

University of South Carolina
College of Hospitality, Retail, & Sport Management (CoHRSM)

Senior Seminar: HRSM 497 – Summer 2021

Instructor	Dr. Marianne Bickle
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Office location	726 – Close-Hipp
Office hours	Tuesdays and Wednesdays, 9:00am-11:00am and by appointment

NOTE: I check Blackboard periodically throughout the workday (8:30am-5:00pm) Monday – Friday. Email will not be consistently checked on Saturdays or Sundays.

Course Description: Integration of prior academic work.

Pre-requisites: Senior status and BAIS, SPTE, HRTM or RETL students with instructor permission.

Carolina Core Learning Outcome: Effective, Engaged, and Persuasive Communication/Writing (CMW)

Credits for this course: 3

Course Learning Outcomes:

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

- demonstrate the ability to initiate independent, interdisciplinary inquiry;
- demonstrate the ability to apply critical thinking to interdisciplinary problems; and
- demonstrate the ability to conduct independent research by completing a final research paper.

To Achieve the Learning Outcomes:

To achieve the Learning Outcomes, students should:

- identify, evaluate, and analyze personal and/or academic strengths;
- synthesize concepts, applications, and theory from the BAIS curriculum;
- analyze specific workplace topics/trends;
- identify and/or analyze issues/problems in a chosen career field;
- develop logical and viable solutions to an issue/problem in a chosen career field;
- communicate ideas, issues, problems, solutions, and/or research-based information clearly;
- synthesize research into appropriate written documents; and
- write at a level appropriate for a senior level, mastery course.

Required Textbook:

- Concise Guide to APA Style (7th edition): The Official APA Style Guide for Students ISBN-978-1-4338-3273-4

Required Course Materials:

Video PowerPoint Presentations + Textbook + Computer with Internet Access

- Students must view PowerPoint lectures/presentations.
- Students must read specific chapters in the required Publication Manual of the American Psychological Association (6th edition).
- Students must have access to a computer with Internet access to check Blackboard daily, communication online and post assignments.
- Student must that the ability to create, save and upload WORD documents into Blackboard.

Course Purpose and Overall Structure of the Course:

This is a totally asynchronous online course. Online classes are **not** easier than face-to-face (F2F) classes. To succeed in an online class, you must be motivated and well-organized. Regular Internet access is essential for successful completion of this course. The goals to be assessed for this course are as follows. Upon mastering the content in this course, students will be able to:

- identify and/or analyze issues/problems in a chosen career field;
- develop logical and viable solutions to an issue/problem in a chosen career field; and
- demonstrate the ability to conduct independent research by completing a final research paper.

Therefore, this course is designed to assess these goals. This is a senior capstone course which requires students to produce a carefully organized summation and synthesis of learning, career goals, educational and career experience and provide a solution to a problem in a career field. A high level of writing and APA style formatting is expected. Throughout this process, students will discover a greater understanding of themselves, their chosen degree and how to incorporate their learning for future career opportunities and/or graduate school.

Students should be able to present themselves well through assignments and to potential employers and provide a well-constructed description of their academic mastery and how their chosen area of study.

This course is organized into **Learning Modules**. All Learning Modules are accessed through your University of South Carolina Blackboard. The first module is the **Getting Started Module 1**. All documents are formatted in Microsoft Word and/or PDF format. To view PDF documents, you need Adobe Reader. You can download [Adobe Reader \(http://get.adobe.com/reader/\)](http://get.adobe.com/reader/).

Specific Technologies Used in this Course

The materials for the course, lectures, and discussion boards are located on Blackboard. Adobe Presenter will be used for online lectures. Students will be able to access online

lecture via a provided URL. Therefore, Internet access is necessary. Assignments must be completed using Microsoft Word and uploaded into each Blackboard link within the assigned Learning Module.

Minimal Technical Skills:

Minimal technical skills are needed in this online course. All work in this course must be submitted online through Blackboard. Therefore, you **MUST** have consistent and reliable access to a computer and the Internet. Without computer and Internet access and minimal technology skills, it will be virtually impossible to succeed in this course. Before starting this course, you must be comfortable doing the following. You should have the ability to:

- organize electronic files;
- save electronic files;
- use email and attached files;
- check email and Blackboard daily;
- download and upload documents in Blackboard;
- locate information with a browser;
- locate research information and journals through the library and/or Internet; and
- use Microsoft Outlook, PowerPoint, and Word effectively.

Google Chrome is the recommended browser for Blackboard.

Technical Support:

[Blackboard Help \(http://ondemand.blackboard.com/students.htm\)](http://ondemand.blackboard.com/students.htm)

If you have problems with your computer or Blackboard, please contact University Technology Support (UTS) Help Desk at 803.777.1800 or helpdesk@sc.edu. The UTS Help Desk is open Monday – Friday from 8:00 AM – 6:00 PM. The Thomas Cooper Library at USC has computers for you to use and if you are not in Columbia, most public libraries have computers you may use if you find yourself facing computer problems.

Tips for Being Successful in this Course:

It is estimated that you will need to spend at least nine (9) hours per week to complete course work, discussions, communication and to work toward being successful in this asynchronous online course. If you do not take this time each week, you may feel overwhelmed and frustrated and your opportunity for success will be jeopardized.

Successful online learners

1. do not procrastinate;
2. are open to sharing professional experiences online;
3. enhance online discussions;
4. have good written communication skills;
5. use proactive communication;
6. are self-motivated and self-disciplined;

7. have a commitment to learning;
8. have critical thinking and decision-making skills;
9. believe quality learning can take place in an online environment; and
10. have good time management skills and turn things in on time.

Late Work/Make-Up Policy:

Late work is accepted with a 20% late penalty fee per day for written assignments during the semester. The penalty begins with the time the assignment is due. Review the Course Outline and Due Dates Checklist. Quizzes are not accepted late. The final paper is due on the final exam day. This assignment is not allowed late. All assignments are posted via Blackboard, thereby allowing students to submit assignments from any location in the world.

You will be allowed to access the assignments an unlimited number of times. If you are nervous about missing the deadline, you may want to do any of the following:

- Post your drafts online.
- Post your assignment the day before the deadline.
- Post your assignment the morning of the deadline.

BE CAREFUL: The clock on your computer may be different than that clock on Blackboard. If the clock is different by one minute, you might be locked out of the assignment. Plan accordingly. I recommend that you submit your assignments well before the 11:59pm Eastern Standard Time (EST) deadline.

Extra Credit:

Extra credit assignments will be assigned at the end the course. Directions for completing the extra credit assignments will be posted on Blackboard.

Ability to Work at Your Own Pace:

This course is designed so students may work at their own pace, but specific deadlines have been set and must be met to ensure students stay on track. Assignments will be graded shortly after the deadline.

Explanation of Delivery Technology Used:

The materials for the course, lectures, and discussion boards can all be found on the Blackboard site for the course. The weekly lectures for the entire semester will be recorded prior to the beginning of the semester using Adobe Presenter and posted on Blackboard for students to view. Blackboard will include links to learning materials and relevant online educational sites.

Working with the office of CTE, this Distributive Learning Course will follow QM/ADA standards.

The course syllabus includes an accessibility statement that encourages students with disabilities to register with the Office of Student Disability services; should a student with a registered

disability enroll in the course, the professor will work with the Office to make any additional accommodations appropriate to that student's needs.

Course Communications:

You are required to use your UofSC email account throughout this course. I will be communicating with you regarding grades and assignments. I will reply to emails within 24 hours and will provide feedback on assignments within 48 hours.

Netiquette: Etiquette for Communicating Online:

- Treat one another with respect. We all hold different opinions, but we can all respect those opinions and communicate in a professional manner.
- Do not use all CAPITAL LETTERS in emails or Discussion Board postings. This is considered “shouting” and is viewed as impolite or aggressive.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable.
- Use good taste when communicating. Profanity is neither appropriate nor professional.
- Re-read, think, and edit your message before you click Send/Submit.

If you have *personal questions* pertaining to this course, please email the instructor. I do not consistently check Blackboard and email on Saturday and Sunday. However, I will respond within 24 hours if contacted Sunday thru Thursday unless there are unforeseen circumstances. When sending an email, please include a *detailed subject line*. Additionally, make sure you reference the course – HRSM 497 - and sign the email with your name. Begin these emails with a proper salutation (e.g., Dear Dr. Bickle, Hello Dr. Bickle, and Good afternoon Dr. Bickle). Starting an email without a salutation or a simple "Hey" is not professional or appropriate.

Just because this is an online course does not mean you cannot meet with me. Simply email me for an appointment and I will be happy to meet with you in my office (726 Close Hipp).

Grades Will Be Calculated as Follows (Check Course Outline for All Due Dates)

Point Distribution		
Assignments	Amount	Points
General assignment		
• Introduce yourself to the instructor	1 @ 30	30
• BAIS Personal statement	1 @ 50	50
Quizzes		
• Syllabus quiz	1 @ 30	30
• Final version of Identification of problem	1 @ 40	40
• Quizzes on videos	4 @ 15	60
Research paper		
• Draft of Identification of problem	1 @ 40	40
• Final version of Identification of problem	1 @ 40	40
• Professional interview	1 @ 50	50
• Annotated bibliography	1 @ 200	200
• Literature review	1 @ 200	200
• Final components of the manuscript (not accepted late)	1 @ 100	100
Total points possible		740

Grade distribution for the course:

Points	Percentage	Grade
666-740 points	90% – 100%	A
651-665 points	88% – 89%	B+
592-650 points	80% – 87%	B
577-591 points	78% – 79%	C+
518-576 points	70% – 77%	C
503-517 points	68% – 69%	D+
444-502 points	60% – 67%	D
Below 444 points	Below 60%	F

Important message: Grading rubrics for each assignment are posted within the Learning Module. Please carefully review the grading rubric prior to starting the assignment.

Syllabus quiz: (1 @ 30 points each = 30 points)

- Although this is titled a “quiz”, the points are higher than the other quizzes. This quiz is designed to help students begin this course on the right track. The quiz tests your (a) knowledge of the course syllabus, and aspects of the course.

- Identical to the other quizzes, you may take this quiz as many times as desired to reach the desired grade. You are required however, to complete the quiz prior to the deadline as posted in the syllabus.

Introduce Yourself to the Instructor: (1 @ 30 points)

- The instructor will provide you with a survey link. You will be asked to complete a series of open-ended questions. The questions are designed to better understand (a) why you are taking the course, (b) your level of familiarity with asynchronous online course, (c) and your educational background. There is no right or wrong method of answering this assignment. The instructor is simply trying to understand how to best assist you in your online course needs.

Quizzes: (4 @ 15 points each = 60 points)

- Four quizzes will be given based on the videos. You may take the quizzes as many times as you like to earn the grade you desire. The highest grade will be automatically recorded in Blackboard.
- All quizzes are taken through Blackboard which requires a username and password.
- Identical to the orientation, you may take this quiz as many times as desired to reach the desired grade. You are required however, to complete the quiz prior to the deadline as posted in the syllabus.

Personal Statement: (50 points)

- Your Personal Statement is an assignment that is meant to serve as a tool of reflection as to how *your curriculum, your chosen area of concentrations or thematic approach*, along with your work and life experiences, will impact your future career. This assignment also provides an opportunity for your peers and me to get to know each of you better. You will include the specific information as noted in the rubric. The grading rubric is located under the Learning Module for this assignment.
- You will submit your work on the Blackboard Discussion Board. It is best to key your Personal Statement in Microsoft Word, check for spelling and grammatical errors, and then simply copy/paste your statement into the Discussion Board. That will ensure you have a saved copy of your statement. Use your name as the subject line in the Discussion Board. You will see a sample Personal Statement in the Discussion Board forum.

Identification of Problem and Problem Statement: (Draft 40 points; Final 40 points)

- As you begin to identify and later solve a problem in your career field, you must first choose the problem. NOTE: Once you choose the problem for which to solve, ALL assignments will be based on that problem and working toward developing a research-based solution for that problem. The problem need not be a complex one; however, it should be substantive enough that you can meet the requirements of the research project for this course. The problem statement should be focused, yet broad enough to be general to more than one specific situation or company.

- The Problem Statement will not be a formal hypothesis, but a statement similar to a thesis statement. Use the heading **Problem Statement** (centered) before you provide your statement followed by a few sentences (or paragraphs – depending on the issue/problem) to help substantiate the issue/problem. Your problem statement should be specific statement stating what you will be discussing in the manuscript. You must support your Problem Statement with evidence from the research (particularly your Research Annotated Bibliography and Literature Review).
- The problem statement is the basis for your entire research project. Therefore, you will first submit a draft Problem Statement and then after interviewing a professional in the field about the problem, developing an annotated bibliography, and analyzing the literature and developing the literature review, you will submit the final Problem Statement.

Professional Interview: (50 points)

- The purpose of this assignment is for you to gather additional information about your chosen problem in your career field through an interview of an industry professional.
- This is an informational interview that will provide a practical conversation and a better understanding of your chosen problem along with a possible solution or solutions. You are highly encouraged to try to conduct this interview face-to-face (F2F) manner and not electronically. This may not be possible given the pandemic. If you need to use zoom or Teams, this is acceptable.
- Preferably you should interview a professional that has been in their career more than three years. Use the following questions during the interview. This is an opportunity to gather more information about your chosen problem and to discuss real-world examples and solutions. The grading rubric is located under the Learning Module for this assignment.

Research Annotated Bibliography for Chosen Problem in the Field: (200 points)

- As you begin to develop your final manuscript for this course, it is imperative to first develop an Annotated Bibliography based on research as you investigate what has already been written about the problem. Use your research skills to find appropriate journal articles and books and then complete the Annotated Bibliography (See Example Annotated Bibliography in Blackboard) based on the problem you have chosen for your career field. It should be the same problem you discussed during the Professional Interview.
- Include at least fifteen (15) references and annotations including your professional interview. Primarily use refereed journals (see the Journal articles link on Blackboard) and books. Websites should be used sparingly unless they are from viable sources such as government sites, Educause, etc. Blogs and personal websites are not viable sources and may not be used. Make sure you review the example provided and the APA Style Format Guidelines.
- Your Annotated Bibliography should help provide an overall view of your chosen problem **and** possible solution(s). Your Annotated Bibliography may include previous solutions that were successful or unsuccessful. Your Professional Interview should be one of your

references in your Annotated Bibliography. The grading rubric is located under the Learning Module for this assignment.

Literature Review: (200 points)

- This Literature Review will provide a culmination and summary of your research from your Annotated Bibliography. You will take the information provided in your Annotated Bibliography and expand upon it to develop the Literature Review. You should be able to integrate everything from your Annotated Bibliography into the literature review **or** solution component of your manuscript. The literature review should provide an overview of the research literature that is “out there” about your chosen problem. The information you have in your Annotated Bibliography about the solution, costs, repercussions, etc. should be placed in the solution section later and not the Literature Review.
- You have chosen a problem in your career field and gathered more information through the professional interview. Now, you will be taking your Annotated Bibliography and expand upon it to create your Literature Review. Your Literature Review should provide an overview of the literature pertaining to your chosen problem. It should also provide the reader with an idea of the importance of the problem and what will be coming up in the rest of the manuscript.
- The Literature Review is just the first part of your final manuscript. Information from the Annotated Bibliography will be incorporated along with additional information to assist in paragraph transitions and document flow. APA Style Formatting must be adhered to especially for in-text references and layout. Use the heading **Literature Review** (centered) for this section. A sample Literature Review is provided in Blackboard.
- The grading rubric is located under the Learning Module for this assignment.
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All Components of the Manuscript Compiled: (100 points)

- Title Page
- Structured Abstract
- Literature Review
- Problem Statement
- Solution to the Problem
- Conclusion
- Implications
- References

These headings will be centered and keyed in Title Case (following APA Style Formatting). Including all components, your final manuscript will be 9-11 pages and follow all APA Style formatting guidelines.

At this point, each component in your manuscript has been evaluated except for the title page, structured abstract, conclusion, implications, and final reference list. However, revisions were

indicated through previous evaluations of the Literature Review, Problem Statement, and Solution. These revisions must be completed and included in this final manuscript. Information about the components that have not yet been evaluated is provided below.

Solution development (included in the final document)

- Through your research and professional interview, you have already researched your chosen problem, completed an Annotated Bibliography, Literature Review and Problem Statement. The Solution development component of the manuscript provides an opportunity for you to provide a possible solution (supported by research – you should have references in your Annotated Bibliography) to the problem.
- The solution should include methods to utilize to solve the problem. The result of implementing the solution will incur costs. These costs may include human capital, technology, training, or other items. However, actual costs (in dollar amounts) must be included. Refer to these costs along with the solution. With the research in mind, you may note other companies that have solved similar problems or tried to solve the problem but failed to do so. It will also be important to include information about the repercussions if the problem is not solved. It is also important to discuss how to measure if your proposed solution is viable and successful. Use the heading **Solution Development** (centered) for this section.

Warning – on any written assignment: Please do not plagiarize. You can use some (emphasis on the word “some”) quotes. Points will be taken off for excessive copying of text. This is identified using Safe Assign located through Blackboard.

- Zero through 10% = no points deducted
- 11% - 20% = 10 points deducted
- 21% - 25% = 20 points deducted
- 26% - 35% = 30 points deducted
- 36% - 40% = 40 points deducted
- 41% or more = zero points for the assignment
- If you have more than 50% copied, you will be referred to the Behavioral Intervention Team in the Office of Student Affairs and Academic Support

You can access the Safe Assign link (and therefore upload as many documents as you desire) an unlimited number of times. As such, if you identify your document as having an unacceptable Safe Assign percentage, you can edit your document if you submit your final document prior to the deadline. I only grade the final document that is submitted. If you have

Identification of Provisions for Student-Professor, Student-Student, and Student-Content Interactions:

Student-Professor Interactions: Students will interact with the professor via (a) watch the professor's lectures via video Power Point; (b) announcement board communications; (c) email communications; and (d) individual/personalized feedback on assignments from the professor. Grading rubrics are used on all assignments; they are included (i.e., posted) on Blackboard.

Student-Student Interactions: Students will interact with one another through the required 13 Critical Discussion Postings. These discussions will be conducted using the course Discussion Board. Students are required to post a message. The students then respond to a minimum of three students.

Student-Content Interactions: Students will engage with course content by completing required reading assignments; viewing video Power Point lectures; completing assignments, communicating course concepts with group members via the various tools offered through Blackboard (e.g., Discussion Board), and completing 13 quizzes.

Disability and Other Student Support Services:

Students with disabilities should contact the Student Disability Resource Center. The contact information is below:

1st & 2nd floor Close Hipp
Columbia, SC 29208
Phone: 803-777-6142

Fax: 803-777-6741
Email: sadrc@mailbox.sc.edu
Web: [Student Disability Resource Center](#)

These services can aid with accessibility and other issues to help those with disabilities be more successful in the course. Additionally, students with disabilities should review the information on the Disabilities Services website and proactively communicate with the professor before or during the first week of class.

The following other academic support services and resources may help you be more successful in the course as well.

[Library Services \(http://www.sc.edu/study/libraries_and_collections/\)](http://www.sc.edu/study/libraries_and_collections/)

[Writing Center \(http://artsandsciences.sc.edu/write/\)](http://artsandsciences.sc.edu/write/)

[Student Technology Resources](#)

[\(http://www.sc.edu/about/offices_and_divisions/division_of_information_technology/\)](http://www.sc.edu/about/offices_and_divisions/division_of_information_technology/)

Academic Honesty:

Every student has a role in maintaining the academic reputation of the university. It is imperative that you refrain from engaging in plagiarism, cheating, falsifying your work and/or assisting other students in violating the Honor Code.

Plagiarism/Cheating, as defined in the Code of Student Academic Responsibility, will **result in failure** of this course in addition to any penalty/penalties exacted by the appropriate Academic

Dean and the University Honor Council to whom all offenses will be reported. Consult *Office of Academic Integrity* for what constitutes plagiarism. You are responsible for reading and abiding by these rules. The websites provided below should be reviewed so you can learn more about the University policies.

- [Carolina Community \(http://www.sa.sc.edu/carolinacommunity/\)](http://www.sa.sc.edu/carolinacommunity/)
- [Carolina Creed \(http://www.sa.sc.edu/creed\)](http://www.sa.sc.edu/creed)
- [Academic Responsibility \(http://www.sc.edu/policies/staf625.pdf\)](http://www.sc.edu/policies/staf625.pdf)
- [Honor Code Violations: \(https://www.sa.sc.edu/academicintegrity/sanctions-2/\)](https://www.sa.sc.edu/academicintegrity/sanctions-2/)
- [Guidelines for Responsible Computing: \(https://www.sc.edu/about/offices_and_divisions/university_technology_services/policies_procedures/networkguideline.php\)](https://www.sc.edu/about/offices_and_divisions/university_technology_services/policies_procedures/networkguideline.php)

You must save files on a USB drive or other secure area. Do **NOT** save your work on a public computer or library computer as others will have access to your work. You should have a back-up of all your files in another location. Submitting someone else's work is cheating and against the Carolina Code. Cheating, as noted previously, will result in **failure of this course for all involved parties**. All parties will also be referred to the Office of Academic Integrity for additional retribution. One or more of the following sanctions may be imposed. [Office of Academic Integrity \(https://www.sa.sc.edu/academicintegrity/sanctions-2/\)](https://www.sa.sc.edu/academicintegrity/sanctions-2/)

- Expulsion from the University.
- Suspension from the University for a period of no less than one semester.
- Probation. A period of review and observation during which a student is under an official notice that subsequent violations of the Honor Code are likely to result in a more severe sanction including suspension or expulsion from the university.
- Written Warning (first offense only). An official reprimand that makes the misconduct a matter of record in University files. Any further misconduct could result in further disciplinary action.
- "X" on the transcript before a grade denoting an Honor Code Violation.
- Academic Integrity Workshop.
- Research Project. This sanction typically should be assigned for the educational benefit of the students and should be related to academic integrity or ethics overall or in the discipline in which the offense occurred. They will be monitored by the Office of Academic Integrity.
- A combination of the above sanctions.

HRSM 497 Senior Seminar Course Calendar (revised May 11th) Summer 2021	
Learning Module & Date	Assignment
May 10-14	
<p>Start Here Learning Module May 10-11 Monday - Tuesday</p>	<p>Assignment (2)</p> <ul style="list-style-type: none"> • Read the syllabus. • Complete Introduce Myself to the Instructor Assignment due by Tuesday May 11th at 11:59pm EST
<p>Learning Module 2 Wednesday – Friday May 12-14</p>	<p><u>Assignments</u></p> <ul style="list-style-type: none"> • Complete the Syllabus quiz by <u>Wednesday May 12th</u> 11:59pm EST. • Read chapter 1: <i>Writing for the Behavioral and Social Sciences</i> (pages 1-19) • Complete the Personal BAIS statement by <u>Friday May 14</u> by 11:59pm EST
May 17-21	
<p>Learning Module 3 Monday-Friday May 17-21</p>	<p><u>Assignments</u></p> <ul style="list-style-type: none"> • Make professional calls for your interview assignment. • Read chapter 3: <i>Writing Clearly and Concisely</i> (pages 61-84) • Watch the video Power Point on Problem Statement • Complete the Quiz on Problem statement no later than <u>Monday May 17th</u> at 11:59pm EST. • Read the Problem Identification Statement Assignment directions • Read chapter 4: <i>The Mechanics of Style</i> (pages 87-95).
May 24-28	
<p>Learning Module 4 Monday-Friday May 24-28</p>	<p><u>Assignments</u></p> <ul style="list-style-type: none"> • Professional interview assignment due no later than <u>Monday May 24th</u> by 11:59pm EST • Read Chapter 7 (APA manual) <i>Reference Examples</i> (pages 193-223) • Watch the video on the Bibliography. • Complete the Annotated Bibliography quiz by <u>Friday May 28th</u> at 11:59pm EST
May 31, June 1-4	
<p>Learning Module 5 Monday-Friday</p>	<p><u>Assignment</u></p>

<p>May 30th, June 1-4</p>	<ul style="list-style-type: none"> • Complete the Annotated Bibliography due no later than <u>Tuesday June 1st</u> at 11:59pm EST. • Watch the literature review video. • Complete the literature review quiz <u>Thursday June 3rd</u> at 11:59pm. EST • Draft of the Problem statement due no later than <u>Friday June 4th</u> at 11:59pm EST
<p>June 7-11</p>	
<p>Learning Module 6 Monday-Friday June 7-11</p>	<p><u>Assignment</u></p> <ul style="list-style-type: none"> • Submit the final version of the Problem Identification Statement by <u>Monday June 7th</u> at 11:59pm EST. • Work on the Review of Literature – based on (a) the final problem statement and (b) the annotated bibliography. You are not required to hand in any document at this time. • Watch the Solution Video • Complete the Solution Video Quiz by <u>Friday June 11th</u> at 11:59pm EST
<p>June 14-18</p>	
<p>Learning Module 7 Monday-Friday June 14-18</p>	<p><u>Assignment</u></p> <ul style="list-style-type: none"> • Review of Literature is due no later than <u>Monday June 14th</u> at 11:59pm EST. • Work on the Solution, Conclusion, and Implication sections - - - this is not officially due until the final exam week. Information on this assignment is included in this Learning Module.
<p>Extra Credit</p>	
<p>Class Climate Evaluations (course evaluations) due no later than the last day of classes (June 18th at 5:00pm EST). Five (5) extra credit points will be given to students who complete the course evaluation. Please notice the difference in time deadline.</p>	
<p>Final Exam Learning Module June 19</p>	<p>Final Exam Learning Module <u>Assignment</u></p> <ul style="list-style-type: none"> • Final components of the entire manuscript due no later than <u>Saturday June 19th</u> at 11:59pm EST.