

LONGWOOD UNIVERSITY-PCSD 201: Introduction to Communication Disorders

Spring 2023

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| <p>Instructor: Stephanie W. Bailey, M.A. CCC-SLP</p>  | <p>Class begins: January 11, 2023 Classes end: May 5, 2023</p>  |
| <p>E-mail: baileysw2@longwood.edu</p> | <p>Last day to Add/Drop: January 19, 2023 by 5 p.m. ET Last day to withdraw with no academic penalty: March 29, 2023 by 5 p.m. ET. (all tuition and fee charges will still apply)</p> |
| <p>Mailing Address: Longwood University 315 W. Third Street Farmville, Virginia 23901</p> | <p>Phone: (434) 395-2788 (office) Fax: (434) 395-2622</p> |

Course Description:

An overview of various speech, language and hearing disorders; factors related to the causes and severity of communication disorders; and the professions associated with communication disorders, especially speech-language pathology and audiology. 3 credits

Longwood University credits are awarded on a semester-hour basis. Generally, 1 credit represents a total of approximately 37.5 hours of student engagement. The distribution of time, for example between class activities and outside work, varies depending on the type of class. To perform at an acceptable level, the student will be expected to spend a minimum of 37.5 hours, per credit, working on study or other course related activities.

Prerequisites: None

Successful completion of this course or these SLP online courses will not guarantee admission to graduate school. Your performance in these courses will not affect your undergraduate GPA, unless you are enrolled in a bachelors' program at Longwood University. If you are transferring this course to another university, you should contact that university to understand the impact of your grade(s) on your GPA at that university.

Successful completion of the Communication Sciences and Disorders program prepares students for graduate education in Speech Language Pathology, Audiology, Deaf Education,

LONGWOOD UNIVERSITY-PCSD 201: Introduction to Communication Disorders

Special Education, Public/Community Health and Medical Sales as well as careers in a variety of Human Service fields.

Students who are applying to graduate school in CSD should understand that most graduate programs expect stronger performance in CSD classes, so students should set as their goals achieving at least a "B" in CSDS courses and should consider retaking any CSDS course for which they earn a grade lower than a B-.

Required Resources:

- Reliable, High Speed Internet
- Microsoft Office (specifically PowerPoint and Word)
- Computer with working speakers
- Recording device (phone, pocket recorder)
- webcam

CANVAS:

- CANVAS™ will be the venue for this class. All announcements, course documents, assignments, and class discussions will take place on CANVAS - <https://CANVAS.longwood.edu>
 - Privacy Policy: <https://www.canvaslms.com/policies/privacy>
 - Accessibility: <https://www.canvaslms.com/accessibility>

1) The time zone for this course is Eastern Standard Time or EST. A time zone converter may be found here: <https://www.thetimezoneconverter.com/>

2) All work for this course may be submitted early. All work is due by the due date stated in the syllabus, by 11:59 PM EST.

Respondus LockDown Browser:

- This course requires the use of Respondus LockDown Browser for online assessments. LockDown Browser is a locked browser for use with quizzes in Canvas. It prevents you from printing, copying, going to another URL, or accessing other applications during an assessment. If a Canvas quiz requires that LockDown Browser be used, you will not be able to take the quiz with a standard web browser. LockDown Browser should only be used for taking Canvas quizzes. It should not be used in other areas of Canvas.
- INSTALLING LOCKDOWN BROWSER: If LockDown Browser has already been installed, skip to the next section. If not, LockDown Browser must be installed to each computer being used for a test.
 - Your institution or instructor will provide the link for downloading and installing LockDown Browser. This URL is unique to your institution.
 - Follow the onscreen instructions to complete the install.
- BEGINNING A QUIZ

LONGWOOD UNIVERSITY-PCSD 201: Introduction to Communication Disorders

- 1. Close all programs, unless one is used to connect you to the Internet.
- 2. Locate the “LockDown Browser” shortcut on the desktop and double-click it. (For Mac users, launch “LockDown Browser” from the Applications folder.)
- 3. If prompted, either close a blocked program (e.g. screen capture, instant messaging) by choosing Yes. Or, close LockDown Browser and close the blocked program before restarting.
- 4. Log into Canvas.
- 5. Navigate to the quiz within the course and begin the quiz. Note: Once a quiz has been started with Respondus LockDown Browser, you cannot exit until the quiz has been submitted for grading.
- USING WITH A WEBCAM (Respondus Monitor): You may be required to use LockDown Browser with a webcam, which will record you during an online, nonproctored exam. (The webcam feature is sometimes referred to as “Respondus Monitor.”) Your computer must have a functioning webcam and microphone. A broadband connection is also required. If a quiz requires LockDown Browser and a webcam, follow the steps in the previous section. At this point, the Startup Sequence for the webcam begins.
 - You will first need to review and agree to the Terms of Use
 - The Webcam Check will confirm that your webcam and microphone are working properly.
 - The remaining steps of the Startup Sequence will depend on settings chosen by your instructor. Follow the instructions and note your progress along the left side of the screen.
 - If you encounter a problem, select the ***It’s not working*** link for troubleshooting tips and access to 24/7 Live Chat Help.
 - The quiz will begin after the Startup Sequence is complete. More information regarding Respondus LockDown Browser can be found on CANVAS within the “Start Here” and “Respondus LockDown Browser” modules.

Text (Required):

Justice, L. & Redle, E. (2013). *Communication Sciences and Disorders: A Clinical Evidence-Based Approach-3rd Edition*. Allyn & Bacon, MA: Pearson Education, Inc.

ISBN 10: 0-13-312371-5

ISBN 13: 978-0-13-312371-5

LONGWOOD UNIVERSITY-PCSD 201: Introduction to Communication Disorders

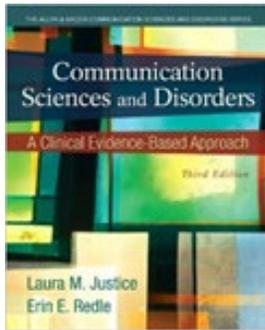


Figure 1 -Communication Sciences and Disorders: A Clinical Evidence-Based Approach-3rd Edition

Suggested Websites:

American Speech-Language Hearing Association: <http://www.asha.org>

National Student Speech-Language-Hearing Association: <http://www.nsslha.org>

A Guide to Internet Resources in Speech-Language Pathology:

<http://www.abacon.com/internetguides/spath/weblinks.html>

Net Connections for Communication Disorders and Sciences:

<http://www.mnsu.edu/comdis/kuster2/welcome.html>

Within each Module, you will find Panopto recordings to accompany the PowerPoint presentations.

These are to be used as only a supplement to your reading assignments.

Dr. Shannon Salley has granted permission to use her recorded lectures in Panopto.

Course Objectives:

The American Speech-Language-Hearing Association (ASHA) Knowledge and Skills Assessment (KASA) Standards applicable to this course include:

- Standard III-B. Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
- Standard III-C. Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physical, acoustic, psychological, developmental, and linguistic and cultural correlates.
- Standards III-D. Possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

The above competencies and standards are coded to the course objectives as CFC or KASA.

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

| Objective | Learning Activities |
|-----------|---------------------|
|-----------|---------------------|

LONGWOOD UNIVERSITY-PCSD 201: Introduction to Communication Disorders

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| Describe the differences between communication, speech, language, and hearing. (CFC 4, KASA III-B) | Quiz |
| Name the components of language and discuss the prerequisite skills for developing language. (CFC 4, KASA III-B) | Quiz |
| Describe the components of language and demonstrate understanding of the prerequisite skills for the development of language. (CFC 4, KASA III-B) | Quiz |
| Demonstrate understanding of the differences between speech and language disorders. (CFC 4, KASA III-C) | Quiz Discussion #1 (Child Case Study) |
| Describe the difference between language delay, language disorders, and language difference (CFC 4, 9) | Quiz Discussion #1 (Child Case Study) Service Learning Project |
| Describe causes of speech, language, and hearing disorders across the lifespan (CFC 4, KASA III-B) | Quiz Service Learning Project |
| Explain the difference between screening tests and diagnostic tests in speech, language, and hearing. (CFC 3, 4; KASA III-D) | Quiz |
| State the educational and certification requirements for becoming a speech-language pathologist or audiologist. (CFC 4) | Group Project |
| Identify other professionals who may work with speech-language pathologists and audiologists with persons who have communication disorders. (CFC 4) | Group Project |
| Describe the variety of employment settings and clientele for speech-language pathologists and audiologists. (CFC 4) | Discussion #2 (Work Settings) |

Student Resource Links:

- Speech-Language Pathology Prerequisites Online:
<http://www.longwood.edu/continuingeducation/for-credit-courses/speech-language-pathology-prerequisites-online/>
- Center for Academic Success: <http://www.longwood.edu/academicsuccess>
- Disability Resources: <http://www.longwood.edu/disability>
- Digital Education Collaborative (DEC): <http://www.longwood.edu/dec>
- User Support Services: <http://www.longwood.edu/usersupport>
- Graduate and Distance Education Student Support:
<http://www.longwood.edu/usersupport/student-resources/graduate-and-distance-education-student-support/>
- Greenwood Library: <http://libguides.longwood.edu/home>

LONGWOOD UNIVERSITY-PCSD 201: Introduction to Communication Disorders

- Financial Aid: <http://www.longwood.edu/financialaid/>
- Advising: e-mail salleysw@longwood.edu or slponline@longwood.edu
- Student Technology Handbook: <http://www.longwood.edu/usersupport/student-resources/student-technology-handbook/>

University and Class Policies:

- **Honor Code:**
 - Students are expected to abide by the Longwood University Honor Code at all times. Suspicion of any violation will be investigated and university policy will be followed. The link for the honor code can be found at: <http://www.longwood.edu/studentconduct/honor-code/>
 - Please be advised that future speech-language pathologists and audiologists are bound by the American Speech-Language-Hearing Association (ASHA) Code of Ethics (ASHA is the national accreditation agency). This code of ethics applies to any persons applying for membership to ASHA and should be adhered to by students aspiring to be speech-language pathologists and/or audiologists. The Code of Ethics can be found at: <https://www.asha.org/Code-of-Ethics/>
- **Accommodations and Disability Resources:**
 - If you have a disability and require accommodations, please meet with your instructor early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you must register with the [Office of Disability Resources](#), Brock Hall, (434) 395-2391 prior to those accommodations being implemented. The office will require appropriate documentation of disability. All information is kept confidential.
 - <http://www.longwood.edu/academicaffairs/syllabus-statements/> (link to actual statement)
- **Mental Health Resources:**
 - Stress and anxiety are very typical reactions to college life and many students have experienced significant benefits from participating in counseling. Longwood's [Counseling and Psychological Services \(CAPS\)](#), located in the Health and Fitness Center, is available to all students at no cost. Appointments can be scheduled by phone (434) 395- 2409, during the hours of 8:15 a.m. -5:00 p.m. Monday-Friday. **Resident Education Coordinators (RECs)** and **Resident Advisors (RAs)** are additional resources to students. For emergency situations, please call (911) or contact the [Longwood University Police Department](#) at (434) 395-2091.
 - <http://www.longwood.edu/academicaffairs/syllabus-statements/> (link to actual statement)
- **Reporting of Crimes and Sexual Misconduct:**
 - In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood's commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee (with the exception of our Limited Reporting and Confidential Reporting Resources; for example, the [Counseling and Psychological Services](#)

LONGWOOD UNIVERSITY-PCSD 201: Introduction to Communication Disorders

(CAPS) staff, they are required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood: <http://www.longwood.edu/titleix>

- <http://www.longwood.edu/academicaffairs/syllabus-statements/> (link to actual statement)
- **Respect for Religious Diversity:**
 - The Instructor will accommodate adjustments to due dates that conflict with a student's religious observation, if informed in writing by the end of the first week of class.
- **Adding/Dropping a Course:**
 - Students may make schedule adjustments (adds and/or drops) for face-to-face, off-campus, online, and hybrid courses:
 - until 5:00 p.m. on the sixth day of classes for fall and spring full term courses.
 - until 5:00 p.m. on the third business day after the officially stipulated begin date in an abbreviated term, intersession or summer courses of at least three weeks.
 - until 5:00 p.m. of the officially stipulated begin date for any courses which are less than three weeks in duration. If the first meeting time of such a course is after 3 p.m., then a student has until noon of the business day following the officially stipulated begin date to add/drop the course.
- **Withdrawing from a Course:**
 - Students may withdraw from individual classes with a grade of "W" (not computed in the GPA) until 5:00 p.m. on the 35th day of regularly scheduled classes. After that date, withdrawals from individual classes are not permitted except for medical or other non-academic emergencies. A student who withdraws, for medical reasons, from a class after the 35th day of regularly scheduled classes must, by noon of the last class day, have a letter sent to the Dean of the student's college by the student's personal physician, detailing the nature of the illness and recommending withdrawal for medical reasons. In extenuating circumstances not related to academic performance, the Dean may grant a withdrawal from an individual course if a written request from the student is received by noon of the last class day. If the Dean approves the request, the Dean will send a copy of the request or letter to the Office of the Registrar and all affected grades for that semester will be noted as "W" on the student's transcript. The Dean will notify the student's faculty members of any grade changes.
- **Correspondence:**
 - **E-mail:** The instructor will try to respond to e-mail questions within 48 hours on weekdays (Monday-Friday). Please note that all e-mail correspondence from the instructor to the student will be sent to the student's Longwood University e-mail address. Therefore, please make sure your Longwood University e-mail address is working, and you are able to access it regularly or you have it forwarded to an account that is monitored regularly. Not having a valid Longwood University e-mail account will not excuse missed information.
 - **Discussion Board:** Please post any questions, whose answers will benefit the entire class, in the Q&A forum on CANVAS. The instructor will respond within 48 hours on weekdays (Monday-Friday).
 - You are encouraged to follow the rules of "netiquette"
(<http://www.compton.edu/academics/distance-ed/Documents/Info/Netiquette.pdf>)

LONGWOOD UNIVERSITY-PCSD 201: Introduction to Communication Disorders

when interacting on the discussion boards or in other communications with classmates and/or the instructor.

- **Assignments:** The instructor will provide feedback on all assignments within a one-week time frame.
- **Policy on Late Assignments:**
 - Work may be submitted late but will be charged a 10% penalty of total possible points for each 24 hour period after the due date until date of actual submission up to a total of 50% of possible points. Work will **NOT** be accepted more than five days late. If you experience technical difficulties while trying to submit an assignment by the deadline, please e-mail me immediately with the time and the nature of the technical problem. Only then will an assignment be considered for late acceptance without a penalty. However, it still must be submitted by 9 am the next day in order to avoid a late penalty.
- **Assurance Statement:**
 - All students are required to review the Honor Code, Code of Ethics, and On-line policies, signing an assurance statement attesting to this fact and assuring they are keeping their virus software up-to-date. This assurance statement will be posted in the course documents section in CANVAS. Please submit this statement the first week of class via CANVAS.

Canvas: Each student is responsible for verifying his or her access to *Canvas PCSDS201*. Additional information about class assignments, expectations, and announcements will be posted on *Canvas* each week. ***New information will be posted periodically throughout the semester under announcements.***

Participation: Students are expected to take an active part in classroom discussions and activities. Each student is also expected to complete assigned readings from the text. Students will be held accountable for readings through class discussions and scheduled tests.

Course Requirements:

All assignments should be submitted with the title of the assignment and your initials as the name of the document. For example, if I were submitting the Service Learning Project, I would name the document ServiceLearning swb - Please adhere to this policy for the submission of all assignments. For assignments that have multiple parts, please combine all parts into one document with this title format.

More information regarding each assignment (assignment description, rubrics, point values, supplemental documents, etc.) can be found within the assignment on CANVAS

ASSIGNMENTS:

Due Dates Listed Below

LONGWOOD UNIVERSITY-PCSD 201: Introduction to Communication Disorders

1. Introduction Activities: (40 points total) located in the “Start Here” module. All submissions will be made via the canvas feature during the first week of class. No assignments will be graded until all the Introduction activities are completed.

- Assurance statement (5 points)
- Introduction Discussion Board (5 points)
- Participation Quiz (5 points)
- Respondus LockDown Browser Quiz (5 points)
- Canvas Quiz (20 points)

2. Quizzes/Final exam: (600 points total)

There will be 4 quizzes (100 points each) throughout the semester and a 200 point final exam. The quizzes are CLOSED book meaning you CANNOT use your notes, books, slide etc. Respondus LockDown Browser will be used for selected quizzes. Each quiz will cover the specified chapters. Quizzes will be administered through CANVAS. Posting dates for quizzes can be found in the course schedule (these dates are tentative and may be altered at the instructor's discretion). As a rule, quizzes will be posted by 7 am on the specified date. The quizzes will be available for a 36-hour period. Students must complete each quiz within 36 hours of the time it is posted. Quizzes will be re-offered ONLY for extreme circumstances. If a technical problem (the server is down, computer failure, etc.) prevents you from completing the quiz by the designated time, e-mail me IMMEDIATELY stating the time and the nature of the technical problem.

The final exam will be OPEN book.

3. Participation in Discussion Boards: (30 points total)

There will be 2 discussions board posts (15 points each) throughout the semester. You are to read and answer the discussion questions and then comment on another student's post.

4. Group Project: (165 points)

You will be divided into groups and assigned a topic. Topics that may be assigned include, but are not limited to, the following: speech-language pathologist; audiologist; university professor; interpreter; clinical director/manager; speech-language pathology assistant; and speech and hearing scientist. As a group, you will create an educational PowerPoint presentation that must include the following information:

- Educational and professional requirements;
- Average salary;
- Professional responsibilities;
- Range of work settings and clientele; and
- Any other information that describes the assigned professional.

Here is a list of resources that may help you in locating information for your presentation:

www.asha.org

www.bls.gov

LONGWOOD UNIVERSITY-PCSD 201: Introduction to Communication Disorders

You may NOT use Wikipedia!

Avoid slang, jargon, and colloquialisms. Failure to do so will result in points being deducted from your grade.

A rubric is provided to guide your project. This rubric clearly defines the expectations for your performance and how your grade will be calculated. **You are strongly advised to become familiar with this rubric before beginning this assignment.**

5. Service Learning: (165 points)

Students will complete five (5) hours of service learning during the semester with a child or an adult who has a communication disorder or difference.

Specifically, you need to locate **ONE** individual (e.g., relative, friend, coworker, neighbor, etc.) who has a communication impairment or difference. An example of communication impairment may include, but is not limited to, the following: stroke, traumatic brain injury, cerebral palsy, Parkinson's disease, dementia, phonological disorder, articulation disorder, voice disorder, fluency, Autism etc. An example of a communication difference may include a person who has an accent, and/or who is seeking treatment for accent modification. Hearing loss and visual challenges are also types of communication differences.

For each day of observing/interviewing, you are required to make an entry into a field journal. Journal entries should be between a paragraph and a page. The following questions should be answered throughout your entire journal:

- How the individual developed the impairment or difference, if known (e.g., from stroke, cerebral palsy, brain injury, etc.);
- The impact of the impairment or difference on the individual's ability to live independently (for adults) or overall impact on the individual's life in general;
- Types of treatment that have been sought or that are currently being given;
- The types of activities that are conducted as a part of treatment;
- The impact of the impairment or difference on family and social life (including church, family gatherings, parties, going out to eat, and other types of social functions), or for children, the impact of the impairment or difference on play dates, extracurricular activities, etc.;
- Any compensatory strategies that the individual uses to compensate for the impairment or difference; and
- Any other observations you have made regarding the impairment or difference.

You can complete all 5 hours in one session or in multiple sessions. As long as you complete all 5 hours, it's up to you how you want to split them up.

Use appropriate grammar, punctuation, sentence structure, and terminology. Failure to do so will result in points being deducted from your grade. Use a professional style and tone of writing as well. That is, you need to avoid jargon, slang, colloquialisms, etc.

LONGWOOD UNIVERSITY-PCSD 201: Introduction to Communication Disorders

A rubric is provided to guide your entries. This rubric clearly defines the expectations for your performance and how your grade will be calculated. You are strongly advised to become familiar with this rubric before beginning this assignment.

Assignment Summary:

Summary of Requirements:

| Assignment | Points Available | Due Dates |
|--|------------------|------------------------|
| Assurance Statement | 5 | January 16 |
| Introduction | 5 | January 16 |
| Participation Quiz | 5 | January 16 |
| Respondus LockDown Browser Practice Quiz | 5 | January 16 |
| Canvas Quiz | 20 | January 16 |
| Quiz 1 | 100 | February 9 |
| Quiz 2 | 100 | March 2 |
| Quiz 3 | 100 | March 23 |
| Quiz 4 | 100 | April 20 |
| 2 Discussions (15 points each) | 30 | February 22 March 8 |
| Group Project | 165 | March 16 |
| Service Learning | 165 | April 6 |
| Final | 200 | May 2 |
| TOTAL | 1000 | |

GRADING POLICIES:

1. Grades are earned: they are not gifts. The instructor does not **GIVE** grades; rather the student **EARNs** the grade through organization, diligence, planning, and execution. Students are expected to assume individual responsibility for the quality, presentation, and timelines of their own work.
2. Grades are assigned based on how the student's overall performance aligns with the established rubrics. Therefore, it is imperative that students review the grading rubrics before submitting assignments.
3. The instructor makes every effort to evaluate students' work equitably and fairly. Grades are not negotiable. The instructor is willing to review and recalculate grades when a computational error is suspected. A student may request a review of *computation* only. **Requests to otherwise alter a grade will not be honored.**
4. Then actual points earned will be used to determine the letter grade equivalency. Point values are rounded neither up nor down to assign a grade equivalent.
5. Individual requests for extra credit will not be honored. Any extra credit opportunities offered at the discretion of the instructor will only be offered to the entire class as optional credit opportunities.

LONGWOOD UNIVERSITY-PCSD 201: Introduction to Communication Disorders

Grading Scale

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| 940-1000 | A | 700-729 | C- |
| 900-939 | A- | 680-699 | D+ |
| 880-899 | B+ | 630-679 | D |
| 830-879 | B | 600-629 | D- |
| 800-829 | B- | 0-599 | F |
| 780-799 | C+ | | |
| 730-779 | C | | |

Tentative Schedule of Topics and Activities

Note: The Schedule may need to be adjusted to allow for further development or discussion.

| Dates | Topic | Assignment Due |
|-----------------------|---|--|
| Week 1 | Chapter 1 & 2 Foundations of CSD Communication Development Birth to school age | |
| January 16 | | Assurance Statement Introduction Practice Quiz Respondus LDB Quiz Canvas Quiz |
| Week 2 & 3 | Chapter 3 & 4 Anatomy and Physiology: Speech Overview Augmentative and Alternative Communication/Complex Needs | |
| Week 4 | Chapter 5 Communication Disorders in a Multicultural World | |
| February 9 | | Quiz 1 (Ch. 1-5) |
| Week 5 & 6 | Chapters 6 & 7 Principles of Assessment & Intervention Language Disorders in Early and Later Childhood | |
| February 22 | | Discussion #1 (Child Case Study) |
| Week 7 | Chapter 8 | |

LONGWOOD UNIVERSITY-PCSD 201: Introduction to Communication Disorders

| | Adult Language Disorders/Cognitive Dysfunction | |
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| March 2 | | Quiz 2(Ch. 6-8) |
| Week 8 & 9 | Chapter 9 & 10 Speech Sound Disorders in Children Fluency Disorders | |
| March 8 | | Discussion # 2 (Work Settings) |
| March 16 | | Group Project |
| Week 10 | Chapter 11 Voice Disorders | |
| March 23 | | Quiz 3 (Ch. 9-11) |
| Week 11 & 12 | Chapter 12 & 13 Motor Speech Disorders Hearing Loss: Pediatric | |
| April 6 | | Service Learning Project |
| Week 13 & 14 | Chapter 14 & 15 Hearing Loss: Adults Feeding and Swallowing Disorders | |
| April 20 | | Quiz 4 (Ch. 12-15) |
| May 2 | | Final Exam |

TIPS FOR DOING WELL IN THIS COURSE:

- 1) Keep a notebook of handouts, materials, and class notes.
- 2) Review your notes and materials daily.
- 3) Begin assignments well in advance of the date in which they are due.