Your Instructor

Ronda L. Jacobs
Email: rondaj@csmd.edu
(Note: After the course starts, all email should be submitted via the course email.)

College of Southern Maryland

8730 Mitchell Road, P.O. Box 910
La Plata, MD 20646-0910

Local Work Phone: 301-934-7596
DC Metro Work Phone: 301-870-7596

Office Location/Hours

La Plata Campus
Building Room LR-202B

Office hours by appointment. Please call or e-mail ahead for an appointment.

Course Description

Induction, deduction, hypothesis formation, experimentation and interpretation of data are applied to the study of osmosis, cell structure and function, DNA, animal taxonomy, certain animal phyla, some mammalian systems and biomes.

Course Materials

Required Materials:


Wiley Plus Access Code (needed to access publisher content)
Optional Materials:

Take Note! (Sales, J.)

Internet Access and Software:

Internet access is required. Microsoft Word and Excel will be used to complete the application projects.

Wiley Plus:

Wiley Plus is a resource provided by your textbook publisher. You can click on “Reading and Resources” to view publisher content by chapter. Or, you can click on “Read, Study & Practice” to view content based on the table of contents. You will use the Wiley Plus link to access online interactive activities by clicking on “Reading and Resources,” the current chapter, and then “BioInquiries.” Interactive activities are called “Activities.”

Prerequisites

BIO 1020 lecture must be taken concurrently or have been completed in a previous semester in order to enroll in the lab.

Credit Hours

1 credit hour

Lab Materials

You are responsible for making sure that you have the necessary materials to complete the assignments. If you do not have access to the materials, contact your instructor. Arrangements can be made for you to complete the appropriate lab modules at the La Plata campus.

Module: Getting Started and Plagiarism Tutorial
NA

Module 1: How is Biology Studied?
Candle and match
Module 2: Evolution
NA

Module 3: Genetics
NA

Module 4: Diffusion
Cup of water, 1 teaspoon salt, dark colored Kool-Aid or juice, perfume or vinegar, clear glass cups/bowls, corn starch, whisk, pepper

*Module 5: Osmosis
Plastic container with a lid, 4 eggs, vinegar, 2 coffee mugs, distilled water, corn syrup, flexible plastic measuring tape, spoons

Module 6: DNA
Split peas (in a bag), salt, cold water, blender, strainer, liquid detergent (I used Palmolive), small glass container, meat tenderizer, rubbing alcohol, wooden stick (large toothpick with tip removed or wooden end of a Q-tip)

Module 7: Midterm Exam
NA

Module 8: Animal Classification
NA

Module 9: Animal Classification (continued)
NA

*Module 10: Enzymes: Amylase
Cheap clear squirt bottle, iodine tincture (available at Safeway or WalMart), banana, paper towels (I used Bounty), spray starch (used when ironing clothes), pasta noodle, fresh food items (fruits, vegetables, meat, cheese, etc.), measuring cups and spoons, flat handled knife (like a butter knife)

*Module 11: Enzymes: Catalase
Hydrogen peroxide, plastic or glass medicine dropper (like that used to dispense meds to children), baking potato, sweet potato, 3 small plastic containers, paring knife, concentrated lemon juice, baking soda, measuring cups and spoons, dark colored plate/lid, ability to boil water (cook top) and access to a freezer/ice

Module 12: Ecology: Garbage Can
NA
Module 13: Ecology: Backyard
NA

Module 14: Final Exam
NA

Lab schedule is tentative and may be modified as needed by the instructor.

NA = Work is virtual, no additional supplies needed.

*Requires preparation time before the experiment can be conducted!

Please schedule your time accordingly.

Important Dates

July 5: First day of classes. Access to course materials begins at 8:00 am.

July 30: Last day to withdraw (you cannot audit labs).

Aug 16: Last day to turn in materials online

General Education Goals

Upon completion of the course, students will have achieved the following General Education goals as established by the College of Southern Maryland:

1. Reading (GE #1, 2, 5, 8, 9).
2. Mathematics (GE #17).
3. Observation (GE #23, 25, 26, 27).
4. Learning (GE #33, 35).
5. Listening (GE #41, 42, 46).
6. Reasoning (GE #52, 55, 57, 58, 59).
7. Natural/Technological (GE #69).

Your Responsibility as a Student

We provide a comfortable learning environment, current computer equipment, lab assistants on site to give you immediate technical support,
and resolution of technical problems on campus usually within 24 hours.

Please be aware that we are not able to provide these same services at your home. If you experience problems at home, please contact Technical Support at 1 – 800 - 732 - 3223. Their hours of operation are Monday thru Thursday from 9 am to 8 pm (EST) and Friday 9 am to 5 pm. Voice messaging is available and someone may return your call at times other than those listed above.

Be aware that if you are unable to complete your assignments at home, you are expected to come to one of the College’s designated computer facilities to complete your assignments on time. Computer difficulties at home will not qualify as an excuse for missing deadlines.

**ALWAYS HAVE A BACK-UP PLAN!**

**My Commitment**

I will read all discussion board postings. I may respond or post a response of my own to keep the class on track.

I will typically respond to e-mails within 24 hours, particularly Monday through Friday. I reserve the right to a 48-hour response time, however. If I will not be able to respond to your e-mails for a certain period, I will let you know through a course announcement. This same response policy applies to questions you post in the HELP discussion forum. I prefer that questions be posted in this area because someone else may have the same question. Please feel free to respond to each other's questions and answers. I will also respond, but perhaps not as quickly as your classmates.

**Minimum Computer Requirements**

For web-based courses, you need convenient access to either a Windows-based Pentium computer or a Macintosh. It should have a 28.8 modem or higher, an Internet Service Provider, and a version of a web browser (Netscape 7.2, Internet Explorer 6.0, AOL 9, Firefox 1.0 or 1.5) which has JavaScript and is JAVA-enabled.

When you log in to WebCT for the first time, it is highly recommended that you run the Browser Check. This is also part of the Getting Started Module you must complete during the first week of the course. Completing the Browser Check will allow you to proceed more smoothly through the rest of the course.
You may also use one of the Internet-connected computers in the college's open computer labs to complete course requirements. Instructors and laboratory assistants are available in the labs to help answer questions about web-based courses.

Plug-ins will be required to view some of the course materials. You must install the following downloads to ensure you will be able to view all materials:

- Link to download Adobe Reader
- Link to download Flash
- Link to download Real Media Player
- Link to download Windows Media Player

**Course Objectives**

The objective of this course is to apply the methods of science to zoological problems. Specifically and by extension, the student is expected to apply critical thinking to any appropriate problem. Empirical methods such as induction, deduction, hypothesis formation, experimentation, data interpretation, modeling and applying information to animal taxonomy, cell biology, molecular genetics, and selected animal systems.

**Course Design**

The course is arranged into learning modules. There are 12 learning modules for this course which correspond to designated chapters in the textbook. There is also an introductory learning module called Getting Started and two exam modules called Midterm and Final, respectively. The introductory, exams, and 12 learning modules will be completed sequentially.

Each online learning module includes:

- An overview to the module
- A list of module-specific learning objectives
- An outline that highlights how the learning objectives will be achieved
- A reading assignment from the text.
· A PowerPoint presentation that summarizes the main concepts of each learning module in a visual manner with a text outline for each presentation
· A laboratory assignment that includes one classroom and one discussion assignment as well as additional practice exercises that emphasize key concepts
· Reflections, a recap of expected learning outcomes

Textbook and Online Activities

For each chapter in the textbook that is covered, the student will complete each of the following activities and access the online components of the course using the Wiley Plus link provided in the course:

1. **Overview.** Review the overview for a summary of the key concepts presented in each learning module.
2. **Learning Objectives.** Review the learning objectives for each learning module. The learning objectives state what the student will know or be able to do upon completion of the learning module in observable, measurable terms.
3. **Outline.** Learning module main topics that students should focus on.
4. **Reading Assignment.** Students will read the assigned pages in the textbook.
5. **PowerPoint.** Students can view (or download) the PowerPoint presentation for the learning module. The presentation summarizes the concepts in a visual manner. It is also available in print form but this does not include pictures.
6. **Learning Activities.** Activities are provided throughout the chapter to allow students to quickly assess their understanding of the chapter contents. Activities are not graded unless specifically noted in the Lab Worksheet.
7. **Discussion Questions.** Students can choose one question from a minimum of two in learning modules that include discussion posts. More detail is provided in the Assignment section of each learning module and in the discussion question grading rubric provided in the syllabus (100 word minimum). In the initial answer to the question, the student must support their information with an appropriate URL (one source minimum) to document their answer by providing additional resources to the class discussion. Class discussions provide a sound board of sorts to reaffirm or clarify course material. Students are expected to respond to one other student, at a minimum (50 word
minimum), for each learning module. The discussion questions are worth a total of **15** points for each learning module.

8. **Lab Worksheets** are assigned for each learning module. The worksheets may pertain to a virtual lab, traditional lab, or a combination of the two lab types. Each worksheet typically contains ten questions. The Worksheet is worth a total of **10** points for each learning module.


10. **Exams.** Students will take a midterm and final exam. The exams are multiple-choice, randomized questions. If a student has a concern about an exam question, they should contact the instructor immediately after the exam and state the question number and their concern. Each exam is worth **50** points.

11. **Help.** A Help forum has been established in the discussion area. Students who have a question about information or concepts presented in a particular chapter should post a message to the Help area. Classmates are expected to look at these postings and reply to them if they think they can answer the question or provide some help. The instructor will respond to questions posted to the Help forum within 48 hours if the question is not answered correctly by a classmate.

### Student Expectations

**What successful students should expect to do in BIO1020L:**

- Successful students understand that the retention and comprehension level of the material covered in this course depends on the degree of their commitment to learning.

- Successful students recognize that the syllabus, text, and online course materials are the primary source of instruction in a web-based course, so they read them carefully and refer to them regularly.

- Successful students will be challenged and encouraged to accept learning responsibilities.

- Successful students recognize the importance of communicating with the instructor and/or their classmates. Successful students call or email their instructor to discuss questions or concerns; they participate in online discussions.

- Successful students meet all due dates. Successful students plan their time wisely. **Due Dates** have been established for the completion of the
course work. **The student is responsible for submitting assignments and completing the required activities.**

- Successful students are self-motivated and keep up with all assignments and activities. In a traditional course, students normally spend 2 hours per week in class (total 30 hours). The standard formula for college coursework is that every one hour of class time will result in two or three hours of homework.

- Successful students set aside 8 hours per learning module to complete the requirements of a course.

- Successful students exhibit online courtesy.

- Successful students check course email a minimum of four times a week. For summer courses, students check course email daily. After the start date of the course, all emails must be sent using the course email— not to the instructors’ college email accounts.

- Successful students ask questions before due dates.

- Successful students look up information first so that they ask informed questions, not questions they already have the answers to. If they can’t find the answers, they contact the instructor using the course email or by phone or by posting the question to the Help forum.

- Successful students pay close attention to how they can best and most easily learn the material in a particular subject area. Students may find it helpful to take a learning styles inventory to guide their study habits. Students can access one online at http://www.metamath.com/lsweb/dvclearn.htm. Students who are having difficulty figuring out how best to learn the material in this class should contact the instructor for suggestions.

## Instructor Expectations

What students can expect from their BIO 1020L instructor:

- Successful instructors communicate frequently with their students. Your BIO 1020L instructor will respond to emails within 24 hours and will return phone calls Mondays - Fridays. Given the significant number of student postings to the discussion area, the instructor will usually comment to the group as a whole about their responses. Occasionally, the instructor may interject comments during the week in order to help steer the discussion or to highlight posts that are significantly good in some respect and provide a model for others. The BIO 1020L instructor
will forward individual comments using the course email when it is clear that a significant misunderstanding of the concept has occurred or where a student needs additional assistance to be successful in subsequent lessons.

- Successful instructors facilitate the learning process, encourage students, and provide constructive feedback on all assignments. The BIO 1020L instructor will post grades for assignments within one week after their due date.

- Successful instructors design the course and learning activities to enable students to learn and understand the content, interact with the materials, and apply the concepts.

- Successful instructors evaluate assignments fairly. The grading scale is included in the syllabus.

## Grade Determination

Points will be assigned for the following course components: Discussion, Worksheets, Exams, and Service-Learning (if applicable).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>370 – 333 points</td>
</tr>
<tr>
<td>B</td>
<td>332 – 296 points</td>
</tr>
<tr>
<td>C</td>
<td>295 – 259 points</td>
</tr>
<tr>
<td>D</td>
<td>258 – 222 points</td>
</tr>
<tr>
<td>F/FX</td>
<td>Below 221 points</td>
</tr>
</tbody>
</table>

Be aware that **withdrawing** from this course is **not automatic**. If you intend to withdraw or change to audit status (cannot audit lab), it is your responsibility to fill out the necessary paperwork with the Registrar's Office. Negligence on your part could result in a failing grade. Incompletes are only granted in extreme circumstances and if the student has completed 70% of the required coursework at a satisfactory level. Please contact your instructor if you have any questions.

## FX Grade

A grade of ‘FX’ is given at midterm and at the end of the semester if the student has not attended class for at least two learning modules and is failing the course. Attendance is measured by completing coursework in the learning modules (discussion questions and worksheets). If a student misses ALL due dates for the coursework in learning modules five and six **AND** is
failing the course, the grade of FX is assigned. The FX will appear on the transcript and equates to an F in grade point calculations.

### Borderline Grade Policy

A student with a borderline numerical course grade will be given the higher or lower grade at the discretion of the instructor. A borderline grade is a grade less than 0.5 from the next grade. In this class, an 89.5 or higher will become an A, but an 89.49 will remain a B unless the instructor determines that it should be raised to an A based on overall course performance.

### Discussion Question Rubric

The following rubric will be used to evaluate the Discussion Questions:

<table>
<thead>
<tr>
<th>Score/Original Post</th>
<th>Content Included</th>
<th>Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>The post shows extensive use of the readings and course materials. Sound analysis of the materials is employed.</td>
<td>The post is clearly written and contains few grammar or spelling errors that would serve to undermine the clarity of the post.</td>
</tr>
<tr>
<td>6</td>
<td>The post shows use of the readings and course materials. Sound analysis of the materials is employed.</td>
<td>The post is clearly written.</td>
</tr>
<tr>
<td>4</td>
<td>The post illustrates that its author has read the readings. Some analysis of the materials is employed.</td>
<td>The post has some clarity flaws but it is still possible to comprehend what the author intends.</td>
</tr>
<tr>
<td>2</td>
<td>The post is brief but factually correct and relevant statements are made.</td>
<td>The post has many clarity flaws and it is almost impossible to comprehend what the author intends.</td>
</tr>
<tr>
<td>0</td>
<td>The post is very brief and not necessary accurate; or, no original post was made.</td>
<td>The post has many style flaws; or, no original post was made.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score/URL</th>
<th>Content Included</th>
<th>Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The URL was directly related to the topic.</td>
<td>The post included a detailed statement explaining its relevance.</td>
</tr>
<tr>
<td>Score/Responses</td>
<td>Content Included</td>
<td>Style</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>One response to a posting made by a classmate is well-written and elaborates on the comments. The comments further the discussion by asking questions or by illustrating another point of view.</td>
<td>The response is clearly written and contains no grammar or spelling errors that would serve to undermine the clarity of the response.</td>
</tr>
<tr>
<td>3</td>
<td>One response to a posting made by a classmate is well-written but does not elaborate on the comments nor necessarily further the discussion by asking questions or by illustrating another point of view.</td>
<td>The post is clearly written and contains one – three grammar or spelling errors.</td>
</tr>
<tr>
<td>2</td>
<td>The response is brief but does not further the discussion.</td>
<td>The post is clearly written and contains more than three grammar or spelling errors.</td>
</tr>
<tr>
<td>1</td>
<td>The response is not related to the discussion. Responses may include: “Good job...I agree. I liked your post.”</td>
<td>The post was poorly written; or, not relevant.</td>
</tr>
<tr>
<td>0</td>
<td>No responses were posted.</td>
<td></td>
</tr>
</tbody>
</table>

**Exam Policy**

After completing six learning modules in succession, the student will take an online exam (midterm and final). The exams are multiple-choice, randomized questions. If a student has a concern about an exam question, they must contact the instructor as soon as the exam is completed and state
which question is of concern. Each exam is worth **50 points**. It should also be noted that the exams cover material from the six learning modules most recently completed. That is not to say that material from previous learning modules will be ignored but the exams are not intended to be cumulative.

The exams will be completed online. Students will not be required to complete exams in the college’s Testing Center.

### Make-Up Exam Policy

Exams cannot be made up. However, they can be completed early. All exams will be made available during the week they are due.

### Assignments

Students will complete the worksheets specified in the Assignment section of each learning module. The assigned Worksheet can be completed by accessing the Worksheet section. Each Worksheet assignment is worth **10 points**. Discussion questions are also presented in this section in learning modules that include DQ posts. Students can choose one question from a minimum of two in the learning module in the Assignment section to discuss in detail (100 word minimum). In the initial answer to the question, the student must support their information with an appropriate URL (one source minimum) to document their answer by providing additional resources to the class discussion. Students are then expected to respond to one other student, at a minimum (50 word minimum), for each learning module. The discussion questions are worth a total of **15 points each**.

### Late Work

Lab worksheets and discussion questions cannot be made up. Once the discussion closes you cannot add to the discussion. Because of the pace of the lab, late work will not be accepted. A zero will be recorded for the discussion question and/or lab work.

### Extra Credit

One extra credit assignment will be made available after the midterm. It will not be due until the last day of class. The extra credit assignment is worth 10 points. If your grade is borderline, the extra credit assignment will be graded. If the extra credit assignment cannot help your course grade, it will not be graded.

### Other Policies
HONESTY

Successful students always make sure that their work is original. This is important because the instructor must be able to gauge what the student has learned. Each student is expected to perform his/her own academic work. Plagiarism and other forms of academic dishonesty are considered extremely serious offenses. The student is personally responsible for understanding the various forms of academic dishonesty as they are explained in the "Student Code of Conduct" in the Student Handbook. Ignorance of any requirement for academic honesty will not constitute an excuse from disciplinary proceedings. Any form of cheating will be considered grounds for failure of the course. If you have any questions about the policy, please ask!

UNAUTHORIZED PERSONS IN THE CLASSROOM

Only students registered for this class may attend (i.e., access the course, participate in course activities). Any person not registered for this class is considered an "unauthorized person" and will not be allowed to attend this class. See the Student Handbook for further details.

COLLEGE POLICIES

All college policies will be followed as applied to a Web course. See the Student Handbook for any specific questions.

ATTENDANCE

Because this is a web-based course, students are not required to come to the campus. However, students should check course email at least four times a week for 15-week courses or daily for 7-week courses. The instructor is available to meet with students by appointment to discuss course content, to explain concepts, or to discuss their progress in the course.

NETIQUETTE

Netiquette—online jargon for “Internet etiquette”—is a series of customs or guidelines for maintaining civilized and effective communications in online discussions and email exchanges. Students in this course will be expected to demonstrate netiquette when interacting with classmates and instructors. Specific netiquette techniques will be introduced in the Getting Started learning module.
STUDENT SERVICES

The College of Southern Maryland Libraries serve the information needs of students for research, class projects, and independent study. Students may access Proquest and other databases, course reserves, and the Maryland Digital Library from off-campus. Students may order their textbooks, register for classes, check midterm and final grades, and contact an advisor—all online! The Student Success Center provides various services such as tutoring, learning lab software, and physical models. More information about these and other services can be found at http://www.csmd.edu/Studentsuccess/

DISABILITIES AND SPECIAL NEEDS

The Learning Assistance Center (LAC) provides a comprehensive system of student and faculty support services. Peer tutoring, skills improvement, testing, and disabled student services are some available services. Students with a physical, psychiatric/emotional, medical, or learning disability that may impact their ability to carry out assigned course work are urged to contact Glennis Daniels-Bachus. All information and documentation is confidential.

Glennis Daniels-Bachus
Learning Assistance Center
La Plata Campus, LR123
301-934-7614
glennisd@csmd.edu

Comments

This course includes a fairly large amount of material; therefore, we must maintain a reasonably rapid pace during the semester. Despite this, please remember that you are encouraged to ask questions or seek out my help at any time during the semester. Also, become acquainted with your classmates and form study groups. You will be surprised how much this effort will help you.

I want you to succeed in this course! To be successful, you MUST complete the readings, the discussion posts, the worksheets, ask questions, and seek help when necessary. I will be happy to provide extra help to students via email, phone, or in-person meetings at my office. In addition, you can receive help through the college tutors or study groups. However, when all is
said and done, it is YOUR effort, YOUR time, and YOUR determination that make the difference between failure and success.

The instructor reserves the right to modify this grading policy or the course schedule. Students will be notified of any changes by course announcement in WebCT (Blackboard).

<table>
<thead>
<tr>
<th>Module</th>
<th>Due Dates</th>
<th>Topics</th>
<th>Available Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting</td>
<td>Jul 10, 10</td>
<td>Student Introductions</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Started</td>
<td>Jul 10, 10</td>
<td>Practice Assignment</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jul 10, 10</td>
<td>Getting Started Quiz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 1</td>
<td>Jul 10, 10</td>
<td>Plagiarism Quiz</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jul 10, 10</td>
<td>Worksheet 1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Module 2</td>
<td>Jul 13, 10</td>
<td>Discussion Question (DQ) - Initial Post</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jul 13, 10</td>
<td>DQ - Response Post</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jul 13, 10</td>
<td>Worksheet 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Module 3</td>
<td>Jul 16, 10</td>
<td>DQ - Initial Post</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jul 16, 10</td>
<td>DQ - Response Post</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jul 16, 10</td>
<td>Worksheet 3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Module 4</td>
<td>Jul 19, 10</td>
<td>Worksheet 4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Module 5</td>
<td>Jul 22, 10</td>
<td>DQ - Initial Post</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jul 22, 10</td>
<td>DQ - Response Post</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jul 22, 10</td>
<td>Worksheet 5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Module 6</td>
<td>Jul 25, 10</td>
<td>Worksheet 6</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Module 7</td>
<td>Jul 28, 10</td>
<td>Midterm Exam</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Module 8</td>
<td>Jul 31, 10</td>
<td>DQ - Initial Post</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jul 31, 10</td>
<td>DQ - Response Post</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jul 31, 10</td>
<td>Worksheet 8</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Module 9</td>
<td>Aug 3, 10</td>
<td>DQ - Initial Post</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aug 3, 10</td>
<td>DQ - Response Post</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aug 3, 10</td>
<td>Worksheet 9</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Module 10</td>
<td>Aug 6, 10</td>
<td>Worksheet 10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Module 11</td>
<td>Aug 9, 10</td>
<td>DQ - Initial Post</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aug 9, 10</td>
<td>DQ - Response Post</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aug 9, 10</td>
<td>Worksheet 11</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Module 12</td>
<td>Aug 12, 10</td>
<td>Worksheet 12</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Module 13</td>
<td>Aug 15, 10</td>
<td>DQ - Initial Post</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------</td>
<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug 15, 10</td>
<td>DQ - Response Post</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug 15, 10</td>
<td>Worksheet 13</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 14</td>
<td>Aug 16, 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extra Credit</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Due dates are by 11:30 pm (Eastern time zone) of the calendar day.
Work can always be completed PRIOR TO this date.