

SYLLABUS

English 289: Intermediate Composition

Human Rights & the Arts

Sections 004 & 005

UC Raymond Walters College Room:
Autumn Quarter 2009 MWF 12 & 2 p.m.

Professor Rhonda Pettit, Ph.D.

Office Hours & Location

132 SAHB MWF 1-1:50 p.m. or by appointment; 745-8319; Rhonda.pettit@uc.edu

Course Pre-requisites

Completion of English Composition I and II (C- or higher), or the approved equivalent if you have transferred to UC from another college or university, is required to take this course.

General Education Credit & International Human Rights Certificate

This course counts toward your General Education Breadth of Knowledge (BoK) requirement and contributes to your Baccalaureate Competencies. This course also counts toward the certificate in International Human Rights offered through the UC College of Arts and Sciences in conjunction with the Urban Morgan Institute for Human Rights of the UC Law School.

Required Books & Other Materials

Human Rights Online Class Guide
Writing Handbook & Dictionary (either online or in print)
Folders for your research materials and class handouts & notes
Access to Computer & Blackboard
This syllabus! Bring it to class every day!

Attendance Policy

Although some of the course materials for this class are on Blackboard, this is not a hybrid course, an online course, or a distance course. You are required to attend every class to participate in activities that prepare you for the writing and analysis this course requires. If you miss more than one week (3 classes) *for any reason*, your final course grade may be lowered by one letter. If you miss more than two weeks (6 classes), you will fail the course or have the option to withdraw on your own.

Course Description and Outcomes

English 289 is a writing course that will build on the skills you developed in English Composition I and II concerning rhetorical knowledge, the writing process, critical thinking/reading/writing, and knowledge of conventions. We will do this by paying close attention to the rhetorical strategies (= writing choices) used in a variety of texts associated with the broad topic of Human Rights and the Arts. Although we will be reading a selection of documents and articles for their content and ideas, we will also examine closely the context in which these texts were created, the writing and source choices present in them, and the success of those choices given the purpose and audience of each text. Each of you will apply this same kind of analysis to your own writing as well.

As a result of successfully completing this course, you will:

- Develop a more acute sense of *rhetorical awareness*, the recognition and evaluation of writing choices and strategies that influence the meaning of a text
- Become proficient at analyzing these choices, strategies, and sources within the framework of a text's purpose, audience, and historical or cultural context
- Become more proficient at selecting the appropriate rhetorical strategies for your own writing, given its context, purpose, and audience
- Become more proficient with skills associated with academic writing, such as the development of arguments, use of evidence, selection and use of research, and citation requirements.

Think of this course as a Rhetoric Workshop. We'll spend most of our class time practicing the skills needed for rhetorical and source analysis, skills you will apply to your writing assignments for this course (and for other courses). You will also be given the opportunity to reflect on your learning as the course proceeds, and again at the end of the quarter.

Assignments and Grading Policies

Research Assignments (3 total) = 20% of your grade

Writing Assignments (7 total) = 70% of your grade (10% each)

Reading Quizzes & Informal Presentations of your analyses = 10% of your grade

1. Assignments are described in detail on the attached assignment sheets.
2. Assignments are due on the date stated on the syllabus and assignment sheet.
3. For the research and writing assignments to meet their due date, you must present a paper copy in class to me when requested during the class period. Email attachments sent later in the day or week are considered late, and full credit will not be received.
4. Late writing assignments lose a half letter grade for each day late.

5. Research assignments and the quizzes cannot be made up for purposes of a grade, though you will need to do the research assignments in order to meet writing assignment obligations.
6. Refer to the Attendance Policy on this syllabus for other issues affecting your course grade.

Course Schedule

Bring the syllabus to class every day as adjustments might have to be made. Reading quizzes are possible. Note that assignment due dates below are in boldface.

- | | |
|--------|--|
| W 9/23 | Introduction & Syllabus; Online Human Rights Class Guide
Rhetoric & Human Rights
Research Assignment 1 (due Monday 9/28) |
| F 9/25 | Research Day – on your own
Complete Research Assignment 1; bring results to class Monday 9/28 |
| M 9/28 | The Rhetorical Triangle
Introduction to <i>Universal Declaration of Human Rights</i>
Discussion of your Research Assignment 1 findings
Homework: Read UDHR for Monday |
| W 9/30 | Quiz on UDHR
Pick 3 most essential rights; prioritize
Which right or rights violation is of interest to you?
Rhetorical Analysis of the UDHR |
| F 10/2 | Discourse Communities, Genres, and Rhetorical Choices
Identify your own discourse communities (in class)
Discourse communities of your research materials (in class)
Research Assignment 2 (due Wednesday 10/7) |
| M 10/5 | Library Workshop with Lauren Wahman; meet in Muntz 112A |
| W 10/7 | Research Assignment 2 Due
Genre: Brochures, Newsletters, Manifestos (examples provided)
Building and Audience Profile: RWC Students, Staff, & Faculty
What do <i>you</i> need to know about your human rights topic? |
| F 10/9 | Building an Audience Profile, continued
What do others need to know about your human rights topic?
Print out Profile document from Blackboard after 4 p.m. |

- M 10/12 Research Day – on your own:
- Interview students, staff, faculty
 - Locate articles for Research Assignment 2
- W 10/14 Group Work and Class Discussion
Results of Your Audience Profile due; analysis
- F 10/16 Rhetorical Analysis Workshop & Reading Quiz:
 Deborah Pearlstein, “Reconciling Torture with Democracy” (provided)
- M 10/19 Rhetorical Analysis Workshop & Reading Quiz:
New York Times, “On Torture and American Values” (provided)
- W 10/21 **Draft of Brochure, Newsletter, or Manifesto due**; workshop
- F 10/23 Rhetorical Analysis: “Consuelo’s Story” (provided)
Brochure, Newsletter, or Manifesto due
- M 10/26 Rhetorical Analysis: Your Brochure, Newsletter, or Manifesto
 What strategies did you use, why, and to what effect?
 How did your audience profile help you?
- W 10/28 **Draft of B/N/M analysis due**; workshop
 Bring your folder of research materials to class
- F 10/30 **Rhetorical Analysis of Brochure, Newsletter, or Manifesto due**
 Rhetorical Characteristics of News Articles:
 Jeff Cull, “Girl’s slavery dragged on in Fla.” (provided)
 Bring your news article to class
- M 11/2 News Article rhetorical characteristics, continued; in-class writing.
- W 11/4 **Rhetorical Analysis of News Article due**; in-class presentations
 Brief review of Editorial / Position paper / Commentary
- F 11/6 Research Day: Verify your editorial and/or locate another one if needed

- M 11/9 Rhetorical Analysis of Editorial / Position Paper / Commentary:
The New York Times, "On Torture and American Values" (provided)
- W 11/11 **OFF for Veterans Day Holiday**
- F 11/13 Research Day: Verify Scholarly Article & locate a new one if needed.
- M 11/16 **Rhetorical Analysis of Editorial / PP due**; in-class presentations
Brief review of Scholarly Articles
- W 11/18 Rhetorical Characteristics of Scholarly Papers
Deborah Pearlstein, "Reconciling Torture with Democracy" (provided)
- F 11/20 **Rhetorical Analysis of Scholarly Paper due**; in-class presentations
- M 11/23 Artistic "Text": rhetorical triangle choices vs. literary techniques
Visual/Verbal/Musical? Some online examples
- W 11/25 Artistic "Text" analysis continued; in-class writing
- F 11/27 **OFF for Thanksgiving Break**
- M 11/30 **Rhetorical Analysis of Artistic "Text" due**; in-class presentations
- W 12/2 Wrap-up; preparation for in-class essay; course evaluations
- F 12/4 In-class essay

Grading Scale for Assignments

A: The paper covers the required focus of the assignment by providing (as needed per assignment) synthesis, analysis, narrative, thesis & argument with evidence, and/or reflection in well-organized, fluid and grammatically correct prose. It offers original thinking and depth in some aspect of its discussion and/or interpretation. Paragraphs are focused and make use of transitions. An interesting introduction and thoughtful conclusion are present. Virtually no sentence-level errors (grammar, spelling, punctuation, sentence-structure, typographical errors, etc.) are present. MLA style used correctly in the text and on the works cited page.

B: The paper has all the A-level elements, but one or more of them could be developed in more detail or otherwise improved. For example, the paper may have a thesis, coherent argument, and some support, but requires more development, discussion, and/or original thinking. Or the introduction, conclusion, organization or use of sources could be stronger. Has occasional (2 per page) paragraph, sentence, or MLA errors.

C: Paper's focus is unclear or lapses in logic and/or poor use of support materials occurs. Introduction, conclusion, and organization weak; paragraphs and ideas undeveloped. Little original thinking evident or depth attempted. Does not meet all of the specified requirements of an assignment (e.g., does not analyze a certain aspect of the text). Recurring sentence-level errors are a distraction. Errors present in MLA style usage.

D: Focus addressed poorly; organization poor; little to no support/depth for the argument or discussion. Introduction and conclusion very weak or missing. Does not meet specified requirements of the assignment (e.g., does not synthesize, analyze, argue, provide evidence, or provide narration). No outside sources. Numerous sentence level errors. MLA style missing or misused consistently.

F: Paper dishonest or lacks focus. Poor to no use of sources. Numerous sentence-level errors. MLA style not used.

Other Essential Information & Policies

Course Policies

- Think for yourself; cheat for no one. Review the university's plagiarism policy in the student handbook. Passing off someone else's writing or ideas as your own is plagiarism, a serious academic offence that will be dealt with seriously. Avoid accidental plagiarism, which will also damage your grade. Learn to cite your sources correctly using MLA style. See me if you have any questions.
- Turn off cell phones & beepers & other techie toys when the class period begins. No phone calls or text messaging allowed during the class period.

- Children cannot attend class (this is a college policy).
- Please respect the right of others to express an opinion different from yours – or mine.
- Violent behavior in the classroom will be reported to the Campus Police, department chair, and college deans, and may result in your expulsion.
- Please consider me as one of your resources; don't be afraid to ask questions.

Learning Assistance

- If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that may influence your performance in this course, you should meet with me to arrange for reasonable provisions to ensure an equitable opportunity to meet all the requirements of this course. At the discretion of the instructor, some accommodations may require prior approval by Disability Services.
- RWC provides on-campus assistance for study skills development and writing tutorials. Contact: **Study Skills** (745-5730); or the **Writing Center** (745-5733).

Research Assignment 1

This is a 3-part assignment.

I.

Using Google or another search engine, go online and locate a copy of the *Universal Declaration of Human Rights*. Print it out and bring it to class.

II.

Using the Human Rights Online Class Guide through our library site, locate some background information and history about the Universal Declaration of Human Rights. Find answers to these questions:

How, when, and why did it come to be created?

Who was involved in its making?

What is it designed to do?

What controversies did it raise?

Print out your source or sources, and make sure you have all the information you need for citation purposes. Read your source/s carefully and highlight passages that address the questions above. Make sure you understand what the source is telling you.

Do not use Google or Wikipedia!

III.

Using the Human Rights Online Class Guide or a search engine, locate and print out a poem or song lyrics about or related to human rights (or a human rights violation or issue) by a well-known, established poet or songwriter/group. You may need to look up background information on the author/musician to determine this.

Bring your sources to class on Monday 9/28.

**Go to RWC Library online from the homepage*

Click on Class Guides

Scroll down to Human Rights and click

Explore your source options

Research Assignment 2

Background

Before beginning this assignment, you need to select a human rights-related topic that interests you in such a way that you feel compelled to inform others about it. This could be a human rights violation from the provided list, or one (or more) of the rights listed in the *Universal Declaration of Human Rights*, or the Declaration itself, or the topic of art about human rights. See me if you have other ideas, such as a human rights topic related to another course you are taking.

This assignment will provide you with 4 texts you will need for the rest of the quarter. You will be using these texts for all of your writing assignments and the in-class work associated with them, so make your selections carefully. Find informative pieces about your human rights topic that 1) you have interest in; 2) you believe you can understand; 3) are not too long.

Procedures

Go to the online Human Rights Class Guide via the RWC Library. Use the article databases and other options provided there to find the following:

1. a journalism news article from a newspaper, magazine, or online news media provider (CNN, NPR, *New York Times*, MSNBC, etc.).
2. a newspaper or news magazine editorial, **OR** a position paper from an academic or scholarly source
3. an article from a scholarly journal [*To determine if the journal is scholarly, google the title of the journal (e.g., Human Rights Quarterly), go to its web site, locate information about the professional organization or university behind it, and read its purpose/mission statement. This will also help determine the journal's audience, outlook, or possible bias.*]
4. an artistic “text” – this can be a written text (poem, story, play), a visual text (painting, sculpture, photograph, film, any visual art), musical text (song lyrics and/or music), or a performance piece (poetic text meant to be heard/seen performed). You have the option of using the poem you selected in Research Assignment 1 if you wish.

For all of these sources, make sure you have all the information you need to provide a full MLA citation.

Purpose

These sources will be used to: 1) provide information for a brochure, newsletter, or manifesto that you will create for possible distribution or display at RWC; and 2) be analyzed rhetorically.

Due Wednesday 10/7

Research Assignment 3

Audience Profile

Background

You have prepared an audience profile questionnaire with your classmates.

Purpose

To determine what RWC students, staff, and faculty need to know about international human rights or rights violations so you can prepare an effective brochure / manifesto / newsletter for their consumption.

Instructions

Interview 10 individuals from the RWC community using the Audience Profile form we constructed. At least 1 faculty member and at least 1 staff member must be among your interviewees. Tabulate your results and bring all of your materials to class on Wednesday 10/14.

Writing Assignment 1

Brochure / Manifesto / Newsletter

First, select a human right from the UDHR, or a human rights violation from the provided list, or a human rights-related issue (the UDHR itself, the arts and human rights, the media and human rights, war and human rights, etc.) about which you have interest or curiosity.

Second, determine what the RWC community (students, faculty, staff) knows about your topic and needs to know. (Do this by using our audience profile in class, but also informally interview about 10 people you know on campus.)

Next, determine how you want to inform the RWC community – with a brochure, a newsletter or a manifesto. Select a form that fits your information and communication goals, and that you feel competent to produce. We may also need to reproduce multiple copies for possible distribution. For our purposes:

- A **brochure** is a single sheet of paper with a single or double fold, printed on both sides, that promotes an idea or cause through headings, summary text, contact information, and graphics (photos, illustrations, design). They tend to be eye-catching.
- A **newsletter** is 2-4 pages long, printed on both sides, with a banner head that provides its title and sponsoring organization. It offers stories on several topics as well as photographs or illustration. It could also contain tables of data, interviews with individuals, or a timeline. Because they are larger, newsletters offer a little more depth and variety than brochures.
- A **manifesto** can range from 1 to several pages. It is basically a one-sided argument demanding, sometimes outrageously, that something be done or changed. It might demand a specific change or set of changes, or offer a set of criticisms, or state a set of ideals. It might use type, design, and graphics to grab readers' attention (see handout for details), or be plainly stated. The UDHR, like the U.S. Declaration of Independence, is a manifesto.

Finally, drawing on your sources (locate others if you need to), draft your brochure, newsletter or manifesto. To do this, select the ideas or information you want to include, summarize them in your own words, develop your own headings, and incorporate graphics if possible. Leave space at the end of your piece to include your sources using MLA style. Make your selections thoughtfully; you will be performing a rhetorical analysis of your final product.

Draft due Wednesday 10/21
Final due Friday 10/23

Writing Assignment 2

Rhetorical Analysis of Your Brochure / Manifesto / Newsletter

Background

You have created a brochure, newsletter, or manifesto to distribute information to the RWC community about your human rights topic. You summarized information from several sources in your own words, selecting some items for emphasis over others.

Instructions

Re-read what you have produced, and perform a rhetorical analysis of your text. In other words, identify the writing, content, and related choices you made, and discuss their relationship to audience, purpose, message, and context. How did your audience, purpose, and context influence your content and writing choices? How did you organize your material and why did you organize it that particular way? What information was available in your sources that you did not use? Why didn't you use it? What would you do differently next time? Why? What was difficult or easy about creating the piece? What effect do you think it had regarding its purpose? How do you know this?

Write a well-organized (into focused paragraphs) 1-2 page typed analysis addressing these questions as well as other observations or points you wish to make.

Draft due Wednesday 10/28
Final due Friday 10/30

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Writing Assignment 3

Rhetorical Analysis of Your News Article

Background

You have located a news article about a human rights topic for Research Assignment 2, and used it to create a brochure, newsletter, or manifesto. Now identify, analyze, and locate examples of the rhetorical choices in that article.

Instructions

First, clarify the elements of the rhetorical triangle (author, audience, purpose, message, context), and identify its genre and the expectations for that genre. Then use the list of questions on the rhetorical analysis worksheet to identify the choices the author made in terms of content, credibility of evidence or sources, organization, writing style, and other options such as graphics, tables, photographs, maps, etc. How do these choices help fulfill the author's purpose given the audience, context, and genre?

Write a well-organized (into focused paragraphs) 1-2 page typed analysis addressing these issues as well as other observations or points you wish to make.

Due Wednesday 11/4

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Writing Assignment 4

Rhetorical Analysis of Your Editorial or Position Paper

Background

You have located an editorial or position paper about a human rights topic for Research Assignment 2, and used it to create a brochure, newsletter, or manifesto. Now identify, analyze, and locate examples of the rhetorical choices in that editorial.

Instructions

First, clarify the elements of the rhetorical triangle (author, audience, purpose, message, context), and identify its genre and the expectations for that genre. Then use the list of questions on the rhetorical analysis worksheet to identify the choices the author made in terms of his or her position, content, credibility of evidence or sources, organization, writing style, and other options such as graphics, tables, photographs, maps, etc. How do these choices help fulfill the author's purpose given the audience, context, and genre?

Write a well-organized (into focused paragraphs) 1-2 page typed analysis addressing these issues as well as other observations or points you wish to make.

Due Monday 11/16

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Writing Assignment 5

Rhetorical Analysis of Your Scholarly Article

You have located a scholarly article about a human rights topic for Research Assignment 2, and used it to create a brochure, newsletter, or manifesto. Now identify, analyze, and locate examples of the rhetorical choices in that article.

First, clarify the elements of the rhetorical triangle (author, audience, purpose, message, context), and identify its genre and the expectations for that genre. Then use the list of questions on the rhetorical analysis worksheet to identify the choices the author made in terms of his or her position, content, credibility of evidence or sources, organization, writing style, and other options such as graphics, tables, photographs, maps, etc. How do these choices help fulfill the author's purpose given the audience, context, and genre?

Write a well-organized (into focused paragraphs) 1-2 page typed analysis addressing these issues as well as other observations or points you wish to make.

Due Friday 11/20

Writing Assignment 6 **Rhetorical Analysis of Your Artistic “Text”**

You have located an Artistic “Text” about a human rights topic for Research Assignment 2, and used it to create a brochure, newsletter, or manifesto. Now analyze the rhetorical choices in that piece.

First, identify your piece’s genre and the expectations for that genre. Next, discuss how the rhetorical triangle (author, audience, purpose, message, context) applies – or does not apply – to your artistic “text.” Then answer these questions about your artistic “text.” Is it:

- asking questions (what are they?)
- making demands (what are they?)
- offering criticism (about whom or what?)
- offering celebration (about whom or what?)
- asking you to act (how? Why? Do what?)
- talking about a specific event or time (what?)
- talking in general and/or metaphorical terms about an issue
- using abstractions, appeals to emotion, appeals to logic in convincing or unconvincing ways
- using imagery, language, music or other elements in an effective way?
- honoring the missing or the dead (who? Why?)
- expressing strength, unity, or endurance in the face of opposition?
- dependent on contextual information for clarity?
- What overall effect does it have?

Write a well-organized (into focused paragraphs) 1-2 page typed analysis addressing these issues as well as other observations or points you wish to make.

Due Monday 11/30

AUDIENCE PROFILE

How many students have the following traits? Put an X in the appropriate box.

	Most	Some	Few	None
Traits				
younger				
older				
conservative				
liberal				
married				
children				
job				
male				
female				
religious				
secular				
high income				
mid income				
low income				
student loans				
in debt				
FT student				
PT student				

Other factors:

What careers are they pursuing?

What do they do for fun?

What are their majors?

What are their interests?

Other observations: _____

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Writing Assignment 7
Reflection on Your 4 Research Texts
(news article, editorial, scholarly article, artistic “text”)

Drawing on your first two assignments, the 4 analyses you have written about your research texts, your knowledge about the rhetorical triangle, and your knowledge about rhetorical choices available to the writer, write an essay in which you summarize what you have learned about the choices available to *you* as a writer. What must you consider when you sit down to write, and why is it important? How might you apply this knowledge to future courses? Be as specific as possible.

This is an in-class, 50-minute essay. Come prepared with notes and an outline or list if you wish. You can use your class materials, dictionary, and handbook. Citations will not be required.

In class Friday 12/4

Issues & Sources of Information Regarding Human Rights

I. Two Rights:

civil rights are those legitimized and granted by law; they are rights and liberties allowed by the state; they may vary from state to state; they are also known as citizenship rights or political rights

human rights are based on the assumption of a universal set of ethical principles that include such concepts as:

- human dignity
- morality
- nonviolence
- peace
- social justice
- tolerance

They include civil and political rights and some are legally enforceable due to local laws or international treaties.

II. Human Rights violations include:

- censorship
- child labor
- civil and political rights violations
- death penalty
- disappearances
- environmental pollution
- female genital mutilation
- forced marriage
- genocide (aka ethnic cleansing / mass murder / rape)
- honor killings
- intimidation killings & amputations
- political imprisonment
- poverty
- rape
- slavery (labor and sex)
- torture
- trafficking

III. Types of Texts about Human Rights and Abuses of Human Rights:

Legal / Governmental / Group Documents

- conventions
- declarations
- government reports and documents
- legal testimony
- legislation
- manifestos
- NGO (non-governmental organization) reports
- online blogs and websites

The Media

- commercials
- eye-witness accounts and testimony
- newspaper articles / investigative reporting
- newspaper editorials & columns
- newspaper advertisements
- news magazines (articles, editorials, advertisements)
- online websites of news organizations and publications
- online blogs
- radio news stories and commentary (commercial & NPR/APR; “Talk Radio”)
- television news and commentary

The Arts

- autobiography and memoir
- documentary film
- drama (stage plays)
- feature and independent films
- lectures (especially Nobel lectures)
- music
- novels and short fiction
- poetry

Academic Scholarship & Libraries

- books
- case studies
- conferences and proceedings
- contract work (to government and industry) reports
- encyclopedia
- lectures
- literary and cultural theory, criticism, and reviews
- online web sites
- research reports
- scholarly articles (in print journals and online)
- statistics

IV. Academic Disciplines Concerned with Human Rights (causes, effects, violations)

- Anthropology
- Art
- Criminal Justice
- Economics
- Geography
- Geology
- Health Sciences
- History
- Law
- Literature
- Media Studies / Journalism
- Philosophy
- Political Science
- Psychology
- Sociology

Genre: Brochures and Newsletters

Brochures

- come in a variety of sizes and styles
- may intend to educate & inform
- may intend to sell a product or concept; get you involved
- may intend to announce a program or conference
- may list information, numbered or bulleted
- may offer facts and opinions
- may use short paragraphs
- may use photographs, drawings, or graphics
- may ask for financial or other donations
- should have contact information
- should attract attention visually (design and color)
- should have a front panel that clearly identifies its topic
- some brochures may cite sources
- may have a mailer panel

Newsletters

- normally uses an 8 ½ x 11" format (may have additional inserts)
- has a masthead identifying its sponsor/publisher
- spokesperson or editor is clearly identified or addresses reader
- may be organized into topic-related sections
- contains several stories concerning the sponsoring group (profiles of individuals, news about the group and its members, issue-related stories)
- stories may quote individuals, describe programs, report accomplishments, announce events, i.e., provide specific details
- uses headlines and sometimes 2-tier headlines
- may use a multiple column format (2, 3, or combination)
- may contain tables, graphs, maps, and/or lists
- uses photographs and graphics
- should attract attention visually (design and color)
- some newsletters may cite sources
- should provide contact information
- may have a mailer panel

REVISED ATTENDANCE POLICY

Intermediate Composition and Women in Literature I Courses Autumn 2009

Class participation and assignment deadlines are an essential part of the learning environment. In a typical quarter my attendance policy is as stated on the syllabus. However, given the presence of the H1N1 flu virus, certain adjustments may have to be made.

If you have to miss class because of the flu, contact me and I will make arrangements for deadline extensions, or for alternative assignments to replace the missed in-class participation activities. Keep in mind that excessive absences might still require you to drop the course. Contact:

Dr. Rhonda Pettit
Rhonda.pettit@uc.edu
513-745-8319

If classes have to be cancelled due to professor illness, check your email and Blackboard sites for possible instructions and assignments.

In the mean time, do what you can to avoid catching the flu:

- Wash your hands before you eat or prepare food, after you use the restroom, or anytime they appear dirty.
- Carry a small container of hand sanitizer and use it before and after you use a classroom or lab or other public computer.
- Keep your hands away from your face, especially your eyes, nose, and mouth.
- Cough or sneeze into tissue and throw the soiled tissue away.
- Stay home and rest if you have a fever and don't return to class until 24 hours after the fever has subsided.
- Develop a flu buddy system of 2 or 3 students now – before you get sick – to check on each other and on course assignments. Exchange phone numbers and email addresses.
- Eat healthy food, exercise, get rest, and take vitamins to lower your flu risk.