

# Course Syllabus

[Jump to Today](#)



## SYD3804: Sociology of Gender

Instructor Information Table

Prof. Katherine Lineberger, Ph.D  
(she/her)

- **Email:** *Please message me using Canvas Inbox.*
  - I check my course related email in Canvas every business day throughout the semester and usually reply within 48 hours (business days) of receipt.
- **Phone:** (305) 348-2247
  - This is the main number for the Department of Sociology. Students calling this number will be encouraged to message me in the course.
- **Office Hours:** By Appointment

Course Time Zone | Eastern Time (ET). Course due dates are according to this time zone.

**Please note:**

Due to a high volume of voicemails/emails, my general policy for email is to respond only to emails which relate to the course content (e.g. questions/comments related to sociology of gender) and questions which cannot be answered by any other available course-related resource (e.g. FIU Tech Support, the Course Syllabus, In-class announcements, emails, etc.). **If I experience an overload of emails, it may take many days before I can respond, if at all.**

## Course Description And Purpose

An examination of women's and men's roles, statuses, and life opportunities in society. Consideration of current theories of gender inequality.

The Sociology of Gender provides an examination of women's, men's, and gender variant persons' roles, statuses, and life opportunities in society and reviews classic and contemporary theoretical perspectives on gender. The course challenges the notion that gender is limited to women's experiences and examines the latest work in biology, anthropology, psychology, and sociology. The course analyzes the gendered worlds of family, education, and work and includes discussions related to gender and friendship, love, sexuality, and violence.

## University Core Curriculum

This course satisfies the following University Core Curriculum requirement for Social Science Group One (state-required) [Group Two (FIU-required)]:

Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view. Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

It is supported by the following learning outcomes for the course:

**At the end of the course, students will be able to:**

CO1: Summarize theories, research, and concepts related to the study of gender.

CO2: Discuss how gender is a social construct and an institution that is tied to larger social phenomena, power relations, and local and global inequalities, ranging from economics, politics, religion, education, globalization, etc.

CO3: Apply sociological theories, concepts, and research to your own gendered world.

CO4: Illustrate examples of the interactions between gender and social structures (e.g. the media, family, religion, education, etc.).

CO5: Demonstrate knowledge of sociology of gender in creative and written, investigative and comparative assignments.

Skills practiced in this course:

1. Team building and maintenance
2. Self and Peer review
3. Professional writing

## **Important Information**

### **Policies**

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

### **Course Communication**

Communication in this course will take place *via the Canvas Inbox and Announcements*. Check out the [Canvas Guide](#) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox.

This class requires participation in discussion to meet course-learning outcomes. We are a class comprised of individuals. As such, there will be multiple opinions expressed throughout the

semester that you may not personally agree with or even understand – as may be expected. My role as an instructor is to facilitate freedom of expression that is relevant to the course, credible, open and respectful without the promotion or endorsement of a single viewpoint. Conversations informed by diverse viewpoints contribute to critical thinking and higher-level learning. Even if you don't agree, listening to different points of view may give you further insight into your own perspectives. No lesson is intended to espouse, promote, advance, inculcate, compel a particular feeling, perception, viewpoint, or belief in a concept. Concepts as presented are not endorsed by the instructor but are presented as part of the larger course of instruction. If you feel uncomfortable with how content in the course is presented or discussed, please contact me for further conversation or, if you feel comfortable doing so, you may say so in class in a manner that aligns with our class expectations (see Class Expectations section of the syllabus).

## **Technical Requirements and Skills**

One of the greatest barriers to taking an online course is a *lack of basic computer literacy*. By computer literacy we mean being able to manage and organize computer files efficiently and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the [Technical Requirements and Skills](#) webpage to find out more information on this subject.

## **Privacy Policy Statements for Partners and Vendors:**

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)
- [Turnitin](#)
- [Respondus LockDown Browser](#)
- [Zoom](#)

Please visit our [Technical Requirements](#) webpage for additional information.

## **Accessibility And Accommodation**

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit the LMS Accessibility webpage for more information: [Canvas](#)

For additional assistance please contact FIU's [Disability Resource Center](#).

## **Academic Misconduct Statement**

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is participating in plagiarism.

Learn more about FIU's [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

## **Panthers Care / Counseling and Psychological Services (CAPS)**

If you need bend my ear to express some personal troubles or feelings, I am happy to listen. Sometimes being heard is all we need to lessen or even lay down our burden. I can assure you that anything we talk about will be kept confidential by me, within the bounds of law. Sometimes we need more than this, so I want to tell you about services that are available for all students here at FIU:

If you or a classmate experience feelings or events in life that are difficult to deal with, like racism, sexism, political bullying, or other inhumane treatment, *Panthers Care* is a safe and helpful website to seek encouragement and help. When we experience these types of words and behavior, we need assistance and support as we work through them. Please contact Panthers Care, for yourself or any classmate you believe might need assistance.

Finally, [Counseling and Psychological Services \(CAPS\)](#) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings to all of us at one time or another. Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

## **Job and Career Opportunities**

**Career Resources:** Visit Career and Talent Development for career planning, job search resources, resume review, interview preparation, and more at **[career.fiu.edu](https://career.fiu.edu)**

### **[Login to Handshake](#)**

### **Meet with a Career Coach**

Students and alumni can access resources and make appointments through FIU Handshake.

### **[Individual Career Prep](#)**

**Handshake** is the school's official job/internship portal. Thousands of employers are hiring students on Handshake. Once you fill in your career interests, you'll get personalized recommendations for jobs and events and direct outreach from employers interested in students like you—*80% of students with a complete Handshake profile get messaged by employers!*

- Activate your account at <https://fiu.joinhandshake.com/login>
- Download the Handshake app from [Apple](#) or [Google Play](#) to receive notifications on the latest jobs, events, and employers
- Learn more: [“5 Reasons You Need Handshake More Than Other Career Sites”](#)

### **Proctored Exam Policy**

This course does not require a proctored exam.

### **Textbook**

## **The Kaleidoscope of Gender: Prisms, Patterns, and Possibilities**

### **Sixth Edition**

#### **Edited by:**

- [Catherine G. Valentine](#) - Nazareth College, USA
- [Mary Nell Trautner](#) - University at Buffalo, SUNY, USA
- [Joan Z. Spade](#) - The College at Brockport, State University of New York

April 2019 | 616 pages | SAGE Publications, Inc.

**ISBN:** 9781506389097 (Electronic Version)

**ISBN:** 9781506389103 (Paperback)

*Additional required readings and films can be linked through the course website in each lesson.*

*The text is required for the course and we will use it immediately, so please don't hesitate in purchasing or renting your book. Films may be offered via FIU Libraries, which require a sign-in with a student ID card number.*

## **Course Prerequisites**

There are no prerequisites for this course.

## **Expectations Of This Course**

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students. Please be confident of your abilities before you commit to this course. Always contact tech support if you run into technical problems or questions.

### **Students are expected to:**

- **Review the how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting an introduction (and a picture, please!) in the appropriate discussion forum
- **Take the practice quiz** to ensure that your computer is compatible with Canvas
- **Interact** online with instructor, teaching assistant(s), and peers
- **Review** and follow the course calendar
- Log in to the course **at least 3 times per week**
- Respond to **emails/messages/announcements** within **2 business days, unless otherwise requested.**
- **Maintain professional communications as outlined in the Student Handbook.**
- Submit assignments by the corresponding deadline

### **The instructor will:**

- Log in to the course **daily on business days.**
- Respond to **emails/messages** within **2 days, when possible (please see above).**
- Grade assignments within **7-10 days** of the assignment deadline.

## **Course Requirements**

There are several activities within each lesson to assist you in building knowledge of the Sociology of Gender. Eight lessons are organized on a bi-weekly basis. *Most students can expect to spend 8-10 hours per week on the course.*

## Individual Assignment-Syllabus Quiz

**Required by January 22, 2023 at 11:59 pm for everyone! Students who fail to pass the syllabus quiz with 100% accuracy by the due date will be administratively dropped from the course.**

You will take a quiz based on the course requirements and the use of course technology. *The purpose is to ensure that you clearly understand the course requirements and how to use the course online tools.* You will gain access to the remaining course materials once you have passed the quiz with 100% accuracy.

**Grading:** This assignment is worth 2% of your total grade.

## Individual Assignment-Bi-Weekly Zoom Sessions

For each Lesson, I will conduct a 1 one-hour online discussion/activity related to one of the current topics. The objective of these meetings is to *provide opportunities for us to more fully unpack the concepts, issues, and research covered in the course, as well as to maintain a “Course Housekeeping” dialogue throughout the semester.* The meetings also provide you with *the opportunity to demonstrate the knowledge you have gained and to ask questions related to the course material.* Online discussions provide time during each lesson for you and me to have *direct, live interaction.* Each discussion is recorded and the recordings are posted on the course website within 2 business days each meeting.

You have **2-3 options** in this assignment:

1. You may **attend and participate** in the meetings,
2. You may watch the meeting recordings, use the lecture notes, and **take a short quiz** related to the information shared and discussed. The quiz will be posted within 2 business days of the meeting, or
3. You may do both.

NOTE: Canvas will drop your lowest 8 grades in this assignment.

Please review the rubric for Attendance/Participation in ZOOM sessions.

## Zoom Session Schedule

Session	Date	Time
1	January 10	5:30





**Grading** = *This assignment is worth 20% of your total grade. The lowest 8 grades will be dropped.*

## **Individual Assignment-Quiz Yourself/Study For Exams**

Multiple choice questions for each lesson are pooled and offered for practice. “Quiz Yourself” can be found within each Lesson’s module.

**Grading:** *This assignment is worth 8% of your total grade.*

## **Individual Assignment-Exams**

In order to mitigate any issues with your computer and online assessments, it is very important that you take the *Practice Quiz from each computer you will be using to take your graded quizzes and exams*. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

All assessments will auto-submit when (1) the timer runs out **or** (2) the closing date/time is reached, **whichever happens first**. For example, if a quiz has a closing time of 5:00 pm but the student begins the exam at 4:55 pm, the student will only have 5 minutes to complete the quiz.

Within each lesson is an exam which covers the material in that lesson. *Exams provide the opportunity for you to gauge your growing knowledge about the Sociology of Gender, including vocabulary, summarizing major areas of research, and application of theoretical perspectives/concepts*. Exams are structured within the following parameters:

1. Thirty minutes is allotted for twenty-five randomly assigned questions (taken from the quiz pool). *Exams exceeding their deadline will be considered **late** and not accepted.*
2. You are required to download and utilize **Respondus Lockdown Browser** for taking exams online. The browser and instructions for using it are provided here:
3. Review the [Respondus Lockdown Browser](#) on how to install, access your assessments and view your grades.
4. After installing the browser, please take the **Practice Quiz** to familiarize yourself with the testing environment and to ensure that you have downloaded the Respondus Lockdown Browser correctly.
5. Exams will **only** be reset with an emailed report from FIU Online technical support.
6. There are no make-up exams.

**Grading:** *This assignment is worth 20 percent of your total grade. The lowest grade will be dropped.*

## **Individual Assignment: Final Short Essay Exam**

In addition to the Lesson 8 exam, at the end of term, there will be a Final Short Essay Exam. Questions will be drawn from Discussion Questions. Each student will be given one random question from the list of questions and will have 75 minutes to complete their short essay (about

3-5 paragraphs/300-500 words/about 1 page). Students are expected to be both thorough and concise in their writing. Please see the *Final Short Essay Rubric* for more information about this important exam.

### Final Short Essay Exam Rubric

Qualities being Assessed	Points Possible				
	90-100%	80-90%	70-80%	60-70%	0-60%
	Superior	Very good	Good	Needs Work	Poor Quality
1. Essay addresses all parts of the question thoroughly and accurately. 2. Essay identifies, defines, and provides relevant examples of key concepts and theoretical perspectives. 3. Essay is well organized, professional in tone, and reflects the student's knowledge of the sociology of gender. 4. Essay is well-written, with accurate spelling, punctuation, and grammar.	Essay meets all of the criteria; is excellent in every way.	3-4 of criteria met.	2-3 of criteria met.	1-2 of criteria met.	Few, if any criteria met or no submission

**Grading:** This assignment is worth 5 percent of your total grade.

**Group Contract (Group Assignment) & Self/Peer Review Surveys (Individual Assignments)**

The working world requires the skills and abilities related to group/teamwork. Group/Teamwork is never as perfect as we imagine we could do by ourselves. This will always be the case. Most employment requires a certain level of skill working in teams. Please treat group assignments as an opportunity to build group working skills.

Groups will fill in a contract, identifying each member's strengths and commitment to tasks. Issues such as timing and scheduling will be outlined and signed by all group members. Also, to help group members to identify their strengths and weaknesses, and hopefully so they improve in future assignments, an anonymous survey will be filled out by each member of the group, two times during the semester. The survey asks each group member to identify the specific strengths and weaknesses in both their own work and for each other group member in accomplishing the assigned tasks.

**Group complications that cannot be resolved using the groups' pre-determined contract guidelines may require a conference with Dr. Lineberger, loss of points, and/or removal from/dissolution of the group.**

**Grading:** These assignments are worth (Group Contract) 2.5% and (Self/Peer Reviews) 2.5% = 5% of your total grade.

### **Group Assignment: Question Development (QDA)**

Several groups are available in the course. Students may self-enroll into a group of maximum of 4 persons.

A number of materials are used in this course to study the sociology of gender, each filled with a variety of concepts, histories, outlines of theoretical systems, and more. Each of these materials contributes an important perspective to an overall understanding of the sociology of gender. Each of these materials also is required to complete assignments throughout the course. *One of the highest demonstrations of learning is the ability to craft a good question about it.*

Your group will create multiple choice questions from the resources in each lesson.

Questions can be of three types:

1. *Definition of Key Terms*
2. *Summary of Key Ideas*
3. *Critical Thinking/Application Questions*

Please see additional handouts (QD Assignment Handout & Rubric) on the course website to assist you in completing this assignment. *Grades on Group assignments are assigned to the whole group.*

**Grading:** This assignment is worth (2.5% each X 8) 20% of your total Grade

### **Question Development Assignment Schedule**

## **Lesson 1**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. (8 questions):

1. Kaleidoscope, Chapter 1 (6 readings-1 question each)
2. Lecture 1
3. Lecture 2

## **Lesson 2**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. (8 questions):

1. Kaleidoscope, Chapter 2 (5 readings-1 question each)
2. Lecture 3
3. Lecture 4
4. Video: "The Urgency of Intersectionality"

## **Lesson 3**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. (8 questions):

1. Kaleidoscope, Chapter 3 (5 readings-1 question each)
2. Lecture 5
3. Video: "Transgender Basics: Gender Identity Project"
4. Video: "Tough Guise"

## **Lesson 4**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. (7 questions):

1. Kaleidoscope, Chapter 4 (5 readings-1 question each)
2. Reading: “10 Ways the Beauty Industry tells You Being Beautiful Means Being White”
3. Lecture 6

### **Lesson 5**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. (7 questions):

1. Kaleidoscope, Chapter 5 (5 readings-1 question each)
2. Lecture 7
3. Video: “Killing Us Softly (2016)”

### **Lesson 6**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. (7 questions):

1. Kaleidoscope, Chapter 6 (5 readings- 1 question each)
2. Lecture 8
3. Video: “God Loves Uganda”

### **Lesson 7**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. (10 questions):

1. Kaleidoscope, Chapter 7 (6 readings-3 questions due)
2. Lecture 9
3. Lecture 10
4. Kaleidoscope, Chapter 8 (6 readings-3 questions due)
5. Lecture 11

6. Lecture 12

**Lesson 8**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. (8 questions):

1. Kaleidoscope, Chapter 9 (5 readings-5 questions due)
2. Lecture 13
3. Kaleidoscope, Chapter 10 (5 readings-4 questions due)
4. Video: “TED Talk-Michael Kimmel: Why Gender Equality is Good for Everyone-Men Included”

**Question Development Rubric**

Variable Being Graded	Points Possible				
	12.5-15%	12-13.5%	10.5-12%	9-10.5%	9-0%
	Superior	Very Good	Good	Needs Work	Poor Quality

<ul style="list-style-type: none"> <li>• <b>Grammar &amp; spelling are outstanding.</b></li> <li>• <b>Resource(s) from which the questions are drawn are clearly stated/cited.</b></li> <li>• <b>Instructions of assignment were followed</b> <ul style="list-style-type: none"> <li>○ <b>one of each type of question</b></li> <li>○ <b>1 question for each lesson resource</b></li> <li>○ <b>Multiple Choice/True-False</b></li> </ul> </li> </ul>	Questions meet all of the criteria.	4 of criteria met.	2-3 of criteria met.	1-2 of criteria met.	Few, if any criteria met or no submission
<b>Variable being Graded</b>	<b>76.5-85%</b> <b>Superior</b>	<b>68-76.5%</b> <b>Very Good</b>	<b>59.5-68%</b> <b>Good</b>	<b>51-59.5%</b> <b>Needs Work</b>	<b>51-0%</b> <b>Poor Quality</b>



<ul style="list-style-type: none"> <li>• Questions and answers are clearly and unambiguously stated.</li> <li>• Questions measure the outcomes (e.g. to define, to summarize, to think critically)</li> <li>• Questions avoid clues as to what the correct answer is.</li> <li>• When possible, avoid “all of the above,” “none of the above.”</li> <li>• Questions are indicative of knowledge in the subject.</li> </ul>	Questions meet all of the criteria.	4 of criteria met.	2-3 of criteria met.	1 of criteria met.	Few, if any criteria met or no submission
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**Grading:** This assignment is worth 20% of your total grade.

### **Group Assignment: Discussions**

There are three (3) Discussion assignments throughout the semester, each of which relates to or covers material reviewed during that section of the course. In addition, the discussion assignment requires that your group examine the sociology of gender in relation to one of a number of social variables, perspectives, and problems. Discussions can be found within each Lesson module. Discussions will require peer reviews of other groups’ posts. Canvas will alert you when your peer reviews have been assigned as peer reviews will begin after each discussion due date. This feedback from peers, as well as grading, will help everyone to improve their discussion grades throughout the semester. ***The Discussions assignment provides an opportunity for you to build confidence, skills, and strategies in applying what you learn in Sociology of Gender. They***

***build research, professional writing, and teamwork skills, which are necessary for contemporary employment.***

Questions are assigned which relate to each lesson. In answering the questions, your group must *utilize and cite the course materials. Your group must provide definitions and examples, and especially write about the ways in which the material is relevant to your own life/lives.* Please write as if you were answering the question from a classmate, a friend, or family member. Be thorough and specific.

- Please utilize the Discussion Rubric to help you complete this assignment.

## **Discussion Rubric**

<b>Qualities being Assessed</b>	<b>Points Possible</b>				
	<b>100-90%</b>	<b>90%-80%</b>	<b>80%-70%</b>	<b>70%-60%</b>	<b>60%-0%</b>
	<b>Superior</b>	<b>Very Good</b>	<b>Good</b>	<b>Needs Work</b>	<b>Poor Quality</b>
1. Post addresses all parts of the question thoroughly and accurately. 2. Post identifies, defines, and provides relevant examples of key concepts and theoretical perspectives. 3. Post is well organized, professional in tone, and reflects the student's knowledge of Sociology of Gender. 4. Post is well-written, with accurate spelling,	Post meets all of the criteria; is excellent in every way.	3-4 of criteria met	2-3 of criteria met.	1-2 of criteria met.	Few, if any criteria met or no submission.

Qualities being Assessed	Points Possible				
	100-90%	90%-80%	80%-70%	70%-60%	60%-0%
	Superior	Very Good	Good	Needs Work	Poor Quality
punctuation, and grammar.					

**Grading:** This assignment comprises 20% of your total grade.

## Course Grading

Course Requirements	Percent
Syllabus Quiz	2%
Zoom Sessions	20%
Quiz Yourself/Study for Exams	8%
Exams	20%
Final Short Essay Exam	5%
Group Contract (2.5%)/Peer Reviews (2.5%)	5%
Discussions	20%
QDA Assignments	20%
<b>Total</b>	<b>100%</b>

Letter Grade	Percent
<b>A</b>	95-100
<b>A-</b>	90-94
<b>B+</b>	85-89
<b>B</b>	83-84
<b>B-</b>	80-82
<b>C+</b>	75-79
<b>C</b>	70-74
<b>D</b>	60-69
<b>F</b>	< 60

## Extra Credit

No extra credit is offered in this course.

## Missed or Late Assignments

Excepting religious holidays and/or dire circumstances (which should be reported to the Disability Resource Center), under no circumstances will missed or late assignments (including exams) be accepted. On the bright side, *you may work as far ahead as you can or wish!*



[SYD3804 Spring 2023 Course Calendar & Objectives.docx](#)

## Course Summary:

Date	Details	Due
Tue Jan 10, 2023	Calendar Event <a href="#">SYD3804 RVC January 10</a>	5:30pm to 6:30pm
	Assignment <a href="#">Zoom Attendance/Participation 1</a>	due by 5:30pm
Sun Jan 22, 2023	Quiz <a href="#">Exam 1- Requires Respondus LockDown Browser</a>	due by 11:59pm
	Assignment <a href="#">Group Contract</a>	due by 11:59pm
	Assignment <a href="#">Question Development Lesson 1</a>	due by 11:59pm
	Quiz <a href="#">Quiz Yourself Lesson 1- Requires Respondus LockDown Browser</a>	due by 11:59pm
	Quiz <a href="#">Syllabus Quiz- Requires Respondus LockDown Browser</a>	due by 11:59pm
	Quiz <a href="#">Zoom Alternate Quiz-Lesson 1- Requires Respondus LockDown Browser</a>	due by 11:59pm
Tue Jan 24, 2023	Calendar Event <a href="#">SYD3804 RVC January 24</a>	5:30pm to 6:30pm
	Assignment <a href="#">Zoom Attendance/Participation 2</a>	due by 5:30pm

<b>Date</b>	<b>Details</b>	<b>Due</b>
Sun Feb 5, 2023	Quiz <a href="#">Exam 2-- Requires Respondus LockDown Browser</a>	due by 11:59pm
	Assignment <a href="#">Question Development Lesson 2</a>	due by 11:59pm
	Quiz <a href="#">Quiz Yourself Lesson 2- Requires Respondus LockDown Browser</a>	due by 11:59pm
	Quiz <a href="#">Zoom Alternate Quiz-Lesson 2- Requires Respondus LockDown Browser</a>	due by 11:59pm
Tue Feb 7, 2023	Calendar Event <a href="#">SYD3804 RVC February 7</a>	5:30pm to 6:30pm
	Assignment <a href="#">Zoom Attendance/Participation 3</a>	due by 5:30pm
Sun Feb 19, 2023	Assignment <a href="#">Discussion 1</a>	due by 11:59pm
	Quiz <a href="#">Exam 3- Requires Respondus LockDown Browser</a>	due by 11:59pm
	Assignment <a href="#">Question Development Lesson 3</a>	due by 11:59pm
	Quiz <a href="#">Quiz Yourself Lesson 3- Requires Respondus LockDown Browser</a>	due by 11:59pm
	Assignment <a href="#">Self/Peer Review Survey 1</a>	due by 11:59pm
	Quiz <a href="#">Zoom Alternate Quiz-Lesson 3- Requires Respondus LockDown Browser</a>	due by 11:59pm
Tue Feb 21, 2023	Calendar Event <a href="#">SYD3804 RVC February 21</a>	5:30pm to 6:30pm
	Assignment <a href="#">Zoom Attendance/Participation 4</a>	due by 5:30pm
Sun Mar 5, 2023	Quiz <a href="#">Exam 4- Requires Respondus LockDown Browser</a>	due by 11:59pm
	Assignment <a href="#">Question Development Lesson 4</a>	due by 11:59pm
	Quiz <a href="#">Quiz Yourself Lesson 4- Requires Respondus LockDown Browser</a>	due by 11:59pm
	Quiz <a href="#">Zoom Alternate Quiz-Lesson 4- Requires Respondus LockDown Browser</a>	due by 11:59pm
Tue Mar 7, 2023	Calendar Event <a href="#">SYD3804 RVC March 7</a>	5:30pm to 6:30pm
	Assignment <a href="#">Zoom Attendance/Participation 5</a>	due by 5:30pm
Sun Mar 19, 2023	Assignment <a href="#">Discussion 2</a>	due by 11:59pm

<b>Date</b>	<b>Details</b>	<b>Due</b>
	Quiz <a href="#">Exam 5- Requires Respondus LockDown Browser</a>	due by 11:59pm
	Assignment <a href="#">Question Development Lesson 5</a>	due by 11:59pm
	Quiz <a href="#">Quiz Yourself Lesson 5- Requires Respondus LockDown Browser</a>	due by 11:59pm
	Quiz <a href="#">Zoom Alternate Zoom Quiz-Lesson 5- Requires Respondus LockDown Browser</a>	due by 11:59pm
Tue Mar 21, 2023	Calendar Event <a href="#">SYD3804 RVC March 21</a>	5:30pm to 6:30pm
	Assignment <a href="#">Zoom Attendance/Participation 6</a>	due by 5:30pm
Sun Apr 2, 2023	Quiz <a href="#">Exam 6- Requires Respondus LockDown Browser</a>	due by 11:59pm
	Assignment <a href="#">Question Development Lesson 6</a>	due by 11:59pm
	Quiz <a href="#">Quiz Yourself Lesson 6- Requires Respondus LockDown Browser</a>	due by 11:59pm
	Quiz <a href="#">Zoom Alternate Quiz- Lesson 6- Requires Respondus LockDown Browser</a>	due by 11:59pm
Tue Apr 4, 2023	Calendar Event <a href="#">SYD3804 RVC April 4</a>	5:30pm to 6:30pm
	Assignment <a href="#">Zoom Attendance/Participation 7</a>	due by 5:30pm
Sun Apr 16, 2023	Assignment <a href="#">Discussion 3</a>	due by 11:59pm
	Quiz <a href="#">Exam 7- Requires Respondus LockDown Browser</a>	due by 11:59pm
	Assignment <a href="#">Question Development Lesson 7</a>	due by 11:59pm
	Quiz <a href="#">Quiz Yourself Lesson 7- Requires Respondus LockDown Browser</a>	due by 11:59pm
	Quiz <a href="#">Zoom Alternate Quiz- Lesson 7- Requires Respondus LockDown Browser</a>	due by 11:59pm
Tue Apr 18, 2023	Calendar Event <a href="#">SYD3804 RVC April 18</a>	5:30pm to 6:30pm
	Assignment <a href="#">Zoom Attendance/Participation 8</a>	due by 5:30pm
Sat Apr 22, 2023	Quiz <a href="#">Exam 8- Requires Respondus LockDown Browser</a>	due by 11:59pm
	Quiz <a href="#">Final Short Essay Exam</a>	due by 11:59pm

<b>Date</b>	<b>Details</b>	<b>Due</b>
	Assignment <a href="#">Question Development Lesson 8</a>	due by 11:59pm
	Quiz <a href="#">Quiz Yourself Lesson 8- Requires Respondus LockDown Browser</a>	due by 11:59pm
	Assignment <a href="#">Self/Peer Assessment 2</a>	due by 11:59pm
	Quiz <a href="#">Zoom Alternate Quiz- Lesson 8- Requires Respondus LockDown Browser</a>	due by 11:59pm
	Assignment <a href="#">Extra Credit-SPOTS</a>	
	Assignment <a href="#">Letter Grade</a>	
	Assignment <a href="#">Mid-Semester Grade (UCC Requirement)</a>	
	Assignment <a href="#">Total Points</a>	