

**COURSE MEETINGS – UNIT 1 – Fall 2004**

**WEEK 1: August 30 - September 2, 2004**

<p align="center"><b>THEME:</b> <b>Sense of Self</b></p>		<p><b>OVERARCHING QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>• Who am I? What shapes me?</li> <li>• How do I use language to convey self and ideas?</li> <li>• What are my responsibilities as a learner?</li> <li>• What knowledge, skills, and values do I bring to this learning community?</li> <li>• What are some important keywords for this week?</li> </ul>			
		<p align="center"><b>Monday: 8/30</b></p>	<p align="center"><b>Tuesday: 8/31</b></p>	<p align="center"><b>Wednesday: 9/1</b></p>	<p align="center"><b>Thursday: 9/2</b></p>
<p><b>Seminar, Phase or Cohort Times</b></p>	<p align="center"><b>Cohort 9:30-12:00</b></p> <p align="center"><b>Meet in Johnson Center Cinema</b></p> <p align="center"><b><u>Opening Session</u></b></p> <ul style="list-style-type: none"> <li>• Dean's Challenge</li> <li>• Faculty Introductions</li> <li>• Forming Groups</li> <li>• LC Pre-Test</li> <li>• Permission Forms</li> </ul>	<p align="center"><b>Seminar 10:00-12:00</b></p> <p><b><u>Read for Today:</u></b></p> <ul style="list-style-type: none"> <li>• Course Syllabus</li> <li>• Bloom &amp; White: "Introduction" &amp; "How do I know who I am?" (R)</li> <li>• Strauss &amp; Howe: Ch. 3: "Belonging to a 'Generation'" (R)</li> <li>• Trenholm: Ch. 3: "Decoding Messages: Perception, Information Processing, &amp; Listening" (Comm)</li> <li>• Meiland: "College Thinking" (E-Reserve)</li> </ul>	<p align="center"><b>HEMLOCK OVERLOOK (8:30 – 3:00) Seminars C, F, G ONLY!</b></p> <p align="center"><b>SEMINAR (A, B, D, E ONLY!) 10:00-12:00</b></p> <p><b><u>Read for Today (Sem. A, B, D, E):</u></b></p> <ul style="list-style-type: none"> <li>• Brooks: "The Organization Kid" (R)</li> <li>• Mirikitani: "Breaking Tradition" (R)</li> <li>• Franklin: "Silence and the Notion of the Commons" (pp. 794-799) (AR)</li> <li>• Trenholm: Ch. 7: "Group Communication" (Comm)</li> </ul>	<p align="center"><b>HEMLOCK OVERLOOK (8:30 – 3:00) Seminars A, B, D, E ONLY!</b></p> <p align="center"><b>SEMINAR (C, F, G ONLY!) 10:00-12:00</b></p> <p><b><u>Read for Today (Sem C, F, G):</u></b></p> <ul style="list-style-type: none"> <li>• Brooks: "The Organization Kid" (R)</li> <li>• Mirikitani: "Breaking Tradition" (R)</li> <li>• Franklin: "Silence and the Notion of the Commons" (pp. 794-799) (AR)</li> <li>• Trenholm: Ch. 7: "Group Communication" (Comm)</li> </ul>	
<p><b>Assignments Due</b></p>					
<p><b>Assigned Pickup</b></p>		<p>Assigned: Discovery Project Handout on Hemlock</p>	<p>Assigned: Writing on Hemlock Due Midnight on 9/6</p>	<p>Assigned: Writing on Hemlock Due Midnight on 9/6</p>	
<p><b>Notes and Keywords</b></p>					
<p><b>Seminar, Phase or Cohort Times</b></p>	<p align="center"><b>Seminar 1:00-3:00</b></p> <ul style="list-style-type: none"> <li>• Introduction to Seminars</li> <li>• Review             <ol style="list-style-type: none"> <li>1. Syllabus &amp; definitions</li> <li>2. Day-by-day schedule</li> </ol> </li> </ul>	<p align="center"><b>**<u>SCHEDULE CHANGE</u>**</b></p> <p align="center"><b>Cohort 12:50-3:00 Meet in the JC Cinema <i>Pleasantville</i></b></p>	<p align="center"><b>Phase: 1:00-3:00 Introduction to Library Research and Endnote: IN222: A, E IN223: B, D</b></p>	<p align="center"><b>Phase: 1:00-3:00 Introduction to Library Research and Endnote: IN223: C, F, G</b></p>	

**COURSE MEETINGS – UNIT 1**

**WEEK 2: September 6-9, 2004**

<p align="center"><b>THEME:</b> <b>Sense of Self</b></p>		<p><b>OVERARCHING QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>• Who am I? What shapes me?</li> <li>• How do I use language to convey self and ideas?</li> <li>• What are my responsibilities as a learner?</li> <li>• What knowledge, skills, and values do I bring to this learning community?</li> <li>• What are some important keywords for this week?</li> </ul>			
		<p align="center"><b>Monday: 9/6</b></p>	<p align="center"><b>Tuesday: 9/7</b></p>	<p align="center"><b>Wednesday: 9/8</b></p>	<p align="center"><b>Thursday: 9/9</b></p>
<p><b>Seminar, Phase or Cohort Times</b></p>	<p align="center"><b>LABOR DAY:</b>  NO CLASS! ☺</p>	<p align="center"><b>Seminar 10:00-12:00</b></p> <p><u>Read for Today:</u></p> <ul style="list-style-type: none"> <li>• Momaday: “The Way to Rainy Mountain” (pp. 119-124) <b>(AR)</b></li> <li>• Didion: “On Keeping a Notebook” (pp. 31-37) <b>(AR)</b></li> <li>• Didion: “Why I Write” (pp. 37-39) <b>(AR)</b></li> <li>• Trimbur: “Guidelines for Collaborating in Groups” (pp. 98-101) <b>(AR)</b></li> <li>• “Guidelines for Student Web Pages” www.mason.gmu/montecin/Webguide.htm</li> </ul>	<p align="center"><b>Seminar 10:00-12:00</b></p> <p><u>Read for Today:</u></p> <ul style="list-style-type: none"> <li>• Donne: “Meditation” (pp. 843-844) <b>(AR)</b></li> <li>• O’Brien: “The Man I Killed” <b>(R)</b></li> <li>• Tan: “Mother Tongue” (pp. 53-58) <b>(AR)</b></li> <li>• Le Guin: “Where Do You Get Your Ideas From?” (pp. 976-982) <b>(AR)</b></li> <li>• Trenholm: Ch. 4: “Encoding Messages: Spoken Language” <b>(Comm)</b></li> </ul>	<p align="center"><b>Seminar 10:00-12:00</b></p> <p><u>Read for Today:</u></p> <ul style="list-style-type: none"> <li>• McCloskey: “Yes, Ma’am” (pp. 208-213) <b>(AR)</b></li> <li>• Rodriguez: “Aria: Memoir of a Bilingual Childhood” (pp. 342-352) <b>(AR)</b></li> <li>• Shen: “The Classroom and the Wider Culture: Identity as a Key to Learning English Composition” <b>(R)</b></li> <li>• Cheung: “A Home on the Web: Presentations of Self on Personal Homepages” <b>(R)</b></li> </ul>	
<p><b>Assignments Due</b></p>	<p>Email on Hemlock, integrating Trenholm, Ch. 7 due to Seminar Leader by 12:00 Midnight</p>	<p>Discovery project (Choosing Your Subject)</p>	<p>Library Research Worksheet</p>	<p>Discovery Project (1<sup>st</sup> Interview Preparation)</p>	
<p><b>Assigned Pickup</b></p>			<p>Assigned: 1st Interview Preparation Pickup: Discovery project, Step #1 feedback</p>	<p>Assigned: Higher Ed Group Presentations Assigned: Gardner Framework</p>	

Notes and Keywords				
<b>Seminar, Phase or Cohort Times</b>		<p style="text-align: center;"><b>Phase 1:00-3:00</b></p> <p><b>Intro to Group Comm:</b> <i>JC Rm E: A, B, G3, G4</i></p> <p><b>Writing and Internet Sources Eval.</b> (Bring Hacker &amp; Lib Research Handout, Tech Guide &amp; Disk) <b>**NCC Lab (1:30): C, D, G5</b></p> <p><b>Web Publishing I:</b> (Bring Tech Guide &amp; Disk) <i>IN318: E, G1</i> <i>IN319: F, G2</i></p>	<p style="text-align: center;"><b>Phase 1:00-3:00</b></p> <p><b>Intro to Group Comm:</b> <i>JC Rm E: C, D, G5</i></p> <p><b>Writing and Internet Sources Eval.</b> (Bring Hacker &amp; Lib Research Handout, Tech Guide &amp; Disk) <b>NCC Lab: E, F, G1, G2</b></p> <p><b>Web Publishing I:</b> (Bring Tech Guide &amp; Disk) <i>IN318: A, G3</i> <i>IN319: B, G4</i></p>	<p style="text-align: center;"><b>Phase 1:00-3:00</b></p> <p><b>Intro to Group Comm:</b> <i>JC Rm E: E, F, G1, G2</i></p> <p><b>Writing and Internet Sources Eval.</b> (Bring Hacker &amp; Lib Research Handout, Tech Guide &amp; Disk) <b>IN223: A, B, G3, G4</b></p> <p><b>Web Publishing I:</b> (Bring Tech Guide &amp; Disk) <i>IN 318: C</i> <i>IN319: D, G5</i></p>

**COURSE MEETINGS – UNIT 1**  
**WEEK 3: September 13-16, 2004**

<b>THEME:</b> <b>Ways of Learning</b>		<b>OVERARCHING QUESTIONS:</b>		
		<ul style="list-style-type: none"> <li>• How do I learn? What do I want to learn?</li> <li>• How do I use language to convey self and ideas?</li> <li>• What are my responsibilities as a learner?</li> <li>• What do we know about learning styles?</li> <li>• What are some important keywords for this week?</li> </ul>		
	<b>Monday: 9/13</b>	<b>Tuesday: 9/14</b>	<b>Wednesday: 9/15</b>	<b>Thursday: 9/16</b>
<b>Seminar, Phase or Cohort Times</b>	<b>Seminar 10:00-12:00</b> <u>Read for Today:</u> <ul style="list-style-type: none"> <li>• Gladwell: “The Physical Genius” (pp. 1077-1086) (AR)</li> <li>• Gardner: “A Rounded Version” (R)</li> <li>• Trenholm: Ch. 11: “Intercultural Communication” (Comm)</li> </ul>	<b>**SCHEDULE CHANGE**</b> <b>9:50-12:00</b> <b>Meet in Cinema:</b> <i>Looking for Richard</i>  <u>Read for Today:</u> <ul style="list-style-type: none"> <li>• “Introduction: Interviews” (pp. 24-25) (AR)</li> </ul>	<b>Seminar 10:00-12:00</b> <u>Read for Today:</u> <ul style="list-style-type: none"> <li>• Kolb Inventory</li> <li>• V.A.R.K.</li> <li>• King: “Write or Die” (pp. 90-93) (AR)</li> <li>• Calandra, “Angels on a Pin” (<a href="http://www.emporia.edu/physics/johnsoja/phys1/angelpin.htm">http://www.emporia.edu/physics/johnsoja/phys1/angelpin.htm</a>)</li> </ul>	<b>Seminar 10:00-12:00</b> <u>Read for Today:</u> <ul style="list-style-type: none"> <li>• Light: “Making the Most of College” (R)</li> <li>• Rose: “I Just Wanna Be Average” (pp. 419-426) (AR)</li> <li>• Conroy: “Think about It” (R)</li> </ul>
<b>Assignments Due</b>	Signed Group Contracts Source Evaluation Worksheets Gardner Framework	Discovery Project (1 <sup>st</sup> Interview; Biographical Essay 1)	Writing on <i>Looking for Richard</i> Kolb Inventory	
<b>Assigned Pickup</b>	Course Portfolio	Assigned: <i>Looking for Richard</i> daily writing (handout)		Assigned: Self-Assessment due Tuesday Pickup: Research Log feedback
<b>Notes and Keywords</b>				
<b>Seminar, Phase or Cohort Times</b>	<b>Phase 1:00-3:00</b> <b>Quantitative Reasoning I:</b> (Bring Calculator) <i>JC Rm. A: A, C, F2</i>  <b>College Transitions:</b> <i>JC Rm. D: B, D, F1, F4</i>  <b>NCBI Workshop:</b> <i>JC Rm. E: E, G, F3, F5</i>	<b>Phase 1:00-3:00</b> <b>Quantitative Reasoning I:</b> (Bring Calculator) <i>JC Rm. A: E, G, F3, F5</i>  <b>College Transitions:</b> <i>JC Rm. D: A, C, F2</i>  <b>NCBI Workshop:</b> <i>JC Rm. E: B, D, F1, F4</i>	<b>Phase 1:00-3:00</b> <b>Quantitative Reasoning I:</b> (Bring Calculator) <i>JC Rm. A: B, D, F1, F4</i>  <b>College Transitions:</b> <i>JC Rm. D: E, G, F3, F5</i>  <b>NCBI Workshop:</b> <i>JC Rm. E: A, C, F2</i>	<b>Study Groups Group Work Time for Higher Education Presentations</b>

**COURSE MEETINGS – UNIT 1  
WEEK 4: September 20-23, 2004**

<b>THEME: Ways of Knowing</b>		<b>OVERARCHING QUESTIONS:</b>		
		<ul style="list-style-type: none"> <li>• What are some different ways of knowing?</li> <li>• How do I know what I know (e.g., gender, culture)?</li> <li>• What are my preferred ways of constructing knowledge</li> <li>• How do I reconstruct knowledge when confronted with new ideas?</li> <li>• What are some important keywords for this week?</li> </ul>		
	<b>Monday: 9/20</b>	<b>Tuesday: 9/21</b>	<b>Wednesday: 9/22</b>	<b>Thursday: 9/23</b>
<b>Seminar, Phase or Cohort Times</b>	<b>**SCHEDULE CHANGE**</b>  <b>COHORT</b> <b>W. Ralph. Eubanks</b> <b>Location TBA</b>	<b>Seminar 10:00-12:00</b> <b>Read for Today:</b> <ul style="list-style-type: none"> <li>• Bohannon: “Shakespeare in the Bush” (R)</li> <li>• Plato: “Allegory of the Cave” (pp. 723-726) (AR)</li> <li>• Perry: “Model of Intellectual and Ethical Development” (R)</li> </ul>	<b>Seminar 10:00-12:00</b> <b>Read for Today:</b> <ul style="list-style-type: none"> <li>• Keller: “A World of Difference” (pp. 983-994) (AR)</li> <li>• Hogan: “Hearing Voices” (pp. 945-948) (AR)</li> <li>• Asimov: “Those Crazy Ideas” (pp. 727-735) (AR)</li> <li>• Facione: “Critical Thinking” (R)</li> </ul>	<b>Seminar 9:00-1:00</b> <ul style="list-style-type: none"> <li>• <b>Student-Faculty Conferences</b></li> <li>• <b>Group Work for Higher Education Presentations</b></li> </ul>
<b>Assignments Due</b>			Discovery project (2 <sup>nd</sup> Interview Preparation)	Self-Assessment Higher Education work plan
<b>Assigned Pickup</b>	Pickup: Discovery Project feedback	Assigned: Self-Assessment		
<b>Notes and Keywords</b>				
<b>Seminar, Phase or Cohort Times</b>	<b>Phase 1:00-3:00</b> <b>Public Presentations:</b> <b>Read:</b> Trenholm, Ch. 8, “Public Presentations” <i>JC Rm E: B, C, E3, E4</i>  <b>ENDNOTE:</b> <i>IN223: A, D, E1, E2</i>  <b>Quantitative Reasoning 2:</b> <i>JC Rm. A: F, G, E5</i>	<b>Phase 1:00-3:00</b> <b>Public Presentations:</b> <b>Read:</b> Trenholm, Ch. 8, “Public Presentations” <i>JC Rm E: F, G, E5</i>  <b>ENDNOTE:</b> <i>IN318: B, E3</i> <i>IN319: C, E4</i>  <b>Quantitative Reasoning 2:</b> <i>JC Rm. A: A, D, E1, E2</i>	<b>Phase 1:00-3:00</b> <b>Public Presentations:</b> <b>Read:</b> Trenholm, Ch. 8, “Public Presentations” <i>JC Rm E: A, D, E1, E2</i>  <b>ENDNOTE:</b> <i>IN318: F, E5</i> <i>IN319: G</i>  <b>Quantitative Reasoning 2:</b> <i>JC Rm. A: B, C, E3, E4</i>	<b>COHORT: Fall for the Book Brown v. Board of Education</b> <b>Concert Hall</b> <b>1:30-3:00 p.m.</b>

**COURSE MEETINGS – UNIT 1**

**WEEK 5: September 27-30, 2004**

<p align="center"><b>THEME:</b> <b>Ways of Learning and Knowing</b></p>		<p><b>OVERARCHING QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>• How do I reconstruct knowledge when confronted with new ideas?</li> <li>• What is a fact? What constitutes evidence?</li> <li>• How can I analyze and interpret evidence?</li> <li>• How do I present an effective argument?</li> <li>• What are some important keywords for this week?</li> </ul>			
		<p align="center"><b>Monday: 9/27</b></p>	<p align="center"><b>Tuesday: 9/28</b></p>	<p align="center"><b>Wednesday: 9/29</b></p>	<p align="center"><b>Thursday: 9/30</b></p>
<p><b>Seminar, Phase or Cohort Times</b></p>	<p align="center"><b>Seminar 10:00-12:00</b> <b>WRITING WORKSHOP</b></p> <p align="center"><b>Bring completed draft of</b> Discovery Project (2<sup>nd</sup> Interview; Biographical Essay 2; Annotated Bibliography)</p> <p><u><b>Read for Today:</b></u></p> <ul style="list-style-type: none"> <li>• Wolfe: “The New Journalism” (pp. 39-41) (AR)</li> <li>• “Introduction: Writing about People” (pp. 26-27) (AR)</li> </ul>	<p align="center"><b>Seminar 10:00-12:00</b></p> <p><u><b>Read for Today:</b></u></p> <ul style="list-style-type: none"> <li>• Simonds: “Talking with Strangers” (pp. 634-637) (AR)</li> <li>• Goodall: “First Observation” (pp. 743-748) (AR)</li> <li>• Trenholm: Ch. 12: “Methods of Discovery” (Comm)</li> </ul>	<p align="center"><b>Seminar 10:00-12:00</b></p> <p><u><b>Read for Today:</b></u></p> <ul style="list-style-type: none"> <li>• Goldstein &amp; Goldstein: “The Cultural Roots of Science” (R)</li> <li>• Simon: “The Naked Source” (pp. 492-496) (AR)</li> <li>• Trudeau: “The Draft: My Story/My Story: The Holes” (pp. 567-569) (AR)</li> </ul>	<p align="center"><b>Seminar 10:00-12:00</b></p> <p align="center"><b>Quantitative Reasoning 4:</b> <b>Group Observation Project</b> <b>Report Out and Analysis</b></p>	
<p><b>Assignments Due</b></p>	<p>Discovery Project (2<sup>nd</sup> Interview; Biographical Essay 2; Annotated Bibliography)</p>			<p>Observation Project <b>Friday noon:</b> Discovery Project (Biographical Essay 3; Annotated Bibliography)</p>	
<p><b>Assigned Pickup</b></p>					
<p><b>Notes and Keywords</b></p>					
<p><b>Seminar, Phase or Cohort Times</b></p>	<p align="center"><b>Phase 1:00-3:00</b></p> <p><b>Quantitative Reasoning 3:</b> (Bring Tech Guide &amp; Disk) <i>NCC Lab: B, F, D4</i></p> <p><b>Web Publishing 2:</b> (Bring Tech Guide &amp; Disk) <i>IN319: A, D2</i> <i>IN326: E, D1</i></p> <p><b>Study Group Worktime: C, G, D3, D5</b></p>	<p align="center"><b>Phase 1:00-3:00</b></p> <p><b>Quantitative Reasoning 3:</b> (Bring Tech Guide &amp; Disk) <i>NCC Lab: C, G, D3, D5</i></p> <p><b>Web Publishing 2:</b> (Bring Tech Guide &amp; Disk) <i>IN319: B</i> <i>IN326: F, D4</i></p> <p><b>Study Group Worktime: A, E, D1, D2</b></p>	<p align="center"><b>Phase 1:00-3:00</b></p> <p><b>Quantitative Reasoning 3:</b> (Bring Tech Guide &amp; Disk) <i>**NCC Lab (1:30):A, E, D1, D2</i></p> <p><b>Web Publishing 2:</b> (Bring Tech Guide &amp; Disk) <i>IN319: C, D3</i> <i>IN326: G, D5</i></p> <p><b>Study Group Worktime: B, F, D4</b></p>	<p align="center"><b>Study Groups</b> <b>1:00-3:00</b></p> <p align="center"><b>Group Consultations with</b> <b>Faculty (Optional)</b></p>	

**COURSE MEETINGS – UNIT 1**  
**WEEK 6: October 4-7, 2004**

<b>THEME:</b> <b>Ways of Learning and Knowing</b>		<b>OVERARCHING QUESTIONS:</b>			
		<ul style="list-style-type: none"> <li>• What are the strengths and limitations of interdisciplinary learning?</li> <li>• What have I learned? What do I want to learn?</li> <li>• How do information technologies shape my life experiences?</li> <li>• What critical questions will I bring to future learning experiences?</li> <li>• What are some important keywords for this week?</li> </ul>			
	Monday: 10/4	Tuesday: 10/5	Wednesday: 10/6	Thursday: 10/7	
<b>Seminar, Phase, or Cohort Times</b>	<b>** <u>SCHEDULE</u> CHANGE **</b> <b>Seminar 10:00 – 12:00</b>  <b>HIGHER EDUCATION</b>  <b>GROUP PRESENTATIONS</b>	<b>Seminar 10:00-12:00</b>  <u>Read for Today:</u> <ul style="list-style-type: none"> <li>• Glaspell: <i>Trifles</i> (R)</li> <li>• Belenky, et al: “ ‘Just Knowing’: The Inner Expert” (pp. 404-407) (AR)</li> </ul>	<b>Seminar 10:00-12:00</b>  <u>Read for Today:</u> <ul style="list-style-type: none"> <li>• McCann: “Students on Interdisciplinary Learning” (R)</li> <li>• Trenholm: Ch. 10: “Emerging Technologies” (Comm)</li> <li>• Head: “Big Brother in a Black Box” (pp. 1063-1067)</li> </ul>	<b>Seminar 10:00-12:00</b>  <u>Read for Today:</u> <ul style="list-style-type: none"> <li>• Csikszentmihalyi, “What is Self” (R)</li> <li>• Conroy: “Think about It” (R)</li> <li>• “Dialogue” (pp. 913-922) (AR)</li> <li>• “GMU Honor Code” <a href="http://www.gmu.edu/catalog/apolicies/#Anchor13">http://www.gmu.edu/catalog/apolicies/#Anchor13</a></li> <li>• “Academic Integrity” (Syllabus, pp 5-7)</li> </ul>	
<b>Assignments Due</b>	In-class assessment on Higher Education Presentations			<b>Midnight:</b> Final Website (including Quantitative Reasoning 3 Worksheet) <b>Email URL to seminar leader</b>	
<b>Assigned Pickup</b>				Pickup: Discovery project feedback	
<b>Notes and Keywords</b>					
<b>Seminar, Phase, or Cohort Times</b>	<b>HIGHER EDUCATION</b>  <b>GROUP PRESENTATIONS</b>	<b>Phase 1:00-3:00</b>  <b>PORTFOLIO WORKSHOP</b>	<b>Phase 1:00-3:00 (Bring Blank Disk)</b> <b>ONLINE TECHNOLOGY EXAM</b> <i>IN222: A, F</i> <i>IN223: B, E, C1, C2, C3</i> <i>IN317: D, C4, C5</i> <b>**NCC Lab (1:30): G</b>	<b>Phase 1:00-3:00</b>  <b>EVALUATIONS</b> <b>Group Peer Learning Community University</b>  JC Rooms D, E, F, G	

**UNIT 1 ASSIGNMENT DUE DATES AT A GLANCE – FALL 2004**

<b>UNIT 1 ASSIGNMENT DUE DATES AT A GLANCE – FALL 2004</b>				<b>Weekly Phase Assignments</b>
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	
30 <b>August</b>	31 <b>August</b>	1 <b>September</b> <b>Field Trip: Hemlock</b>	2 <b>Field Trip: Hemlock</b>	<b>Week 1</b> <ul style="list-style-type: none"> <li>Introduction to Library Research Worksheet</li> </ul>
6 <b>September</b> <b>LABOR DAY:</b> <b>No Class!</b> <ul style="list-style-type: none"> <li>Email to seminar leader on Hemlock</li> </ul>	7 <ul style="list-style-type: none"> <li>Discovery project (Choosing Your Subject)</li> </ul>	8	9 <ul style="list-style-type: none"> <li>Discovery Project (1<sup>st</sup> Interview Preparation)</li> </ul>	<b>Week 2</b> <ul style="list-style-type: none"> <li>Web Publishing 1 Assignment</li> <li>Group Communication: Contracts</li> <li>Writing Sources Worksheet</li> </ul>
13 <ul style="list-style-type: none"> <li>Signed Group Contracts</li> <li>Gardner Framework</li> </ul>	14 <ul style="list-style-type: none"> <li>Discovery project (1<sup>st</sup> Interview; Biographical Essay 1)</li> </ul>	15 <ul style="list-style-type: none"> <li>Writing on film: <i>Looking for Richard</i></li> <li>Kolb Inventory</li> </ul>	16	<b>Week 3</b> <ul style="list-style-type: none"> <li>Quantitative Reasoning 1 Quiz</li> <li>Sources Evaluation Worksheet</li> <li>NCBI Evaluation Worksheet</li> </ul>
20	21	22 <ul style="list-style-type: none"> <li>Discover Project (2<sup>nd</sup> Interview Preparation)</li> </ul>	23 <b>Student Conferences</b> <ul style="list-style-type: none"> <li>Self-Assessment</li> <li>Higher Education work plan</li> </ul>	<b>Week 4</b> <ul style="list-style-type: none"> <li>Public Presentation Assignments</li> <li>Quantitative Reasoning 2 Worksheet</li> </ul>
27 <b>Writing Workshop</b> <ul style="list-style-type: none"> <li>Discovery Project (2<sup>nd</sup> Interview; Biographical Essay 2; Annotated Bibliography)</li> </ul>	28	29	30 <ul style="list-style-type: none"> <li>Group Observation Project</li> <li><b>Due by Friday at 12:00 NOON at NCC Office, Student Lounge</b></li> <li>Discovery project (Biographical Essay 3; Annotated Bibliography)</li> </ul>	<b>Week 5</b> <ul style="list-style-type: none"> <li>Web Publishing 2 Draft Website</li> <li>Group Observation Project</li> </ul>
4 <b>October</b> <b>Higher Education Group Presentations</b>	5	6 <b>Online Technology Exam</b>	7 <b>Course Evaluations</b> <b>Group Peer Evaluations</b> <ul style="list-style-type: none"> <li><b>By Midnight:</b> Email Final Website URL to faculty</li> </ul>	<b>Week 6</b> <ul style="list-style-type: none"> <li>Final Student Website</li> <li>Excel Spreadsheet</li> </ul>
11	12	13 <b>Due by 12:00 NOON at NCC Office, Student Lounge</b> <ul style="list-style-type: none"> <li><b>PORTFOLIOS</b></li> <li>Discovery project (Optional Biographical Essay 4)</li> </ul>		