

INTG 200 LEARNING EXPLORATIONS (Spring 2022 AB Mod)



Class Time and Location

Tuesday/Thursday

9:35-10:55 a.m.

Quad 446



INTG 200 College Citizens

Modules

[Unit 1: Policy Conversations](#)

[Daily Class Plans and Assignments](#)

[Unit 2: Big Questions in Higher Education](#)

[Daily Class Plans and Assignments](#)

Resources

[Student Success Resources](#)

[Discussion Guidelines](#)

[Examples of Student Work](#)

[Citation and Writing Resources](#)

[Research Resources](#)

[Give Professor Anonymous Feedback](#)

<https://www.csbsju.edu/forms/CCISF5U00U>

This class has a required (free) event: Heid Erdrich Reading, 2/15/2022 from 7-8 p.m. Upper Gorecki, CSB

Course Description

After at least 12 grades of education, you probably have no difficulty thinking of yourself as a student. But have you ever considered yourself a citizen in your educational environment? A citizen is a “participatory member,” someone who claims protections and rights and participates in decision-making. What would it mean to be a college citizen?

In this course, we will develop your reading, research, and writing skills to help you become an engaged citizen of CSB/SJU and of higher education more generally. We’ll explore college policies and practices

and the assumptions and values that shape them. We'll also examine the larger debates shaping your experience of higher education today. You will learn how to place your ideas in conversation with others' views to make your own perspective more thoughtful and persuasive. Ultimately, this class will give you tools that will help you become a participatory citizen in your college experience.

Learning Goals

Writing: Students demonstrate consideration of the context, audience, and purpose of their writing and use compelling content to clearly support their ideas. They consistently organize their arguments using relevant evidence. The language is clear and straightforward, with few errors.

Information Literacy: Students access appropriate information through common search strategies. They cite sources appropriately and articulate the value of accurate citations. Their papers are free of plagiarism.

Metacognition: Students begin to identify their intellectual abilities and dispositions. They recognize that there are different problem-solving processes and learning strategies.

Required Materials

[Graff and Birkenstein, *They Say/I Say*, 4th edition.](https://csbsju.instructure.com/courses/19145/files/2611447/download?download_frd=1) 
(https://csbsju.instructure.com/courses/19145/files/2611447/download?download_frd=1) (Downloadable copy.)

Additional readings will be posted in Canvas as links or PDFs.

A device that can access the internet (smart phone, tablet, or laptop) may be helpful for many class periods.

Statement on Diversity

According to the Catholic faith tradition, which grounds the CSB/SJU mission and practices, “Social justice can be obtained only in respecting the transcendent dignity of the human person” (*Catechism of the Catholic Church*, III.3.1). This transcendent dignity rests upon the loving affirmation of God, who created humankind in the divine image. This class commits to cultivating an inclusiveness and a respect that neither denies nor exaggerates differences. Our learning in this course will be enriched as participants bring diverse backgrounds and abilities to bear on course materials.

Land Acknowledgment

The College of Saint Benedict and Saint John's University occupy the original homelands of the Dakhóta and Anishinaabe peoples. We honor, respect, and acknowledge the Indigenous peoples forcibly removed from this territory, whose connection remains today. St. Benedict's Monastery and St. John's Abbey previously operated boarding schools for Native children. Now, students, faculty, and staff are working to repair relationships with our Native Nation neighbors.

Course Content Concerns

At times during the semester, we may discuss material that may be disturbing to some students. If you believe that specific material is likely to be emotionally challenging for you, I am happy to discuss your concerns. If you feel the need to step away during a class, you may always do so without penalty. You will, however, still be responsible for any material that you miss. If you do leave for an extended period of time, please make arrangements to get notes from another student or see me individually to discuss the situation.

Accessibility

I am committed to making this course accessible to all students. Please talk with me if you have questions about the readings or requirements. For information about learning accommodations, please contact **Student Accessibility Services** (<https://www.csbsju.edu/student-accessibility-services>) (SAS). If you want to use accommodations in this class, please give me your accommodation plan from SAS.

Flexibility Policy

This policy covers common situations in which students need flexibility. If you have a more extraordinary situation (such as a hospitalization or a mental health crisis), please contact me and we will try to work out a way forward in consultation with Academic Advising.

All students receive 10 virtual “flexibility tokens” at the beginning of the course. These are tracked through the “tokens” assignment in your Canvas grade book. Tokens do not affect your grade and they cannot be used for extra credit.

To use your tokens, please email me and ask. Tokens can be used for:

- An absence from class for any reason. I do not distinguish between "excused" and "unexcused" absences. *Tokens are automatically deducted for absences. You do not need to ask.*
- A 48-hour (or Thursday to Monday) extension on the due date for an assignment.
- Revising and resubmitting an assignment.
- Retaking a test or quiz.

There may be some circumstances where I cannot let you use a token (For example, flexibility tokens cannot be used for essay drafts because these have to be completed on time so that students can receive feedback before revising.).

Once you have used all your tokens, the following will happen:

- Absence from class: Deduction of 5 points from your final point total for the class for each missed class.
- Late work: reduction of 5% of the total possible points for the assignment for every 2 calendar days that the work is late.
- Revising and resubmitting an assignment: not allowed.
- Retaking a quiz or test: not allowed.

Absences from Class

This absence policy is guided by the **[Class Attendance Policy](https://www.csbsju.edu/academics/2021-2022-catalog/academic-policies-and-regulations/courses/class-attendance)** (<https://www.csbsju.edu/academics/2021-2022-catalog/academic-policies-and-regulations/courses/class-attendance>) outlined in the CSB/SJU Academic Catalog. This policy covers common situations in which students need to miss class, such as for a temporary illness, quarantine, or school-sponsored event. If you have a more extraordinary situation (such as an extended hospitalization), please contact me and we will try to work out a way forward in consultation with Academic Advising.

- Please do not come to class if you are sick. If you have symptoms of COVID-19, or if you test positive for COVID-19, please follow the testing and reporting steps outlined **[here](https://www.csbsju.edu/covid-19/student-life-experience)** (<https://www.csbsju.edu/covid-19/student-life-experience>).
- Tokens are automatically deducted for absences for any reason. I do not distinguish between "excused" and "unexcused" absences.
- If you are unable to attend a class, you are responsible for following up on the material you have missed. Ask classmates for notes, read posted materials, and contact group members with questions. Contact the professor if you're confused after talking with your classmates.

I am committed to in-person teaching and learning. However, there may be circumstances where temporary remote attendance may be an appropriate way for a student to continue learning. If you believe that attending class remotely would help you to sustain your learning during a temporary absence from class, please contact me in advance (at least one day before the class you want to attend remotely) to discuss your situation.

- I will not accept last minute or day of class requests for remote attendance.
- Remote attendance is to be used in cases where absence from class is temporary, but will likely last more than one class. For example, a student is quarantined and will miss several classes in a row.
- Remote attendance will ordinarily mean the ability to observe the class. The ability to participate remotely may be limited.

Discussion Guidelines

This course has discussion guidelines. Please review the most updated version of the **[Discussion Guidelines](#)** on the Canvas website.

Grading

For the list of assignments in this course and their point values, please see the **[Assignments](#)** section of this Canvas website. Assignments may change if I need to adapt the class to unforeseen circumstances. As of the beginning of the semester, this class has 251 points that can be earned.

To determine your final grade, I will divide the number of points you have earned by the total number of points in the class to get a percentage. Percentages will be converted to the CSB/SJU grading scale as follows:

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Letter Grade	Percentage
A	100-93%
AB	92-88%
B	87-83%
BC	82-78%
C	77-73%
CD	72-68%
D	67-63%
F	62% and lower

Protecting Your Intellectual Credibility

Academic misconduct and plagiarism damage your credibility and stifle your voice. Plagiarism means using the ideas, writings, or works of original expression of another person as one's own without giving credit to the person who created the work.

In my experience, academic misconduct can happen when students feel they don't have enough time to complete an assignment or feel ashamed to ask for help. Here are some ways to address these concerns:

- Use flexibility tokens to extend due dates.
- Questions: email the professor, ask a classmate, or try the Writing Center, Research Librarians, or the chat box on the CSB/SJU Libraries website.
- The Canvas website page on MLA Citation.

If I have concerns about the credibility of your work, I will follow the **Academic Misconduct Policy** (<https://www.csbsju.edu/academics/2021-2022-catalog/academic-policies-and-regulations/rights/academic-misconduct>).

Sexual Misconduct and Human Rights

If you have experienced **sexual misconduct** (<https://www.csbsju.edu/human-rights/sexual-misconduct>) please contact either Jody Terhaar, Dean of Students at CSB (jterhaar@csbsju.edu (<mailto:jterhaar@csbsju.edu>) or 320-363-5601) or Mike Connolly, Dean of Students at SJU (mconnolly@csbsju.edu (<mailto:mconnolly@csbsju.edu>) or 320-363-3171).

If you believe you have been discriminated against please contact the Student Human Rights Officers, Jody Terhaar, Dean of Students at CSB (jterhaar@csbsju.edu (<mailto:jterhaar@csbsju.edu>) or 320-363-5601) or Mike Connolly, Dean of Students at SJU (mconnolly@csbsju.edu (<mailto:mconnolly@csbsju.edu>) or 320-363-3171).

More information about the CSB/SJU policies can be found at the [CSB/SJU website on human rights](http://www.csbsju.edu/human-rights) [_ \(http://www.csbsju.edu/human-rights\) _](http://www.csbsju.edu/human-rights).

Please be aware that if you disclose to me that you have been a victim of sexual violence, I have the obligation to report the situation. My report does not mean that you are officially reporting the incident.

Search for Assignment

+ Group



+ Assignment (<https://csbsju.instructure.com/courses/19145/assignments/new>)





▾ Assignments



⋮  **Tokens** (<https://csbsju.instructure.com/courses/19145/assignments/288570>)  ⋮
10 pts

⋮  **Welcome to Learning Explorations**
(<https://csbsju.instructure.com/courses/19145/assignments/288577>)  ⋮
Due Jan 13 at 9:35am | 10 pts

⋮  **Ideas for Class Discussion Guidelines**
(<https://csbsju.instructure.com/courses/19145/assignments/288591>)  ⋮
Due Jan 13 at 9:35am | 5 pts

⋮  **Syllabus Scavenger Hunt**
(<https://csbsju.instructure.com/courses/19145/assignments/288592>)  ⋮
Due Jan 13 at 9:35am | 10 pts













































⋮  **Writing Reflection 1**
(<https://csbsju.instructure.com/courses/19145/assignments/288593>)  ⋮
Due Jan 18 at 9:35am | 10 pts

⋮  **Exploring What "They Say"**
(<https://csbsju.instructure.com/courses/19145/assignments/289734>)  ⋮
Due Jan 18 at 9:35am | 10 pts

⋮  **Summarize/Paraphrase Policy**
(<https://csbsju.instructure.com/courses/19145/assignments/288594>)  ⋮
Due Jan 20 at 9:35am | 10 pts


⋮  **Essay 1 Draft**
(<https://csbsju.instructure.com/courses/19145/assignments/288633>)  ⋮
Due Jan 25 at 9:35am | 20 pts

⋮  **Essay 1 Final**
(<https://csbsju.instructure.com/courses/19145/assignments/289821>)  ⋮
Due Feb 1 at 9:35am | 30 pts


		Writing Reflection 2 (https://csbsju.instructure.com/courses/19145/assignments/290836) Due Feb 3 at 9:35am 10 pts		
		Evaluation of Small Group For Unit 1 (https://csbsju.instructure.com/courses/19145/assignments/290838) Due Feb 3 at 9:35am 12 pts		
		Small Group 1 Engagement (https://csbsju.instructure.com/courses/19145/assignments/291838) 9 pts		
		Essay 2 Topic Proposal (https://csbsju.instructure.com/courses/19145/assignments/289874) Due Feb 4 at 12pm 15 pts		
		Annotated Bibliography for Essay 2 (https://csbsju.instructure.com/courses/19145/assignments/289875) Due Feb 15 at 9:35am 20 pts		
		Essay 2 Draft (https://csbsju.instructure.com/courses/19145/assignments/289927) Due Feb 22 at 9:35am 20 pts		
		ARTE Reflection (https://csbsju.instructure.com/courses/19145/assignments/289877) Due Feb 24 at 9:35am 15 pts		
		Metacognition Self-Evaluation (https://csbsju.instructure.com/courses/19145/assignments/289929) Due Mar 1 at 11:59pm 15 pts		
		Essay 2 Final (https://csbsju.instructure.com/courses/19145/assignments/289931) Due Mar 1 at 11:59pm 30 pts		
		ARTE Reflection Upload to Portfolium (https://csbsju.instructure.com/courses/19145/assignments/291194) Due Mar 1 at 11:59pm		
		Essay 2 Portfolium Upload (Writing) (https://csbsju.instructure.com/courses/19145/assignments/291197)		

Due Mar 1 at 11:59pm


⋮  **Essay 2 Portfolium Upload (Information Literacy)** ✓ ⋮
(<https://csbsju.instructure.com/courses/19145/assignments/291199>)
Due Mar 1 at 11:59pm


⋮  **Metacognition Self-Evaluation Portfolium Upload** ✓ ⋮
(<https://csbsju.instructure.com/courses/19145/assignments/291203>)
Due Mar 1 at 11:59pm


⋮ ▾ **Imported Assignments** + ⋮

⋮  **Quiz: Library Orientation** ✓ ⋮
(<https://csbsju.instructure.com/courses/19145/assignments/299117>)
Learning Foundations 1: Library Orientation Module | 5 pts

⋮  **Quiz: Developing a Search Strategy** ✓ ⋮
(<https://csbsju.instructure.com/courses/19145/assignments/299112>)
Learning Foundations 3: Developing a Search Strategy Module | 5 pts

⋮  **Quiz: Understanding Source Types** ✓ ⋮
(<https://csbsju.instructure.com/courses/19145/assignments/299116>)
Learning Foundations 2: Understanding Source Types Module | 5 pts

⋮  **Quiz: Evaluating Sources** ✓ ⋮
(<https://csbsju.instructure.com/courses/19145/assignments/299114>)
Learning Foundations 5: Evaluating Sources Module | 7 pts

⋮  **Quiz: Citing Sources** ✓ ⋮
(<https://csbsju.instructure.com/courses/19145/assignments/299113>)
Learning Foundations 6: Citing Sources Module | 5 pts

⋮  **Quiz: Searching a Database** ✓ ⋮
(<https://csbsju.instructure.com/courses/19145/assignments/299115>)
Learning Foundations 4: Searching a Database Module | 6 pts

Unit 1: Daily Class Plans, Homework and Assignments

Date	Activities in Classroom	Assignments and Activities to Prepare for Next Class
Tues. 1/11	<p>Google Slides Link (https://docs.google.com/presentation/d/1dEXyghYBTOcpZENJkcQG-mKLjO6Y5iztWSY8mSF710/edit?usp=sharing)</p> <p>Welcome to Class</p> <p>Icebreaker and getting to know names.</p> <p>Suggestions for class discussion guidelines.</p> <p>Overview of Syllabus and Canvas.</p> <p>Create small groups for unit 1.</p>	<p>Write</p> <p>Welcome to Learning Explorations (https://csbsju.instructure.com/courses/19145/quizzes/51753)</p> <p>Ideas for Class Discussion Guidelines (https://csbsju.instructure.com/courses/19145/discussion_topics/51754)</p> <p>Syllabus Scavenger Hunt (https://csbsju.instructure.com/courses/19145/quizzes/51754)</p> <p>Read</p> <p>Introduction and chapter 1 in TSIS (https://csbsju.instructure.com/courses/19145/files/2611447?wrap=1)</p> <p><i>Example of a Conversation</i></p> <ul style="list-style-type: none"> Jack. "It's Hard to be Hungry on Spring Break" (https://www.nytimes.com/2018/03/17/opinion/unlocked_article_code=AAAAAAAAAAAAACEIPuonUktbco4hks1UaBCbSRdkhrxqAwuPSxrA1Ql0WOpGWDnMnNT66LslcwxacIiuX2ooqC9nq4saYIVLSf65ex0we8P-ggETCnhrKuqpBp4xRovUldZf (https://csbsju.instructure.com/courses/19145/files/2617269/download?download_frd=1) CSB Residential Life Break Information (https://www.csbsju.edu/csb-residential-life/current-csb-meal-plan-availability) CSB Meal Plan Availability (https://www.csbsju.edu/csb-culinary-services/campus-meal-plans) CSB Residential Life Break Information (https://www.csbsju.edu/csb-residential-life/current-student-information/break-information) SJU (https://www.csbsju.edu/csb-student-development/student) CSB Food Assistance Information (https://www.csbsju.edu/csb-student-development/student)
Thurs. 1/13	<p>Google Slides Link (https://docs.google.com/presentation/d/1w9MxkPFS0w7v1WXedHXqMZg9izbn3dTAAqvqzU00ggM/edit?usp=sharing)</p> <p>Icebreaker</p> <p>Finalize discussion guidelines</p> <p>Reflections on "It's Hard to be Hungry"</p>	<p>Write</p> <p>Writing Reflection 1 (https://csbsju.instructure.com/courses/19145/assignments/288593)</p> <p>Exploring What "They Say" (https://csbsju.instructure.com/courses/19145/assignments/289734)</p>
Tues. 1/18	<p>Icebreaker</p> <p>Discuss "they say" to Jack's article and your own perspective on the policy conversation.</p> <p>Review Essay 1 Draft (https://csbsju.instructure.com/courses/19145/assignments/288633) (so you know where we're headed).</p> <p>Research CSB/SJU Student Policies and peer (https://csbsju.instructure.com/courses/19145/files/2653166?wrap=1) ↓ (https://csbsju.instructure.com/courses/19145/files/2653166/download?download_frd=1) and aspirant (https://csbsju.instructure.com/courses/19145/files/2653168?wrap=1) ↓ (https://csbsju.instructure.com/courses/19145/files/2653168/download?download_frd=1) policies in class.</p>	<p>Read</p> <p>TSIS ch. 2 and 3</p> <p>J-Book: SJU Student Policies (https://www.csbsju.edu/sju-student-development/j-book-student-policies)</p> <p>Be sure to read the "handbooks" within these Handbooks, like the Residential Life Handbook</p> <p>Write</p> <p>Summarize/Paraphrase Policy (https://csbsju.instructure.com/courses/19145/assignments/288594)</p>
Thurs. 1/20	<p>Small group discussion of policy ideas.</p> <ul style="list-style-type: none"> How do you relate to this policy—what in your background or experience brings you to this topic? What assumptions do schools make that affect your policy? Does the policy have unintended consequences or create disparities? <p>Mini-Presentation: Essay organization with multiple points of view and sources.</p> <p>Compose "they say" for policy in class, incorporating at least one direct quotation.</p>	<p>Read</p> <p>PowerPoint on outlining and drafting (https://docs.google.com/presentation/d/1CqjcL4fExhWmc)</p> <p>Write</p> <p>Essay 1 Draft (https://csbsju.instructure.com/courses/19145/assignments/288633)</p>
Tues. 1/25	<p>Essay 1 Draft (https://csbsju.instructure.com/courses/19145/assignments/288633) DUE</p> <p>Peer Review of Essay 1 Draft with Writing Center Tutors</p>	<p>Write</p> <p>Essay 1 Final (https://csbsju.instructure.com/courses/19145/assignments/289821)</p>

<p>Thurs. 1/27</p>	<p>Mini Presentation: What Does Revision Mean? Evaluation of Small Group For Unit 1 (https://csbsju.instructure.com/courses/19145/assignments/290838) MLA In-Text Citation and Works Cited Workshop</p>	<p>Write Essay 1 Final (https://csbsju.instructure.com/courses/19145/assignments/289821)</p>
<p>Tues. 2/1</p>	<p>Essay 1 Final (https://csbsju.instructure.com/courses/19145/assignments/289821) DUE Writing Reflection 2 (https://csbsju.instructure.com/courses/19145/assignments/290836) Essay 2 Topic Proposal (https://csbsju.instructure.com/courses/19145/assignments/289874) Assigned Essay 2 Draft (https://csbsju.instructure.com/courses/19145/assignments/289927) Assigned Orientation to Research Resources (https://csbsju.instructure.com/courses/19145/pages/research-resources) on Canvas and search strategies Research preparation—sign up for <i>Inside Higher Ed</i> and <i>Chronical of Higher Education</i> accounts. (Sign up for <i>NYT</i>, <i>WSJ</i>, and other newspapers if desired.)</p>	<p>Read CSB/SJU Libraries Information Literacy Modules (https://guides.csbsju.edu/general-research?) Skim some of the trade publications on higher education in our Research Resources (https://csbsju)</p> <p>Write Essay 2 Topic Proposal (https://csbsju.instructure.com/courses/19145/assignments/289874)</p>



Unit 2: Daily Class Plans, Homework, and Assignments

Class Date	Activities in Classroom	Activities and Assignments to Prepare for Next Class
Thurs. 2/3	<p>Annotated Bibliography for Essay 2 (https://csbsju.instructure.com/courses/19145/assignments/289875) Assigned</p> <p>In class research workshop for Essay 2—looking for conversation.</p> <p>Essay 2 Topic Proposal (https://csbsju.instructure.com/courses/19145/assignments/289874) DUE Friday, 2/4 at 12 noon.</p>	<p>Write</p> <p>Essay 2 Topic Proposal (https://csbsju.instructure.com/courses/19145/assignments/289874) DUE Friday, 2/4 at 12 noon.</p> <p>Watch</p> <p>Online Verification Skills Video (https://youtu.be/yBU2sDIUbp8) 1 (3:14)</p> <p>Online Verification Skills Video (https://youtu.be/hB6qjxKtA) 2 (2:44)</p>
Tues. 2/8	<p>Librarian Visit—Evaluating Sources</p>	<p>Read</p> <p>TSIS ch. 4</p> <p>Erdrich, "De'an" (https://www.poetryfoundation.org/poems/89051/de39an) and "How It Escaped Our Attention" (https://www.poetryfoundation.org/poetrymagazine/poems/155489/how-it-escaped-our-attention)." "</p>
Thurs. 2/10	<p>Argument template workshop.</p> <p>Craft of Writing: Reading Heid Erdrich</p>	<p>Read</p> <p>TSIS ch. 6</p> <p>Write</p> <p>Annotated Bibliography for Essay 2 (https://csbsju.instructure.com/courses/19145/assignments/289875)</p>
Tues. 2/15	<p>Annotated Bibliography for Essay 2 (https://csbsju.instructure.com/courses/19145/assignments/289875) DUE</p> <p>Watch in class: Ria Mirchandi. "Putting Liberal Education in Perspective." (https://youtu.be/MhGUiLhN0) TEDx Brown University, 21 November 2012.</p> <p>Analyze how Mirchandi incorporates "they say" and responds to naysayers.</p> <p>Attend Heid Erdrich reading at 7:00 p.m. in Upper Gorecki, CSB</p>	<p>Read</p> <p>Example opinion essay from <i>Inside Higher Ed</i>: Philip B. Levine. "Doubling Pell Grants Would Benefit Low-Income Students" (https://csbsju.instructure.com/courses/19145/files/2624020?wrap=1). ↓ (https://csbsju.instructure.com/courses/19145/files/2624020/download?download_frd=1)." <i>Inside Higher Ed</i>, 16 August 2021.</p> <p>Look for how Levine incorporates "they say" and naysayers.</p> <p>Write</p> <p>ARTE Reflection (https://csbsju.instructure.com/courses/19145/assignments/289877)</p>
Thurs. 2/17	<p>Discuss Heid Erdrich reading</p> <p>Analyze how Levine incorporates "they say" and responds to naysayers.</p>	<p>Write</p> <p>ARTE Reflection (https://csbsju.instructure.com/courses/19145/assignments/289877)</p> <p>Essay 2 Draft (https://csbsju.instructure.com/courses/19145/assignments/289927)</p>
Tues. 2/22	<p>Essay 2 Draft (https://csbsju.instructure.com/courses/19145/assignments/289927) DUE</p> <p>Peer Review of Essay 2</p>	<p>Write</p> <p>Essay 2 Final (https://csbsju.instructure.com/courses/19145/assignments/289931)</p>
Thurs. 2/24	<p>ARTE Reflection (https://csbsju.instructure.com/courses/19145/assignments/289877) DUE</p> <p>Course Surveys</p> <p>Metacognition Self-Evaluation (https://csbsju.instructure.com/courses/19145/assignments/289929) Assigned</p> <p>In-class writing time</p> <p>Portfolio Training</p> <p>ARTE Reflection Upload to Portfolio (https://csbsju.instructure.com/courses/19145/assignments/291194)</p>	<p>Write</p> <p>Metacognition Self-Evaluation (https://csbsju.instructure.com/courses/19145/assignments/289929)</p> <p>Essay 2 Final (https://csbsju.instructure.com/courses/19145/assignments/289931)</p>
Tues. 3/1	<p>Personal consultations/In-class writing time.</p> <p>Essay 2 Final (https://csbsju.instructure.com/courses/19145/assignments/289931) DUE at midnight.</p> <p>Essay 2 Portfolio Upload (Information Literacy) (https://csbsju.instructure.com/courses/19145/assignments/291199)</p> <p>Essay 2 Portfolio Upload (Writing) (https://csbsju.instructure.com/courses/19145/assignments/291197)</p> <p>Metacognition Self-Evaluation (https://csbsju.instructure.com/courses/19145/assignments/289929) DUE at midnight.</p> <p>Metacognition Self-Evaluation Portfolio Upload (https://csbsju.instructure.com/courses/19145/assignments/291203)</p>	