

De Anza College:

Humanities 01: Creative Minds:

Comprehensive Online Syllabus for each of the following classes:

Humi. 1.50Z: CRN #45927

Humi. 1.52Z: CRN #40530

Humi. 1.53Z: CRN #43263

Spring 2023

With Dr. White

TBA: Online

whitewendy@fhda.edu

The best way to contact me is to use the Canvas Inbox. I will try to respond to your emails typically Monday through Friday, especially during office hours. If for some reason I do not respond to your email for a day or two, it means I am grading, attending a conference, or had to go out of town for some reason. Know that I will get back to you as-soon-as I-possibly-can. However, I do not respond to emails over the weekend! Keep that in mind when working on a crucial assignment.

Office Hours: Monday: 11:30 am to 12:30 pm, Tuesday: 3:30 to 4:30 pm, Wednesday: 2 to 3 pm, Thursday: 12:30 to 1:30 pm, and by appointment.

Office hours begin the 2nd week and end the 11th week.

Office Hour Location: Primarily Zoom Conference—Connect!

Website: <https://sites.google.com/view/white2023/home>

Course Description: This course is an introduction to the study of creativity in human life; its sources, development, social purpose, and role in culture change. Students analyze creativity as a central source of meaning and purpose in their lives as well as a development of their unique combination of human intelligences. Lives of creative people from all over the world are examined and contextualized. This course builds commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities. Students engage as members of larger social fabrics and develop the abilities and motivation to take informed action for change.

Advisory Prerequisite: Students should have taken and completed with a passing grade, before taking this course: English Writing 1A or English as a Second Language 5. If you are concurrently taking this course with EWRT 1A that is fine. If writing is not your strong suit and you have not taken EWRT 1A, you may want to think twice about taking this class. However, keep in mind, this is only an advisory prerequisite, which means you can stay enrolled and take the class regardless—the call is yours to make.

The unofficial pre-requisites for this course are an open mind and an open heart.

Student Learning Outcome Statements (SLO):

1. Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.
2. Students cultivate and demonstrate an awareness of the power of creativity and the potential of the creative process through direct involvement.

Goals for Students in the Course:

- A. Identify and explain the meaning and purpose of culture as well as the role that the Humanities, as constructions of human creativity, occupy within a culture.
- B. Assess and evaluate cognitive theories of consciousness and their connection to creativity.
- C. Analyze and synthesize the elements of creative personality and process.
- D. Examine and analyze the developmental stages of creative behavior.
- E. Examine and evaluate biographies of creative people from a variety of academic, professional, and cultural domains.
- F. Recognize and interpret issues of equity and sustainability in creativity within multi-cultural and cross-cultural contexts.
- G. Cultivate commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities to develop the ability and motivation to take informed action for change.

Course Thematic Questions: (Using your unbridled imagination): 1) What kind of world would you like to live in? 2) What if you played a role in bringing that world about, what would you do, or how would you contribute?

However, you chose to answer the above questions, the result will typically lead to the course theme, which is: *The Personal is Political: Creative Action, Creative Activism, or Creative Agency!*

Required Text: Paying attention to both your internal dynamics and the external realities of today. Required readings and a link to an issue of Yes Magazine are provided in the appropriate

module for this course. Some intense reading that you are interested in will be required later in the quarter, but you get to choose the texts.

Student Conduct: Professional behavior, communication (verbal and non-verbal), and language are always expected. The college will enforce all policies and procedures set forth in the *Standards of Student Conduct* (The standards of conduct for students and the applicable sanctions for violating the standards are contained in the De Anza Student Handbook). Any student disrupting the class may be asked to leave the class. Administrative follow-up may result.

Academic Integrity: Students are required to comply with all rules and regulations as outlined in the De Anza College Student Handbook: <http://www.deanza.edu/studenthandbook/index.html> (especially the section on Academic Integrity: <http://www.deanza.edu/studenthandbook/academic-integrity.html>) as well as any in the De Anza College Catalog: <http://www.deanza.edu/publications/catalog/>).

Presence: There are a total of 12 weeks or 55 days for this class. I do not count your presence as a specific part of your grade. However, establishing either a daily or bi-weekly schedule is preferable. A once-a-week schedule is not recommended, but each approach will influence your grade. It is important that you make a conscious decision about committing yourself to the weekly course work in each module for this class. **The most important question you can ask of yourself is: *Why am I taking this class and what do I hope to get out of it?***

In addition, keep in mind that engaging with your classmates and staying on top of the work is all a part of the classroom setting that allows us to interact with students from all diverse levels of society: age, religious, racial, sexual, political, and cultural identities, to name a few.

Tasks for Course:

- **Student Information Survey: 20 points each/300 total points.** This is vital information that I need from you regarding your basic information and demands that you have both within and outside of school.
- **Citation Quiz: 40 points each/200 total points.** This is an actual quiz on accurately citing five (5) different sources using the Modern Language Association (MLA) form of citation. Each response is worth 40 points for a total of 200 points.
- **Course Introduction Quiz: 40 points each/200 total points.** This is an actual quiz that is designed to assess what level of reading, writing, and comprehension skills you have upon entering this class. Each response is worth 40 points for a total of 200 points.
- **Student Creativity Survey: 70 points each/700 total points.** This is perhaps the most important piece of information that you can share, outside of introducing yourself, for this class. It is designed to assess your current perspective regarding your creativity, activism, and social issues within our society. Take your time and fill this survey out as honestly and comprehensively as possible.

- **Mandatory Office Hours: 100 points each/500 total points.** Based on close observations of past practice and an excellent student suggestion, I am implementing mandatory office hours during the following weeks: 2nd, 6th, 7th, 8th, and 10th. Students must come to at least one of my office hours during a mandatory office hour week or schedule a time to meet during the above five weeks. Each office visit during a mandatory office hour week is worth 100 points, for a total of 500 points. This is designed to get to better know you on a personal level and to get a sense of where you are during key periods of the creative process. It is also a time to resolve any questions or concerns you may have with the assignments or your groupmates.
- **Module Discussion Boards: 100 points each/1100 total points.** Research shows that people learn better when they are actively involved in the learning process. A key aspect of this course is designed for you to express yourself! So, introverts, this one is especially for you! There are eleven (11) opportunities to participate in Module Discussion Boards. At the end of each Module is an opportunity for you to write a reflection on something that stood out for you regarding the course content and to comment on two of your classmates' reflections for total points. Each complete Discussion Board entry is worth 100 points for a total of 1100 points.
- **Phase 6: Assessment Assignment: 125 points each/500 total points.** This assignment is designed for you or your group to get constructive feedback from your classmates. It calls for you to listen closely and to consciously pay close attention to your word choices.
- **Introductions to Classmates and Instructor: 300 total points.** The objective here is to start getting to know one another immediately. There are three (3) prompts to begin the unveiling of who you are. A comprehensive response will get you a total of 300 points.
- **Phase 1 & 2 Assignment: 400 total points.** This is a crucial assignment for this class and one not to be missed. The assignment is designed for you to tap into the different ways you become consciously aware of things either around or within you. A complete and honest response warrants 400 total points.
- **Special Writing Assignment: 400 total points.** This assignment is a special handwriting assignment that must be done by using a pen or pencil in either your left- or right-hand. Using a handwritten font from a computer will get you zero points. It is designed to challenge you and take you out of your comfort zone, so give yourself plenty of time to totally engage in this assignment.
- **Special Drawing Assignment: 400 total points.** This assignment is also designed to challenge you and take you out of your comfort zone, but, in addition, should allow for more fun.
- **Special Imagining Assignment: 400 total points.** This assignment is designed for you to tap into your internal visualization skill.
- **Reading Assignments: 400 points each/2800 total points.** The first two readings are academic writings that explore our contemporary dynamics around the notion of creativity. The next five sets of readings come from a magazine that deals with contemporary issues and different or alternative ways of resolving those concerns or problems.

- **Module Quizzes: 400 points each/4400 total points.** At the end of each Module is an opportunity again to reflect on what stood out for you in the course content, for that week, in either a written or creative fashion. So, this is not a quiz in the traditional sense of a quiz. I refer to this assignment as a quiz because it allows me to provide you with a variety of tools for expressing yourself in Canvas. Each complete Module Quiz is worth 400 points for a total of 4400 points.
- **Special Biography Assignment: 700 total points.** This assignment is designed for you to explore a famous and creative person from a racial group that you know the least about, and then to use your imagination to examine how you might use the talent or ability that person has.
- **Phase 7: Recorded Presentation: 700 total points.** This assignment is designed for you or your group to pitch your project in the most effective and creative way that you can in no more than five-minutes!
- **LAUNCH/WHAT IF Portfolio: 4000 total points.** This assignment is constructed in such a way as to walk you through the entire Design Thinking process and for you to reflect on what that process was like for you or your group. This project is considered the final for this class, so do not lose sight of what I consider College Level Work.
- **Bonus Points: Up to 1000 points.** Bonus points are provided by completing the additional assignments for the Jubilee Page. No other extra credit or make-up assignments will be provided. So, pay close attention as to when these opportunities appear because once they disappear, they are gone.

Late Task Work: I do accept late work. However, I will, if you meet the following conditions:

- 1) Let me know at least 24 hours before the task is due that you need additional time and the exact day and time you will submit the task, **but you must be honest and accept responsibility as to why you need this additional time;** and
- 2) **If an emergency happens,** you need to communicate the nature of the emergency through email via the Inbox sometime during the day that the task is due, provide any necessary paperwork that supports your claim regarding the exact nature of the emergency immediately upon return, and indicate the exact date and time you can submit the task.

In order for me to accept your late work, you need to follow the above stipulations. Let me be crystal-clear, if I accept late work from you, it is your responsibility to catch up and be current asap! In other words, accepting late work cannot become a habit.

Technical Problems Uploading Tasks: If you can provide me with documented evidence that you: 1) actually, completed the task (photo copy of complete and comprehensive assignment), and 2) submitted your task on time (Photo copy of completed upload that includes day and time), but for some reason, the task was not uploaded, *you have 60 minutes to re-submit the task after the task is due, or upon notification that your task did not upload*—Always upload a copy of the task to your phone.

No Submitted Tasks: *No submitted tasks for the first week warrants being dropped from this class. Three missing tasks during the next four subsequent weeks warrants being dropped from this class as well!*

Grading Criteria:

Tasks/Assignments:	Maximum Points:
Student Information Survey	300
Citation Quiz	200
Course Introduction Quiz	200
Student Creativity Survey	700
Mandatory Office Hours	500
Module Discussion Boards	1100
Phase 6: Assessment Assignment	500
Introductions to Classmates and Instructor	300
Phase 1 & 2 Assignment	400
Special Writing Assignment	400
Special Drawing Assignment	400
Special Imagining Assignment	400
Reading Assignments	2800
Module Quizzes	4400
Special Biography Assignment	700
Phase 7: Recorded Presentation	700
LAUNCH/WHAT IF Portfolio	4000
Bonus Points	Up to 1000

Grading Scale: The scale above indicates what the maximum points are for each task. ***Make sure you know exactly how many points you need to pass this class—this is your responsibility.*** So, if you do not receive the maximum points for a task or skip a task completely, you will need to pay close attention to what tasks remain and how many points are possible. Grades aren't the only reason to study and work hard in a class—curiosity and the desire to learn are darn good reasons. The fact that no one can take your education away from you is another good reason.

Regarding the chart below, you do not want to be in the **red**. If your score in the class is in the red, you are not passing this class. The objective is to stay in the black. The grading chart is set for this class. It will not be changed or altered for any reason, so pay attention to where you are, in terms of points, throughout the quarter.

Point Range:	Corresponding Grade:
17,401 – 18,000+	A+

16,801 – 17,400	A
16,201 – 16,800	A-
15,601 – 16,200	B+
15,001 – 15,600	B
14,401 – 15,000	B-
13,501 – 14,400	C+
12,601 – 13,500	C
12,001 – 12,600	D+
11,401 – 12,000	D
10,801 – 11,400	D-
10,800 or below	Fail

Course Timeliness and Timeline: Each module represents a weeks’ worth of work. Establish a routine that works best for you and stick to it for the rest of the quarter.

Special Note: Daily Required Play: Yes, play encourages creativity! Play is mandatory and necessary each day for a well-balanced-holistic intellectual development—please make space to include in your schedule some type of play. If you are in doubt of what play is—you can always go skipping!

Weekly Schedule: I recommend engaging in classwork in terms of either two days during the week or four days during the week plus one day over the weekend. **This course can be overwhelming if you try and do it all in one day—I strongly recommend against that approach!**

Week 1: Foundational	Monday (4/10)/Tues.	Wednesday (4/12) /Thurs.	Weekend
Material Covered: Prior to school beginning on Monday, check out and do the activities for the Course Introduction Website: Read the material presented; Watch the video and lecture presentation and take notes; Fill out Student Information Survey; Fill out Student Creativity Survey).	Check out the Course Introduction Module, which goes over what to expect and more, and take the Course Introduction Quiz; Introduce yourself to Classmates and Instructor. Module 1: Part A: Meditation (6:30); Journal (5:00); Thought Page; Lecture & YouTube Presentations: Humanities/California Humanities (6:29); Culture Lecture (7:35); Culture, Subculture, & Counterculture (9:40);	Module 1: Part B: Meditation (6:30); Journal (5:00); Creative/Creativity (6:42); 6 major Creative Principles (12:42); Tina Seelig (20:09); The art of Innovation (21:16).	Module 1: Part C: Reading Assignment: <i>The Sources of Creativity and Innovation</i> ; Module Quiz; Discussion Board; Wrap-up & Looking Ahead.

	Growth versus Fixed Mindset (5:04); Sociological Imagination Lecture (1:48); Sociological Imagination Example (5:58); Ambiguity Presentation (6:54); What's Your tolerance for ambiguity? (3:58); Capitalism Explained Lecture (23:55); Socialism (15:23); Communism (3:05) -- Think about why these presentations were set-up in this manner?		
Due Dates for Below:		4/13 by 11:59 pm	4/16 by 11:59 pm
Assignments:		[Contained within the Course Introduction Module] = Course Introduction Quiz; Student Information Survey; Student Creativity Survey; and Introduction to Classmates and Instructor.	Reading Assignment: <i>The Sources of Creativity and Innovation</i> ; Module Quiz; Discussion Board.

Week 2: What is it that creates in us?	Monday (4/17)/Tues.	Wednesday (4/19) /Thurs.	Weekend
Material Covered:	Module 2: Part A: Mandatory Office Hours Week; Meditation (6:30); Journal (5:00); Thought Page; YouTube and Lecture Presentations: Consciousness (18:38); Multiple Intelligences (17:04); Perspective (15:47); Objective (6:34); Objectivity (10:06).	Module 2: Part B: Film: The Lottery of Birth (76:28); and YouTube: The Danger of a Single Story (19:17).	Module 2: Part C: Phase 1 & 2 Assignment; Reading Assignment: Connecting Research, Enquiry, and Communities in the Creative Curriculum; Module Quiz; Discussion Board; Wrap-Up and Looking Ahead.
Due Dates for Below:			4/23 by 11:59 pm
Assignments:			Phase 1 & 2 Assignment; Reading Assignment: Connecting Research, Enquiry, and

			Communities in the Creative Curriculum; Module Quiz; Discussion Board.
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Week 3: Why the Personal is Political!	Monday (4/24)/Tues.	Wednesday (4/26) /Thurs.	Weekend
Material Covered:	Module 3: Part A: Meditation (6:30); Journal (5:00); Thought Page; YouTube Presentations: Race Matters: America in Crisis (56:46); Debunking the most common Myths white people tell about race (3:48); Heartbreaking Moment when kids learn about white privilege (4:09); Americans Know Wealth Inequality is a Problem (6:24); RSA Minimate: Winners take all (4:55); Our Democracy no longer represents the people (20:54).	Module 3: Part B: YouTube Presentations: Climate Change 2022 (13:46); Yuval Noah Harari (10:26); Roe v. Wade Overturned (3:34); Siege as Roe v. Wade Overturned (15:22); Millennials have a unique form of activism (3:15).	Module 3: Part C: Special Writing Assignment; Special Drawing Assignment; Special Imagining Assignment; Module Quiz; Discussion Board; Bonus Points: Jubilee Page; Wrap-Up and Looking Ahead.
Due Dates for Below:			5/30 by 11:59 pm
Assignments:			Special Writing Assignment; Special Drawing Assignment; Special Imagining Assignment; Module Quiz; Discussion Board; Bonus Points: Jubilee Page.
Week 4: Necessity, Passion, and Activism!	Monday (5/1)/Tues.	Wednesday (5/3) /Thurs.	Weekend
Material Covered:	Module 4: Part A: Thought Page; Documentary Film: BreakPoint: A Counter History of Progress (99mins.); Start reading the Five (5) Yes Magazine Articles.	Module 4: Part B: Meditation (6:30); Journal (5:00); YouTube: Play, Passion, Purpose (14:40); Film: At the Edge of Eachother's Battles (59 mins.).	Module 4: Part C: Complete the Reading Assignment: Five (5) Yes Magazine Articles; Module Quiz; Discussion Board; Wrap-Up and Looking Ahead.
Due Dates for Below:			5/7 by 11:59 pm

Assignments:			Reading Assignment: Five (5) Yes Magazine Articles; Module Quiz; Discussion Board.
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Week 5: The Joy of Researching	Monday (5/8)/Tues.	Wednesday (5/10) /Thurs.	Weekend
Material Covered:	Module 5: Part A: Meditation 2 (7:50); Journal (5:00); Thought Page; Phase 3: Research (9:54); Information Literacy: Part 1: Library Resources (7:23); Information Literacy: Part 7: Citations (7:41); Start taking Citation Quiz.	Module 5: Part B: Meditation 2 (7:50); Journal (5:00); Phase 3: (LAUNCH) Students are doing research or (WHAT IF) Students are working in groups and then deciding on research.	Module 5: Part C: Citation Quiz; Film: Hacking Your Mind: Living on Autopilot; Module Quiz; Discussion Board; Wrap-Up and Looking Ahead.
Due Dates for Below:		5/12 by Noon	5/14 by 11:59 pm
Assignments:		Citation Quiz.	Module Quiz; Discussion Board.

Week 6: Brainstorming, Mapping, and Planning!	Monday (5/15)/Tues.	Wednesday (5/17) /Thurs.	Weekend
Material Covered:	Module 6: Part A: Meditation 2 (7:50); Journal (5:00); Thought Page; Correct Citations ; Phase 4: Brainstorming and Planning—Key Phase! (14:02); Continue Phase 3—if necessary.	Module 6: Part B: Meditation 2 (7:50); Journal (5:00); Continue work on Phase 3 (If necessary) or start work on Phase 4: Brainstorming and Planning—Key Phase!	Module 6: Part C: Film: Hacking Your Mind: Weapons of Influence; Module Quiz; Discussion Board; Wrap-Up and Looking Ahead.
Due Dates for Below:			5/21 by 11:59 pm
Assignments:			Module Quiz; Discussion Board.

Week 7: CREATE!	Monday (5/22)/Tues.	Wednesday (5/24) /Thurs.	Weekend
Material Covered:	Module 7: Part A: Meditation 2 (7:50);	Module 7: Part B: Meditation 2 (7:50);	Module 7: Part C: Film: Hacking Your Mind: Us

	Journal (5:00); Thought Page; Start Phase 5: CREATE! Continue Phase 4: Brainstorming and Planning [If necessary] (14:02), or Phase 3: Research (Should be finishing up).	Journal (5:00); Continue Phase 4 (If necessary) or Phase 5: CREATE!	versus Them; Module Quiz; Discussion Board; Wrap-Up and Looking Ahead.
Due Dates for Below:			5/29 by 11:59 pm
Assignments:			Module Quiz; Discussion Board.

Week 8: CREATE— Take 2!	Tuesday (5/30) Monday is a Holiday!	Wednesday (5/31)/Thurs.	Weekend
Material Covered:	Module 8: Part A: Meditation 3 (4:52); Journal (5:00); Thought Page; Phase 5: CREATE! Complete a first rough draft of project by the end of this week!	Module 8: Part B: Meditation 3 (4:52); Journal (5:00); Phase 5: CREATE! Complete a first rough draft of project by the end of this week!	Module 8: Part C: Film: Hacking Your Mind: Wings of Angels; Module Quiz; Discussion Board; Wrap-Up and Looking Ahead. Complete a first rough draft of project by the end of this week!
Due Dates for Below:			6/4 by 11:59 pm
Assignments:			Module Quiz; Discussion Board.

Week 9: Creative Break!	Monday (6/5)/Tues.	Wednesday (6/7) /Thurs.	Weekend
Material Covered:	Module 9: Part A: Meditation 3 (4:52); Journal (5:00); Thought Page; Creative Break; Start Special Assignment: Creative Biography.	Module 9: Part B: Meditation 3 (4:52); Journal (5:00); Creative Break.	Module 9: Part C: Special Assignment: Creative Biography Due; Module Quiz; Discussion Board; Touch your Project on Saturday! Don't forget to Meditate and Journal! Wrap-Up and Looking Ahead.
Due Dates for Below:			6/11 by 11:59 pm
Assignments:			Special Assignment: Creative Biography Due; Module Quiz; Discussion Board.

Week 10: Feedback and Assessment	Monday (6/12)/Tues.	Wednesday (6/14) /Thurs.	Weekend
Material Covered:	Module 10: Part A: Meditation 3 (4:52); Journal (5:00); Thought Page; Lecture Presentation: Phase 6: Assessment (5:55); Phase 6 Group Assessment.	Module 10: Part B: Meditation 3 (4:52); Journal (5:00); Phase 6 Group Assessment/Revision.	Module 10: Part C: Go over Basic Protection of Project; Edit, refine, and submit Portfolio; Record Five-minute Presentation; Module Quiz; Discussion Board; Wrap-Up and Looking Ahead.
Due Dates for Below:		6/15 by 11:59 pm	6/18 by 11:59 pm
Assignments:		Phase 6 Assessment/Revision Assignment.	Go over Basic Protection of Project; Edit, refine, and submit Portfolio; Record Five-minute Presentation; Module Quiz; Discussion Board.

Week 11: Present and Assess!	Tuesday (6/20) Monday is a Holiday!	Wednesday (6/21) /Thurs.	Weekend
Material Covered:	Module 11: Part A: Meditation 4 (6:32); Journal (5:00); Thought Page; Watch Phase 7: Presentations and include your Assessments.	Module 11: Part B: Meditation 4 (6:32); Journal (5:00); Watch Phase 7: Presentations and include your Assessments.	Module 11: Part C: Module Quiz; Discussion Board; Wrap-Up and Looking Ahead.
Due Dates for Below:		6/23 by Noon	6/25 by 11:59 pm
Assignments:		Phase 7: Assessments.	Module Quiz; Discussion Board.

Week 12: Culminating Reflections . . .	Monday (6/26)/Tues.	Wednesday (6/28)/Thurs.	Weekend
Material Covered:	Module 12: Part A: Meditation 4 (6:32); Journal (5:00); Discussion: What was the Project like for you? And what do you take away from this class? Continue to CREATE--Namaste!	Module 12: Part A: Meditation 4 (6:32); Journal (5:00); Discussion: What was the Project like for you? And what do you take away from this class? Continue to CREATE--Namaste!	
Due Dates for Below:	Record by 6/29 by 11:59 pm	Record by 6/29 by 11:59 pm	
Assignments:	Final Discussion	Final Discussion	Continue to create! Do <u>your</u> work!

Help and Support:

Disability Accommodations: De Anza College views disability as an important aspect of diversity and is committed to providing equitable access to learning opportunities for all students.

Disability Support Services (DSS) is the campus-office that collaborates with students who have disabilities to provide or arrange reasonable accommodations. If you have, or think you have, a disability in any area such as: mental health, attention, learning, chronic health, sensory, or physical, please contact DSS to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DSS and have accommodations set by a DSS counselor, please be sure that I receive your accommodation letter from Clockwork early in the quarter to review how the accommodations will be applied in this course. Students who need accommodated test proctoring must meet appointment booking deadlines at the Testing Center: a) Midterm exam should be booked at least five (5) business days in advance of the instructor approved exam date/time; b) Final exams must be scheduled seven (7) business days/weekdays in advance of the instructor approved exam date/time. Failure to meet appointment booking deadline will result in the forfeit of testing accommodations and you will be required to take your exam with the class.

DSS Location: RSS Building, Suite 141: <http://www.deanza.edu/DSS/>, Phone: 408.864.8753, Email: DSS@deanza.edu.

Students who turn in an accommodation letter in a timely fashion for this class will be given an extension of 24 to 48 hours. The allotted time will depend on the nature of the assignments. For example, 24 hours may apply to a quiz while 48 hours may be given for a reading and writing assignment.

Student Success Center: Need help? Meet with tutors and attend workshops in the Student Success Center: www.deanza.edu/studentsuccess. Cannot make it to campus? Use the free online tutoring available to all De Anza students. Just login to MyPortal, go to the tab for Students, and find the link.

The Student Success Center offers free tutoring for many De Anza classes. Visit the webpage for hours and information about workshops, groups, drop-in, weekly individual, and online tutoring. Or just stop by to chat or sign up.

- Academic Skills Center for workshops and Adjunct Study Skills courses in ATC 302
- General Subject Tutoring in ATC 305
- Listening & Speaking and World Language support in ATC 313
- Math, Science and Technology Tutoring in S43
- Writing and Reading Tutoring in ATC 309

Title IX Policy: De Anza College faculty members are committed to supporting students and upholding the College's non-discrimination policy. Under Title IX, discrimination based upon sex and gender identity is prohibited. If you experience an incident of sexual misconduct or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that they are considered by the College to be a "Responsible Employee" and therefore are required to make a report to the Title IX Coordinator of what you disclose to them.

If you would like to speak with someone who is considered a "Confidential Employee" and cannot disclose what you share with them without your consent, you may contact our Health Services Department (<https://www.deanza.edu/healthservices>) or our Psychological Services (<https://www.deanza.edu/psychologicalservices>). These departments are also a reliable source for additional support services both on and off campus.

Our Sexual Misconduct policy can be found on De Anza College's Title IX webpage.

Honors Requirements:

- Honor students must qualify to do the LAUNCH project, which is determined by the Phase 1 & 2 assignment. If you do not qualify based on your first attempt, I will allow one more re-submission of Phase 1 & 2. If you are not able to qualify after the second attempt, you will automatically receive nothing higher than an Honors B+.
- Honor students must submit college level work for all assignments, including the Discussion Board.
- Honor students must read and submit at least three (3) additional Academic Journal articles and one more non-Academic periodical to their final project.

Honor students have the option of writing more in depth for each of the final prompts of the LAUNCH Portfolio or submit, in addition to the LAUNCH Portfolio, a five-page essay or more explaining how you challenged yourself with the LAUNCH project and what you learned about you and creativity in doing this project.