Dixie State College of Utah
BSN Program
Fall 2010

Course name: Transcultural Nursing
Course number: NURS 3300
CRN: 41050
Begin/End Dates: August 23, 2010 – December 17, 2010

Instructor: Michelle McDermott, MSN, RN
Taylor Health Science Building, Office #305
Office Phone Number: (435) 879-4815
Fax Number: (435) 879-4829
Email: use Blackboard Vista

Instructor Availability: I have office hours on Monday 9:00 am – 12:00 pm and Tuesday 12:00 – 2:00 pm. I provide you with these times to make it easier to communicate with me and not to limit our contact. I want you to know that should you need to contact me outside these time frames, you should not hesitate to do so. If you are not able to gain access to messages on Blackboard Vista, please send a message to my dixie.edu email address. I will respond to your emails within 24-48 hours. I generally do not check emails during the weekend.

Course description: NURS 3300 Transcultural Nursing Credit Hours: 3

Prepares professional nursing students to provide culturally sensitive and culturally competent care to individuals, families, and communities, emphasizing the importance of understanding cultural diversity in order to promote appropriate health prevention, disease intervention activities, and teaching strategies. Includes self-evaluation, including biases and prejudices about other cultures and ethnic groups.

Course Prerequisites: Admission to the Dixie State College Bachelor of Science in Nursing program; and NURS 3100 (can be concurrently enrolled).

Required textbooks:


Recommended texts:


Course Outcomes

Upon completion of the course, the student will be able to:

1. Analyze theoretical frameworks of transcultural nursing models.
2. Utilize a theoretical framework to perform a cultural assessment.
3. Explore the influence of culture on an individual’s belief system and practices especially those surrounding concepts of health, illness, and self-care deficits.
4. Critically evaluate the concepts of health and medical care as a cultural system and caring and nursing within a cultural context.
5. Critically examine one’s own and others’ cultural biases, gender biases, ethnocentrism, racism, and acceptance of cultural diversity.
6. Appraise the concept of diversity and similarities within cultures, diversity and similarities between a culture and the dominant health care model, and the potential for conflict and resolution.
7. Examine client’s rights in decision-making based on cultural factors.
8. Identify strategies used to provide culturally competent care.
9. Provide culturally competent care to diverse clients, families, groups, and communities
10. Assume personal responsibility and accountability for one’s actions in meeting course requirements and professional expectations.

Nursing Curriculum Threads/Competencies:

The Dixie State College Nursing Program curriculum threads/competencies are fulfilled in this course in the following ways:

- Critical thinking: Course objectives 1, 4, 5, 6, and 10
- Technical skills: Course objective 9
- Therapeutic communication: Course objectives 2 and 9
- Leadership/management: Course objectives 4 and 6
- Time management/organization: Course objectives 9 and 10
- Professional behavior: Course objectives 2, 4, 5, 7, 8, 9, and 10
- Caring: Course objectives 3, 7, 8, and 9
- Nursing process: Course objective 9
Important Dates to Remember

Aug 23  Classwork Starts
Aug 25  Last Day to Add Without Signature
Aug 30  Drop/Audit Fee Begins ($10 per class)
Sep 6  Labor Day
Sep 7  $50 Late Registration/Payment Fee
Sep 13  Pell Grant Census
Sep 13  Last Day for Refund
Sep 13  Last Day to drop without receiving a "W" grade
Sep 14  Courses dropped for non-payment
Sep 17  Last Day to ADD Classes
Oct 1  Graduation Application Deadline
Oct 13  Mid-Term Grades Due
Oct 14-15  Semester Break
Oct 18  Last Day to DROP/AUDIT Classes
Nov 12  Last Day for Complete Withdrawal
Nov 15  Registration open to Seniors (90+ credits)
Nov 16  Career Day
Nov 16  Registration open to Juniors (60+ credits)
Nov 17  Registration open to Sophomores (30+ credits)
Nov 18  Open Registration
Nov 24-26  Thanksgiving Break
Dec 10  Classwork Ends
Dec 13-17  Final Exams

Blackboard Vista:

This is an online course available on Blackboard Vista. You will not be able to access the course until the first day of the fall semester. Blackboard Vista is accessed through the college webpage. Everything you need to know about Blackboard Vista (password, computer specifications, course navigation, etc.) is available at http://www.dixie.edu/online/index.html.

For each module, students should:
- Read the appropriate chapter and supplemental readings
- Review the PowerPoint presentation on the course website
- Participate in the threaded discussion
- Browse the supplemental learning opportunities
- Complete the written assignment
Online Learning

All of the BSN courses are online through Blackboard Vista. All of the PN and ADN courses are hybrid courses in which most learning occurs in the classroom but some aspects of the course are offered through Blackboard Vista. Students should refer to individual course syllabi for further information. Access, computer specifications, username and password information, and instructional technology assistance can be found at the Blackboard Vista log in page linked at www.dixie.edu.

Online learning is different from traditional classroom learning. For instance:

- Online courses provide flexibility for times when students can complete course work. However, online courses have deadlines for submission of student assignments such as online discussions and written work. Most course instructors deduct points from assignments that are submitted beyond a due date. The nursing online courses are not self-paced.

- Many students assume that online courses are “easier” than traditional courses held in a classroom. This is not true. Online courses require more commitment and time on the student’s part. Additionally, online course work requires students to be self-disciplined and independent learners who have excellent organizational skills and are skilled readers. Students who are lazy, unmotivated, and/or too busy will find it difficult to be successful in an online course.

- Instructors have the capability to track student use of Blackboard Vista. In other words, course instructors can go into Vista to see the frequency and duration with which students have accessed a course. This function is similar to taking attendance in the classroom. It also allows the instructor to see if students indeed are completing the online course work.

The following are some suggestions for student success in an online course. Most of these suggestions are applicable to a totally online course. Some may apply to hybrid courses.

1. Manage your time effectively. Set aside a day(s) and time(s) each week that is dedicated to your online courses. Do not procrastinate.
3. Be able to communicate through writing.
4. Be proficient or gain proficiency in using your computer to manage files, send and receive email, compose a document using a word processing program, and perform a literature search.
5. Be open to sharing life, work, and educational experiences as part of the learning process.
6. Be willing to “speak up” if problems arise.
7. Be willing and able to commit to 5 to 10 hours per week per online course.
8. Feel that high quality learning can take place without going to a traditional classroom.
9. Take the program and yourself seriously.
10. Make sure you have a private place where you can study.
11. Log on to your courses every single day or a minimum of 3 days a week.

**Netiquette for Nursing Students**

Nursing faculty, staff, administration, and students are participants in a community of learning. Communities function best when participants follow community rules. Imagine what would happen, for example, if some drivers ignored red traffic lights. The online environment requires unique rules for its smooth functioning. Netiquette means the proper use of manners and civil behavior within an internet network. In the nursing program, the internet network most often involves two areas: 1.) use of email for communication, and 2.) participation in online threaded discussions. The following are guidelines for you to follow in these two areas.

- Use of email to communicate with faculty, staff, administration, and students:

1. **Imagine your email message on a billboard.** Anything you send can be forwarded, saved and printed by people for whom it was never intended. Never send anything that will reflect badly on you or anyone else.

2. **Remember that company emails are company property.** Emails sent from your workplace such as Dixie Regional Medical Center can be monitored by people besides the sender and reader, and are technically company property.

3. **Avoid offensive comments.** Anything obscene, libelous, offensive or racist does not belong in email, even as a joke.

4. **Keep your message “Cool.”** Email messages can easily be misinterpreted because we don't have the tone of voice or body language to gives us further cues. Using multiple explanation points, emoticons, and words in all capital letters can be interpreted as emotional language.

5. **Do not “flame.”** It is never acceptable. Do not initiate an email or respond to one when you are angry. Write down your message on paper then put it aside. Review later when you may feel very differently about what has happened to you and are more able to write your email message in a respectful tone.

6. **Be careful about forwarding messages.** If you aren't sure if the original sender would want to forward the message, don't do it. Ask for permission to forward.

7. Although **faculty try to respond as quickly as possible** to student emails, don't expect an answer right away. Email messages may be delivered quickly, but your recipient may not read it right away.

8. **Don't sacrifice accuracy.** Don't send sloppy, unedited email. Check spelling and grammar. An occasional spelling mistake will be overlooked by your reader. However,
when your readers have to break communication to decipher a word or message, at best you'll look sloppy or illiterate. At worst, they may stop reading.

9. Don't type in all CAPS. It's perceived as YELLING. However, don't write with only small letters, as this is perceived as you being lazy, because it makes it more difficult for people to read.

10. Write clear, organized messages, with a subject line that gives enough information for the reader to file it and find it later.

   Participation in threaded discussions in an online course:

   It is important to communicate well and professionally in your threaded discussions not only for your grade but also for the perception you wish to convey to your fellow students and instructor. Generally, do not do or say anything in a threaded discussion that you would not do or say in a classroom discussion.

   1. Be friendly, positive and self-reflective. When people cannot see you, and also do not know you, feelings can be hurt if you are not careful in how you express yourself. The old saying, think before you speak is important here. Think before you write. When you feel a critique is necessary, say it in a positive tone. Reread what you have written to be sure it is positive.

   2. Use proper language and titles. Do not use slang or even profane words in an online education environment, even if they are words you consider, "not so bad," as they will sound offensive to the reader. Do not refer to your professor as "Doc" or by his or her first name, unless it is acceptable with him or her to do so.

   3. Use effective communication. This takes practice and thoughtful writing. Try to speak and write clearly at all times. Again, reread before you respond. Define and restate your words when necessary. Correct a misunderstanding right away. Chances are, if one person felt a certain way about what you said, and then another may also. Likewise, be mindful of chosen words and joking. For example, the slang term "get out!" can be interpreted in several ways, either positively or negatively.

   4. Professionalism. Leave the characters like smiley faces, and instant message abbreviations out. Your friends may like it, but chances are, your professor will not. Save it for personal conversations or definitely ask for permission before using them. They may be interpreted as childish or too casual. Last, always say please and thank you.

   5. Ask for clarification. If you are unsure of what was said, or the instructor's directive, or are trying to interpret a person's expressions, then ask again. Do not sit in silence either misunderstanding or feeling offended. Your instructor will appreciate your responsiveness and maturity. A simple way to do this is to say (or write), "I did not understand..." always keeping the onus for the misunderstanding on yourself.
Grading criteria and methods of student evaluation:

A: 95-100%
A-: 90-94%
B+: 87-89%
B: 83-86
B-: 80-82%
C+: 77-79%
C: 74-76%
C-: 70-73%

Threaded discussions: 20% of course grade, 150 points possible
Fadiman paper: 20% of course grade, 100 points possible
Unit assignments: 40% of course grade, 150 points possible
Final exam: 20% of course grade, 100 points possible

1. Threaded discussions: Students are expected to participate in the threaded discussions for each module. Go to the discussion board for the topic for each unit discussion. Although not required, students are encouraged to respond to their classmates’ postings. Students’ contributions to the threaded discussion will be graded weekly as follows: 10 points—well thought out, contributes to class learning, brings in new ideas, contributes at least twice, above average; 5 points—directly answers topic without bringing in new ideas, contributes once, average; 0 points—not done, contributes but does not address topic at all. Due date: Weekly by Sunday at 11 PM, see online course calendar

2. Paper: As well as the textbook readings, the book *The Spirit Catches You and You Fall Down* by Anne Fadiman is used in this course. Students are to read Fadiman’s book and write a 5-8 page paper applying course concepts to the story of Lia Lee, her family, and the medical team that cared for Lia. Students may choose what specific course concepts they would like to use in their paper. Some suggestions are as follows: analyze Lia Lee’s story using Leininger’s Sunrise Model; describe Lia Lee’s story from the perspective of culturally competent ethics; write up a cultural assessment of the Lee family using the information in the book. These are suggestions only. It is most important that students clearly bring in course concepts and specific situations/examples from the Fadiman book. APA 6th edition (second printing) format is required for the paper and citation of references. Please refer to the scoring rubric on the course homepage for further guidelines. Due date: Monday, November 1, may submit electronically or hard copy

3. Unit assignments: Each of the 15 units in this course has an associated short assignment. For example, students are asked to complete a short paper on the Sunrise
Model for Unit 1 and a one-page paper of a particular health practice of a religious group other than one’s own for Unit 14. See individual units on the course webpage for details about each assignment. Unit assignments will be graded as follows: 10 points—thoroughly addresses topic, readable and understandable, demonstrates above average understanding of course content; 5 points—demonstrates average understanding of course content, some pieces missing; 0 points—not submitted. APA 6th edition (second printing) format is required for citation of references.

Assignments are submitted through the assignment drop box.

Assignments due weekly on Wednesday 11 PM with the exception of the first week’s assignment which is due Sunday, August 29 at 11 PM.

4. Comprehensive final exam: An online comprehensive exam covering the entire course content will be given during the final week of the semester. More details about the exam will be given to students as the course progresses.

Due date: December 13-17

Course topics:

- Module 1: Theoretical Foundations of Transcultural Nursing
- Module 2: Culturally Competent Nursing Care
- Module 3: Cultural Competence in the Health History and Physical Examination
- Module 4: The Influence of Cultural and Health Belief Systems on Health Care Practices
- Module 5: Transcultural Perspectives in Childbearing
- Module 6: Transcultural Perspectives in the Nursing Care of Children
- Module 7: Transcultural Perspectives in the Nursing Care of Adults
- Module 8: Transcultural Perspectives in the Nursing Care of Older Adults
- Module 9: Creating Culturally Competent Organizations
- Module 10: Transcultural Perspectives in Mental Health Nursing
- Module 11: Culture, Family, and Community
- Module 12: Cultural Diversity in the Health Care Workforce
- Module 13: Transcultural Aspects of Pain
- Module 14: Religion, Culture, and Nursing
- Module 15: Cultural Competence in Ethical Decision-Making

Late Assignment Policy:

All assignments must be submitted to the instructor on or before the date that they are due unless the student has negotiated a different due date with the instructor at least 24 hours before the assignment is due. The student must take the initiative to negotiate with the instructor with regard to the revised date for submission as well as the consequences of failure to submit the assignment by that revised date. If no negotiation
is made with the instructor at least 24 hours before the assignment is due, late assignments will receive a 10% deduction in score for each day late up to 4 business days beyond the due date. Late assignments will not be accepted after 4 business days beyond the due date.

**Integrity Statement and Honor Code**

A fundamental quality of all successful nurses is integrity and a genuine concern for the well being of the patient. Quality professional patient care requires a relationship built on trust, trust requires honesty, and honesty is the foundation of integrity.

Academic integrity is expected of students and faculty at Dixie State College. Students are expected to abide by the Dixie State College of Utah student code available at http://www.dixie.edu/humanres/polstu.html. Dixie State College takes a very serious view of violations of academic integrity. As members of the academic community, the College’s administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the principles of integrity and impedes learning.

Students in the DSC Nursing Program have a responsibility to the public and to the nursing profession; thus, it reserves the privilege of retaining only those students who, in the judgment of the faculty, demonstrate high academic standards. These academic standards include honesty, accountability, and responsibility for one’s own work. Academic dishonesty is an unacceptable mode of conduct and will not be tolerated in any form. Academic dishonesty includes, but is not limited to, plagiarism, cheating, collusion, falsification, copying another student’s work, and soliciting unauthorized information about an exam. Students who know about any form of cheating or academic dishonesty and do not report it to appropriate individuals are equally guilty of academic dishonesty and may face the same consequences. Students who violate the student code of conduct or rules of academic integrity will be subject to dismissal from the DSC Nursing Program and the college according to college policy.

**Student Code of Conduct**

The Dixie State College Nursing Program subscribes to the policies and procedures of Dixie State College as outlined in the policies and procedures. Violations of the code of conduct are serious and will be handled quickly and judiciously by campus authorities. The nursing faculty feels strongly about the student code of conduct, sexual harassment, discrimination, and ethical behavior. Not only are the nursing faculty supportive of these behavior guidelines as stated by the college, but they have adopted specific guidelines that deal with each of the above listed behaviors due to the exposure and participation with off campus institutions. Please see non-discrimination, ethical behavior, and the student code of conduct disciplinary process listed below. Students found in violation of the Student Code of Conduct listed in 5.33 of the student section of the policy and
procedures manual, may be subject to probation, suspension, dismissal, warning, or exoneration. **Any violations to, or misconduct of the Dixie State College policies and procedures, or the additional nursing program code of conduct can be immediately filed with the Vice-president of Student Services or Vice-president of Academics depending upon the nature of the infraction.** This information can be found in the policies and procedures manual on the Dixie State College web site at http://www.dixie.edu/humanres/policy/sec5/533.html.

Other violations will be subject to, but not limited to, the following:
1. First offense will receive a verbal warning, which will be documented and placed in the student file.
2. Second offense will be in writing with one copy given to the student and one copy put in the student file.
3. Third offense will warrant a written contract** between the student and the necessary faculty/administrator. The written contract signifies the beginning of a probationary period and terms thereof will be identified in the contract. Failure to keep the conditions outlined in the contract may lead to suspension from the program or other sanctions as allowed by DSC policy.

**Disclaimer:** Depending upon individual circumstances, the instructor has the discretion to take any or all of these steps or initiate action at any of the steps.

**Services for students with disabilities:**

**Americans with Disabilities Act (ADA) Statement:**

Proper documentation of a disability is required in order to receive services or accommodations. Any student eligible for and requesting reasonable academic accommodations due to a disability must provide a letter of accommodation to their professor from the Disability Resource Center within the first two weeks of the beginning of classes. Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the ground floor of the Financial Aid Office. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services.

**D Mail**

You are required to frequently check your Dmail account. Important class and college information will be sent to your Dmail account, including DSC bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSC and in your courses. If you don't know how to access your Dmail account, go to www.dixie.edu and select
"Dmail" from the left column. To locate your Dmail username and password, go to www.dixie.edu, and click on "Log in to student services" (upper right corner). You will be held responsible for information sent to your Dmail, so please check it often.

Library, Testing Center, and Tutoring Center links:

- Library - http://library.dixie.edu
- Testing Center - http://dixie.edu/testing
- Tutoring Center - http://dsc.dixie.edu/tutoring/
- IT - http://dixie.edu/helpdesk

Please note:

This syllabus is for information purposes only and is not considered a contract between students and the instructor. The syllabus may be subject to change. Students will be notified through the course website and/or by email of any changes to the syllabus.
### NURS 3300 Course Calendar

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