



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Course Prefix, Number and Title: SOWK 660 – Special Topic: Professional Writing

Course CRN # and Section: 20504 (1AS)

Semester Taught (including year): Spring 2019

Credit Hours: 3

Prerequisites: None

Course Time (if applicable): Online

Building and Room Number (if applicable): Online

Professor: Dr. Pattie Nishimoto

Office Location: JDS Center

Office Hours: Mon. & Wed.

9:00 – 11:30 am; & by appointment

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College/Department Website:

www.concord.edu/sws

Course Description/Rationale: This is an intensive writing course designed to prepare social work students to successfully complete scholarly writing tasks at the graduate level. Topics addressed include expectations and standards for scholarly and professional writing; using effective paraphrasing, summarization, and synthesizing skills; writing logically, cohesively, and coherently; and appropriate citing references adhering to APA format. Students will also increase mastery over editing, recognizing quality writing, and develop their critical thinking skills to crystallize their thoughts about information provided in the literature.

Course Management System (Blackboard/Moodle or other systems): Blackboard

One of the benefits of utilizing Blackboard (Bb) is taking into consideration the health and preservation of the environment. Hence, students are encouraged to reduce the amount of printing and are required to submit their written assignment via Blackboard.

Students will also be able to track points earned for assignments. The Professor will post announcements and email related to this course exclusively on Blackboard (Bb). Therefore, students are encouraged to Log into Bb daily and consistently throughout the semester.

Students who experience difficulties with Bb should contact the Help Desk (cuhelpdesk@concord.edu or ext. 5291 on campus phone, or 304-716-0054 from off campus or cell phone). Students are also encouraged to review the “On Demand Help Video for Students” that is available on Blackboard.

In addition, email the professor through the Bb course messages immediately to explain the situation. If Bb is inaccessible due to the campus server being down, email your professor immediately to explain the

situation. This procedure provides documentation of the date and time of the email and the situation. Attach the assignment to the email, if applicable.

Zoom Video Communication Platform:

Zoom video communication replaces the adobe connect platform for on-line sessions. It’s a user-friendly system that will be used for synchronous sessions. Students may also be able to utilize Zoom for meetings with fellow students for group assignments and/or to meet and support each other throughout the semester. Each professor has their own zoom login information. For more information about Zoom, students can log on to Zoom.us. Go to www.support.zoom.us for 24/7 technical support.

Hardware/Software Needed (include privacy policies, if applicable):

To be an effective participant in Concord’s University’s online courses in Blackboard (Bb), your computer needs to be up-to-date with the appropriate hardware and software, as follows:

	Minimum	Recommended
Operating System	Windows 7 or higher Mac OS X 10.8 or higher	Windows 10 Mac OS X 10.10
Internet Browser	Internet Explorer 11 Firefox 31 or higher Safari 6 or higher	Firefox 47.0 Safari 9.1
Processor	Windows: 2 GHz Mac: 1.1 GHz	Windows: 3 Ghz Mac: 1.3 GHz Intel Core m7
Memory	Windows: 2 GB RAM Mac: 512 MB RAM	Windows: 8 GB RAM Mac: 4 GB RAM
Internet Connection	Cable Broadband (high-speed) 5 Mbps or higher	Cable Broadband (high-speed) 15 Mbps or higher
Java	JRE Version 7 or higher	JRE Version 8 Update 101

Online students experience a different classroom environment as opposed to a traditional student. The following is a list of expectations and requirements of students as they are expected to actively engage in this course: Students in this on-line course should be comfortable with and possess the following skill set:

1. A disciplined self-starter
2. Keen problem-solving skills
3. Engages in critical thinking
4. Comfortable with engaging in written communication as it is the most prominent form.
5. Communicate via email including using attachments
6. Utilize the technology provided by Concord University and the World Wide Web
7. Use Microsoft Office (or similar) to complete assignments
8. Engage in multimodal learning through communicating using discussion boards
9. Accessing and uploading files related to the course
10. Access to the Internet
11. Navigate the Blackboard (Bb) learning platform with support provided in the course.
12. Access to a microphone and audio to participate in the Synchronized Sessions (Sy) through Zoom.

For more information or technical assistance on using the Learning Management System, please contact the Concord University Helpdesk: <http://hub.concord.edu/technology/node/12>.

Text requirements:

American Psychological Association (2010). *Publication manual of the American psychological association (6th Edition)*. Washington, DC: American Psychological Association.

Harris, M., & Kunka, J. L. (2018). *Prentice hall reference guide (10th edition)*. New York, NY: Pearson Education, Inc.

Articles and other readings, as assigned throughout the semester.

Concord University Educational Goal(s): Building on selected baccalaureate degree program, the master's degree programs provide opportunities for highly specialized research and professional development.

Skills: Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse, particularly listening and speaking, reading and writing, and non-verbal communication.
2. An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills within and across academic disciplines; and to apply these skills in problem-solving.
3. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.
4. An ability to analyze, synthesize, and integrate elements, information and ideas.
5. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
6. An ability to apply and to transfer academic and experiential learning appropriately from one context to another.

An ability to learn and work effectively both independently and collaboratively.

National Standards:

Students are expected to adhere to the NASW Code of Ethics and the Council on Social Work Education (CSWE) core competencies and the generalist and advanced generalist behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Generalist Behaviors

Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Behavior 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes.

Behavior 5: Use supervision and consultation to guide professional judgment and behavior.

Advanced Behaviors

Advanced Behavior 1: Demonstrate and preserve professional roles and boundaries in rural settings.

Advanced Behavior 2: Understand the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice.

Advanced Behavior 3: Apply ethical decision-making skills in rural settings with special focus on dual relationships and access to services.

Advanced Behavior 4: Apply ethical decision-making skills to address the use of technology in rural settings.

Competency 2: Engage Diversity and Difference in Practice

Generalist Behaviors

Behavior 6: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences.

Behavior 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Advanced Behaviors

Advanced Behavior 5: Recognize and understand the experience of isolation of minority groups in rural settings.

Advanced Behavior 6: Engage in self-reflection about and address personal biases and values as they relate to rural populations and settings.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Generalist Behaviors

Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Behavior 10: Engage in practices that advance social, economic, and environmental justice.

Advanced Behaviors

Advanced Behavior 7: Understand, analyze, and implement strategies to address forms of rural oppression.

Advanced Behavior 8: Advocate for human rights, and social, environmental and economic justice in rural settings (such as poverty, health care, education, and the rights of local populations including minorities).

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Generalist Behaviors

Behavior 11: Use practice experience and theory to inform scientific inquiry and research.

Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery.

Advanced Behaviors

Advanced Behavior 9: Identify, evaluate, and select rural practice strategies.

Advanced Behavior 10: Promote and participate in the use of research to improve the effectiveness of rural practice.

Competency 5: Engage in Policy Practice

Generalist Behaviors

Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

Behavior 15: Assess how social welfare and economic policies impact the delivery and access to social services

Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Advanced Behaviors

Advanced Behavior 11: Analyze, formulate, and advocate for policies that enhance social well-being, service delivery, and access in rural settings.

Advanced Behavior 12: Communicate and collaborate with stakeholders and professionals the implications of policy and policy changes in rural practice.

Advanced Behavior 13: Apply knowledge of strengths and issues of rural settings and populations to social work policy practice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Generalist Behaviors

Behavior 17: Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Advanced Behaviors

Advanced Behavior 14: Apply theories of human behavior and the social environment to rural practice.

Advanced Behavior 15: Explain the stigma, risk, and benefits to clients of seeking or not seeking services in a rural setting.

Advanced Behavior 16: Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice.

Advanced Behavior 17: Coordinate formal and informal networks to promote sustained client well-being in rural communities.

Advanced Behavior 18: Apply knowledge of practice within the rural context for the development of service systems.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Generalist Behaviors

Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Advanced Behaviors

Advanced Behavior 19: Use multidimensional, bio-psychosocial, spiritual, and community assessment tools in a rural practice environment.

Advanced Behavior 20: Use empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Generalist Behaviors

Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Behavior 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Behavior 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals.

Advanced Behaviors

Advanced Behavior 21: Understand and utilize the uniqueness of rural environments and its resultant effect of rural behavior.

Advanced Behavior 22: Critically evaluate, select, and apply best practices and evidence-based interventions in rural settings.

Advanced Behavior 23: Develop and implement collaborative multidisciplinary strategies for rural practice

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Generalist Behaviors

Behavior 28: Select and use appropriate methods for evaluation of outcomes.

Behavior 29: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Behavior 30: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Behavior 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Advanced Behaviors

Advanced Behavior 24: Evaluate the process and outcomes of rural practice to contribute to the development of best practice interventions for rural practice.

Advanced Behavior 25: Contribute to the knowledge base of the social work profession through rural practice-based research.

Specific Learning Outcomes:

COURSE COMPETENCIES and RELEVANT ASSIGNMENTS:

By the end of the semester, students should be able to demonstrate the following competencies and practice behaviors:

CSWE Dimensions: Knowledge (Citi Course Assignment, Discussions, Research Project) /Skills (Discussions, Research Project)

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced Behaviors

Advanced Behavior 2: Understand the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice. *Assignment: Mini-Assignments (Knowledge/Skills), Term Paper (Knowledge/Skills)*

Advanced Behavior 3: Apply ethical decision-making skills in rural settings with special focus on dual relationships and access to services. *Assignment: Mini-Assignments (Knowledge/Skills), Term Paper (Knowledge/Skills)*

Competency 2: Engage Diversity and Difference in Practice

Advanced Behaviors

Advanced Behavior 5: Recognize and understand the experience of isolation of minority groups in rural settings. *(Assignment: Mini-Assignments (Knowledge/Skills), Term Paper (Knowledge/Skills))*

Advanced Behavior 6: Engage in self-reflection about and address personal biases and values as they relate to rural populations and settings. *Assignment: Mini-Assignments (Knowledge/Skills), Term Paper (Knowledge/Skills)*

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced Behaviors

Advanced Behavior 7: Understand, analyze, and implement strategies to address forms of rural oppression. *Assignment: Mini-Assignments (Knowledge/Skills), Term Paper (Knowledge/Skills)*

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Advanced Behaviors

Advanced Behavior 9: Identify, evaluate, and select rural practice strategies. *Assignment: Mini-Assignments (Knowledge/Skills), Term Paper (Knowledge/Skills)*

Advanced Behavior 10: Promote and participate in the use of research to improve the effectiveness of rural practice. *Assignment: Mini-Assignments (Knowledge/Skills), Term Paper (Knowledge/Skills)*

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced Behaviors

Advanced Behavior 14: Apply theories of human behavior and the social environment to rural practice. *Assignment: Mini-Assignments (Knowledge/Skills), Term Paper (Knowledge/Skills)*

Advanced Behavior 18: Apply knowledge of practice within the rural context for the development of service systems. *Assignment: Mini-Assignments (Knowledge/Skills), Term Paper (Knowledge/Skills)*

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Advanced Behaviors

Advanced Behavior 20: Use empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment. *Assignment: Mini-Assignments (Knowledge/Skills), Term Paper (Knowledge/Skills)*

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced Behaviors

Advanced Behavior 22: Critically evaluate, select, and apply best practices and evidence based interventions in rural settings. *Assignment: Mini-Assignments (Knowledge/Skills), Term Paper (Knowledge/Skills)*

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced Behaviors

Advanced Behavior 24: Evaluate the process and outcomes of rural practice to contribute to the development of best practice interventions for rural practice. *(Assignment: Mini-Assignments (Knowledge/Skills), Term Paper (Knowledge/Skills))*

Course Requirements

The course consists of eight (8) learning modules. Each learning module includes learning objectives and assignments. All assignments are submitted on Blackboard. Also, each learning module requires participation in a class discussion on Blackboard.

The expectation is that students read assignments prior to all discussions, assignments, and synchronized activities. Remember, your professor knows not only what you post but also when you logged in, the amount of time spent on a post or project, and the number of views you have had of other students' posts. It is also mandatory to participate actively in all course discussions (as assigned in each module in Bb) and synchronized session, as well as read *all* of the assigned readings and post throughout each module not just once or twice a module or at the end. Thus, consistent dialog and discussion postings are required.

The following questions will help students to work through the voluminous assigned readings and organize their thoughts:

- a) What are the major organizing ideas or points in the reading? What are the subordinate ideas or points?
- b) What significant questions do the reading raise for students? Are there arguments contained in the reading that challenge students' current knowledge-based and understanding about social work practice?
- c) In what ways does the reading reinforce, extend, challenge, or contradict students' own views about social work practice, particularly in rural communities?
- d) How does the main points of the reading relate to students' field practicum and/or social work experience?
- e) How does the reading(s) inform students' understanding about the use of self, particularly in rural communities?

Assignments:

- Creating an APA Formatted Template (Worth up to 20 points)
- Self-Reflection: What is Difficult about Scholarly Writing? (Worth up to 20 points)
- Mini Assignments (MA) (Worth up to 60 points; up to 15 points each). These mini-assignments are intended to address writer's block, lack of structure/organization, over-writing and underwriting.
 - MA#1: Discuss reasons for not perpetuating negative stereotypes about people from Appalachia and Appalachian Culture.
 - MA#1: Conduct a review of the literature and complete the Database Search Sheet.
 - MA#3: Complete the Synthesis Matrix to identify central themes from the literature.
 - MA#4: Revise the literature review draft with a partner.
- Term Paper: About Appalachian culture or about a social problem in Appalachia. The term paper must also include knowledge, skills, and attitudes about Appalachian culture and its people that can facilitate social work practice. The paper should follow APA style and format requirements (APA, 2010). (Worth up to 100 points)

Students are expected to submit drafts of the following sections required in the term paper:

- Draft 1: Title Page (Worth up to 5 points)
- Draft 2: Literature Review section, include the References page (Worth up to 20 points)
- Draft 3: Discussion and Conclusion (Worth up to 20 points)
- Draft 4: Abstract page and Introduction (Worth up to 15 points)

- Participation in 4 synchronized sessions. (Worth up to 10 points each)

Grading Policy and Scale, Make-up Policy, Late Work

Course Grade:

The final course grade is on a percentage scale:

A =	90% - 100%
B =	80% - 89%
C =	70% - 79%
F =	Below 70%

Students could earn a maximum of 300 points for this course. **[Note there are no extra credit assignments.]**

Late Assignments:

All of the assignments are due by 11:59 pm on assigned due dates. Refer to the Course Assignment folder for specific dates for each assignment. ***Late submissions of assignments will not be accepted without prior approval from the professor.*** Understand, however, that students must submit a compelling written statement requesting the late submission option to the instructor via Blackboard course message for this course at least two days prior to the due date and time of the assignment. If the student elects to take this option, the highest score possible is an 85% of the points possible for the assignment(s). The instructor has sole discretion for approval of such request. Request for late submission will not be granted for group discussion and feedback.

This is an intensive writing course. Therefore, students are required to manage their time to ensure keeping up with the assigned readings, timely completion and submission of assignments.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

Refer to attached Assignment Schedule posted in Blackboard.

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including

but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:
<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Professionalism

Students are expected to conduct themselves as professionals at all times: attending all pre-arranged sessions, arriving on time, interacting with respect for the perspective of others, communicating in an open and reflective manner, and collaborating responsibly. Everyone is responsible for learning and for building a safe and nurturing community of learners. Hence, be role models to cultivate appropriate attitudes and behaviors.

Furthermore, students shall be concerned with the professional impression of what they turn in. Students shall reflect this professionalism in their work for this class. For example, students must submit scholarly writing. Therefore, students shall rewrite and proofread their work. Submit all written assignments in APA style (6thed.). Seeking additional assistance from the Academic Success Center and/or Smarthink.com is required.

Netiquette

Utilize good netiquette in discussion posts and in other communication in this course. The Cybersmile Foundation provides basic netiquette recommendations at:

<https://www.cybersmile.org/advice-help/category/examples-of-good-netiquette>

<http://www.albion.com/netiquette/corerules.html>

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."