

SOCY 2044
Crime and Society

Fall 2011
Tuesdays & Thursdays, 2:00pm to 3:15pm
Class Room: Muenzinger Psychology Building, Room E0046

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COURSE DESCRIPTION

This course is an introductory examination of crime, crime causation, and crime control in the United States. The course serves to debunk myths about (1) criminality, (2) the prevalence of criminal offenses, and the (3) criminal justice system – and to provide an academic understanding of the subject matter. A brief overview will be provided of the patterns of crime commission and victimization, and the theories explaining criminal behavior. We will also examine the continuum of the criminal justice system: from the police, through the courts, to corrections. We will consider how these components and agents of the system are affected by public opinion, media representations, policy, and politics.

TEACHING DELIVERY

This class will incorporate several teaching methods. Each of these teaching methods is important to the learning process in this course. Some of the more common methods to be used in this class are as follows:

Lectures: Traditional lecture will be used to assure that all students are fully aware of the information the professor wishes the students to grasp.

i>Clickers: A student response system, or “clickers,” will be integrated into the course to foster participation from all students in the class. According to Educause, “The system allows for active participation by all students and provides immediate feedback to the instructor – and the students – about any confusion or misunderstandings of the material being presented” (*7 Things You Should Know About Clickers*, available at <http://www.educause.edu/ir/library/pdf/ELI7002.pdf>).

Guest Lectures: Criminal justice professionals, ex-felons, advocates, and activists may be utilized a few times throughout the course to offer their assessments about crime and the criminal justice system. The guest lectures are to be highly regarded and will be included on the course exams.

Documentary Films: Documentary films will be shown throughout the course to provide visually interpretive examples for several course topics. These screenings are to be treated as “lectures” for the course, and should be taken as serious subject matter that will be included in class exams.

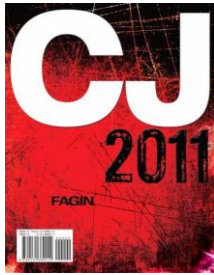
Class Discussions: Even though the class is fairly large, students are strongly encouraged to participate in discussion of the daily topics by providing their insights and asking questions for clarification or rhetorical contemplation.

In-Class Writing Exercises: Short in-class writing assignments (to be written in small groups or individually) may be used to generate critical thinking on a specific topic and to encourage class participation.

D2L: On a regular basis, students must access the *Desire2Learn* website, also referred to as *D2L*, at learn.colorado.edu in order to retrieve non-textbook reading assignments, view course announcements, access course quizzes, monitor grades, sign-up for correctional facility tours, and find other important materials.

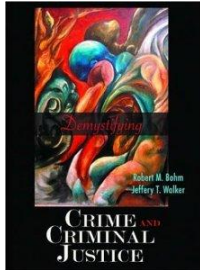
REQUIRED READINGS

Textbooks



Criminal Justice 2011

Author: James A. Fagin
Publisher: Pearson/Prentice Hall
Copyright Year: 2012
ISBN-13: 9780131389014



Demystifying Crime and Criminal Justice

Editors: Robert M. Bohm and Jeffery T. Walker
Publisher: Oxford University Press
Copyright Year: 2006
ISBN-13: 9780195330724

Articles

Additional required readings. Available on D2L.

1. Goode, Erich, and Nachman Ben-Yehuda. 1994. "Moral Panics: Culture, Politics, and Social Construction." *Annual Review of Sociology* 20:149-171.
2. Mosher, Clayton J., Terance D. Miethe, and Timothy C. Hart. 2011. "Introduction: The Pervasiveness (and Limitations) of Measurement." Pp. 1-29 in *The Mismeasure of Crime* (2nd Edition). Los Angeles: Sage.
3. Pollock, Joycelyn M., and Sareta M. Davis. 2005. "The Continuing Myth of the Violent Female Offender." *Criminal Justice Review* 30:5-29.
4. Lee, Matthew T., and Ramiro Martinez, Jr. 2009. "Immigration Reduces Crime: An Emerging Scholarly Consensus." *Sociology of Crime, Law and Deviance* 13:3-16.
5. Mauer, Marc, and Ryan S. King. 2007. *A 25-Year Quagmire: The War on Drugs and Its Impact on American Society*. Washington, DC: The Sentencing Project.

COURSE WORK REQUIREMENTS

The course workload and percentage points are distributed as follows:

<i>Assignment</i>	<i>% Points</i>
Attendance & Participation	10
Quizzes	5
Student Information Survey = 1	
Reflection on Crime 1 = 1	
Reflection on Crime 2 = 3	
Poster Project	25
Examinations	60
Exam 1 = 20	
Exam 2 = 20	
Exam 3 = 20	
	100

Attendance, Participation, and Reading Assignments

Students are expected to attend every class. Students who miss classes because they were not enrolled in the class will *not* receive credit for the missed days.

Each student must have purchased an i>clicker and have registered the clicker through the *myCUInfo* portal by 2:00pm, Tuesday, August 30, 2011. The frequency on the clicker must be set to that assigned to the classroom at the start of *each* class. The clicker is to be treated as one of the many “school supplies” that are used by students. Just as it is necessary to bring paper and writing utensils to every class (no computers are allowed), it is just as necessary to bring the clicker. The clicker should operate for 200 hours before the batteries need to be replaced, but students should carry an extra set of AAA batteries. No excuses will be accepted for failing to bring the clicker to class or for having a non-working clicker. For most of the class sessions, attendance will be recorded via the clickers. It is the responsibility of the student to notify the teaching assistant (T.A.) immediately before class begins or immediately after class ends that the student failed to bring her or his clicker or if the student’s clicker is not working. Doing so will assure that said student will at least receive credit for having attended class. Student grades will not begin to be penalized for unexcused absences until after missing two classes.

For excused absences, documentation is to be submitted to the T.A. within one week of the absence. University policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. During the first two weeks of the semester (by Friday, September 2, 2011), any student requesting to have an excused absence due to religious obligations must give a note to the professor specifying the religious affiliation and the religious holiday (e.g., Eid al Fitr, Rosh Hashanah, Navratri, Yom Kippur, Diwali). The following are some legitimate reasons, in addition to observance of a religious holiday, for missing a class, along with their corresponding required documentation:

<i>Legitimate Absence</i>	<i>Proof Needed for Legitimate Absence</i>
Illness	Note from a certified medical professional or recognized spiritual healer.
Death in the family	Note from a family member and funeral information.
Work (should be of an urgent nature)	Note from a supervisor.
Religious holiday	Note from student specifying religious affiliation and religious holiday (to be provided during the first two weeks of the semester).
NCAA or Collegiate Sports Club athletic meet	Note from a coach. Documentation for pre-scheduled meets must be provided during the first two weeks of the semester.

Students should confer with the instructors outside of class sessions *after* an absence to find out if any handouts were provided or films were screened. Students are *not* to notify the instructors of absences before the anticipated missed class (but if there is an exam on the day of the missed class, students should contact the professor before the missed class). During specified office hours or at a meeting time agreed upon between the student and the professor or T.A., the absentee student will be provided with any handouts (some handouts will also be available on *D2L*). The majority, if not all, of the videos to be shown in this course are owned by the professor and will be placed on reserve in Norlin Library (Circulation Desk) for the remainder of the semester following the viewing of the video in class.

Students are responsible for all material covered in class and listed on the *Class Schedule* (final page of this syllabus). Prior to each class, students are expected to read the assigned material and be prepared with questions or comments and ready to respond to the readings. It is widely held in academia that students should spend at least two hours studying outside of class for every hour in class. This translates into six hours of study time each week that should be devoted to this course. Most class sessions will incorporate some form of questions that students must respond to by using their i>clickers. The questions will be based on the daily readings, current and previous lectures, and student opinions.

The professor *will not* provide students who miss classes with notes or copies of PowerPoint presentations. Typically, the professor’s notes and PowerPoint presentations are heavily supplemented with oral lecture and are often insufficient without notes taken by class attendees. Therefore, it is strongly suggested that each student assemble class companions with whom to exchange lecture notes in the event a class is missed. Using the discussion tool or email function on *D2L* can also facilitate getting to know classmates.

Student Disability Services

Disability Services determines accommodations based on documented disabilities. If a student qualifies for accommodations because of a disability, he or she must provide the professor with a letter from Disability Services. The

Disability Services Office is located at Center for Community, room N200, 303-492-8671 (voice/TTY), DSinfo@colorado.edu. Additional information can be found at <http://www.colorado.edu/disabilityservices/>.

If a student has a temporary medical condition or injury, please see the University guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>.

Students requiring exam accommodations due to disabilities must review the University policy (<http://www.colorado.edu/disabilityservices/handbook/handbook6.html>). Students requiring exam accommodations must coordinate with the professor one to two weeks prior to the exam.

Quizzes

There are three quizzes in this course, which count for a total of 5% of each student's course grade. All quizzes are required and will be administered in *D2L*.

Student Information Survey

The student information survey provides the instructors with additional information about each student. The information provided on this survey is confidential; only the instructors will have access to the information provided in the survey. This assignment is to be completed by 11:59pm, Thursday, September 1, 2011. No points will be awarded for surveys completed after September 1, 2011. This quiz is worth 1% of the course grade.

Reflection on Crime Quizzes

There are two "reflection on crime" quizzes for this course.

The first reflection on crime quiz is available in *D2L* and is to be completed by 2:00pm, Tuesday, August 30, 2011. This quiz will not be graded per se, but each student will be given full credit for honestly and thoroughly answering all the questions posed. This quiz will help the instructors gain insight into students' perceptions of "crime and society." This quiz is worth 1% of the course grade.

Toward the end of the semester, students must respond to similar questions posed in the original reflection. This second reflection is worth 3% of the course grade. This quiz is not so much about what students think; rather, the purpose is to show how students critically engaged with the material that was presented during the course of the semester. Some of the questions on this quiz will be graded based on relaying the information that was imparted during the semester. This quiz will be available in *D2L* beginning Thursday, December 1, and is to be completed by 11:59pm, Thursday, December 8, 2011.

Examinations

There are three examinations in this course. Each exam includes multiple-choice *and* essay questions. Each exam is weighted equally (20% each). The first two exams will be administered during the semester (Sept. 22 and Oct. 27) at the regularly scheduled class time. The third exam will be administered during Finals Week on Saturday, December 10, 2011, from 1:30pm to 4:00pm (in the same classroom). Each of these exams will cover separate areas of the course. However, the final exam will *also* contain questions referring to the entire course content.

Each student is to report to each exam with at least two blue or black ink pens, at least two Number 2 pencils, and a reliable eraser. In order to take advantage of the professor's special "gimme," students must arrive no later than 2:00pm on exam days (1:30pm for final exam). Students must use restroom facilities prior to entering the classroom on exam days. Students shall leave the room on exam days only after completing and turning in the exam *or* if the student *truly* (and under dire circumstances) must relieve himself or herself.

The *only* students who will be accommodated with alternate exam times will be those with certified documentation from Disability Services or legitimate excuses for other reasons. Students with documentation from Disability Services must communicate with the professor at least one week before a scheduled exam to make alternative arrangements. Students needing to miss an exam for a legitimate reason must contact the professor immediately to receive further instruction. Make-up exams will only be administered in extraordinary situations outside of a student's control that cause the student to miss a scheduled exam. Some legitimate reasons for missing an exam are listed in the section regarding attendance.

Poster Project

Each student is required to create a visually appealing poster that highlights a particular topic or issue within the area of crime, criminality, or the criminal justice system. The poster provides an alternative method for demonstrating scholastic understanding of a particular topic (as opposed to the traditional research paper). It is, basically, a research paper on a poster.

The project *must* demonstrate an understanding of the “sociological imagination,” and must start with a question (which is also the title of the project). Here are some examples:

- Do immigrants to the United States commit more crime than U.S. citizens?
- How do the news media affect the way the general public thinks about crime?
- Do social media create more opportunities for individuals to commit crime?
- Do “Scared Straight” programs really work?
- How effective has the “War on Drugs” been?
- Does racial profiling really exist?
- How does the “CSI effect” affect criminal case outcomes?
- How are women’s experiences in prison different than men’s?

Again, students can choose *any* topic related to crime, criminality, or the criminal justice system. Although the course draws attention to issues concerning the United States, students are free to focus on other countries. If assistance is needed with selecting a topic, students are strongly encouraged to meet with the professor or T.A.

To supplement the project, students *may*, if they wish, participate in or observe an activity within the field of “criminal justice” that will provide enhanced knowledge of criminal justice practices. (This is *not* required.) For the purposes of this class, these activities include going on a police ride-along, sitting in on criminal court proceedings, or touring a jail or prison. Any other experiential activities should first be cleared with the professor; however, students are free to attend public crime-related events (such as, a crime victim’s candle-light vigil or a protest regarding the legalization of marijuana) and use an event as part of an experiential enhancement to the project.

While there are a variety of ways to create an academic “poster,” these visual presentations can also include the use of still photographs. Visual studies of crime that utilize photography (and cinematography) are referred to as “visual criminology.” Visual criminology often involves the researcher taking pictures; however, students must abide by specific ethical and human rights practices before incorporating any photography into this project (see the document in *D2L* entitled “Rights Regarding Public Photography”).

Students are to follow these additional guidelines for the project:

- At least three scholarly publications must be consulted. The publications are to be summarized in the project. (Do not print out publications and paste them on the poster.)
 - At least two of the articles must be no older than 5 years. That is, two of the selected articles must *not* have a publication year before 2006.
 - The course textbooks and assigned articles may be used as scholarly sources for the project, but they do *not* count toward the three required scholarly publications. Also, other “textbooks” can be used, but they do not count toward the required scholarly publications. Students must review the document in *D2L* entitled “What are peer-reviewed or refereed journal articles?” to learn more about what counts as a “scholarly publication” for this project.
 - Class lectures should not to be used as a source unless the information is not available elsewhere.
 - One of the best places to find scholarly publications is via the “Google Scholar” search engine. Students should be sure to be on campus, or appear as though they are (via VPN), in order to gain free access to journals to which CU Boulder subscribes.
- All parts in the project must be cited. For instance, if a graph of statistics is pasted onto the poster, a citation indicating where there information originated must be included.
- The bibliography/references should be included on the front of the poster. This section needs to be titled References or Works Cited.
- “Professor Potter’s Paper Pet-Peeves” (which can be found in *D2L*) must be reviewed and followed.
- The written content of the project must be at least 1500 words.

The written portion of the poster must be submitted as an attachment in *D2L*, by 11:59pm, Monday, December 5, 2011. The grade for the overall project will drop one letter grade for each day the written content is late. There is a zero-tolerance policy for plagiarism. Any plagiarized projects will result in a grade of *fail* (F) for the project, and possibly the course, and will be reported to university authorities.

The posters will be presented to fellow classmates and the instructors during the last week of the semester. The presentation is required and is worth 15% of the *project* grade. Students will be assigned to present on December 6 or on December 8. Students will *not* report to class on the day they are *not* assigned to present (but will still receive attendance credit for this day). On the assigned presentation day, students are not to enter the classroom until asked to do so. To reduce congestion in the hallway, students are not to report outside the classroom more than 10 minutes before the assigned presentation time. If, for instance, a student's presentation time is at 2:42pm, that student should report to class (waiting in the hallway) between 2:32 and 2:40. There will be 5 to 7 students in the room at one time. Each student will have 60 seconds to present her or his project to the instructors and other students in that session. The presentation is simply one where the student discusses what he or she did the project on and the most interesting things discovered. Each student must fill out a peer survey on the other posters presented during her or his session. The peer surveys are for informational purposes only, and other students' comments on the surveys about a project do not count toward the project grade. Students will only be graded by the instructors. The poster must be left with the instructors, but all posters can be retrieved after they are graded. Once a session has concluded (i.e., all students in a group have presented their project and filled out the peer surveys), the group of students is free to leave for the day.

The poster project and presentation is worth 25% of the overall course grade.

GRADING

Overall course grades will be assigned on the following scale:

<i>Grade</i>	<i>Overall %</i>	<i>Grade</i>	<i>Overall %</i>	<i>Grade</i>	<i>Overall %</i>	<i>Grade</i>	<i>Overall %</i>
A	93-100%	B	83-86.9%	C	73-76.9%	D	63-66.9%
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
B+	87-89.9%	C+	77-79.9%	D+	67-69.9%	F	0-59.9%

Students will be able to monitor their grades throughout the semester on *D2L*. Students may consult with the T.A. or professor throughout the semester to determine where they stand in the course. It is preferred that this be done during office hours. Detailed grade information *will not* be provided via e-mail or phone.

STUDENT BEHAVIOR GUIDELINES

The CU-Boulder Honor Code

Academic dishonesty will not be tolerated. Students are encouraged to review the University of Colorado Honor Code booklet. The Honor Code mission reads as follows:

As citizens of an academic community of trust, CU-Boulder students do not lie or cheat whether they are on campus or acting as representatives of the university in surrounding communities. Neither should they suffer by the dishonest acts of others. Honor is about academic integrity, moral and ethical conduct, and pride of membership in a community that values academic achievement and individual responsibility. Cultivating honor lays the foundation for lifelong integrity, developing in each of us the courage and insight to make difficult choices and accept responsibility for actions and their consequences, even at personal cost.

Respect

Respect of others is not only expected, but required. This includes valuing others' opinions, no matter how wrong some may believe those views to be, and allowing others to speak without interruption. Naturally, racial or sexual harassment or other forms of harassment will not be tolerated and will be dealt with authoritatively. Class rosters are provided to the instructor with the students' legal names. The instructors will gladly honor a student's request to address the student by an alternate name or gender pronoun. Please advise the instructors of this preference early in the semester so that they may make appropriate changes to the course records.

Any student who believes he or she has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment, and the University of Colorado policy on Amorous Relationships applies to all students, staff, and faculty.

See policies at <http://www.colorado.edu/policies/classbehavior.html>.

Punctuality

Students should make every effort to attend all classes on time. In order to not disrupt class, students shall utilize the restroom and take care of other personal matters prior to or after class sessions. (*This is a requirement on exam days.*) If a student needs to leave class early, she or he is to notify the professor of such before the start of class.

Wireless/Remote Communications and Use of Computers

Laptop or tablet computers are *not* allowed to be used in this course. All other electronic communication devices must be turned off or silenced upon entering the classroom and are not to be used inside the classroom during class sessions. Aside from the obvious of *speaking* on mobile phones, texting or engaging in other activities on electronic devices is *not* allowed. *Any use of wireless devices or other information technology during an exam will result in a zero for the exam.*

Side Conversations

Side conversations between small groups of students make it difficult for others to actively listen and learn. Repeated warnings to students engaging in side conversations will result in the involved students being directed to leave the class session.

Sleeping and Other Forms of Inattention

Falling asleep in class is not considered appropriate student behavior. Likewise, resting one's head on the desk is disrespectful to the professor. Students should make the mature decision to either stay awake and alert in class or go elsewhere and get some sleep. Reading books or materials without being assigned to do so by the professor or studying for other courses during class time is also not considered appropriate student behavior. Overall, students should make every effort to pay attention, which will assist students with mastering the material. Besides, the class sessions are only 75 minutes long – but a short span of time in a 24-hour period!

Class Visitors

Family and friends of enrolled students are welcome to periodically attend a class session. Please notify the professor of class guests prior to the start of the class. Unfortunately, class visitors are limited to people/humans; animals/non-humans are not to be brought to class, unless they are used as aids for students with disabilities and these students have secured assistance from Disability Services.

PROFESSOR RESPONSIBILITY STATEMENT

As the professor for this course, I am devoted to maintaining a safe place (figuratively and literally) for students to discuss issues related to this course. It is my goal that students will not only leave the course with a better and more critical understanding of the issues addressed in the course, but that they will feel I treated them fairly and with respect regarding discussions, handling of course topics, administration of the classroom, and grading. If students have any questions or concerns about any of my statements, omissions, grading decisions, or any other matters, I strongly encourage them to come to me with their concerns at their earliest convenience.

Hillary Potter

CLASS SCHEDULE

It is expected that this schedule will be strictly followed, but adjustments may be made if less or more time is needed on a particular topic.

Date	Topic	Required Reading ⁱ	Other Assignments ⁱⁱ
T – Aug 23	<i>Intro</i>	Syllabus	
R – Aug 25	<i>Crime and the Sociological Imagination</i>	<i>CJ 2011</i> : Chapter 1 <i>Demystifying</i> : Introduction Article 1: Goode & Ben-Yehuda	
T – Aug 30	<i>Defining Crime</i>	<i>CJ 2011</i> : Chapter 3	Reflection on Crime Assessment 1
R – Sept 1		<i>Demystifying</i> : Chapter 7	Student Information Survey
T – Sept 6	<i>Counting Crime</i>	<i>CJ 2011</i> : Chapter 2 (pages 28-29, 32-36) <i>Demystifying</i> : Chapter 1 Article 2: Mosher, Miethe, & Hart	
R – Sept 8		<i>Demystifying</i> : Chapter 4 Article 3: Lee & Martinez	
T – Sept 13	<i>Understanding Crime</i>	<i>CJ 2011</i> : Chapter 2 (pages 17-32) <i>Demystifying</i> : Chapter 15	
R – Sept 15		<i>Demystifying</i> : Chapter 3	
T – Sept 20		<i>Demystifying</i> : Chapters 2 & 6	
R – Sept 22			Examination 1
T – Sept 27			
R – Sept 29			
T – Oct 4		<i>CJ 2011</i> : Chapter 13 (259-261, 263) <i>Demystifying</i> : Chapters 5 & 8	
R – Oct 6		<i>CJ 2011</i> : Chapter 12 (245-250) Article 4: Pollock & Davis	
T – Oct 11	<i>Cops</i>	<i>CJ 2011</i> : Chapter 4 (55-65) <i>Demystifying</i> : Chapter 9	
R – Oct 13		<i>CJ 2011</i> : Chapter 4 (65-66) <i>Demystifying</i> : Chapters 10 & 11	
T – Oct 18		<i>CJ 2011</i> : Chapter 5 <i>Demystifying</i> : Chapter 16	
R – Oct 20		<i>Demystifying</i> : Chapters 13 & 14	
T – Oct 25		<i>CJ 2011</i> : Chapters 4 (67-69) & 13 <i>Demystifying</i> : Chapter 12	
R – Oct 27			Examination 2
T – Nov 1	<i>Courts</i>	<i>CJ 2011</i> : Chapters 6, 7, & 12 (227-241)	
R – Nov 3		<i>CJ 2011</i> : Chapter 8 (129-134) <i>Demystifying</i> : Chapters 17, 21, & 27	
T – Nov 8		<i>CJ 2011</i> : Chapter 8 (134-143) <i>Demystifying</i> : Chapter 18 Article 5: Mauer & King	
R – Nov 10	<i>Corrections</i>	<i>CJ 2011</i> : Chapter 9	
T – Nov 15		<i>Demystifying</i> : Chapters 22 & 23	
R – Nov 17		<i>CJ 2011</i> : Chapters 8 (143-150) & 12 (244-245) <i>Demystifying</i> : Chapters 19 & 20	
T – Nov 22	<i>Fall Break</i>	<i>No Classes</i>	<i>Fall Break</i>
R – Nov 24			
T – Nov 29		<i>Demystifying</i> : Chapters 24 & 25	
R – Dec 1		<i>CJ 2011</i> : Chapters 10, 11, & 12 (242-243, 250-255) <i>Demystifying</i> : Chapter 26	
T – Dec 6	<i>Conclusions</i>		Written Content of Poster Projectⁱⁱⁱ Poster Project Presentations
R – Dec 8			Poster Project Presentations Reflection on Crime Assessment 2
S – Dec 10 1:30-4:00pm			Final Exam (Examination 3)

ⁱ Textbook and article readings are to be completed by the start of class on the specified day.

ⁱⁱ Please consult descriptions of assignments in this syllabus and in *D2L* for time of day each assignment is due.

ⁱⁱⁱ The written content of the poster is due by 11:59pm, Monday, December 5, 2011, in *D2L*.