PROFESSIONAL COMMUNICATION
Department of Communication and Journalism
University of New Mexico
Course Syllabus

Instructor Contact Information:
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Try one of these and if you don't reach me try another. If I leave my office, I will take the cell phone with me. If my office hours don't work for you, try other times (after 10 AM and before 9 PM).

- ✳ Videoconferencing via Skype: pamela.lutgen.sandvik
- ✳ Telephone conferencing: (TBA when course begins)
- ✳ Email: plutgen@unm.edu

☑ **All assignments must be completed in separate word-processed documents. DO NOT type your assignment in the box provided within WebCT under the assignment links.** The only exception to this is Discussion Questions (DQs).

ABBREVIATIONS (in syllabus and online):
BR = brief report
DQ = discussion question

COURSE OVERVIEW
This course is designed to develop professional communication skills to enhance your performance, as well as your satisfaction with your performance, in the workplace. Central to your success at work are writing, speaking, listening and problem-solving skills. Additionally, the ability to work productively with others is of central importance to your future success. As such, the following are the main goals for learners in this course: (a) improve presentation and listening skills, (b) develop problem-solving skills, (c) improve basic writing skills, and (d) enhance interpersonal communication, social, and interactional skills for professional settings.

Specifically, this course will help students to:

- Develop an understanding of and be able to overcome many of the obstacles to effective business and professional communication
- Hone both speaking and listening skills
- Enhance interpersonal communication skills and develop self-confidence
- Improve writing and increase basic knowledge of the rules of writing professional U.S. English
- Understand how the audience and context influence message construction and delivery
- Learn and apply different types of presentation skills

TEXTS:
1. Course "Text." Readings for Learning Modules 1, 3, 4, & 5 are articles, chapters, and handouts posted on WebCT. Students can access and print or read online.
2. Professional Writing Workbook. Posted on WebCT as pdf. Students will want to print this out, three-hole punch, and save in a ½" notebook. (**Many, many** past students report that after class is over, the workbook serves as an invaluable resource for writing in their jobs.)

KEYS TO ONLINE COURSE SUCCESS

To be successful in this course, students will need to consider the following issues:

- **Discipline.** An Internet class requires the highest level of student responsibility and discipline. This means turning in assignments on time and keeping up with required reading.

- **Ask Questions.** Ask when material or assignment details are unclear. Do your part of the work (readings, check with syllabus, know assignment details) prior to asking questions. Call me for more input; I am very happy to speak with you and help any way I can.

- **Structure.** Students will be most successful if they follow the same sequence for each learning module: Reading, RAT, DQ/Assignment, Lectures.

- **Stay Prepared.** Do assignments including readings on time and prior to participation in DQs.

- **Participate.** Engage in the online discussions with your group and the instructor. Get to know your group members. Contribute with respect and consideration for others.

- **Display Respect and Appreciation for Difference.** Honor all cultural backgrounds, without prejudices, biases, or preconceived beliefs and ideas. Keep an open mind with a positive, proactive, constructive attitude.

GRADES

Percentages: Final grades are based on the *percentage* of points earned.

A: 90.0-100   B: 80.0-89.9   C: 70.0-79.9   D: 60.0-69.9   F: 59.9 & <

Grade Posting: Grades will be posted on the WebCT course supplemental site as soon as possible after assignment grading.

Grade Descriptions: These are the criteria that determine earned grades on assignments. (Consult these when considering a grade appeal.)

A = significantly exceeded basic criteria / distinguished for superior performance (free of errors, strong organization & use of evidence)

B = exceeded basic criteria in some way / above average (few simplistic errors, organization & evidence could be more clearly linked)

C = met basic criteria / average (frequent errors in spelling / grammar, unclear organization & evidence use)

D = failed to meet basic expectations (poor quality work, readability inhibited by the writing quality, use of theory & evidence not clear)

F = incomplete work (disregard for assignment format / content, fraught with errors)

Grade Appeals:

1. Wait at least twenty-four hours
2. Complete within 7 days of receiving disputed grade
3. Review work, reread the grade descriptions on syllabus, reread assignment details, and reflect on instructor's comments/earned grade
4. With these in mind, submit appeal in writing

5. Two key areas: (1st _most_ important):
    a. substantive areas, reasons, points, and arguments that substantiate a different grade based on assignment details
    b. grade the assignment should have earned
6. Submit via email or in writing

Late Work Grading Policy:
1. There is **no makeup for webconferencing presentations**, due to the difficulty of arranging them. Absent students will simply receive a zero for presenting, participating, and critiquing others' presentation. Students registered for the course MUST be available during the following days and times. The two 60-minute group presentations will be scheduled within these timeframes:

- **November 29th & 30th, 6:00 – 9:00 PM**

- **December 6th & 7th, 6:00- 9:00 PM**

For other written work:

2. - 10% of possible points for each day late including
3. -10% for assignments submitted anytime after due-by deadline
4. Maximum late deduction 50%

CLASS ORGANIZATION

Discussion Groups**:** Students will participate in groups for the discussion questions. WebCT automatically assigns students to groups so your group composition is completely random. Students initially respond (post 1) to the DQ within their group and reply (post 2) to one of their group members' posts. Refer to the course schedule for due dates and times.

Webconferencing Presentations via Elluminate: Students in CJ333 Professional Communication will be giving oral presentations to their groups. These presentations occur during the last part of the course, and individual presentations to your groups are scheduled within this timeframe. There is **no makeup** for these webconferenced presentations due to the difficulty of arranging them. Students **MUST** be available during the following days and times. Each group is scheduled for one 60-minute segment in Session #1 and in Session #2.

- Session #1: November 29th & 30th, 6:00 – 9:00 PM (one-minute, no filler presentations)

- Session #2: December 6th & 7th, 6:00- 9:00 PM (behavioral interview question presentation)

Learning Modules: The five key topics covered in the course are arranged in five Learning Modules. The syllabus, course schedule, and WebCT online course site are organized according to these five Learning Modules. Each of the online Learning Modules includes readings for the module RAT, link to the RAT, discussion questions, assignments, and lectures.

COMMUNICATION

Email: Students can email me through the WebCT course supplemental site or directly at plutgen@unm.edu. Students can email each other and/or the instructor through the WebCT system or exchange other email addresses. Log in at https://vista.unm.edu/webct/entryPageIns.dowebct

and choose CJ-333-002 (Fall 2010) click on "Mail" link on left side of page, Create Message, Browse for Recipients, and go from there. To reply or respond to emails that come from inside the WebCT course site, you will have to go back inside the WebCT course site and reply (unless you know the sender's regular e-mail, which you can replace in the "to" line).

To forward course messages from WebCT to your preferred email, go to the opening page of WebCT that lists all you courses, click on My Settings (top, right-hand corner of page), go to My Tool Options, scroll down to Mail, check box after Mail Forwarding.

I will check my email at least once a day and more often during office hours. Please email again or call me if you do not receive a response within three (3) working days of sending me an email message; there is always the possibility of problems with electronic messaging. I will not send grades or otherwise private student information via email. Papers will not be accepted via email.

Office hours: Monday & Saturday, 1 – 4 PM Try one of these and if you don't reach me try another. If I leave my office, I will take the cell phone with me.
- Videoconferencing via Skype: pamela.lutgen.sandvik
- Telephone: 836-3597 (hard-line); 331-4724 (cell)
- Email: plutgen@unm.edu

COURSE POLICIES

Academic Integrity: You will be expected to maintain the highest standard of academic integrity. Violations include, but are not limited to, cheating, fabrication, tampering, plagiarism or facilitating such activities. These actions are grounds for immediate failure. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet these standards. In this graduate course, you are expected to know APA style for citing outside sources. Plagiarism is one of the most serious ethical missteps a scholar can make, so it is imperative to give credit where credit is due. See for UNM academic honesty policy and statement at http://pathfinder.unm.edu/ policies.htm#academicdishonesty. Students who have questions concerning scholastic regulations and procedures at the University should refer to the "General Academic Regulations" section of the University Catalog.

Diversity: This course encourages different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. This course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating.

Ethics: The course emphasizes ethical practices and perspectives. Above all, students and instructors should strive to communicate and act, both in class interactions and in assigned coursework, in a manner directed by personal integrity, honesty, and respect for self and others. Included in this focus is the need for academic honesty by students as stated by the UNM Pathfinder. Students need to do original work and properly cite sources. For example, be aware of plagiarism—directly copying more than 3 or 4 words from another author without quoting (not just citing) the author is plagiarism. Further, course content will encourage the ethical practices and analysis of professional communication.

ADA Accessibility: Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner. Handouts are available in alternative accessible formats upon request.

Written Work Guidelines:
1. Word-processed work (12 font, left-hand justified, double-spaced, 1" margins, APA format)
2. Accurate written form (structure, punctuation, spelling, etc.) See *Writing Workbook*
   - Since writing is one of the key Learning Modules in this course, 20% of all written assignments' grades will be based on written form and style according to the rules in the Professional Writing Workbook.

FIVE (5) COURSE LEARNING MODULES

These readings are posted on the WebCT course URL within the associated Learning Module: https://vista.unm.edu/webct/logon/3724255593051

LEARNING MODULE 1: SOCIAL AND INTERACTIONAL SKILLS
Readings
**For RAT read:
1. *How to Make a Strong First Impression*
2. *Keeping a job—Work relationships* (skip questions but read end section of the piece)
3. *Work Relationships* (O'Hair et al., pp. 178-191, 197-206—skip mentoring relationships)

**For assignments/discussion, complete the following by 8/30
   - Complete "Please Understand Me" Test
   - Read your type in Kiersey Sixteen Types
   - Complete "Social Styles Questionnaire"

Lectures
Lecture 1: Communication Failure & Obstacles; Course Overview
Lecture 2: Basic Social Skills

LEARNING MODULE 2: BASIC WRITING SKILLS
*Reading*s
**For RAT read:
1. Ober, *Writing with Style*
2. Komando, *Email Mistakes*
3. Guffey, *Emails and Memoranda*

**For remainder of Writing Learning Module
4. *Professional Writing Workbook*

Lectures
Lecture 3: Writing E-Mails and Memos
Lecture 4: Writing Cover Letters

LEARNING MODULE 3: ACTIVE LISTENING
Readings
1. Goodall, *Listening in the Workplace.*
2. Nadig, *Tips on Effective Listening*

3. Blodgett, *Six Ways to be a Better Listener*
4. Salopek, *Is Anyone Listening?*

Lectures
Lecture 5: Keys to Listening
Lecture 6: Situational Listening

LEARNING MODULE 4: PROBLEM-SOLVING MODELS
Readings
1. Lutgen-Sandvik, *Problem-solving model*
2. Beebe & Masterson (2003). *Reflective Thinking & Brainstorming.*
3. Davis, G. *CPS Model from Creativity is Forever*

Lectures
Lecture 7: Barriers to Group Problem-Solving

LEARNING MODULE 5: SPEAKING IN PROFESSIONAL CONTEXTS
Readings
1. *Speech Basics 101*
2. *Informative and Persuasive Speech Preparation*
3. *Monroe's Motivated Sequence*
4. *Communication Competencies*
5. *Questions in Employment Interviews*

Lectures
Lecture 8: Invitational Rhetoric
Lecture 9: Feedback and Evaluative Communication

ASSIGNMENTS

Details for assignments are on the WebCT site in the related Learning Module. Students will submit assignments via the WebCT site. See end of syllabus for detailed instructions on how to submit via WebCT.

Focus for all assignments: Students showed focus the content of their assignments on a career of their choice. This can be a current career or a desired career.

1. **Reading Assessment Tests (RATs):** 100 points. The course material is partitioned into five learning modules. RATs are designed to test reading comprehension for material in required module readings.

2. **Problem-Solving Application.** 100 points. Students will work through the problem solving steps from the Lutgen-Sandvik reading for a problem of their choosing that is related to their career of choice or current career. Problems chosen should be substantive and meaningful and be related to course content (working well with others, professional writing, listening, professional presentations).

3. **Writing Workbook:** 296 points. Students will read and complete the Professional Writing Workbook's Review Exercises. There are 16 brief Review Exercises, one for each of the substantive areas in the workbook. Review Exercises are in Learning Module 2 under "Assessments."

☑ Students will want to print out, three-hole punch, and bind the workbook and keep it handy for future reference after the class is over. The **Professional Writing Workbook** is an excellent resource for your future professional work.. Many, many students have told me that they continue to use the workbook throughout their professional lives.

4. **Discussion Questions:** 56 points. A number of DQs are woven throughout the semester, each worth 8 points. For each DQ, students are required to (a) start a new thread and (b) reply to an existing thread. The grading for the online discussion contributions is outlined in assignment details. Check the syllabus for topics and due dates.

5. **Brief Reports: 2**5 points @ = 50 points. Some learning modules require students to write a very short report on the module topic. These should be about a page long (*no longer than two pages*) and follow the instructions explicitly. Each is worth from 25 points.

6. **Individual Presentations:** 75 points Students will give one presentation with the goal of learning how to guide discussions for problem-solving or decision-making (see Foss & Foss pp. 31-33 "discovering knowledge and belief.") Students will also engage with and critique others' presentations. **KEY REQUIREMENT:** Students should focus the content on a career of their choice. This may be a current career, or can be a desired career.

   ☑ **One-Minute "Show and Tell" or "How To" Speech**. 25 points. Student will present a one-minute speech--purpose: speaking one minute without fillers ("um" "uh" "like"). Presentation should focus on professional skills, issue, or experience.

   ☑ **Behavioral Interview Questions.** 50 points. Students will choose one behavioral interview question to answer for this assignment. Question should come from the reading, *Questions in Employment Interviews.* Answers should be formatted in the SAR format (situation, action, result).

   ☑ Webconferencing via Elluminate in WebCT for presentations is scheduled during these times

   • **November 29th & 30th, 6:00 – 9:00 PM (one-minute, no fillers)**
   • **December 6th & 7th, 6:00- 9:00 PM (behavioral interview questions)**

7. **Peer-ratings of Presentations.** 10 points @ = 20 points. Students will serve as an audience for their peers' presentations and will rate them based on required criteria outlined in each of the presentation assignments. I will grade peer-ratings based on how well peer reviewers followed the ideas from Lecture 9: Feedback and Evaluative Communication and how well they listened to peer presentations.

8. **End-term Exam:** 50 points. The final exam is cumulative, multiple-choice and will be based on lecture material in Learning Modules and related DQ material associated with lecture material.

Make-up: All late work is subject to *Late Work* policy stated above. Other details are noted here.

Individual Presentations: Makeup presentations are highly problematic in an online course so will not be considered for makeup work. The webconferencing presentation meeting times are relatively inflexible; times are set before the semester starts, and everyone (UNM online resources) has

scheduled accordingly. To makeup a missed presentation, everyone in a student's group would have to be able to reschedule to hear the late presentation. Clearly, this will be a challenge and likely not possible, so be prepared to simply lose the points for a missed presentation.

RATs and Final Exam: All tests are available online for a 24-hour period, so students should be able to find some time during this period to take the tests. Since you can take them from anywhere in the world, I don't anticipate any late exam taking. If there is some extreme situation, which I cannot imagine as I'm writing this, contact me as soon as possible.

Course Schedule

Readings in parentheses to be completed prior to Readiness Assessment Tests.

Week	Dates		LEARNING MODULE TOPIC		ASSIGNMENTS DUE
			Learning Module #1: SOCIAL AND INTERACTIONAL SKILLS Weeks 1 – 3; August 23 to September 11		
1	8/23 – 8/28		INTRODUCTION		Practice uploading assignment
	8/23		Lecture 1: Communication Failure & Obstacles; Course Overview		
	8/24		DQ1: Self-introduction		DQ1: Post #1 due 11:30 PM
	8/25		DQ1: Reply Post Self-Introduction		DQ1: Reply post #2 due 11:30 PM
2	8/29 – 9/4				
			Reading for RAT 1: • *How to Make a Strong First Impression* • *Keeping a job—Work relationships* (skip questions but read end section of piece) • *Work Relationships* (O'Hair et al., pp. 178-191, 197-206—skip mentoring relationships)		
	8/29		RAT 1 (Learning Module 1 Readings)		RAT #1 (30 minutes, open 12:30 AM to 11:30 PM)
	8/30		Complete Personality Tests • "Please Understand Me" Test • Read your type in Kiersey Sixteen Types • "Social Styles Questionnaire"		

	9/2		BR1- Brief Report 1: Do I See Myself as Others See Me?		BR1 due by 11:30 PM
3	9/5 - 9/11				
	9/5		DQ2: Like me or not like me?		DQ2: Post #1 due 11:30 PM
	9/6		DQ2: Reply Post Like me or not like me?		DQ2: Reply post #2 due 11:30 PM
	9/8		Lecture 2: Basic Social Skills		

Learning Module 2: Basic Professional Writing
Weeks 4 – 7, September 12 to October 9

4	9/12 – 9/18				
			Reading for RAT 2 • Ober, *Writing with Style* • Komando, *Email Mistakes* • Guffey, *Emails and Memoranda*		
	9/12		RAT 2 (Learning Module 2 Readings)		RAT 2 (30 minutes, open 12:00 AM to 11:30 PM)
	9/15		Lecture 3: Writing Emails and Memos		
5	9/19 – 9/25				
	9/19		Professional Writing Workbook Review Exercises A, B, C, D		Exercise A, B, C, D (due by 11:30 PM)
	9/21		Professional Writing Workbook Review Exercises E, F, G, H		Exercise E, F, G, H (due by 11:30 PM)
6	9/26 – 10/2				
	9/26		Professional Writing Workbook Review Exercises I, J, K, L		Exercise I, J, K, L (due by 11:30 PM)
	9/29		Professional Writing Workbook Review Exercises M, N, O, P		Exercise M, N, O, P (due by 11:30 PM)
7	10/3 – 10/9				
	10/3		Lecture 4: Writing Cover Letters		

		Learning Module 3: ACTIVE LISTENING Weeks 8 – 10, October 10 to October 30		
8	10/10- 10/16			
		Reading for RAT 3 - Goodall, *Listening in the Workplace* - Nadig, *Tips on Effective Listening* - Blodgett, *Six Ways to be a Better Listener* - Salopek, *Is Anyone Listening?*		
	10/10	RAT 3 (Learning Module 3 Readings)		RAT 3 (30 minutes, open 12:00 AM to 11:30 PM)
9	10/17 -10/23			
	10/17	Lecture 5: Keys to Listening BR2- Brief Report: Listening Self-Evaluation & Action Plan		BR2 due by 11:30 PM
	10/20	Lecture 6: Situational Listening		
10	10/24 -10/30			
	10/24	DQ 3: Active Listening		DQ 3: Post #1 due 11:30 PM
	10/25	DQ3: Reply Post Active Listening		DQ3: Reply post #2 due 11:30 PM
	10/27	DQ 4: Follow-up on BR2, Listening Self-Evaluation & Action Plan		DQ 4: Post #1 due 11:30 PM
	10/28	DQ4: Reply Post Follow-up on BR2, Listening Self-Evaluation & Action Plan		DQ4: Reply post #2 due 11:30 PM
		Learning Module 4: PROBLEM-SOLVING MODELS Weeks 11 – 13, October 31 to November 20		
11	10/31 -11/6			
		Reading RAT 4 - Lutgen-Sandvik, *Problem-solving model* - Beebe & Masterson, *Reflective Thinking & Brainstorming.* - Davis, *CPS Model from Creativity is Forever*		
	10/31	RAT 4 (Learning Module 4 Readings)		RAT 4 (30 minutes, open 12:00 AM to 11:30 PM)
	11/3	Lecture 7: Barriers to Group Problem Solving		

12	11/7 -11/13			
	11/10	DQ5: Barriers to Group Problem-Solving		DQ5: Post #1 due 11:30 PM
	11/11	DQ5: Reply Post Barriers to Group Problem-Solving		DQ5: Reply post #2 due 11:30 PM
13	11/14 -11/20			
	11/14	Problem Solving Application Due		Problem-Solving Application due by 11:30 PM

<table>
<tr><td colspan="5" align="center">Learning Module 5: SPEAKING IN PROFESSIONAL CONTEXTS
Weeks 14 - 16, November 21 to December 11</td></tr>
<tr><td>14</td><td>11/21 -11/27</td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td>Readings for RAT 5
• Informative and Persuasive Speech Preparation
• Monroe's Motivated Sequence
• Communication Competencies
• Questions in Employment Interviews
• Speech Basics 101</td><td></td><td></td></tr>
<tr><td></td><td>11/21</td><td>RAT 5 (Learning Module 5 Readings)</td><td></td><td>RAT 5 (30 minutes, open 12:00 AM to 11:30 PM)</td></tr>
<tr><td></td><td>11/22</td><td>Lecture 8: Invitational Rhetoric</td><td></td><td></td></tr>
<tr><td></td><td>11/23</td><td>Lecture 9: Feedback and Evaluative Communication</td><td></td><td></td></tr>
<tr><td></td><td>11/24</td><td>DQ6: Positive Feedback</td><td></td><td>DQ6:
Post #1 due 11:30 PM</td></tr>
<tr><td></td><td colspan="3">11/25 – 11/27 Thanksgiving Break</td><td></td></tr>
<tr><td>15</td><td>11/28 -12/4</td><td></td><td></td><td></td></tr>
<tr><td></td><td>11/28</td><td>DQ6: Reply Post Positive Feedback</td><td></td><td>DQ6: Reply post #2 due 11:30 PM</td></tr>
<tr><td></td><td>11/29</td><td>Team 1 (6:00- 7:00),
Team 2 (7:00 – 8:00),
Team 3 (8:00 – 9:00)
Elluminate presentations
One-minute, No Fillers Presentations</td><td></td><td>Webconferencing presentations
6:00 – 9:00</td></tr>
<tr><td></td><td>11/30</td><td>Team 4 (6:00 – 7:00),
Team 5 (7:00 – 8:00)
Elluminate presentations
One-minute, No Fillers Presentations</td><td></td><td>Webconferencing presentations
6:00 – 9:00</td></tr>
</table>

	12/2		Peer Feedback: One-minute, No Fillers Presentations		Rating Sheet due by 11:30
16	12/5 -12/11				
	12/6		Teams 1 (6:00- 7:00), Team 2 (7:00 – 8:00), Team 3 (8:00 – 9:00) Elluminate presentations Behavioral Interview Presentation		Webconferencing presentations 6:00 – 9:00
	12/7		Teams 4 (6:00 – 7:00), Team 5 (7:00 – 8:00) Elluminate presentations Behavioral Interview Presentation		Webconferencing presentations 6:00 – 9:00
	12/8		Peer Feedback: Behavioral Interview Presentations		Rating Sheet due by 11:30 PM
	12/9		DQ7: The Future		DQ7: Post #1 due 11:30 PM
	12/10		DQ7: Reply Post The Future		DQ7: Reply post #2 due 11:30 PM
17	12/12 -12/18 Final exam week				
	12/13 – 12/18		FINAL EXAM (on lecture material) Available 12/13-12/18 Finals' Week (1.5 hours)		12/13 (12:30 AM) to 12/18 (11:30 PM) Final Exam

ASSIGNMENT SUBMISSION INSTRUCTIONS
WEBCT COURSE SITE

I.   Save all word-processed work into a rich text file (or submit in Word). I cannot download or open other word-processed formats.
II. Save assignments with your last name and a brief assignment title: i.e., "Smith Quantitative Research Proposal"
III. Then follow these instructions:
1. Login at https://vista.unm.edu/webct
2. Type in your username and password
3. The courses for which you're registered, that instructors have WebCT course sites, will appear on left hand side as underlined links
4. Click on the course title link
5. The course site has an index that will come up on the left hand side and icons in the main page. Either will get you to these areas.
6. To submit assignments,
    a. Put mouse cursor on "Assignments" in left-hand margin index or on the icon with the file box, underneath which is the word "Assignments"
    b. Then left-hand *single* mouse click

    c. Choose the assignment you're submitting
        i. For example, if you're submitting "Problem Solving," place cursor on Problem-Solving, underline will appear, single mouse click to choose
        ii. Click "Add Attachments" button
        iii. A new window opens with a "My computer" icon on the left-hand side
        iv. Click "my computer"
        v. Go to where you saved your assignment on your computer (A drive, C drive, etc.)
        vi. Double-click your assignment file (in Word or rtf)
        vii. The file will then appear above the "Add Attachments" button
        viii. Click "Submit"
        ix. You will be asked if this is "okay"
        x. Click "Okay"
        xi. The site should display your assignment as a link.
        xii. You're finished.
        xiii. There are separate assignment submission links for all assignments due in the class.