this folder for Learning Unit 7.
## Learning Unit 8

**Friday, February 16—Wednesday, February 21**

**Note:** Last Day to drop this course with a grade of “W”—Wednesday, February 21

**Reading Assignment:** *Back*
- Ch 12, “Definition” (449-62)
- Mary Roach, “How to Know if You’re Dead” (479-85)

**Writing Assignment:** Essay 3—due Wednesday, February 21, by 11:59 p.m. CST

**Grammar/Style Activities:**
- *Seagull*—appropriate use of apostrophes—pages 399-402
- *IQ*—complete these activities—“Apostrophe Errors”

## Learning Unit 9

**Thursday, February 22—Wednesday, February 28**

**Reading Assignment:** *Back*
- Ch 13 “Cause and Effect” (533-49)
- Henry L. Roediger III, “Why Are Textbooks so Expensive?” (569-74)
- Mary Ellen Hannibal, “Why the Beaver Should Thank the Wolf” (577-80)

Reading quiz 5—due Sunday, February 25, by 11:59 p.m. CST

**Video Assignment:** Video 10, “Searching for Causes”
- Video 10 quiz

**Discussion:** Participate in discussion topic 3—due Sunday, February 25, by 11:59 p.m. CST

**Writing Assignment:** Essay 4—due Wednesday, February 28, by 11:59 p.m. CST

**Grammar/Style Activities:**
- *Seagull*—appropriate use of commas, semi-colons, and end punctuation—pages 386-92
- *IQ*—complete these activities—“Omitted Commas,” and “Unnecessary Commas”—graded

## Learning Unit 10

**Thursday, March 1—Sunday, March 4**

**Reading Assignment:** *Back*—Ch 14, “Argument” (602-29)
- Your Choice—Select one of the following “Debating” issues and read all the articles in *Back* addressing this issue.  
  “Debating Intellectual Property” (693-711)  
  “Debating the Effects of the Digital Culture” (715-49)
- Read handout on writing a timed essay—located in the Essay 5 folder in LU 10

**Video Assignment:** Video 6, “Building Arguments” (no Video 6 quiz)

**Writing Assignment:** Essay 5—Timed Writing Assignment—available Thursday, March 1, though Sunday, March 4, by 11:59 p.m. CST

**Exercises:** See Exercises presented in Learning Unit 10.
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<th>Learning Unit 11</th>
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<tr>
<td><strong>Study Assignment:</strong></td>
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<tr>
<td>— Prepare for the Exam 2 by reviewing the materials listed in the Exam 2 review.</td>
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<tr>
<td><strong>Exam 2:</strong> Available Sunday, March 4, through Wednesday, March 7, by NOON CST</td>
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