I. Course Description

This course introduces the use of clinical analytics to enhance health care safety and efficiency. Healthcare systems must measure clinical performance, identify areas for improvement, and redesign processes to achieve desired changes, then, monitor results to ensure desired outcomes are sustained. The focus is on analytic knowledge, skills and abilities essential for anyone entering any sector of the healthcare field.

Rationale

With the healthcare reform movement there is an increasing demand on the healthcare delivery system to be held accountable for a higher level of quality. In order to accomplish this there is a need for more and sophisticated data. Healthcare providers are using healthcare based analytics to describe and analyze the data. The course explores the methods and processes involved the application of clinical analytics across medical delivery systems (clinics, hospitals, medical centers, nursing homes, home
healthcare, etc.). It will explore the application of clinical analytics to achieve improvements in the delivery of patient care. All professional entering the healthcare arena should have the knowledge and experience to develop, understand, and make critical decisions based on healthcare analytics.

II. Course Prerequisites

   A. Previous courses/experience: None

B. Technology Skills

   Students registered for HSC xxx are required to have internet access and a current USD e-mail address. All computers should be able to run the latest editions of operating systems and programs utilized during the course. All course communication will be facilitated within D2L including notices and updates, assignments, drop-box submissions, and grades. Please contact the USD Information Technology Services Help Desk for assistance with D2L. Office: Slagle Hall Room 18B, (605) 677-5028, https://portal.usd.edu/technology/helpdesk/

Technology Requirements

   It is important to become familiar with the "On Line Orientation Guide" located @ http://www.usd.edu/continuing-and-distance-education/upload/Online-Orientation-Guide.pdf

   This packet contains important information on accessing USD's resources online.

   1. Internet browser: Refer to CDE Online Orientation for this information.

   2. Information Technology Services (ITS): The ITS Help Desk provides prompt, knowledgeable and courteous computing support services.

   3. ITS Help Desk is located in the I.D. Weeks Library, Room # 104.

III. Course Goals

   This course falls under the System-wide Graduation Requirements (SGR) goal of Expertise, with students focusing on one or more areas of in-depth study through their major and minor coursework, developing a level of expertise that will serve them not only in their intended career but also as educated citizens.

IV. Student Learning Outcomes:

   Upon completion of this course the student will:
United States healthcare is driven by healthcare analytics. The race to maximize resources, minimize expenses, and provide top quality and competency in patient care is the single driving force in the marketplace.

Upon completion of this course the students will be able to:
1. Understand healthcare improvement and transformation through analytics
2. Understand the fundamentals of healthcare analytics
3. Demonstrate how healthcare analytics can be the focus for the drive to improve processes
4. Evaluate the quality and value of healthcare
5. Understand how to create and analyze healthcare analytic data
6. Demonstrate how to work with and make critical decisions based on healthcare analytics
7. Demonstrate how to create effective analytic indicators
8. Understand how to leverage analytics in quality improvement projects
9. Understand and demonstrate basic statistical methodology and control chart principles
10. Demonstrate how to apply and present analytic information
11. Understand advanced analytics as it applies to healthcare
13. Understand how to strategically transition a healthcare delivery system into making decisions based on healthcare analytics.

V. Program Outcomes: HSC 400 is designed to assist the student in developing the following outcomes of the intended eight end-of-program outcomes for the health sciences major:

- Communication
- Professionalism
- Teamwork
- Leadership
- Problem solving
- Valuing
- Healthcare analytics

VI. Required Textbook(s)

Strome, Trevor, Healthcare Analytics for Quality and Performance Improvement, Wiley Publications.
ISBN-10: 1118519698

VII. Instructional Methods

- Course Readings: Text book and readings posted in D2L.
- In Class Activities and Assignments will include lecture, case studies, class discussion, video clips, presentations and hands-on activities and projects.
- Written narratives.
- Reflections
• Module Lessons: This course has 3 units, broken down into 6 learning modules. For each learning module, an online lesson will be provided for you. Each module lesson will contain the following:
  o 1. Module Overview, Course Learning Outcomes, and Module Learning Objectives: The course learning outcome(s) associated with the module as well as the corresponding module objectives will be indicated. A module overview will also be provided.
  o 2. Required Readings, Presentations, and Supplemental Resources: The required readings will include textbook and/or resources provided for you. Presentations may include narrated video or power point presentations provided as PDF files. Supplemental resources are not required reading but may be helpful in completing your writing assignments and for your future career reference.
• Reinforcement and Self-Assessment Activities: Each module lesson will also include interactive reinforcement and self-assessment activities. These activities are required but are not graded. These activities are for your review and self-assessment purposes.

VIII. Evaluation Procedures

1. Discussion Boards: Throughout the course you will have discussion board assignments. You will be required to post an initial posting and reply to at least two of your classmate’s original postings. You will also be required to follow-up with any replies to your original posting. Each discussion board’s specific instructions and grading rubrics will be provided for you in the course. Please refrain from putting personal information or opinions on the discussion board. (20 points each)

2. Quizzes: each week there will be a 25 question quiz that covers the content studied. Quizzes will be done electronically on D2L. The Respondus browser will NOT be required for the weekly quizzes (50 points each)

3. Mini Research Papers: This course will have two mini research papers 8 double spaced pages in length. (60 points each)

4. Group Project: This course will have one group project. This will be a mini research paper with an associated presentation. (60 points)

5. Exams: There will be 4 exams in the course: Unit 1 Exam, Unit 2 Exam, Unit 3 Exam, and the Comprehensive Final Exam. Exams in this course will NOT be proctored (you will not need to go to a specific location to take them), but will instead be administered using the Respondus Lock Down Browser®, which you will be required to download and install on the computer from which you will be taking the exams. You can find the download link in the "Technology Skill Requirements” area of the syllabus. (Unit exams = 100 points each, Final Exam = 100 points)
Grading for Coursework Required within the Major

1. The grading scale used for all HSC prefix coursework is:
   a. Grade A  90 – 100%  900-1000
   b. Grade B  80 – 89%  800-899
   c. Grade C  70 – 79%  700-799
   d. Grade D  60 – 69%  600-699
   e. Grade F  59% and below  0-599

2. A maximum of 1000 points can be earned in this course.
3. Grades will be posted in D2L.
4. No extra credit can be earned in any HSC prefix course.
5. Assignment and Course Completion:
   a. Any course assignments that are not submitted by the established deadline will result in a grade of zero (0) for the assignment.
   b. The final course grade may be reduced by up to 15% of the total points earned for behavior that is not consistent with that expected of a professional person, including late assignments or failing to hand in completed assignments. For example if you earn 800 points for completed work, but chose to not complete an assignment, your course grade earned could be a “D”. This is calculated in the following manner: Fifteen percent (15%) of 800 points is 120 points (800 – 120 = 680 which is a 68% or a “D”).

<table>
<thead>
<tr>
<th>HSC xxxxxxx GRADE SHEET</th>
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<tbody>
<tr>
<td>Requirements</td>
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<tr>
<td>Weekly Discussion Questions (1 per week)</td>
</tr>
<tr>
<td>Research Papers/Projects (8 pages)</td>
</tr>
<tr>
<td>Quizzes (25 questions/30 min)</td>
</tr>
<tr>
<td>Unit Exams (100 questions/2 hours)</td>
</tr>
<tr>
<td>Final Exam (150 questions/3 hours)</td>
</tr>
<tr>
<td>TOTAL</td>
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</tbody>
</table>
Policies

University of South Dakota Student Handbook

http://www.usd.edu/~media/files/student-life/usdstudenthandbook.ashx

**Student Accountability:**

It is the responsibility of the student to know and to adhere to the policies, procedures, and deadlines of the University and the Department of Health Sciences.

**Disability Services:**

To be eligible for accommodations, a student must contact and register with Disability Services (Service Center North 199B; 605-677-6389) as soon as possible after being notified of admission to the University. Students with disabilities are expected to make requests for accommodations prior to or during their first semester at the University. Students have a responsibility to initiate discussions with faculty concerning accommodation requests. Additional information regarding Disability Services can be found at http://www.usd.edu/ds/.

**Professional Standards of Conduct:**

Professional conduct is expected of every student enrolled in Health Sciences coursework, whether he/she is a declared major or not. Professional conduct is evidenced in behaviors which represent:

1. Ethical conduct
2. Integrity and honesty
3. Accountability
4. Respect for oneself, others and the rights of privacy and confidentiality
5. Appearance and communication consistent with a professional.
6. Respectful behavior in interpersonal relationships with peers, superiors, clients, and their families
7. Punctual attendance at all department scheduled activities and adherence to deadlines set by the faculty

**Professional Behavior**

Cell phones and other personal electronic devices are not allowed during experiential learning activities such as service learning. If you have one in your possession, it must be turned off.
Professional Behaviors Grade

Students in the Department of Health Sciences are expected to exhibit professional behavior. Evaluation of professional behaviors is incorporated into final course grading. Professional behaviors include but are not limited to: honesty, integrity, accountability, attendance, participation, professionalism, communication, teamwork, leadership and completion of all course assignments.

- The final course grade may be reduced by up to 15% of the total points earned for behavior that is not consistent with that expected of a professional person.
- A student who fails to exhibit professional behaviors may be dropped from the course, based on the discretion of the instructor.
- A student may be dismissed from the department for unprofessional behavior at the recommendation of the Health Sciences faculty team.

Class Attendance Policy

All students are expected to attend class in a timely manner having read and prepared assigned materials prior to class time. Attendance and active participation models that of the professional healthcare provider. It is important for you to take responsibility for participating online and in class discussions. Failure to show up and participate hurts your learning and the experience of other students. Therefore, your attendance and active participation in the course is required. Missing a class is not acceptable and no make-up classes or assignments will be allowed unless you have written justification from a department chair or faculty advisor or received written permission from the instructor prior to the class.

Academic Excused Absence Policy

When necessary, make-up of course requirements missed because of student participation in University sanctioned events and activities shall be worked out between the instructor and the student upon the student’s timely initiative. For a University related event, a student must contact his/her instructor at least two days prior to the absence and provide documentation from the sponsoring unit indicating the dates that the student will be absent from class To the extent possible, students should notify the instructor during the first week of the semester of possible missed dates. Instructors are required to allow for such make-up in a timely manner when a student is absent because of participation in events approved by the Vice President for Academic Affairs. An instructor may have special attendance/requirement policies for particular classes, whenever those policies are not in conflict with the student’s right to make up missed requirements as described above. http://www.usd.edu/~media/files/student-life/usdstudenthandbook.ashx

Assignments

All work must be submitted by the required date and time. No credit will be earned for exams or papers that are turned in after their deadlines. In addition, the final course grade may be reduced by 15% of the total points earned.
**Academic Integrity Philosophy**

http://www.usd.edu/~media/files/student-life/usdstudenthandbook.ashx

Academic integrity is a fundamental concept underlying the educational enterprise of the University. As such, the idea of academic integrity must be embraced by all who are members of the university community and must be a guiding principle in all actions of the University. Academic integrity encompasses the values of Honesty, Trust, Fairness, Respect, and Responsibility and is the foundation for the standards of acceptable behavior that apply to all within the university community.

To this end, The University of South Dakota seeks to embrace, promote, and maintain an atmosphere of honesty and integrity that can be summed up in the following simple statement:

**We are committed to honesty, fairness, trust, respect, and taking responsibility for our actions.**

The University should:

a. Promote a well-defined philosophy of academic integrity pertaining to all members of the university community and addressing the five cardinal values of Honesty, Trust, Fairness, Respect, and Responsibility.

b. Promulgate clear procedures for dealing with transgression of the established policies protecting academic integrity. These procedures should be congruent with applicable laws, Board of Regents policy and existing university policy, including the Student Code of Conduct and the Academic Appeals process, so as to protect the rights of all involved. The Colleges and Schools within the University should be allowed latitude in establishing appropriate procedures that take into account not only the values and ideals promoted by the University but also those which are congruent with expectations of acceptable conduct in professional settings. An innate feature of the university community is an emphasis on dialogue and learning; thus, consultation and mediation should be emphasized as the primary means of resolution in instances where academic integrity has been lacking. This emphasis does not preclude stringent application of appropriate university policy when necessary. Similarly, commitment to academic integrity should enhance, not stifle, honest disagreement, debate, and differences of opinion among the members of the university community.

c. Use all appropriate avenues to disseminate and underscore the core values of academic integrity at the University. Applicants, parents, enrolled students, visitors, faculty, staff, and administrators should be aware of the university’s philosophy and policies on academic integrity. Commitment to academic integrity should be prominent in all actions of the constituents of the university community. All students, faculty, and staff entering the university community for the first time shall be apprised of the academic integrity policies and should agree to the philosophy that underlies them. The University should take opportunities to reinforce the academic integrity philosophy at appropriate times throughout the academic year.

d. Revisit the academic integrity philosophy and policies in a timely manner.
**Freedom in Learning**

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Health Sciences students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact June Larson, Associate Dean of the School of Health Sciences and Chair of the Department of Health Sciences to initiate a review of the evaluation.

**Student Rights and Responsibilities Office**

Temporary Student Center Rm 104  
Phone: 605-677-6030  
Email: srr@usd.edu

The office of Student Rights and Responsibilities (SRR) is charged with ensuring that the individual rights of students are upheld throughout the university community, while common standards for personal behavior are evidenced by all who enjoy USD affiliation. In addition to administering due process and adjudicating allegation of misconduct, the SRR can assist with procedural questions related to (SDBOR policy 3:4) (the Student Code of Conduct) such as the referral process and resolution options, as well as in identifying available resources to support student success.

a. SRR is committed to fostering an environment of engaged citizenship for students among all USD community members.  
b. Accordingly, reasoned and civil discourse, integrity and intellectual honesty, and the recognition of the rights of all are encouraged.  
c. SRR aids in cultivating a campus-wide ethic of accountability through its conduct processes.

**Academic Appeals:**

Students have the right to initiate the Academic Appeals Policy of the University of South Dakota as a means to redress any form of unjust, oppressive, discriminatory, or fundamentally unfair practice affecting a student’s academic performance and progress. Undergraduate Academic Appeals forms may be found on myUSD Portal. For questions regarding health sciences courses, contact Academic Affairs (Slagle Hall 105, 677-6497), or the Academic Dean of the School of Health Sciences.

SD Board of Regents Policy 2:9, Student Appeals for Academic Affairs @ http://www.usd.edu/policies/student-services

- On the left-hand side, click on Academics under Policy, then
- 1.001 Academic Appeals
**Cultural Insensitivity and Bullying**

One of the responsibilities and expectations of University of South Dakota students is that they will participate in the creation of a positive climate at USD that welcomes, comforts, and is inclusive of all students in the Residence Halls, classrooms, student organizations, and other parts of the University. Two critical issues that lead to a negative climate for and experience of diverse students are cultural acts of insensitivity and "bullying." Making fun of or degrading individuals and the groups to which they belong is considered an act of cultural insensitivity. Bullying is defined as unwanted, aggressive behavior that is repeated, or has the potential to be repeated, over time. Bullying is repeated, deliberate, and disrespectful behavior that has the intent of hurting someone else. Teasing; making fun of; laughing at, or harassing someone over time is bullying. Bullying hurts, creates a negative climate, and can disrupt another student’s ability to function, sleep, concentrate, and to be academically successful.

**Notice of Nondiscriminatory Policy**

In accordance with the South Dakota Board of Regents Policy 1:19, the institutions under the jurisdiction of the Board of Regents shall offer equal opportunities in employment and for access to and participation in educational, extension and other institutional services to all persons qualified by academic preparation, experience, and ability for the various levels of employment or academic program or other institutional service, without discrimination based on sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information or veteran status or any other status that may become protected under law against discrimination. The Board reaffirms its commitment to the objectives of affirmative action, equal opportunity and non-discrimination in accordance with state and federal law. Redress for alleged violations of those laws may be pursued at law or through the procedures established by the provisions of 1:18 of this policy. For additional information, please contact the Director, Equal Opportunity and Chief Title IX Coordinator, Room 205 - Slagle, Vermillion, SD 57069. Phone: 605-677-5651 E-Mail: equalopp@usd.edu.

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials at or above the minimum standards for admission and meet any technical standards that may be required for admission to a specific program. If you are a prospective student with a disability and need assistance or accommodations during the admission/application process, please contact the Director of Disability Services, 119B Service Center North, USD, Vermillion, SD 57069. Phone: 605-677-6389 Fax: 605-677-3172 E-Mail: dservice@usd.edu

Federal Law prohibits discrimination on the basis of disability (Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendment Act of 2009. The University has designated Ms. Roberta Ambur, Vice President of Administration & ITS, as the Coordinator to monitor compliance with these statutes. This obligates USD and Ms. Ambur to provide equal access for all persons with disabilities.
South Dakota Board of Regents Policies Link
http://www.usd.edu/policies/south-dakota-board-of-regents

Students shall refer to the above link for the most current versions of South Dakota Board of Regents Policies. Sections 1-3 affect all University students.

Student Code of Conduct

SD Board of Regents Policy 3:4. Student Disciplinary Code

Cheating and Plagiarism

The Department of Health Sciences considers plagiarism, cheating, and other forms of academic dishonesty contrary to the objectives of higher education. A student who engages in any form of academic dishonesty will be referred to the Office of Student Rights and Responsibilities. Based on the outcomes, a student may be:

a. Assigned a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Failed in the course.
e. Dropped from the course

Plagiarism

The Department of Health Sciences accepts the definition of plagiarism as knowingly or intentionally representing the words or ideas of another as one's own in any academic exercise. In the event a faculty member has reason to believe a student has plagiarized another's work, the case will be referred to the Office of Student Rights and Responsibilities. If plagiarism is determined, the following policy will be implemented:

a. First offense in the department: 20 percent grade reduction with resubmission if educational activities are completed.
b. Second offense in the department: grade of 0 on the ASSIGNMENT with no opportunity to resubmit and be reported to student rights and responsibilities.
c. Third offense in the department: grade of F in the COURSE with no opportunity to resubmit.

Self-Plagiarism

a. Students may not submit academic work or portions of the academic work for which academic credit has already been received to use towards meeting current course requirements without prior permission from the instructor of the course in which they are currently enrolled.
b. Submitting an assignment or portions of an assignment for which you have already received credit will result in a grade of 0 unless you have received prior
permission from the instructor. The case will be referred to the Office of Student Rights and Responsibilities.

**VAIL (Virtual Academic Integrity Laboratory) Tutor**

a. The completion of Vail Tutor is required once per academic school year with a minimum score of 90%.
b. The tutor is available at [http://www-apps.umuc.edu/vailtutor/](http://www-apps.umuc.edu/vailtutor/). The tutor consists of 4 modules:
   - Module 1: Understanding Academic Integrity, Plagiarism, and Cheating
   - Module 2: Understanding How to Avoid Plagiarism: tips and Strategies
   - Module 3: Documentation Styles: When and How to Use them
   - Module 4: Plagiarism Policies
c. There is a quiz at the end of the tutorial that covers all four modules. After completing and scoring the quiz, your Report of Successful Completion will be available to you. You may retake the quiz as often as needed to achieve the required score. Once you have received the required score, you will need to copy or print and scan your Report of Successful Completion and save. You will then submit the saved Report of Successful Completion to the drop box for this assignment

**Electronic Communication:**

1. Because of ever-increasing reliance on electronic communications to more effectively and efficiently conduct official business with students of the University of South Dakota, certain electronic communication standards must be set by the University. As a result, email and announcements posted in myUSD Portal are considered official forms of communication at the University of South Dakota.

   It is imperative students understand that portal announcements and the University assigned e-mail addresses associated with the USD account shall be the official means of communication while they are a student and that they are responsible for information conveyed via announcements and email. The University has the right to expect that those communications be read in a timely fashion.

2. All formal electronic communication between the department faculty and student will occur via the D2L communication system. You can forward D2L email to your University coyote.edu address.

3. You cannot respond to an email sent from D2L through your coyote account. You will still need to respond to the email through D2L.

4. For more information on using D2L please visit the portal: [https://d2l.sdbor.edu/](https://d2l.sdbor.edu/)

**Technology Requirements:**

1. **Internet browser:** Refer to CDE Online Orientation for this information
2. **Information Technology Services (ITS):** The ITS Help Desk provides prompt, knowledgeable and courteous computing support services.
   
a. ITS Help Desk is located in the I.D. Weeks Library, Room # 104.
b. Online Request Form - Create a support ticket with the ITS Help Desk Email Available 24x7: [https://portal.usd.edu/technology/helpdesk/](https://portal.usd.edu/technology/helpdesk/)
c. Phone Available 24x7
   
   i. On Campus: 605-658-6000
   
   ii. Toll Free: 877-225-0027
d. ITS is closed on university holidays

3. **Desire2Learn - D2L:** Desire2Learn (D2L) is a course management system that is used by all South Dakota Board of Regents Universities. The Department of Health Sciences faculty uses D2L for all coursework, whether it is delivered on or off-campus. All coursework materials are provided within the D2L course and are available electronically to students 24/7. All course communication is facilitated within D2L including lecture notes, slides, assignments, drop-box submissions, and grades.

4. **Turnitin:** The Department of Health Sciences requires all writing assignments for the Health Sciences Major to be submitted to Turnitin to check for plagiarism. For your convenience, TurnItIn has been integrated directly into the D2L Dropbox tool.

5. **Collaborate:** Collaborate is the web-conferencing tool that is available for use by the campus community at The University of South Dakota. For an orientation guide please visit: [http://www.brainshark.com/blackboardinc/vu?pi=zGLzYw5XBz35Sgz0](http://www.brainshark.com/blackboardinc/vu?pi=zGLzYw5XBz35Sgz0)

**Instructor response time to e-mail, phone, and Questions for the Instructor Discussion Board postings:**

- I will check messages once during the day Monday through Friday and I will respond by the next business day.
- Weekend messages will be returned as soon as possible on the next business day.
- Instructor feedback to discussion board assignments will be posted within one week of the due date for the assignment.

**NOTE:** Feedback on written assignments and assessments will be provided within two weeks of the due date.
Course Schedule

Course Schedule with due dates are in a separate document posted in D2L will have any updates and revisions and will be the primary document for this class.

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<thead>
<tr>
<th>Opens</th>
<th>Closes</th>
<th>Class Activity</th>
<th>Homework Due on the &quot;Close Day&quot; at 5pm CST</th>
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<td>30-Aug</td>
<td>Chapter 1</td>
<td>Week 1 DQ and Chapter 1 Quiz</td>
</tr>
<tr>
<td>31-Aug</td>
<td>6-Sep</td>
<td>Chapter 2</td>
<td>Week 2 DQ and Chapter 2 Quiz</td>
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<tr>
<td>7-Sep</td>
<td>13-Sep</td>
<td>Chapter 3</td>
<td>Week 3 DQ and Chapter 3 Quiz</td>
</tr>
<tr>
<td>14-Sep</td>
<td>20-Sep</td>
<td>Chapter 4</td>
<td>Week 4 DQ and Chapter 4 Quiz</td>
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<tr>
<td>21-Sep</td>
<td>27-Sep</td>
<td><strong>Unit 1 Exam (Chap 1, 2, 3, 4)</strong></td>
<td><strong>Unit 1 Mini-Research Paper</strong></td>
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<tr>
<td>28-Sep</td>
<td>4-Oct</td>
<td>Chapter 5</td>
<td>Week 6 DQ and Chapter 5 Quiz</td>
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<td>5-Oct</td>
<td>11-Oct</td>
<td>Chapter 6</td>
<td>Week 7 DQ and Chapter 6 Quiz</td>
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<td>12-Oct</td>
<td>18-Oct</td>
<td>Chapter 7</td>
<td>Week 8 DQ and Chapter 7 Quiz</td>
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<td>19-Oct</td>
<td>25-Oct</td>
<td>Chapter 8</td>
<td>Week 9 DQ and Chapter 8 Quiz</td>
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<td>26-Oct</td>
<td>1-Nov</td>
<td><strong>Unit 2 Exam (Chap 5, 6, 7, 8)</strong></td>
<td><strong>Unit 2 Mini-Research Paper</strong></td>
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<td>2-Nov</td>
<td>8-Nov</td>
<td>Chapter 9</td>
<td>Week 11 DQ and Chapter 9 Quiz</td>
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<td>9-Nov</td>
<td>15-Nov</td>
<td>Chapter 10</td>
<td>Week 12 DQ and Chapter 10 Quiz</td>
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<tr>
<td>16-Nov</td>
<td>22-Nov</td>
<td>Chapter 11</td>
<td>Week 13 DQ and Chapter 11 Quiz</td>
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<td>23-Nov</td>
<td>29-Nov</td>
<td>Chapter 12</td>
<td>Week 14 DQ and Chapter 12 Quiz</td>
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<tr>
<td>30-Nov</td>
<td>6-Dec</td>
<td><strong>Unit 3 Exam (Chap 9,10, 11, 12)</strong></td>
<td><strong>Unit 3 Mini-Research Paper</strong></td>
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<td>7-Dec</td>
<td>16-Dec</td>
<td><strong>FINAL EXAM</strong></td>
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