

Professor Sonandre, Email Address: dsonandre@tacomacc.edu

CMST&210 07 OL Section 8662, 5 Credits

Dates of quarter – Start date September 21, 2026 – End date December 10, 2026

Canvas Class Direct Link - <https://tacomacc.instructure.com/courses/2774792>

CONTENTS

Professor Information	2
Welcome	2
Communication Policy	2
General Class Information.....	3
Class Information	3
Course Modality	3
Schedule and Location	3
Catalog Description	3
Textbooks & Supplemental Materials	3
Technology Required*	3
Learning Outcomes	3
Course Learning Outcomes	4
Instructional Methods Used	4
Professor and Student Expectations	5
Chosen Names and Pronouns	5
Professor Expectations	5
Student Expectations	5
Recommended Study Habits	6
TCC Student Policies*	6
Class Policies and Procedures*	6
Classroom Concerns/Disputes/Final Grade Appeal Process*	6
Academic Dishonesty*	7

Graded Items*	7
Assessment Structure*	7
Grading*	7
Graded Item Submission Guidelines*	8
Late Work*	8
Student Resources*	8
Access and Accommodations*	8
Safety*	8
Syllabus Subject to Change	10
Tentative Class Schedule	10

PROFESSOR INFORMATION

Email: dsonandre@tacomacc.edu, Telephone number for messages: 360.460.4399, Bldg 18 Rm 202

Communication hours/Office hours: Mondays, 9am-9:45am via Zoom– link is in Canvas -By appointment, email for an appointment or to set up a time that works better for your schedule (no office hours held on holidays or during finals week). I will be in the office, and I am happy to have last minute people to join but please remember that those with appointments will have priority.

WELCOME

Welcome to Interpersonal Communication! I am looking forward to having you in my class this quarter. I was once a student at TCC myself, experiencing what it was like to be new to college. I'm here to help you thrive. If you feel worried about your learning and/or performance in this course, please contact me. I am happy to learn more about your situation and will do my best to help you.

COMMUNICATION POLICY

My preferred method of communication with you is email, which I check daily. You can email me at any time, but you may not receive a response for 24 hours. Generally, emails received after 10:00 a.m. will not receive a response until the following business day. Business days are Monday–Friday, except for holidays.

Please set Canvas so that it sends you a message when I make a comment on your work. To do this, go to Canvas>Account>Notifications>Course Activities>Submission Comments. Click on the check mark for immediate notification to your home email or text, depending on what you prefer. You may also want to look at the other possible notifications and see what you would like to receive. Please note that if you make a comment, I will only see it during the grading period, so it is best to email me with any questions or concerns.

GENERAL CLASS INFORMATION

CLASS INFORMATION

Interpersonal Communication – CMST&210

COURSE MODALITY

Online Only – this class has no pre-arranged times or dates to meet in person.

SCHEDULE AND LOCATION

Full list of dates can be found in the course calendar at the end of this syllabus, class is done in Canvas.

CATALOG DESCRIPTION

This course focuses on aspects of interpersonal communication in relationships that include philosophical, theoretical, and applied exploration of self-concept, perception, emotions, language, nonverbal cues, listening, and conflict.

TEXTBOOKS & SUPPLEMENTAL MATERIALS

All course materials are provided in the class and are Open Education Resources. Many are video/audio links. Written materials if printed out could cost up to \$75 in the cost of paper and ink.

TECHNOLOGY REQUIRED*

This course is available online via Canvas. You will need regular access to a computer and reliable internet. Minimal assignments can be completed on your phone or tablet most will be easier if done from a desktop or laptop. If you need support using technology or learning how to use Canvas, please visit the Information Commons in Building 16 on the first floor at the end of the hallway.

LEARNING OUTCOMES

Learning outcomes are what you will know by the end of the course if you complete the assignments and participate in class sessions. These learning outcomes align with the Specialization Learning Outcomes for a specialization in communication and transitional studies. However, this class aligns with many specializations and can help you work towards your degree, even if it's not in communication. To learn more about specializations at TCC and their corresponding learning outcomes, visit the [College Catalog](#).

- Core of Knowledge (COK) Demonstrate a basic knowledge of each of the distribution areas (Written Communication, Humanities, Quantitative Skills, Natural Sciences and Social Sciences) or, as applicable, specific professional/technical content, and program-level content and apply this knowledge to academic endeavors.
- Communication (COM) Listen, speak, read, and write effectively and use nonverbal and technological means to make connections between self and others.
- Critical Thinking & Problem Solving (CRT) Compare, analyze and evaluate information and ideas to solve problems.
- Information & Information Technology (IIT) Locate, evaluate, retrieve and ethically use relevant and current information of appropriate authority for academic or, as applicable, specific professional/technical applications.

- *Intercultural Collaboration & Diversity (ICD) Demonstrate successful application of an interdependent, diverse, and multicultural worldview through collaborative engagement.*
- *Responsibility & Ethics (RES) Demonstrate an understanding of what constitutes responsible and ethical behavior toward individuals, the community, and the environment.*

Communication Studies Specialization Outcomes

1. *Analyze the communication discipline and its central questions*
2. *Employ Communication theories, perspectives, principles, and concepts through engagement communication inquiry*
3. *Create messages appropriate to the audience, purpose, and context*
4. *Critically analyze messages through listening, determining influence, and enacting mindful responses*
5. *Demonstrate the ability to accomplish communicative goals through self-efficacy*
6. *Apply ethical communication principles and practices*
7. *Utilize communication to embrace difference and disrupt inequitable practices*
8. *Influence public discourse using communication to resolve civic challenges*

COURSE LEARNING OUTCOMES

I have designed the class intentionally to meet these learning outcomes. If at any point during the quarter you think you are not on track to meet these learning outcomes, please come talk to me so I can help.

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

- *effectively monitor, analyze, and adjust communication behavior.*
- *demonstrate appropriate and effective conflict management strategies.*
- *recognize the ethical dimensions of interpersonal communication.*
- *practice effective interpersonal conflict management principles.*
- *evaluate listening habits and practice effective listening skills.*
- *address perceptual differences in relational communication for effective outcomes.*
- *demonstrate proficiency in formal writing, including correct use of a designated style of source citation, such as APA.*
- *construct appropriate messages for a variety of contexts/situations.*

INSTRUCTIONAL METHODS USED

In this class, I use a mixture of discussion boards, self-reflective analysis, and peer review activities. You can expect to:

- be engaged in frequent classroom discussion boards to build on the weekly readings you have done for each class;
- consider historical as well as current communication relationships to analyze conflict resolutions as well as effective communication strategies:
- ask your instructor for clarifications, rather than expecting lectures.

PROFESSOR AND STUDENT EXPECTATIONS

CHOSEN NAMES AND PRONOUNS

Everyone has the right to be addressed by the name and/or pronouns that correspond to their identity. Class rosters don't list pronouns, so you may be asked to indicate the pronouns you use so that assumptions are not made based on the name and/or appearance/self-presentation in Canvas. However, you are not obligated to share your pronouns. If you use a chosen name, please let us know and be sure to sign **ALL** correspondence in the course with the name you want to be addressed. Chosen names and pronouns are to be respected at all times in the classroom. Mistakes in addressing one another may happen, so I encourage an environment of seriousness and openness to correction and learning. Thank you.

Professor Sonandre – She/Her/They/Them

PROFESSOR EXPECTATIONS

Respect is one of the foundations of an environment conducive to learning. In this class, I have a commitment to creating a positive and respectful learning environment. I do challenge each student to push through current comfort zones however respect for each other and oneself is to always be maintained.

As your professor, we will work to create an atmosphere that will encourage and support your mastery of course concepts. As such, objectives for which I will strive to meet include to:

- Get to know you and what your goals are for this class.
- Maintain a safe and supportive learning environment.
- Administer fair and equitable policies and procedures for all students.
- Provide a schedule of activities that are clear and communicate changes on Canvas.
- Grade assignments, quizzes, etc. within 5-7 business days after the last submission due date.
- Grade projects (if assigned) and hand them back to students in class no later than 5-7 business days after the stated due date.
- Answer email within one business day.
- Provide feedback and comments that are thorough and meaningful.
- Be available for students during the posted office time (via zoom) and by appointment
- Inform students of any changes in course work or policies via Canvas announcements.
- Equip students with general skills applicable to multiple career and relationship paths.

- *Respect is one of the foundations of an environment conducive to learning. In this class, I have a commitment to creating a positive and respectful learning*

STUDENT EXPECTATIONS

- **Engage in class:** Logging into Canvas is the first step – **reviewing Canvas daily**/regularly and being ready to actively participate in the next step. To ask relevant questions. Take notes. Work respectfully with other students.
- **Respect others:** Behave with respect toward each other, including other students and your professor. Refrain from profane language or inappropriate/unrelated remarks. Think of the message you are sending.
- **Communicate with me:** Keep me updated on any circumstances that will not allow you to complete your work on time. I am here to help you learn and can be flexible if something unexpected comes up in your life.
- **Self-Advocacy:** Seek out resources you need to be successful. There are many resources available to help you succeed at TCC, for example the Writing and Tutoring Center, Access Services, and Counseling. Use the Student Resources Canvas page to access these resources and more.
- **Distractions should be avoided:** Our virtual environment should be treated in the same manner as a campus classroom. That is, the same decorum, respect for others, and consideration for a learning environment is integral and expected.

If there is a concern about your behavior during this quarter, we will use the Student Code of Conduct to frame our discussion. For more information on TCC policies related to student behavior, please refer to the [TCC Classroom Standards and Culture](#) webpage.

RECOMMENDED STUDY HABITS

You can expect to devote an average of two hours outside of class to the subject matter (readings and preparation, as well as substantive assignments and participation exercises) for every 50 minutes in class (i.e. one class session). As this is a five-credit class, you can reasonably expect an average of 10 hours of reading/homework each week.

I have tried to ensure that the workload is evenly distributed throughout the class, students who do well in this class are able to connect concepts within the class and beyond the class to their other classes, their personal experiences and personal lives. The more time you spend building connections with the class material to other areas of your life, the better!

TCC STUDENT POLICIES*

TCC works hard to create a vibrant learning culture where you can succeed. Please refer to the [college-wide standards and policies](#) that support this important work. Some of these policies include Religious Accommodations, Withdraw/Retakes, and the Student Code of Conduct.

CLASS POLICIES AND PROCEDURES*

- **Attendance:** Attendance is not tracked in this class. However, there are certain online activities due that must be completed on time to ensure the rest of the work for the week. These happen frequently every week of the term.
- **Due Dates:** All assignments are due by 11:59pm on the day of the due date, unless otherwise listed on Canvas.
- **Late work:** Late work is accepted; however, deductions are made. It is essential **you contact me if you** find your work will be late and please provide a plan for when the work can/will be submitted. I will work with you if I know the

situation. Work submit more than one week late may not get graded, contact me regarding a plan for any work over one week late.

- **Suspended operations:** In the event of the campus closing due to inclement weather, a power outage, or another unexpected event, please check your Canvas messages for updates on how we will adjust our course schedule. In the event you are unable to access Canvas via the Portal, please use this direct link provided at the top of the syllabus.
- **Recordings** - Students who participate with their camera engaged or who utilize a profile image agreeing to have their audio/video or image recorded. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded
- **Student Faith and Conscience Absence Notification Form** must be completed and submitted to the Enrollment Services Office, Tacoma Campus/Building 7, or to the Administrative Office at the Gig Harbor Campus. All requests for authorized absences under this policy must be written using the Absence Notification Form. The exception being students enrolled in online courses; these students would notify their professor via Canvas and Enrollment Services with the date of absence requested for reasons of faith and conscience via email at: enrollmentservices@tacomacc.edu.
 - Minor students (under the age of 18) must have a parent or guardian sign their Absence Notification Form prior to it being submitted.
 - It is the student's responsibility to notify their professor and request they contact Enrollment Services if the requested days of absence have been rescinded. This must occur during the quarter of the requested absence(s), and the day/days requested will be forfeited if this does not occur.
 - It is the student's responsibility to notify each of their professors of their anticipated absence under this policy.
- **Use of AI** - Students should cite their use of genAI, or include a description of their use of genAI, where the use of the tool contributes content that is a part of graded work.
 - When students are expected to search for, use, and apply the ideas of others to their own work, students should seek human-authored information rather than use generative AI outputs as sources for that work.
 - When students are having trouble completing coursework that meets rigor and academic integrity expectations, they should seek help from their instructors, TCC Tutors, TCC Librarians, or TCC Counselors. Students should seek help from these resources instead of using genAI to replace or stand in for their own knowledge of work, learning, and skills building.
 - Students assume responsibility for all information that is applied to their own work.
- **AI -The use of generative AI in this course is allowed if you properly cite the AI generated content and use it responsibly. While using AI is not a requirement, I recognize that AI can serve as a useful tool to support your learning experience. You may choose to use generative AI to gain insights, receive feedback, or generate ideas, but always remember to give credit where it's due and ensure your work reflects your own originality.**
AI is allowed, here are ways to use it:
 1. Use it as a brainstorming tool. Generative AI can help spark ideas and provide examples that can help you get started on writing assignments. You share the paper's topic & thesis with AI, and you ask AI for a few ideas for a paper title. Do not use AI to generate any content for your paper; YOU should be the author of your paper's content. If you use generative AI to write a title for your paper, please disclose this in your AI-disclosure statement.

2. *Build outlines for a paper: with a short description and a thesis statement, ask AI to provide an outline for the paper. Make sure to thoroughly review the outline and make modifications necessary. Generative AI is known for lack of accuracy. If you use generative AI to create an outline, please disclose this in your AI disclosure statement.*
3. *Ask for explanations. You can ask for generative AI to explain concepts or summarize background information on a topic you are studying. This can help their understanding, especially regarding difficult text or concepts, but you still need to do the learning yourself! "Explain Beowulf Chapter 13 to me like I'm 5" "I'm having a hard time understanding [x], can you share a few analogies that some help me better understand this concept?"*
4. *Get writing suggestions. You can get writing feedback from AI. Ask for grammar review, readability feedback, and the strength of your thesis/arguments. But the actual writing should be done by you, the student. "Read my paper and let me know if you read any grammatical errors" "I'm writing a paper with the thesis statement [x], can you give me feedback on my thesis statement?" "I'm writing a paper with the thesis statement [x], and here are my arguments. Please give me feedback on my arguments, and let me know if there are any logical fallacies present?" If you use generative AI for writing feedback, please disclose this in your AI-disclosure statement.*
5. *Get writing feedback using your rubric. You can upload the assignment rubric, the writing prompt, and your paper and ask the AI to highlight any missing rubric categories or any rubric category that needs further development. If you do use AI as a "grader/reviewer", please disclose this in your AI-disclosure statement. While generative AI use is allowed as a learning aid, remember that they are not flawless. Expect some imperfections due to biases or limitations in the AI model's understanding. Always fact-check and verify the AI-generated content by cross referencing it with reputable sources. Additionally, exercise critical thinking to identify and address any inaccuracies that might arise. Remember that using AI runs the risk of inaccuracy thus authentic work, work solely created by you, is quite possibly better. Remember to disclose that AI was used.*

CLASSROOM CONCERNS/DISPUTES/FINAL GRADE APPEAL PROCESS*

If you have questions or concerns about this class, please contact me. If there is an issue or concern, be sure to make this clear in the subject line. Make needed time frames clear. I will do my very best to assist in understanding your point of view and work to resolve the concern.

If your concerns are unresolved, you may talk next with the Program Chair. Professor Stephen Johns - his office is in building F1, room 69 and his phone number is 253.460.4450, and his email address is sjohns@tacomacc.edu . If you think that your final grade has been given in error, please see the [final grade appeal process](#).

ACADEMIC DISHONESTY*

In this class, academic dishonesty will result in a failing grade ("E") for the assignment for the quarter. Direct copying is prohibited, while incorrect citation and referencing will result in points taken off. I also reserve the right to remove any inappropriate posts on Canvas such as, but not limited to, profanity or plagiarism. In such a case, you will lose posting privileges and be given alternate assignments. As stated in the TCC Catalog, "Students are expected to be honest and forthright in their academic endeavors. Cheating, plagiarism, fabrication or other forms of academic dishonesty corrupts the learning process and threatens the educational environment for all students". The complete Administrative Procedure for Academic Dishonesty is available on the [TCC website](#).

GRADED ITEMS*

ASSESSMENT STRUCTURE *

The assessment structure for this course was created to assess your learning on the course's learning outcomes. In this class, we will have the following graded items: in-class activities, online activities, group quizzes, tests, and a group project. Each of these assessments is intended to help you learn about psychology and progress toward our course's learning outcomes. Table 1 shows the points possible and weight of each assessment category.

Categories	Category Weight
Discussions	40 %
Quizzes/Final	22 %
Written Assignments	38 %
Total	100 %

Table 1: Assessment Structure

Grading*

GRADES WILL BE POSTED TO CANVAS AS SOON AS WORK IS GRADED, USUALLY WITHIN 5-7 **BUSINESS** DAYS IF NOT SOONER. NOTE THAT IF AN ASSIGNMENT WAS FULLY SUBMITTED ON SUNDAY, THE GRADE MAY NOT APPEAR UNTIL THE FOLLOWING MONDAY, A WEEK AFTER.

BUSINESS DAYS FOR GRADING ARE MONDAY – FRIDAY EXCLUDING HOLIDAYS. IF YOU THINK THERE HAS BEEN AN ERROR, EMAIL ME (DSOANDRE@TACOMACC.EDU) AS SOON AS POSSIBLE TO HAVE IT CORRECTED. DISPUTES REGARDING A GRADE MUST BE RECEIVED WITHIN 7 DAYS OF THE ASSIGNED GRADE. IF YOU NEED ASSISTANCE ACCESSING YOUR CANVAS ACCOUNT, PLEASE ASK FOR HELP AT THE INFORMATION COMMONS IN BUILDING 16 OR REVIEW THE CANVAS MODULE IN OUR CANVAS COURSE. FINAL GRADES WILL BE ASSIGNED USING THE FOLLOWING SCALE:

Table 2: Grading

Grade	Percent
A	95 to 100%
A-	90 to 94%
B+	87 to 89%
B	83 to 86%
B-	80 to 82%

C+	77 to 79%
C	73 to 76%
C-	70 to 72%
D+	66 to 69%
D	65 to 60%
E	59% and below

GRADED ITEM SUBMISSION GUIDELINES*

All work is to be submitted via Canvas, email any work to me if you are unsure the work was submitted properly via Canvas. **DO NOT EMAIL stating you could not submit the work unless you are attaching the work.**

LATE WORK*

AS A POLICY, LATE WORK WILL BE ACCEPTED; HOWEVER, DEDUCTIONS WILL HAPPEN. YOU ARE RESPONSIBLE FOR YOUR WORK; PART OF THAT RESPONSIBILITY IS MANAGING YOUR TIME WELL. THAT SAID, THINGS CAN AND DO HAPPEN, AND I AM WILLING TO WORK WITH YOU, BUT I MUST BE CONTACTED, AND WE MUST WORK OUT A PLAN.

STUDENT RESOURCES*

During this quarter, you may encounter a need that goes beyond this class that affects your academic performance. We are here to help you be successful. You have access to great resources on campus and people ready to support you. Login to Canvas and access the [Student Resources](#) course to learn about some of these excellent resources. When I was a student I used these resources, please know that TCC is here for you.

ACCESS AND ACCOMMODATIONS*

Your access in the learning environment is important to me. If you have already established disability accommodations with the Access Services office, please share your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. You can request that Access Services email your Letter of Accommodation to me, or you can provide me with printed copies.

If you have a disability or health condition that may benefit from accommodations to ensure access and support success in this course—and have not yet established services, please contact Access Services at (360) 504-6357 or access@tacomacc.edu.

Access Services offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Services are established through an interactive process that begins with an intake appointment. Access Services is located in Building 7.

SAFETY*

We care about the safety of our campus and community, and all of us are needed in order to create a safe and secure learning environment. Please review the full list of safety resources available to you, which are listed on our [TCC Ready website](#). Additionally, please watch [this brief video](#) to familiarize yourself with our general safety practices. Please **program the Public Safety number into your cell phone (253-566-5111) or 5111** from any campus phone (If this number is inoperable due to an emergency, dial **253-495-4146**) and [sign up for TCC Alerts!](#) to receive emergency notifications to your cell phone.

SYLLABUS SUBJECT TO CHANGE

Please note: This syllabus is subject to change. Students will be notified of any changes as soon as possible using multiple means of communication. Please check Canvas for the most updated schedule and assignment list during the quarter.

TENTATIVE CLASS SCHEDULE * SUBJECT TO CHANGE

Every attempt will be made to maintain this schedule, but schedule changes may occur during the quarter. Check Canvas for the most updated schedule.

You are responsible for checking Canvas "Announcements" area Monday - Friday.

Please note I accept work until Sunday nights at 11:59pm HOWEVER this work can be submitted earlier if you want your weekends available with no work.

WEEK 1 September 21 -27

- **To Do**
 - Download, Print and Read the syllabus for the course so you can complete the syllabus contract ○ Module One
 - Determine how you want to introduce yourself to the class
- **Due by Wednesday (or before)**

- Syllabus Contract M1A1 – required to not be dropped from the course on Thursday
- **Due by Thursday (or before)** -Primary post for Discussion Board 1
- **Due by Friday (or before)** – Response to at least TWO peers
- **Due by Sunday (or before)** – Quiz 1

WEEK 2 September 28 – October 4

- **To Do**
 - Review Module 2 for the week for possible Articles, Films or Readings (up to 15 hours of work)
 - Review the Announcements page for any additional assignments.
- **Due by Wednesday (or before)**
 - M2D
- **Due by Sunday (or before)**
 - M2Q, FEEDBACK to M2D

WEEK 3 October 5 - 11

- **To Do**
 - Review Module for the week for Articles, Films or Readings (up to 14 hours of work)
- **Due by Tuesday (or before)** ○
M3D and M3A
- **Due by Sunday (or before)** ○
M3Q, Responses to M3D

WEEK 4 October 12 - 18

- **To Do**
 - Review Module for the week for Articles, Films or Readings (up to 12 hours of work)
- **Due by Tuesday (or before)**
 - M4D
- **Due by Thursday (or before)**
 - Response to at least 4 peers' primary posts
- **Due by Sunday (or before)**
 - Q4 and Feedback to at least one peer's response to your primary post

WEEK 5 October 19 - 25

- **To Do** -Review Module for the week for Articles, Films or Readings (up to 15 hours of work)
- **Due by Tuesday (or before)**
 - Module 5 Discussion Primary posting
- **Due by Wednesday (or before)**
 - Module 5 Assignment
- **Due by Thursday (or before)**
 - Response to at least 2 peers' primary posts
- **Due by Sunday (or before)**
 - Q5 and Feedback to at least one peer's response to your primary post

WEEK 6 October 26 – November 1

- **To Do** - Review Module for the week & Reading Assignment – Articles and/or Films
- **Due by Tuesday (or before)**
 - Module 6 Discussion Primary Post
- **Due by Wednesday (or before)**
 - M6A1
- **Due by Thursday (or before)**
 - M6D Response to at least 2 peers' primary posts
- **Due by Sunday (or before)**
 - Q6 and Feedback to at least one peer's response to your primary post

WEEK 7 November 2 - 8

- **To Do** - Review Module for the week & Reading Assignment – Articles and/or Films
- **Due by Tuesday (or before)**
 - Module 7 Discussion Primary Post
- **Due by Thursday (or before)**
 - Response to at least 2 peers' primary posts
- **Due by Sunday (or before)**
 - Q7 and Feedback to at least one peer's response to your primary post

WEEK 8 November 9 - 15

- **To Do** - Review Module for the week & Reading Assignment – Articles and/or Films
- **Due by Tuesday (or before)**
 - Module 8 Primary Posts for Discussion Board 1
- **Due by Thursday (or before)**
 - Response to at least 2 peers' primary posts answering the prompt
- **Due by Sunday (or before)**
 - Feedback to at least one peer's response to your primary post

WEEK 9 November 16 - 22

Review past modules, determine if any work needs to be “re-done” Each student will be allowed to “redo” one piece of work to improve the work for the possibility to get a better grade

- **Due by Monday (or before)**
 - Email Professor Sonandre stating what you will be “re-doing” dsonandre@tacomacc.edu
- **Due by Friday (or before) 11:59pm**
Redone work is due – NO LATE WORK

WEEK 10 November 23 - 25

- **To Do** – Review past modules & Reflect on Interpersonal Relationships
 - Observe people around you this week, since next week I will be having you do a post reflecting on your observations. These observations could be at the grocery store, coffee shop, gas station, restaurant, zoo, club, mall, family gathering, friend gathering, and so forth. Be more aware of the interactions around you and then be able to take notes on those observations applying concepts from the course. **This is your autoethnography put to work.** You will need to clearly demonstrate your understanding of at least 5 concepts and how the concepts are applied to “real life” in your final discussion post.

WEEK 11 November 30 – December 6

- **To Do** – Review past modules
- **Due by Monday (or before)**
 - Module 10 Primary Posts for the Discussion Board

- **Due by Wednesday (or before)**
 - *Response to at least 2 peers' primary posts for the Discussion Board*
 - **Due by Friday (or before)**
 - *Feedback to at least one peer's response to your primary posts for the Discussion Board*
- ***This week the discussion board will close Friday at 11:59pm****

FINAL (December 8)

- **Final Exam Due by Tuesday at or before 11:59pm**

** End of Syllabus **