

Agronomy 405
Crop Management Strategies
Fall 2020 Syllabus – updated August 12, 2020

Instructor	Contact information
Dr. Andrea Basche	abasche2@unl.edu

Student support hours

- Weeks 2-8: In-person, Thursdays 12pm-1pm & 4:50pm-5:30pm. Please request in-person meetings via email in advance to coordinate meeting place.
- Weeks 8-14: In-person, Thursdays 2-4:50pm. Please request in person time in advance.
- All semester: Fridays 10:30am-12pm, via Zoom: <https://unl.zoom.us/j/92158989721>
- Any changes to office hours will be posted on Canvas

Graduate teaching assistants	Contact information	Student support hours
Carrie Horazek	Rhorazek2@huskers.unl.edu	Fridays 9am-10:30am https://unl.zoom.us/j/6796626330
Kelly Hunnicutt	Khunnicutt3@unl.edu	By appointment

Course description

Application, expansion and integration of principles from agricultural, economic and social sciences into systems-level management of cropping systems

Overview

In this course, students will be integrated with a watershed project, led by Lewis and Clark Natural Resources District, to advance crop management that supports improved profitability and reduced water pollution for several farm operations in this region. You will act as “consultants” to interview producers, learn more about their operations and goals, and ultimately produce a thoroughly researched plan to address problems and support improved water quality in the Bow Creek watershed. The Natural Resources District and producers will serve as your “clients” for this course, and your professional engagement with clients and other stakeholders (crop consultants, industry professionals and USDA-NRCS representatives) is expected throughout the course.

Course learning goals

- Synthesize information from prior courses to prepare a detailed farm improvement plan
- Communicate professionally and persuasively to external stakeholders and clients
- Collaborate with other students and stakeholders in a high functioning team to meet the requirements and expectations of course clients

Learning objectives

- Assess production practices presently used on the case-study farms, and recommend alternatives that are more economically and environmentally sound, based on goals of the producers and watershed project coordinators
- Write and orally defend, to a professional panel, the integration of improved management practices into the case-study farm operations

- Illustrate how agronomic science and related vocations are inseparable from both social (production, human management, policy, economics) and ecological systems (soil, water, biology)
- Review and organize various resources and information related to crop management strategies, including but not limited to information from the Cooperative Extension Service, Private Industry, United States Department of Agriculture, and Natural Resource Districts
- Manage personal time and group interactions to complete tasks and facilitate a high functioning team

Course structure

Meetings

Due to ongoing health risks associated with COVID-19, all course content will be made available online in case of illness, additional caregiving responsibilities, or other unforeseen issues. There will be a number of synchronous sessions where attendance is expected, mostly conducted in small groups (approximately one half of the class for 90 minutes each) during the scheduled course meeting time of Thursdays from 2-4:50pm (see course schedule). Weather permitting, we will plan to meet outside on the west side of Keim and Plant Sciences Hall. In the case of bad weather, we will plan to meet via Zoom, and students should pay close attention to Canvas announcements on Thursday mornings before class. In the second portion of the course, you will also be expected to meet weekly with the teaching team. Meetings should be scheduled with the entire group and set up at least two weeks in advance. These meetings can be brief, but are critical to your engagement in the course and will help the teaching team help you troubleshoot issues or answer questions. The instructor will be available to meet with students during non-synchronous session weeks in the classroom (Keim 262) but this must be scheduled in advance. Meetings can also be scheduled to be held remotely with the instructor or TA Kelly Hunnicutt.

Individual and collaborative assessments

The assessments in this course are based 50% on individual work and 50% on collaborative work (see Course Schedule and Grading below). The major outcome of this course is to produce a detailed farm improvement plan that supports stakeholder goals and improved water quality in the Bow Creek Watershed. Your achieving this goal will require both individual effort as well as effective collaborative work. The teaching team has prepared a number of step by step activities to help lead you to our ultimate goals. Your participation in the team will be assessed by your peers, the teaching team, and your clients.

Teaching team communication with students

We will strive to make course modules available to students as far in advance as possible, or at least two weeks in advance. Our goal is to make many modules available as soon as the semester begins. This will give you an opportunity to practice the important life skills of time management, and in particular, for starting tasks far in advance of deadlines. Additionally, I will prepare a "Monday Morning Message" to start every week. These messages, shared via video and Canvas announcements, will explain my expectations for the upcoming content and to share feedback on prior work.

Field trip

Travel to visit stakeholders, farmers and others in the Bow Creek watershed will not be mandatory. We will work to coordinate a group trip on Thursday, September 10th. Students must plan to travel alone (one person per vehicle) and follow all safety related policies such as use of face coverings, per University guidelines. More information will be made available on Canvas.

Grading

Assessment	Assignment	Points	Due date(s)
Individual	Syllabus quiz	50 points	August 21
	Reflection assignments	25 points x 2 assignments = 50 points total	Pre-course reflection: August 21 Post-course reflection: November 13
	Drivers of change activity	75 points	August 28
	Employability skills activity	25 points	September 4
	Annotated bibliography	50 points	September 25
	Conservation program or loan application assignment	100 points	October 2
	Peer review assignments	25 points x 2 assignments = 50 points	Peer review 1: October 16 Peer review 2: October 23
	Participation	100 points	Assessed throughout semester
Group	Research analysis assignments <ul style="list-style-type: none"> • NRD questions • Crop budgets • Integrating soil tests • Activation plan 	25 points x 4 assignments = 100 points total	NRD questions: September 11 Integrating soil tests: September 18 Crop budgets: September 18 Activation plan: September 25
	Draft writing assignments	25 points x 4 drafts = 100 points total	Draft 1: October 7* Draft 2: October 16 Draft 3: October 23 Draft 4: October 30
	Final written report	200 points	November 6
	Final oral presentation	Practice: 25 points Final: 75 points	Practice: Week 13-scheduled w/ team* Final: Week 14- scheduled w/ clients*
Total		1000 points	

*All assignments are due on Fridays at 11:59pm, unless otherwise noted. Practice and final presentations will be scheduled with your group, teaching team, and clients. Draft 1 will be due by Wednesday, October 7th at 11:59pm ahead of the October 8th synchronous session activities.

Assignment information

Note that most all assignments will be due on Fridays at 11:59pm, unless otherwise noted on Canvas and in the syllabus. Late assignments will have 10% of the total points deducted for every day that they are turned in late.

Syllabus Quiz

You will be expected to complete a 50 point Canvas quiz about the contents of the syllabus and course expectations overall. This will be due at the end of week one.

Participation

This course assigns 100 points (10% of final grade) to your active participation in the course. Fifty points will be assessed based on an end of semester survey of participation from your team. The remaining 50 points will be assessed based on your active participation in group meetings with the teaching team and synchronous sessions (including attending in person sessions and/or sharing video during zoom sessions). Students will be expected to track their time and effort on various elements on the group project and submit this to the teaching team at the end of the semester so that it can be further incorporated into the participation scores.

Reflection assignments

Students will be expected to submit two individual reflections related to the course: one in week one and one in week fifteen of the course. These reflections are an opportunity for me to assess your prior

knowledge and perceptions as well as what you have gained during the course. These assignments are collectively worth 10% of your total grade, and also represent an opportunity for you to synthesize ideas and consider what you have learned throughout the course.

Drivers of change activity

In week 2, students will be expected to submit a series of their own researched “drivers of change” based on the examples provided in the videos available for from the beginning of the course. These are intended to help you prepare for our synchronous session in week 3, and to be immersed in understanding various social, cultural and economic changes that could impact agriculture and farming operations.

Employability skills

Collaboration is an important learning outcome from this course, as are critical employability skills such as professional communication (written and oral) and time management. The teaching team suggests assigning roles to members of the team based on your own strengths and interests. These might include the following (teammates need not be limited to one of the below roles): correspondence lead (lead correspondence with teaching team and/or clients); scheduler (scheduling time with clients, group and teaching team/sending meeting reminders); note-taker (records meeting notes and shares via email, google docs or other platforms); facilitator (keeps track of time during meetings, leads discussion to ensure all team members are contributing). In my experience in Agro 405, students often break writing into sections, with individuals tackling separate topics. While this can appear to be effective, it often leads to inconsistencies in writing and a lower quality product overall. I encourage you to view your final reports and presentations as a true reflection of your collective brainpower and talents, rather than a patchwork of separate pieces. There are many strategies you might use to get to this end goal, including ensuring that someone takes on an editor role to ensure consistency in voice, ideas, tone, etc. Others might focus more on the research intensive elements of the projects. In week 3 of the semester, one student from each group will submit drafts of professional emails, project timelines, group roles, and meeting agendas to begin planning for successful interactions with teammates and clients.

Annotated bibliography

Students will be expected to develop a list of at least 10 books, articles or documents that related to topics of interest for your farm improvement plans. This will be due during Week 6 of the course. Our expectation is that at least 50% of the references included in your annotated bibliographies - across all members of the team - will also be included in your final farm improvement plan.

Activation plan

During our synchronous session on “Preparing for future uncertainty” where various elements of social, cultural and economic changes are covered, groups will be asked to rank and discuss different drivers of change. Based on this information, as a group you will put together an “activation plan” which includes your proposed changes to your client’s farming operation based on your interpretation of potential drivers of change and your client’s goals. This will be presented to the client in the second of at least two group meetings that you will set up during the semester.

Research analysis drafts

You will be expected to turn in several critical components of research before you write down a single word of your written report. Some of these assignments will be completed with your group, and others will be expected to be submitted to the teaching team individually. These components include:

- The activation plan (see above)

- Crop budgets – detailed information gathered during first client interview to understand all costs of productions for various operation enterprises
- Soil test information – questions regarding soil test or other information for your farm, available on canvas
- Asking questions of your client related to water quality and technology adoption for the Natural Resource District (that will be submitted directly to them)
- An annotated bibliography (see above)

Again, you will need to work with provided soil test information as well as developing crop budgets based on your client interviews. We will expect to see information from your annotated bibliography included in your report. The NRD has a series of questions that it would like you to ask of your clients which should also help inform your planned goals (need to be completed in the first interview in early Sept). Simply put, preparing a thorough, detailed report requires that you have completed these draft assignments effectively and that they are incorporated into your writing. If a student or group receives lower than a B- grade on any of the draft assignments, they can be resubmitted, and the new grade will represent an average of the revised and prior submission.

Conservation program or loan application assignment

It is often necessary to seek additional funding to support the development of new enterprises in an operation. In this assignment we want to give you more confidence in seeking out such financial resources, be it through a government conservation program (such as the Environmental Quality Incentives Program) or a business loan. We would like you to select an enterprise of interest to your operation as well as of interest to your future, if such an overlapping enterprise can be identified. You will conduct an interview with someone who might help you secure financing for this idea (such as an FSA loan officer, an NRCS conservationist, or a bank loan officer). You will prepare for this interview by developing a one page concept paper and sharing it ahead of the scheduled interview. You will write up the results and learnings of the interview for this specific assignment, and then include pertinent information in your final reports.

Draft writing assignments

Each group will turn in four drafts of the final written farm improvement plan. More information about elements of the report included in each draft, as well as rubrics, will be made available via Canvas. Our expectation is that drafts will incorporate the important research analysis elements including synthesized research from the annotated bibliography, crop budgets, soil tests, and your individual interviews with conservation program coordinators or loan officers.

Peer review assignments

Each student will have two opportunities to review the work of their peers and provide feedback, in weeks 9 and 10 of the course. Groups will ask for feedback on specific areas of writing and individuals will review and answer questions to provide constructive and supportive feedback. Each group should receive at least three to four student reviews to help improve the work.

Final reports

Final written reports will be due during Week 12 (by Friday November 6). Immediately following your submission via Canvas, we will print copies and mail to the external stakeholders and clients for their review. The reports will encompass all elements of the prior work and incorporate feedback from the teaching team and external stakeholders. This should be considered a high quality final report for your client, and if we determine that the quality is not appropriate to be shared, we reserve the right not to submit it. This would result in a failing grade for the final report and at highest a C+ grade in the course.

Final presentations

A final presentation to our clients and other stakeholders in Week 14 of the semester is one of the most important culminating activities of the course. To help students prepare, we will schedule a session with the teaching team where you will be expected to come prepared for a full “dress rehearsal” with your presentation powerpoint and “script” ready to be rehearsed. In final presentations, we expect students to behave professionally in business casual attire and in your speaking. The top student reports will have an opportunity to present their work to the Lewis and Clark NRD Board Meeting in late November.

Client meetings

Groups and case study farms/clients will be assigned at the beginning of the third week of the course. While meetings with your client are not listed as separate assignments in the course, our expectation is that you will schedule at least two client meetings over the course of the semester. The first should be to conduct the interview that will gather vital information for your farm improvement plan and for the Lewis and Clark Natural Resources District. This should occur no later than the end of the fourth week of the semester (September 11). Before this meeting I encourage you to review all assignments to make sure you are clear about the details and questions that you need to discuss with your client. The second meeting should be scheduled to discuss proposed changes with your client, and presenting your “activation plan” (see above). This should occur no later than Week 7 of the semester (October 2). In general we encourage you to get right to work for your clients when the semester starts! You will be assigned groups in Week 3 and will have assignments due in Weeks 4-6 that require you and your group have begun a tentative plan for addressing your client and the NRDs goals.

Additional information and policies

Required Use of Face Coverings for On-Campus Shared Learning Environments*

To protect the health and well-being of the University and wider community, UNL has implemented a policy requiring all people, including students, faculty, and staff, to wear a face covering that covers the mouth and nose while on campus. The classroom is a community, and as a community, we seek to maintain the health and safety of all members by wearing face coverings when in the classroom. Failure to comply with this policy is interpreted as a disruption of the classroom and may be a violation of UNL’s Student Code of Conduct. Individuals who have health or medical reasons for not wearing face coverings should work with the [Office of Services for Students with Disabilities](#) to establish accommodations to address the health concern. Students who prefer not to wear a face covering should work with their advisor to arrange a fully online course schedule that does not require their presence on campus.

Policies for students in the classroom:

1. If a student is not properly wearing a face covering, the instructor will remind the student of the policy and ask them to comply with it.
2. If the student will not comply with the face covering policy, the instructor will ask the student to leave the classroom, and the student may only return when they are properly wearing a face covering.
3. If the student refuses to properly wear a face covering or leave the classroom, the instructor will dismiss the class and will report the student to Student Conduct & Community Standards for misconduct, where the student will be subject to disciplinary action.

Policies for instructors in the classroom:

1. If an instructor is not properly wearing a face covering, students will remind the instructor of the policy and ask them to comply with it.
2. If an instructor will not properly wear a face covering, students may leave the classroom and should report the misconduct to the department chair or via the TIPS system for disciplinary action through faculty governance processes.

*Courses that have been granted an exception to the Face Covering Policy for pedagogical reasons are excluded. Exceptions to the Face Covering Policy are only granted after an approved health safety plan is developed.

Responsible Conduct

On July 21, 2020, in a press conference with Nebraska Governor Pete Ricketts, University of Nebraska President Ted Carter expressed how things will be different on our campuses this fall. His plan is to make sure that students have the tools they need to protect themselves and others so that we can go on with the in person experience, and that this may require a culture shift amongst all of us. He further said that “students have told us by survey that they want to be on campus so I know they will be motivated to do the right thing.” While the teaching team and your classmates do not have control over your behavior outside of the classroom, I encourage you to consider your conduct carefully, remembering that your responsible behavior can save lives! My goal in our course structure is to ensure a positive learning environment and that no interactions associated with our class lead to spread of COVID-19. This will require cooperation with masks at all times (inside and outside, during group meetings or travel). Students are encouraged to review and sign the “[Cornhusker Commitment](#)” in regards to protecting yours and others health and safety.

Technology

In this course we will use the Canvas learning management system to share the majority of our content. For some of our synchronous sessions we will use the Zoom platform, and it is my expectation that you will actively participate by leaving your camera on for the duration of sessions. This will require a computer and web camera, as well as adequate internet connection. We will make Zoom training information available on Canvas for students who are not familiar with the platform. Additionally, student groups may choose to work with platforms such as Google documents for sharing collaborative work. *If you have any concerns about your access to technology and familiarity with technology platforms, please let me know as soon as possible and we will come with solutions to support you.* Canvas support can be very helpful to troubleshoot issues, and are available via phone (1-877-244-8884) or live chat via the help menu on the left hand side of your Canvas dashboard.

Professional communication with stakeholders and the teaching team

In this course you will be expected to communicate with a range of stakeholders involved in the watershed project, including producers, NRD and NRCS staff, extension educators and other agriculture professionals. Your professional communication is always expected in these interactions as your participation in this class is a reflection not only of yourselves but also of the Agronomy Department and the University of Nebraska-Lincoln. The teaching team strives to make itself available to students via student help hours (via zoom), e-mail and phone. As the lead instructor, I always try to respond to student questions within 24 hours on Mondays through Fridays but will not respond to student requests on Saturdays and Sundays. Further, if you are reaching out for help with an assignment that is due very soon (less than 48 hours in advance), I may not have the chance to reply to your request. I also ask that students refer to me as Dr. or Professor Basche. Please keep in mind that e-mail communication is a professional form of writing. I encourage you to see the Inside Higher Ed article, available online at the below link, for more specific guidance: <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

Course climate and “netiquette”

Thoughtful, critical, and respectful participation is not only encouraged, it is expected. I understand that participating in class can be a challenge for some, and so I ask us all to be responsible for creating an atmosphere of mutual trust and respect so that everyone’s questions can be expressed and constructively addressed. Importantly, this respectful environment will help us learn collaboratively, together, in this class. Because some of our interactions will take place together online, it is even more important that we consider “netiquette”, or proper online communication. Remember that your online and email communications are permanent records! You should write like you would speak, in a professional manner, with kindness and respect for your colleagues and teaching team. Here are a few other guidelines to consider: Try to avoid informal abbreviations that you might use in text message or social media, as not everyone may know what they mean and avoiding them will help you communicate more clearly; Make use of subject lines to help give people a clue about topics for emails, discussion posts, etc.; Typing in all caps is considered “yelling” online, so please avoid using all capital letters; Sarcasm and joking in person rely on non-verbal communication, and therefore should be used sparingly and carefully in online posts so as not to be misunderstood; Be frugal with exclamation points as they can also be misconstrued. Any behavior in class that violates this will result in a grade penalty and/or removal from sessions at my discretion.

Academic Integrity

Academic honesty is essential to the existence and integrity of an academic institution, and it is even more critical that we engage in best practices during our remote learning. In particular for this class, plagiarism in writing is a specific concern. The responsibility for maintaining that integrity is shared by all members of the academic community. The University’s [Student Code of Conduct](#), available [here](#), addresses academic dishonesty. Students who commit acts of academic dishonesty, such as plagiarism, will receive a “0” for an assignment. You may also be subject to further disciplinary action and are granted due process and the right to appeal any decision.

Support Services and Policy Statements

Diversity & Inclusion

The University of Nebraska-Lincoln does not discriminate on the basis of race, ethnicity, color, national origin, sex (including pregnancy), religion, age, disability, sexual orientation, gender identity, genetic information, veteran status, marital status, and/or political affiliation.

Services for students with disabilities or other special needs

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), *please let me know immediately so that we can discuss options privately*. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD can be located at 232 Canfield Administration Building or at 402-472-3787. Please know that I am constantly working to improve inclusivity and accessibility in my classroom. If there is something you feel that I can do to better support you, please do not hesitate to reach out to me.

Experiencing difficulties?

I understand that college is a period of transition in life that can be exciting at some times, but also extremely challenging and stressful at other times. If you are experiencing difficulties in this class, please do not hesitate to visit with me to discuss on how you can respond to improve your performance. Below I have included a few additional resources that might be helpful if you are struggling with class or beyond. Remember that **everyone** goes through periods of life when they need to ask for help from others.

Classes: If you are experiencing difficulties with more than just my class, you may want to visit with your advisor or take advantage of the CASNR Cares program make an appointment with Megan Schaefer, Student Development Coordinator, (megan.schaefer@unl.edu; (402) 472-7812) in 103 Ag Hall. From the CASNR Cares website: "CASNR Cares is the first point of contact for students, faculty, staff and parents when there are questions, concerns or situations that affect a student's educational experience at CASNR."

Mental health and well-being: If you feel like you are overwhelmed and/or experiencing general problems with depression, anxiety or other issues, I encourage you to contact the Counseling and Psychological Services office in the Student Health Center to utilize the resources that they have available to students (<http://health.unl.edu/counseling-and-psychological-services-caps>; (402) 472-7450). In addition, Big Red Resilience & Well-Being (BRRWB) provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. More information about BRRWB is available at <https://resilience.unl.edu/home> or 402-472-8770.

Basic needs and security: It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, I urge you to contact the Husker Pantry (<https://pantry.unl.edu/welcome>) located at the University Health Center room 123 (550 N. 19th Street). From the Husker Pantry website: "*Food and shelter insecurities are an unfortunate reality for*

students at the University of Nebraska-Lincoln and nationwide. Nearly one in three students on our campus worries about not having enough food until they have money to buy more.” They are there to help and can provide food, other items and resources to students with their NCard.

Childcare, family care or other responsibilities: Given the current public health crisis, we may all find ourselves in situations never imagined with new responsibilities for caregiving, within our families or communities. I encourage you to speak with me privately if you have any concerns about managing workload in this class with your other life responsibilities. While I maintain the same high expectations for all students in my classes regardless of parenting or caregiving status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for balance. You may also find support and connection via the Students with Children RSO (<https://womens-center.unl.edu/student-parents>).

Course schedule (subject to change)

Week Dates	Weekly topic(s)	Learning Objectives	Assignments due: individual (I) or group (G)	Meeting/content delivery format
Week 1 Aug 17-21	Course orientation and watershed project introduction	-Organize critical information from farm operations (i.e. goals, resources, input use, operation management, economics) -Identify characteristics of the Bow Creek Watershed of importance to the course goals	-Reflection assignment (I) -Syllabus quiz (I)	Mini on-demand videos
Week 2 Aug 24-28	Planning for future uncertainty	Summarize drivers of change in agriculture and provide alternatives that can support the sustained economic, production and environmental goals of an operation	Drivers of change activity (I)	Thursday 2-4:50pm (including course overview)
Group and client assignments will be distributed at the beginning of week 3				
Week 3 Aug 31-Sept 4	Advancing employability and professional capabilities	-Prepare professional correspondences for your team, external stakeholders and clients -Facilitate recurring, organized meetings with your team, external stakeholders and clients	Complete templates for professional emails, project timelines, meeting agendas, and group work flow protocols (I)	Thursday 2-4:50pm (including drivers of change discussion)
Week 4 Sept 7-11	Interpreting soil tests	Interpret physical, chemical and biological soil properties in order to integrate information into farm improvement plan recommendations	NRD questions (G)	Travel to visit farms for full day (see Canvas for more information)
	Developing crop budgets	Utilize the UNL extension crop budget platform to develop an accurate cost of production for your operation's enterprises		
Week 5 Sept 14-18	Applying for business loans and conservation programs	Research and execute the beginning steps required to acquire a business loan or conservation program contract that would advance yours and your client's goals/interests	-Crop budgets: Draft assignment with short open ended questions (G) -Integrating soil tests: Draft assignment with short open ended questions (G)	Thursday 2-4:50pm
Week 6 Sept 21-25	Preparing an annotated bibliography	Develop an annotated bibliography of reliable resources that will support crop management recommendations	Annotated bibliography of 10 resources specific to topics for the farm improvement plan (I) Activation plan (G)	Thursday 2-4:50pm
Week 7 Sept 28-Oct 2	Preparing for successful communication	Develop a message box to support persuasive written and oral communication	Complete an interview with a professional who could help you execute the loan or program (I)	Thursday 2-4:50pm
Week 8 Oct 5-9	Writing expectations and peer review	Examine writing of peers and provide constructive feedback, to support the writing improvement for all students	Draft 1 (G)	Thursday 2-4:50pm
Week 9 Oct 12-16	Group working sessions		-Draft 2 (G) -Peer review 1 (I)	Scheduled check-in with teaching team^

Week 10 Oct 19-23	Group working sessions	-Draft 3 (G) -Peer review 2 (I)	Scheduled check-in with teaching team^
Week 11 Oct 26-30	Group working sessions	Draft 4 (G)	Scheduled check-in with teaching team^
Week 12 Nov 2-6	Group working sessions	Final written report (G)	Scheduled check-in with teaching team^
Week 13 Nov 9-13	Practice presentations: Create and a deliver a practice presentation to receive feedback from the teaching team	-Practice presentations (G) -Post course reflection (I)	Scheduled check-in with teaching team^
Week 14 Nov 16-19	Final presentations: Create and deliver final presentation to clients	Final presentations (G)	Scheduled with clients and teaching team^
Final exam window	No course meeting, unless make up times are needed		

^Scheduled sessions will be set up at agreed upon times with group members and the teaching team, Mondays-Fridays between 8am-8pm, and should be scheduled at least two weeks in advance. These can include meeting during the course time on Thursdays with Dr. Basche if scheduled in advance, or with TA Kelly Hunnicutt remotely.