This form should be completed if a course is currently in the University Catalog and modifications to the course are desired. Modifications may include addition or deletion of a goal area or student learning outcomes/competencies within a goal area; change to the department prefix and number; title change; and, alteration of a course description, prerequisites, credits, and frequency of offering. A goal area-specific COURSE SUBMISSION FORM may also be required; please see I and III below.

If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A current committee member list is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and then scroll down to Liberal Education Committee.)

I. Summary of Modification(s).

In the middle column please provide information on the course as it is currently described in the University Catalog. In the far right column, please provide all proposed modifications. If there is no proposed change to an item (e.g., department prefix and number), the cell in the far right column may remain blank.

<table>
<thead>
<tr>
<th>Type(s) of Course Modification</th>
<th>Current--Complete all cells</th>
<th>Proposed--Complete all cells that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE Goal Area(s)</td>
<td>6 &amp; 8</td>
<td></td>
</tr>
<tr>
<td>(Changes require completion of a Course Submission Form for the appropriate goal area(s)—see III below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Prefix &amp; Number</td>
<td>MUS 2110</td>
<td>World Music: Western Hemisphere</td>
</tr>
<tr>
<td>Title</td>
<td>World Music</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Explore the musical cultures of a relatively small number of representative human groups through case studies. Students will indirectly experience what it is like to be an ethnomusicologist puzzling out his or her way toward understanding an unfamiliar music and its context in an unfamiliar culture. Completion of this course with a grade of &quot;C&quot; or better is required for all music degrees. Liberal Education Goal Areas 6 &amp; 8</td>
<td>Explore the musical cultures of a small number of representative groups in the Western Hemisphere through case studies. Students will indirectly experience what it is like to be an ethnomusicologist puzzling out their way toward understanding an unfamiliar music and its context in an unfamiliar culture. Liberal Education Goal Areas 6 &amp; 8</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Frequency of offering</td>
<td>Every Fall Semester</td>
<td></td>
</tr>
</tbody>
</table>

II. Explanation for proposed modification(s). Please use the space below for the explanation.

The original course is being divided by hemisphere so that more countries can be added. The modified course will
focus on cultures of the Western Hemisphere, including North and South America as well as the far-western edges of Africa and Europe.

III. Competencies Checklist
If a Liberal Education goal area is being added or deleted, OR if the course description is being changed in such a way that the student learning outcomes/competencies covered are affected, complete a COURSE SUBMISSION FORM for the appropriate goal area. The goal area forms can be found at [http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/](http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/). Each course submission form describes the student learning outcomes/competencies for that goal area (e.g., Goal Area 1: Communication) and the student learning outcomes/competencies for Goal Area 2: Critical Thinking.

IV. Signatures and Contact Person

<table>
<thead>
<tr>
<th>Originator:</th>
<th>Janice Haworth</th>
<th>Janice Haworth</th>
<th>10.25.16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Typed</td>
<td>Signature</td>
<td>Date</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Stephen Carlson</th>
<th>Stephen Carlson</th>
<th>01.19.17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Typed</td>
<td>Signature</td>
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<tr>
<th>Dean:</th>
<th>Colleen Greer</th>
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<td>Name Typed</td>
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**Person to be contacted for further information:**
Name: Janice Haworth, Ph.D. | Phone: 755-3361 | E-mail: jhaworth@bemidjistate.edu

V. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

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<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
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<td>Department Chair</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs (for tracking)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Coordinator (Records Office)</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Liberal Education Committee</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Report</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
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</table>

Effective Spring 2013
This document should be completed and submitted along with an appropriate goal area–specific COURSE SUBMISSION FORM and pertinent course materials. If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A list of current Liberal Education Committee members is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and scroll down to Liberal Education Committee.)

I. General Information. Please provide the following information regarding the course and its current status.

Name of course: World Music: Eastern Hemisphere

Course Prefix and Number: MUS 2111

Credits: 3

Description (from catalog or from curriculum proposal): Explore the musical cultures of a small number of representative groups in the Eastern Hemisphere through case studies. Students will indirectly experience what it is like to be an ethnomusicologist puzzling out his or her way toward understanding an unfamiliar music and its context in an unfamiliar culture. Liberal Education Goal Area 6 & 8.

What is the official status of the course at the present time? Check one of the following.

_____ This course is already in the University catalog.

X This course is part of a curriculum proposal that has been submitted to the Curriculum Committee.

_____ This course has been approved by the Curriculum Committee and is in Curriculum Report _____(#),____(academic year). (Example: CR I, 2012-2013).

II. Summary of Goal Areas

All BSU Liberal Education courses must meet at least one of the student learning outcomes/competencies from Goal Area 2 Critical Thinking. In addition to Goal Area 2, any one course may be placed in one or two additional goal areas. Please check the one or two goal areas in which you would like the course placed.
Goal Area 1: Communication (2 courses, 6 credits)

Goal Area 2: Critical Thinking (Requires completion of the rest of the Liberal Education Program.)

Goal Area 3: Natural Science (2 courses, 7 or more credits)

Goal Area 4: Mathematical/Logical Reasoning (1 course, 3 or more credits)

Goal Area 5: History and the Social and Behavioral Sciences (2 courses, 6 or more credits)

Goal Area 6: Humanities and the Arts (2 courses, 5 or more credits)

Goal Area 7: Human Diversity (1 course, 2 or more credits)

Goal Area 8: Global Perspective (1 course, 3 or more credits)

Goal Area 9: Ethical and Civic Responsibility (1 course, 2 or more credits)

Goal Area 10: People and the Environment (1 course, 3 credits)

Goal Area 11: Performance and Participation (1 or more credits)
For each goal area selected above, complete an appropriate goal area form and provide necessary course documentation (e.g., a course syllabus) as requested on that form. The goal area forms can be found at [http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/](http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/). The student learning outcomes/competencies for Goal Area 2 Critical Thinking are described on the forms associated with Goal Areas 1, and 3-11.

### III. Signatures and Contact Person

**Originator:** Janice Haworth
Name Typed: Janice Haworth
Signature: Janice Haworth
Date: 10.25.16

**Department Chair:** Stephen Carlson
Name Typed: Stephen Carlson
Signature: Stephen Carlson
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**Person to be contacted for further information:**

Name: Janice Haworth, Ph.D.  Phone: 218-755-3361  E-mail: jhaworth@bemidjistate.edu
IV. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

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LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 6: THE HUMANITIES AND FINE ARTS*

This form should be completed for the following circumstances:

• For a new course proposed for the Liberal Education Program
• For a course modification involving adding this goal area to an already existing course
• For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: World Music: Eastern Hemisphere
Course prefix and number: MUS 2111
Credits: 3
Course description: Explore the musical cultures of a small number of representative groups in the Eastern Hemisphere through case studies. Students will indirectly experience what it is like to be an ethnomusicologist puzzling out their way toward understanding an unfamiliar music and its context in an unfamiliar culture.

Are there any prerequisites? No
Reasons for creating this course: There was a need to expand the World Music aspect of the music curriculum to include more world cultures. In addition, we have been asked to offer a course that would better fit the needs of Goal Area 8, Global Perspective, which requires three of more credits.

How often will this course be offered? Annually, Spring Semester
What is the projected maximum class size (cap)? 30 students

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 6: The Humanities and Fine Arts

• Students need to take two courses and earn at least 5 credits.

The overall goal for this goal area is to expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the five listed competencies, A-E. Please checkmark the competencies met by the course under consideration.

Students will be able to...
Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

___X___ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

____ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

____ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

___X___ D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 6 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 8: GLOBAL PERSPECTIVE*

This form should be completed for the following circumstances:
• For a new course proposed for the Liberal Education Program
• For a course modification involving adding this goal area to an already existing course
• For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: World Music: Eastern Hemisphere
Course prefix and number: MUS 2111
Credits: 3

Course description: Explore the musical cultures of a small number of representative groups in the Eastern Hemisphere through case studies. Students will indirectly experience what it is like to be an ethnomusicologist puzzling out their way toward understanding an unfamiliar music and its context in an unfamiliar culture.

Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites. No

Reasons for creating this course: There was a need to expand the World Music aspect of the music curriculum to include more world cultures. In addition, we have been asked to offer a course that would better fit the needs of Goal Area 8, Global Perspective, which requires three or more credits.

How often will this course be offered? Annually, Spring Semester
What is the projected maximum class size (cap)? 30 students

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 8: Global Perspective

• Students need to take one course and earn three or more credits

The overall goal of this goal area is to increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the four listed competency categories, A-D. To submit a course for approval in this goal area you must select competency categories A and B plus either C or D.
A. Students will be able to
- Describe political, economic, and cultural aspects of societies in their historical and/or contemporary settings.
- Analyze political, economic, and cultural aspects of societies in their historical and/or contemporary settings.

B. Students will be able to
- Analyze specific international problems, illustrating the cultural differences that affect their solution.
- Analyze specific international problems, illustrating the economic differences that affect their solution.
- Analyze specific international problems, illustrating the political differences that affect their solution.

C. Students will be able to understand the role of a world citizen and the responsibility world citizens share for their common global future.

D. Students will be able to demonstrate knowledge of a culture through non-English language study at the intermediate (second year) level.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 8 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
MUS 2111 World Music: Eastern Hemisphere

Spring 2018

Instructor: Dr. Janice Haworth  Phone: 218-755-3361
Office: BG 213  e-mail: jhaworth@bemidjistate.edu

Class Meetings: Please sit in the front section of the Recital Hall.
Monday/Wednesday/Friday, 1:00-1:50pm.

Office Hours: M/W/F 10am-Noon, T/Th 8am-9:30am.
If you need me at another time, make an appointment and I’ll be glad to help you.

Required Materials:
1. Course packet and materials
2. Small binder with paper for note-taking and your notes/worksheets from the semester
3. Set of colored pencils, small box of water-color paints, Sharp knife or Scissors. PUT YOUR NAME ON THEM. Please get these things. The rest of the materials needed will come from the $10 course fee.

Purpose:
Explore the musical cultures of a small number of representative groups of the Eastern Hemisphere through case studies. Students will indirectly experience what it is like to be an ethnomusicologist puzzling out his or her way toward understanding an unfamiliar music and its context in an unfamiliar culture.

Objectives:
a. Students will survey, from a cultural viewpoint, the musical and cultural expressions of representative groups from the Eastern Hemisphere;
b. Students will musically and culturally analyze musics and their role in different world settings;
c. Students will develop critical listening skills and the ability to articulate what they hear;
d. Students will identify the role that non-western musics have had on the music of our culture.

Activities and Assessments:

In-Class Activities – Class attendance is vital. Be in class and be on time. We meet 1:00-1:50pm. We will begin right on time. Keep your notes and worksheets and have them with you in class. There will be ‘cultural activities,’ including several in-class projects, throughout the semester. Your participation and attendance will be a significant part of your grade.

Project #2 and #3 – Project #2 is a written report on a music instrument from the eastern hemisphere. Project #3 looks at the influence of eastern musics on contemporary U.S. pop/rock music. Specific information on each assignment will be announced later.

Tests – There will be 6 “country quizzes” online. Check the schedule. There will be two cumulative tests. Tests cover all class handouts, lectures, videos and related readings and worksheets. In addition, each quiz/test will include listening examples. See course schedule for dates. The Final Exam is online and will be due by Friday, 12/9, 1pm. Students who already have an “A” (900 points) in the course may skip the Final.
Your final grade will be based upon grading scale of 1000 points:

<table>
<thead>
<tr>
<th>Project #1 - Beads (100)</th>
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<tbody>
<tr>
<td>Project #2 – Instrument Rpt (100)</td>
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<tr>
<td>Project #3 – Influence Rpt (100)</td>
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<tr>
<td>Project #4 – Didgeridoo (100)</td>
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<tr>
<td>Online Country Quizzes 1-6 (150)</td>
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</tr>
<tr>
<td>Midterm &amp; Final (300)</td>
<td></td>
</tr>
<tr>
<td>Attendance/Participation (150)</td>
<td></td>
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<tr>
<td><strong>Total (1000 pts)</strong></td>
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</tr>
</tbody>
</table>

A=900-1000, B=800-899, C=700-799, D=600-699, F=599 and below

Important “World Music” course policies:

① All assignments must be typed and submitted to D2L. Assignments are due by 1pm on the assigned date. Plan ahead for your success; don’t wait until the last minute! Late projects will be accepted but it will cost you 50% of your assignment grade. No late quizzes will be allowed. There is a one-person/one-use “Late Work Coupon” at the end of this syllabus. If you need it, use it. If you do not need it, save it to the end of the semester and turn it in for 20 pts extra credit.

② Although D2L is reliable, students should maintain backup copies of all submitted works.

③ Attendance is vital – I want you to be in class every day. Be present and be on time. Missed quizzes, tests, exams or classroom activity points may not be made up. Missed material needs to be gathered from other members of the class.

![Each absence or failure to sign-in will cost you 6 points.](image)

④ Attendance. There is an extra-credit 30 points for students with no absences or tardies. Late-Work Coupon. If you don’t use it you can turn it in at the end of the semester for 20 points extra-credit.

Extra Credit Puzzles. Included in your Course Packet. Accepted only on the appropriate date and only on time. Worth 10 pts each. Max 7. (All-or-Nothing Grading.)

Extra Credit WORLD MUSIC Concerts. Periodically we get the opportunity to hear music groups from other cultures and countries. If such a group comes to the area, you may attend and write up a thorough musical and cultural analysis for up to 50 pts per concert. NOTE: The music group has to be from a non-North American country. This is a “Musical and Cultural Analysis.” Think big and think broad. Max 3 concerts for E.C.

Extra Credit WORLD MUSIC Movies. Find an international film (non-US) with English subtitles that uses music in a substantial way. (Think BOLLYWOOD from India!) Watch the movie carefully. Write a one-page report that includes 1/3 page on the plot/story of the movie and 2/3 page on the role of the music in the story. 10 pts per movie. Max 5 movies for E.C.

Extra Credit WORLD MUSIC Food. Your Course Packet has several traditional recipes included for each of the countries we have included this semester. Pick a recipe and try it! Bring samples for us to class. Negotiable E.C. Arrange with the professor beforehand.
Statement of Academic Integrity
Students are expected to practice the highest forms of ethics, honesty, and integrity in all of their academic work. Any form of academic dishonesty (i.e. plagiarism, copying, cheating, misrepresentation) will result in disciplinary action. Possible disciplinary actions include failure for part or all of the course, as well as suspension from the University. See the BSU catalogue for more information.

Disability Services
Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu.

Late-Work Coupon. One-time use. One per student.
STAPLE this coupon to the top of the hard-copy of late assignment. Turn in hard-copy to professor before the last-day-for-assignments.

Name: ____________________________ Assignment: ____________________________

Due date: _______________ Date of Submission: _______________

E-mail: ________________________________