



## Course Syllabus

CJ501: Seminar in Policing and Law Enforcement

**Instructor:** Dr. W. Steve Thompson  
**Office Location:** Lake Charles, Louisiana  
**Office Hours:** Monday-Thursday 9-5  
**Office Phone:** 337-526-8231  
**University Email Address:** wayne.thompson@tamuc.edu

### COURSE INFORMATION

#### Materials – Textbooks, Readings, Supplementary Readings:

##### Textbook(s) Required

Weisburd, D., & Braga A., eds. (2006). *Police innovation: contrasting perspectives*. New York: Cambridge University Press. ISBN: 9780521544832.

##### Optional

Publication Manual of the American Psychological Association, Sixth Edition.

Other materials/readings as assigned and posted online

##### Course Description

A study of popular innovations in policing and law enforcement with emphasis on community policing, broken windows policing, problem-oriented policing, pulling levers policing, hot spots policing, third-party policing, Compstat, and evidence-based policing. An analysis of current research and its applicability to policing and law enforcement will be performed.

##### Prerequisites

Please note that prerequisites for this course include CJ 530, CJ 531, and CJ 568. Students who are registered for this class and who do not meet the prerequisites should contact Dr. Melinda Schlager, the Director and Advisor of the MS in Applied Criminology program.

##### Student Learning Outcomes

1. Identify key theories in policing and law enforcement

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2. Explain key theories in policing and law enforcement
3. Apply theories in policing and law enforcement
4. Compare/contrast key discussions in policing and law enforcement
5. Utilize problem-solving skills to suggest improvements in policing and law enforcement policy and practice

## COURSE REQUIREMENTS

### Instructional Methods/Activities/Assessments

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will work toward achieving these outcomes through discussions/comments, papers, and a final assignment. Below is an explanation of each course requirement including due dates, assignment instructions, and other requirements.

#### Introduction=50 points

Students are asked to introduce themselves to each other. This introduction may include any information that you would like to share with others in the course, but must **minimally** include a statement that you have read and agree to abide by the syllabus and follow the rules of academic integrity and netiquette. You will not be allowed to continue in the course without providing this statement. This post is due by 11:59PM CST on **Tuesday** of **Week #1** of the course.

*1 introduction post @ 50 points*

#### Discussion Posts

The **Discussions** are directly related to the assigned readings. Upon completion of the assigned readings, you are expected to engage in an **ongoing** discussion/debate with your classmates. Your contributions to the discussion forums will be graded for **quality** and a **detailed analysis** linking the material to a critical appraisal of theory, policy, and practice. The introduction of outside materials is not mandatory (unless otherwise noted in the discussion topic assignment), but is highly recommended. In all cases, students must cite in-text and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post.

Original posts should be **the equivalent of 1 page in length or a minimum of 250 to a maximum of 500 words**. The specific discussion assignment is located in each Discussion Board assignment.

*5 discussion posts @ 100 points each = 500 course points*

Posts are due by 11:59PM CST on **Wednesdays**.

#### Comment Posts

Comment posts are responses you make to the discussion posts that you and your classmates post each week. You are **required** to make a minimum of **five** comments each week. Comment posts should be meaningful. Merely agreeing or disagreeing with a classmate will not be looked upon favorably and will result in a loss of points. A

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meaningful post is one that moves the discussion forward in some substantive way through providing one's perspective, additional information through research, or reframing the discussion in some new way. You are expected to engage in an **ongoing** discussion/debate with your classmates. Your comments will be graded for **quality**, and **relevance**. Your comments will also be graded based on your ability to engage in critical thinking.

**NO LATE COMMENTS ARE ACCEPTED.** All comment posts are due by 11:59PM CST on **Saturdays**.

**Assessment Method:** Comments will be graded using the Comments Grading Rubric attached to the Discussion Post Grading Rubric. The discussion and comments for each week will be graded together and posted as one grade (Discussion = 100 + Comments 5 @ 10 points each = 150 points/week). (20 comments @ 10 points each = 200 course points)

## **Assignments**

### **5-10 slide PowerPoint Presentation**

Chronicle the history, evolution, and current organization of the community policing initiatives of your local agency or agencies. This assignment is due by 11:59 PM CST on **Friday** of **Week #1** of the course.

**Assessment Method:** Grading will be based on completeness of presentation according to the assignment instructions. (1 presentation @ 100 points = 100 course points)

### **Position Paper**

Students are required to prepare a position paper on any topic covered in Chapters 2-9 during Weeks one and two, due by Week Two of the course. The purpose of a position paper is to generate support on an issue. It describes a position on an issue and the rationale for that position. The position paper is based on facts that provide a solid foundation for your argument. In the position paper you should:

- Use evidence to support your position, such as statistical evidence or dates and events.
- Validate your position with authoritative references or primary source quotations.
- Examine the strengths and weaknesses of your position.
- Evaluate possible solutions and suggest courses of action.

Choose an issue where there is a clear division of opinion and which is arguable with facts and inductive reasoning. You may choose an issue on which you have already formed an opinion. However, in writing about this issue you must examine your opinion of the issue critically. Prior to writing your position paper, define and limit your issue carefully. These issues are complex with multiple solutions. Narrow the topic of your

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position paper to something that is manageable. Research your issue thoroughly, consulting experts and obtaining primary documents.

Consider feasibility, cost-effectiveness and political/social climate when evaluating possible solutions and courses of action. Students must utilize a minimum of **four outside** sources in the development of their paper. These sources **must** be peer-reviewed publications **or** governmental reports. This paper should be a **minimum** 4 pages in length (does not include references), **maximum** 12-point font, 1-inch margins, include your name, and utilize proper APA citation format. This assignment is due by 11:59 PM CST on **Friday of Week #2** of the course.

**Assessment Method:** Students will be assessed using the Position Paper Grading Rubric. (1 paper @ 100 points = 100 course points)

### Short Essay

Argue the pros and cons of refocusing patrols in hot spots policing. These papers should be 2 pages in length (does not include references), **maximum** 12-point font, 1-inch margins, include your name, and utilize proper APA citation format. This assignment is due by 11:59 PM CST on **Friday of Week #3** of the course.

**Assessment Method:** Students will be assessed using the Essay Assignment Grading Rubric. (1 essay @ 100 points = 100 course points)

### Literature Review

Locate a peer-reviewed article of your choice relating to any of the policing practices discussed in this course. Read, review, and summarize this article. How does this article complement or contradict what you have read in the text and other assigned course materials? This paper should be **at least** 2 pages in length (does not include references), **maximum** 12-point font, 1-inch margins, include your name, and utilize proper APA citation format. This assignment is due by 11:59 PM CST on **Friday of Week #4** of the course.

**Assessment Method:** Student will be assessed using the Literature Review Grading Rubric. (1 review @ 100 points = 100 course points)

## GRADING

Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.

Assignment Type	# of Assignments	Point Value	Total Points
Introduction	1	50	50
Discussion Posts	5	100	500
Comment Posts	25	10	250
PowerPoint	1	100	100

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<b>Presentation</b>			
<b>Position Paper</b>	1	100	100
<b>Short Essay</b>	1	100	100
<b>Literature Review</b>	1	100	100
		<b>Total Point:</b>	<b>1150</b>

Grades earned on each assignment will be added together and will be divided by the total number of points possible in the course. Below is the overall point scale/grading schema for the course.

Total points possible for the term = 1250.

1,025-1,150 = A
900-1,024 = B
775-899 = C
650-774 = D
649 and below = F

Grades will be available in the gradebook so that students can track their progress in the course on an ongoing basis.

## **TECHNOLOGY REQUIREMENTS**

### **Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.

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- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge,	Latest of all browsers, and

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Device	Operating System	Browser	Supported Browser Version(s)
		Chrome, Firefox	Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.  
JavaScript is enabled.  
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
  - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If

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you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

### Brightspace Support

**Need Help?**

**Student Support**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



### System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

### Interaction with Instructor Statement

My primary form of communication with the class will be through Email. Any changes to the syllabus or other important information critical to the class will be disseminated to students in this way via your official University Email address available to me through

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MyLeo and in Announcements. It will be your responsibility to check your University Email regularly.

Students who Email me outside of regular office hours can expect a reply within 24 hours M-F. Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### *Attendance Policy*

While this is an online course, students are expected to 'attend class' and actively participate. Student participation/activity will be monitored by the professor. Students should plan to dedicate approximately 15-20 hours/week of time to this course, of which approximately 1 hour/week should be spent in the discussion board (reading posts and comments and conversing with others).

#### *Late Work*

In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments in a timely manner. However, I also do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments. To that end, I have developed a policy on late work. Please note that this policy applies **ONLY** to your reflection paper assignments and not to discussion or comment submissions.

Late assignments will be accepted after the due date and time up to 1 day (24 hours) late. Twenty (20) points will be deducted from all late assignments. Assignments turned in more than one day late **will not** be accepted/graded.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

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<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)  
<http://www.albion.com/netiquette/corerules.html>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### **ADA Statement**

#### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Library- Room 162  
Phone (903) 886-5150 or (903) 886-5835

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Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **COURSE OUTLINE / CALENDAR**

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University Email and in Announcements. The professor reserves the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below VERY CAREFULLY so that you are sure to complete readings as assigned and turn your assignments in on time.

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## WEEK ONE

<b>Monday</b>	<p>Read the syllabus carefully.</p> <p><i>TEXT:</i></p> <p>Chapter 2 – The promise of community policing</p> <p>Chapter 3 – Community policing: a skeptical view</p> <p>Chapter 4 – Of “broken windows,” criminology, and criminal justice</p> <p>Chapter 5 – Incivilities reduction policing, zero tolerance, and the retreat from coproduction: weak foundations and strong pressures.</p> <p><i>ARTICLES:</i></p> <p>Black, P.J. &amp; Kari, C.J. (2010). Policing diverse communities: Do gender and minority status make a difference? <i>Journal of Ethnicity in Criminal Justice</i>, 8, 216-229.</p> <p>Meares, T.L. (2002). Praying for community policing. <i>California Law Review</i>, 90, 5, 1593-1634.</p> <p>Sampson, R J. &amp; Raudenbush, S. W. (2004). Seeing Disorder: Neighborhood stigma and the social construction of “broken windows”. <i>Social Psychology Quarterly</i>, 67, 4, 319-342.</p>
<b>Tuesday</b>	<p>Post a Week #1 Introduction where you introduce yourself, accept the conditions of the syllabus, agree to the Rules of Netiquette, and answer the question I pose. Please note that this post is required for ALL students and will be graded. The link to the Rules of Netiquette may be found under Course and University Procedures/Policies under Student Conduct or here: <a href="http://www.albion.com/netiquette/corerules.html">http://www.albion.com/netiquette/corerules.html</a>, by <b>11:59PM CST</b></p>
<b>Wednesday</b>	Week 1 Discussion Due
<b>Friday</b>	Power Point presentation due

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<b>Saturday</b>	Comments to your colleagues in the Week 1 Discussion, due by <b>11:59 PM CST</b>
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## Week 2

<b>Monday</b>	<p><i>TEXT:</i></p> <p>Chapter 6 – Science, values, and problem-oriented policing: why problem-oriented policing?</p> <p>Chapter 7 – Problem-oriented policing: the disconnect between principles and practice</p> <p>Chapter 8 – Old wine in new bottles: policing and the lessons of pulling levers</p> <p>Chapter 9 – Partnership, accountability, and innovation: clarifying Boston’s experiment with pulling levers</p> <p><i>ARTICLES:</i></p> <p>Corsaro, N., Hunt, E.D., Hipple, N.K., &amp; McGarrell, E.F. (2012). The impact of drug market pulling levers policing on neighborhood violence: An evaluation of the High Point Drug Market Intervention: Research note. <i>Criminology &amp; Public Policy</i>, 11, 2, 167-199.</p> <p>Kennedy, D. (1998). Pulling levers: Getting deterrence right. <i>National Institute of Justice journal</i>, 236, 2-8.</p>
<b>Wednesday</b>	Week 2 Discussion post due by <b>11:59PM CST</b>
<b>Friday</b>	Position paper on any topic covered in Chapters 2-9 during weeks 1 or 2.
<b>Saturday</b>	Comments to your colleagues in the Week 2 Discussion, due by <b>11:59 PM CST</b>

## Week 3

<b>Monday</b>	<p><i>TEXT:</i></p> <p>Chapter 10 – The case for third-party policing</p>
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	<p>Chapter 11 – Third-party policing: a critical view</p> <p>Chapter 12 – Hot spots policing as a model for police innovation</p> <p>Chapter 13 – The limits of hot spots policing</p> <p><i>ARTICLES:</i></p> <p>Buerger, M. (1998). The Politics of third-party policing. <i>Crime Prevention Studies</i>, 9, 89-116.</p> <p>Weisburd, D. (2005). Hot spots policing experiments and criminal justice research: Lessons from the field. <i>Annals of the American Academy of Political and Social Science</i>, 599, 220-245.</p> <p>Weisburd, D., Hinkle, J.C., Famega, C., &amp; Ready, J. (2011). The possible “backfire” effects of hot spots policing: An experimental assessment of impacts on legitimacy, fear and collective efficacy. <i>Journal of Experimental Criminology</i>, 7, 297-320.</p>
<b>Wednesday</b>	Week 3 Discussion post due by <b>11:59PM CST</b>
<b>Friday</b>	Short essay is due
<b>Saturday</b>	Comments to your colleagues in the Week 3 Discussion, due by <b>11:59 PM CST</b>

### Week 4

<b>Monday</b>	<p>Text:</p> <p>Chapter 14 – Compstat’s innovation</p> <p>Chapter 15 – Changing everything so that everything can remain the same: Compstat and American policing</p> <p><i>ARTICLE:</i></p> <p>Dabney, Dean. (2010). Observations regarding key operational realities in a Compstat model of policing. <i>Justice Quarterly</i>, 27, 1, 28-50.</p>
<b>Wednesday</b>	Week 4 Discussion post due by <b>11:59PM CST</b>
<b>Friday</b>	Literature Review due, by <b>11:59PM CST</b>
<b>Saturday</b>	Comments to your colleagues in the Week 4 Discussion, due by

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	<b>11:59 PM CST</b>
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### Week 5

<b>Monday</b>	<p><i>TEXT:</i></p> <p>Chapter 16 – Evidence-based policing for crime prevention  Chapter 17 – Improving police through expertise, experiences, and experiments</p> <p><i>ARTICLE:</i></p> <p>Sherman, L. (1998). Evidence-based Policing. <i>Ideas in American policing</i>. Police Foundation: Washington, D.C.</p>
<b>Wednesday</b>	Week 5 Discussion post due
<b>Saturday</b>	Comments to your colleagues in the Week 5 Discussion, due by <b>11:59 PM CST</b>

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